



Lenaneotokafatso la Puo
ya Mophato R

Grade R Language
Improvement Programme

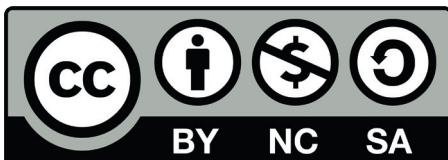
Kaedi ya Ditirwana Activity Guide

Kgweditsharo 3
Term 3



Setswana | English





Kaedi ya Ditirwana e wela ka fa tlase ga laesense ya Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).

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

Motselaganyi-Mogolo: Siân Rees
Phetolelo kwa Setswaneng: Peter Mekgwe, Mpho Motlhodiemang le Lorato Trok
Motselaganyi le mokanoki wa Setswana: Peter Mekgwe
Motselaganyi le mokanoki wa Seesimane: Magdel Palm
Ditshwantsho: Jiggs Snaddon-Wood
Morulaganyaditeng: Heath White
Moralaeltharentle: Jacqui Botha

This Activity Guide is licensed under a Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>).

This license allows re-users to distribute, remix, adapt, and build upon the material in any medium or format for non-commercial purposes only, and only so long as attribution is given to the creator. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

Series editor: Siân Rees
Setswana translation: Peter Mekgwe, Mpho Motlhodiemang and Lorato Trok
Setswana editing and proofreading: Peter Mekgwe
English editing and proofreading: Magdel Palm
Illustrations: Jiggs Snaddon-Wood
Typesetting: Jacqui Botha
Cover and text design: Jacqui Botha





★ Diteng

Ketapele	5
MATSENO	
Buka-Kaelo ya Tirwana ya Kgweditharo 3	6
Go Ruta Puogae mo lenaneong la letsatsi le letsatsi la Mophato R	8
Modikologo wa dibeke tse pedi wa Puogae	10
Ditirwana tsa Lenaanethuto leno di nyalantswe le CAPS	14
BAESEKELE E NTŠHWA YA GA DAVID?	
Kgang	18
Pina le Tlotlofoko go tswa mo kgannyeng.....	20
Beke 1	22
Beke 2	36
SPOT O YA LEBENKELENG	
Kgang	50
Pina le Tlotlofoko go tswa mo kgannyeng.....	52
Beke 1	54
Beke 2	68
KODUNTWANE YO MONNYE	
Kgang	82
Pina le Tlotlofoko go tswa mo kgannyeng.....	84
Beke 1	86
Beke 2	100
TEMO LE MAGODU A DIJALO	
Kgang	112
Pina le Tlotlofoko go tswa mo kgannyeng.....	114
Beke 1	116
Beke 2	130
TSHINGWANA YA GA RREMOGOLO FAROUK	
Kgang	144
Pina le Tlotlofoko go tswa mo kgannyeng.....	146
Beke 1	148
Beke 2	162
TLHATLHOBO	
Sekao sa rekoto e e tswelelang pele ya tekolo (lenaanetlhatlhobo)	178
Go reetsa le go bua Lenaanethalo 1 & 2	180
Ditumatlhaka, Go Buisa le Go Leba Lenaanethalo 1-3	182
Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 1-3.....	184
Tsela ya go dira tege ya go tshameka le bukana	186
Ditsebe tsa ditirwana	198





★ Diteng

Foreword	5
INTRODUCTION	
The Term 3 Activity Guide	7
Teaching Home Language in the Grade R daily programme	9
The Home Language two-week cycle	11
Programme activities are CAPS aligned	15
DAVID'S NEW BIKE?	
Story	19
Song and vocabulary from the story	21
Week 1	23
Week 2	37
SPOT GOES TO THE SHOP	
Story	51
Song and vocabulary from the story	53
Week 1	55
Week 2	69
THE LITTLE TADPOLE	
Story	83
Song and vocabulary from the story	85
Week 1	87
Week 2	101
TEMO AND THE PLANT THIEVES	
Story	113
Song and vocabulary from the story	115
Week 1	117
Week 2	131
GRANDPA FAROUK'S GARDEN	
Story	145
Song and vocabulary from the story	147
Week 1	149
Week 2	163
ASSESSMENTS	
Exemplar record of continuous assessment (checklist)	179
Listening and speaking rubric 1 and 2	181
Phonics, reading and viewing rubric 1 to 3	183
Emergent writing and handwriting rubric 1 to 3	185
How to make playdough and a little book	187
Activity pages	198



★ Molaetsa o o tswang go Tlhogo ya Lefapha



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely


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

Buka-Kaelo ya Tirwana ya Kgweditharo 3

Buka-Kaelo ya Tirwana ya Kgweditharo 3 ya Puogae e na le thulaganyo ya go ruta Puogae mo kgweditharong ya 3 ya Mophato R. Ditirwana di theilwe mo dikgannyeng tse go tlotlwang ka tsone mme kgang nngwe le nngwe e rulaganyeditswe go rutwa gangwe morago ga modikologo wa dibeke di le pedi.

Batla dilo tse di latelang:

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

Didirisiwa

Dintlha-kakaretso ke tseno ka ga dikgang, ditlhago tse di amanang le tsone le ditlhaka tse go ithutwang tsone tsa Kgweditharo 3.

Kgang	Setlhogo	Ditlhaka/medumo e go ithutwang yone
Baesekele e ntšhwa ya ga David	Dipalangwa	p le r
Spot o ya lebenkeleng	Ditiro tseo batho ba di dirang	b le m
Koduntwane yo monnye	Metsi	g le k
Temo le magodu a dijalo	Merogo	d le j
Tshingwana ya ga Rremogolo Farouk	Tikologo e e itekanetseng	f le s

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

Pakana ya Didirisiwa tsa Puo

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

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

★ Introduction

The Term 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
David's new bike	Transport	p and r
Spot goes to the shop	Jobs people do	b and m
The little tadpole	Water	g and k
Temo and the plant thieves	Vegetables	d and j
Grandpa Farouk's garden	Healthy environment	f and s

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

Language resource pack

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

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



Didirisiwa tse di tshwanetseng go kokoangwa kgotsa go rekwa

- ★ didirisiwa le meaparo e e amanang le kgang gore di dirisiwe ka nako ya fa go tlotlwa kgang, fa go tshamekwa mantlwane le fa go etsisiwa mafoko a kgang
- ★ dikgatiso tse di amanang le kgang nngwe le nngwe: dibuka tsa ditshwantsho, dipampitshana tsa go reka kwa mabenkeleng, dimakasine le diphousetara
- ★ dilo kgotsa dikarata tsa ditshwantsho tsa lenaane la tlotlofoko la kgang nngwe le nngwe
- ★ dilo tsa mabokoso a ditlhaka, phapete ya kausu, kgetsana e nnye, lesela, dibolayantsi tse di tlhotlhwatlase, pitsa, seroto, leswana le legolo
- ★ tege ya motshameko, mmetshe wa tege ya go motshameko
- ★ dikherayone tse di mafura tsa jumbo, dipente le maborashe a go penta, dikere, tluluu, dipene tse di tshwayang bokima dipene tsa go tshwaya boto e tshweu, Prestiki
- ★ pampiri ya A4, pampiri ya mmala, khateboto le pampiri ya tshate e e phetlhwang
- ★ matlhekege a dilo tsa diatshe le ditirwana tsa go betla dilo: dipoleiti tsa pampiri, dikonopi, dipeo, dilthokwa, matlapana, dikhurumelo tsa mabotlolo, mabokoso a mae, ditshodi tsa digalase, dipente tsa menwana tsa mmala, matlho a polasetiki (seno ga se patelediwe), thini ya foele, diterei tsa foumu, lesela, dithupana tsa go ntsha dijo mo menong, pampiri ya thishu, phasta.

Paakanyetso ya kgang nngwe le nngwe

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

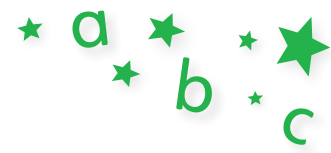
Go Ruta Puogae mo lenaneong la letsatsi le letsatsi la Mophato R

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

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

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines, 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
- ★ 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, macaroni

