



Lenaneo le Ntlafaditsweng  
la Puo la Kereiti ya R

Grade R Language  
Improvement Programme

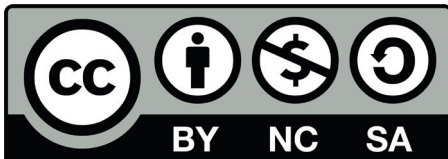
# Tataiso ya Diketsahalo Activity Guide

Kotara ya 3  
Term 3



Sesotho | English





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

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# ★ Molaetsa ho tswa ho Hlooho ya Lefapha



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

**GGT 2030**  
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

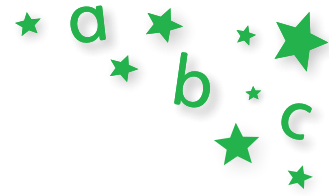
We trust that this intervention will help enhance your potential, innovation and creativity as you lay an important foundation for learning of our children. This project would not have been possible without the support of our partners. The GDE is grateful for the support of the GEDT, Zenex Foundation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

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

Yours Sincerely

  
**MR EDWARD MOSUWE**  
**HEAD OF DEPARTMENT**  
DATE: 2/6/2020

# ★ Selelekela



## Tataiso ya Diketsahalo ya Kotara ya 3

Puo ya lapeng, tataiso ya mesebetsi wa Kotara ya 3 e fana ka popeho ya mokgwa-thupelo puong ya lapeng kotareng ya tharo Kereiteng ya R. Mesebetsi e itshetlehile ho dipale mme di bopilwe ho ya ka tsamaiso ya dithuto tse potolohang dibeke tse pedi paleng engwe le engwe.

Hlokomela tse latelang:

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

## Disebediswa

Mona ke kakaretso ya dipale, kopano ya mookotaba/dihlooho le tsepamiso ya maikutlo ditlhakung tsa Kotara ya 3.

Pale	Mookotaba	Tsepamiso ya maikutlo ditlhakung le medumong
Baesekele e ntjha ya Nikolase	Dipalangwa	<b>b</b> le <b>n</b>
Sepoti o ya lebenkeleng	Mesebetsi eo batho ba e sebensang	<b>j</b> le <b>l</b>
Mokudubete o monyane	Metsi	<b>h</b> le <b>p</b>
Temo le mashodu a dijalo	Meroho	<b>m</b> le <b>t</b>
Tshimo ya Ntatemoholo Farouk	Tikoloho ya bophelo bo bottle	<b>f</b> le <b>s</b>

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

### Pakana ya disebediswa tsa puo

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

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

# ★ Introduction

## The Term 3 Activity Guide

The Home Language Term 3 Activity Guide offers a structure for teaching Home Language in the third term of Grade R. The activities are based on stories and structured according to a two-week teaching cycle for each story.

Look out for the following:

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

## Resources

Here is an overview of the stories, related themes and focus letters/sounds for Term 3.

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

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

## Language resource pack

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

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



## Disebediswa tsa ho bokellwa kapa ho rekwa

- ★ disebediswa le diaparo tse tsamaisanang le pale ka nako ya ho pheta pale, ho papala pale le maiketsiso
- ★ dintho tse hatisitsweng tse ka kopangwang le pale engwe le engwe: dibuka tsa ditshwantsho, dipampiri tsa mabenkeleng, dimakasini, le dipampiri tsa phatlalatsa
- ★ dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe a pale engwe le engwe
- ★ dintho tsa lebokose la ditlhaku, kausi e entsweng popi, mokotla o monyenyanane, lesela, disebediswa tsa theko e tlase tse tshwarang dintshintshi, pitsa, seroto, kgaba e kgolo, seipone se senyane
- ★ hlama ya papadi, meseme ya hlama ya papadi
- ★ dikerayone tsa mafura tsa *jumbo*, pente le maborosolo a ho penta, dikere, dikgomaretsi, dipene tsa koki le letlapa le lesweu la ho ngola, prestiki
- ★ pampiri ya a4, karete ya lebokoso, pampiri e kgolo ya ho ngolla, pampiri ya mmala
- ★ makumane dintho tse setseng tsa mesebetsi ya botaki: dipoleiti tsa pampiri, dikonopo, dipeo, dithutswana, mahakwe, dikwahelo tsa mabotlolo, mabokoso a mahe, dinkgo tsa kgalase, dipente tsa mebala e fapaneng, mahlo a polastiki (hona ke boikgethelo), foele ya thine, diterei tsa seterayofom, lesela, dithutswana tsa meno, pampiri e bonolo ya disele, phasta
- ★ dintho kapa dintlha tsa ditshwantsho tse nyane tsa mesebetsi ya dikgatiswana tsa ditlhaku: lekgapetla la lamunu, pampitshana kapa koranta

## Ditukisetso tsa pale engwe le engwe

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

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

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

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

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







## Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, maps and posters
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a sock made into a puppet, a small bag, cloths, cheap fly swatters, a pot, a basket, a large spoon, a small mirror
- ★ playdough, playdough mats
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, kokis and markers, Prestik
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ scrap materials for art and construction activities: paper plates, buttons, seeds, sticks, pebbles, bottle tops, egg boxes, glass jars, different colour finger paints, plastic eyes (optional), tin foil, styrofoam trays, fabric, toothpicks, tissue paper, pasta
- ★ items for letter template activities: orange peels, scrap paper or newspaper.

## Preparation for each story

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

## Teaching Home Language in the Grade R daily programme

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

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






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





# Puo ya lapeng ho potolohang beke tse pedi






## Beke 1

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



# The Home Language two-week cycle

## Week 1

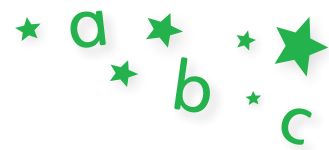
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story-based activities</b>	<b>Storytelling and building vocabulary</b> Learners hear the story for the first time while learning new vocabulary.	<b>Storytelling and singing</b> Learners listen to the story again and sing a song related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










## Beke 2

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



## Week 2

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





## Lenaneo la mesebetsi e tsamaisanang le SLKT

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

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







## Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
<b>Week 1:</b> Monday	Storytelling and building vocabulary	Listening and speaking	Listens to short stories with enjoyment and joins in choruses at the appropriate time Asks questions	
Tuesday	Storytelling and singing	Listening and speaking	Sings simple songs and does actions (with help)	
Wednesday	Storytelling and role play	Reading and viewing	Acts out part of a story, song or rhyme	
Thursday	Sequencing pictures	Listening and speaking		<b>Listening and Speaking Rubric 1:</b> Tells stories and retells stories in own words
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	
<b>Week 2:</b> Monday	More sequencing pictures	Listening and speaking Reading and viewing		<b>Listening and Speaking Rubric 2:</b> Arranges a set of pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
Tuesday	Shared reading – Big Book	Reading and viewing	“Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher	
Wednesday	Learning to listen	Listening and speaking	Listens to simple instructions and acts on them	
Thursday	Read and do	Reading and viewing	Recognises own name and some names of other learners	
Friday	Make, draw and write	Listening and speaking Emergent writing	Contributes ideas by means of drawings and contributes sentences to a class piece of writing Draws or paints pictures to convey messages	



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





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



# ★ Baesekele e ntjha ya Nikolase

## Pale

Nikolase e ne e le moshanyana ya thabileng ya ratang ho bapala le metswalle ka nako tsohle. Empa ho ne ho e na na le ntho e le nngwe eo a neng a e lakatsa haholo bophelong ba hae – O ne a lakatsa ho ba le baesekele ya hae. Metswalle ya hae e ne e na le dibaesekele ebile ba di palama ho ya sekolong, Nikolase o ne a ema a ba tsokoletsa letsoho a lakatsa ho palama le bona.

Nako ya ho keteka letsatsi la Nikolase la tswalo ya fihla. O ne a tshpile hore Mme le Ntate wa hae ba tla mo rekela baesekele e leng mpho ya hae selemong sena. Hoseng ka letsatsi la tswalo, Mme le Ntate ba mo bitsa: “Letsatsi le monate la tswalo Nikolase! Tlo o bone seo re o tshwaretseng sona!” Nikolase a mathela kamoreng ho bona. Nahana hore o bone eng—baesekele e benyang e kgubedu e tlangwe ka leleme le botala ba lehodimo. O ne a thabile haholo. “Oh, ke a leboha Mme! Ke a leboha Ntate!” a rialo. “Baesekele, ke yona ntho eo ke neng ke e lakatsa. Jwale nka palama le metswalle ya ka ho ya sekolong.”

Nikolase o ne a thabile. A rwala helmete ya hae, a palama baesekele ya hae e benyang e ntjha. Empa, jowee, a wela fatshe. Nikolase a leka hape, empa a wa hape. O ne a sa tsebe ho palama baesekele.

Nikolase a sutuletsa baesekele ya hae kamereng ya hae ya ho robala a e tshetleha betheng. Kamehla yohle o ne a e poletjha hore e benye. “Ke lakatsa eka nka tseba ho e kganna,” o ya nahana.

“Nikolase, etlo o palame le rona,” ho bitsa metswalle ya hae. Empa Nikolase a dula hae. O ile a ba le dihlong a sa batle ho ntsha sephiri sa hae ho bona hore ha a kgone ho palama kapa ho kganna baesekele.

Bosiu bo bong le bo bong, Nikolase o ne a emela hore ho be lefifi ebe o sututsa baesekele serapeng moo a sa bonweng. O ile a leka, a leka ho kganna empa tjhee, a nna a wa a itematsa.



Bosiu bo bong, motswalle e mong wa hae, Anne a mmona moo serapeng. Anne e ne e le motswalle ya mosa ke ha a batla ho thusa Nikolase.

“Nikolase!” a bitsa. “E re ke o thuse.” Ke ha Anne a tshwara baesekele a matha ka morao ha hae. Nikolase a wa kgetlo la pele, a wa kgetlo la bobedi, yaba ha a sa wa hape.

“Ke kgona ho kganna! Ke kgona ho kganna!” Nikolase a hweletsa a kganna ka lebelo.

“Yippee!” ho hweletsa Anne.

“Yippee!” Nikolase a kgefutsa a ntse a kganna ho potoloha serapa.  
“Ke leboha thuso ya hao haholo Anne!”

Ka letsatsi le hlahlamang ha metswalle ya Nikolase e mmita, o ne a ikemiseditse ho ba kgahlanyetsa a kganna baesekele ya hae e ntjha. Nikolase o ne a thabile a nna a iteka le ha a ne a se a wele ka makgetlo, o ile a tswella ho ithuta ho kganna. Jwale a ka kgona ho nyakalla le metswalle ba kganne mmoho ho ya sekolong.



**Ke pheletso ya pale.**

# ★ David's new bike

## Story

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

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

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

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

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

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

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

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

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

"Yippee!" shouted Anne.

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

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

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







## Pina

Ke rata ho palama baesekele  
 Ke e palama kamehla  
 Ke e palama ha ke ya sekolong  
 Kapa ha ke ya ho papala

Nka nyolla lebelo  
 Nka fokotsa lebelo

Ke rata ho palama baesekele  
 Ke e palama hohle  
 Hohle mo o ratang ho ya  
 Baesekele e ka ho isa teng

Ebile ke ya ema ho dumedisa  
 Empa ha ke le morao dijong  
 Ke ya tsamaya, tsamaya, tsamaya  
 Nka tsamaya, tsamaya, tsamaya

Ke rata ho palama baesekele ya ka  
 E bonolo ho fitisisa  
 Ke rata ho palama baesekele ya ka  
 Ebile o ka palama le nna.



(Bina ka molodi o fumanehang mo: <https://youtu.be/FST-CqbqUY> kapa o qape pina ya hao)

## Tlotlontswe ho tswa paleng

Mantswe a sehloohong	baesekele	metswalle	ho lakatsa	palama/kganna	letsatsi la tswalo	helemete
Mantswe a koketso:	sala hantle	poletjha	ho wa/wela fatshe	sephiri	benya	lelente
	tsela	kamore	thuso	lefifi	mosa	iteka







## Song

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

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

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



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

## Vocabulary from the story

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





### O tla hloka:

- Pale: *Baesekele e ntjha ya Nikolase*
- Dipopi: Nikolase, Anne, baesekele ya Nikolase, helmete, seqha sa letsatsi la tswalo
- Diporopo: helmete ya baesekele, lente e lnyane e tlamilweng jwalo seqha
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

Bua raeme ya *Ke tsokotsa menwana ya ka* ho tliisa baithuti mmateng ka nako ya pale.

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"O teng a nang le baesekele? O kile wa leka ho palama baesekele? O nahana hore ho bonolo ho palama baesekele?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala, ba bontshe helmete kapa seqha ke tlamilweng ka dilente tsa mmale e fepaneng.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore mme wa Nikolase le ntate wa hae ba moreketseng bakeng sa letsatsi la hae la tswalo? A na Nikolase o tla ithuta ho palama baesekele ya hae?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? A na o kile wa leka ho etsa ntho e boima yaba o wa phomella?"*

### Tsebisiso ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"bobedi, baesekele, benyang, botala, bapala, bona, bitsa, bone, benye, bong, bonweng. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: bobedi, baesekele, bona? Ee, o nepile! Kaofela a na le modumo /b/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /b/: bala, bina, buka, bata, bere, bolo, booko, bolepo, borosolo, botoro."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /b/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /b/: **"b-b-b"**. Etsa ho swaswa hore o ba qabole: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

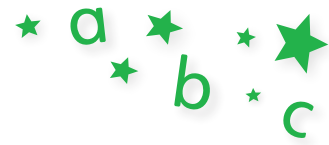
### Diketsahalo tsa dihlotshwana

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

### Ke tsokotsa menwana ya ka

Ke tsokotsa menwana ya ka  
Ke tsokotsa menwana ya ka ya maoto  
Ke tsokotsa mahetla a ka  
Ke tsokotsa nko ya ka  
Mme jwale (opa diatla jwale)  
Ho itsokotsa hohle ho tswile ho nna  
Ke kgutsitse kamoo nka kgonang!





### You will need:

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



## Week 1 Day 1

### Whole class activities

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

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: "*Does anyone have a bicycle? Have you ever tried to ride a bicycle? Do you think it is easy to learn to ride a bicycle? Who knows what the short word for bicycle is (bike)?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example, show them a helmet or colourful ribbon tied into a bow.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*What do you think David's mom and dad got him for his birthday? Will David learn to ride his bicycle?*"

#### 3 After you tell the story

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

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*bobedi, baesekele, benyang, botala, bapala, bona, bitsa, bone, benye, bong, bonweng. Can you hear the focus sound: **bobedi, baesekele, bona**? Yes, you are right! They all have the sound /b/.*"
- 2 "*Listen carefully, here are some more words with /b/: bala, bina, buka, bata, bere, bolo, booko, bolepo, borosolo, botoro.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: "**b-b-b**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

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



## Beke 1 Letsatsi 2

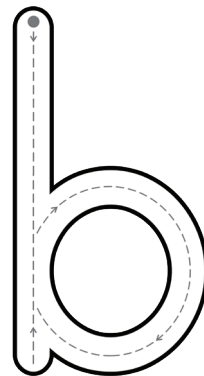
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

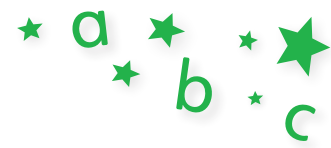
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /b/ kapa ba ka nahana lentswe le qalang ka modumo /b/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba bapala ka bolo ntse ba re: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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

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



## Week 1 Day 2

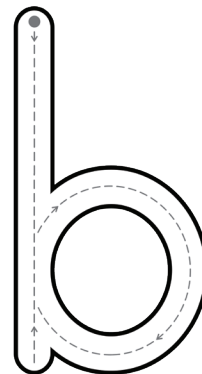
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **b**: buka, bata, bere, bolo, baesekele, balunu, bese, baki, bate, boya, bokose, bohobe, borosolo, botoro

## Beke 1 Letsatsi 3

### Diketsahalo tsa sehlopha kaofela phaposing

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswa. Mohlala: Ba bontshe dintho tse benyang le tse fifetseng. Ba botse hore ke tse dife tse benyang. Ba botse hore a na ba sa hopola lentse la ntho eo ba sa e jwetseng mang le mang (lekunutu) kapa la ntho eo ba tshepang hore e tla phethahala (takatso).
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhare) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.



### Stella o re:

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



### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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







### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **b**: buka, bata, bere, bolo, baesekele, balunu, bese, baki, bate, boya, bokose, bohobe, borosolo, botoro

## Week 1 Day 3

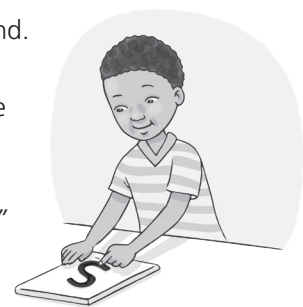
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Show them objects that are shiny and dull. Ask them which ones are shiny. Ask them if they can remember the word for something that you don't tell anyone else (a secret) or something that you really hope will come true (a wish).
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

#### Letter boxes

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



### 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.

### Small group activities

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



### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepameditsweng

- 1 Efa moithuti ka mong karete ya setshwantsho kapa ntho hotswa lebokoseng la tlhaku e tshwanang le tlhaku e ho tsepameditsweng maikutlo ho yona e kgomareditsweng thupeng ya ho anya.
- 2 Hlahosetsa baithuti hore o tliilo phahamisa thupa ya ho anya e nang le tlhaku e ho tsepameditsweng maikutlo ho yona. Baithuti ba tshwereng setshwantsho kapa ntho e ho tsepameditsweng maikutlo ho yona ba eme mme ba etse mokoloko wa terene ka mora hao. Ba tshwanetse ho bua/tjho lebitso la setshwantsho kapa ntho ba hatelle modumo o ho tsepameditsweng maikutlo ho ona.
- 3 Terene e ema seteisheneng ebe titjhere o beha thupa e nang le tlhaku tafoleng. Moithuti emong le emong o beha setshwntsho kapa ntho haufi le tlhaku.
- 4 Pheta tshebetso ena o sebedisa tlhaku engwe e ho tsepameditsweng maikutlo ho yona.

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



#### Stella says:



These are useful questions to ask about each picture:

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

#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

- Pampiri e kgolo e phetlwang, maraka, dikrayone, mmapa
- Mantswe a dinoko tse ngata a amanang le pale: helmete, sephiri, mpho, serapa, hoseng, mmoho, baesekele, letsatsi latswalo

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Botsa baithuti hore ekaba ho na le ya kileng a sebedisa mmapa. Ba bontshe mmapa o ba hlalositse hore mmapa o sebedisetswa eng.
- 2 Hlalosa hore o ka thaba ha ba ka thala mmapa wa tsela e tswang sekolong ho ya lebenkeleng/phakeng/le kerekeng e haufi.
- 3 Thala kemiso ya sekolo le heke ya sekolo, ebe o botsa baithuti hore o leba kae ha o tswa ka sekolong. Thala tsela e lebileng lebenkeleng le haufi/ phaka/ le kereke. Botsa baithuti hore ho na le se ba se bonang tseleng ebe o thala difate, mabone a sephethephethe, matlo a leng thoko ho tsela.



### Ho kopanya le ho kgaohanya (dinoko)

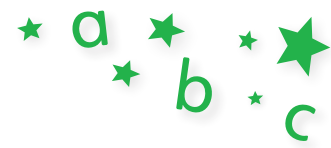
- 1 Kopa baithuti hore ba dule mmateng. Bua lentse le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **bae | se | ke | le**.
- 2 Kopa baithuti ho shebana le motswalle ba opane ka diatla ha ba bua noko engwe le engwe: **bae** (opa) **se** (opa) **ke** (opa) **le** (opa).
- 3 Bua mantswe a mang a dinoko tse ngata hotswa paleng ha baithuti ba opana ka diatla nokong engwe le engwe. Ba ka nna ba opa mangwele a bona ka matsoho ho natifisa ketso ena.
- 4 Kgothatsa baithuti ho bala dinoko mantsweng (mohlala: "baesekele" e na le dinoko tse nne).
- 5 Jwalo ka katoloso ya mesebetsi, o ka phumola ho hong lentse o bone haebe baithuti bat la bua se phumotsweng. Mohlala: E re baithuti ba re "letsatsi latswalo", ebe o ba laela ho e bua hape, empa o sa re "letsatsi". Ke eng e setseng? ("latswalo"). Jwale tswelapele ka mantswe a mang:
  - ★ "sephiri" ntle le "sephi" eba ... "ri".
  - ★ "serapa" ntle le "pa" eba ... "sera".



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: *helmete, sephiri, mpho, serapa, hoseng, mmoho, baesekele, letsatsi latswalo*

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **bae | se | ke | le**.
- 2 Ask learners to face a friend and do high fives for each syllable: **bae** (high five) **se** (high five) **ke** (high five) **le** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "baesekele" has four 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 "letsatsi latswalo", then ask them to say it again, but don't say "letsatsi". What is left? ("latswalo"). Now continue with more words:
  - ★ "sephiri" ntle le "sephi" eba ... "ri".
  - ★ "serapa" ntle le "pa" eba ... "sera".



### Small group activities

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

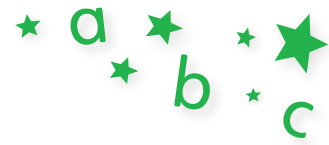




# Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="222 683 557 929" data-label="Image"> <p>Ibhayisekile entsha ka David</p> </div> <div data-bbox="187 953 548 1266" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso.</li> <li>Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona.</li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Diboto tsa dipapadi tsa dikoloi tsa mabelo tse pedi</li> <li>Disete tse pedi tsa dikarete tsa ditlhaku le ditshwantsho</li> <li>Mataese a mabedi le dibadi tse pedi</li> </ul> <div data-bbox="187 1483 557 2008" data-label="Text"> <p><i>Haeba baithuti ba thatafallwa ke ho papadi papadi ka bobona, mohlomong ho ka mengwa batswadi ba bang ho tla thusa ka mosebetsi ona wa sehlopha se senyenyane. Papala hammoho le batswadi pele ho letsatsi la sekolo, hore ba be le boitshepo ba ho sebetsa le baithuti.</i></p> </div>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha papadi ya boto hodima moseme/tafoleng ebe o beha dikarete tsa ditshwantsho ka le qubu, o di shebesetse fatshe. Hasanya dikarete tsa ditlhaku hore baithuti ba kgone ho di bona.</li> <li>Hlalosetsa baithuti melao ya papadi: <ul style="list-style-type: none"> <li>Moithuti e mong le e mong o tlameha ho lahlela letaese ebe a le tsamaisa sebadi ka palo ya letaese ho fihlela sebakeng se nepahetseng.</li> <li>Ka mora ho tsamaisa sebadi, moithuti o nka karete ya setshwantsho ho tloha qubung ya ditshwantsho, ebe o fana ka lebitso la setshwantsho ha mmoho le ho bua modumo wa setshwantsho seo.</li> <li>Papadi e fela ha moithuti a fihla folakgeng ebe e ba mohlodi.</li> </ul> </li> </ol> <div data-bbox="878 1695 1286 2001" data-label="Image"> </div>









## Small group activities for Week 1





You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="222 652 557 900"> <p>David's new bike</p> </div> <div data-bbox="197 910 588 1151"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• Two <b>Racing car game boards</b></li> <li>• Two sets of letter and picture cards</li> <li>• Two dice and counters</li> </ul> <div data-bbox="197 1302 557 1700"> <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p> </div>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them.</li> <li>2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> <li>• Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>• After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>• The learner then puts the picture card next to the correct letter card.</li> <li>• The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol> <div data-bbox="909 1548 1251 1806"> </div>



O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>
<ul style="list-style-type: none"> <li>Kopi ya <b>Leqephe la ketsahalo ya Baesekele</b></li> <li>Phasta, dithupha, thini ya lesenke, sekhomaretsi le dikere</li> </ul> 	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti hore ba tlameha ho khomaretsa phasta kapa dithupa le thini ya lesenke hore ba kgabise baesekele.</li> <li>Ha se ba qetile, ba ka teroya Nikolase a palame baesekele ha Anne yena a sututsa baesekele.</li> </ol> 
<ul style="list-style-type: none"> <li>Diporopo: disebediswa, pompo ya baesekele, baesekele e hlatswang le ho betsha, pompo ya peterole e entsweng ka lebokose la kgale, mohala bakeng sa ho ngola dipeeletso tsa ho lokisa dikoloi, mabokose a makgolo bakeng sa ho etsisa dikoloi, letshwao la karache, mmapa wa tsela kapa buka ya mmapa</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.</li> <li>Ba hlalsetse hore batlo iketsa ekare ba sebetsa karache/seteisheneng sa peterole jwalo ka basebetsi ba tshelang peterole, dimakhenike tsa koloi, bakganne, ba-amohedi ba nkang dipeeletso,</li> <li>Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 





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





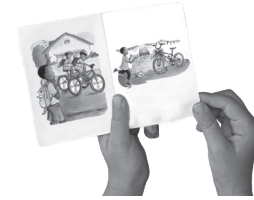
### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



### Tsebisu ya modumo hotswa paleng

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

### Diketsahalo tsa dihlotshwana

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





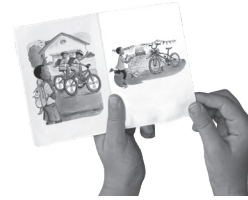
#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

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

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Baesekele e ntjha ya Nikolase*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

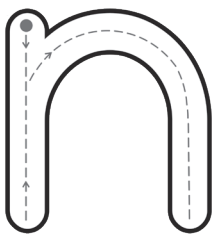
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /n/ kapa ba ka nahana lentswe ka modumo /n/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha matsoho e be ba a beha pela bona ntse ba sisinya menwana e kare ke **dinaledi** tse kganyang.
- 3 Bontsha baithuti hore tlhaku **n** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "*Qala lethebeng, eya tlase, nyoloha, hodimonyana ebe o ya tlase.*"
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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







### You will need:

- Big Book: *David's new bike*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

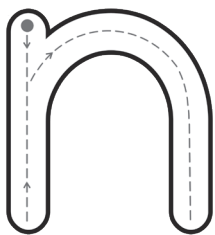
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



#### O tla hloka:

- Medumo e fapaneng ya dipalangwa tse hatsitsweng
- Ditshwantsho tsa dipalangwa tse fapaneng
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **n**: nalete, naledi, nama, namane, narike, nese, noha, noka, noko, noto

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Dudisa baithuti ka sedikadikwe ebe o ba kopa hore ba kwale mahlo ba mamele ka hloko medumo e ba ka e utlwang e ba potileng. Ba botse hore ba utlwa modumo wa koloi, tshepe ya baesekele, sethuthuthu, diteraka.
- 2 Baithuti ba mamele ka hloko ha o bapadisa medumo ya koloi, terene, tonki, pere, tshepe ya baesekele, sefofane, lenaka la sekepe, sirene ya sepolesa, sethuthuthu ka founu ya hao. Baithuti ba bue lebitso la sepalangwa seo.
- 3 Atolosa ketsahalo ena ka ho bea ditshwantsho tsa mefuta e fapaneng ya dipalangwa hare sedikadikweng.
- 4 Moithuti o tlamehile ho nka karete hotswa pokellong ebe o etsa modumo le motsamao wa sepalangwa seo. Baithuti ba bang ba tlamehile ho hakanya se leng kareteeng. Moithuti ya nepileng ho hakanya pele, o nawa monyetla wa ho nka karete engwe hare sedikadikweng.
- 5 Ha ho nale baithuti ba dihlong, ba dumelle ho etsa ketsahalo ena ka bobedi.

#### Mabokoso a ditlhaku

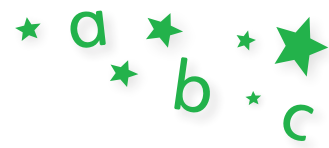
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A letter box containing objects or pictures of objects that have the focus sound **n**: nalete, naleli, nama, namane, narike, nese, noha, noka, noko, noto

## Week 2 Day 3

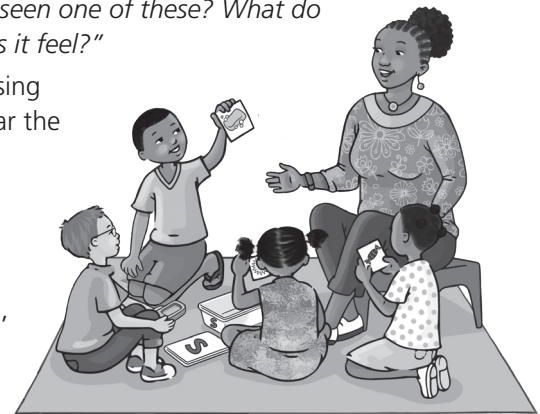
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



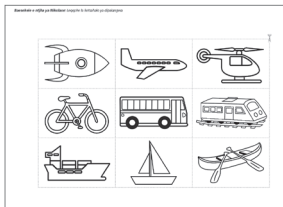
### Small group activities

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



### O tla hloka:

- Maqephe 1 le 2 a tshwantshitsweng a ketsahalo ya ho Bala o etse bakeng sa moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Dikere le sekgomaretsi
- Ditlhaku tse ho tsepameseditsweng maikutlo ho tsona di kgomareditswe dithupeng tsa ho anya
- Dikarete tsa ditshwantshokapa dintho hotswa mabokoseng a ditlhaku ho tshwantsha le tlhaku e ho tsepameseditsweng maikutlo ho yona



## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Efa moithuti ka mong leqephe 1 la ho **Bala o etse ketsahalo** e nang le ditshiya tse tharo le leqephe 2 la ho **Bala o etse ketsahalo** le nang le ditshwantsho tsa mefuta e fapaneng ya dipalangwa.
- 2 Kopa baithuti ho sheba dipalangwa tse fapaneng kaofela ba bue ka tsona hore haebe di tsamaya lefatshe, metsing kapa moyeng. Mohlala: Bese e hloka mabidi ho tsamaya lefatshe, dirokete di na le enjene e matla ho fofa moyeng le diketswana di phaphamala hodima metsi.
- 3 Bolella baithuti hore ba shebe leqephe 1 la ho **Bala o etse ketsahalo** le nang le ditshiya tse tharo mme o bue ka seo le se bonang (matshwao, ditshwantsho le mantswe). Ba bontshe moo e reng "naha/lefatshe", "metsi" le "moya". (Supa ditshwantsho tsa ditsela, metsi le maru haufi le mantswe.)
- 4 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tlamehile ho bala mola omong le omong ba etse se tshwanetseng ho etsuwa ba sebedise leqephe le se nang letho.
- 5 Balang sehlooho sa pele mmoho. Bolella baithuti hore ba tlotse mmala ba be ba ntshe baesekele ka ho e kgaola. Ba botse moo ba nahanang hore ba tshwanetseng ho kgomaretsa baesekele teng (tlasa sehlooho: lefatshe).
- 6 Bolella baithuti ho fumana ditshwantsho tse ding tsa dipalangwa tse tsamayang fatshe mme ba di tlotse ka mmala ba be ba di ntshe ka ho di kgaola ebe ba di kgomaretsa. Botsa hore ekaba ho na le ya ka "balang" sehlooho se latelang. Ba tlamehile ho tlotsa, ba ntshe ka ho kgaola ba be ba kgomaretse mefuta ya dipalangwa tse tsamayang metsing.
- 7 Tswelapele o hlahlobe o be o tshwae taelo engwe le engwe ho fihlela pheletsong ya lenaneo.

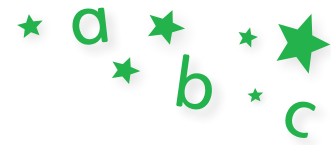
### Mamela modumo o ho tsepameditsweng

- 1 Efa moithuti ka mong karete ya setshwantsho kapa ntho hotswa lebokoseng la tlhaku e tshwanang le tlhaku e ho tsepameseditsweng maikutlo ho yona e kgomareditsweng thupeng ya ho anya.
- 2 Hlalosetsa baithuti hore o tliilo phahamisa thupa ya ho anya e nang le tlhaku e ho tsepameseditsweng maikutlo ho yona. Baithuti ba tshwereng setshwantsho kapa ntho e ho tsepameseditsweng maikutlo ho yona ba eme mme ba etse mokoloko wa terene ka mora hao. Ba tshwanetse ho bua/tjho lebitso la setshwantsho kapa ntho ba hatelle modumo o ho tsepameseditsweng maikutlo ho ona.
- 3 Terene e ema seteisheneng ebe titjhere o beha thupa e nang le tlhaku tafoleng. Moithuti emong le emong o beha setshwantsho kapa ntho haufi le tlhaku.
- 4 Pheta tshebetso ena o sebedisa tlhaku engwe e ho tsepameseditsweng maikutlo ho yona.

### Diketsahalo tsa dihlotshwana

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





### You will need:

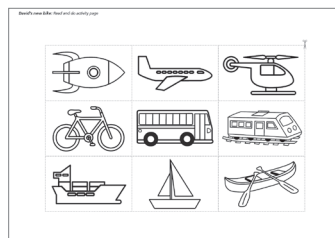
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

## Week 2 Day 4

### Whole class activities

#### Read and do

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



### Listening for focus sounds



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

### Small group activities

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



### O tla hloka:

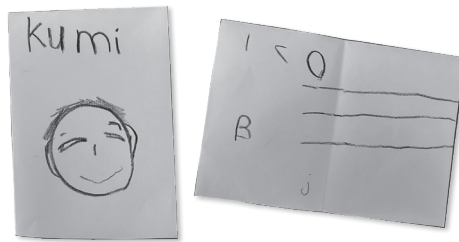
- Pampiri e nnyane ya A5 kapa karete bakeng sa moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Mantswe a dinoko tse ngata a amanang le pale: *helmete*, *sephiri*, *mpho*, *serapa*, *hoseng*, *mmoho*, *baesekele*, *letsatsi latswalo*

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Bontsha baithuti phasepoto kapa karete ya hao ya ID (karete kapa buka ya boitshupo) ya hao, o ba hlalose hore ha o etela Naha engwe, o hloka ho ba le phasepoto hore o kgone ho kena naheng eo. Botsa haebe ho na le ya kileng a etela naha engwe hara bona, le hore ekaba ho nale yanang le phasepoto?
- 2 Phetla maqephe a phasepoto kapa tokomane ya buka ya boitsebiso (ID) ya hao, o bontshe baithuti moo lebitso la hao le ngotsweng, moo setshwantsho sa hao se hlahang, letsatsi la tswalo le moo e buang hore o tswa naheng efe.
- 3 Hlalosetsa baithuti hore ba tlilo iketsetsa di phasepoto kapa ditokomane tsa dibuka tsa boitsebiso (ID).
- 4 Efa moithuti ka mong leqephe la pampiri ya A5 kapa karete. Baithuti batlamehile ho e mena hare, ba thale setshwantsho sa bona ba be ba ngole mabitso a bona kapele pampering e mennweng.
- 5 Ba kgothatse ho "ngola" ka botlalo dintlha tsohle jwalo ka lebitso, sefane, dilemo le naha e ba swang ho yona. Hlalosa hore ha ba hloke ho ngola mantswe jwalo ka batho ba baholo, empa ba ka etsa hore e lebehe eka ke mongolo.



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

- 1 Kopa baithuti hore ba dule mmateng. Bua lentse le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | phi | ri**
- 2 Kopa baithuti ho shebana le motswalle ba opane ka diatla ha ba bua noko engwe le engwe: **se** (opa) **phi** (opa) **ri** (opa).
- 3 Bua mantswe a mang a dinoko tse ngata hotswa paleng ha baithuti ba opana ka diatla nokong engwe le engwe. Ba ka nna ba opa mangwele a bona ka matsoho ho natifisa ketso ena.
- 4 Kgothatsa baithuti ho bala dinoko mantsweng (mohlala: "sephiri" e na le dinoko tse tharo).
- 5 Jwalo ka katoloso ya mesebetsi, o ka phumola ho hong lentsweng o bone haebe baithuti bat la bua se phumotsweng. Mohlala: E re baithuti ba re "helmete", ebe o ba laela ho e bua hape, empa o sa re "helme". Ke eng e setseng? ("te"). Jwale tswelapele ka mantswe a mang:
  - ★ "baesekele" ntle le "baese" eba ... "kele".
  - ★ "hoseng" ntle le "ho" eba ... "seng".

### Diketsahalo tsa dihlotshwana

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







### You will need:

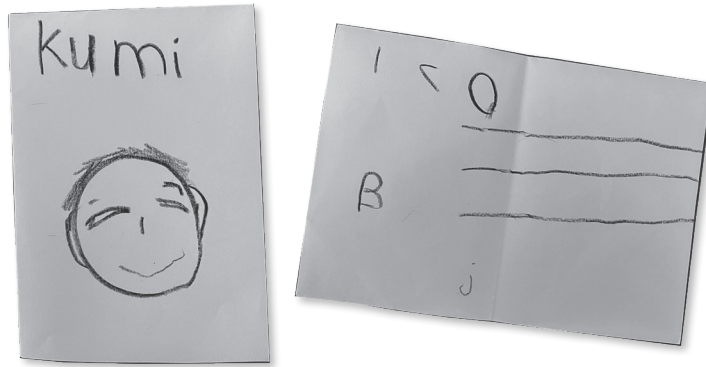
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: *helmete, sephiri, mpho, serapa, hoseng, mmoho, baesekele, letsatsi latswalo*

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | phi | ri**.
- 2 Ask learners to face a friend and do high fives for each syllable: **se** (high five) **phi** (high five) **ri** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: “sephiri” has three syllables).
- 5 As an extension for this activity, you can delete part of a word and see if learners can say what is left. For example: Tell learners to say “helmete”, then ask them to say it again, but don’t say “helme”. What is left? (“te”). Now continue with more words:
  - ★ “baesekele” without “baese” is ... “kele”.
  - ★ “hoseng” without “ho” is ... “seng”.