Preparation for each story

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

Teaching Home Language in the Grade R daily programme

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

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






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

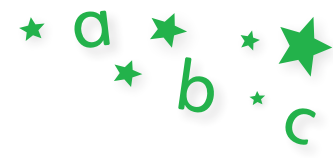




Modikologo wa dibeke tse pedi wa Puogae






Beke 1

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



The Home Language two-week cycle






Week 1

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










Beke 2

Ditirwana tsa botlhe mo phapisiborutelong	Mosupologo	Labobedi	Laboraro	Labone	Labotlhano
Ditirwana tse di theilweng mo kgannyeng	Ditshwantsho tse dingwe go di latelanya	Puisokopanelo – Buka e kgolo	Go ithuta go reetsa	Go buisa le go dira	Bopa, thala le go kwala
	Barutwana ba kopanya kitso ya bone ya kgang ka go latelanya ditshwantsho a le mongwe ka nako ba sa thusiwe.	Barutwana ba reetsa go buisiwa ga kgang e ba e itseng jaaka fa morutabana a ntse a etsisa mafoko a kgang.	Barutwana ba reetsa ka kelotlhoko le go latela ditaelo tse di dirwang ka molomo.	Barutwana ba tlhalosa bokao jwa matshwao a a kwadilweng kgotsa a a tshwantshitsweng.	Barutwana ba bontsha dikgopolo tsa bone ka kgang eno ka go betla dilo, go thala setshwantsho kgotsa go tsaya karolo mo tirong ya go kwala e e kopanetsweng.
Ditirwana tsa ditlhaka le modumo	Tsenyeletsa modumo nngwe go tswa mo kgannyeng	Go bopa tlhaka	Mabokoso a ditlhaka	Go reetsa medumo e go ithutwang yone	Go kopanya le go kgaoganya
	Barutwana ba rutwa modumo o go ithutwang one o o golaganang le mafoko a a tswang mo kgannyeng.	Barutwana ba bopa tlhaka e go ithutwang yone ba dirisa dilo tse di farologaneng tse di dirang gore ba nne le maitemogelo a a monate thata a go e kgoma.	Barutwana ba leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one.	Barutwana ba tlaola medumo e go ithutwang yone mo mafokong.	Barutwana ba kopanya medumo go bopa mafoko ba bo ba kgaoganya mafoko ka medumo.
Ditirwana tsa ditlhapha tse dinnye	Mosupologo	Labobedi	Laboraro	Labone	Labotlhano
	Stella o supa gore ke ditirwana dife tsa ditlhapha tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe.				
Setlhapha se se pududu	Tirwana 1: Go thala setshwantsho le go ithuta go kwala	Tirwana 2: Malepa le metshameko 	Tirwana 3: Go buisa ka bongwe	Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	Tirwana 5: Mantlwane
	Barutwana ba rekota dikgopolo tsa bone ka go thala ditshwantsho le ka tshimololo ya puo.	Barutwana ba dira malepa ba bo ba tshameka metshameko ya puo.	Barutwana ba buisa ba le bosu le go itumelela dibuka le dikgatiso tse dingwe.	Barutwana ba tsamaisa dikarolo tsa mmele le go ithuta go bopa ditlhaka.	Barutwana ba tlotla go ya pele ka puo ya kgang le ka setlhago sa yone ka go tshameka mantlwane.
Setlhapha se se tala	Tirwana 5: Mantlwane	Tirwana 1: Go thala setshwantsho le go ithuta go kwala	Tirwana 2: Malepa le metshameko 	Tirwana 3: Go buisa ka bongwe	Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla
Setlhapha se se serolwana	Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	Tirwana 5: Mantlwane	Tirwana 1: Go thala setshwantsho le go ithuta go kwala	Tirwana 2: Malepa le metshameko 	Tirwana 3: Go buisa ka bongwe
Setlhapha se se hibidu	Tirwana 3: Go buisa ka bongwe	Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	Tirwana 5: Mantlwane	Tirwana 1: Go thala setshwantsho le go ithuta go kwala	Tirwana 2: Malepa le metshameko 
Setlhapha se se phepole	Tirwana 2: Malepa le metshameko 	Tirwana 3: Go buisa ka bongwe	Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla	Tirwana 5: Mantlwane	Tirwana 1: Go thala setshwantsho le go ithuta go kwala



Week 2

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



Ditirwana tsa Lenaanethuto leno di nyalantswe le CAPS

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

Modikologo wa dibeke tse pedi	Ditirwana tsa phaposiborutelo yotlhe tse di theilweng mo kgannyeng	CAPS Dikgono tsa puo	Lenaanethathobo la Tlatlhobo	Lenaanethalo la Tlatlhobo
			(di tserwe mo kelong ya tlatlhobo ya CAPS)	
Beke 1: Mosupologo	Go tlotla dikgang le go aga tlotlofoko	Go reetsa le go bua	O reetsa dikgang khutshwe ka kgatlhego a bo a kopanela mo dikhoraseng ka nako e e tshwanetseng O botsa dipotso	
Labobedi	Go tlotla kgang le go opela	Go tlotla kgang le go opela	O opela dipina tse di motlhofo le go etsisa mafoko a pina (ka go thusiwa)	
Laboraro	Go tlotla kgang le go etsisa mafoko	Go reetsa le go bua	O etsisa mafoko a bontlhanngwe jwa kgang, a pina kgotsa a morumo	
Labone	Go latelanya ditshwantsho	Go reetsa le go bua		Go Reetsa le go Bua Lenaanethalo 1: Go tlotla dikgang le go tlotla kgang gape ka mafoko a gagwe
Labotlhano	Bopa, thala le go kwala	Go reetsa le go bua Tshimololo ya go kwala	O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa	
Beke 2: Mosupologo	Ditshwantsho tse dingwe go di latelanya	Go reetsa le go bua Go buisa le go bogela		Go Reetsa le go Bua Lenaanethalo 2: O rulaganya ditshwantsho di le mmalwa ka mokgwa o o dirang gore di bope kgang le ditiragalo ka tatelano ya tsone fa di buiwa ka molomo a bo a tlotla kgang e a e tthamileng
Labobedi	Puisokopanelo – Buka e Kgolo	Go buisa le go bogela	O “buisa” mekwalo e e godisitsweng jaaka maboko, dibuka tse dikgolo le diphousetara jaaka phaposiborutelo yotlhe le morutabana	
Laboraro	Reetsa le go dira	Go reetsa le go bua	O reetsa ditaelo tse di motlhofo a bo a dira go ya ka tsone	
Labone	Go buisa le go dira	Go buisa le go bogela	O lemoga leina la gagwe le maina mangwe a barutwana ba bangwe	
Labotlhano	Bopa, thala le go kwala	Go reetsa le go bua Tshimololo ya go kwala	O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa	



Programme activities are CAPS aligned

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

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



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





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

★ Baesekele e ntšhwa ya ga David

Kgang



David e ne e le mosimane yo o itumetseng a rata go tshameka le ditsala. Go ne go le selo se le sengwe se a neng a se batla thata go feta tsothle mo lefatsheng – o ne a eletsa e kete a ka nna le baesekele. Ditsala tsa ga David di ne di na le dibaesekele mme fa ba ya sekolong ka tsone, David o ne a tsholetsa seatla go ba dumedisa. O ne a eletsa e kete a ka bo a palame ya gagwe.

Nako ya gore David a keteke letsatsi la gagwe la matsalo la fitlha. O ne a solofetse gore monongwaga, mme le rre ba ne ba tla mo rekela baesekele go nna mpho ya letsatsi la botsalo. Mo mosong wa letsatsi la gagwe la matsalo mme le rre ba mmitsa: “Happy birthday, David! Tla o bone gore re go reketse eng!” David a tabogela mo phaposing mme a bona baesekele e khibidu e e phatsimang e gokeletswe lelele le legolo le le pududu. O ne a itumetse tota. “Ke a leboga, Mama! Ke a leboga, Papa!” a ba raya jalo. “Ga ke bolo go batla baesekele. Ke ya sekolong le ditsala tsa me.

David o ne a itumetse tota. A rwala helemete a bo a palama baesekele ya gagwe e ntšhwa e e tsabakelang. Go ise go ye kae, ke fa a wa po, ka yone. A leka, a wa gape. O ne a sa itse go palama baesekele.

David a kgoromeletsa baesekele ka fa phaposing mme a e baya fa thoko ga bolao jwa gagwe. O ne a e phatsimisa ka letsela letsatsi le letsatsi. “E kete ke ka bo ke itse go e palama,” a ipolelela jalo.

“David, tla le rona re palameng dibaesekele,” ditsala tsa mmitsa jalo. Mme David ga a ka a tswa. O ne a le ditlhong a sa batle go bolelela ope sephiri sa gagwe, gore o ne a sa itse go palama baesekele.

Letsatsi le letsatsi, David o ne a letela gore go fifale pele a bo a kgoromeletsa baesekele mo tshingwaneng mo a neng a sa bonwe ke ope gone. O ne a leka gantsintsi go palama baesekele, mme a nna a wa gantsinyana a ba a gobala.

Bosigo bongwe, tsala ya ga David ya mmona mo tshingwaneng. Anne o ne a le tsala e e pelonomi mme a batla go thusa David.

A mmitsa a re, “David!” “Tla ke go thuse.” Ka jalo Anne a tshegetsa baesekele mme a taboga ka fa morago ga gagwe. David a wa gangwe, gabedi, mme a se ka a tlhola a wa gape.

“Ke a kgona! “Ke a kgona!! David a goa jalo a ntse a oketsa lebelo.

“Ahaaaa!” Anne a goa jalo.

“Ahaaaa!” David a goa jalo a palame baesekele go dikologa tshingwana. “Ke lebogela thuso ya gago thata Anne!”

Letsatsi le le latelang fa ditsala di mmitsa, o ne a siametse go tsamaya le bone ka baesekele ya gagwe e ntšhwa. David o ne a itumeletse thata gore o lekile gangwe le gape a ntse a wa makgetlo a le mantsi. Jaanong o kgona go itumela le ditsala le go ya sekolong le bone ka baesekele ya gagwe.

Kgang eno e felela fano.



★ 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 go palama baesekele ya me
 Ke e palama letsatsi le letsatsi
 Ke e palama fa ke ya sekolong
 Kgotsa fa ke batla go tshameka
 Ke e swaya mo toropong yotlhe
 Ke e swaya gongwe le gongwe
 Ke e swaya go tthatloga thota
 E bile ke kgona go e swaya ka lebelo
 Ke kgona go e swaya ka iketlo

Ke rata go palama baesekele ya me
 Ke ya ka yone gongwe le gongwe
 Gongwe le gongwe kwa ke batlang go ya gone
 Baesekele e nkisa teng
 Ke tthatloga ka yone, ke fologa ka yone
 Ke e swaya gongwe le gongwe
 Mme gape ke a ema go dumedisa batho
 Mme fa ke siilwe ke nako ya dijo, ke e swaya ka lebelo
 Ke kgona go e swaya ka lebelo le legolo thata

Ke rata go palama baesekele ya me
 Ga e tshole e mpalela
 Ke rata go palama baesekele ya me
 E bile o ka palama ya gago le nna



(E opeleng ka molodi o o kgonang go laisololwa fano: <https://youtu.be/FST-CqbqUY> kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

Mafoko a konokono	baesekele	ditsala	keletso	swaya	letsatsi la botsalo	helemete
Mafoko a a oketsegileng:	sala sentle	phatsimisa	wa/wele	sephiri	phatsima	lelente
	tsela	phaposi	thuso	fifala	pelonomi	leka





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

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





Lo tlile go tlhoka:

- Kgang: *Baesekele e ntšhwa ya ga David*
- Dimpopi: David, Anne, baesekele ya ga David, helemete, tae ya katsana ya letsatsi la matsalo
- Didirisiwa: Helemete ya baesekele, lenathwana la ribone le le bofeletsweng jaaka tae ya katsana
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Ke tshikinya menwana ya me* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A go na le mongwe yo o nang le baesekele? A o kile wa leka go kgweetsa baesekele? A o akanya gore go bonolo go ithuta go kgweetsa baesekele? Ke mang a itseng lefoko la khutsafatso la baesekele (baeke)?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Ba bontshe helemete kgotsa ribone e mebelabala e bofeletsweng jaaka bou.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *"O akanya gore batsadi ba ga David ba mo reketse mpho ya eng ka matsalo a gagwe? A David o tla ithuta go kgweetsa baesekele ya gagwe?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o kile wa leka go dira sengwe se se thata o be o atlega?"*

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"pududu. palama, palameng, pele, pelonomi. A lo utlwa modumo o re tlileng go ithuta one: pududu, pele, palama? Ee, o nepile! Yotlhe e na le modumo /p/."*
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /p/: panana, peba, pelo, pene, podi, pidipidi. (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /p/ ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /p/: **"p-p-p"**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

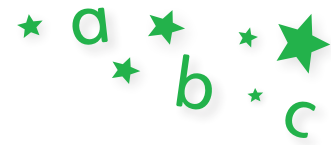
Ditirwana tsa ditlhopho tse dinnye

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

Ke tshikinya menwana ya me

Ke tshikinya menwana ya me
Ke tshikinya menwana ya dinao
Ke tshikinya magetla
Ke tshikinya nko
Simololang (opang diatla)
Ke feditse go di tshikhinya tsotlhe!
Jaanong ke didimetse ke rile tu!





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 wriggle my fingers* to bring learners to the mat for story time.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: *"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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think 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: *"pududu, palama, palameng, pele, pelonomi. Can you hear the focus sound: pududu, pele, palama? Yes, you are right! They all have the sound /p/."*
- 2 Listen carefully, here are some more words with /p/: panana, peba, pelo, pene, podi, pidipidi. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /p/ clearly and tell learners to watch your mouth.
- 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.

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!



Lo tšile go tlhoka:

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



Beke 1 Letsatsi 2

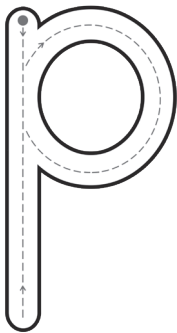
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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



Week 1 Day 2

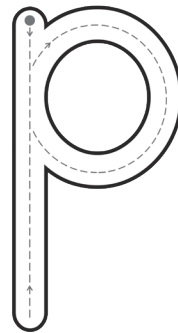
Whole class activities

Storytelling and singing

- 1 Begin by reminding learners of the meaning of words that you introduced on Day 1.
- 2 Retell the story using the puppets. Ask questions as you tell the story. Encourage learners to predict what will happen next.
- 3 Tell learners you are going to teach them a new song to go with the story.
- 4 Say a few lines of the song clearly and slowly, and then ask learners to join in and sing together with you. It may be difficult for learners to remember all the words, so teach the song in parts.
- 5 Have pictures or props or do actions to help learners understand the language of the song.
- 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 has the focus sound /p/ or if they can think of any other words that have the focus 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 (**pelo**).
- 3 Show learners how to write the letter **p**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go all the way down, back up and around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand 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.



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **p**: panana, peba, pelo, pene, podi, pula, palone, pata, patika, pidipidi, pere, perekisi

Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba bontshe dilo tse di benyang le tse di rotho. Ba botse gore ke tsefe tse di benyang. Ba botse gore a ba gakologelwa lefoko la sengwe se o sa se boleleleng ope (sephiri) kgotsa sengwe se o eletsang se ka fetoga nnete (keletso).
- 3 Tlhopho barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tllileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.



Stella a re:

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



Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa modumo e go ithutwang yone. Ka sekai: "A o ka batla sengwe se se simololang ka modumo **lp**?" Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **p**: panana, peba, pelo, pene, podi, pula, palone, pata, patika, pidipidi, pere, perekisi

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that has the focus sound /p/?" The learner must name the object, say the focus sound and place the object in the correct letter box.

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.



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Ditlhaka tse di tsepameng di kgomaretswe mo setokong kgotsa setokong sa bebetsididi
- Dikarata tsa setshwantsho kgotsa dilwana go tswa mo mabokosong a ditlhaka go nyalelana le tlhaka ya tsepamo

Stella a re:



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

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



Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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

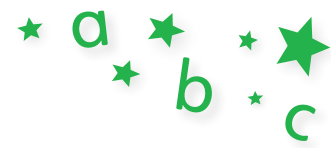


Go reetsa medumo e go ithutwang yone

- 1 Neela moithuti mongwe le mongwe karata ya setshwantsho kgotsa selwana go tswa mo lebokosong la ditlhaka eo e nyalanang le nngwe ya ditlhaka tsa tsepamo tse di kgomareditsweng mo setokong sa bebetsididi
- 2 Tlhalosetsa baithuti gore o tlile go tsholeletsa kwa godimo setoko sa bebetsididi sa tlhaka tsepamo. Baithuti ba ba nang le setshwantsho kgotsa selwana seo se nang le tlhaka tsepamo eo ba tshwanetse go emelela mme ba dire terena mo morago ga gago. Ba tshwanetse go bitsa leina la setshwantsho kgotsa selwana le go gatelela modumo tsepamo.
- 3 Terena e ema mo seteišeneng mme morutabana o baya setoko le tlhaka mo tafoleng. Moithuti mongwe le mongwe o baya setshwantsho kgotsa selwana sa gagwe go bapa le tlhaka.
- 4 Boeletsa tiragatso e o dirisa modumo tsepamo o mongwe.

Ditirwana tsa ditlhopha tse dinnye

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



You will need:

- Big sequence pictures
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

Stella says:



These are useful questions to ask about each picture:

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

Week 1 Day 4

Whole class activities

Sequencing pictures

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



Listening for focus sounds

- 1 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.



Lo tlile go tlhoka:

- Pampiri ya tšhate e e phetlhwang, pene ya go tshwaya, dikherayone, mmepe
- Mafoko a dinokontsi a a amanang le kgang: helemete, sephiri, mpho, tshimo, mosong, mmogo, baesekele, letsatsi la matsalo

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Botsa barutwana gore a mongwe wa bone o kile a dirisa mmepe. Ba bontshe mmepe mme o ba bolelele gore re dirisetsa mmepe eng.
- 2 Ba tlhalosetse gore o batla ba go thuse go thala mmepe wa tsela go tswa sekolong go ya lebenkeleng/phakeng/kerekeng e e gaufi.
- 3 Thala mola wa ka fa ntle wa sekolo le heke ya sekolo o bo o botsa barutwana gore o potele ka tsela efe fa o tswa mo sekolong. Thala tsela e e yang kwa lebenkeleng/phakeng/kerekeng e e gaufi. Kopa barutwana gore fa ba bona sengwe mo tseleng ba se thale, ba thale le ditlhare, dipone tsa pharakano le matlo ka fa thoko ga tsela.



Go kopanya le go kgaoganya (dinoko)

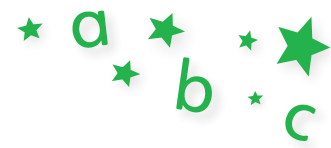
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | ro | to**.
- 2 Kopa barutwana go lebana le tsala mme mongwe le mongwe a iteye legofi la yo mongwe mo phefong fa go bidiwa noko nngwe: **se** (yo mongwe o itaya legofi la yo mongwe mo phefong) **ro** (yo mongwe o itaya legofi la yo mongwe mo phefong) **to** (yo mongwe o itaya legofi la yo mongwe mo phefong).
- 3 Bitsa mafoko a mangwe a dinoko tse di farologaneng go tswa mo kgannyeng fa barutwana ba itaana ka magofi mo phefong.
- 4 Rotloetsa barutwana go bala dinoko mo mafokong (ka sekai: "seroto" e na le dinoko di le tharo).
- 5 Go oketsa tirwana eno, o ka phomola karolo ya lefoko mme o bone gore a barutwana ba ka bitsa se se ntshitsweng mo lefokong. Ka sekai: Raya barutwana o re ba re "helemete", morago ga moo ba kope go bua jalo gape, mme o se ka wa bitsa "hele". Go setse eng? ("mete"). Jaanong tswelela ka mafoko a mangwe gape:
 - ★ "baesekele" kwantle ga "baese" ke ... (kele)
 - ★ "phatsimisa" kwantle ga "phatsi" ke ... (misa).