### Small group activities

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

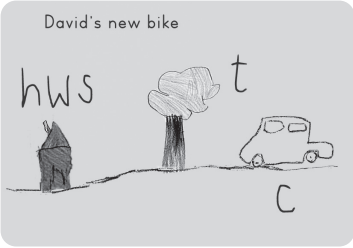

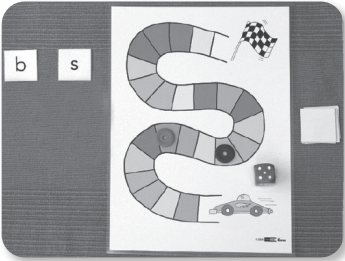



## Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="217 693 569 941" data-label="Image"> </div>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti hore ba etse ekare ba nka leeto ka dibaesekele tsa bona. Ba tlameha ho nka qeto ya hore ba ya ho kae (phakeng, mabenkeleng, ntlong ya motswalle wa bona, sekolong, kerekeng, jj).</li> <li>Ba tlameha ho teroya tsela e bontshang ho tloha moo ba dulang (hae) ho fihla moo ba yang teng, le dintho tseo ba di bonang tseleng.</li> </ol>
<ul style="list-style-type: none"> <li>Diboto tsa dipapadi tsa dikoloi tsa mabelo tse pedi</li> <li>Disete tse pedi tsa dikarete tsa ditlhaku le ditshwantsho</li> <li>Mataese a mabedi le dibadi tse pedi</li> </ul> <div data-bbox="187 1167 586 1620" data-label="Text"> <p><i>Haeba baithuti ba thata fallwa ke ho papala papadi ka bobona, mohlomong ho ka mengwa batswadi ba bang ho tla thusa ka mosebetsi ona wa sehlopha se senyenyane. Papala hammoho le batswadi pele ho letsatsi la sekolo, hore ba be le boitshupo ba ho sebetsa le baithuti.</i></p> </div>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha papadi ya boto hodima moseme/tafoleng ebe o beha dikarete tsa ditshwantsho ka le qubu, o di shebesetse fatshe. Hasanya dikarete tsa ditlhaku hore baithuti ba kgone ho di bona.</li> <li>Hlalosetsa baithuti melao ya papadi: <ul style="list-style-type: none"> <li>Moithuti e mong le e mong o tlameha ho lahlela letaese ebe a le tsamaisa sebadi ka palo ya letaese ho fihlela sebakeng se nepahetseng.</li> <li>Ka mora ho tsamaisa sebadi, moithuti o nka karete ya setshwantsho ho tloha qubung ya ditshwantsho, ebe o fana ka lebitso la setshwantsho ha mmoho le ho bua modumo wa setshwantsho seo.</li> <li>Papadi e fela ha moithuti a fihla folakgeng ebe e ba mohlodi.</li> </ul> </li> </ol> <div data-bbox="873 1367 1281 1673" data-label="Image"> </div>
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="282 1818 499 2082" data-label="Image"> </div>	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must pretend that they are going on a trip on their bicycle. They must decide where they are going to ride to (the park, the shops, a friend's house, school, church).</li> <li>2 They must draw the road or path from their home to the place they are going to, and draw things that they see on the way.</li> </ol>
<ul style="list-style-type: none"> <li>Two <b>Racing car game boards</b></li> <li>Two sets of letter and picture cards</li> <li>Two dice and counters</li> </ul>  <p><i>If learners are finding it challenging to play the games independently, it might be a good idea to invite some parents to come in and help with this small group activity. Play the games together with the parents before the school day, so they feel confident to work with the learners.</i></p>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the game board on the mat/table and put the picture cards in a pile, facing downwards. Spread the letter cards around so the learners can see them.</li> <li>2 Explain the rules of the game to the learners <ul style="list-style-type: none"> <li>• Each learner has a turn to throw the dice and move the counter the correct number of spaces.</li> <li>• After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound.</li> <li>• The learner then puts the picture card next to the correct letter card.</li> <li>• The game is over when the first learner reaches the flag and is the winner.</li> </ul> </li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>



### O tla hloka

- Kopi ya **Leqephe la ketsahalo ya Dipalangwa** le terei ya seterayofoam, dipele tsa ho teroya, mahlakwana a meno, boka, dikrayone, Prestiki

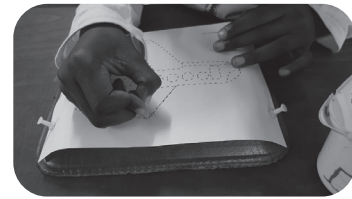
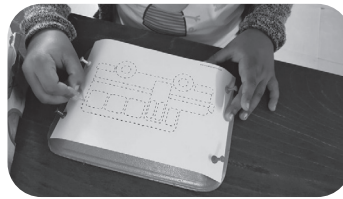


- Diporopo: disebediswa, pompo ya baesekele, baesekele e hlatswang le ho betsha, pompo ya peterole e entsweng ka lebokose la kgale, mohala bakeng sa ho ngola dipeeletso tsa ho lokisa dikoloi, mabokose a makgolo bakeng sa ho etsisa dikoloi, letshwao la karache, mmapa wa tsela kapa buka ya mmapa

### Mosebetsi

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

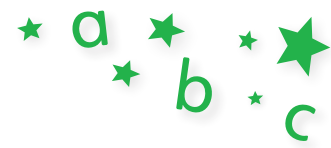
- Hokela stensele morao wa terei ya seterayofoam bakeng sa moithuti o mong le o mong ka ho sebedisa sepele sa ho teroya kapa Prestiki.
- Bontsha baithuti hore ba ka phunya terei jwang hore ba fihlelle mathebeng a stensele.
- When they have finished, they can colour in their picture.



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

- Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ne ba iketsa e kare ba sebetsa kapa ba tihaketse karache/seteishene sa peretole.
- Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





### You will need

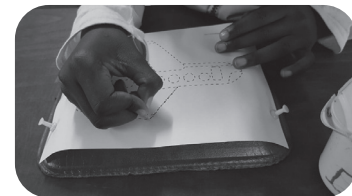
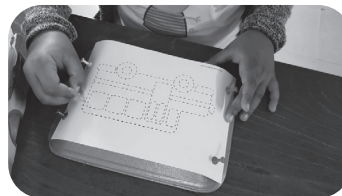
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



### Activities

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

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



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

#### Activity 5: Pretend play

Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working at or visiting a garage/petrol station. Visit the corner at least once to observe and encourage the learners' game.





# ★ Sepoti o ya lebenkeleng

## Pale

Sam le Zinzi ba dula le mme le ntate, Monghadi le Mohumahadi Madiswa le ntja ya bona Sepoti. E mong le e mong o rata Sepoti. Ho na le lebenkele le lenyane motheong wa tsela. Lebenkele leo ke la Monghadi Ibrahim.

Ka Moqebelo o mong, mme wa bona a re: "Zinzi le Sam, ke kopa le ye lebenkeleng. Ke hloka bohobe, mahe, lebese, botoro le jeme." Zinzi le Sam ba rata ho rongwa lebenkeleng ke mme wa bona ke ha ba re: "E ya Mme!" Ba ngola lenane la dintho tseo mme a di hlokang, ke ha mme a ba fa tjelete le mokotla wa ho jara dintho, ba tloha ba tsamaya!

Sepoti a matha kamorao ho bona. O rata ho ya lebenkeleng le yena! O rata ho ya haholo-holo ha Monghadi Ibrahim a entse diphae. Morekisi, Monghadi Ibrahim, a re: "Dumelang Zinzi le Sam. Ekaba o kae Sepoti?" Bana ba re: "Dumela le wena Monghadi Ibrahim." Sepoti a tsitsinya mohatla wa hae. Ke ha bana ba bala lenane la bona la ho reka. Ba botsa: "E kaba re ka fumana lofo ya bohobe, mahe a tshelatseng, botoro, lebese le jeme, ka kopo hle?"



Monghadi Ibrahim a beha tsohle ka paketeng a ba a ba kenyetsa le phae ya hae e kgethehileng ka paketeng. Ba mo neha tjelete, yaba ba re: "Re lebohile haholo Monghadi Ibrahim. Re rata diphae tsa hao!"

Yaba ba sadisa hantle ba tsokotsa matsoho.

Zinzi le Sam ba tsamaya ho ya hae, empa ba ne ba bua haholo ebile ba sa eellwe hore Sepoti ha a yo ho bona. Ha ba fihla hae, Mme wa bona a re: "Zinzi! Sam! O kae Sepoti?" Jowee Sepoti ha a ka a ba latela ho ya hae. Ba ne ba kgathatsehile haholo. O nahana hore Sepoti a ka be a le kae?

Ka yona nako eo, yaba ba utlwa motho a kokota monyako. Zinzi a bula monyako, a bona Musa. O ne a tshwere Sepoti! Ba re kaofela: "Oh, re a leboha Musa. O motswalle wa sebele!" Musa a ba bolella hore o fumane Sepoti ka lebenkeleng a ja makumane fatshe.

Zinzi le Sam ba kuka Sepoti ba mo haka haholo.

**Ke pheletso ya pale.**





# ★ Spot goes to the shop

## Story

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

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

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

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



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

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

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

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





## Pina

Sam le Zinzi ba ile lebenkeleng, ho reka, ho reka;  
Sam le Zinzi ba ilo rekela mme wa bona dijo.

Sepoti, ntjanyana, a ya le bona, a ya le bona a ya le bona;  
Sepoti, ntjanyana, a ya le bona ho bona seo a ka se fumanang.

Ha ba fihla hae hape, hae hape, hae hape;  
Ha ba fihla hae hape. Mme a botsa: "O kae Sepoti?"

Musa ya molemo a kgutlisa Sepoti, a kgutlisa Sepoti, a kgutlisa Sepoti;  
Musa ya molemo a kgutlisa Sepoti morao, ba re bohle: "Re a leboha Musa!"

*(Bina jwaloka "Mary had a little lamb" kapa o qape pina ya hao.)*



## Tlotlontswe ho tswa paleng

Mantswe a sehloohong	jeme	mahe	botoro	bohobe	lebese	makumane
Mantswe a koketso:	phae	kuka	tsokotsa	kokota	kgathatseha	haka
	kgethehileng	lenane la ho reka	motswalle	lebenkelenyana la spaza	tjhelete	latela





## Song

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

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

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

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

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



## Vocabulary from the story

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





### O tla hloka:

- Pale: *Sepoti o ya lebenkeleng*
- Dipopi: Zinzi, Sam, Mfh. Madiswa, ntja e leng Sepoti, Mng Ibrahim le Musa
- Diporopo: tafole, lofo ya bohobe/pakete ya bohobe e senang letho, lebokose la mahe, dijana tsa botoro, lebotlolo la lebese, thini ya jeme, lethathamo la dintho tsa lebenkeleng le ngotsweng ka letsoho (le ngotswa pele ho thuto)
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswa

## Beke 1 Letsatsi 1

### Diketsahalo tsa sehlopha kaofela phaposing

Bua raeme ya *Ke tsokotsa menwana ya ka* ho tliša baithuti mmateng ka nako ya pale.

### Ho bua pale le ho eketsa tlotlontswa

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"Ke mang a nang le ntja ko hae? Lebitso la ntja ya hao ke mang? E kile ya lahleha ntja ya hao?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meeelo ya mantswe a mang a matjha ao re tlišeng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswa, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala, ba bontshe hore selae sa bohobe se ka etsa makumane jwang.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tliša etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore Mfh. Madiswa o tlo reng ha bona bana ba kguhla hae kantle le Sepoti? Ke hobaneng Sepoti a sa bona bona ha ba tsamaya? Hoja Musa a kguhlisa Sepoti hae, e kabe Zinzi le Sam ba entse jwang?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? A na o kile wa leka ho etsa ntho e boima yaba o wa phomella?"*

### Tsebisu ya modumo hotswa paleng

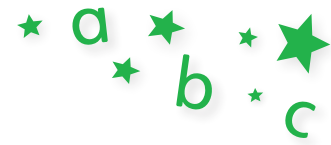
- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"ja, jeme, jara. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: ja, jeme, jara? Ee, o nepile! Kaofela a na le modumo lji."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo lji: jeresi, jase, jeli, jeme, ja, jara, sejalo, ja/dijo."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /j/ hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /j/: *"j-j-j"*. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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







### You will need:

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

## Week 1 Day 1

### Whole class activities

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

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

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

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*What do you think Mrs Madiswa is going to say when the children get home without Spot? Why didn't Spot notice when the children left? If Musa hadn't brought Spot home, what would Zinzi and Sam have done?*"

#### 3 After you tell the story

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*ja, jeme, jara. Can you hear the focus sound: ja, jeme, jara? Yes, you are right! They all have the sound /j/.*"
- 2 "*Listen carefully, here are some more words with /j/: jeresi, jase, jeli, jeme, ja, jara, sejalo, ja/dijo.*" (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.



### O tla hloka:

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



## Beke 1 Letsatsi 2

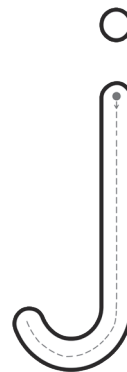
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /j/ kapa ba ka nahana lentswe ka modumo /j/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ho na le seo ba se jalang ntse ba re: "j-j-jala".
- 3 Bontsha baithuti hore tlhaku **j** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase ebe o ya potela. Phahamisa letsoho ebe o etsa letheba ka hodimo."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, kgothatsa baithuti ho sebedisa thutswana ho ngola tlhaku mobung.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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







### You will need:

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



## Week 1 Day 2

### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /j/ or if they can think of any other words with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be planting while saying: "j-j-jala".
- 3 Show learners how to write the letter j. 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 and around. Lift and dot."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **j**: jeresi, jase, jeli, jeme, ja, jara



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

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

#### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **j**: jeresi, jase, jeli, jeme, ja, jara



## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepameditsweng

- 1 Hlalosetsa baithuti hore o tliilo hlalosa mefuta e fapaneng ya mesebetsi eo batho ba e etsang, ebe ba bua lebitso la motho wa mosebetsi oo. Ba bolelle modumo o ho tsepameditsweng maikutlo ho ona ho ba thusa. "Monghadi Ibrahim o rekisa dintho. Le bitso la mosebetsi wa hae le qala ka /r/. ... (ralebenkele). Ke sebetsa sekolong ebile ke le thusa ho ithuta. Lebitso la mosebetsi wa ka le qala ka /t/. ... (titjhere)."
- 2 Mehlala e meng ke ye: "Motho ya:
  - ★ Sebetsang sepetlele mme mosebetsi wa hae o qala ka /m/ ke ... " (mooki)
  - ★ Sebetsang sepetlele mme mosebetsi wa hae o qala ka /n/ ke ... " (ngaka)
  - ★ Timang mello mme mosebetsi wa hae o qala ka /r/ ke ... " (rasetima-mollo)
  - ★ Lokisang liphaephe tsa metsi ha di dutla mme mosebetsi wa hae o qala ka /p/ ke ... " (polamara)
  - ★ Sebeletsang ntlo ya dijo mme mosebetsi wa hae o qala ka /m/ ke ... " (mosebeletsi)
  - ★ Jalang a hodisa meroho ho rekisa mme mosebetsi wa hae o qala ka /r/ ke ... " (rapolasi)
  - ★ Ahang matlo mme mosebetsi wa bona o qala ka /m/ ke ... " (moahi).

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

#### Stella says:



These are useful questions to ask about each picture:

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

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



#### Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and they must try and guess the name of the job the person does. You will tell them the focus sound to help them. "Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ralebenkele). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (titjhere)."
- 2 Here are some more examples: "Motho ya:
  - ★ Sebeletsang ntlou ya dijo mme mosebetsi wa hae o qala ka /m/ ke ... " (mooki)
  - ★ Sebeletsang sepetlele mme mosebetsi wa hae o qala ka /n/ ke ... " (ngaka)
  - ★ Timang mello mme mosebetsi wa hae o qala ka /r/ ke ... " (rasetima-mollo)
  - ★ Lokisang liphaephe tsa metsi ha di dutla mme mosebetsi wa hae o qala ka /p/ ke ... " (polamara)
  - ★ Sebeletsang ntlou ya dijo mme mosebetsi wa hae o qala ka /m/ ke ... " (mosebelets)
  - ★ Jalang a hodisa meroho ho rekisa mme mosebetsi wa hae o qala ka /r/ ke ... " (rapolasi)
  - ★ Ahang matlo mme mosebetsi wa bona o qala ka /m/ ke ... " (moahi).



#### Small group activities

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





### O tla hloka:

- Pampiri e kgolo ya ho ngolla, pene ya bosupi kapa pene ya koki, leqephe la pampiri ya A4 bakeng sa moithuti ka mong
- Kausu ya popi e entswe hore e tshwane le Sepoti
- Mokotla o nang le ditshwantsho le dintho tse nang le mantswa a dinoko tse ngata ho tswa paleng: tjhelete, setshwantsho sa lebenkele la spaza, pakethe, Ma Madiswa, Monghadi Ibrahim (monga lebenkele)

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Ngola sehlooho se, "Lenane la ho reka mabenkeleng", hodimo leqepheng la moithuti ka mong pele o qala thuto. Balang sehlooho mmoho le supa lentswe ka leng
- 2 Buang ka dintho tse rekwang mabenkeleng a fapaneng o kgothatse baithuti ho bua ka boiphihlelo ba bona mabenkeleng.
- 3 Bolella baithuti hore o ya mabenkeleng mme o hloka thuso ya bona ho ngola lenane la ho reka. Ba kope ho o fa ditlhahiso tsa se tlamehileng ho rekwa.
- 4 Ngola lenane o be o thale setshwantsho se bonolo thoko ho lentswe ka leng. Balang lenane mmoho.
- 5 Hlalosetsa baithuti hore ba tliilo etsa manane a bona a ho reka mabenkeleng. (Tlosa lenane la hao hore baithuti ba seke ba kopitsa.)
- 6 Baithuti ba thala dintho tse ba batlang ho di reka, mme "ba tswela pele" ka "ho ngola" mantswa ba sebedisa ho iketsa eka ba ya ngola kapa ba etse mopeleto o iqapelwang.
- 7 Baithuti ba ka bala manane a bona kapa ba badisane.



### Stella o re:

*Jwalo ka katoloso ya ketsahalo ena, baithuti ba ka ikwetlisa ka ho kgaohanya mantswa a makgutshwane ka dinoko le medumo. Ba oketse ka ditshwantsho kapa dintho tsa mantswa a makgutshwane a noko e le nngwe jwalo ka: jeme; lebenkele; Sam. Mantswa ana a thata ho kgaohangwa, ka ha baithuti ba tlameha ho mamela modumo o le mong. Mohlala: j-e-m-e; l-e-b-e-nk-e-l-e; S-a-m.*



### Ho kopanya le ho kgaohanya (dinoko)

- 1 Hlalosetsa baithuti hore Sepoti (popi ya kausu) o tliilo sheba ka mokotleng dintho kapa ditshwantsho tsa medumo le dinoko tse ngata a be a bue lentswe ka ho le kgaohanya (mohlala: **tjhe | le | te**). O tlamehile ho hakanya hore Sepoti o leka ho reng.
- 2 Hang ha o ka etsa jwalo ka mantswa a seng makae, botsa hore ekaba ho nale ya ka ratang ho rwala kausu ya popi mme a shebe ka mokotleng. Ba ka iketsa eka ke bo Sepoti ba bue mantswa katsela ya kgaohano. Moithuti e mong o tshwanetse ho hakanya hore ba reng.



### Diketsahalo tsa dihlotshwana

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







### You will need:

- Flipchart paper, marker, an A4 blank page for each learner and crayons
- A sock puppet made to look like Spot
- A small bag with pictures or objects for any of the multisyllabic words relating to the story: tjhelete, setshwantsho sa lebenkele la spaza, pakethe, Ma Madiswa, Monghadi Ibrahim (monga lebenkele)

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words single syllable such as: jeme; lebenkele; Sam. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-e-m-e; l-e-b-e-nk-e-l-e; S-a-m.

### Blending and segmenting (syllables)

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



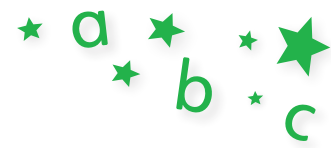
### Small group activities

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



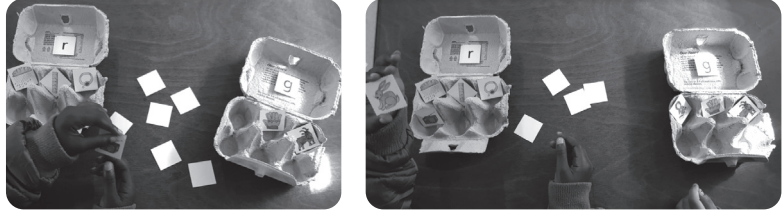



# Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="225 698 555 927" data-label="Image"> </div> <div data-bbox="208 951 564 1240" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothalletso.</li> <li>Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona.</li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Mabokose a mahe x6 a nang le tlhaku e mamareditsweng sekwalong sa lebokose la mahe</li> <li>Dikarete tsa ditshwantsho tsa tlhaku bakeng sa ditlhaku tse tsheletseng</li> </ul>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Dikarete tsa ditshwantsho tsa tlhaku di tlameha ho tswakana ebile di shebe tlase.</li> <li>Efa moithuti e mong le e mong lebokose la hae le mahe.</li> <li>Baithuti ba tlameha ho fana ka menyetla ya ho nka karate, ba bue lebitso la setshwantsho ebe ba kenye karate eo hara lebokose la mahe le nepahetseng.</li> <li>Moithuti eo lebokose la hae le tlang pele ho ba bang e ba mohlodi.</li> </ol> <div data-bbox="694 1517 1466 1733" data-label="Image"> </div>
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="321 1890 468 2070" data-label="Image"> </div>	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneeng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>• A blank A4 page for each learner</li> <li>• Jumbo wax crayons</li> </ul> <div data-bbox="222 652 557 886"> <p>Spot goes to the shop</p>  <p>Spot the dog likes pies.</p> </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>2 Ask learners to point to the words of the title as you read them together.</li> <li>3 Ask learners what part of the story they liked best. Give some suggestions.</li> <li>4 Encourage learners to draw their favourite part of the story.</li> <li>5 Make a comment or ask each learner to tell you about their drawing.</li> <li>6 Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>• 6 x egg boxes with a letter stuck on the lid of the egg box</li> <li>• Picture cards for six letters</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 The picture cards must be mixed up and placed on the table face down.</li> <li>2 Give each learner an egg box.</li> <li>3 Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box.</li> <li>4 The learner whose egg box is filled first is the winner.</li> </ol> <div data-bbox="690 1439 1466 1649">  </div>
<ul style="list-style-type: none"> <li>• Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="269 1784 512 2073">  </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>





### O tla hloka

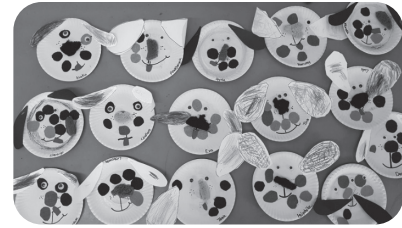
- Poleiti ya pampiri ya moithuti e mong le e mong ha mmoho le nko le molomo wa ntja tse teroyilweng mahareng a pampiri
- Sekhomaretsi le dikere
- Dipampitshana tse ntsho, sootho le kgubedu

- Diporopo: tafole, pokello ya dijana tsa korosari tse se nang letho, tjehelete ya papadi, mabokose, mekotla ya korosari, pampiri le dipensele, khomputa ya kgale kapa di-keyboard, mohala

### Mosebetsi

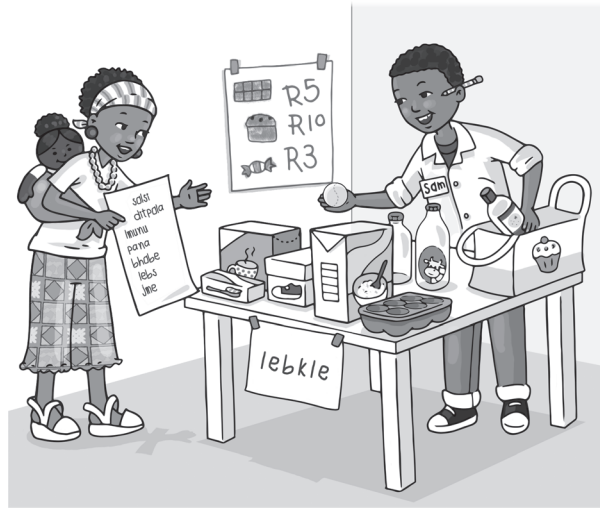
#### **Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong**

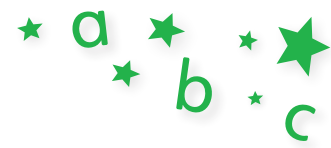
- 1 Neha moithuti e mong le e mong poleiti ya pampiri ebe o ba hlalose hore ba tlameha ho seha didikadikwe tse nyenyane bakeng sa matheba a boya a Sepoti. Ba tlameha ho teroya ebe ba seha ditsebe, mahlo le leleme.
- 2 Ha se ba qetile ho seha dikotwana, ba tlameha ho shebisisa sefahleho sa Sepoti ebe ba khomaretsa mahlo, ditsebe, leleme le matheba a hae.

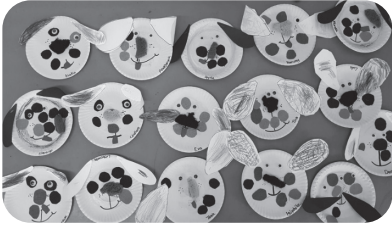



#### **Mosebetsi wa 5: Ho bapala boiketsiso**

- 1 Etella pele sehlopha sekgutlong sa dikgopolo tsa boinahanelo ebe o bontsha baithuti disebediswa tse ntjha tse beke ena. Bua ka mokgwa oo Sam le Zinzi ba ileng lebenkeleng ka teng. Bontsha dijana tsa korosari, mabokose, mekotla ya korosari le tjehelete ya papadi. E re: "Kajeno le tlo bapala 'ho ya mabenkeleng'."
- 2 Jwale qala ha hore: "Ke mang a yang lebenkeleng? Hopola, o tlameha ho ngola lethathamo la dintho tsa lebenkeleng. Ke mang a tlabang morekisi? Ho bonahala e kare le tlo ba matasa kajeno – ke tshapa hore le loketse bareki!"
- 3 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading. Mohlala, haeba ho na le baithuti ba bangata moleng wa ho bona morekisi, o ka ya sehlopheng se seng o fihle o re: "Dumela, ke nna mothusi wa morekisi. Ke ka ho thusa jwang kajeno?"





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







### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"lebenkeleng, leo, la, lebesa, lenane, leboha, latelaho, lebohile, lofo, 'lebenkele le lenyane'. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: 'lebenkele le lenyane'? Ee, o nepile! Kaofela a na le modumo //."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo //: lehe, lere, leru, lamunu, leeba, lefielo, lepolesa, lesapo, lesiba, leleme, leleme."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo // o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo //: *"I-I-I"*. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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







#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "lebenkeleng, leo, la, lebese, lenane, leboha, latelaho, lebohile, lofo, 'lebenkele le lenyane'. Can you hear the focus sound: 'lebenkele le lenyane'? Yes, you are right! They all have the sound /l/."
- 2 "Listen carefully, here are some more words with /l/: lehe, lere, leru, lamunu, leeba, lefielo, lepolesa, lesapo, lesiba, leleme, lelente." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /l/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /l/: "l-l-l". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Sepoti o ya lebenkeleng*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /l/ kapa ba ka nahana lentswe le qalang ka modumo /ll/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha leleme ntse ba re: “**l-l-leleme**”.
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **l** ka teng. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: “*Qala lethebeng, eya tlase.*”
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.

### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 2

### Whole class activities

#### Shared reading – Big Book

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



### Forming the letter

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

### Small group activities

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





#### O tla hloka:

- Dijo tse itseng kapa ditshwantsho tsa dijo tse tswang bukaneng ya dijo tse rekiswang
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku I: lehe, lere, leru, lamunu, leeba, lefielo, lesapo, lesiba, lefika, lehapu, lakane, lelente

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Dudisa baithuti ka sekadikwe o ba behe hantle hore bohle ba be le kgutso.
- 2 Jwale kgetha dintho tse nne tsa dijo kapa ditshwantsho tsa dijo ebe o bitsa lebitso la enngwe le enngwe. Ha o se o bontshitse baithuti dintho, di behe kamorao ha hao ebe o botsa emong le emong hore ba hopola seo o ba bontshitseng sona. Mamela dikarabo tsa bona, ebe o pheta ketsahalo ka dintho tse hlano.
- 3 Qala pale: *"Bana ba ile lebenkeleng ho ya reka botoro."*
- 4 Moithuti ya latelang sedikadikweng o tlamehile ho oketsa ka ntho engwe ya sejo: *"Bana ba ile lebenkeleng ho ya reka botoro le tswekere."*
- 5 Moithuti ya latelang sedikadikweng o oketsa ntho engwe: *"Bana ba ile lebenkeleng ho ya reka botoro, tswekere le sesepa..."* E boloke ho dintho tse hlano fela lenaneng; qala hape kamorao ha baithuti ba bahlano.

#### Mabokoso a ditlhaku

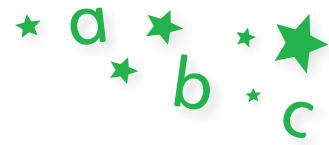
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- A few items of food or pictures of food from a shopping brochure
- A letter box containing objects or pictures of objects that start with I: lehe, lere, leru, lamunu, leeba, lefielo, lesapo, lesiba, lefika, lehapu, lakane, lelente

## Week 2 Day 3

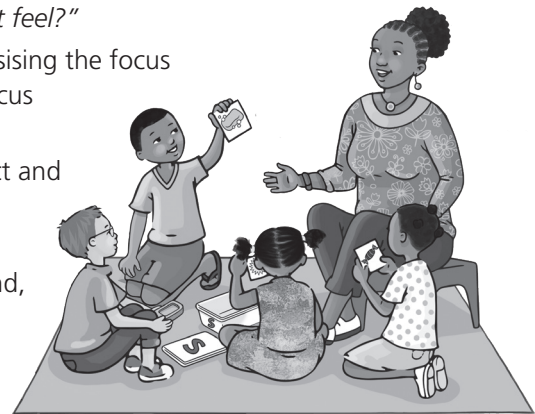
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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



### O tla hloka:

- Kopi ya **Leqephe la ketsahalo ya teroli (karikana) ya lebenkeleng** bakeng sa moithuti ka mong, dibukana tsa ho reka, dikere, sekgomaretsi

### Stella o re:

Kopa dibukana tsa ho reka lebenkeleng la sebakeng sa heno la kerosari bakeng sa moithuti ka mong. Mabenkele a na le thuso ha ba utlwisa lebaka la thuto. Ho molemo ha moithuti ka mong a ka ba le bukana ya hae, mme e be tse tshwanang.



## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- Bolella baithuti ho sheba ka hohle bukaneng ya ho reka.
- Kgothatsa baithuti ho "bala" mongolo wa mabitso a dintho tseo ba di bonang bukaneng.
- Kopa baithuti ho batla ho hong ho itseng bukaneng, Mohlala: "Na o ka fumana engwe ya dijo tse phedisang hantle? Ke dijo dife tse o ka di bolokang ka sehatsetsing? Na o ka fumana se seng sa ditshwantsho tsa meroho?"
- Bolella baithuti ho sheba ka hohle bukaneng ya ho reka ba kgethe dintho tseo ba ka lakatsang ho di "reka."
- Ba hlalose hore ba tlamehile ho kgaola ntho engwe ebe ba e kgomaretsa teroling (karikaneng) ya bona
- Ha sehlopha se qetile, e re ba dule ka bobedi ba bue ka se leng ka diteroling (dikarikaneng) tsa bona.



### Stella o re:

Hang ha o hlalositse mesebetsi e fapaneng ebile o boleletse baithuti modumo o ho tsepameseditsweng maikutlo ho ona, baithuti ba ka nka makgetlo ho hlalosa mesebetsi mme ba bua modumo o ho tsepameseditsweng maikutlo ho ona (ha ba na le boitshepi). Baithuti ba bang ba ka leka ho hakanya lebitso la mesebetsi.



### Mamela modumo o ho tsepameditsweng

- Hlalosetsa baithuti hore o tliho hlalosa mefuta e fapaneng ya mesebetsi eo batho ba e etsang, ebe ba bua lebitso la motho wa mesebetsi oo. Ba bolelle modumo o ho tsepameditsweng maikutlo ho ona ho ba thusa. "Monghadi Ibrahim o rekisa dintho. Le bitso la mesebetsi wa hae le qala ka **/r/**... (ralebenkele). Ke sebetsa sekolong ebile ke le thusa ho ithuta. Lebitso la mesebetsi wa ka le qala ka **/t/**... (titjhere)."
- Mehlala e meng ke ye: "Motho ya:
  - ★ *sebetsang sepetlele mme mesebetsi wa hae o qala ka **/m/** ke ...*" (mooki)
  - ★ *sebetsang sepetlele mme mesebetsi wa hae o qala ka **/n/** ke...*" (ngaka)
  - ★ *timang mello mme mesebetsi wa hae o qala ka **/r/** ke...*" (rasetima-mollo)
  - ★ *lokisang liphaephe tsa metsi ha di dutla mme mesebetsi wa hae o qala ka **/p/** ke...*" (polamara)
  - ★ *sebelelang ntlo ya dijo mme mesebetsi wa hae o qala ka **/m/** ke...*" (mosebeletsi)
  - ★ *jalang a hodisa meroho ho rekisa mme mesebetsi wa hae o qala ka **/r/** ke...*" (rapolasi)
  - ★ *ahang matlo mme mesebetsi wa bona o qala ka **/m/** ke...*" (moahi).



### Diketsahalo tsa dihlotshwana

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







### You will need:

- A photocopy of the **Shopping trolley activity page** for each learner, shopping brochures, scissors, glue

## Week 2 Day 4

### Whole class activities

#### Read and do

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



#### Stella says:



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

#### Stella says:



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

#### Listening for focus sounds

- 1 Explain to learners that you are going to describe different jobs people do, and guess the name of the job the person does. You will tell them the focus sound to help them. “Mr Ibrahim sells things. The name of his job starts with the sound /r/ ... (ralebenkele). I work at a school and help you with your learning. The name of my job starts with the sound /t/ ... (titjhere).”
- 2 Here are some more examples: “Motho ya:
  - ★ sebensang sepetlele mme mosebetsi wa hae o qala ka /m/ ke ...” (mooki)
  - ★ sebensang sepetlele mme mosebetsi wa hae o qala ka /n/ ke...” (ngaka)
  - ★ timang mello mme mosebetsi wa hae o qala ka /r/ ke...” (rasetima-mollo)
  - ★ lokisang liphaephe tsa metsi ha di dutla mme mosebetsi wa hae o qala ka /p/ ke...” (polamara)
  - ★ sebeletsang ntlo ya dijo mme mosebetsi wa hae o qala ka /m/ ke...” (mosebeletsi)
  - ★ jalang a hodisa meroho ho rekisa mme mosebetsi wa hae o qala ka /r/ ke...” (rapolasi)
  - ★ ahang matlo mme mosebetsi wa bona o qala ka /m/ ke...” (moahi).



#### Small group activities

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



### O tla hloka:

- Pampiri a kgolo e ngotsweng "Teko-teko e ntjha ya Sepoti", ka pene e tenya e ntsho ya ho tshwaya kapa ho maraka
- Mantswe a dinoko tse ngata a amanang le pale: botoro, spaza, tjhelete, pakete, bana, sala-hantle, lebenkele/ marekelong, Ma Madiswa, Monghadi Ibrahim, morekisi, tsohle, Moqebelo
- Kausi e entsweng popi ho tshwana le Sepoti

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Bua o re ho baithuti: "Ekaba le nahana hore Sepoti o setse hae a bolokehile ka mora ho tlišwa hae? Thje! Sepoti o rata ho tsamaya seterateng, ha ho jwalo? Hantle-ntle, Sepoti o ile teka-tekong engwe tsatsi le hlahlamang! Le nahana hore Sepoti o ile kae? Ho etsahetse eng ka yena?"
- 2 Hlalosetsa baithuti hore o tliilo ngola pale engwe ka Sepoti ha a eya teka-tekong. E re ho bona: "Ha re ngoleng pale ya rona. Ha re nahaneng mmoho. Ekaba pale ya rona e qala motsheare kapa bosiu? Sepoti o kae? O na le mang?" Hang ha baithuti ba arolelane maikutlo ka qalo ya pale, buisanang le utlwaneng ka seo ba batlang ho se tjho/bua. Ngola mantswe a bona fatshe (pampiring kapa letlapeng): O ka qala ka mantswe a: "Bare e ne ere" kapa "Ka tsatsi le leng".
- 3 E re ho baithuti: "Jwale ka ha re se re ngotse qalo ya pale ya rona, ke mang ya nang le mohopolo wa hore ho ka etsahala eng ho latelang?" Mamela mehopolo e seng mekae e fapaneng, ebe o buisana le baithuti ka diketsahalo tse ding paleng. Ngola mantswe a baithuti fatshe, ebe o kgutlela morao ho bala pale ho tloha qalong.
- 4 Ebe jwale o re: "Jwale re tlamehile ho nahana kamoo pale e fedileng ka teng. Ke eng se latelang se ileng sa etsahala ho Sepoti? Ke mang ya nang le mohopolo o re ka o ngolang qetellong ya pale?" Ngola mantswe a moithuti, ebe o qetella ka mantswe ana "Qetello" kapa "Ke pheto". Bala pale ho tloha qalong, o supa lentšwe le leng le le leng jwalo o ntse o bala.
- 5 Haeba nako e sa le teng, o ka kopa baithuti ba bang ho etsa papiso ya pale. Kgomaretsa pale leboteng.