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Flipchart paper, marker, crayons, a map
- A list of multisyllabic words: helemete, sephiri, mpho, tshimo, mosong, mmogo, baesekele, letsatsi la matsalo

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: **se** | **ro** | **to**.
- 2 Ask learners to face a friend and do high fives for each syllable: **se** (high five) **ro** (high five) **to** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: "seroto" 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 "helemete", then ask them to say it again, but don't say "hele". What is left? ("mete"). Now continue with more words:
 - ★ "baesekele" kwantle ga "baese" ke ... (kele)
 - ★ "phatsimisa" kwantle ga "phatsi" ke ... (misa).



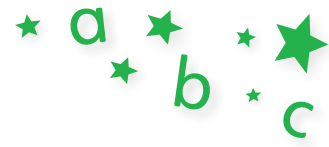
Small group activities

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







Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="215 693 569 934"> <p>Baesekele e ntšhwa ya ga David</p> </div> <div data-bbox="197 958 574 1254"> <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyeye fa bangwe ba barutwana ba kwala ditlhaka tse ditelelelele ntle le diphatlhana.</i></p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kangang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kangang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kangang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Motshameko wa boto wa dikoloi di le pedi tsa mojago Disete di le pedi tsa ditlhaka le dikarata tsa setshwantsho Ditaese di le pedi le dibadisi <div data-bbox="197 1478 574 1849"> <p><i>Fa barutwana ba bona go gwetlha go tshameka motshameka ka bobona, e ka nna ya nna kakanyo e ntle go laletsa bangwe ba batsadi go tla go thusa ka tirwana e ya setlhopha se sennye. Tshamekang motshameko mmogo le batsadi pele ga letsatsi la sekolo, gore ba ikutlwe ba na le go itshepa.</i></p> </div>	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya motshameko wa boto mo mosemeng/tafoleng mme o beye dikarata tsa setshwantsho ka mokoloko, di lebeletse kwa tlase. Gasaganya dikarata tsa ditlhaka gore barutwana ba di bone. Tlhalosa melawana ya motshameko go barutwana: <ul style="list-style-type: none"> Morutwana mongwe le mongwe o na le sebaka sa go latlhela taese le go tsamaisa sebadisi ka diphatlha tsa makgetlho a a nepagetseng. Morago ga go tsamaisa sebadisi, morutwana o tsaya karata ya setshwantsho go tswa mo mokolokong, o bua gore setshwantsho ke eng le go bua modumo wa tsepamo. Morutwana jaanong o baya karata ya setshwantsho fa thoko ga karata ya tlhaka e e nepagetseng. Motshameko o fela fa morutwana wa ntlha a fitlhelela folaga mme e le mofenyi. <div data-bbox="881 1743 1277 2032"> </div>







Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Write the title of the story at the top of each learner's blank page before the lesson. 2 Ask learners to point to the words of the title as you read them together. 3 Ask learners what part of the story they liked best. Give some suggestions. 4 Encourage learners to draw their favourite part of the story. 5 Make a comment or ask each learner to tell you about their drawing. 6 Ask learners if they would like to write something about their picture or if they would like you to write for them. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. 8 Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. 9 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters <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>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 2 Explain the rules of the game to the learners: <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. <div data-bbox="892 1555 1269 1837"> </div>

Lo tile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.
<ul style="list-style-type: none"> Pampiri e e gatisitsweng ya Tsebe ya tirwana ya Baesekele Phasta, ditoko, thini ya foele, sekgomaretsi le sekere 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba kgomaretse phasta kgotsa ditoko le thini ya foele go kgabisa baesekele. Fa ba setse ba feditse, ba ka taka David a le mo baesekeleng mme Anne a kgorometsa baesekele. 
<ul style="list-style-type: none"> Didirisiwa: didirisiwa, pompo ya baesekele, baesekele e ba tla e tlhatswang le go e pholitšha, pompo ya lookwane e e dirilweng ka lebokoso, mogala go dira dithulaganya tsa go baakanya koloi, mabokoso a magolo a a diragadiwang jaaka dikoloi, letshwao la karatšhe, mmapa wa tsela kgotsa buka ya mmapa 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. Ba tlhalosetse gore ba tile go diragatsa o ka re ba dira kwa karatsheng/lefelu la lookwane mme e nne bathusi ba go tshela lookwane, bomakhaniki ba dikoloi, bakgweetsi, babereki ba go dira dithulaganyo. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. 



You will need	Activities
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> A photocopy of the Bicycle activity page Pasta, sticks, tin foil, glue and scissors 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Explain to learners that they must stick pasta or sticks and tin foil to decorate the bicycle. Once they are finished, they can draw David on the bicycle and Anne pushing the bike. 
<ul style="list-style-type: none"> 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and show them the new props. 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. Visit the corner at least once to observe and encourage the learners' pretend play. 





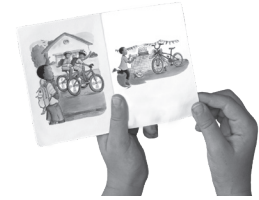
Lo tlile go tlhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditshwantsho tse dingwe go di latelanya



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



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"rata, rekela, re, reketse, raya. A lo utlwa modumo o re tlileng go ithuta one: rata, re, raya? Ee, o nepile! Yotlhe e na le modumo /r/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /r/: rula, raka, reise, rouse, rasefofane, reka, raga, ranta, ribone."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /r/ ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /r/: *"r-r-r"*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinnye

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





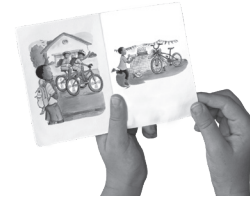
You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “rata, rekela, re, reketse, raya. Can you hear the focus sound: **rata, re, raya**? Yes, you are right! The focus sound is **/r/**.”
- 2 “Listen carefully, here are some more words with **/r/**: **rula, raka, reise, rouse, rasefofane, reka, raga, ranta, ribone.**” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/r/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/r/**: “**r-r-r**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tile go tlhoka:

- Buka e Kgolo: *Baesekele e ntšhwa ya ga David*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

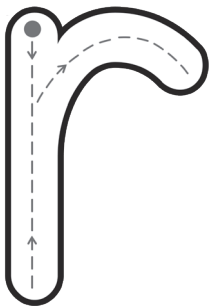
Puisokopanelo – Buka e Kgolo

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



Go bopa tlhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /r/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /r/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba raga sengwe jaaka bolo fa ba ntse ba re "raga".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **r** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, fologela kwa tlase, thatlogela kwa godimo o bo o ela ka fa mojeng."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tlhaka mekgetlho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 2

Whole class activities

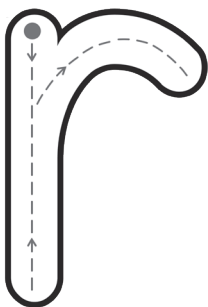
Shared reading – Big Book

- 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 has the focus sound /r/ or if they can think of any other words that have the focus sound /r/.
- 2 Teach learners an action associated with the sound. Learners can pretend to kick something like a ball while saying “*raga*”.
- 3 Show learners how to write the letter **r**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, up and over.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.



Lo tšile go tlhoka:

- Medumo e e gatisitsweng ya dipalangwa tse di farologaneng
- Ditshwantsho tsa mefuta e e farologaneng ya dipalangwa
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **r**: rula, raka, rouse, rasefofane, reka, raga, ranta, ribone, ratsuru, roboto, raseke, raese

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Dira gore barutwana ba nne ba dirile sediko mme o ba kope gore ba tswale matlho mme ba reetse ka kelotlhoko medumo e e ba dikologileng. Ba botse gore a ba kgona go utlwa dikoloi dipe, go lela ga tshipi ya baesekele, dikuta, dilori.
- 2 Barutwana ba reetse ka kelotlhoko fa o tshameka medumo ka founo ya gago ya koloi, setimela, tonki, go lela ga tshipi ya baesekele, sefofane, go lela ga lenaka la sekepe, saerine sa mapodise, sekuta. Barutwana ba bue gore leina la sepalangwa ke mang.
- 3 Oketsa tirwana eno ka go baya ditshwantsho tsa dipalangwa tse di farologaneng mo gare ga sediko.
- 4 Morutwana a tseye karata mo mokoweng wa tsone mme a dire modumo le go etsisa motsamao wa sepalangwa sa karata eo. Barutwana ba bangwe ba fopholetsa gore karata eo e na le setshwantsho sefe. Morutwana wa ntlha go fopholetsa ke ene a tsenang mo gare ga sediko a bo a tsaya karata.
- 5 Go dira gore tirwana eno e nne motlhofo mo barutwaneng ba ba ditlhong, ba ka dira tirwana eno ka bobedi le bobedi.

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: *"A o ka batla sengwe se se simololang ka modumo Ir?"* Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Recorded sounds of different kinds of transport
- Pictures of different kinds of transport
- A small mirror
- Apples cut into pieces
- A letter box containing objects or pictures of objects that start with **r**: rula, raka, rouse, rasefofane, reka, raga, ranta, ribone, ratsuru, roboto, raseke, raese

Week 2 Day 3

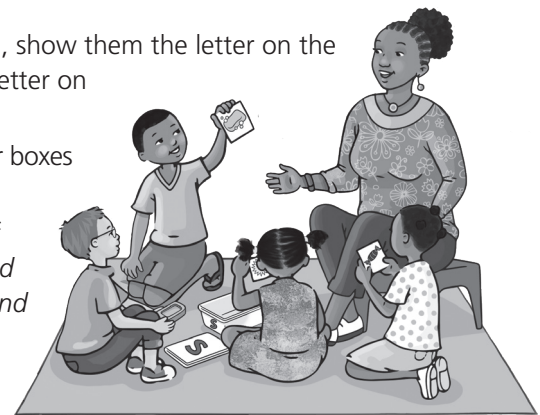
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that has the focus sound the sound /r/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



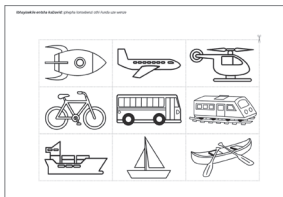
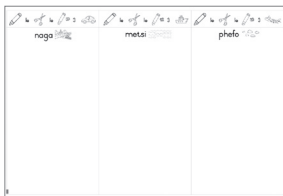
Small group activities

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



Lo tšile go tšhoka:

- Pampiri e e gatisitsweng ya Tsebe ya 1 le 2 ya tirwana ya **Buisa o bo o dira** go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Sekere le sekgomaretsi
- Ditlhaka tse di tsepameng di kgomaretswe mo setokong kgotsa setokong sa bebetsididi
- Dikarata tsa setshwantsho kgotsa dilwana go tswa mo mabokosong a ditlhaka go nyalelana le tšhaka ya tsepamo



Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Neela moithuti mongwe le mongwe **Tsebe ya 1 ya tirwana ya Buisa o bo o dira** ya dikholomo tse tharo le tsebe ya 2 ya tirwana ya Buisa o bo o dira ya ditshwantsho tsa dipalangwa tse di farologaneng.
- 2 Kopa baithuti go lebelela mefuta ya dipalangwa e e farologaneng mme ba bue gore a di tsamaya mo fatshe, mo metsing kgotsa mo moyeng. Sekai: dibese di tšhoka maotwana gore di tsamaye mo fatshe, dirokhete di na le dienjene tse di maatla go tsamaya mo moyeng le dikepe tse di tsamayang mo godimo ga metsi.
- 3 Bolelela baithuti go lebelela **tsebe ya 1 ya tirwana ya Buisa o bo o dira** ya dikholomo mme ba bue ka tseo ba di bonang (matshwao, ditshwantsho le mafoko). Ba bontshe moo e reng "fatshe", "metsi" le "moya". (Supa ditshwantsho tsa ditsela, metsi le maru gaufi le mafoko.)
- 4 Tlhalosetsa baithuti gore jaanong ba tšile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tšhwanetse go buisa setlhogo sengwe le sengwe mme ba dire seo se se buang.
- 5 Buisang setlhogo sa ntlha mmogo. Bolelela baithuti go tšhaka ka mmala le go segolola baesekele. Ba botse gore ba nagana gore ba ka kgomaretsa kae baesekele (ka fa tlase ga setlhogo: lefatshe).
- 6 Bolelela baithuti gore ba batle ditshwantsho tse dingwe tsa dipalangwa tsa lefatshe tseo ba tla di tšhasang ka mmala, ba di segolola le go di kgomaretsa. Botsa fa go na le mongwe wa baithuti yo o ka "buisang" setlhogo se se latelang. Ba tšhwanetse go tšhaka ka mmala, go segolola le go kgomaretsa mefuta ya dipalangwa tse di tsamayang mo metsing.
- 7 Baithuti ba tšhwanetse go tšwelela ka tsela e go fitlhela setshwantsho sengwe le sengwe se kgomaretswa mo kholomong e e maleba.

Go reetsa medumo e go ithutwang yone

- 1 Neela moithuti mongwe le mongwe karata ya setshwantsho kgotsa selwana go tswa mo lebokosong la ditlhaka eo e nyanang le nngwe ya ditlhaka tsa tsepamo tse di kgomareditsweng mo setokong sa bebetsididi
- 2 Tlhalosetsa baithuti gore o tšile go tšholeletsa kwa godimo setoko sa bebetsididi sa tšhaka tsepamo. Baithuti ba ba nang le setshwantsho kgotsa selwana seo se nang le tšhaka tsepamo eo ba tšhwanetse go emelela mme ba dire terena mo morago ga gago. Ba tšhwanetse go bitsa leina la setshwantsho kgotsa selwana le go gatelela modumo tsepamo.
- 3 Terena e ema mo seteišeneng mme morutabana o baya setoko le tšhaka mo tafoleng. Moithuti mongwe le mongwe o baya setshwantsho kgotsa selwana sa gagwe go bapa le tšhaka.
- 4 Boeletsa tiragatso e o dirisa modumo tsepamo o mongwe.



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

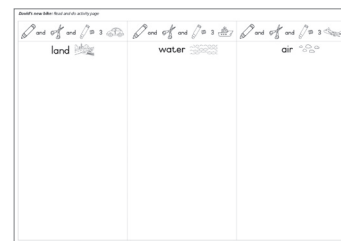
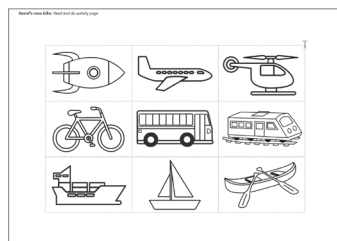
- A photocopy of the **Read and do activity pages 1 and 2** for each learner
- Jumbo wax crayons
- Scissors and glue
- Focus letters stuck on sticks or sucker sticks
- Picture cards or objects from letter boxes to match the focus letter

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.





Lo tlile go tlhoka:

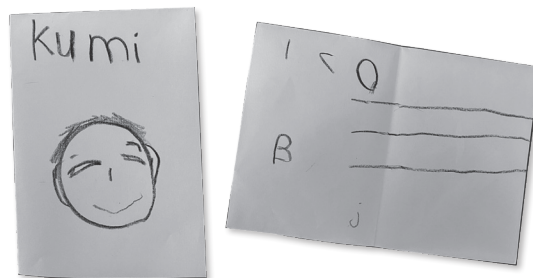
- Lenathwana la pampiri la bogolo jwa A5 kgotsa karata go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a amanang le kgang: helemete, sephiri, mpho, tshimo, mosong, mmogo, baesekele, letsatsi la matsalo

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bontsha baithuti pasaporoto/lokwaloitshupo, mme o ba tihalosetse gore fa o tsaya leeto go ya kwa nageng e nngwe, o tlhoka go nna le pasaporoto go tsena mo nageng eo. Ba botse fa go na le baithuti bangwe bao ba ileng ba etela naga nngwe, le fa ba na le pasaporoto.
- 2 Phetlha pasaporoto kgotsa lokwaloitshupo la gago, mme o bontshe baithuti fa leina la gago le gatisitsweng teng, fao setshwantsho sa gago se tlhagelelang teng, letlha la gago la matsalo le fao e supang naga eo o tswang mo go yona.
- 3 Tihalosetsa baithuti gore ba tlile go dira pasaporoto kgotsa lokwaloitshupo la bona.
- 4 Fa moithuti mongwe le mongwe lenathwana la halofo ya pampiri ya bogolo jwa A5, ba take setshwantsho sa bona le go kwala leina la bona fa pele mo lenathwaneng la pampiri le le menilweng.
- 5 Ba rotloetse go "kwala" dintlha dingwe di tshwana le leina la bona, dingwaga le naga e ba tswang kwa go yona. Ba tihalosetse gore ga go botlhokwa go kwala jaaka batho ba bagolo, fela ba ka dira gore e lebege jaaka mokwalo.



Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | ro | to**.
- 2 Kopa barutwana go lebana le tsala mme mongwe le mongwe a iteye legofi la yo mongwe mo phefong fa go bidiwa noko nngwe: **se** (yo mongwe o itaya legofi la yo mongwe mo phefong) **ro** (yo mongwe o itaya legofi la yo mongwe mo phefong) **to** (yo mongwe o itaya legofi la yo mongwe mo phefong).
- 3 Bitsa mafoko a mangwe a dinoko tse di farologaneng go tswa mo kgannyeng fa barutwana ba itaana ka magofi mo phefong.
- 4 Rotloetsa barutwana go bala dinoko mo mafokong (ka sekai: **seroto** e na le dinoko di le tharo).
- 5 Go oketsa tirwana eno, o ka phomola karolo ya lefoko mme o bone gore a barutwana ba ka bitsa se se ntshitsweng mo lefokong. Ka sekai: Raya barutwana o re ba re "helemete", morago ga moo ba kope go bua jalo gape, mme o se ka wa bitsa "hele". Go setse eng? ("mete"). Jaanong tswelela ka mafoko a mangwe gape:
 - ★ "baesekele" kwantle ga "baese" ke ... (kele).
 - ★ "phatsimisa" kwantle ga "phatsi" ke ... (misa).

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

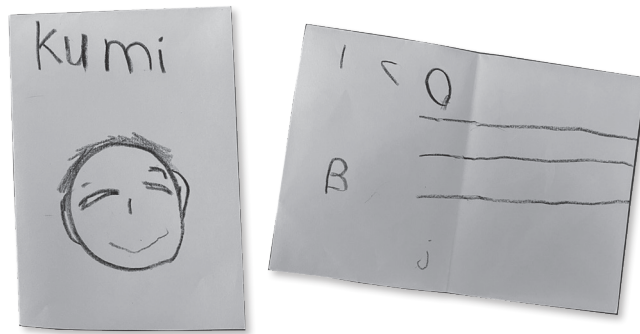
- An A5 piece of paper or card for each learner
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: helemete, sephiri, mpho, tshimo, mosong, mmogo, baesekele, letsatsi la matsalo

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** | **ro** | **to**.
- 2 Ask learners to face a friend and do high fives for each syllable: **se** (high five) **ro** (high five) **to** (high five).
- 3 Say other multisyllabic words from the story while learners do high fives for each syllable.
- 4 Encourage learners to count the number of syllables in the words (for example: “seroto” 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 “helemete”, then ask them to say it again, but don’t say “hele”. What is left? (“mete”). Now continue with more words:
 - ★ “baesekele” kwantle ga “baese” ke ... (kele)
 - ★ “phatsimisa” kwantle ga “phatsi” ke ... (misa).