### Stella says:

Jwalo ka katoloso ya ketsahalo ena, baithuti ba ka ikwetlisa ka ho kgaohanya mantswe a makgutshwane ka dinoko le medumo. Ba oketse ka ditshwantsho kapa dintho tsa mantswe a makgutshwane a noko e le nngwe jwalo ka: jeme; lebenkele; Sam. Mantswe ana a thata ho kgaohangwa, ka ha baithuti ba tlameha ho mamela modumo o le mong. Mohlala: j-e-m-e; l-e-b-e-nk-e-l-e; S-a-m.



### Ho kopanya le ho kgaohanya (dinoko)

- 1 Hlalosetsa baithuti hore Sepoti (popi ya kausu) o tliilo sheba ka mokotleng dintho kapa ditshwantsho tsa medumo le dinoko tse ngata a be a bue lentšwe ka ho le kgaohanya (mohlala: **bo | to | ro**). O tlamehile ho hakanya hore Sepoti o leka ho reng.
- 2 Hang ha o ka etsa jwalo ka mantswe a seng makae, botsa hore ekaba ho nale ya ka ratang ho rwala kausu ya popi mme a shebe ka mokotleng. Ba ka iketsa eka ke bo Sepoti ba bue mantswe katsela ya kgaohano. Moithuti e mong o tshwanetse ho hakanya hore ba reng.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: botoro, spaza, tjhelete, pakete, bana, sala-hantle, lebenkele/ marekelong, Ma Madiswa, Monghadi Ibrahim, morekisi, tsohle, Moqabelo
- A sock puppet made to look like Spot

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

- 1 Say to the learners: "Do you think Spot stayed safely at home after he was brought home? No! Spot loves walking the streets, doesn't he? In fact, Spot went on another adventure the very next day! Where do you think Spot went? What happened to him?"
- 2 Explain to the learners that you are going to write another story about Spot going on an adventure. Say to them: "Let's write our own story. Let's think together. Does the story begin in the day or the night? Where is Spot? Who is he with?" Once learners have shared ideas about the beginning of the story, discuss and agree on what they want to say. Write down their words. You can begin with the words: "Once upon a time" or "One day".
- 3 Say to the learners: "Now that we have written the beginning of our story, who has ideas of what could happen next?" Listen to a few ideas, then negotiate with the learners about the events in the story. Write down the learners' words, then go back and read the story from the beginning.
- 4 Then say: "Now we need to think how the story ended. What next happened to Spot? Who has ideas about what to write for the end of the story?" Write down the learners' words, then finish with the words "The End". Read the story from the beginning, pointing to each word as you read.
- 5 If there is time, you can ask some of the learners to illustrate the story. Stick the story on the wall.



### Stella says:



As an extension to this activity learners can practise breaking short words up into phonemes. Add some pictures or objects for words with a few syllables such as: jeme; lebenkele; Sam. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-e-m-e; l-e-b-e-n-k-e-l-e; S-a-m.

### Blending and segmenting (syllables)

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



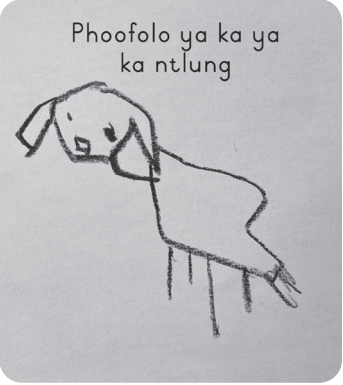
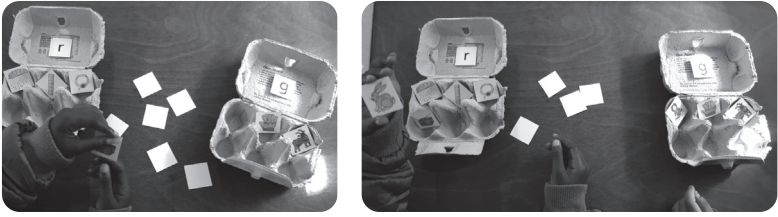

### Small group activities

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






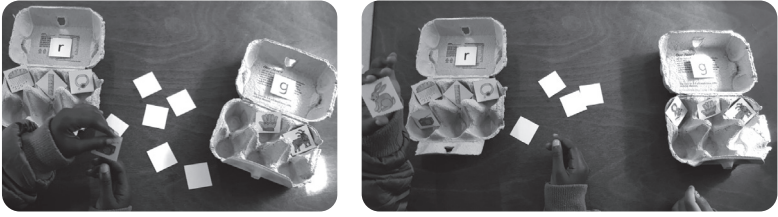

## Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> 	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola "Phoofolo ya ka ya lapeng" ka hodimo leqepheng la moithuti e mong le e mong pele thuto e qala.</li> <li>Kopa baithuti ba bontshe mantswe a sehlooho ha ntse le bala mmoho.</li> <li>Botsa baithuti: "O na le ntja a jwalo ka Sepoti or mofuta wa phoofolo e nngwe ya lapeng?" Kopa baithuti ba teroye phoofolo ya bona ya lapeng, kapa mofuta wa phoofolo e nngwe ya lapeng ba nang le takatso ya yona. Botsa baithuti haebe ba ka rata ho ngola se itseng ka setshwantsho sa bona.</li> <li>Fana ka tlhaloso kapa o botse potse ka setshwantsho ka tsela ena: "Katse eo e mafura!" kapa "O rata ho sesa le ntja ya hao? Ho monate ho etsa ntheo! Setshwantsho sena se setle jwang ha mmoho le mongolo wa teng."</li> <li>Haeba ba batla e be wena a ba ngolang, sebedisana le bona ka ho ba kopa hore ba bue mantswe butle ha ntse o ngola. Nahana ka lentse le phahameng hantse o ngola polelo ya moithuti.</li> <li>Ngola seo moithuti a ho jwetsang sona, lentse ka lentse. Hopola ho ngola hantle hape mongolo o bonahale.</li> <li>Ha o qeta ho ngola, kgothatsa baithuti ba bale dipolelo tseo le wena. Supa lentse le leng le leng hantse le bala hape o amohele boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Mabokose a mahe x 6 a nang le tlhaku e mamareditsweng sekwalong sa lebokose la mahe</li> <li>Dikarete tsa ditshwantsho tsa tlhaku bakeng sa ditlhaku tse tshelatseng</li> </ul>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Dikarete tsa ditshwantsho tsa tlhaku di tlameha ho tswakana ebile di shebe tlase.</li> <li>Efa moithuti e mong le e mong lebokose la hae le mahe.</li> <li>Baithuti ba tlameha ho fana ka menyetla ya ho nka karate, ba bue lebitso la setshwantsho ebe ba kenye karate eo hara lebokose la mahe le nepahetseng.</li> <li>Moithuti eo lebokose la hae le tlang pele ho ba bang e ba mohlodi.</li> </ol> 
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



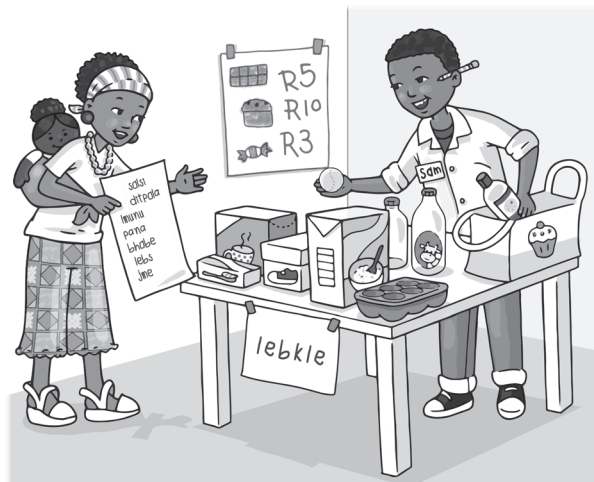


## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write "My pet" at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners: "Do you have a dog like Spot or another kind of pet at home?" Ask learners to draw their pet, or a pet they wish they had. Ask learners if they would like to write something about their picture.</li> <li>Make a comment or ask a question about the drawing, such as: "That's a fat cat!" or "Do you like to swim with your dog? That's a fun thing to do! What a beautiful drawing and such good writing."</li> <li>If they would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write the learner's sentence.</li> <li>Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage the learner to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>6 x egg boxes with a letter stuck on the lid of the egg box</li> <li>Picture cards for six letters</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>The picture cards must be mixed up and placed on the table face down.</li> <li>Give each learner an egg box.</li> <li>Learners must take turns to pick up a card, say the name of the picture and then place the card in the correct egg box.</li> <li>The learner whose egg box is filled first is the winner.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>







O tla hloka	Mesebetsi
<ul style="list-style-type: none"> <li>• Kgatiswana e lekanang le A5 ya tlhaku l bakeng sa moithuti e mong le e mong</li> <li>• Pampitshana (kapa koranta)</li> <li>• Dikerayone tsa mafura tsa jumbo</li> <li>• Dikgomaretsi</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Neha moithuti ka mong kgatiswana ya tlhaku le pampitshana (kapa koranta).</li> <li>2 Ba tlameha ho tabola pampiri e be dikotwana tse nyane e be ba i phuthela ka dibolo ho tlatsa sebaka ebe ba etsa tlhaku.</li> <li>3 Ba ka nna ba oketsa ka ho taka dintho tse nang le modumo o e ho tsepamiseditsweng maikutlo ho yona l.</li> </ol>
<ul style="list-style-type: none"> <li>• Diporopo: tafole, pokello ya dijana tsa korosari tse se nang letho, tjehelete ya papadi, mabokose, mekotla ya korosari, pampiri le dipensele, khomputa ya kgale kapa di-keyboard, mohala</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ne bapala maiketsiso a "hoya mabenkeleng". Baithuti ba ka etsa e kare ke morekisi le bareki. E mong a ka etsa e kare ke motho a sebensang ka pokello ya dibuka kapa moahi kapa mapentane a nang le disebediswa tse tla lokisang lebenkele la Mng. Ibrahim.</li> <li>2 Etelea sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 







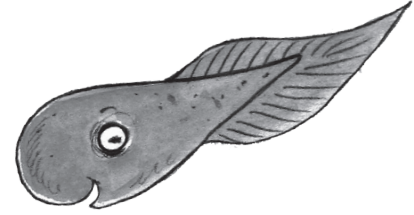
You will need	Activities
<ul style="list-style-type: none"> <li>• An A5 I letter template for each learner</li> <li>• Scrap paper (or newspaper)</li> <li>• Jumbo wax crayons</li> <li>• Glue</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Give each learner a letter template and small pieces of scrap paper (or newspaper).</li> <li>2 They must tear the paper into small pieces and roll it into balls to fill the space and make the letter. They can also add drawings of things with the focus sound I.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone, toy hammer, chisel, paintbrush, nails, wood plank</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play “going to the shop”. Learners can pretend to be the shopkeeper and shoppers. Someone can also be the bookkeeper or pretend to be a builder or painter with some tools to fix Mr Ibrahim’s shop.</li> <li>2 Visit the corner at least once to observe and encourage the learners’ game.</li> </ol> 



# ★ Mokudubete o monyane

## Pale

Mokudubete Harry o dula letangwaneng le moholwane wa hae Freddy. Harry e ne e le mokudubete o ya thabileng o sesa ho potoloha letangwana letsatsi lohle. Harry o ne a na le takatso e kgolo ya ho ka tlola jwalo ka moholwane wa hae Freddy. "Ke mokudubete o monyane o tshitja, ha ke batle ho ba mokudubete ho hang. Ke batla ho tlola jwalo ka senqanqane; ke tlolele kutung ena le yane," ho bina Harry.

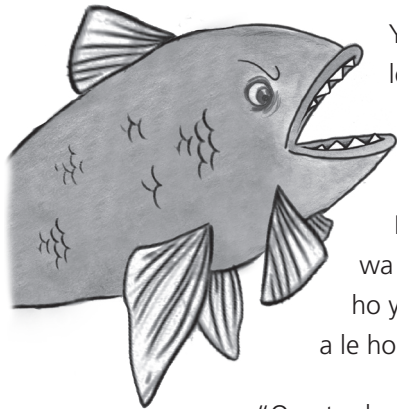


"E ka kgona o nthute ho tlola jwalo ka wena ka kopo hle?" Harry o kopa moholwane wa hae.

Freddy a re: "Seke wa tshwenyeha, Harry, haufinyane o tla be o kgona ho tlola jwalo ka nna. Sheba, maoto a hao a ka morao a se a hodile!"

Harry o ne a thabile ka maoto a ka morao a hae, a botsa: "E ka kgona o nthute ho tlola ka maoto a ka morao ka kopo hle?" Freddy a re: "Seke wa tshwenyeha, Harry, haufinyana o tla be o kgona ho tlola jwalo ka nna. Ema hofihlela maoto a hao a ka pele a hola!"

Yaba Harry wa ema, a ba a ema sebakanyana hofihlela a bona maoto a hae a ka pele a hola. "Bona! Ke na le maoto a ka pele jwale, e ka kgona o nthute ho tlola jwalo ka wena ka kopo hle?" a kopa a thabile haholo. "Haufinyana o tla be o kgona ho tlola jwalo ka nna," ho bua Freddy, "ema hanyane feela hofihlela mohatla wa hao o motelele o tloha."



Yaba Harry o sesa a ntse a bina pina ya hae a emetse mohatla wa hae o tlohe. Ka tsatsi le leng ha a ntse a phaphamala letangwaneng, hwa tla tlhapi e kgolohadi ya molomo o moholo le meno a bohale e sesa e mo tobile. Harry o ne a tshohile haholo. O ne a tseba hore tlhapi e kgolohadi e, e batla ho mo ja! Harry a sesa ka potlako metsing.

Maoto a hae a ka pele le a ka morao, a ikutlwa a le matla a be a eellwa hore mohatla wa hae ha o sa le tseleng ya hae ho hang. Harry a sesa ka matla a hae ohle, hole le tlhapi ho ya lebopong la letangwana. Yaba, ntle le ho lemoha, o ne a se a le moyeng a be a ipona a le hodima lefika.

"O entse hantle, Harry!" ho hweletsa Freddy a bile a tlola-tlola hodimo le tlase a thabile haholo.

O satswa ho ithuta ho tlola! Jwale o se o le senqanqane jwalo ka nna." Harry o ne a thabile haholo; takatso ya hae e phethehile!

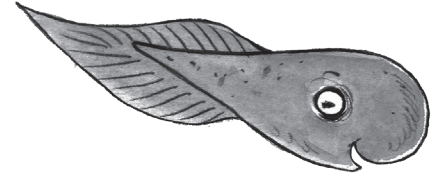
**Ke pheletso ya pale.**



# ★ The little tadpole

## Story

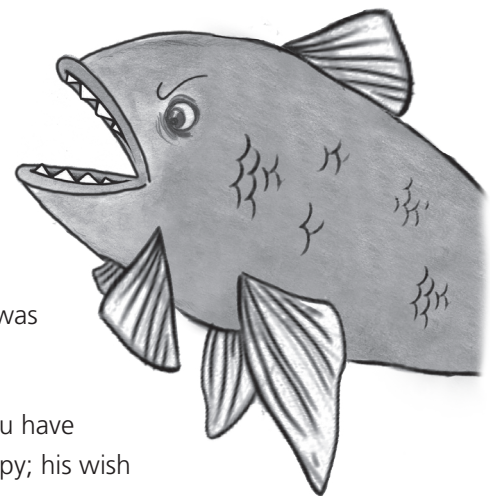
Harry the tadpole lived in a pond with his big brother Freddy. Harry was a happy little tadpole who swam around the pond all day. Harry had a big wish, he wanted to be able to jump just like his big brother Freddy. "I'm a little tadpole round and small, I don't want to be a tadpole at all. I want to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



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

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

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



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

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

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





## Pina

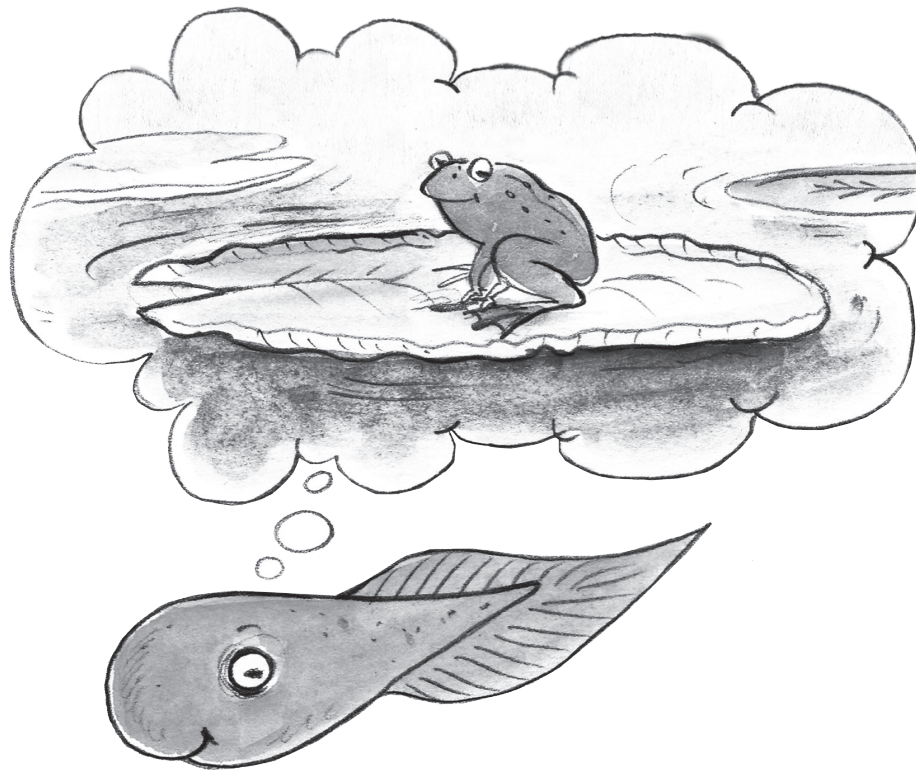
Ke mokudubete o monyane o tshitja,  
 Ha ke batle ho ba mokudubete ho hang.  
 Ke batla ho tlola fela jwalo ka senqanqane;  
 Ke batla ho tlolela mona le mane.

*(Bina jwaloka "I'm a little teapot short and stout" kapa qape pina ya hao.)*



## Tlotlontswe ho tswa paleng

Mantswe a sehloohong	senqanqane	mokudubete	letangwana	tlola	morao	pele
Mantswe a koketso:	mohatla	bohale	tshitja	hola	takatso	moholwane
	lefika	kutu	phaphamala	sesa	tshohile	meno







## Song

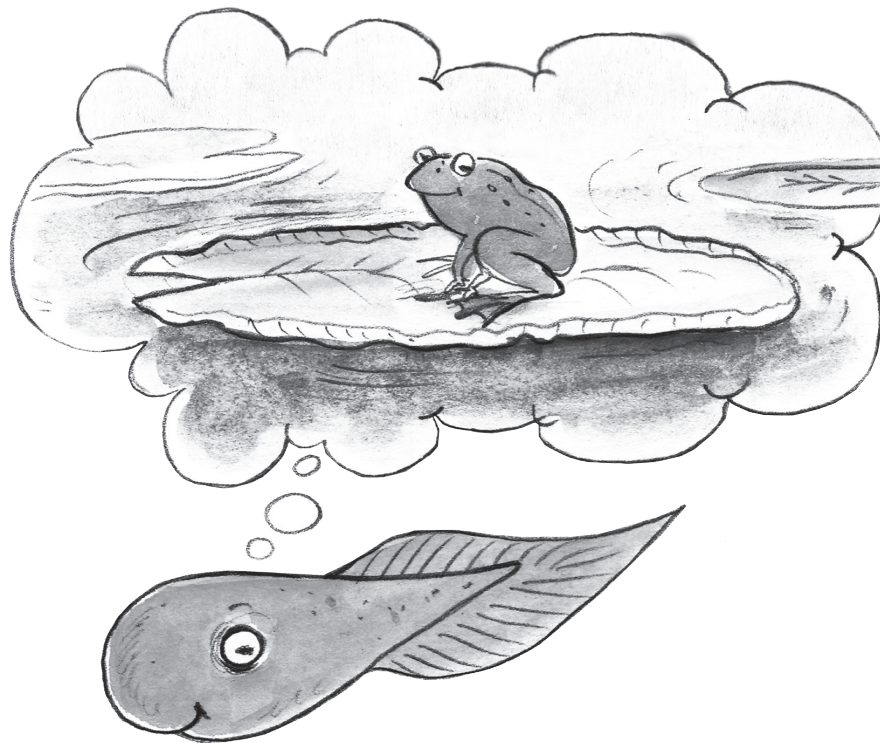
I'm a little tadpole round and small,  
 I don't want to be a tadpole at all.  
 I want to jump just like a frog;  
 I want to jump from log to log!

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



## Vocabulary from the story

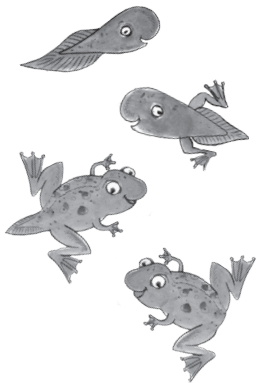
<b>Key-words:</b>	<b>frog</b>	<b>tadpole</b>	<b>pond</b>	<b>jump</b>	<b>back</b>	<b>front</b>
Extra words:	tail	sharp	round	grow	wish	brother
	rock	log	float	swim	terrified	teeth





### O tla hloka:

- Pale: *Mokudubete o monyane*
- Dipopi: Harry, Harry ka maoto a ka morao, Harry ka maoto a ka pele le a ka morao, Freddy, tlhapi, lefika
- Diporopo: lefika, pampiri e tala e sehiloeng seka sebopeho sa kgala ya dikgahla, lesela le leputswa bakeng sa letangwana
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

Bua raeme ya *Ke tsokotsa menwana ya ka* ho tliisa baithuti mmateng ka nako ya pale.

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"O kile wa bona mokudubete? A na o wa tseba hore mokudubete wa hlaha ho kae? O kile wa bona senqanqane? Re fumana bokudubete le dinqanqane ho kae? O tseba ho lla seka senqanqane? O tseba tsela eo senqanqane se sesang ka sona?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala, ba bontshe dintshwantsho tsa matangwana. Ha ho kgoneha, bokella bokudubete hara nkgo o bontshe baithuti hore di shebehala jwang.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Ha o nahana, Harry o ne a ikutlwa jwang ha a bona tlhapi e kgolo? O nahana hore ho tla etsahala eng ka mora moo?"*

#### 3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? A na ho na le dintho tseo aubuti kapa kgaitsemi ya hao e kgonang ho di etsa tseo o batlang ho di etsa? Na o ikutlwa motlotlo ka ntho eo o kgona ho e etsa ke sena sebaka eo o neng o sa kgone ho e etsa o sale monyane?"*

### Tsebisano ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"hae, hao, hola, hole, hore, hang, hodile, hodima, hodimo, haholo, Harry, haufinyana, hofihlela, hanyane. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: hae, Harry, hodimo? Ee, o nepile! Kaofela a na le modumo /h/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /h/: hempe, harake, heke, huku, helmete, lehapu, lehata, lehare, lehe, lehadimo."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /h/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /h/: **"h-h-h"**. Etsa ho swaswa hore o ba qabole: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

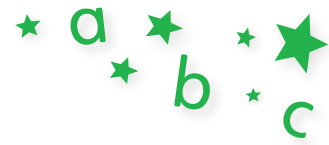
Hlalosetsa baithuti hore ba tllile ho sebetsa ka dihlotshwana letsatsi le leng le le leng. Ba hlalose tse kamoo ketso engwe le engwe e etsuwang mme o hlalose le phapantsho ya letsatsi le leng le le leng. Hlalosa mokgwa le tatelano ya ho hleka.

### Ke tsokotsa menwana ya ka

Ke tsokotsa menwana ya ka  
Ke tsokotsa menwana ya ka ya maoto  
Ke tsokotsa mahetla a ka  
Ke tsokotsa nko ya ka  
Mme jwale (opa diatla jwale)  
Ho itsokotsa hohle ho tswile ho nna  
Ke kgutsitse kamoo nka kgonang!

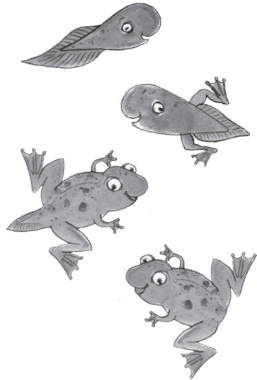






### You will need:

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



## Week 1 Day 1

### Whole class activities

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

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *Have you ever seen a tadpole? Where does a tadpole come from? Have you seen a frog? Where do we find tadpoles and frogs? Can you croak like a frog? Do you know how a frog swims?*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them pictures of ponds. If you can, collect tadpoles in a jar to show learners what real tadpoles look like.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Harry felt when he saw the big fish? What do you think will happen next?"*

#### 3 After you tell the story

- 3.1 Ask learners: *"What did you like about the story? What didn't you like? What was your best part? What questions do you have about the story? Are there things that your big brother or sister can do that you want to do? Do you feel proud of doing something that you can do now that you couldn't do when you were little?"*

### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"hae, hao, hola, hole, hore, hang, hodile, hodima, hodimo, haholo, Harry, haufinyana, hofihlela, hanyane. Can you hear the focus sound: hae, Harry, hodimo? Yes, you are right! They all have the sound /h/"*
- 2 *"Listen carefully, here are some more words with /h/: hempe, harake, heke, huku, helmete, lehapu, lehata, lehare, lehe, lehadimo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: **"h-h-h"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

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



## Beke 1 Letsatsi 2

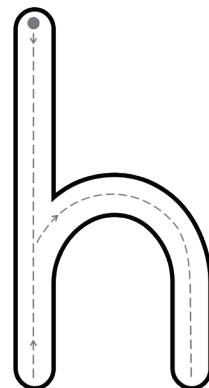
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

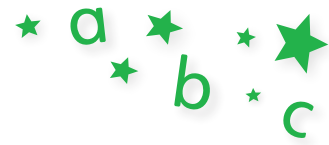
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /h/ kapa ba ka nahana lentswe ka modumo /h/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka beha letsoho pela molomo wa bona ebe ba hemesela ekare ba fellwa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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

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



## Week 1 Day 2

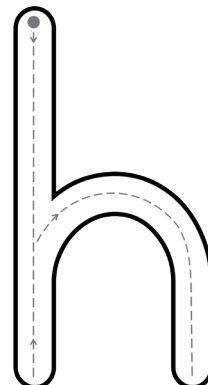
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /h/ or if they can think of any other words with the sound /h/.
- 2 Teach learners an action associated with the sound. For example: Learners can sleep while sitting on their desks, their head leaning on the desk top. Then they can all wake up and say: "h-h-h".
- 3 Show learners how to write the letter **h**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up, over and down."
- 4 Let learners practise the letter formation in the air, on the mat, on each other's backs or on their hands. They can also try using their own bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand and walk on it.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **h**: hemepe, harake, heke, huku, helmete, hoki, helikoptara



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

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

#### Mabokoso a ditlhaku

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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **h**: hemepe, harake, heke, huku, helmete, hoki, helikoptara



## Week 1 Day 3

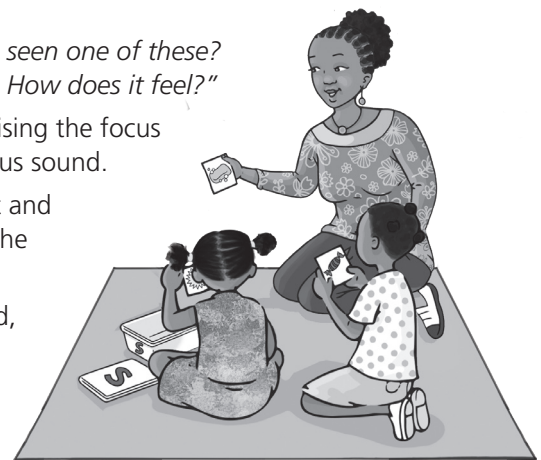
### Whole class activities

#### Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to act out these action words: "jump" and "swim". You can also show them how something light (a leaf) floats on water.
- 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 **h**." Let some learners trace over the letter on the lid with their fingers.



### Small group activities

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



### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



#### Mamela modumo o ho tsepameditsweng

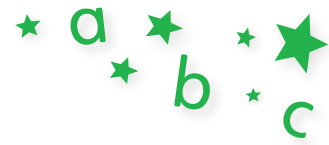
- 1 Papadi ena e bapalwa hantle mo ho bulehileng. Baithuti ba hloka ho sesa hopotoloha hofihlela o hweletsa kapa o letsa molodi. Ha ba utlwa pontsho ya hao, ba tlamehile ho ema ka sehlopha sa bohloano le ba leng haufi.
- 2 Hang ha baithuti ba le dihlopheng, neha sehlopha modumo o fapaneng, ebe moithuti ka mong sehlopheng o nahana lentswe ka modumo oo. Ha bohle ba na le lentswe, ba tlamehile ho tlola tlola. Mamela mantswe a bona, hlokomela hore ba nepile ebe o ba fa ntlha.
- 3 Ha sehlopha se file mantswe a sona, baithuti ba tlamehile ho sesa hopotoloha hape empa ba dule sehlopheng seo. Ha o entse pontsho, ba tlamehile ho emisa ho sesa ebe o nehakapa o fa sehlopha se seng le se seng modumo o fapaneng. Papadi e ka tswela pele hofihlela ho eba le sehlopha se nang le dintlha tse hlano.

#### Diketsahalo tsa dihlotshwana

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







### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

#### Stella says:



These are useful questions to ask about each picture:

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

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



#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

- Sekoto se seholo sa pampiri
- Dikhokhi tse tenya
- Hlama ya ho bapadisa e fuwe moithuti ka mong
- Maphepha ya A4
- Dikerayone tsa mafura tsa *jumbo*
- Mantswa a dinoko tse ngata a amanang le pale: mokudubete, nyenyane, ho sesa, o tshohile, ho phaphamala, kgutshwanyane, ho fofa, senqanqane

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Buisana le baithuti ka sebikwe sa bophelo ba senqanqane mme o ba hopotse kamoo Harry a qhotsitsweng hotsw leheng, ya eba mokudubete mme yah ola ya eba senqanqane.
- 2 Thala setshwantsho sa mahe, mokudubete le sa senqanqane. Botsa baithuti hore ba hlalose karolo engwe le engwe ya sedikwe sa bophelo ha o ntse o eketsa mabitso ditshwantshong tsa (mahe, mokudubete, senqanqane). Thala metsu hotswa karolong engwe ya bophelo ho isa ho e latelang.
- 3 Hlalosetsa baithuti hore ba tliilo etsa mahe, mokudubete le senqanqane ba sebedisa hlama ya papadi.
- 4 Hang ha ba se ba entse sedikwe sa bophelo ka hlama ya papadi, ba ka thala ba ngole mabitso karolong engwe le engwe ya sedikwe sa bophelo.



### Stella o re:



Mosebetsi ona o ka etswa ka puo e nngwe le e nngwe hobane mosebetsi o tsepamisa hore baithuti ba be le bokgoni ba ho kgaohanya mantswa ho ya ka dinoko. Ho kgothalletsa tshebediso ya dipuo tse ngata le ho ananela dipuo tsa lapeng, leka mosebetsi ona ka mantswa a dinoko tse ngata, a dipuo tse ding.

### Ho kopanya le ho kgaohanya (dinoko)

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswa a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **mo | ku | du | be | te**.
- 2 Bolella e mong wa baithuti hore o tliilo etsa eka ke senqanqane. Laela senqanqane ho tlola ho ya ka dinoko: **mo** (tlola hang), **ku** (tlola hang), **du** (tlola hang), **be** (tlola hang), **te** (tlola hang). Jwale baithuti ba ka kopanya dinoko ho bitsa lentswe: **mo | ku | du | be | te = mokudubete**.
- 3 Laela senqanqane ho tlola hape. Kgetlong lena baithuti ba tshwanetse ho opa diatla nako e nngwe le e nngwe ha senqanqane se tlola.
- 4 Bitsa lentswe le leng ho tswa lenaneng ebe o botsa baithuti ho le kgaohanya ka dinoko. Senokong se seng le se seng senqanqane se tshwanetse ho tlola ha sehlopha se opa diatla.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: mokudubete, nyenyane, ho sesa, o tshohile, ho phaphamala, kgutshwanyane, ho fofa, senqanqane

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Stella says:



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

### Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mo | ku | du | be | te**.
- 2 Tell one of the learners that they are going to pretend to be a frog. Ask the frog to jump for each of the syllables: **mo** (one jump) **ku** (one jump) **du** (one jump) **be** (one jump) **te** (one jump). Learners must then put the syllables together to say a word: **mo | ku | du | be | te = mokudubete**.
- 3 Ask the frog to jump again. This time learners must clap each time the frog jumps.
- 4 Say another word from the list and ask learners to break it into syllables. The frog must jump on each syllable while the class claps.