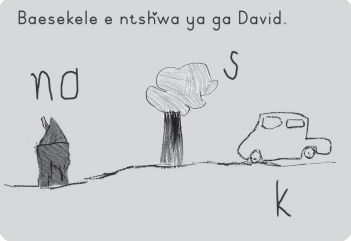
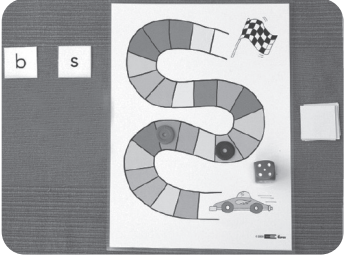



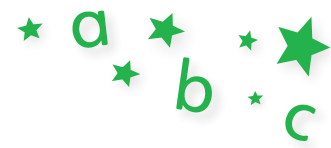
Small group activities

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

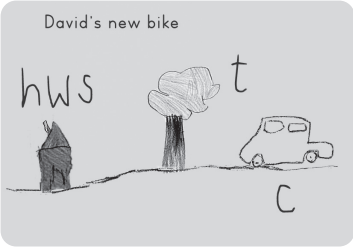

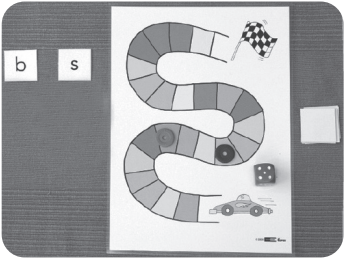



Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <p>Baesekele e nts'ha ya ga David.</p> 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba dire o ka re ba tsaya loeto ka baesekele ya bona. Ba tshwanetse go sweetsa gore ba ile go ya kae (kwa phakeng, mabenkeleng, kwa lelapeng la tsala, sekolong, kerekeng). Ba tshwanetse go taka tsela kgotsa tselana go tswa kwa gae go ya kwa lefelong leo ba yang kwa go lona, le go taka dilo tse ba di bonang mo tseleng.
<ul style="list-style-type: none"> Motshameko wa boto wa dikoloi di le pedi tsa mojago Disete di le pedi tsa ditlhaka le dikarata tsa setshwantsho Ditaese di le pedi le dibadisi <p>Fa barutwana ba bona go gwetha go tshameka motshameka ka bobona, e ka nna ya nna kakanyo e ntle go laletsa bangwe ba batsadi go tla go thusa ka tirwana e ya setlhopha se sennye. Tshamekang motshameko mmogo le batsadi pele ga letsatsi la sekolo, gore ba ikutlwe ba na le go itshepa.</p>	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya motshameko wa boto mo mosemeng/tafoleng mme o beye dikarata tsa setshwantsho ka mokoloko, di lebeletse kwa tlase. Gasaganya dikarata tsa ditlhaka gore barutwana ba di bone. Tlhalosa melawana ya motshameko go barutwana: <ul style="list-style-type: none"> Morutwana mongwe le mongwe o na le sebaka sa go latlhela taese le go tsamaisa sebadisi ka diphatlha tsa makgetlho a a nepagetseng. Morago ga go tsamaisa sebadisi, morutwana o tsaya karata ya setshwantsho go tswa mo mokolokong, o bua gore setshwantsho ke eng le go bua modumo wa tsepamo. Morutwana jaanong o baya karata ya setshwantsho fa thoko ga karata ya tlhaka e e nepagetseng. Motshameko o fela fa morutwana wa ntlha a fitlhelela folaga mme e le mofenyi. 
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 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). 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.
<ul style="list-style-type: none"> • Two Racing car game boards • Two sets of letter and picture cards • Two dice and counters  <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>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 2 Explain the rules of the game to the learners <ul style="list-style-type: none"> • Each learner has a turn to throw the dice and move the counter the correct number of spaces. • After moving the counter, the learner picks up a picture card from the pile, names the picture and says the focus sound. • The learner then puts the picture card next to the correct letter card. • The game is over when the first learner reaches the flag and is the winner. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 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. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.





Lo tšile go tlhoka

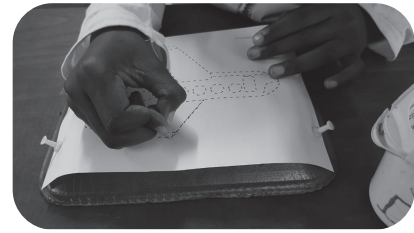
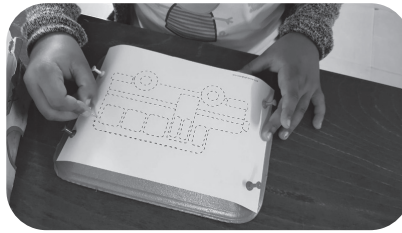
- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya dipalangwa** le terei ya foumu go morutwana mongwe le mongwe, diphini tsa go matamisa, dikherayone tsa bonota, sekgomaretsi



Ditirwana

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

- 1 Mataretsa setensele mo morago ga terei ya foumu go morutwana mongwe le mongwe, o dirisa phini ya go matamisa kgotsa sekgomaretsi.
- 2 Ba bontshe gore ba tlhaba jang terei mo leronthong lengwe le lengwe mo setenseleng.



- Didirisiwa: didirisiwa, pompo ya baesekele, baesekele e ba tla e tlhatswang le go e pholitšha, pompo ya lookwane e e dirilweng ka lebokoso, mogala go dira dithulaganya tsa go baakanya kolo, mabokoso a magolo a a diragadiwang jaaka dikoloi, letshwao la karatšhe, mmapa wa tsela kgotsa buka ya mmapa

Tirwana 5: Mantlwane

- 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswela go simolola ka Beke 1 fa ba dira e kete ba dira kwa kgotsa ba etetse karatšhe / seteišene sa lookwane.
- 2 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.





You will need

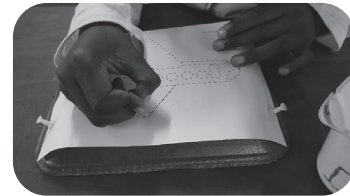
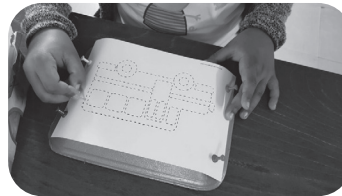
- A photocopy of the **Transport activity page** and a styrofoam tray for each learner, drawing pins, toothpicks, wax crayons, Prestik



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

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



★ Spot o ya lebenkeleng

Kgang

Sam le Zinzi ba ne ba nna le mmabone le rrabone, e leng Rre le Mme Madiswa, le ntša ya bone e leng Spot. Botlhe ba rata Spot. Go na le lebenkele la Spaza gaufi le kwa gaabo. Ke lebenkele la ga Rre Ibrahim.

Matlhatso mangwe, mme a raya bana a re: "Zinzi le Sam, tsweetswee e yang kwa lebenkeleng. Ke batla borotho, mae, botoro, mašwi le jeme." Zinzi le Sam ba rata go ela mmabone lebenkeleng ka jalo ba ne ba re: "Ee, Mama." Ba simolola pele ka go kwala lenaane la dilo tse di yang go rekwa, mmabone a ba naya madi, ba bo ba tsamaya!

Spot a taboga a ba sala morago. Le ene o rata go ya lebenkeleng! O rata thata go ya fa Rre Ibrahim a dirile diphae. Mong wa lebenkele, Rre Ibrahim, a re: "Dumela, Zinzi le Sam. Dumela tlhe, Spot!" Bana ba re: "Ahee, Rre Ibrahim." Spot a tshikinya mogatla. Bana ba buisa lenaane la la bone la dilo tse ba tlileng go di reka. Ba re: "Re kopa lofo ya borotho, mae a marataro, botoro, mašwi le jeme."



Rre Ibrahim a tsenya dilo tsotlhe mo teng ga kgetsana e kgolo ya pampiri mmogo le phae e e kgethegileng.

Ba mo naya madi ba bo ba re: "Re leboga thata Rre Ibrahim. Re rata diphae tsa gago!" Ba tsholetsa lebogo go mo sadisa sentle.



Zinzi le Sam ba ya gae, ba ne ba bua mo tseleng ba sa lemoge gore Spot ga a na le bone. Fa ba fitlha kwa gae, mmabone a re: "Zinzi! Sam! Spot o kae?" Bathong! Spot o ne a sa ba sala morago go ya gae? Bana ba ne ba tshwenyegile thata. O akanya gore Spot o kae?

Ka yone nako eo, mongwe a kokota fa kgorong. Zinzi a bula kgoro mme a bona Musa. O ne a kukile Spot! Botlhe ba re: "Re a leboga tlhe, Musa. O tsala ya mmatota!" Musa a ba bolelela gore o bone Spot mo lebenkeleng, a ja mafofora fa fatshe.

Zinzi le Sam ba tsholetsa Spot ba mo tlamparela thata.

Kgang eno e felela fano.



★ 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 ne ba ya lebenkeleng,
lebenkeleng, lebenkeleng;
Sam le Zinzi ba ne ba ya lebenkeleng
go reka dijo tsa ga mmabone .

Ntšanyana ya bone, Spot, ya tsamaya le bone,
tsamaya le bone, tsamaya le bone;
Ntšanyana ya bone, Spot, tsamaya le bone
go bona gore e ne e ka iponna eng.

Fa ba fitlha gape kwa gae,
kwa gae, kwa gae;
Fa ba fitha gape kwa gae,
Mama a re: "Spot o kae?"

Musa a tliša Spot,
a tliša Spot, a tliša Spot;
Musa a tliša Spot mme
botlhe ba re: "Re a leboga tlhe, Musa!"



(E opeleng ka molodi wa pina ya "Mary had a little lamb" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

Mafoko a konokono	jeme	mae	boto	borotho	mašwi	mafofora
Mafoko a a oketsegileng:	phae	kukile	tsholetsa letsogo	kokota	tshwenyegile	tlamparela
	kgethegileng	lenaane la dilo tse di yang go rekwa	tsala	lebenkele la spaza	madi	tse di latelang:





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

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





Lo tlile go tlhoka:

- Kgang: *Spot o ya lebenkeleng*
- Dimpopi: Zinzi, Sam, Mohumagadi Madiswa, Spot wa ntšwa, Rre Ibrahim le Musa
- Didirisiwa: tafole, loufo ya borotho/pakete e e lolea ya borotho, bokoso ya mae, dibeeletsa tsa botoro, botlolo ya mašwi, thini ya jeme, lenaane la go reka le le kwadilweng ka letsogo (le kwadilwe pele ga thuto)
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Ke tshikinya menwana ya me* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Ke tshikinya menwana ya me

Ke tshikinya menwana ya me
Ke tshikinya menwana ya dinao
Ke tshikinya magetla
Ke tshikinya nko
Simololang (opang diatla)
Ke feditse go di tshikhinya tsothe!
Jaanong ke didimetse ke rile tu!

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *“Ke mang yo a nang le ntšwa kwa gae? Leina la ntšwa ya gago ke mang? A ntšwa ya gago e kile ya lathega?”*
- 1.3 E re: *“Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng.”* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Ba bontshe ka moo selae sa borotho se ka kgaogangwang ka manathwana.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *“O akanya gore Mohumagadi Madiswa o tlile go reng fa bana ba tla gae ntle le Spot? Goreng Spot a ne a sa lemoge fa bana ba ne ba tsamaya? Fa Musa a ne a sa tlisa Spot gae, Zinzi le Sam ba ka bo ba dirile eng?”*

3 Fa o ntse o tlotla kgang

- 3.1 Botsa barutwana jaana: *“O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o kile wa leka go dira sengwe se se thata o be o atlega?”*

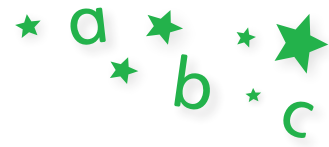
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *“ba, bone, botlhe, bana, botoro, borotho, batla, buisa, bua, bathong, bula, bolelela. A lo utlwa modumo o re tlileng go ithuta one: bana, botoro, borotho, bula? Ee, o nepile! Yotlhe e na le modumo /b/.”*
- 2 *“Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /b/: buka, baki, bata, bera, bese, baesekele.”* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /b/ ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /b/: **“b-b-b”**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Story: 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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think 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?"



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "ba, bone, botlhe, bana, botoro, borotho, batla, buisa, bua, bathong, bula, bolelela. Can you hear the focus sound: **bana**, **botoro**, **borotho**, **bula**? Yes, you are right! They all have the sound /b/."
- 2 "Listen carefully, here are some more words with /b/: **buka**, **baki**, **bata**, **bera**, **bese**, **baesekele**." (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth.
- 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.



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

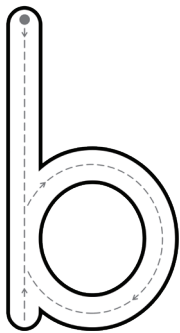
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

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



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

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



Week 1 Day 2

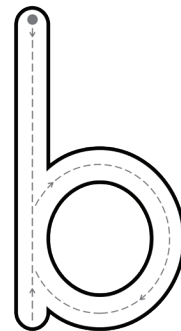
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name has the focus sound /b/ or if they can think of any other words that have the focus sound /b/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to look through a telescope or binoculars. Ask them what they see (**bonang**).
- 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 carpet, 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.



Lo tšile go tšhoka:

- Dimpopi tša kgang
- Lebokoso la ditšhaka le le nang le dilo kgotsa ditšhwantšho tša dilo tše di simololang ka **b**: buka, baki, bata, bera, bese, baesekele, baluni, bebetsididi, bisikiti, bolao, bookelo, boroso, boratšhe, boroto, bobowa, borotho, bokoso



Beke 1 Letsatsi 3

Ditirwana tša botšhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

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

Mabokoso a ditšhaka

- 1 Kopa barutwana go nna mo mmetšheng mme o ba bontšhe didirisiwa le ditšhwantšho ka bongwe ka bongwe mo lebokosong la ditšhaka, ba bontšhe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tše dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tšhola dilo kgotsa ditšhwantšho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tšeno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontšhe tlhaka mo lebokosong la ditšhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditšhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tše di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: "A o ka batla sengwe se se simololang ka modumo **lb**?" Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tšenya selo seo mo teng ga lebokoso la ditšhaka le le tšhwanetseng.



Ditirwana tša ditšhopho tše dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **b**: buka, baki, bata, bera, bese, baesekele, baluni, bebetsididi, bisikiti, bolao, bookelo, boroso, boratšhe, boroto, bobowa, borotho, bokoso



Week 1 Day 3

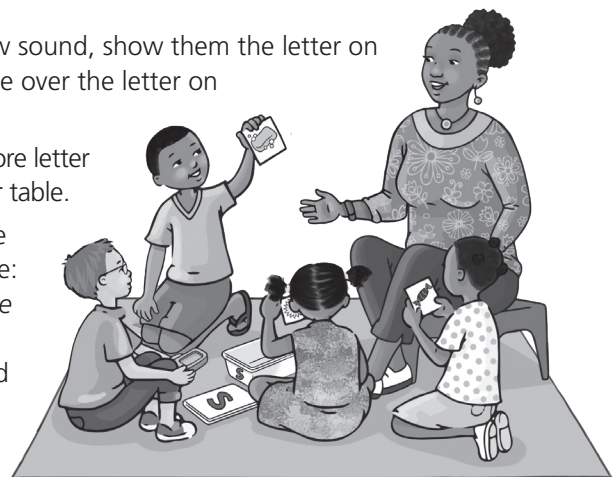
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that has the focus sound /b/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

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

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Tlhalosetsa barutwana gore o tlile go thalosa ditiro tse di farologaneng tse batho ba di dirang, mme ba leke go fopholetsa gore leina la tiro eo ke mang e motho a e dirang. O tla ba thusa ka go ba bolelela modumo o go ithutwang one. "Rre Ibrahim o rekisa dilo. Leina la tiro ya gagwe le simolola ka modumo wa /m/ ... (mong wa lebenkele). Ke dira kwa sekolong e bile ke thusa wena go ithuta. Leina la tiro ya me le simolola ka modumo wa /m/ ... (morutabana)."
- 2 Dikai tse dingwe ke tse: "Mongwe yo o:
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /m/ ke ..." (mooki)
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /ng/ ke ..." (ngaka)
 - ★ timang molelo mme tiro ya gagwe e simolola ka /m/ ke ..." (motimamolelo)
 - ★ o kaba metsi a a dutlang mme tiro ya gagwe e simolola ka /r/ ke ..." (radipeipe)
 - ★ dirang kwa resetshurenteng mme tiro ya gagwe e simolola ka /w/ ke ..." (weithara)
 - ★ lemang merogo e mentsi go e rekisa mme tiro ya gagwe e simolola ka /r/ ..." (rapolase)
 - ★ agang matlo mme tiro ya gagwe e simolola ka /a/ ke ..." (moagi)

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures

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 has the focus sound /m/ ... (mong wa lebenkele). I work at a school and help you with your learning. The name of my job that has the focus sound /m/ ... (morutabana)."
- 2 Here are some more examples: "Mongwe yo o:
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /m/ ke ..." (mooki)
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /ng/ ke ..." (ngaka)
 - ★ timang molelo mme tiro ya gagwe e simolola ka /m/ ke ..." (motimamolelo)
 - ★ o kaba metsi a a dutlang mme tiro ya gagwe e simolola ka /r/ ke ..." (radipeipe)
 - ★ dirang kwa resetšhurenteng mme tiro ya gagwe e simolola ka /w/ ke ..." (weithara)
 - ★ lemanng merogo e mentsi go e rekisa mme tiro ya gagwe e simolola ka /r/ ..." (rapolase)
 - ★ agang matlo mme tiro ya gagwe e simolola ka /a/ ke ..." (moagi)



Small group activities

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



Lo tlile go tlhoka:

- Pampiri ya tšhate e e phetlhwang, pene ya go tshwaya, tsebe e e sa kwalwang ya A4 ya moithuti mongwe le mongwe le
- Phapete ya kausu e e dirilweng go tshwana le Spot
- Kgotsana e nnye le ditshwantsho kgotsa dilo tsa mafoko a dinokontsi tse di nyalanang le leinane botoro, setshwantsho sa lebenkele la sphaza, madi (tšhelete), pakete, Ma Madiswa, Rre Ibrahim (ralebenkele)

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Kwala setlhogo se se reng, "Lenaane la dilo tse di yang go rekwa", kwa godimo ga tsebe ya morutwana mongwe le mongwe pele ga thuto. Buisang setlhogo mmogo o supe lefoko lengwe le lengwe.
- 2 Bua ka dilo tse re di rekang kwa mabenkeleng a a farologaneng mme barutwana ba tlotlelane gore go ne go ntse jang go ya mabenkeleng.
- 3 Bolelela barutwana gore o ya mabenkeleng mme o batla gore ba go thuse go dira lenaane la dilo tse di yang go rekwa. Ba kope go ntsha ditshitshinyo tsa gore go rekwe eng.
- 4 Kwala lenaane o bo o thala setshwantsho se se motlhofo fa thoko ga lefoko lengwe le lengwe. Buisang lenaane mmogo.
- 5 Tlhalosetsa barutwana gore ba tlile go itirela lenaane la bone la dilo tse di yang go rekwa. (Tlosa lenaane la gago gore ba se ka ba le kopolola.)
- 6 Barutwana ba thala dilwana tse ba batlang go di reka, mme "ba simolola" ka go "kwala" mafoko ka go itira e kete ba a kwala kgotsa ka go tlhama mopeleto.
- 7 Barutwana ba ka nna ba "buisetsana" lenaane la bone.