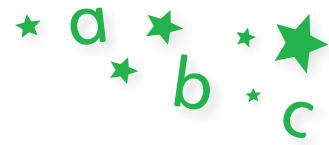
### Small group activities

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

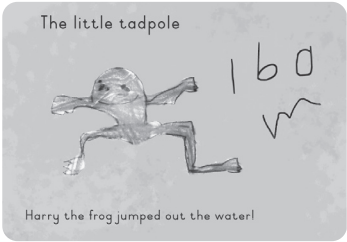




# Diketsahalo tsa dihlotshwana Bekeng 1


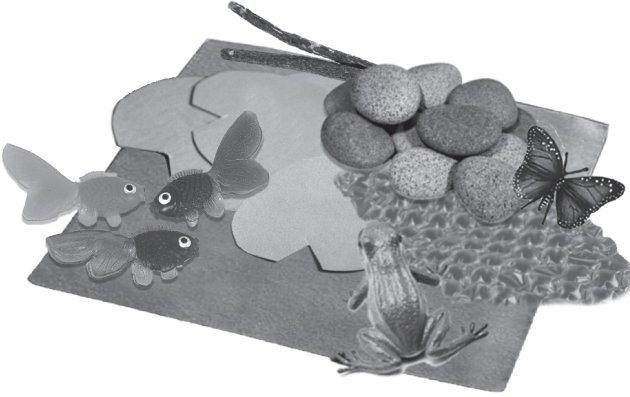
O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul>   <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso.</li> <li>Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona.</li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Dikarete tsa ditlhaku tsa ditshwantsho.</li> <li>Disebediswa tsa theko e tlase tse tshwarang dintshintshi (o ka di etsa ka dipoleiti tsa pampiri kapa ka se sekwaehelo sa yokate se khomaretsweng pheletsong ya thupa)</li> </ul>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha dikarete tsa ditlhaku tsa ditshwantsho hodima tafole. Shebisa ditlhaku tlase.</li> <li>Moithuti e mong le e mong o tlameha ho phetla karate ya tlhaku ebe a bua hore tlhaku eo e etsa modumo o fe.</li> <li>Baithuti kaofela mo sehlopheng ba tlameha ho leka ho fumana setshwantsho se tsamaisanang le modumo wa teng ebe ba se shapa ka se sebediswa se tshwarang dintshintshi.</li> </ol> 
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Picture cards</li> <li>Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the picture cards face up on the table. Put the letters face down.</li> <li>Each learner must take a turn to turn over a letter card and say the sound the letter makes.</li> <li>All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>


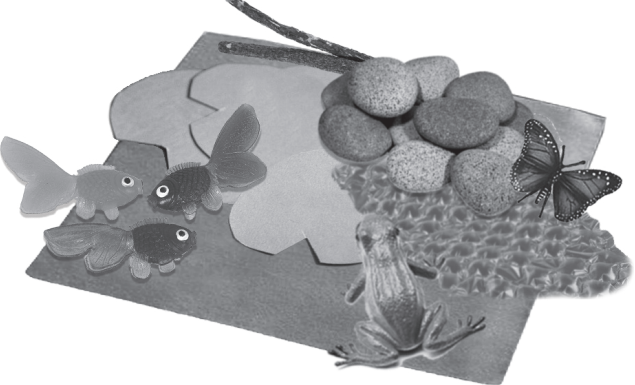


O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>• Neha moithuti e mong le e mong halofo ya poleiti ya pampiri, koki e ntsho, sekhechana sa pampiri e kgubedu, didikadikwe tse pedi tse tala, e tshweu le entsho</li> <li>• Sekhomaretsi le dikere</li> <li>• Pampiri e tala kapa dikrayone tsa boko e kgolo tse tala</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Hlalosetsa baithuti hore ba tlo etsa senqanqane. Ba tlameha ho tabola dikhechana tsa pampiri e tala ebe ba di khomaretsa poleiting ya pampiri kapa ba sebedise krayone ya boka ho e etsa e be tala.</li> <li>2 Ba ka khomaretsa mahlo, ba teroye molomo ebe ba o khomaretsa lelemeng le sekhechaneng sa pampiri.</li> </ol> 
<ul style="list-style-type: none"> <li>• Diporopo: pampiri e tala e sehilweng ka didikadikwe (dipalesa tsa metsi), majoana a chitja, mmala o moputswa kapa se sebediswa se putswa bakeng sa metsi, dikutu le dithupa, hlama ya ho bapala kapa dinqanqane tsa polasetiki, majoana a chitja a manyenyane a nang le letheba le mmala o motsho bakeng sa mahe a senqanqane kapa thatela ya polasetiki e nang le letheba le letsho, dimela tsa pitsa, dirurubele tsa polasetiki le tlhapi (kapa ditshwantsho tsa teng tse sehilweng makasineng)</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etella sehlopha pele sekgutlong sa ho bapala ka maiketsiso ebe o ba bontsha di sebediswa tsa ho etsa letamo. Ba hlalose hore ba tlo etsa letamo ebe ba bapale le diphoofolo tse phelang hara letamo le tse dulang haufinyana le letamo: dinqanqane, ditlhapi le dirurubele</li> </ol> 







You will need	Activities
<ul style="list-style-type: none"><li>• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner</li><li>• Glue and scissors</li><li>• Green paper or green Jumbo wax crayons</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Explain to learners that they are going to make a frog. They must tear up strips of green paper and stick it on the paper plate or use the wax crayon to make it green.</li><li>2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue.</li></ol> 
<ul style="list-style-type: none"><li>• Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Lead the group to the pretend play corner and show them the materials for making a pond. Explain to them that they are going to make the pond and then play with the animals that live in and around the pond: frogs, fish, butterflies.</li></ol> 





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



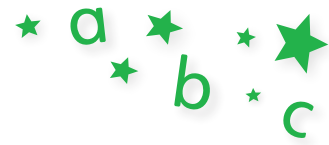
#### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *“potoloha, potlako, pele, pina. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: **p**otoloha, **p**ele, **p**ina? Ee, o nepile! Kaofela a na le modumo **/p/**.”*
- 2 *“Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo **/p/**: popi, pente, palesa, panana, papa, pelo, pene, pere, poho, popeho, poone, pula.”* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo **/p/** o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo **/p/**: **“p-p-p”**. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures



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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: *"potoloha, potlako, pele, pina. Can you hear the focus sound: potoloha, pele, pina? Yes, you are right! They all have the sound /p/."*
- 2 *"Listen carefully, here are some more words with /p/: popi, pente, palesa, panana, papa, pelo, pene, pere, poho, popeho, poone, pula."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /p/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /p/: **"p-p-p"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Mokudubete o monyane*
- Dihula hupu
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

#### Padisommoho – Buka e Kgolo

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

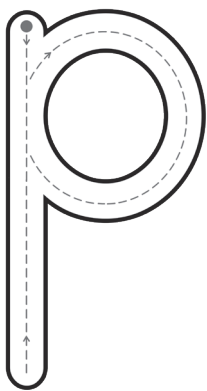


### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /p/ kapa ba ka nahana lentswe ka modumo /p/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka sebedisa menwana ya bona ho etsa sebopeho sa pelo ebe ba se beha hodima sefuba ntse ba re: “**p-p-pelo**”.
- 3 Bontsha baithuti hore tlhaku **p** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: “*Qala lethebeng, e ya tlase tsela kaofela, hodimo ebe o ya potoloha.*”
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big Book: *The little tadpole*
- Hoola hoops
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

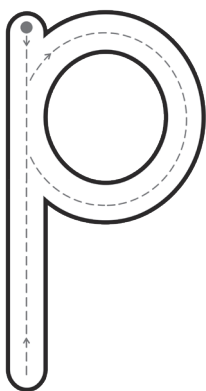
#### Shared reading – Big Book

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



### Forming the letter

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



### Small group activities

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



### O tla hloka:

- Dinkgo tsa kgalase tse itseng tse tlatsitsweng ka metsi (o ka kenya mmala wa dijo hore mosebetsi ona o thahaselle le ho feta)
- Dithupa kapa dipensele
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **p**: popi, pente, palesa, panana, papa, pelo, pene, pere, podi, poho, popeho, poone, pula

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Hlalosetsa baithuti hare ba mamele ka hloko ha o ntse o tlanya galase engwe le engwe ka thutswana kapa ka pentshele.
- 2 Botsa baithuti ha ebe medumo e ya tshwana kapa e fapane. Ke galase efe e etsang modumo o hodimo, ebile ke efe e etsang modumo o tlase?
- 3 Botsa baithuti hore ke mang ya ratang ho ka leka ho tlanya digalase tse fapaneng a mamele medumo e tswang moo.
- 4 Leka ho tlanya ka paterone mme o botse ho baithuti hore ho ka ba le ya ka kopitsang paterone eo.



#### Mabokoso a ditlhaku

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

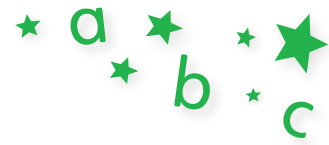


### Diketsahalo tsa dihlotshwana

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







### You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A letter box containing objects or pictures of objects that have the focus sound **p**: popi, pente, palesa, panana, papa, pelo, pene, pere, podi, poho, popeho, poone, pula

## Week 2 Day 3

### Whole class activities

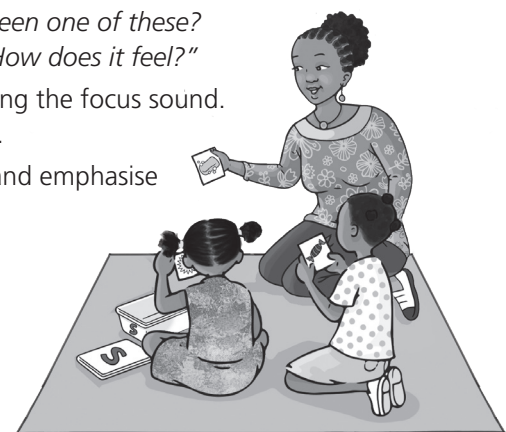
#### Learning to listen

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



#### Letter boxes

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



#### Small group activities

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





### O tla hloka:

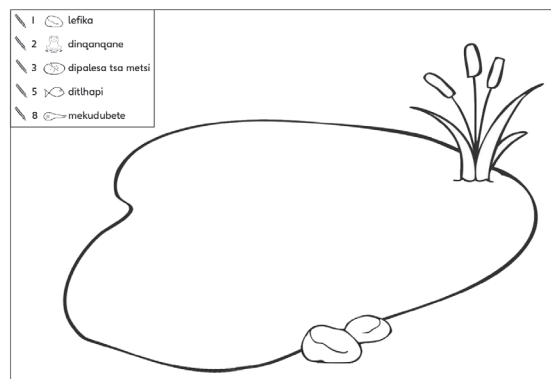
- Kopi ya Leqephe la ketsahalo ya **Bala o etse** e fuwe moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswa).
- 2 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tlamehile ho bala mola omong le omong ba etse se tshwanetseng ho etsuwa ba sebedise leqephe le se nang letho.
- 3 Balang mola wa pele hammoho: Taka lefika le le leng.
- 4 Botsa hore ekaba ho na le ya ka "balang" hore ke eng se latelang se lokelang ho etsuwa lenaneng: Taka dinqanqane tse pedi.
- 5 Tswelapele o hlahlobe o be o tshwae taelo engwe le engwe ho fihlela pheletsong ya lenaneo.
- 6 Thusa baithuti ha ba thatafallwa ke ho bala ditaello.



### Mamela modumo o ho tsepameditsweng

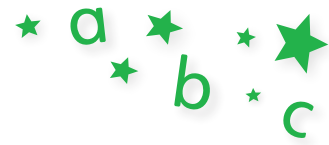


- 1 Papadi ena e bapalwa hantle mo ho bulehileng. Baithuti ba hloka ho sesa hopotoloha hofihlela o hweletsa kapa o letsa molodi. Ha ba utlwa pontsho ya hao, ba tlamehile ho ema ka sehlopha sa bohlanole ba leng haufi.
- 2 Hang ha baithuti ba le dihlopheng, neha sehlopha modumo o fapaneng, ebe moithuti ka mong sehlopheng o nahana lentswe ka modumo oo. Ha bohle ba na le lentswe, ba tlamehile ho tlola tlola. Mamela mantswa a bona, hlokomela hore ba nepile ebe o ba fa ntlha.
- 3 Ha sehlopha se file mantswa a sona, baithuti ba tlamehile ho sesa hopotoloha hape empa ba dule sehlopheng seo. Ha o entse pontsho, ba tlamehile ho emisa ho sesa ebe o nehakapa o fa sehlopha se seng le se seng modumo o fapaneng. Papadi e ka tswela pele hofihlela ho eba le sehlopha se nang le dintlha tse hlano.

### Diketsahalo tsa dihlotshwana

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





### You will need:

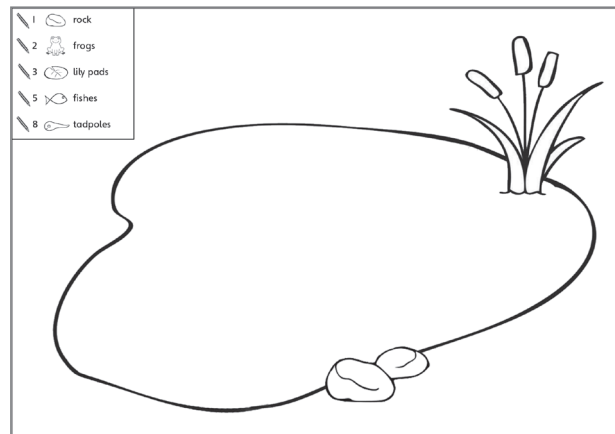
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Explain to learners that they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together: Draw one rock.
- 4 Ask if any of the learners can “read” what to do next on the list: Draw two frogs.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

- Ditshwantsho tsa metsi a silafaditsweng le dinoka tse hlwekileng, matamo le matangwana
- Pampiri e kgolo ya ho ngolla, pene e ntsho ya ho ngola letlapeng
- Dikerayone tsa mafura tsa jumbo
- Mekotla ya polasetiki, dikotwana tsa pampiri
- Mantswe a dinoko tse ngata a amanang le pale: mokudubete, nyenyane, ho sesa, o tshohile, ho phaphamala, kgutshwanyane, ho fofa, senqanqane

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Bontsha baithuti ditshwantsho tsa metsi a silafaditsweng le dinoka tse hlwekileng, matamo le matangwana. Ba botse hore na ba kile ba bona noka e hlwekileng kapa noka e ditshila. Botsa: *“Le nahana hore mokudubete, Harry, a ka rata ho dula hokae? Hobaneng a hloka ho dula metsing a hlwekileng? Ho etsahalang ho mekudubete le dinqanqane ha dinoka le matamo di silafaditswe? Dinoka, matangwana le matamo a silafatswa jwang?”*
- 2 Hlalosetsa baithuti hore ba tliile ho o thusa ho etsa phousetara ho bolella batho seo ba tshwanetseng ho se etsa ho boloka dinoka di hlwekile bakeng sa dinqanqane, dihlapu le diphoofolo tse ding. Kopa baithuti ho hlahisa hore ho ka ngolwa eng phousetareng. Mohlala: Bolokang dinqanqane – se lahleleng ditshelo tsa polasetiki le digalase metsing; Dinqanqane di hloka metsi a hlwekileng jwaloka rona – bolokang dinoka di hlwekile. Botsa baithuti hore na ho ka etswa eng ka matlakala mme a ka lahlelwa hokae. Ngola ka mongolo o monyenyanane ebe o kopa baithuti ho taka ditshwantsho phousetareng. Baithuti ba bang ba ka tabola pampiri kapa ba seha dikotwana tsa mekotla ya polasetiki ho e kgomaretsa phousetareng.
- 3 Ha phousetara e fedile, e kgomaretse leboteng, haufi le monyako wa phaphosi mme o kgothalletse baithuti ho e “balla” batswadi ba bona ha ba tliilo ba lata sekolong.

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

- 1 Kopa baithuti hore ba dule mmateng. Bua lentswe le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **se | nqa | nqa | ne**.
- 2 Bolella e mong wa baithuti hore o tliilo etsa eka ke senqanqane. Laela senqanqane ho tlola ho ya ka dinoko: **mo** (tlola hang), **ku** (tlola hang), **du** (tlola hang), **be** (tlola hang), **te** (tlola hang). Jwale baithuti ba ka kopanya dinoko ho bitsa lentswe: **se | nqa | nqa | ne = senqanqane**.
- 3 Laela senqanqane ho tlola hape. Kgetlong lena baithuti ba tshwanetse ho opa diatla nako e nngwe le e nngwe ha senqanqane se tlola.
- 4 Bitsa lentswe le leng ho tswa lenaneng ebe o botsa baithuti ho le kgaohanya ka dinoko. Senokong se seng le se seng senqanqane se tshwanetse ho tlola ha sehlopha se opa diatla.



#### Stella o re:

Mosebetsi ona o ka etswa ka puo e nngwe le e nngwe hobane mosebetsi o tsepamisa hore baithuti ba be le bokgoni ba ho kgaohanya mantswe ho ya ka dinoko. Ho kgothalletsa tsh Bedfordiso ya dipuo tse ngata le ho ananela dipuo tsa lapeng, leka mosebetsi ona ka mantswe a dinoko tse ngata, a dipuo tse ding.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Pictures of polluted water and clean rivers, dams and ponds
- Flipchart paper, black marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- A list of multisyllabic words relating to the story: mokudubete, nyenyane, ho sesa, o tshohile, ho phaphamala, kgutshwanyane, ho fofa, senqanqane

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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

### Stella says:



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

### Blending and segmenting (syllables)

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

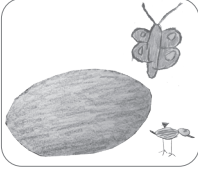




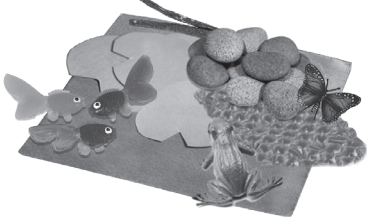


### Small group activities

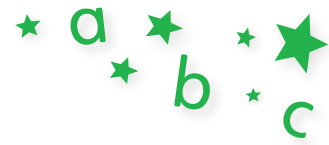
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







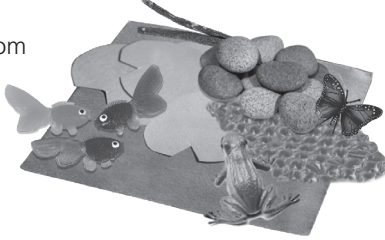
## Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> <li>Ditshwantsho tsa matamo le diphoofole tse dulang ka hare le haufinyana</li> </ul> 	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Bua ka diphoofole tse phelang ka hare le haufinyana le matamo. Harry a ka kopana le diphoofole dife letamong la hae? (serurubele, notshi, lerutle, noha, nonyane)</li> <li>Haeba o na le dibuka tse bontshang matamo, dife baithuti hore ba phetle ditshwantsho tsa matamo.</li> <li>Ba hlalose tse hore ba tlameha ho teroya setshwantsho sa letamo mme ba rehe diphoofole ka mabitso a teng.</li> </ol>
<ul style="list-style-type: none"> <li>Dikarete tsa ditlhaku tsa ditshwantsho.</li> <li>Disebediswa tsa theko e tlase tse tshwarang dintshintshi (o ka di etsa ka dipoleiti tsa pampiri kapa ka se sekwaehelo sa yokate se khomaretsweng pheletsong ya thupa)</li> </ul>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Beha dikarete tsa ditlhaku tsa ditshwantsho hodima tafole. Shebisa ditlhaku tlase.</li> <li>Moithuti e mong le e mong o tlameha ho phetla karate ya tlhaku ebe a bua hore tlhaku eo e etsa modumo o fe.</li> <li>Baithuti kaofela mo sehlopheng ba tlameha ho leka ho fumana setshwantsho se tsamaisanang le modumo wa teng ebe ba se shapa ka se sebediswa se tshwarang dintshintshi.</li> </ol> 
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwane sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>
<ul style="list-style-type: none"> <li>Kopi ya <b>Leqephe la ketsahalo ya Hlama ya ho papadi</b>, le tshesetsweng kapa le ka hara letsoho la polasitiki</li> <li>Hlama ya ho papadi</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti hore ba tlameha ho tsamaya hodima mehlala ka ho sebedisa hlama ya papadi, e seng e phuthetswe ka diboko tse telele.</li> </ol>  
<ul style="list-style-type: none"> <li>Diporopo: pampiri e tala e sehilweng ka didikadikwe (dipalesa tsa metsi), majoana a chitja, mmala o moputswa kapa se sebediswa se putswa bakeng sa metsi, dikutu le dithupa, hlama ya ho papadi kapa dinqanqane tsa polasetiki, majoana a chitja a manyenyane a nang le letheba le mmala o motsho bakeng sa mahe a senqanqane kapa thatela ya polasitiki e nang le letheba le letsho, dimela tsa pitsa, dirurubele tsa polasitiki le tlhapi (kapa ditshwantsho tsa teng tse sehilweng makasineng)</li> </ul>	<p><b>Mosebetsi wa 5: Ho papadi boiketsiso</b></p> <ol style="list-style-type: none"> <li>Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ne ba etsa letamo ebe ba papadi le batshwantshi, mohlala dinqanqane, ditlhapi, dirurubele.</li> </ol> 





## Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> <li>Pictures of ponds and creatures that live in and around</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Talk about the creatures that live in and around ponds. What other animal could Harry meet in his pond? (a butterfly, a bee, a lizard, a grasshopper, a snake, a bird)</li> <li>If you have books showing pictures of ponds, give them to learners to page through.</li> <li>Explain to learners that they must draw a picture of a pond and label the creatures.</li> </ol>
<ul style="list-style-type: none"> <li>Picture cards</li> <li>Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick)</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Place the picture cards face up on the table. Put the letters face down.</li> <li>Each learner must take a turn to turn over a letter card and say the sound the letter makes.</li> <li>All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>
<ul style="list-style-type: none"> <li>A photocopy of the <b>Playdough activity page</b>, laminated or placed in a plastic sleeve</li> <li>Playdough</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they must cover the patterns with playdough that has been rolled into long worms.</li> </ol> 
<ul style="list-style-type: none"> <li>Props: Green paper cut into circles (lily pads), pebbles, blue felt or material for the water, logs and sticks, playdough or plastic frogs, tiny pebbles with a black dot for the frog eggs or bubble wrap with a black dot, pot plants, plastic butterflies and fish (or pictures cut out of magazines)</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies.</li> </ol> 

# ★ Temo le mashodu a dijalo

## Pale

Temo e ne e le ngwanana ya bohlae ya neng a dula motseng wa Qunu. Ka tsatsi le leng sekolong ka phaposing ya hae, ba ne ba ithuta ka ho jala meroho. Temo o ne a tatetse ho fihla hae ho bolella batswadi ba hae ka seo. Eitse ha Temo a fihla hae, o ile a apara obarolo, dieta tsa rekere le katiba a be a re: "Mama, Papa, bonang!"

"Hobaneng o apere tjena, Temo?" ho botsa ntate wa hae.

"Ke batla ho jala meroho ya ka," a bua jwalo a thabile.

"Ho bonahala e le ntho kapa moelelo o motle haholo," ho bua mme wa hae. Yaba Temo le ntate wa hae ba kgetha sebaka se ka jareteng moo Temo a ka qalang tshimo ya hae. Temo le ntate wa hae ba sebetsa mmoho tshimong. Ba sebedisitse foroko ya tshimong ya ho lema ho lokisa mobu. Sena se ile sa nolofatsa mobu ho ka jala peo. Yaba ba haraka majwe ohle ho a ntsha mobung.

Ka letsatsi le hlahlamang ha Temo a kgutla sekolong, a hlobola diaparo tsa sekolo ka pelenyana, a leba tshimong le ntate wa hae. Ba ile ba jala peo ya moroho wa sepinishe, dihwete, tamati le dinawa. Kamorao ha moo, kamehla ha Temo a kgutla sekolong o ne a thabela ho tla nosetsa tshimo ya hae.

Empa ka tsatsi le leng ha Temo a kgutla hae a bona dipodi tshimong ya hae di ja dijalo tsa hae. Temo a di lelekisa. "Mama! Papa! Dipodi di ne di ja dijalo tsa ka," a lla. "Di ntsheyeditse haholo!"

Temo a nahana hang fela a be a re, "Ha re ahe terata ho potoloha tshimo." Ntate wa hae a nahana hore seo ke mohopolo o motle haholo yaba ba aha terata.

Empa bothata ha bo ya fella moo. Dikgomo di ne di le bohlae haholo, tsa bula heke tshimong ka manaka a tsona! Temo a leka ho di leleka, empa ho bonahala eka dikgomo di ne di le kgolo haholo ebile o ne a tshohile!

"Mama! Papa!" a hweletsa. "Dikgomo di ja meroho ya ka!" Ntate wa hae a tla mme a leleka dikgomo tseo. Temo a nahana hang fela. "Ha re notlele heke ka seloto," ho bua Temo. Ntate wa hae a fumana seloto se tiileng ho notlela heke.

Temo o ne a rarollotse bothata ba dipodi le dikgomo empa ka tsatsi le leng a bona hore dinonyana le tsona di ne di ja dijalo tsa hae tshimong. "Ke ya tseba," ho bua Temo. "Ha re behe letlowa hodimo ha tshimo." Yaba ba etsa jwalo.

Yaba Temo ha a ka a hlola a tshwenyeha ka diphoofolo tse jang dijalo tsa hae tshingwaneng. Dijalo tsa Temo tsa hola, haufinyana ke ha meroho e se s lokela ho kotulwa. Temo a thusa mme wa hae ho pheha sopho e monate ya dinawa, dihwete, sepinishe le ditamati yaba balelapa bohle ba thabela dijo tse tswang tshimong ya Temo. "O entse mosebetsi o motle haholo, Temo" ho bua mme wa hae. Temo a ikutlwa a le motlotlo haholo.

### Ke pheletso ya pale.



# ★ Temo and the plant thieves

## Story

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

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

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

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

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

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

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

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

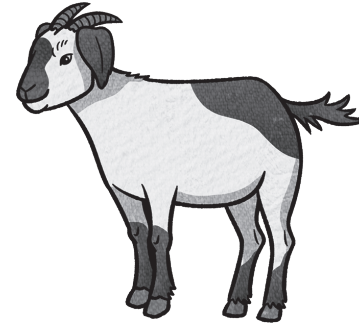






## Pina

Dihwete, ditamati, sepinishe le dinawa  
 Meroho e lokile ho nna  
 Bakeng sa seneke le dijo tsa ka tsa motsheare  
 Dithupana tsa meroho di loketse ho hlafuna  
 Dihwete, ditamati, sepinishe le dinawa  
 Meroho e lokile ho nna



(Bina jwaloka "Twinkle Twinkle little star" kapa o qape pina ya hao.)

## Tlotlontswe ho tswa paleng

Mantswe a sehloohong	moroho	peo	podu	obarolo	Dieta tsa rekere	mobu
Mantswe a koketso:	sopho	ho senya / tshenyo	lenaka	seloto	sehwete	nawa
	sepinishe	tamati	terata	kgomo	letlowa	heke

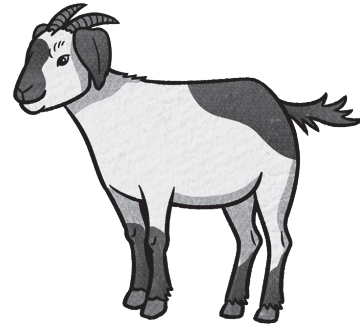




## Song

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

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



## Vocabulary from the story

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





### O tla hloka:

- Pale: Temo na makhamba ya swimilana
- Dipopi: Temo, di-dungaree le dirifi, Ntate, podi, kgomo, nkgo ya ho nosetsa, karolo ya serapa le terata
- Diporopo: dikgohlopo, katiba, mobu, senotlolo, letlooa, sepiniche, dihwete, tamati, pakete ya peo ya dinawa le sepiniche se setjha, tamati le dinawa tse tala
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe

## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

Bua raeme ya *Ke tsokotsa menwana ya ka* ho tliša baithuti mmateng ka nako ya pale.

### Ho bua pale le ho eketsa tlotlontswe

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"O kile wa jala ho itseng kapa wa sebetsa serapeng? A na dijalo di ile tsa hola? A na o ile wa shebena le bothata ba diphoofole tse jang dijalo tsa hao?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala, ba bontshe dipakete tsa dipeo tsa mereho kapa dipeo tseo o di omisitseng (mohlala: peo tsa mokopu, peo tsa poone). Tliša senotlolo o bontshe baithuthi hore ho notlelwa le ho notlollwa jwang.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Ho batleha hore Temo a etse eng pele ha a qala ho lokisetsa serapa sa hae? O nahana hore mashodu a dijalo ke bo mang? Temo a ka etsa jwang ho thibela diphoofole ho kena hara serapa sa hae?"*

#### 3 Ha o qeta ho bua pale

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

### Tsebisō ya modumo hotswa paleng

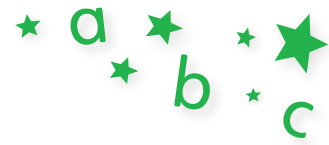
- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"mashodu, motseng, meroho, moelelo, motle, moo, mobu, majwe, motlotlo, mohopolo, manaka, monate, mosebetsi. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: meroho, majwe, monate, mosebetsi? Ee, o nepile! Kaofela a na le modumo /m/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /m/: mose, meroho, metsi, mofumahadi, meno, mohodu, mokopu, mollo, moru, mosi."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /m/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /m/: **"m-m-m"**. Etsa ho swaswa hore o ba qabole: O bule tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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







### You will need:

- Story: *Temo and the plant thieves*
- Puppets: Temo, dungarees and boots, Daddy, goat, cow, watering can, portion of garden and fence
- Props: gumboots, hat, soil, padlock, net, spinach, tomato, bean seeds in packets and fresh spinach, carrots, a tomato and some green beans
- Objects or picture cards for some of the words from the vocabulary list

## Week 1 Day 1

### Whole class activities

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

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you ever planted something/worked in a garden? Did the plants grow? Did you have any problems with animals coming to eat your plants?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners an object or a picture to show them what a word means. For example: Show them vegetable seeds in packets or seeds that you have dried (for example: pumpkin seeds, mealie seeds). Bring a padlock and key and show learners how to lock and unlock it.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think Temo has to do first to prepare her garden? Who do you think the plant thieves are? What can Temo do to keep the animals out of the garden?"*

#### 3 After you tell the story

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"mashodu, motseng, meroho, moelelo, motle, moo, mobu, majwe, motlotlo, mohopolo, manaka, monate, mosebetsi. Can you hear the focus sound: meroho, majwe, monate, mosebetsi? Yes, you are right! They all have the sound /m/."*
- 2 *"Listen carefully, here are some more words with /m/: mose, meroho, metsi, mofumahadi, meno, mohodu, mokopu, mollo, moru, mosi."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: **"m-m-m"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

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



## Beke 1 Letsatsi 2

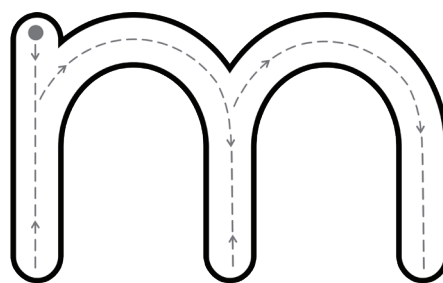
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

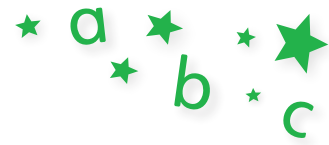
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /m/ kapa ba ka nahana lentswe ka modumo /m/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha meno ebe ba tsamaisa **molomo** e kare ho na le seo ba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



### Diketsahalo tsa dihlotshwana

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





### You will need:

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



## Week 1 Day 2

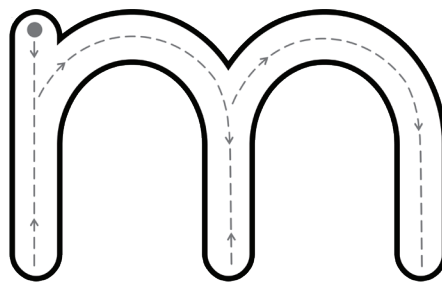
### Whole class activities

#### Storytelling and singing

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

#### Forming the letter

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



### Small group activities

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



### O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **m**: mose, meroho, metsi, mofumahadi, meno, mokopu, mollo, moru, mohala, malepa, moriri



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa hotswa lenaneng la tlotlontswa. Mohlala: A na ba ka kgona ho fana ka mabitso a diaparo tseo Temo a neng a di apere ha ne a sebetisa serapeng? (dikgohlopo le di-dungaree)
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka seapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena tijhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgohalletse baithuti ho etsa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

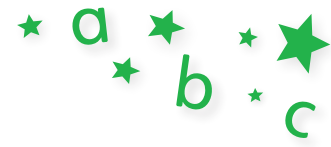
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **m**: mose, meroho, metsi, mofumahadi, meno, mokopu, mollo, moru, mohala, malepa, moriri



## Week 1 Day 3

### Whole class activities

#### Storytelling and role play

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

#### Letter boxes

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



### Small group activities

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





### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

### Stella o re:



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

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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepameditsweng

- 1 Dudisa baithuti ka sekadikwe mme o ba bolelle hore o ya lebenkeleng ho ya reka meroho ya ho etsa sopho kapa setjhu sa dijo tsa motsheare. Beha pitsa ya meroho le dikarete tsa ditshwantsho kapa meroho yan nete hare sedikweng.
- 2 Kopa moithuti ha fumana setshwantsho sa moroho o qalang ka modumo "s" (mohlala: sehswete) ebe o se kenya ka pitseng. Ebe o botsa/kopa moithuti e mong ho fumana ho hong ho qalang ka "t" (mohlala: tapole kapa tamati) ebe o e kenya ka pitseng. Tswelapele ka tsela ena hofihlela ditshwantsho di kena ka pitseng kaofela.
- 3 Botsa baithuti hore ho hloka hla eng hape ho etsa sopho, ho qala ka modumo /m/ (metsi). Re ka eketsa ka ho qalang ka /l/ (letswai kapa lero). Iketse eka o eketsa metsi, ebe o ya pheha, fudua o be o latswe sopho.
- 4 Botsa baithuti hore bay a hopola hore ke meroho efe e sebedisitsweng ho etsa sopho. Ha ebe ba sokola ho hopola, ba hlahisetse lesedi ka ho bua modumo wa pele lentsweng. Mohlala: "Re kentse moroho wa modumo o qalang ka "a". Eya, anyenese."

### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big sequence pictures

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

#### Stella says:



These are useful questions to ask about each picture:

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

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



#### Listening for focus sounds



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

#### Small group activities

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



### O tla hloka:

- Kopi ya **Leqephe la ketsahalo ya Kgomo ya Temo** e fuwe moithuti ka mong
- Dithutswana tsa dipompong kapa makala, dikere, sekgomaretsi
- Dikerayone tsa mafura tsa *jumbo*
- Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti
- Dikarata tsa ditshwantsho tsa mantswe a dinoko tse ngata, a amanang le pale: dihwete, sepinatjhe, tshimo, dikgohlopo, diaparo tsa mosebetsi, senotlolo, tamati (Eketsa ditshwantsho tsa meroho ho tswa dibukaneng tsa mabenkele)
- Mokotla wa lesela
- Tjhoko kapa dipene tsa ho ngola letlapeng, disebediswa tsa dipalo, Prestiki

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

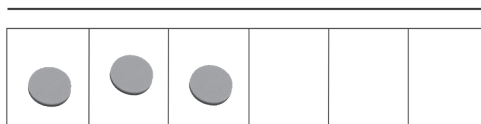
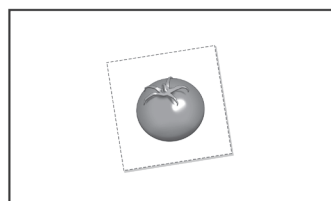
#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tllilo etsa serapa sa meroho jwalo ka se leng paleng "*Temo le mashodu a dijalo.*"
- 2 Ba ka qala ka ho thala meroho e holing serapeng le lehodimo kahodimo. Ba ka kgaola setshwantsho sa kgomo ba se kgomaretsa haufi le serapa sa meroho. Botsa baithuti: "*O hloka eng ho thibela kgomo hore e seke ya ja meroho? Eya, o hloka terata!*"
- 3 Baithuti ba ka kgomaretsa makala kapa dithupana tsa honyanya leqepheng ho etsa terata.



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

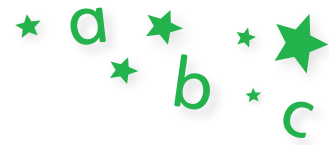
- 1 Thala boto ya **Bua-o-be-o-e-tsamais**e pampering e kgolo ya ho ngolla kapa papetla ya disebediswa phaposeng ya hao.
- 2 Kenya dikarete tsa ditshwantsho ka hare ho mokotla wa lesela ebe o kopa moithuti ho kgetha karete ya setshwantsho sa dinoko tse ngata ho tswa ka mokotlaneng wa lesela ebe o kgomaretsa sebakeng se botong ya **Bua-o-be-o-e-tsamais**e.
- 3 Jwale botsa moithuti hore a bue lebitso la setshwantsho a bua lentswe butle a le atolosa, ho thusa hore ba utlwe noko engwe le engwe lentsweng. Efa moithuti dibadi o ba thuse ho tsamaisa sebadi ka hara kutu enyane nako tsohle ha ba bua noko.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- A photocopy of the **Temo's cow activity page** for each learner
- Sucker sticks or twigs, scissors, glue
- Jumbo wax crayons
- A4 blank page for each learner
- Picture cards of multisyllabic words relating to the story: dihwete, sepinatjhe, tshimo, dikgohlopo, diaparo tsa mosebetsi, senotlolo, tamati (Add more pictures of vegetables from shopping brochures)
- A cloth bag
- Chalk or markers, counters, Prestik

## Week 1 Day 5

### Whole class activities

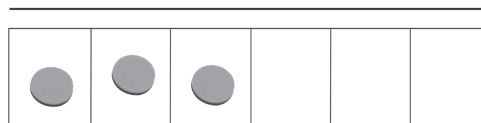
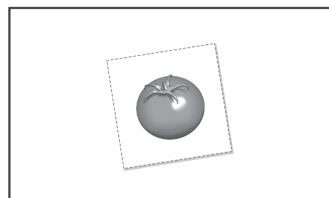
#### Make, draw and write

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



### Blending and segmenting (syllables)

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



### Small group activities

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

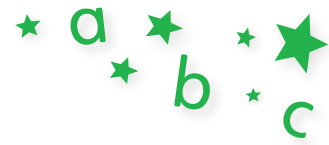




## Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="227 676 553 900" data-label="Image"> </div> <div data-bbox="204 919 565 1211" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya dithaku ntle le dibaka.</i></p> </div>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothalletso.</li> <li>Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona.</li> <li>Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Dikopi tse pedi tsa ditshwantsho tsa dinawa, dihwete, sepinichi, ditamati le meroho e meng (o ka seha tse ding hotswa bukaneng ya dijo tse rekiswang ebe o di khomaretsa kareng)</li> </ul> <div data-bbox="204 1439 565 1712" data-label="Text"> <p><i>Ho bohlokwa ho ba le letheba la mmala morao ho sete e le nngwe ya dikarete hore baithuti ba kgone ho kgethe karete e nang le letheba le e se nang letheba hore ba kgone ho fumana dipara.</i></p> </div>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti hore ba tlo beha ditshwantsho di shebile fatshe, ebe ba nke dikarete tse pedi. Haebe di a tshwana, ba ka boloka dikarete. Haebe ha di tshwane, ba tlameha ho kguhlisetsa dikarate moo ba di fumaneng teng.</li> </ol> <div data-bbox="656 1430 1524 1627" data-label="Image"> </div>
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="326 1863 465 2041" data-label="Image"> </div>	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>




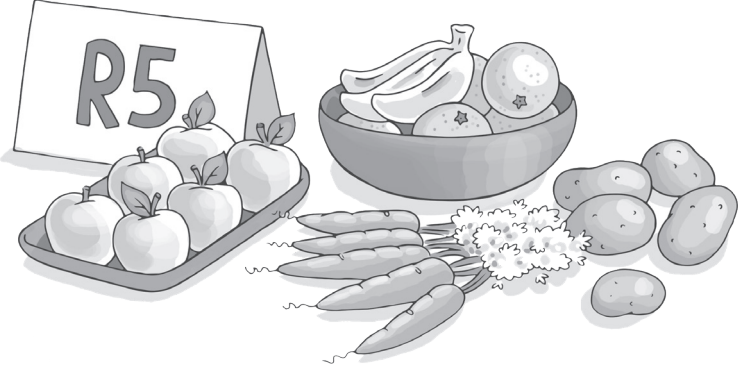


## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> <div data-bbox="227 652 557 878"> <p>Temo and the plant thieves</p> </div> <div data-bbox="217 903 574 1167"> <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Two copies of pictures of beans, carrots, spinach, tomatoes and other vegetables (you can cut these out of a shopping brochure and stick them on card)</li> </ul> <div data-bbox="199 1374 574 1577"> <p><i>It is useful to have a coloured dot on the back of one set of cards so the learners know to take one dot card and one plain card to find a pair.</i></p> </div>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain to learners that they are going to put the pictures face down, and then pick up two cards. If they match, they can keep the cards. If they don't match, they must put the cards back where they found them.</li> </ol> <div data-bbox="656 1367 1524 1567"> </div>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="256 1697 522 2017"> </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>


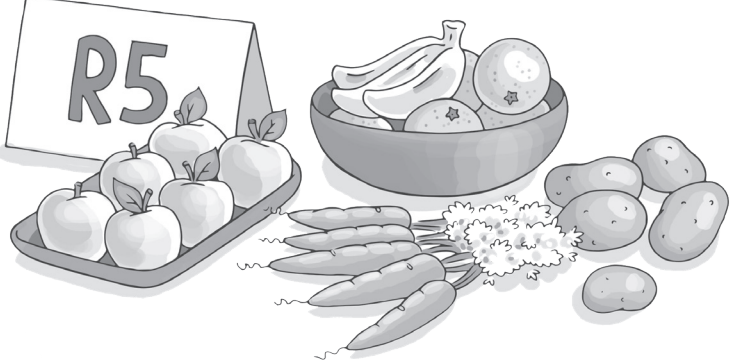




O tla hloka	Mesebetsi
<ul style="list-style-type: none"> <li>• Kopi ya <b>Leqephe la ketsahalo ya Poone</b> bakeng sa moithuti o mong le o mong</li> <li>• Sekhomaretsi, dikere, pampiri e sehla le e tala</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Hlalosetsa baithuti hore ba tlameha ho tabola pampiri e sehla le e tala e be di kgutlonnetsepa tse nyenyane mme ba di khomaretsi ho semela sa poone se teroyilweng.</li> </ol> 
<ul style="list-style-type: none"> <li>• Diporopo: mabokose, lethathamo la dintho tsa lebenkeleng, mekotla ya mabenkeleng, dibasekete, diterei tsa meroho (seterayofoam), sekala sa ho sheba boima ba ditholwana le mereho, letshwao la "Dintho tse kgethehileng tsa Kajeno", dintho tse thekising - ho tlositse 10%, letshwao la 'Ho Botswe', moo ho patalwang dintho kapa motjhine wa tjelete (o ka sebedisa lebokose), mefuta ya ditlanaka tsa tefo, tjelete, ditholwana le meroho, mabitso bakeng sa ditheko, foresekoto ya morekisi</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha. Hlalosetsa baithuti hore ba tlo etsa e kare ba rekisa mereho marakeng kapa lebenkeleng le pela tsela.</li> <li>2 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"> <li>• A photocopy of the <b>Mealie activity page</b> for each learner</li> <li>• Glue, scissors, yellow and green paper</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they must tear yellow and green paper into small squares and glue the paper onto the drawing of the mealie plant.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to sell vegetables at a market or roadside shop.</li> <li>2 Visit the corner at least once to observe and encourage learners' pretend play.</li> </ol> 





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape

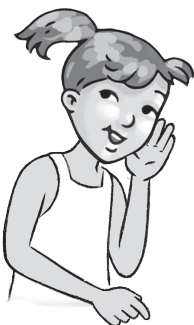


- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se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



#### Tsebiso ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"Temo, tatetse, tamati, terata, tiileng. Ekaba le utlwa modumo o e ho tsepameditsweng maikutlo ho yona: Temo, tamati, terata? Ee, o nepile! Kaofela a na le modumo /t/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /t/: tafole, tau, letata, tae, taemane, tamati, tapole, tekesi, terata, terene, tonki."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /t/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /t/: **"t-t-t"**. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

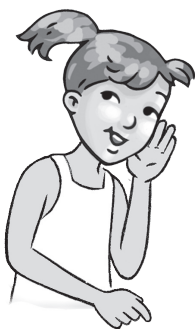


- 1 Begin with learners sitting on the mat. Choose learners to stand in front of the class, each holding one of the colour sequence pictures (not in the correct order).
- 2 Ask learners if the pictures are in the correct order. Ask them to point out the picture which should be at the beginning of the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



#### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "Temo, tatetse, tamati, terata, tiileng. Can you hear the focus sound: **Temo, tamati, terata**? Yes, you are right! The focus sound is /t/."
- 2 "Listen carefully, here are some more words with /t/: tafole, tau, letata, tae, taemane, tamati, tapole, tekesi, terata, terene, tonki." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: "t-t-t". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.



#### Small group activities

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





### O tla hloka:

- Buka e Kgolo: *Temo le mashodu a dijalo*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

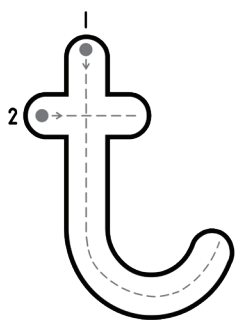
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

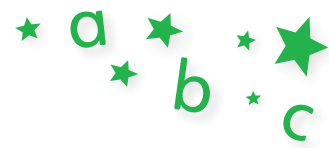
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /t/ kapa ba ka nahana lentswe le qalang ka modumo /t/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ke ditau ebe ba rora.
- 3 Bontsha baithuti hore tlhaku **t** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya tlase ebe o ya potoloha. Phamisa letsoho ebe o etsa mola pele o fihla hodimo."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big Book: *Temo and the plant thieves*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

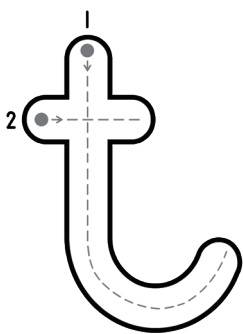
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /t/ or if they can think of any other words with the sound /t/.
- 2 Teach learners an action associated with the sound. For example: Learners can growl and pretend to be a lion. (*ditau*)
- 3 Show learners how to write the letter **t**. Write a large letter on the board or in the air while saying the following: “Start at the dot, go down and around. Lift and cross near the top.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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



#### O tla hloka:

- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **t**: tafole, tau, tae, taemane, tamati, tapole, tekesi, terata, terene, tonki

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- Hlalosetsa baithuti hore o tlike ho ba bolella ho hong hotswa paleng mme ba tlamehile ho mamela ka hloko hore ba utlwe ha ebe ke nnete kapa ke bohata/leshano. Ha ebe ba nahana hore se o se buang ke nnete, ba tlamehile hore ba ise menwana e metona hodimo ha ebe ba nahana hore ha se nnete, ba ise menwana e metona tlase. Mohlala:
  - ★ Pere e kene serapeng sa meroho sa Temo. (ha se nnete)
  - ★ Temo le ntate wa hae ba entse terata ho potoloha serapa sa meroho. (ke nnete)
  - ★ Temo o kgile tholwana ho tswa serapeng sa hae. (ha se nnete)
  - ★ Temo o entse borae ka meroho. (ha se nnete)
  - ★ Temo o lemme dinawa, dihwete, sepinitjhi le ditamati. (ke nnete)
  - ★ Mme wa Temo o mo thusitse ho epolla/upolla serapa le ho jala peo. (ha se nnete)
  - ★ Dipodi di entse bohlaswa serapeng sa meroho sa Temo. (ken nete)
- Tswelapele ka papadi, empa o botse baithuti ho nahana ho hong ho tswa paleng se ka bang nnete kapa bohata.

#### Mabokoso a ditlhaku

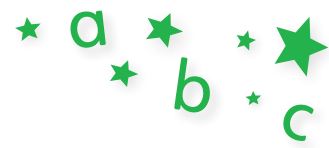
- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya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



### Diketsahalo tsa dihlotshwana

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





#### You will need:

- A letter box containing objects or pictures that have the focus sound **t**: tafole, tau, tae, taemane, tamati, tapole, tekesi, terata, terene, tonki

## Week 2 Day 3

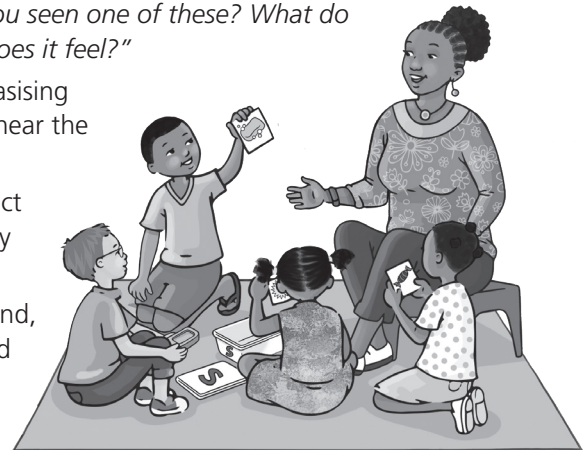
### Whole class activities

#### Learning to listen

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

#### Letter boxes

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



### Small group activities

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





### O tla hloka:

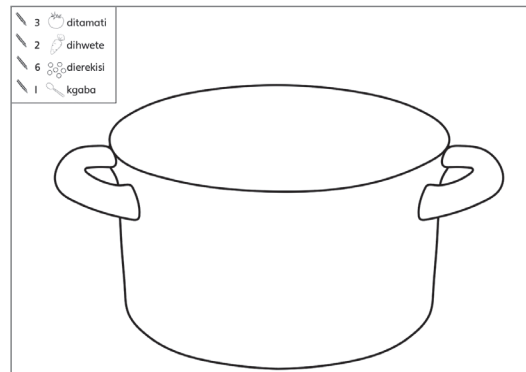
- Kopi ya Leqephe la ketsahalo ya **Bala o etse** e fuwe moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Ditshwantsho tsa ditholwana kapa ditholwana tsa nnete, manki, sejana sa salate ya ditholwana

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

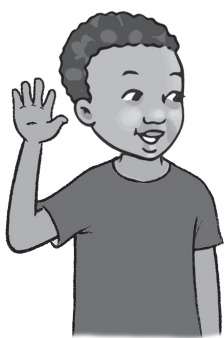
#### Bala o etse

- 1 Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswa).
- 2 Bolella baithuti hore jwale ba tliilo etsa ketsahalo o monate o bitswang "bala o etse". Ba tlamehile ho bala mola omong le omong ba etse se tshwanetseng ho etsuwa ba sebedise leqephe le se nang letho.
- 3 Balang mola wa pele hammoho hape. Ba tshwanetse ho taka ditamati tse tharo.
- 4 Botsa hore ekaba ho na le ya ka "balang" hore ke eng se latelang se lokelang ho etsuwa lenaneng: Ba tshwanetse ho taka dihwete tse pedi.
- 5 Tswelapele o hlahlobe o be o tshwae taelo engwe le engwe ho fihlela pheletsong ya lenaneo.
- 6 Thusa baithuti ha ba thatafallwa ke ho bala ditaello.



### Mamela modumo o ho tsepameditsweng

- 1 Dudisa baithuti sedikadikweng mme o ba bolelle hore o ya mabenkeleng hore o etse salate ya ditholwana, ho theolela dijo. Beha manki wa ditholwana le dikarata tsa ditshwantsho kapa ditholwana tsa nnete bohareng ba sedikadikwe.
- 2 Kopa moithuti ho batla setshwantsho sa tholwana e qalang ka modumo /a/ (mohlala, apole) a be a etse eka o a e kgabela a e kenye ka sekotlong. Ebe o kopa moithuti e mong ho fumana ntho e qalang ka /p/ (mohlala, peniapole) a be a etse eka o a e kgabela a be a e kenye ka sekotlong. Tswela pele ka mokgwa ona ho fihlela ditshwantsho kaofela di kentswe ka sekotlong.
- 3 Botsa baithuti hore na ke eng ho hong hoo re ka ho kenyelletsang salateng ya rona ya ditholwana, ho qalang ka modumo /kh/ - khasetete. Etsa eka o tshela khasetete ebe o latswa salate ya ditholwana e hlabosang.
- 4 Jwale botsa baithuti hore na ba sa hopola hore na o sebeditse ditholwana dife ho "etsa" salate ya ditholwana. Ha ba thatafallwa ke ho hopola, ba fe lesedinyana ka ho bitsa modumo wa pele wa lentswe. Mohlala: "Re ile ra kenyelletsa tholwana e qalang ka modumo /p/. Ee, peniapole."



### Diketsahalo tsa dihlotshwana

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







### You will need:

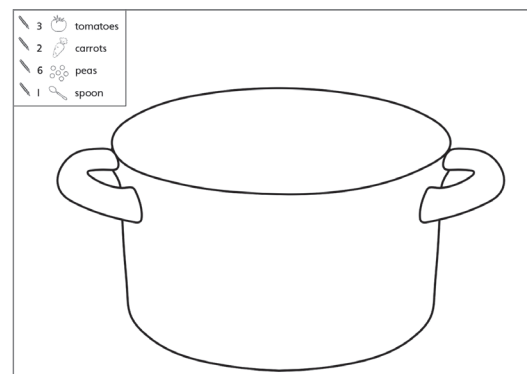
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

## Week 2 Day 4

### Whole class activities

#### Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together again. Learners must draw three tomatoes.
- 4 Ask if any of the learners can “read” what to do next on the list: They must draw two carrots.
- 5 Learners must continue in this way with each of the instructions.
- 6 Assist learners if they struggle to read the instructions.



#### Listening for focus sounds

- 1 Seat learners in a circle and tell them you are going shopping to make a fruit salad for dessert. Place a basket for the fruit and picture cards or real fruit in the middle of the circle.
- 2 Ask a learner to find a picture of a fruit that starts with the sound /a/ (for example: apple) and pretend to chop it and put it into the bowl. Then ask another learner to find something that begins with /p/ (for example: pineapple) and pretend to chop it and put it into the bowl. Continue in this way until all the pictures have been put into the bowl.
- 3 Ask learners what else we would like to add to our fruit salad, starting with the sound /kh/ – khesetete. Pretend to pour some custard and then taste the delicious fruit salad.
- 4 Then ask learners if they can remember what fruit you used to “make” the fruit salad. If they struggle to remember, give them a clue by saying the first sound of the word. For example: “We added a fruit that starts with the sound /p/. Yes, a pineapple.”



#### Small group activities

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



### O tla hloka:

- Pampiri e kgolo ya ho ngolla le pene ya ho ngola letlapeng
- Dikerayone tsa mafura tsa *jumbo*
- Mekotla ya polasetiki, dikoto tsa pampiri
- Dikarata tsa ditshwantsho tsa mantswa a dinoko tse ngata, a amanang le pale: dihwete, sepinatjhe, tshimo, dikgohlopo, diaparo tsa mosebetsi, senotlolo, tamati, meroho (Eketsa ditshwantsho tsa meroho ho tswa dibukaneng tsa mabenkele)
- Tjhoko kapa dipene tsa ho ngola letlapeng, disebediswa tsa dipalo, Prestiki

## Beke 2 Letsatsi 5

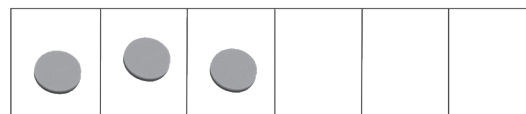
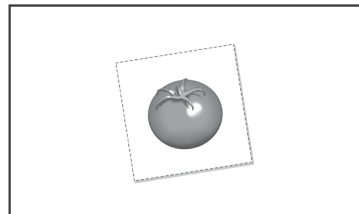
### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Botsa baithuti hore na ba ka hopola hore na dimela ka tshimong ya Temo di hloka eng hore di hole (letsatsi, mobu, metsi). Ebe o re: *"Ke mang ya ka hopolang hore Temo o entse eng pele, ha a ne a lema tshimo ya hae? (o sebedisitse foroko ho nolofatsa mobu). Yaba o etsa eng kamora moo?"*
- 2 Hang ha le buisane ka mehato yohle temong ya meroho, kopa baithuti ho o thusa ho e ngola fatshe hore o tle o kgone ho e hopola mme o e arolelane le dihlopha tse ding.
- 3 Qala ka ho bua ka sehlooho seo o batlang ho se beha hodimo leqepheng. Mohlala: Kamoo meroho e lengwang kateng.
- 4 Jwale ngola: "Mohato wa pele" o be o botsa baithuti hore na Temo o ile a etsa eng pele. Tswela pele ka tsela ena, o ntse o mamela seo baithuti ba se buang, ka hloko ebe le dumellana hore le ngola eng. Bitsa lentsewe le leng le le leng ha o ntse o le ngola, hore baithuti ba bone kamoo mantswa ao ba a bitsang a ngolwang kateng.

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

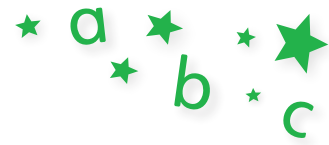
- 1 Thala boto ya **Bua-o-be-o-e-tsamaise** pampering e kgolo ya ho ngolla kapa papetla ya disebediswa phaposing ya hao.
- 2 Kenya dikarete tsa ditshwantsho ka hare ho mokotla wa lesela ebe o kopa moithuti ho kgetha karete ya setshwantsho sa dinoko tse ngata ho tswa ka mokotlaneng wa lesela ebe o kgomaretsa sebakeng se botong ya **Bua-o-be-o-e-tsamaise**.
- 3 Jwale botsa moithuti hore a bue lebitso la setshwantsho a bua lentsewe butle a le atolosa, ho thusa hore ba utlwe noko engwe le engwe lentseweng. Efa moithuti dibadi o ba thuse ho tsamaisa sebadi ka hara kutu enyane nako tsohle ha ba bua noko.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Flipchart paper and a marker
- Jumbo wax crayons
- Plastic bags, pieces of paper
- Picture cards of multisyllabic words relating to the story: dihwete, sepinatjhe, tshimo, dikgohlopo, diaparo tsa mosebetsi, senotlolo, tamati, meroho (Eketsa ditshwantsho tsa meroho ho tswa dibukaneng tsa mabenkele)
- A cloth bag, chalk or marker, counters, Prestik

## Week 2 Day 5

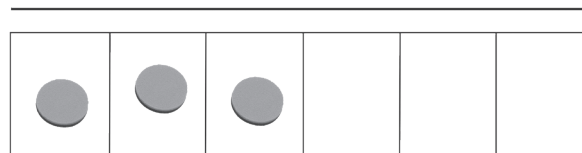
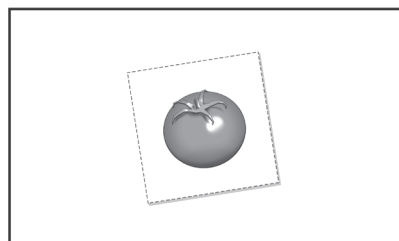
### Whole class activities

#### Make, draw and write

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

#### Blending and segmenting (syllables)

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

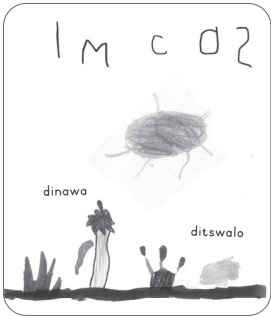




### Small group activities

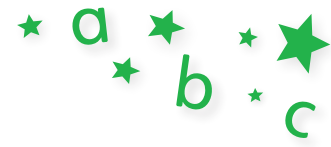
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



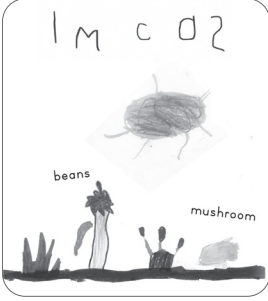


## Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> <li>• Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>• Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> 	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>1 Hlalosetsa baithuti hore ba tlo teroya serapa se nang le mereho e fapaneng e melang mobung.</li> <li>2 Ha se ba feditse ho teroya mereho ena, ba ka fa meroho ena e serapeng mabitso kapa ba ho kope hore o ba thuse ka ngola mabitso a teng.</li> </ol>
<ul style="list-style-type: none"> <li>• Pitsa e kgolo e nang le metsi, ditlhaku tse ngotsweng dikwahelong tsa mabotlolo</li> <li>• Kgaba e kgolo</li> <li>• Dikarete tsa ditshwantsho tse tlo tsamaisanang le modumo ya ditlhaku</li> </ul>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>1 Shebisa dikarete tsa ditshwantsho tsa tlhaku hodimo mo tafoleng.</li> <li>2 Hlalosetsa baithuti hore ba tlo bapala sopo ya ditlhaku.</li> <li>3 Ba tlameha ho fana ka menyetla ya ho kga ditlhaku, ba bue modumo wa tlhaku ebe ba fumane setshwantsho se tsamaisanang le modumo oo.</li> </ol> 
<ul style="list-style-type: none"> <li>• Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>1 Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>2 Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>3 Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>4 Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



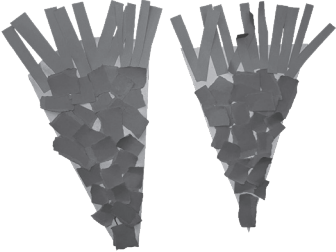
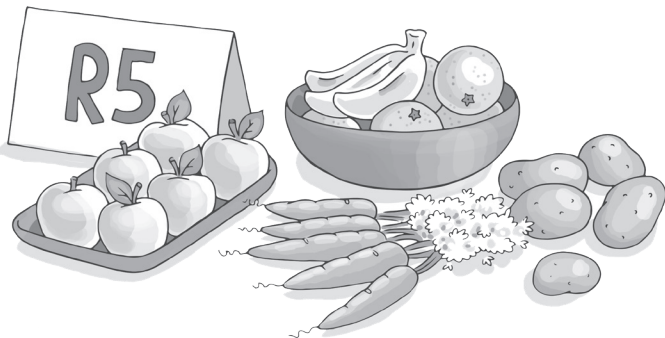


## Small group activities for Week 2

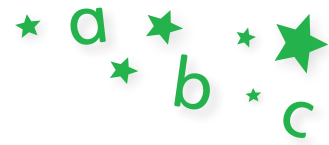
You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> 	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil.</li> <li>2 Once they have drawn the vegetables, they can label the different vegetables in the garden or ask you to help write labels for them.</li> </ol>
<ul style="list-style-type: none"> <li>Large pot with some water, bottle tops with letters written on</li> <li>A large spoon</li> <li>Picture cards to match letter sounds</li> </ul>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>1 Place the picture cards face up on the table.</li> <li>2 Explain to learners that they are going to play letter soup.</li> <li>3 They must take turns to spoon out a letter, say the sound the letter makes and then find a matching picture.</li> </ol> 
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> 	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the book corner or give the group a pile of books.</li> <li>2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>4 Visit the corner to observe and encourage the learners' reading.</li> </ol>

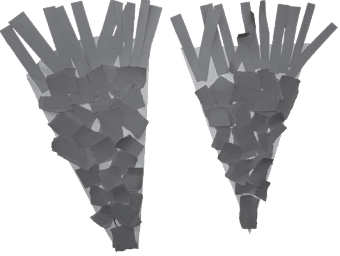
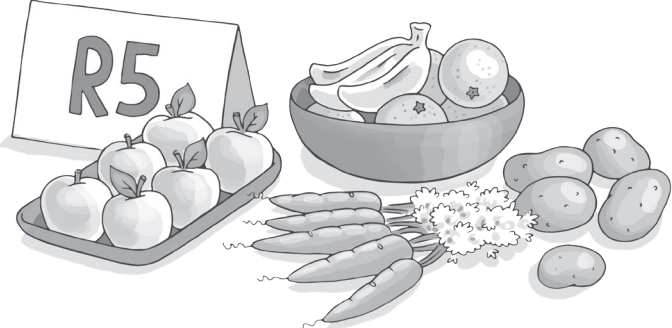




O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>• Khateboto kapa dipampiri tsa poleiti, sekhomaretsi, dikere, pampiri e lamunu le e tala (o ka sebedisa maqephe a dimakasine)</li> </ul> 	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Mena poleiti ya pampiri, kapa o sehe khateboto e be kgutlotharo e telele.</li> <li>2 Hlalosetsa baithuti hore ba tlameha ho seha pampiri e lamunu e be kgutlonnetsepa tse nyane ebe o seha pampiri e tala e be dikhechana. Ba ka khomaretsa pampiri hodima poleiti ya pampiri hore ba kgone ho etsa sehwele se lamunu le mahlaku a matala.</li> </ol>
<ul style="list-style-type: none"> <li>• Diporopo: mabokose, lethathamo la dintho tsa lebenkeleng, mekotla ya mabenkeleng, dibasekete, diterei tsa meroho (seterayofoam), sekala sa ho sheba boima ba ditholwana le mereho, letshwao la "Dintho tse kgethehileng tsa Kajeno", dintho tse thekising – ho tlositswe 10%, letshwao la 'Ho Botswa', moo ho patalwang dintho kapa motjhine wa tjelete (o ka sebedisa lebokose), mefuta ya ditlanaka tsa tefo, tjelete, ditholwana le meroho, mabitso bakeng sa ditheko, foresekoto ya morekisi</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ne ba etsa e kare ba rekisa meroho marakeng kapa lebenkeleng le tseleng.</li> <li>2 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines)</li></ul> 	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Fold a paper plate, or cut cardboard into a long triangle.</li><li>2 Explain to learners that they must tear orange paper into small squares and cut green paper into strips. Then they can glue the paper onto the paper plate to make an orange carrot with green leaves.</li></ol>
<ul style="list-style-type: none"><li>• Props: crates, shopping list, shopping bags, baskets, vegetable trays (styrofoam), scale for weighing fruit and vegetables, sign with "Today's special", sale items – 10% off, Open sign, shopping till or cash register (this can be made out of a box), different pay slips, money, fruit and vegetables, labels for prices, apron for the seller</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to sell vegetables at a market or roadside shop.</li><li>2 Visit the corner at least once to observe and encourage the learners' game.</li></ol> 



# ★ Tshimo ya Ntatemoholo Farouk

## Pale

Hare ho toropo, ho potapotile matlo le diterata tse tletseng, o tla fumana tshimo ya Ntatemoholo Farouk. Amir o dilemo tse supileng, o rata ho tjhakela ntatemoholo wa hae mafelong a beke engwe le engwe. O rata mahlaku, malomo le difate tse leng tshimong ya ntatemoholo.



Amir o sebetsa le ntatemoholo wa hae tshimong letsatsi lohle. O fafatsa manyolo seratswaneng sa dipalesa a be a thuse ho nosetsa dijalo. Ha ba qetile, ba ithabisa ka ho ja dipere tse butswitseng ho tswa sefateng. Ka tsatsi le leng ntatemoholo ha a ka a ja pere ya hae. "Molato ke eng?" ho botsa Amir. Ntatemoholo o bontsha Amir pere ya hae. Ho ne ho na le matshwaonyana a mangata pereng mo disenyi di e jeleng.

"Sheba mona Amir, dijalo tse ding tsa ka di ya shwa," ho bua ntatemoholo.

"Hobaneng?" ho botsa Amir.

"Ha o ka shebisisa hantle, o ka bona disinyi di ja le dijalo tse ding," ho bua ntatemoholo.

"Re hloka bo-maleshwane!" ho bua ntatemoholo. "Maleshwane ke eng, ntatemoholo, ebile a ka thusa jwang?" ho botsa Amir. "Ke bo-maleshwane ba mmala o mokgubedu le botsho ba jang disinyi tse bolayang dijalo," ho araba ntatemoholo. "Ntle ho bo-maleshwane ba, tshimo e ka fela ya shwa."

"Ke tla o thusa ho fumana dikokwanyana tseo," ho bua Amir. Beke kaofela, Amir a batla hohle moo a ka fumanang bo-maleshwane ba bao a ba kenya kahare kahare ho tshimo tlisa tshimong ya ntatemoholo. A fumana lebotlolo la galase le senang letho, a kenya bo-maleshwane ba hae ka hare ka hloko. A phunya masoba sekwahelong hore di kgone ho hema. Eitse ha a di bala, a fumana hore o bokelletse bo-maleshwane ba leshome!

Ka letsatsi le hlahlamang, Amir a ya ho tjhakela ntatemoholo Farouk, a mo bontsha botlolo ya hae e nang le bo-maleshwane ba leshome ka hare. "O entse hantle, oh mora wa ka, o entse hantle hofitisa!" ho bua ntatemoholo a bososela ke thabo. Ntatemoholo o ne a thabile haholo. Bo-maleshwane ba ne ba lapile haholo!

Bo-maleshwane ba ja disinyi, yaba tshimo e qala ho palesa. Ho tloha letsitsing leo, tshimo ya ntatemoholo Farouk ya hola, ya hola, ya hola ya etsa ntatemoholo le Amir ba thabe haholo.



**Ke pheletso ya pale.**

# ★ Grandpa Farouk's garden

## Story

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

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



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

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

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

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





## Pina

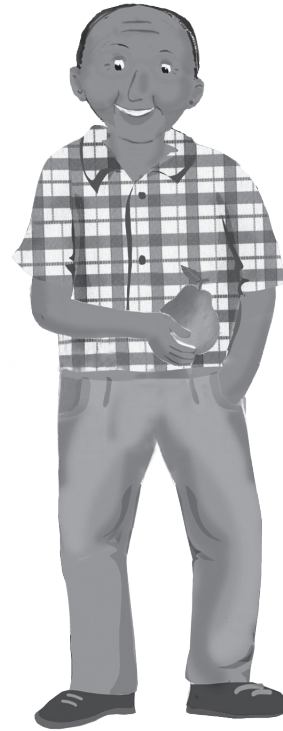
Ntatemoholo Farouk o ne a nale tshimo entle,  
Tshimo entle, tshimo entle.  
Ntatemoholo Farouk o ne a nale tshimo entle,  
E tletseng ditholwana le dipalesa.

Amir a tla ho nosetsa tshimo,  
Ho nosetsa tshimo, ho nosetsa tshimo.  
Amir a tla ho nosetsa tshimo,  
O thusitse hore e hole.

Disinyi tsa tla tsa ja dijalo,  
Tsa ja dijalo, tsa ja dijalo.  
Disinyi tsa tla tsa ja dijalo,  
Re hloka maleshwane jwale!

Maleshwane ya tla ya ja disinyi,  
Ya ja disinyi, ja disinyi,  
Maleshwane ya tla ya ja disinyi,  
Yaba tshimo e ya hola, ya hola!

*(Bina jwaloka "The wheels on the bus" kapa o qape pina ya hao.)*



## Tlotlontswe ho tswa paleng

Mantswe a sehloohong	tshimo	ntatemoholo	dimela	disinyi	maleshwane	toropo
Mantswe a koketso:	difate	manyolo	ho qeta	shwa	bokella	thunya
	botlolo	thabileng	lapileng	pere	dipalesa	





## Song

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

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

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

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



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

## Vocabulary from the story

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





### O tla hloka:

- Pale: *Tshimo ya Ntatemoholo Farouk*
- Dipopi: Ntatemoholo, Amir, bo-maleshwane hara lebotlolo, dijalo tse shwang, dijalo tse thunyang, nkgo ya ho nosetsa
- Diporopo: pere, letlooa la dikokoanyana, lebotlolo, maleshwane
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswa a tlotlontswa



## Beke 1 Letsatsi 1

### Diketsahalo tsa tlelase yohle

Bua raeme ya *Ke tsokotsa menwana ya ka* ho tliisa baithuti mmateng ka nako ya pale.

### Ho bua pale le ho eketsa tlotlontswa

#### 1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"A na wena kapa e mong lapeng la haeno o na le serapa? Ho mela eng serapeng seo? O hloka ho etsa eng ho thusa dijalo hore dimele hantle? O kile wa bona maleshwane? Bo-maleshwane ba shebahala jwang?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswa a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswa a sehlooho a tswang lenaneng la tlotlontswa, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala, ba bontshe ditshwantsho tsa dijalo, dipalesa le difate tse melang dirapeng. Ha mmoho o ba bontshe ditshwantsho tsa toropo e nang le mehaho e mengata moo ho se nang letho le holang.

#### 2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore ho mela eng serapeng sa Ntatemoholo Farouk? Ke eng seo Amir a se ratang ka serapa sa ntatemoholo? O nahana hore ke labaka lefe leo le etsang hore serapa se shwe? Amir o tla fumana bo-maleshwane ho kae?"*

#### 3 Ha o qeta ho bua pale

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

### Tsebisano ya modumo hotswa paleng

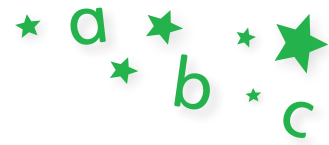
- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswa ana hotswa paleng: *"Farouk, fumana, fafatsa, fela, fumanang. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: Farouk, fumana, fafatsa? Ee, o nepile! Kaofela a na le modumo /f/."*
- 2 *"Mamela ka hloko, ke ana mantswa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

### Diketsahalo tsa dihlotshwana

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

### Ke tsokotsa menwana ya ka

Ke tsokotsa menwana ya ka  
Ke tsokotsa menwana ya ka ya maoto  
Ke tsokotsa mahetla a ka  
Ke tsokotsa nko ya ka  
Mme jwale (opa diatla jwale)  
Ho itsokotsa hohle ho tswile ho nna  
Ke kgutsitse kamoo nka kgonang!



### You will need:

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



## Week 1 Day 1

### Whole class activities

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

#### I wiggle my fingers

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

### Storytelling and building vocabulary

#### 1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"Have you or someone in your family got a garden? What grows in this garden? What do you need to do to help the plants to grow? Have you seen a ladybird before? What do ladybirds look like?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture to show them what a word means. For example: Show them pictures of plants, flowers and trees growing in gardens. Then show them pictures of a city with a lot of buildings where nothing is growing.

#### 2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think grows in Grandpa Farouk's garden? What does Amir love about his grandpa's garden? Why do you think the garden is dying? Where will Amir find ladybirds?"*

#### 3 After you tell the story

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



### Introducing a sound from the story

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

### Small group activities

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





### O tla hloka:

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



## Beke 1 Letsatsi 2

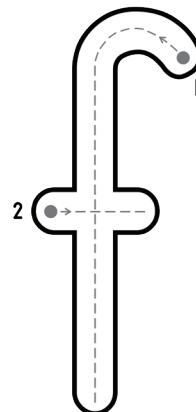
### Diketsahalo tsa tlelase yohle

#### Ho bua pale le ho bina

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

#### Ho bopa tlhaku

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



### Diketsahalo tsa dihlotshwana

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





### You will need:

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



## Week 1 Day 2

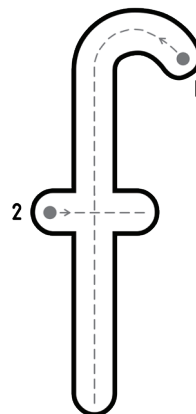
### Whole class activities

#### 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 it in more than one language.

#### Forming the letter

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



### Small group activities

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





### O tla hloka:

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



## Beke 1 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho bua le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswa. Mohlala: Tlisa dipalesa kapa dijalo tse ntjha le tse ding tse ommeng hape le tse shweleng. Kopa baithuti ba bokelle dipalesa tse itseng tse shwang kapa tse itseng tse thunyang.
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

#### Mabokoso a ditlhaku

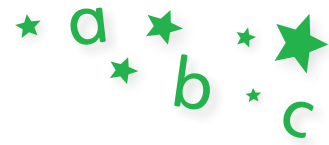
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 1 Day 3

### Whole class activities

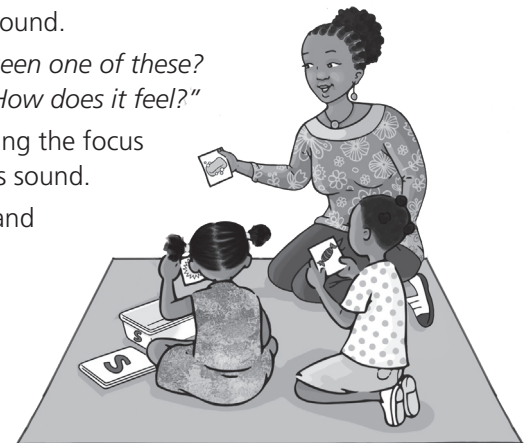
#### Storytelling and role play

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



#### Letter boxes

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



### Small group activities

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





### O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Sekoto sa pampiri e kgolo ya ho ngolla, Prestiki
- Ditshwantsho tsa dintho tse fumanwang tshimong, mohlala: dipalesa, bo-maleshwane, dirurubele

### Stella o re:

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



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

## Beke 1 Letsatsi 4

### Diketsahalo tsa tlelase yohle

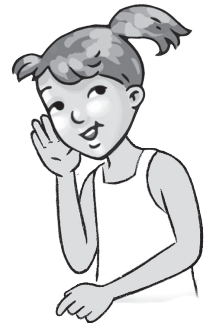
#### Ditshwantsho tsa tatelano

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



### Mamela modumo o ho tsepamiseditsweng

- 1 Beha ditshwantsho tse fapaneng tsa dintho tse fumanwang ditshimong, bohareng ba sedikadikwe. Hlalosetsa baithuti hore ba tliile ho o thusa ho etsa phousetara ya tshimo e ntle.
- 2 E re: "Ke mang ya ka fumanang ntho ya tshimo ya rona, e nang le modumo wa mantlha /p/?" Moithuti a ka kgomaretse setshwantsho sa palesa pampiring e kgolo ya ho ngolla. Botsa hore na ho na le moithuti e mong ya ka fumanang ntho ka /m/ mme moithuti o kgetha maleshwane a be a e kgomaretse pampiring e kgolo ya ho ngolla.



### Diketsahalo tsa dihlotshwana

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





### You will need:

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

## Week 1 Day 4

### Whole class activities

#### Sequencing pictures

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



### Stella says:

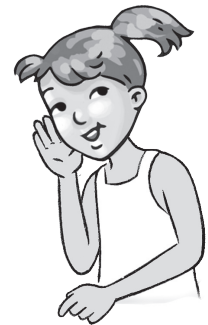


These are useful questions to ask about each picture:

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

#### Listening for focus sounds

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



#### Small group activities

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



### O tla hloka:

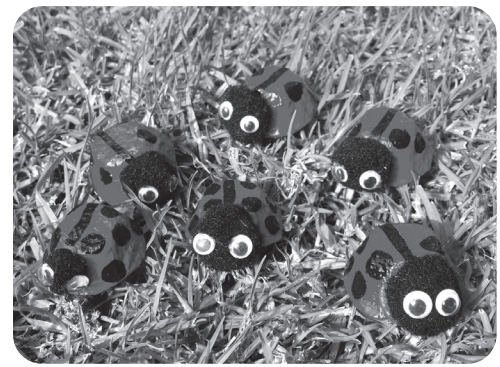
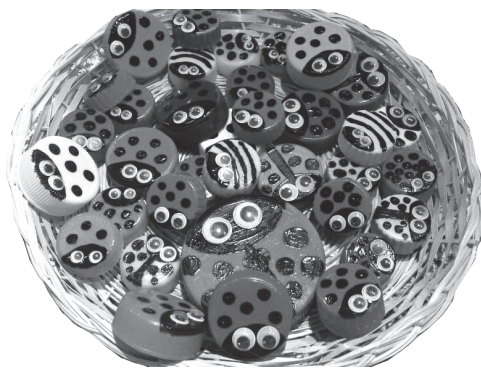
- Lehakwe kapa dikwahelo tsa mabotlolo kapa mabokose a mahe, mahlo a polastiki (hona ke boikgethelo ka ha mahlo a ka pentwa)
- Pente e kgubedu, e ntsho le e tshweu, maburashe a pente, sekgomaretsi, sekere, mokotla wa lesela
- Ditshwantsho tsa dikokwanyana le dibopuwa tsa serapeng

## Beke 1 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tllilo etsa bo-maleshwane ba sebedisa mabokose a mahe, mahakwe kapa dikwahelo tsa mabotlolo.
- 2 Bua ka dibopeho tsa bona (thjitja) le mmala (kgubedu le matheba a mats'ho). Bua ka mapheo le mahlo a maleshwane.
- 3 Baithuti ba ka penta mabokose a mahe, mahakwe, kapa dikwahelo tsa mabotlolo ka pente e kgubedu. Ha pente e ntse e oma, ba ka penta/thala jwang kapa matlhare leqepheng.
- 4 Hang ha pente e se e omme, ba ka thala matheba le ho thala kapa ba kgomaretsa mahlo. Ba ka beha bo-maleshwane ba felletseng maqepheng a nang le jwang kapa matlhare.



### Ho kopanya le ho kgaohanya (dinoko)

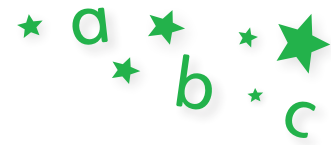
- 1 Bontsha baithuti ditshwantsho tsa dikokonyana le dibopua. Kopa baithuti hore ba o thuse ho bua mabitso a setshwantsho se seng le se seng ba di kgomaretse leboteng kapa ba di behe khapeteng hore baithuti ba bang ba kgone ho di bona.
- 2 Ebe o kenya ditshwantsho ka mokotleng. Kgetha moithuti, o mo kope ho nka setshwantsho se le seng ka mokotleng. O tlamehile ho leka ho bua lebitso la kokonyana kapa sebopua butle, a kgaohanya lentswe ka dinoko.
- 3 Baithuti ba bang ba tlameha ho mamela se a se buang, le ha a kopanya dinoko ho etsa lentswe.



### Diketsahalo tsa dihlotshwana

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





### You will need:

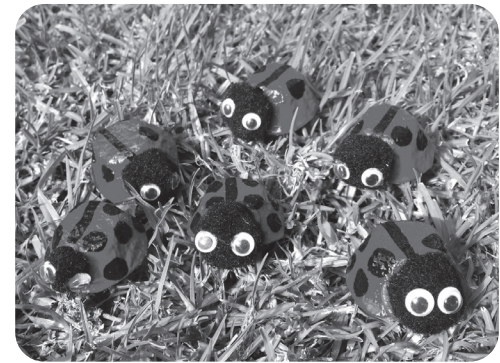
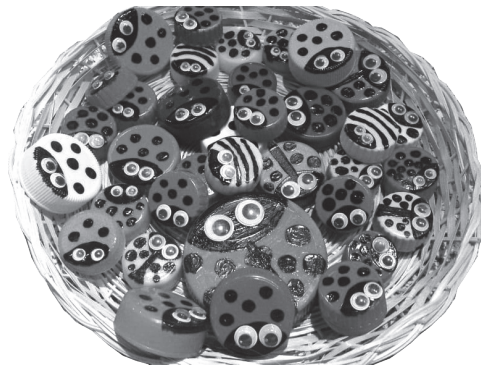
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

## Week 1 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

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



### Small group activities

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









## Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i></li> </ul> <div data-bbox="222 676 557 922" data-label="Image"> <p>Tshimo ya Ntatemoholo Farouk</p> </div> <div data-bbox="204 934 548 1254" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Ngola sehlooho sa pale hodimo leqepheng le hlwekileng la moithuti e mong le e mong pele ho thuto.</li> <li>Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho.</li> <li>Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothalletso.</li> <li>Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng.</li> <li>Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng.</li> <li>Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle.</li> <li>Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona.</li> <li>Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng.</li> <li>Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.</li> </ol>
<ul style="list-style-type: none"> <li>Diboto tse pedi tsa papadi ya Ditlhaku tsa noha</li> <li>Mataese a mabedi, dibadi (ho bala)</li> </ul> <div data-bbox="244 1387 557 1695" data-label="Image"> </div>	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti melao ya papadi: <ul style="list-style-type: none"> <li>Baithuti ba qala ka ho beha dibadi hlohoong ya noha.</li> <li>Moithuti e mong le e mong o tlameha ho lahlela letaese ebe a tsamaisa sebadi ka palo ya letaese ho fihlela sebakeng se nepahetseng.</li> <li>Ha ba fihla motlhakung, ba tlameha ho bua modumo wa tlhaku ya tsepamiso ebe ba tsamaisa sebadi ho fihlela ho setshwantsho se qalang ka tlhaku eo.</li> <li>Moithuti a tlo qalang ho fihla maqetellong a noha, e ba mohlodi wa papadi.</li> </ul> </li> <li>Ha se baithuti ba bapetse papadi ena makgetlo a mangata, o ka ba tsebisa ka molao o motjha: ha ba fihla setshwantshong, ba tlameha ho fana ka lebitso la setshwantsho seo, ba bue modumo wa tsepamiso ebe ba kguhlela morao ho tlhaku e dumallanang le e ya tsepamiso.</li> </ol>
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> <div data-bbox="305 1808 475 2017" data-label="Image"> </div>	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



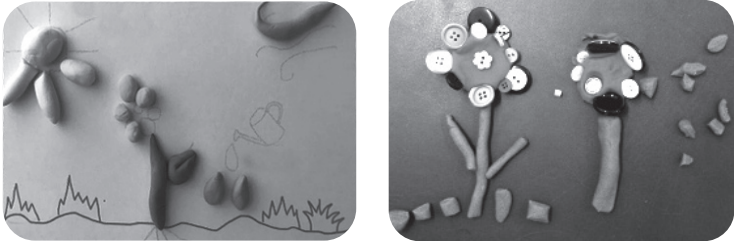

## Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> <li>A blank A4 page for each learner</li> <li>Jumbo wax crayons</li> </ul> <div data-bbox="222 652 552 881"> <p>Grandpa Farouk's garden</p>  </div> <div data-bbox="204 900 565 1170">  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p> </div>	<p><b>Activity 1: Drawing and emergent writing</b></p> <ol style="list-style-type: none"> <li>Write the title of the story at the top of each learner's blank page before the lesson.</li> <li>Ask learners to point to the words of the title as you read them together.</li> <li>Ask learners what part of the story they liked best. Give some suggestions.</li> <li>Encourage learners to draw their favourite part of the story.</li> <li>Make a comment or ask each learner to tell you about their drawing.</li> <li>Ask learners if they would like to write something about their picture or if they would like you to write for them.</li> <li>If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence.</li> <li>Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly.</li> <li>When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.</li> </ol>
<ul style="list-style-type: none"> <li>Two <b>Letter snake game boards</b></li> <li>Two dice, counters</li> </ul> <div data-bbox="253 1302 541 1584">  </div>	<p><b>Activity 2: Puzzles and games</b></p> <ol style="list-style-type: none"> <li>Explain the rules to the learners: <ul style="list-style-type: none"> <li>Learners begin by putting their counters on the snake's head.</li> <li>Learners take turns to throw the dice and move the counter the correct number of spaces.</li> <li>If they land on a letter, they must say the focus sound and move their counter forward to a picture that starts with that letter.</li> <li>The first learner to reach the end of the snake is the winner and the game is over.</li> </ul> </li> <li>Once learners have played this game a few times, you can introduce a new rule: If they land on a picture, they must name the picture, say the focus sound and then move back to the corresponding letter.</li> </ol>
<ul style="list-style-type: none"> <li>Books, magazines, folded little books, Big Books and leaflets</li> </ul> <div data-bbox="267 1692 510 1984">  </div>	<p><b>Activity 3: Independent reading</b></p> <ol style="list-style-type: none"> <li>Lead the group to the book corner or give the group a pile of books.</li> <li>Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading.</li> <li>To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.</li> <li>Visit the corner to observe and encourage the learners' reading.</li> </ol>



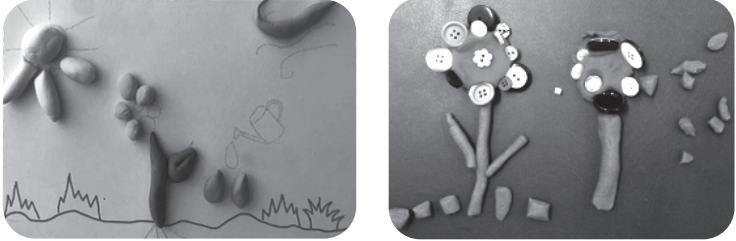





O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>• Hlama ya papadi, moseme wa hlama ya papadi</li> <li>• Dikonopo, dipeo, dithupa</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Hlalosetsa baithuti hore ba tlo sebedisa hlama ya papadi ho etsa serapa se setle hodima moseme wa hlama ya papadi.</li> </ol> 
<ul style="list-style-type: none"> <li>• Diporopo: kiribae, dimela tsa pitsa, kgarafu, fereko ya ho lema, dirifi, diatlelafo, dintho tse ntjhafaditsweng hore ho e tsuwe mefuta ya dipitsa tsa dimela (mohlala: mabotlolo a polasitiki), sethopo, dipakete tsa dipeo, mohala bakeng sa ho beha di-odara, nkgo ya ho nosetsa, lethopo le nosetsang, mabitso a fapaneng a dimela, ditikara tsa ditheko, khalekhuleita, tjelete ya ho bapala</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Etela sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.</li> <li>2 Hlalosetsa baithuti hore ba etse e kare ba na le setsi sa serapa se e leng sa bona kapa ba etele setsi sa serapa moo ho rekiswang dijalo tsa dirapa tsa bona.</li> <li>3 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"> <li>• Playdough, playdough mat</li> <li>• Buttons, seeds, sticks</li> </ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"> <li>1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat.</li> </ol> 
<ul style="list-style-type: none"> <li>• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money</li> </ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"> <li>1 Lead the group to the pretend play corner and show them the new props.</li> <li>2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.</li> <li>3 Visit the corner at least once to observe and encourage the learners' pretend play.</li> </ol> 





### O tla hloka:

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

## Beke 2 Letsatsi 1

### Diketsahalo tsa tlelase yohle

#### Tatelano ya ditshwantsho hape



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



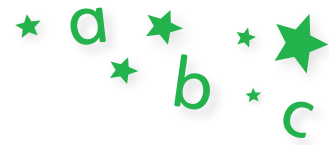
### Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"supileng, sebetsa, seratswaneng sa, sefateng, senang, sekwahelong. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: supileng, sebetsa, sefateng? Ee, o nepile! Kaofela a na le modumo /s/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /s/: setulo, sesesi, sesepa, sabole, sakga, seboko, sefaha, lesea, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /s/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /s/: **"s-s-s"**. Etsa ho swaswa hore o ba qabile: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

### Diketsahalo tsa dihlotshwana

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





#### You will need:

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

## Week 2 Day 1

### Whole class activities

#### More sequencing pictures

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



### Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “supileng, sebetsa, seratswaneng sa, sefateng, senang, sekwahelong. Can you hear the focus sound: **supileng, sebetsa, sefateng**? Yes, you are right! The focus sound is /s/.
- 2 “Listen carefully, here are some more words that start with /s/: setulo, sesesi, sesepa, sabole, sakga, seboko, sefaha, lesea, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: “**s-s-s**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

### Small group activities

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



### O tla hloka:

- Buka e Kgolo: *Tshimo ya Ntatemoholo Farouk*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke moithuti ka mong

## Beke 2 Letsatsi 2

### Diketsahalo tsa tlelase yohle

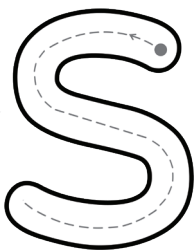
#### Padisommoho – Buka e Kgolo

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



### Ho bopa tlhaku

- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae ka /s/ kapa ba ka nahana lentswe ka modumo /s/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa **seboko** se senyane se sisinyang ka monwana wa bona o supang.
- 3 Bontsha baithuti hore tlhaku **s** e ngolwa jwang. Ngola tlhaku e kgolo tlapantshong kapa moyeng o ntse o bua se latelang: "Qala lethebeng, eya hodimonyana, ebe o ya tlase."
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



### Diketsahalo tsa dihlotshwana

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





### You will need:

- Big Book: *Grandpa Farouk's garden*
- Water in containers and a paintbrush for each learner

## Week 2 Day 2

### Whole class activities

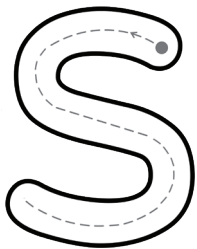
#### Shared reading – Big Book

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



### Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /s/ or if they can think of any other words with the sound /s/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a little wiggling worm with their left index finger. (**seboko**)
- 3 Show learners how to write the letter **s**. Write a large letter on the board or in the air while saying the following: “Start at the dot, over the top, turn, across the middle, turn and go back.”
- 4 Let learners practise the letter formation in the air, on the mat, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



### Small group activities

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





### O tla hloka:

- Pampiri e kgolo ya ho ngolla le pene ya ho ngola letlapeng
- Bo-maleshwane ba entsweng ke baithuti
- Prestiki
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **s**: setulo, sesesi, sesepa, sakga, seboko, sefaha, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu

## Beke 2 Letsatsi 3

### Diketsahalo tsa tlelase yohle

#### Ho ithuta ho mamela

- 1 Ho dipampiri tse kgolo, thala setshwantsho sa fatshe le sefate se seholo se nang le makala le mahlaku. Thala lelomo le kutu le mahlaku haufi le sefate.
- 2 Kgetha bo-maleshwane ba entsweng ke baithuti. Hlalosa hore ba tlamehile ho mamela ka hloko ebe ba kgomaretsa bo-maleshwane ba bona mo ho tshwanetseng ka Prestiki:
  - ★ hodima sefate/lelomo/lehlaku/kala/fatshe
  - ★ tlasa sefate/lelomo/lehlaku/kala/fatshe
  - ★ ka hodimo ha sefate/lelomo/lehlaku/kala/fatshe
  - ★ haufi le sefate/lelomo/lehlaku/kala/fatshe
  - ★ ka hodimo ha sefate/lelomo
  - ★ mahareng a sefate le lelomo



#### Mabokoso a ditlhaku

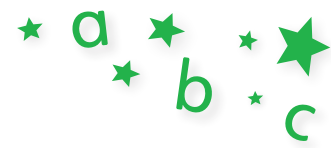
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



### Diketsahalo tsa dihlotshwana

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





### You will need:

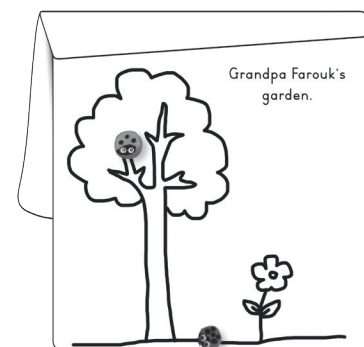
- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures of objects that have the focus sound **s**: setulo, sesesi, sesepa, sakga, seboko, sefaha, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu

## Week 2 Day 3

### Whole class activities

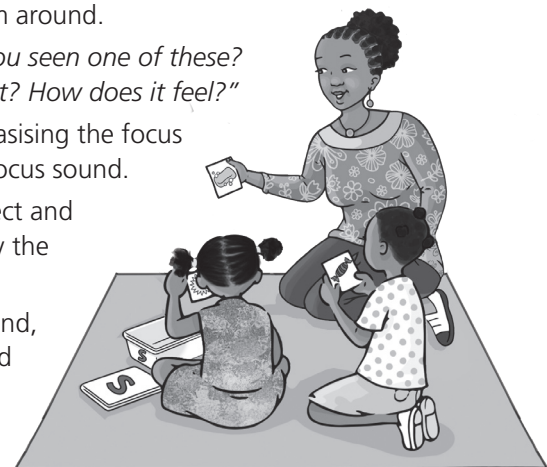
#### Learning to listen

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



#### Letter boxes

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



### Small group activities

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





### O tla hloka:

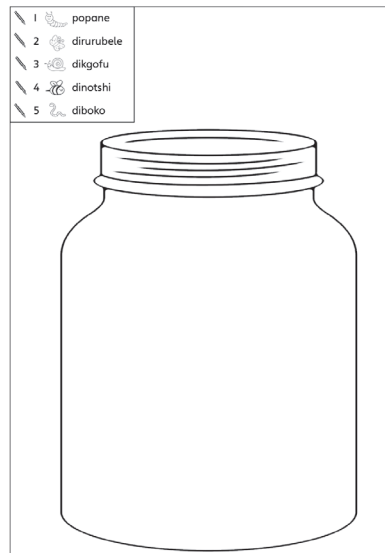
- Kopi ya Leqephe la ketsahalo ya **Bala o etse** e fuwe moithuti ka mong
- Dipente tsa mebala e fapaneng, dikerayone tsa mafura tsa *jumbo* kapa dikhokhi
- Sekoto sa pampiri e kgolo ya ho ngolla, Prestiki
- Ditshwantsho tsa dintho tse fumanwang tshimong, mohlala: dipalesa, bo-maleshwane, dirurubele

## Beke 2 Letsatsi 4

### Diketsahalo tsa tlelase yohle

#### Bala o etse

- 1 Botsa baithuti hore na ke dikokonyana le diphoofole dife tse fumanwang tshimong ho e boloka e phetse hantle. Mohlala: Dirurubele le dinotshi di tsamaisa peo dipaleseng, dikgo di ja ditshitshidi, diboko di thusa ho nontsha mobu, dinonyana di ja diboko tse jang dimela.
- 2 Hlalosetsa baithuti hore ba tliho latela ditaello tsa "bala mme o etse" ba be ba sebedise dipente ho hatisa dikokonyana le diphoofole tse bolokang tshimo e phetse hantle.
- 3 Hang ha ba entse kgatiso ya monwana, ba bontshe kamoo ba ka kgomaretsang maoto, manaka le mahlo ka dikerayone kapa dikhokhi tsa bona, kateng.
- 4 Thusa baithuti ha ba thata fallwa ke ho bala ditaello.



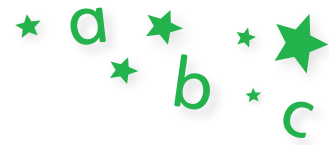
### Mamela modumo o ho tsepameditsweng

- 1 Beha ditshwantsho tse fapaneng tsa dintho tse fumanwang ditshimong, bohareng ba sedikadikwe. Hlalosetsa baithuti hore ba tliho ho o thusa ho etsa phousetara ya tshimo e ntle.
- 2 E re: "Ke mang ya ka fumanang ntho ya tshimo ya rona, e nang le modumo wa mantlha /p/?" Moithuti a ka kgomaretsa setshwantsho sa palesa pampiring e kgolo ya ho ngolla. Botsa hore na ho na le moithuti e mong ya ka fumanang ntho ka /m/ mme moithuti o kgetha maleshwane a be a e kgomaretsa pampiring e kgolo ya ho ngolla.

### Diketsahalo tsa dihlotshwana

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





### You will need:

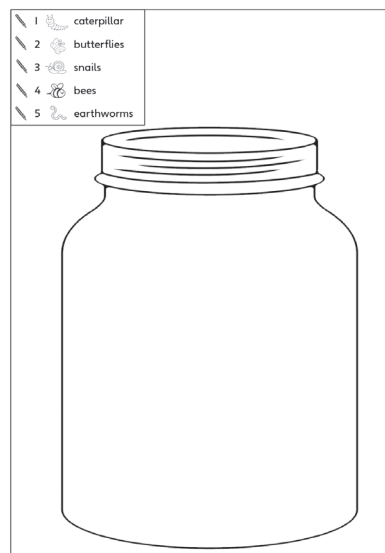
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

## Week 2 Day 4

### Whole class activities

#### Read and do

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



### Listening for focus sounds

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

### Small group activities

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



### O tla hloka:

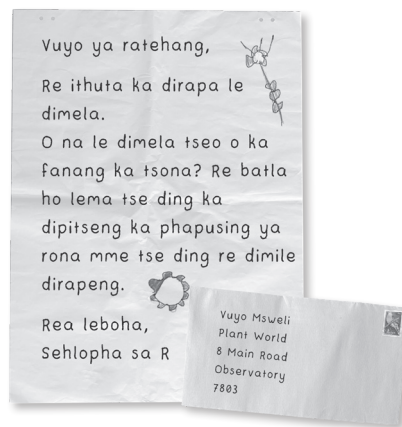
- Sekoto sa pampiri e kgolo ya ho ngolla, pene e sebediswang letlapeng
- Mokotla o monyenane o nang le ditshwantsho kapa dintho tsa dikokonyana le dibopuwa tsa tshimo tsa mantswe a dinoko tse ngata, a amanang le pale

## Beke 2 Letsatsi 5

### Diketsahalo tsa tlelase yohle

#### Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore o rata hore ba o thuse ho ngolla setsi sa lehae sa ditshimo kapa moahisane ya nang le tshimo, lengolo. Lengolong, o batla ho hlalosa hore sehlopha se ntse se ithuta ka ditshimo le dikokonyana mme o rata ho kopa hore na ba ka fana ka dimela tseo sehlopha se ka di lemang dipitseng ka phaposing kapa tshingwaneng mabaleng a sekolo.
- 2 Buisanang ho re le ka kopa dimela ho mang mme le bue hore na le qala lengolo jwang: ... *ya ratehang*
- 3 Kopa baithuti ho o thusa ka dikgopolo hore ho latela eng. Mamela dikgopolo tsa bona, le be le dumellana ka seo le batlang ho se ngola. Ngola ka mongolo o monyenane, o bitsa lentswe le leng le le leng ha o ngola.
- 4 Ha nako e le teng, baithuti ba ka kgabisa lengolo ka ditshwantsho tsa dimela.
- 5 Mena lengolo mme o ka le isa ho moahisane kapa setsing sa lehae sa ditshimo, o be o kope hore na ba ka fana ka dimela tse ding kapa ba le fa theolelo ha le reka dimela tsa phaposi ya lona.
- 6 Hang ha le amohetse dimela, baithuti ba ka o thusa ho ngola lengolo, ba take ditshwantsho, ho leboha.



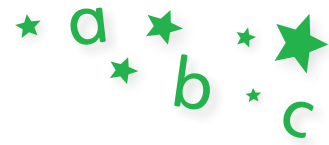
### Ho kopanya le ho kgaohanya (dinoko)

- 1 Bontsha baithuti ditshwantsho tsa dikokonyana le dibopuwa tsa tshimo. Kopa baithuti ho o thusa ho reha setshwantsho se seng le se seng lebitso le be le di kgomaretse leboteng kapa le di behe mosemeng moo baithuti kaofela ba ka di bonang.
- 2 Jwale kenya ditshwantsho ka mokotleng. Kgetha moithuti, o mo kope ho ntsha se seng sa ditshwantsho ka mokotleng. Ba tshwanetse ho leka ho bitsa lebitso la kokonyana kapa sebopuwa butle, ba le kgaohanya ka dinoko.
- 3 Baithuti ba tshwanetse ho mamela seo ba se buang mme ba kopanye dinoko ho bopa lentswe.

### Diketsahalo tsa dihlotshwana

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





#### You will need:

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

## Week 2 Day 5

### Whole class activities

#### Make, draw and write

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



### Blending and segmenting (syllables)

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

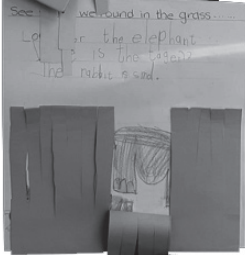


### Small group activities

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

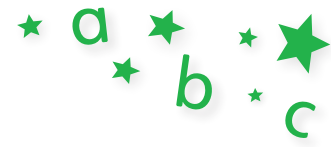




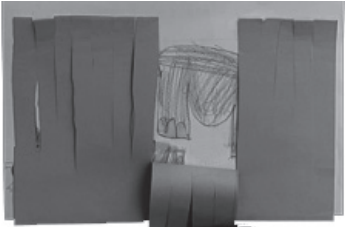


## Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti</li> <li>Pampiri e tala</li> <li>Dikerayone tsa mafura tsa <i>jumbo</i>, sekhomaretsi le dikere</li> </ul> 	<p><b>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti hore ba tlo teroya dibupuwa (dikokonyana kapa diphoofolo) tseo ba ka di tholang hara jwang. Mohlala: maleshwane, seboko, kokonyana.</li> <li>Ha be qetile ho teroya, ba ka fana ka mabitso a ditshwantsho tsa bona kapa ba kope thuso ka mabitso a dibupuwa tsa bona.</li> <li>Baithuti ba ka seha dikhechana pampiring e tala ebe ba di khomaratshe fatshe leqepheng la bona, hore di phuphusele jwalo ka jwang.</li> <li>Ba ka kopa motswalle wa bona hore a hakanye hore na ke eng seo se ipatileng hara jwang ebe ba phahamise dikhechana tse tala ho bona haeba ba nepahetse kapa tjhee.</li> </ol>
<ul style="list-style-type: none"> <li>Diboto tse pedi tsa papadi ya Ditlhaku tsa noha</li> <li>Mataese a mabedi, dibadi (ho bala)</li> </ul> 	<p><b>Mosebetsi wa 2: Malepa le dipapadi</b></p> <ol style="list-style-type: none"> <li>Hlalosetsa baithuti melao ya papadi: <ul style="list-style-type: none"> <li>Baithuti ba qala ka ho beha dibadi hlohoong ya noha.</li> <li>Moithuti e mong le e mong o tlameha ho lahlela letaese ebe a tsamaisa sebadi ka palo ya letaese ho fihlela sebakeng se nepahetseng.</li> <li>Ha ba fihla motlhakung, ba tlameha ho bua modumo wa tlhaku ya tsepamiso ebe ba tsamaisa sebadi ho fihlela ho setshwantsho se qalang ka tlhaku eo.</li> <li>Moithuti a tlo qalang ho fihla maqetellong a noha, e ba mohlodi wa papadi.</li> </ul> </li> <li>Ha se baithuti ba bapetse papadi ena makgetlo a mangata, o ka ba tsebisa ka molao o motjha: ha ba fihla setshwantshong, ba tlameha ho fana ka lebitso la setshwantsho seo, ba bue modumo wa tsepamiso ebe ba kguhlela morao ho tlhaku e dumallanang le e ya tsepamiso.</li> </ol>
<ul style="list-style-type: none"> <li>Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana</li> </ul> 	<p><b>Mosebetsi wa 3: Ho ikemela ho baleng</b></p> <ol style="list-style-type: none"> <li>Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka.</li> <li>Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala.</li> <li>Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala.</li> <li>Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.</li> </ol>



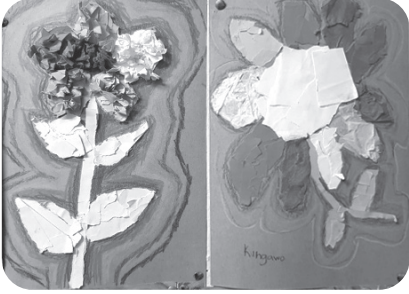



## Small group activities for Week 2

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

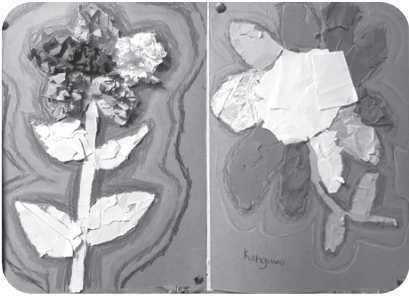





O tla hloka	Mosebetsi
<ul style="list-style-type: none"> <li>• E fa moithuti e mong le e mong karolo e nyane ya khatebote a ntjhafaditsweng</li> <li>• Dikerayone tsa mafura tsa <i>jumbo</i>, sekhomaretsi</li> <li>• Pampiri ya mmala kapa pampiri ya lisele</li> </ul>	<p><b>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</b></p> <ol style="list-style-type: none"> <li>1 Hlalosetsa baithuti hore ba tlameha ho teroya setshwantsho sa palesa e kgolo mo khatiboteng. Ha ba qeta ba tabole pampiri ka di karolo tse nyane ebe ba di khomaretsa khatiboteng ho etsa palesa. Ba ka phutha pampiri e be dibolo tse nyane ebe ba khomaretsa khatiboteng.</li> </ol> 
<ul style="list-style-type: none"> <li>• Diporopo: Diporopo: kiribae, dimela tsa pitsa, kgarafu, fereko ya ho lema, dirifi, diatlelafo, dintho tse ntjhafaditsweng hore ho e tsuwe mefuta ya dipitsa tsa dimela (mohlala: mabotlolo a polasitiki), sethopo, dipakete tsa dipeo, mohala bakeng sa ho beha di-odara, nkgo ya ho nosetsa, lethopo le nosetsang, mabitso a fapaneng a dimela, ditikara tsa ditheko, khalekhuleita, tjehelete ya ho bapala</li> </ul>	<p><b>Mosebetsi wa 5: Ho bapala boiketsiso</b></p> <ol style="list-style-type: none"> <li>1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ne ba etsa e kare ba sebetsa kapa ba etetse setsi sa serapa.</li> <li>2 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.</li> </ol> 





You will need	Activities
<ul style="list-style-type: none"><li>• A piece of recycled cardboard for each learner</li><li>• Jumbo wax crayons, glue</li><li>• Coloured paper or tissue paper</li></ul>	<p><b>Activity 4: Fine motor skills and handwriting</b></p> <ol style="list-style-type: none"><li>1 Explain to learners that they must draw a picture of a big flower on the cardboard. Then they must tear the paper into small pieces and stick it onto the cardboard to make a flower. They can also roll the paper into small balls and then stick it on the cardboard.</li></ol> 
<ul style="list-style-type: none"><li>• Props: wheelbarrow, pot plants, spade, gardening fork, gum boots, gloves, recycled items to make different types of pots for plants, (for example: plastic bottles), seedlings, packets of seeds, phone for placing orders, watering can, hose pipe, labels for different plants, stickers for prices, calculator, pretend money</li></ul>	<p><b>Activity 5: Pretend play</b></p> <ol style="list-style-type: none"><li>1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a garden centre.</li><li>2 Visit the corner at least once to observe and encourage the learners' pretend play.</li></ol> 









# Kotara ya 3: Mohlala wa rekoto ya tekanyetso e tswelang pele (lethathamo)

	Ho mamela le ho bua	Modumo, Ho bala le ho boha	Ho ngola le mongolo wa sethatho/ Mongolo wa sethatho
✓ Katleho	<p>O mamela ditaello tse rarahane mme a nke bohato ka tsona.</p> <p>O mamela dipale tse ditelile ebile o bontsha kutlwisiso ka ho araba dipotso tsa amanang le pale.</p> <p>O bina dipina le dirame hape a phethe diketso ka boitshupo.</p> <p>O bota dipotso ha mmoho le ditshaloso kapa o sheba dibuka bakeng sa ditshaiso.</p> <p>Sebedisa puo ho nahana le ho beha mabaka: ho bapisa dintho tse tsamayang mmoho le ho tshwantsa dintho tse fapaneng.</p>	<p>O arola mantse a mangata ka dinoko.</p> <p>O amahanya medumo le ditlhaku le mantse hape o na le kultwisiso ya hore mantse a na le medumo e fapaneng – entswe ka mokgwa o hakileng.</p> <p>Tshwara buka ka tsela e nepahetseng a phetla maphepe ka nepo. O qoga ka tsela ya ho sebedisa buka le ho e kgathalla.</p> <p>O tshwantsisa pale, pina, kapa raeme.</p> <p>O gala ho 'bala' mantse a bonwang kgafetsa ka phaphusing, sekolong le sechabeng.</p> <p>O ipalla dibuka ka boikemelo bakeng sa monyaka ka laeboraring kapa sekutlong sa ho bala ka phaphusing, o phetla maphepe hantle, o bontsha hlomphe bakeng sa dibuka.</p> <p>O kopanya le ho bala ka kopanelo ka boitshupo le thabo.</p>	<p>Ntshetsa pele ho tsamaisa mesifa e menyane ka ho sebedisa sekere ho seha ditshwantsho le dibopeho tse sehelleltseng mola o motenya !!.</p> <p>O tshwara dikherayone ka tsela e nepahetseng jwalo ha a tshwara pentsele, o bontsha matla a letsoho le letshadi / le letona hape o ngola a sebedisa maemo a napileng a ho ngola.</p> <p>Bopa ditlhaku a ferefa ka monwana, ka borosolo, dikeraone tsa matara !!. a gala sebakeng se nepahetseng a latela ditshupasebaka ka nepo.</p> <p>O tlatsetsa mehopolole le dipolelo sehlopheng sa sengolo: moithuti o laela titjhere ha a ntse a ngola.</p> <p>O etsa meralo ya dintshwantsho ho fetisa moletsa ka bophelo ba hae ebe o sebedisa sena bakeng sa ho gala ho ngola.</p> <p>O etsa boitekoko ho ngola ditlhaku a sebedisa mongolo o otlohlileng, ho kgwaritsa mme a bala mongolo wa hae: o bala hore mongolo o otlohlileng o reng.</p> <p>O lekantsa ho ngola maemong a papadi: ho etsa dikarete tsa tumedisso, ho ngola mangolo !!. O kopisa mongola ho tshwa tikolohong ha a ntse a papala.</p>
• Ha a so finyelle			
× O batliile			
Mohla/Letsatsi			
Mabitso			

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

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

# ★ Kotara ya 3: Ruburiki ya 1 le 2 Ho mamela le ho bua

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

# ★ Term 3: Listening and speaking rubric 1 and 2

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

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

Tekanyetso ya tekolo	1. Ha a ya atleha (0 – 29%)	2. Katleho e lekanetseng (30 – 49%)	3. Katleho e kgotsofatsang (50 – 74%)	4. Katleho e babatsehlang (75 – 100%)
1 O elellwa ka kutlo le pono ditumammoho le ditumanosi	O kgona ho elellwa ditlhaku tse 0-3 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 4-6 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 7-11 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 12 kapa fetang le ho bua medumo ya tsona
2 O qala ho ela hioko hore mantswe a etswa ke medumo; o fa modumo o qalong wa lebitso la hae le mantswe a mang	Ha a elellwe hore mantswe a entswe ka medumo; ha a kgone ho fa modumo o qalang lebitsong la hae kapa mantsweng a mang	O kgona ho fa modumo o qalong ya lebitsong la hae empa o sokola ho fa qalo ya modumo wa mantswe a mang.	O kgona ho fa modumo o qalong ya lebitsong la hae; o kgona ho fa modumo o qalang mantsweng a mang.	O kgona ho fa modumo o qalong waya lebitso la hae le mantsweng a mang kamehla.
3 O qapa pale ya hae ka ho bala ditshwantsho	Ha a kgone ho sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o haelwa ke puo ho hlalosa ditshwantsho.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; le ho hlalosa pale empa ka thuso	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; a ka inkela mohoo wa lentse ha a bala.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o bontsha kutlwiso ya hore ditshwantsho le mantswe di a nyallana ha di fapane; o inkela mohoo wa lentse ho bala mme o supa mantswe ha a bala

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

Assessment criteria	1. Not achieved (0 – 29%)	2. Moderate achievement (30 – 49%)	3. Adequate achievement (50 – 74%)	4. Outstanding achievement (75 – 100%)
<b>1 Recognises aurally and visually some consonants and vowels</b>	Is able to recognise 0 – 3 letters and say the sounds that these letters make.	Is able to recognise 4 – 6 letters and say the sounds that these letters make.	Is able to recognise 7 – 11 letters and say the sounds that these letters make.	Is able to recognise 12 or more letters and say the sounds that these letters make.
<b>2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words</b>	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
<b>3 Makes up own story by reading the pictures</b>	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a "reading voice".	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a "reading voice"; points to text when "reading".



# Kotara ya 2: Ruburiki ya 1–3 Mongolo wa sethatho le mongolo wa letsoho

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

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

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

# ★ Ho etsa hlama ya papadi

## O tla hloka

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



## Mehato

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

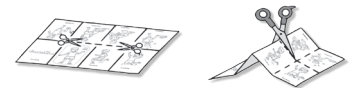
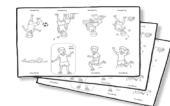
*Futhumatsa hlama ya papadi ka ho e pepetetsa hara matsoho a hao. Boiketliso bona bo hantle bakeng sa ho otlolla misifa ya matsoho a baithuti. Paka hlama ya papadi hara dipolasetiki hore e dule e le ntjha, e be o e boloka hara furiji/sehatsetsi, ha ho kgoneha, boloka hlama polekeng e phodileng.*



# ★ Ho etsa bukana

## Mehato

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



# ★ How to make playdough


## You will need

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



## Steps

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

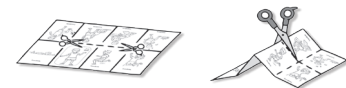
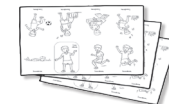


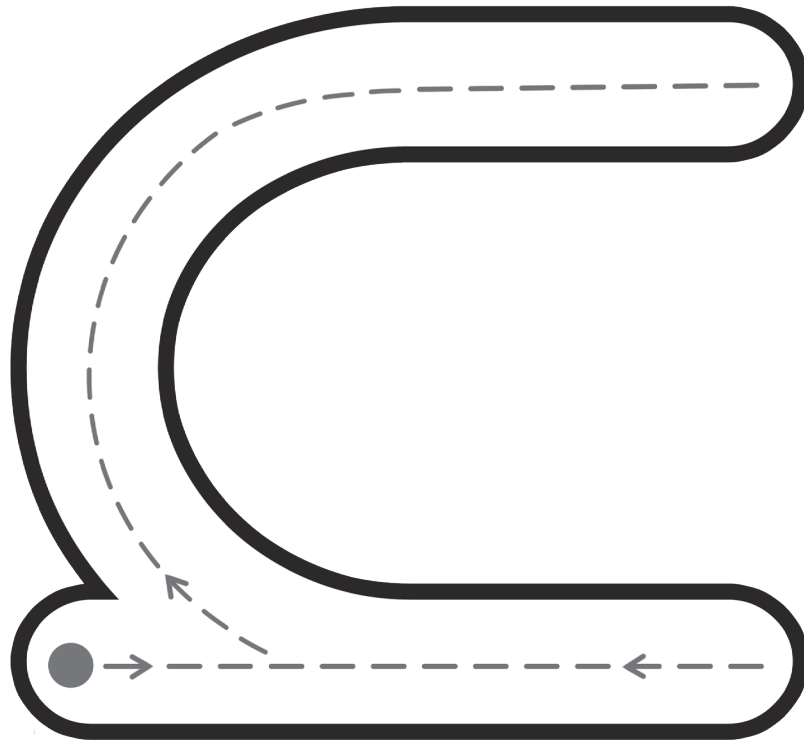
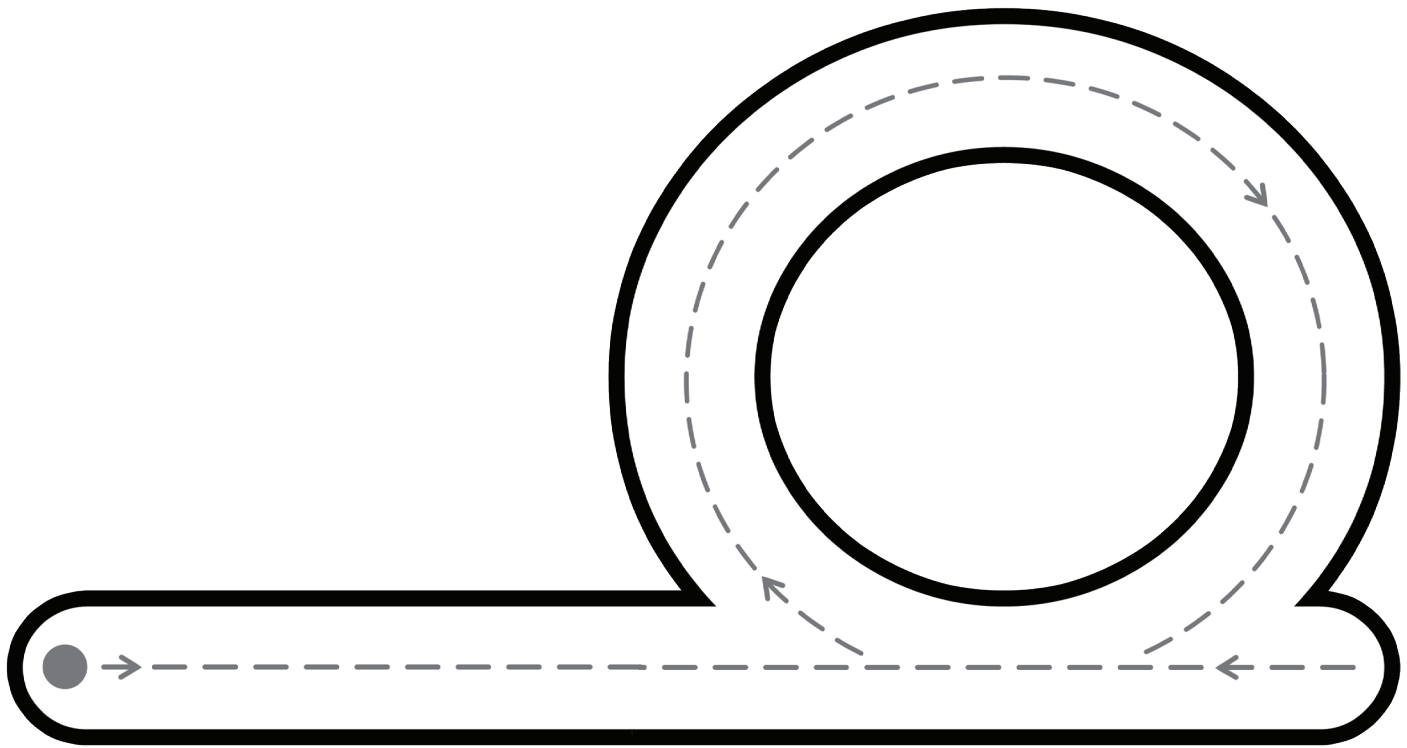
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

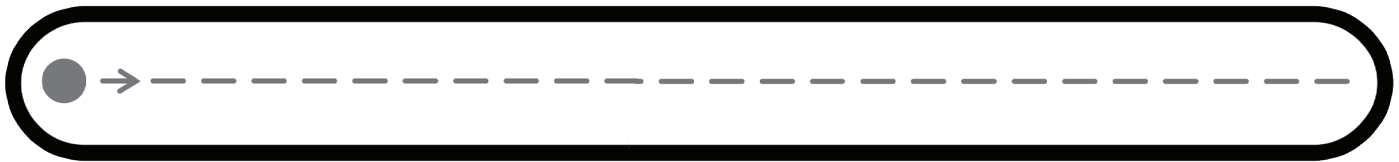
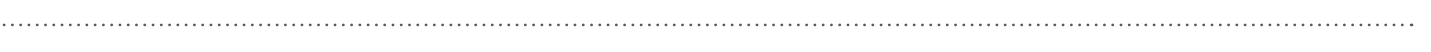
# ★ How to make a little book

## Steps

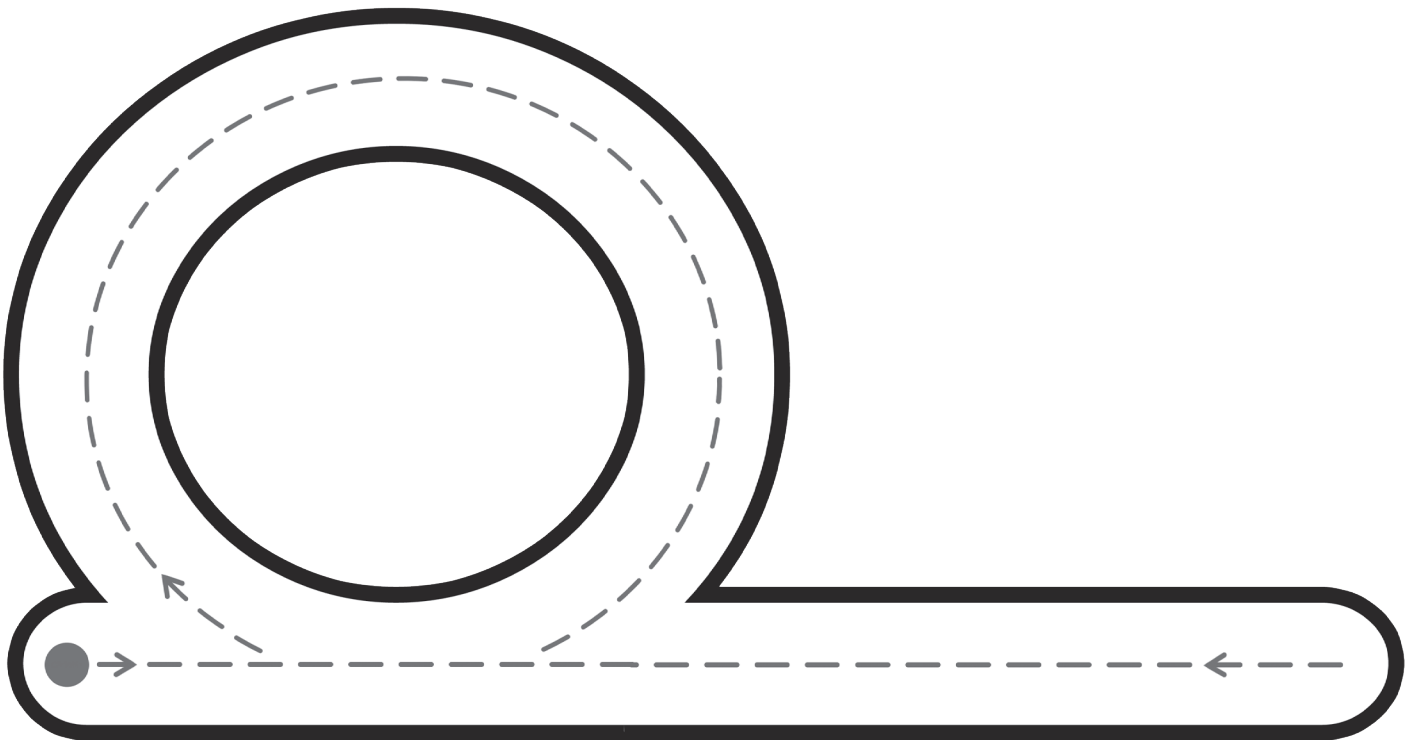
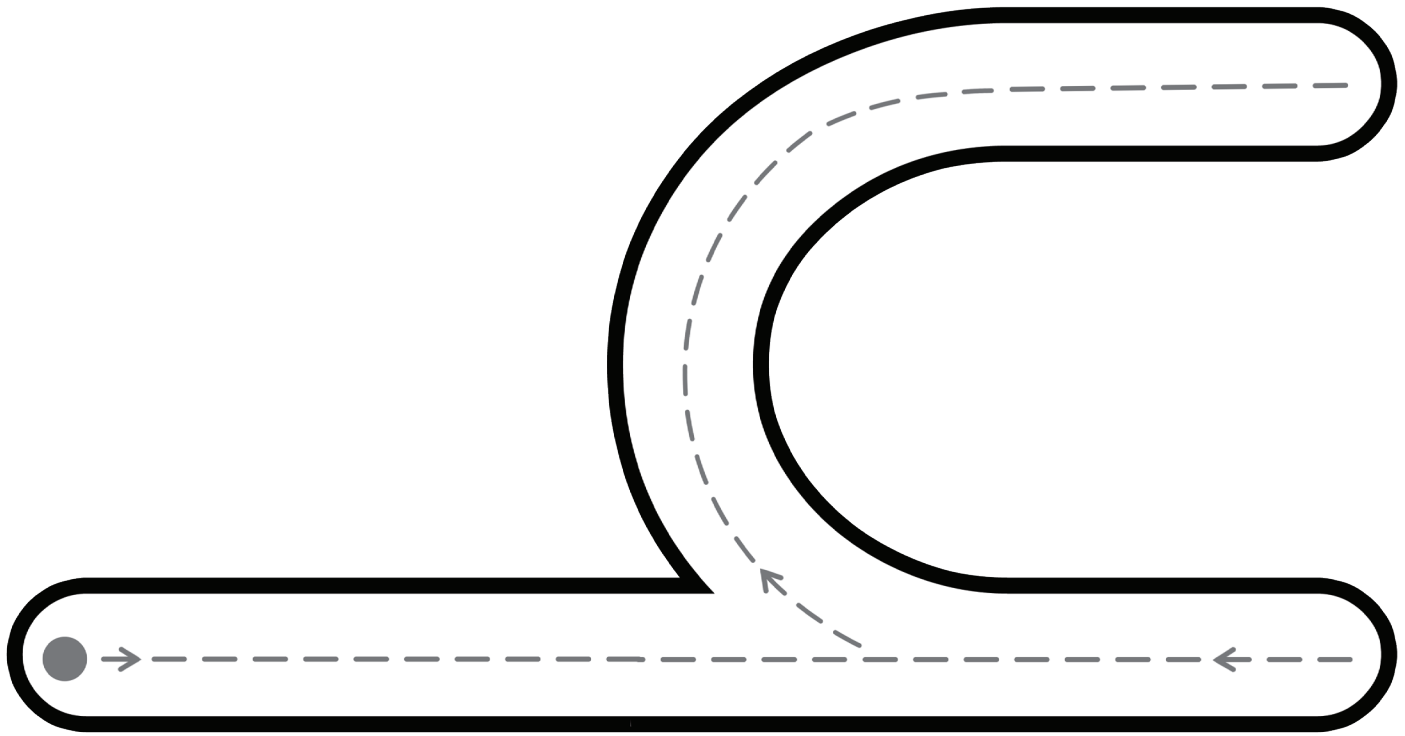
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

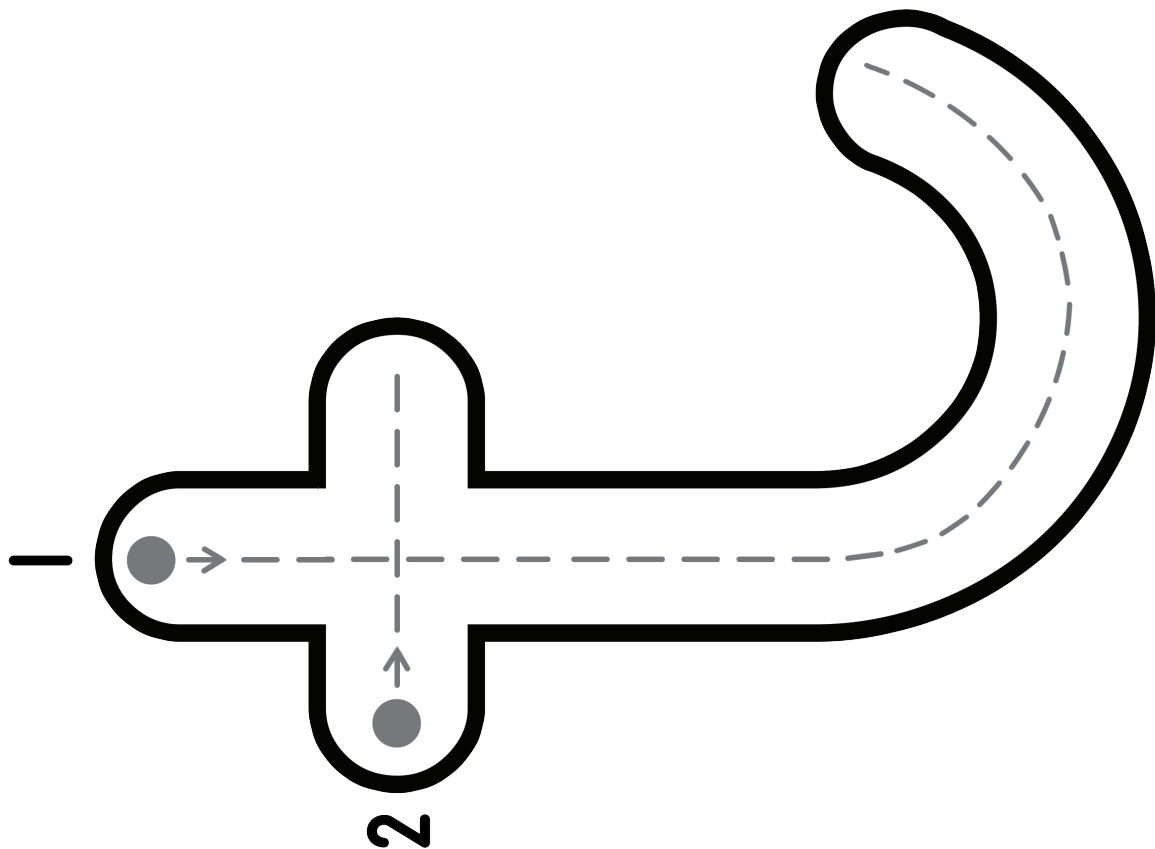
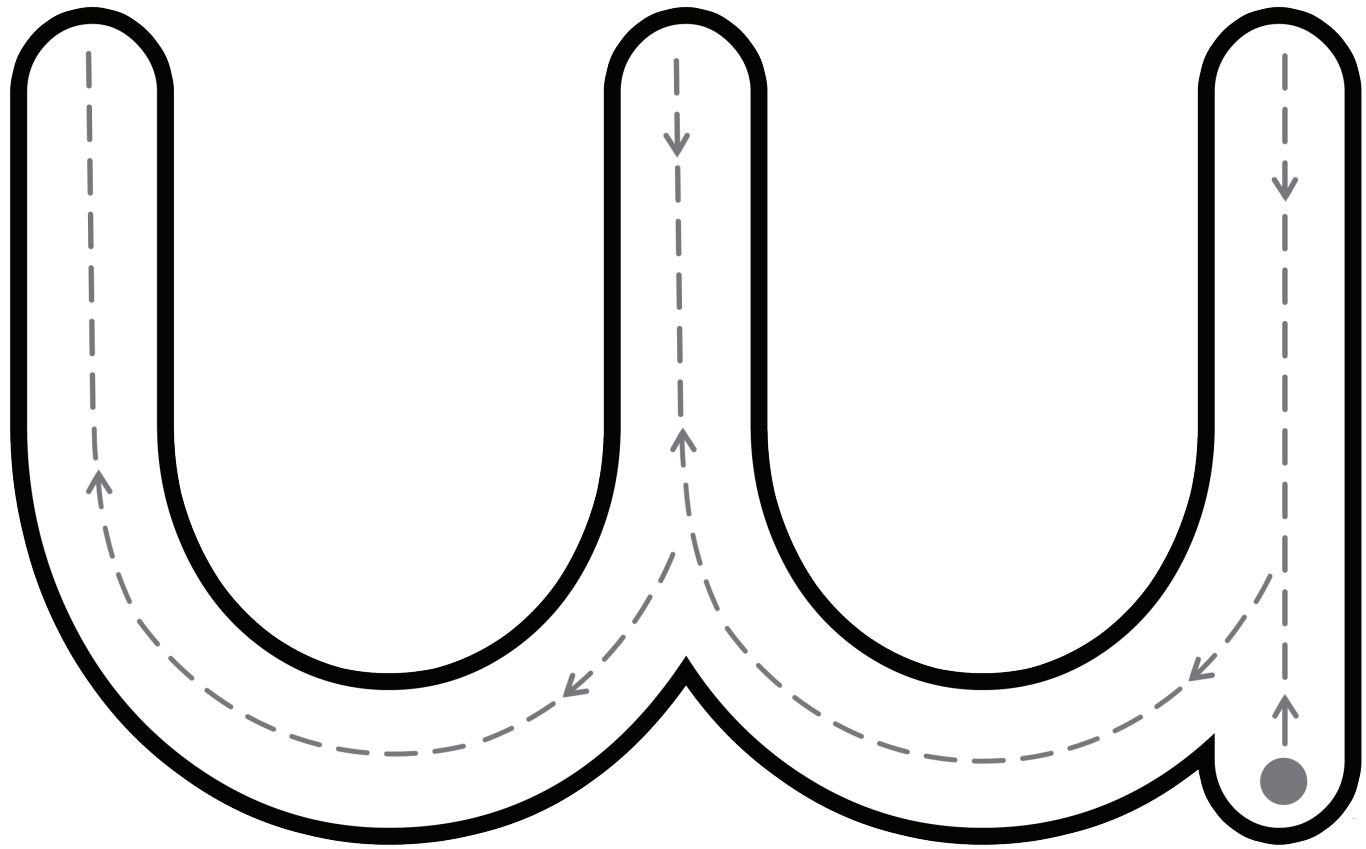


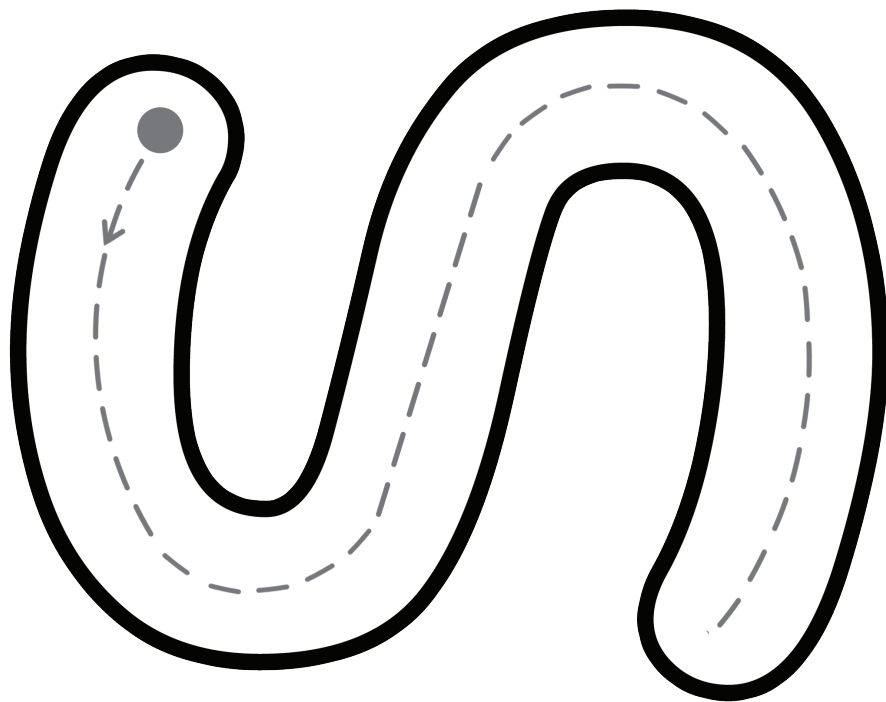
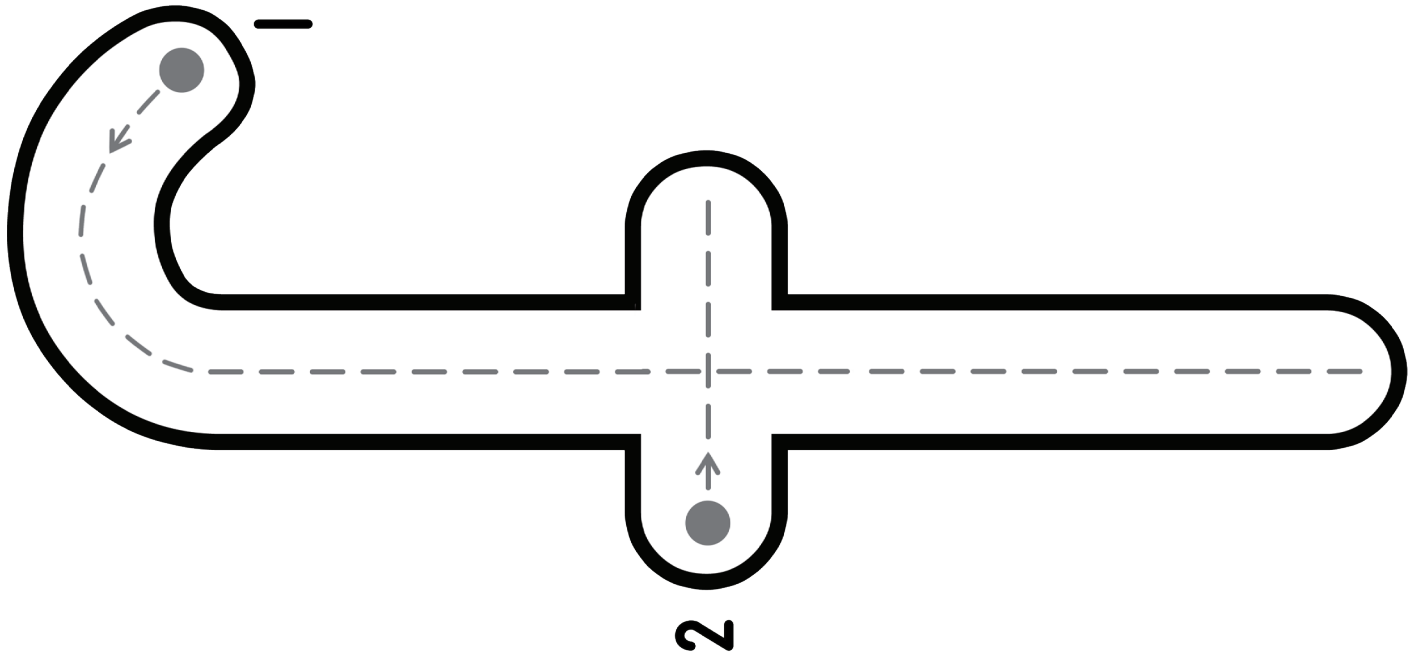










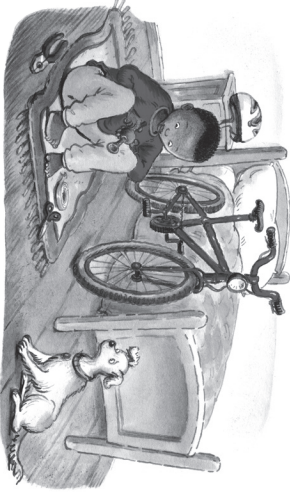




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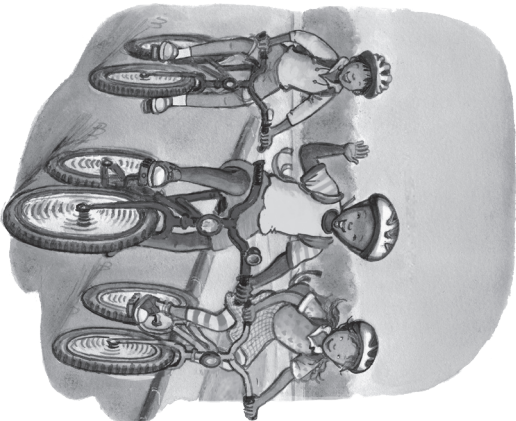
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5



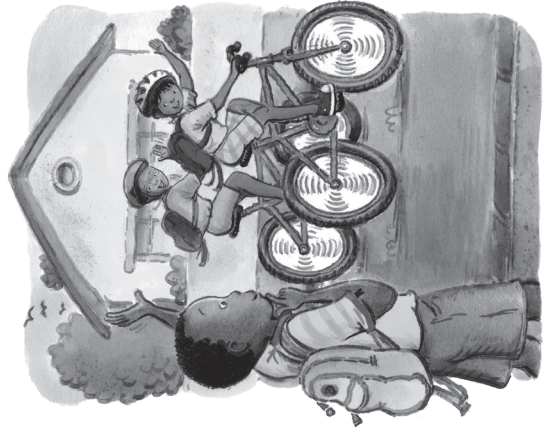
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2



1



Baesekele e ntjha  
ya Nikotase

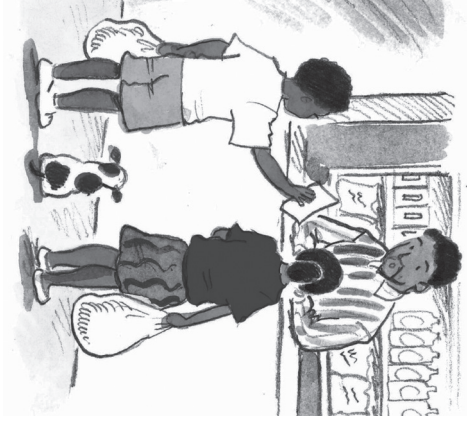


Buka ena ke ya:

.....







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4



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Sepoti o ya lebenkeleng



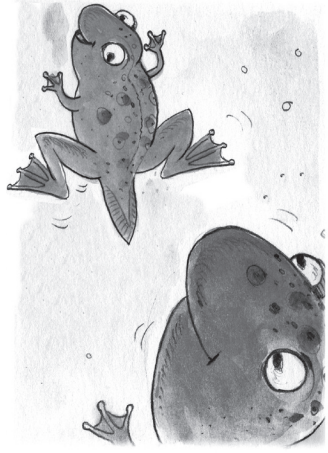
Wordworks  
Creating Literacy Skills

Buka ena ke ya:

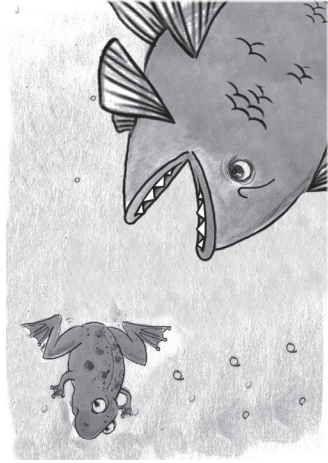
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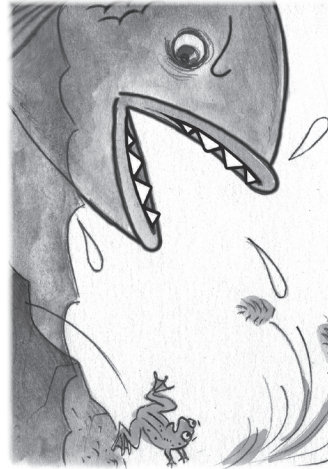
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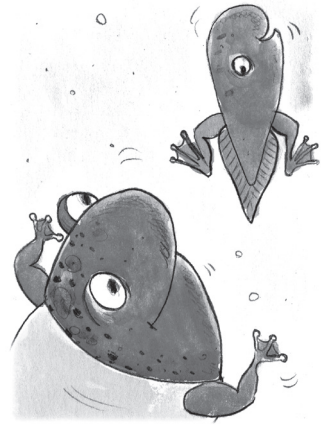
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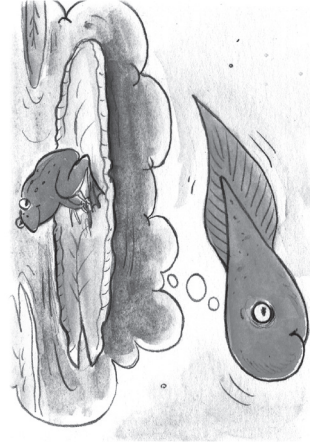
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2



1



Mokudubete  
o monyane



Wordworks  
Creating Literacy Through Play

Buka ena ke ya:

.....





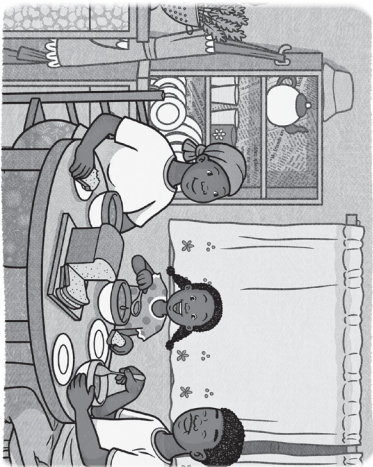
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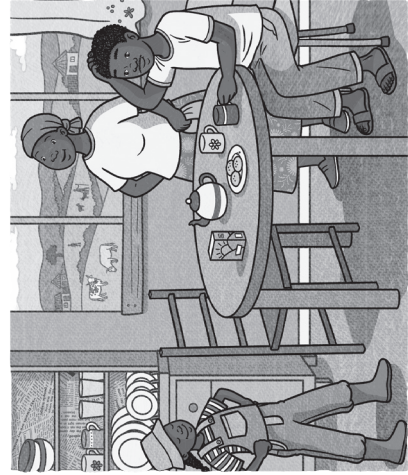
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6



2



1

Temo le mashodu  
a dijato



Buka ena ke ya:

.....



2



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1



4



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9

Tshimo ya  
Ntatemoholo  
Farouk



b o o k  
d a s h

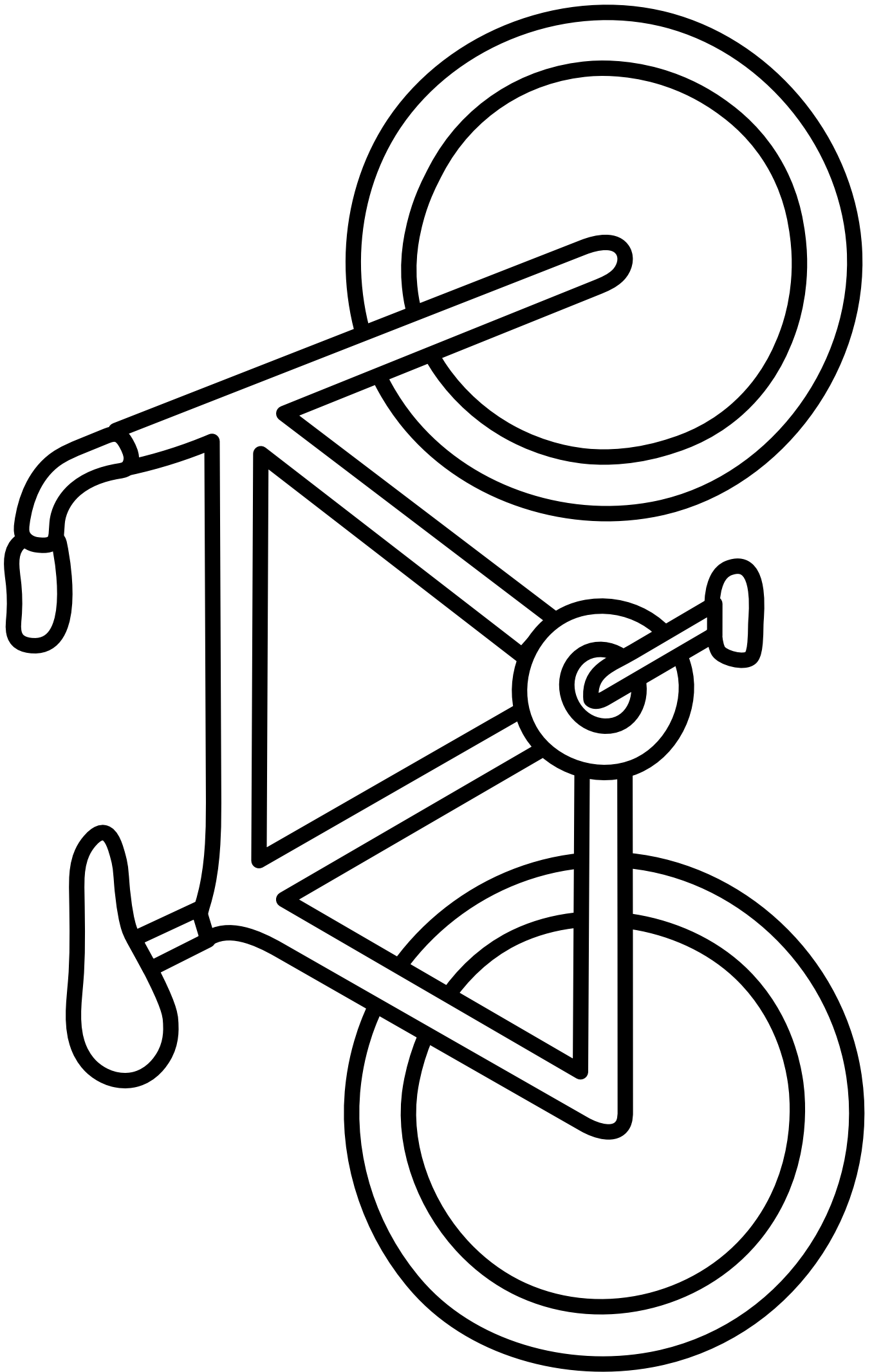
Buka ena ke ya:

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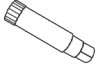

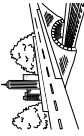


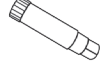




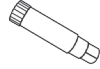


**Baesekele e ntjha ya Nikolase:** Leqephe la ketsahalo ya baesekele







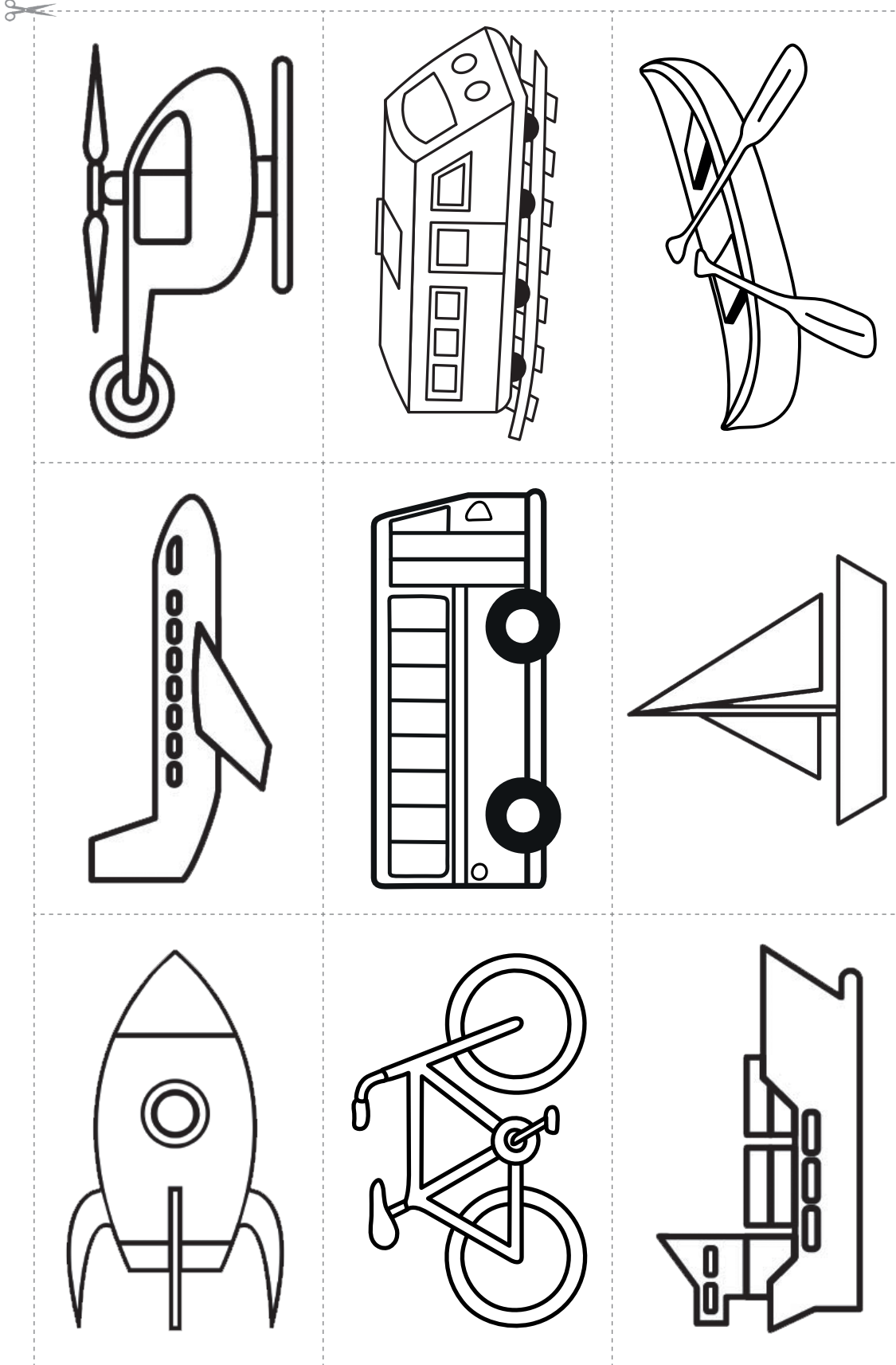
**Baesekele e ntjha ya Nikolase:** Leqephe la ketsahalo ya Bala o etse

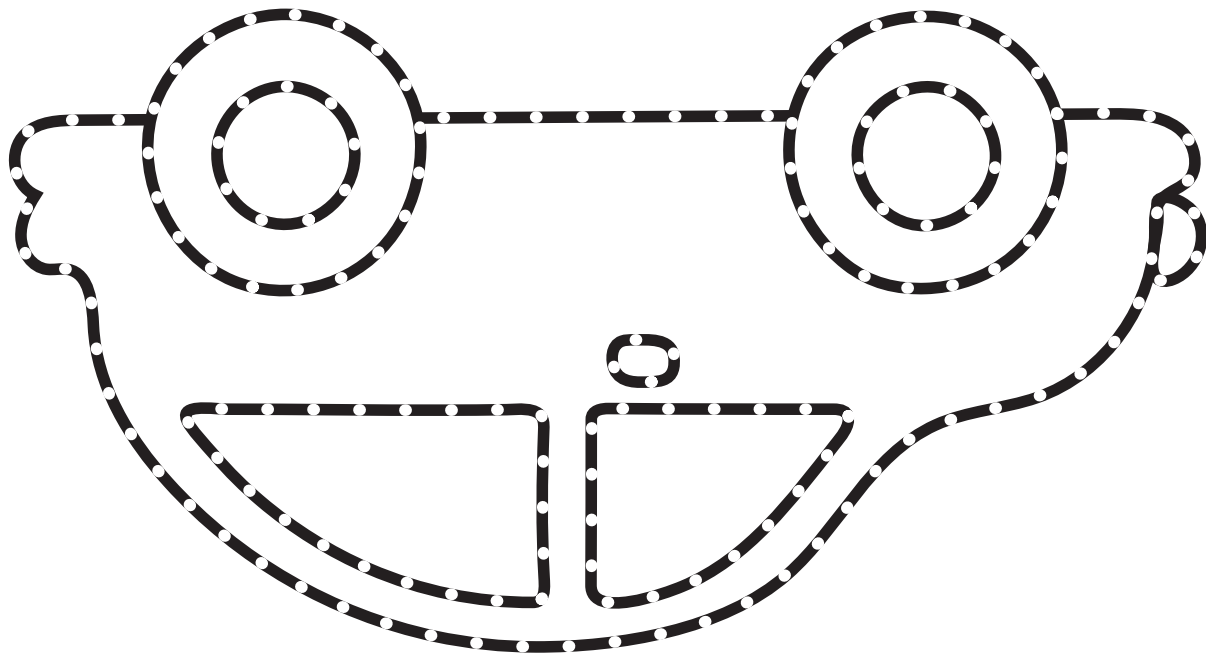
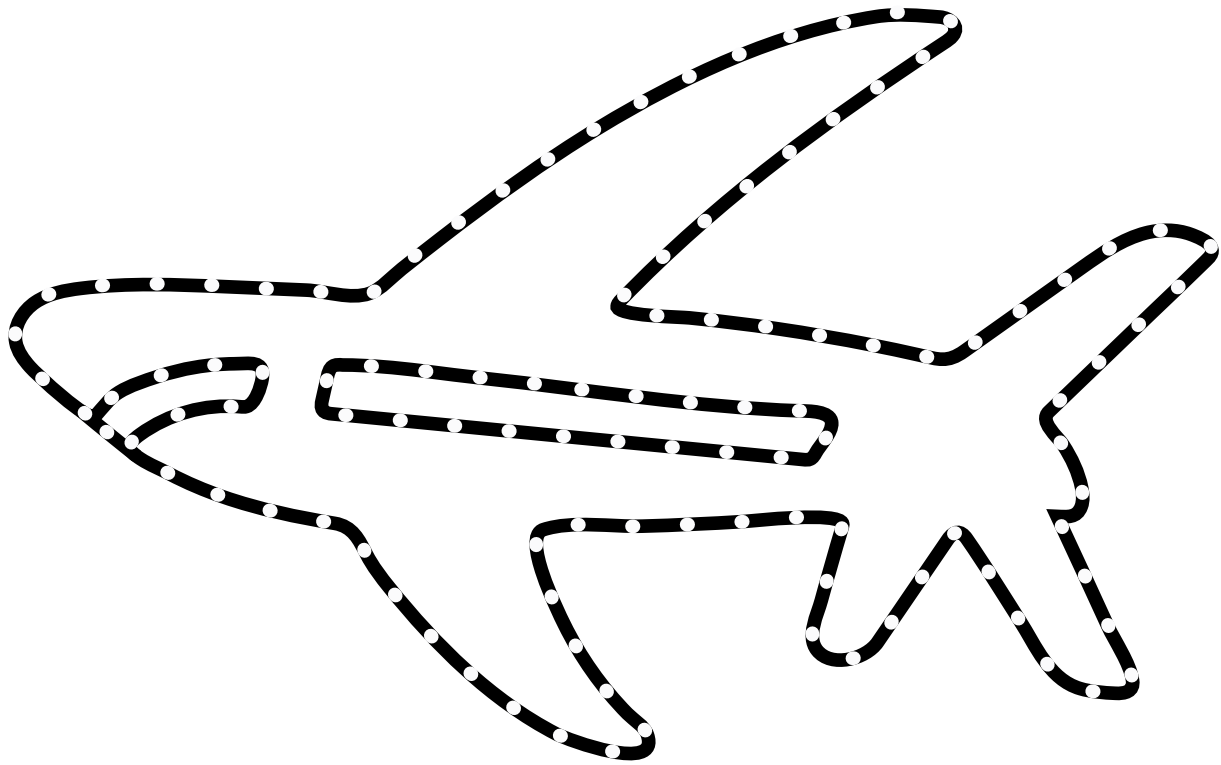
 le-	 le-	 3		<p><b>lehlabathe</b></p> 
 le-	 le-	 3		<p><b>metsi</b></p> 
 le-	 le-	 3		<p><b>moya</b></p> 





Baesekele e ntjha ya Nikolase: Leqephe la ketsahalo ya dipalangwa





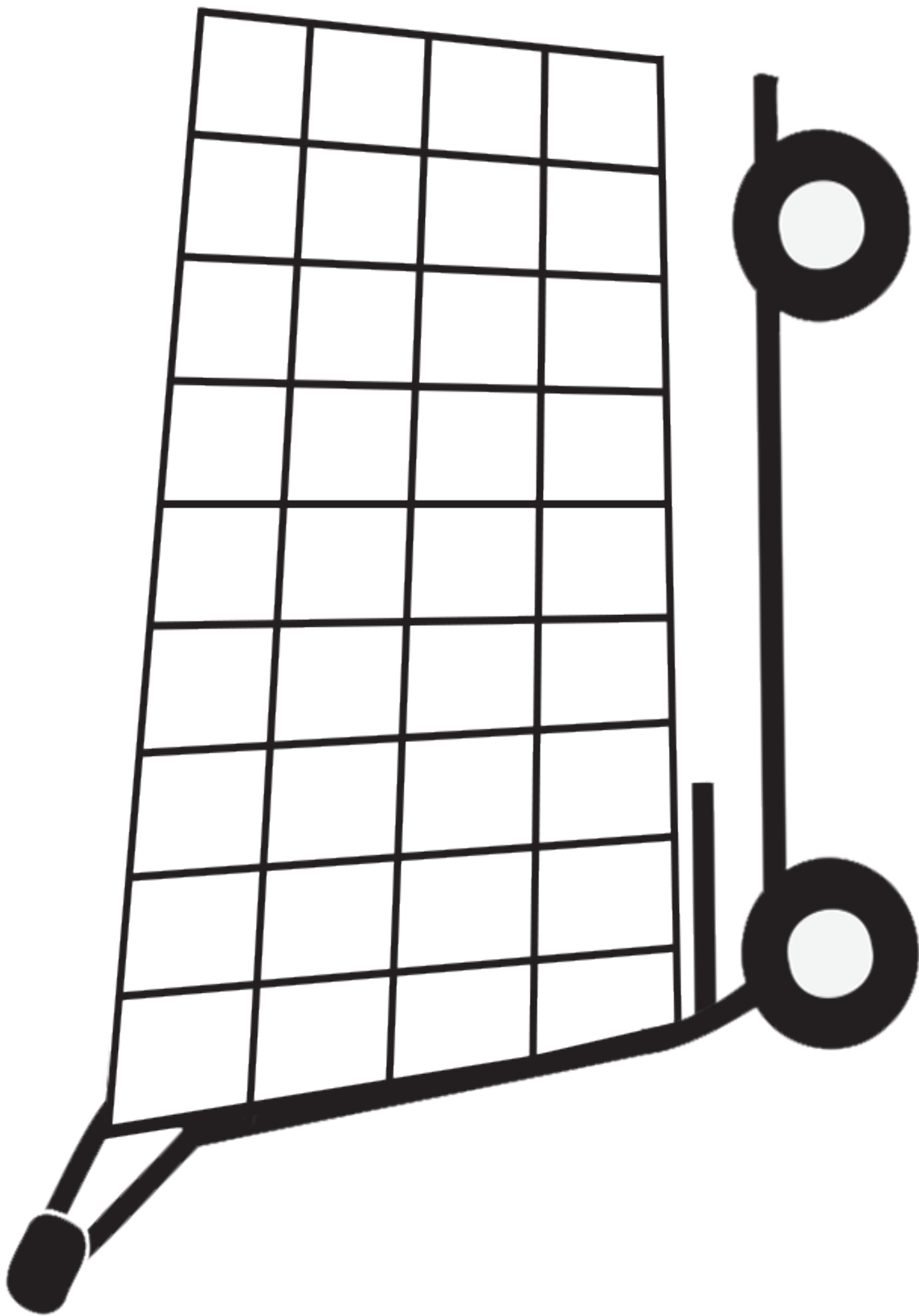
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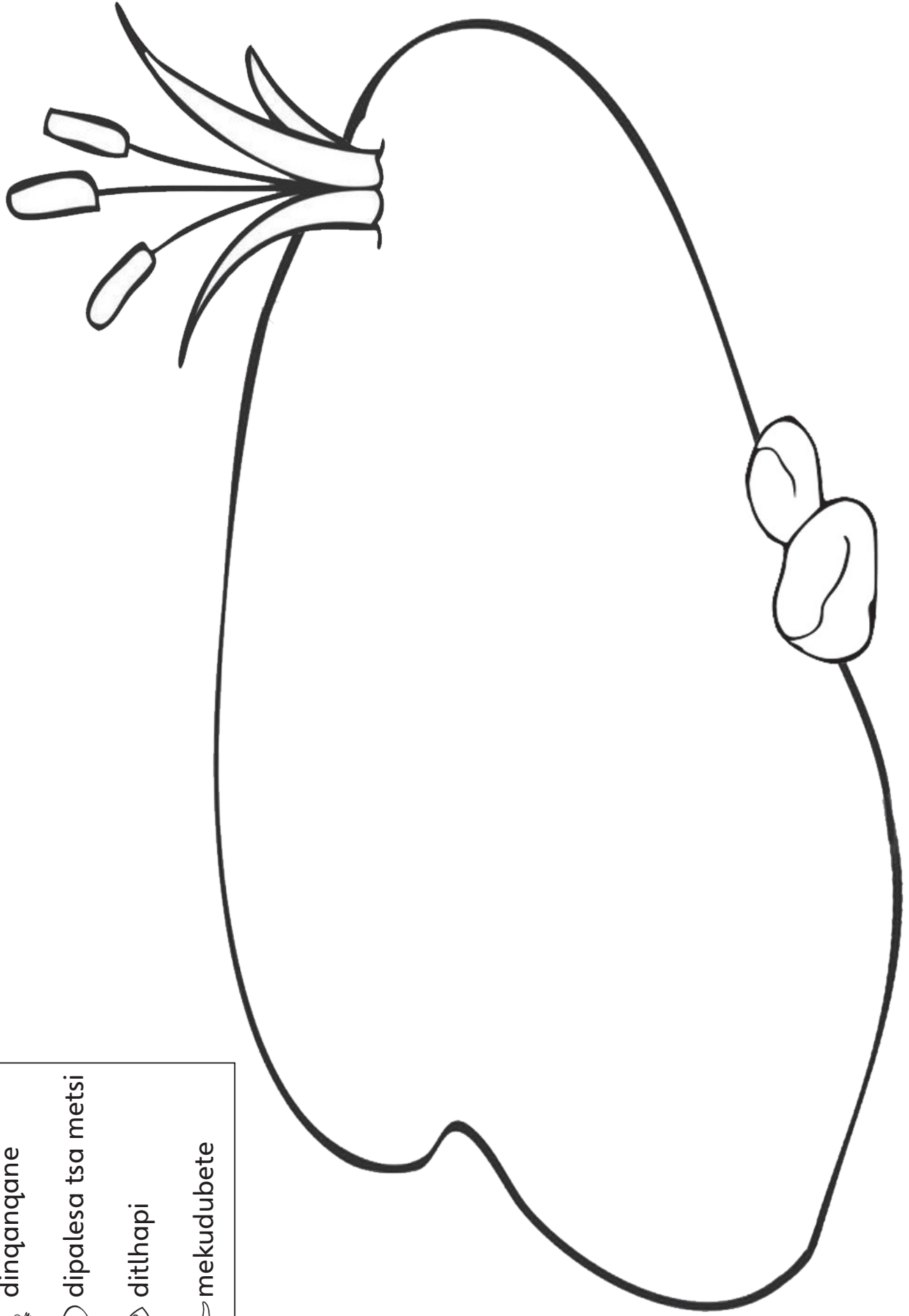












**Sepoti o ya lebenkeleng:** Leqephe la ketsahalo ya teroli (karikana) ya lebenkeleng





**Mokudubete o monyane:** Leqephe la ketsahalo ya Bala o etse

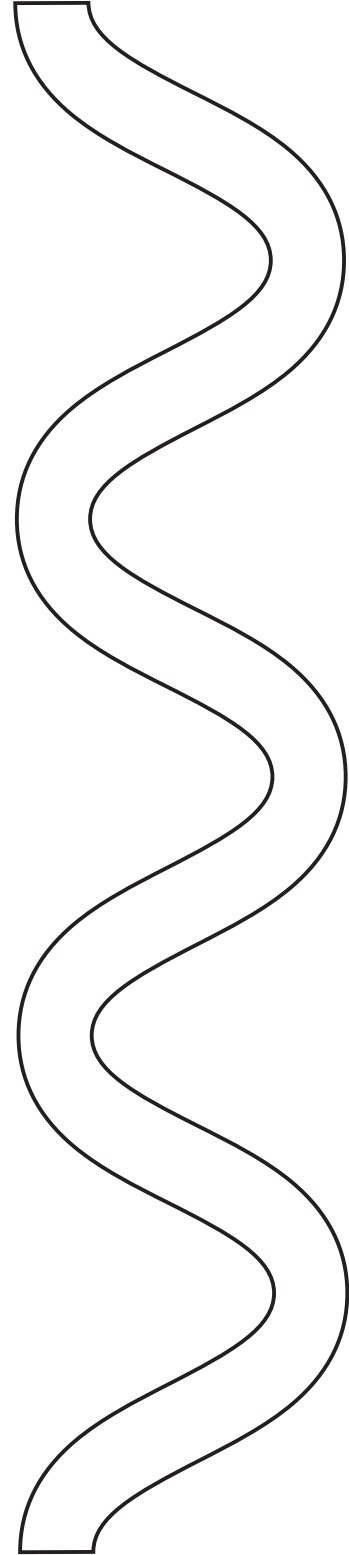
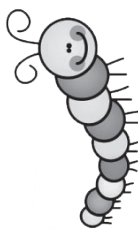
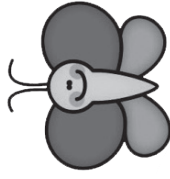
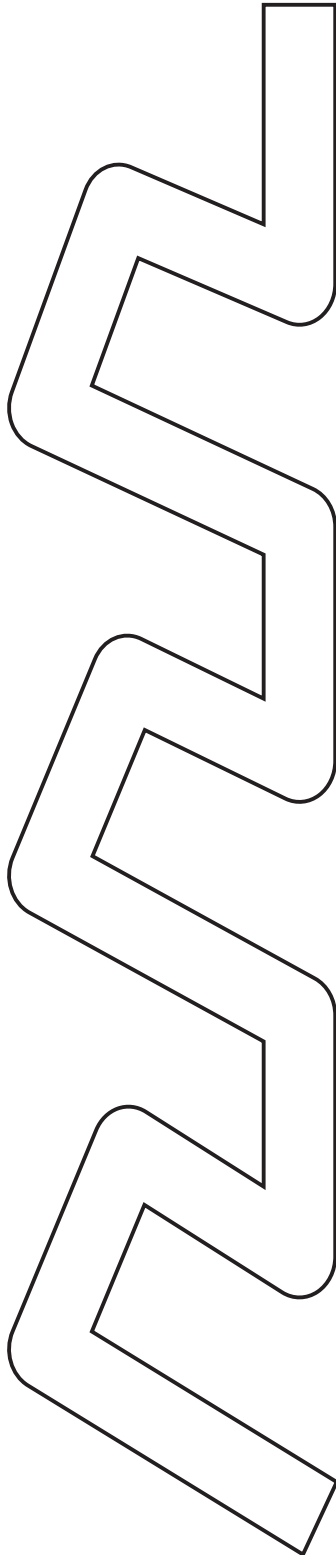
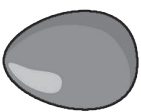
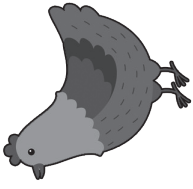
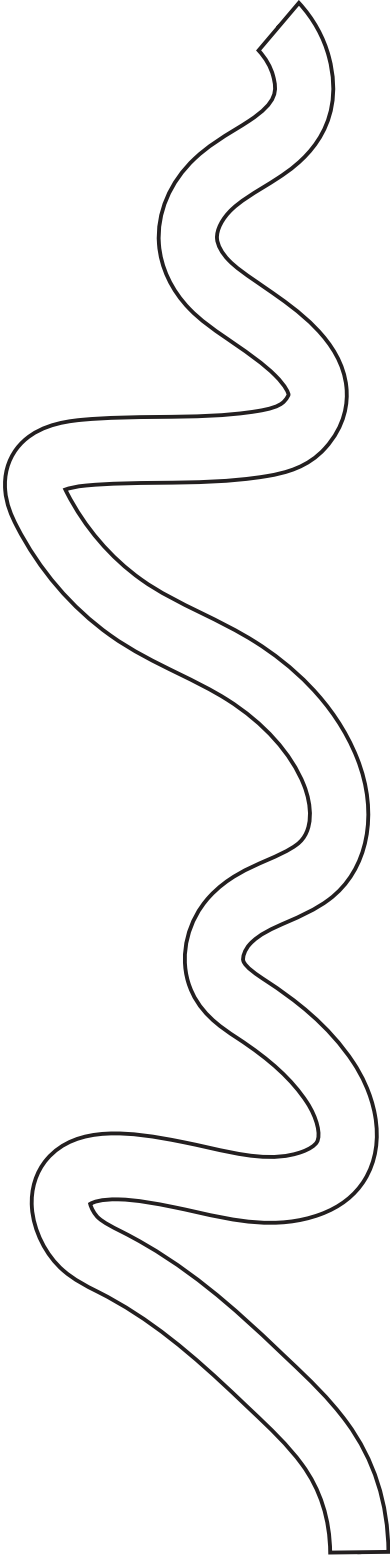


- |   |   |   |                    |
|---|---|---|--------------------|
|  | 1 |  | lefika             |
|  | 2 |  | dinqanqane         |
|  | 3 |  | dipalesa tsa metsi |
|  | 5 |  | dithhapi           |
|  | 8 |  | mekudubete         |



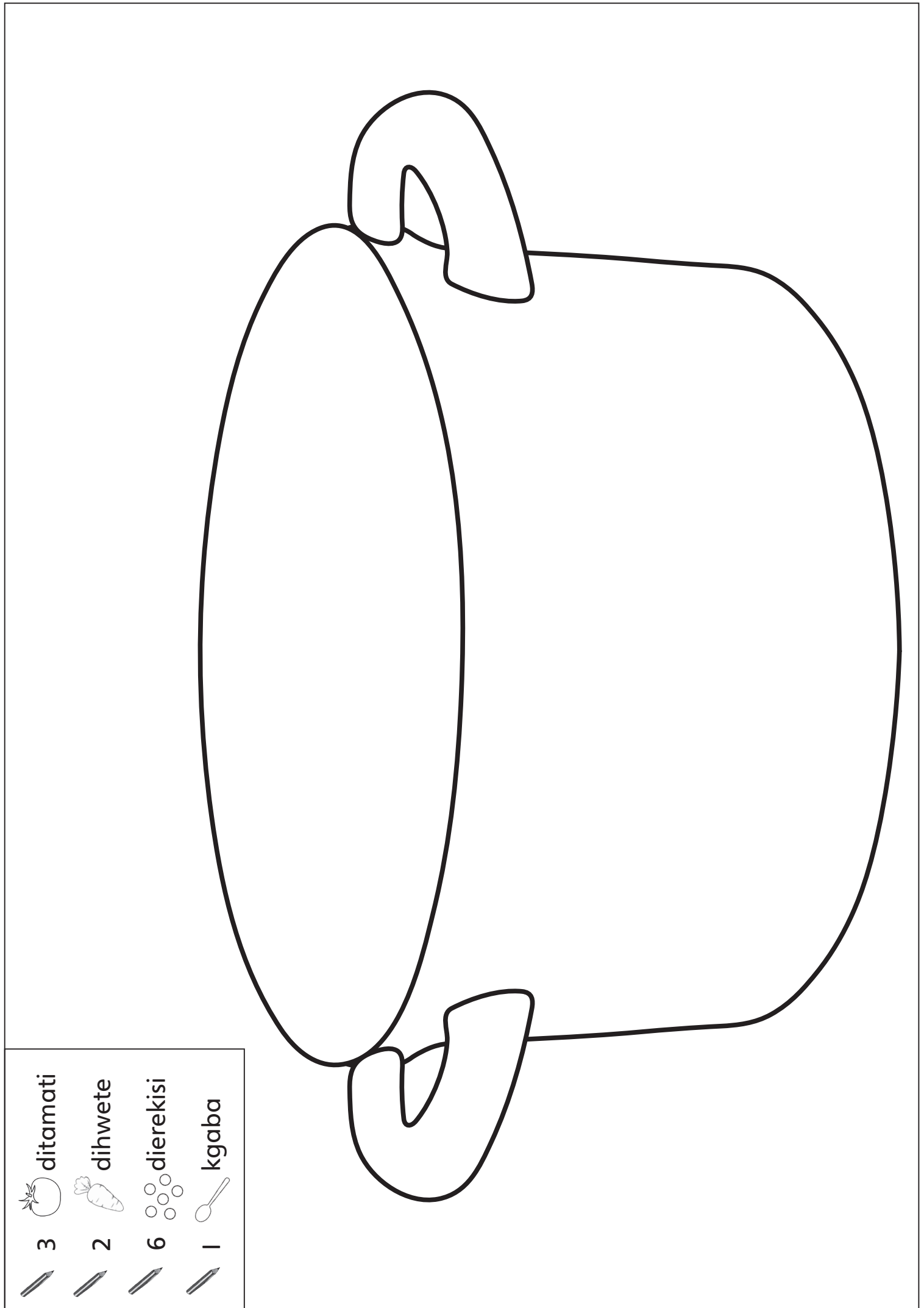


**Mokudubete o monyane:** Leqephe la ketsahalo ya hlama ya ho bapala





**Temo le mashodu a dijalo:** Leqephe la ketsahalo ya Bala o etse



ditamati



3



dihwete



2



dierekisi



6



kgaba

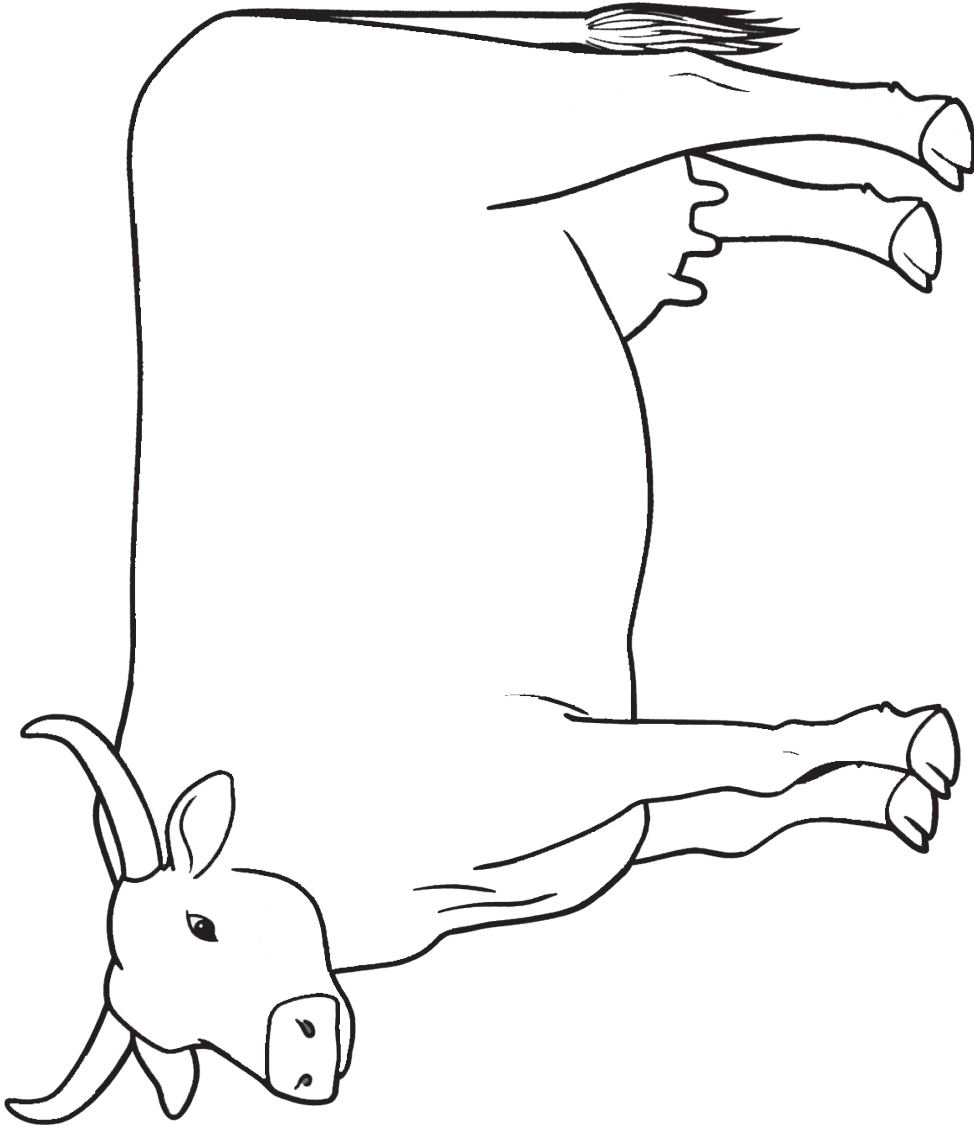


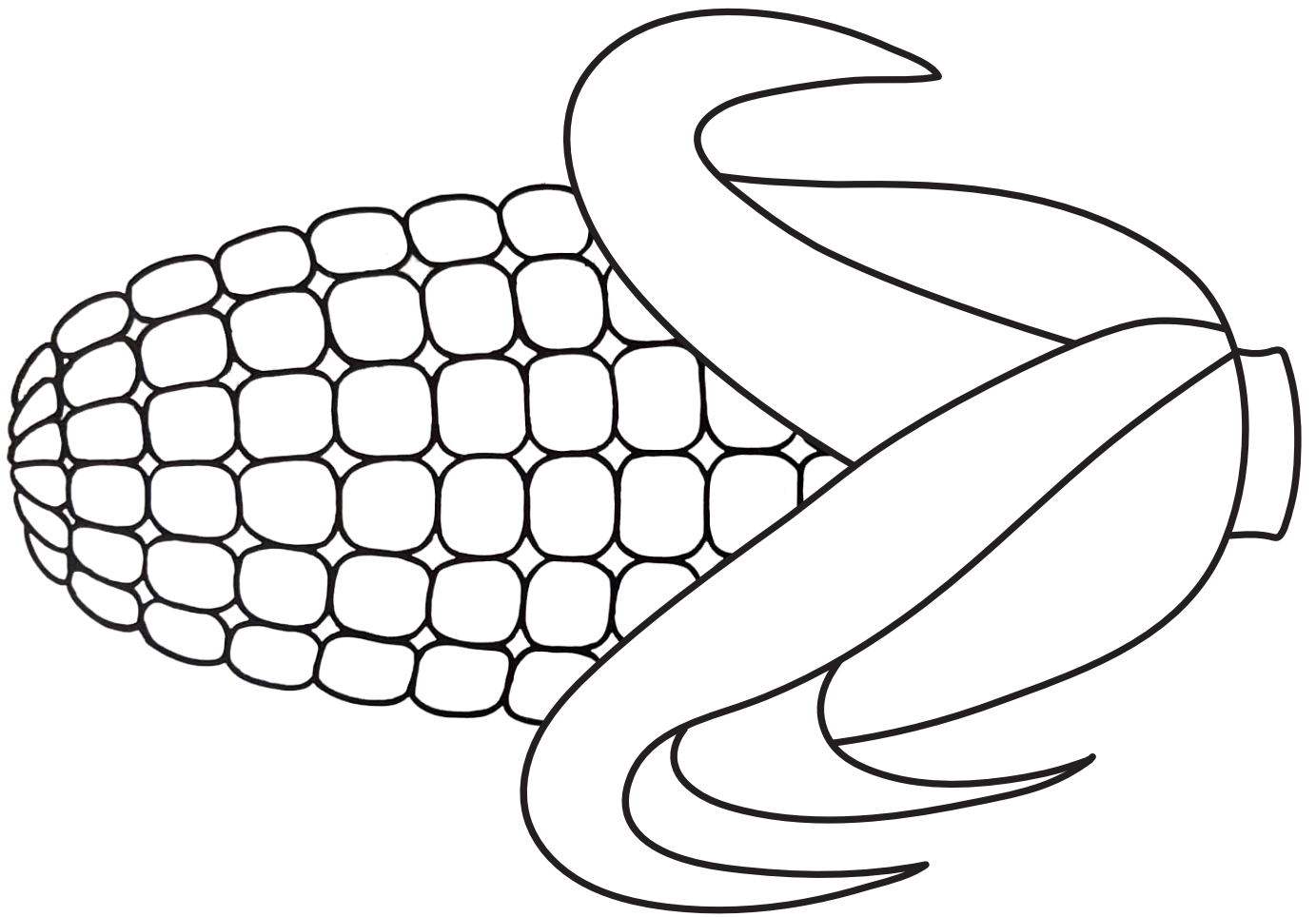
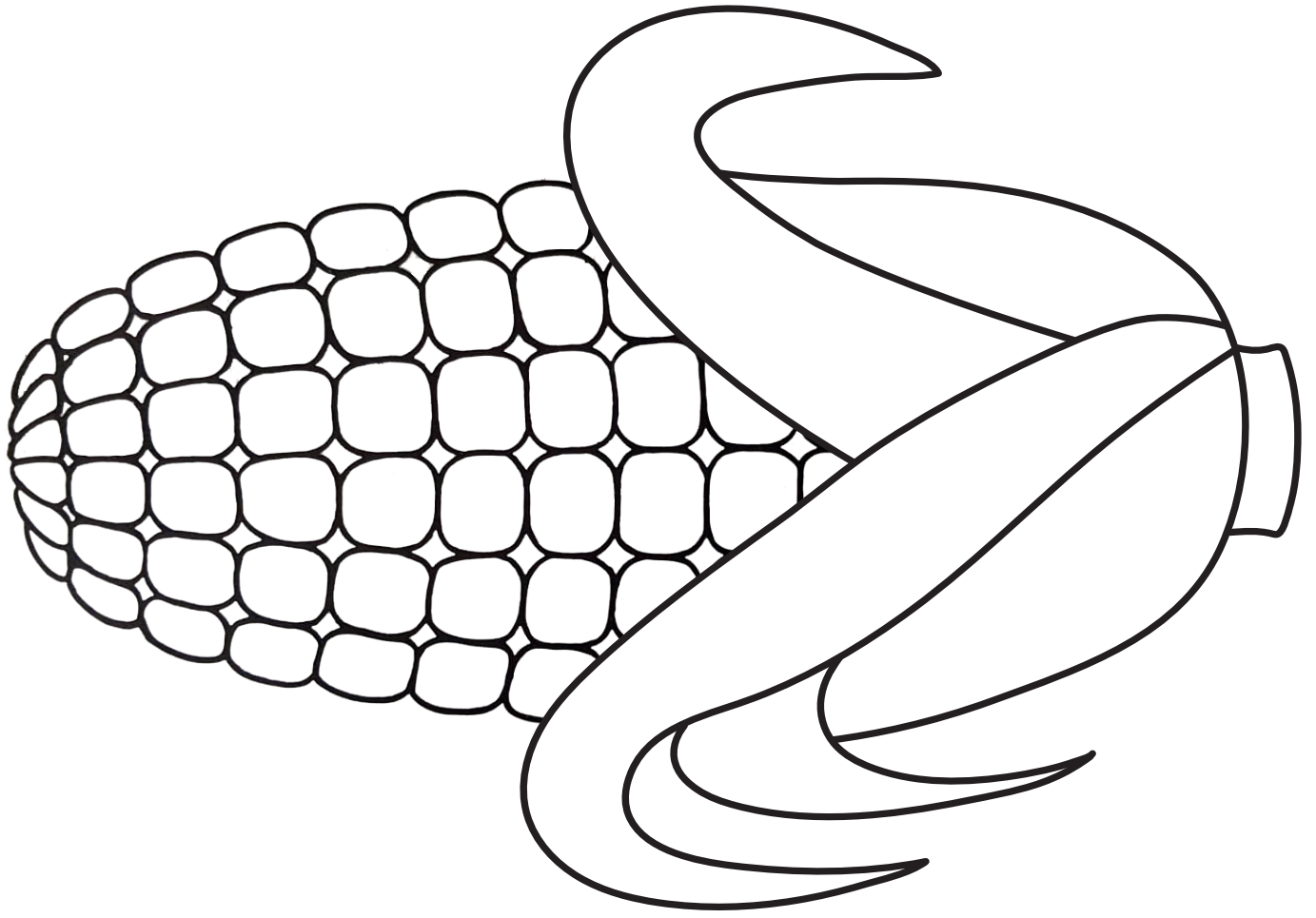
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**Temo le mashodu a dijalo:** Leqephe la ketsahalo ya kgomo ya Temo





**Temo le mashodu a dijalo:** Leqephe la ketsahalo ya poone







**Tshimo ya Ntatemoholo Farouk:** Leqephe la ketsahalo ya Bala o etse

-  1  popane
-  2  dirurubele
-  3  dikgofu
-  4  dinotshi
-  5  diboko