Stella a re:



Tirwana eno e ka nna ya okediwa ka go dira gore barutwana ba ithute go kgaoganya mafoko a makhutshwane ka dinoko. Tsenya ditshwantsho kgotsa dilo tse di nang le mafoko a noko e le nngwe jaaka: jeme, mae, Spot, Sam, lebenkele. Ano ke mafoko a go seng motlhofo go a kgaoganya, ka gonne barutwana ba tshwanetse go reetsa modumo o le nosi wa one. Ka sekai: j-e-m-e, m-a-e, S-p-o-t, S-a-m, l-e-b-e-nk-e-l-e.

Go kopanya le go kgaoganya (dinoko)

- 1 Tlhalosetsa barutwana gore Spot (mpopi o o dirilweng ka kausu) o tlile go leba mo teng ga beke ya dilo tsa dinokontsi kgotsa ditshwantsho o bo o bitsa lefoko ka tsela e le kgaogantsweng ka yone, ka sekai: **ma | di**. Morago ga moo leka go fopholetsa gore Spot a reng.
- 2 Fa o sena go dira jalo ka mafoko a le mmalwa, botsa gore a go na le barutwana bape ba ba ka ratang go apara mpopi wa kausu le go leba mo teng ga beke. Ba ka nna ba itira Spot ba bo ba bitsa lefoko ka tsela e le kgaogantsweng ka yone. Barutwana ba bangwe ba fopholetsa gore ba a reng.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Flipchart paper, 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: botoro, setshwantsho sa lebenkele la sphaza, madi (tšhelete), pakete, Ma Madiswa, Rre Ibrahim (ralebenkele)

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 with a few syllables such as: *jeme, mae, Spot, Sam, lebenkele*. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: *j-e-m-e, m-a-e, S-p-o-t, S-a-m, l-e-b-e-nk-e-l-e*.

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: **ma | di**). 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.



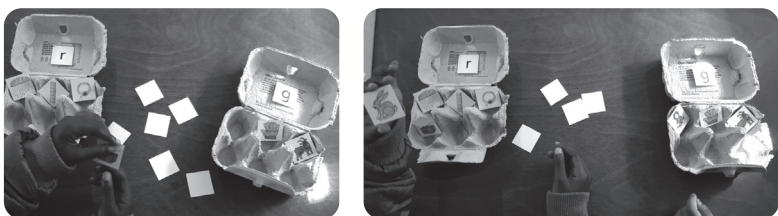



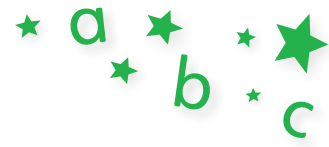
Small group activities

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



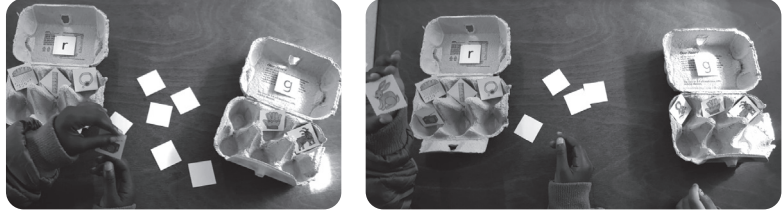



Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="225 686 564 915"> <p>Spot o ya lebenkeleng.</p>  <p>Spot wa ntšwa o rata diphae.</p> </div> <div data-bbox="208 951 564 1252">  <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyege fa bangwe ba barutwana ba kwala ditlhaka tse diteleletelele ntle le diphatlhana.</i></p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Mabokoso a mae a le 6 ka tlhaka e e kgomaretseng mo sekhurumelong sa lebokoso la mae, dikarata tsa tlhaka ya setshwantsho ya ditlhaka tse thataro 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Dikarata tsa tlhaka ya setshwantsho di tshwanetse go tlhakatlhakangwa mme di bewe mo tafoleng di lebeletse kwa tlase. Fa morutwana mongwe le mongwe lebokoso la mae. Barutwana ba tshwanetse go neelana sebaka go sela karata, ba bue leina la setshwantsho mme ba beye karata mo lebokosong la mae le le nepagetseng. Morutwana yo lebokoso la gagwe la mae le tlang lwa ntlha ke ena mofenyi. <div data-bbox="694 1553 1466 1769">  </div>
<ul style="list-style-type: none"> Dibuka, dimakase, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="303 1902 494 2143">  </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makase kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. 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. The learner whose egg box is filled first is the winner. <div data-bbox="690 1439 1466 1649">  </div>
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="269 1781 512 2070">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.





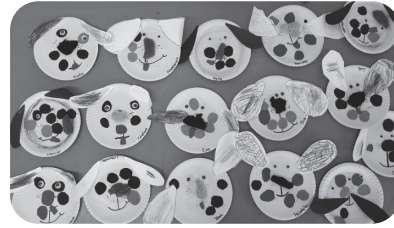
Lo tlike go tlhoka

- Poleiti ya pampiri go morutwana mongwe le mongwe ka nko le molomo wa ntšwa di takilwe mo bogareng
- Sekgomaretsi, sekere
- Dipampiri tsa kgale tse di ntsho, borokwa le khibidu

Ditirwana

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

- 1 Fa morutwana mongwe le mongwe poleiti ya pampiri le go ba tlhalosetsa gore ba tshwanetse go segolola didiko tse dinnye go dira marontho mo boboweng jwa ga Spot. Ba tshwanetse go taka le go segolola ditsebe, matlho le leleme.
- 2 Fa ba setse ba segolotse manathwana a otlhe, ba tshwanetse go lebelela sefatlhego sa ga Spot ka kelotlhoko mme ba kgomaretse matlho, ditsebe, leleme le marontho.



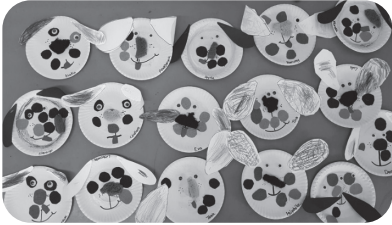

- Didirisiwa: tafole, kgobokanyo ya diphuthelwana marekelo tse di lolea, madi a maitirelo, mabokoso, dikgetsi tsa go reka, pampiri le diphensele, khomphiutha ya kgale kgotsa khiboto, mogala

Tirwana 5: Mantlwane

- 1 Tsamaisa setlhophha go ya kwa sekhutlwane sa ditoro mme o bontshe barutwana didirisiwa tse dintšhwa tsa beke tse di mo sekhutlwane sa ditoro. Bua ka fao Sam le Zinzi ba ileng kwa lebenkeleng. Supa diphuthelwana tsa marekelo, mabokoso, dikgetsi tsa go reka le madi a go tshameka. Bua jaana: "Gompieno lo ile go tshameka 're ya mabenkeleng'."
- 2 Jaanong ba simolole ka go re: "ke mang yo o yang mabenkeleng? Gopola, o tshwanetse go kwala lenaane la theko. Ke mang yo o tlieng go nna mma/rralebenkele. Go lebega fa e tlike go nna semphete ke go fete gompieno – ke solofela fa o ipaakanyeditse bareki!"
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: fa go na le barutwana ba bantsi ba ba emeng mo moleng go bona mma / rralebenkele, o ka tsamaela kwa sethopheng mme o re: "Dumelang, ke nna mothusi wa mma / rralebenkele. Nka le thusa jang gompieno?"





You will need	Activities
<ul style="list-style-type: none">• Paper plate for each learner with a dog's nose and mouth drawn in the middle• Glue, scissors• Scraps of black, brown and red paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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.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. 
<ul style="list-style-type: none">• Props: a table, a collection of empty grocery containers, pretend money, boxes, shopping bags, paper and pencils, old computer or keyboard, telephone	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">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'."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!"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?" 





Lo tlile go tlhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



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



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: "Matlhatso, mangwe, mae, maši, madi, morago, mogatla, marataro, mongwe. A lo utlwa modumo o re tlileng go ithuta one: **mae, maši, madi, mongwe?** Ee, o nepile! Yotlhe e na le modumo **/m/**."
- 2 "Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka **/m/**: **mogopo, meno, mašwi, morubisi, madi.**" (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **/m/** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo **/m/**: "**m-m-m**". Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “Matlhatso, mangwe, mae, maši, madi, morago, mogatla, marataro, mongwe. Can you hear the focus sound: **mae**, **maši**, **madi**, **mongwe**? Yes, you are right! The focus sound is /m/.”
- 2 “Listen carefully, here are some more words with /m/: /m/: **mogopo**, **meno**, **mašwi**, **morubisi**, **madi**.” (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.





Lo tlile go tlhoka:

- Buka e Kgolo: *Spot o ya lebenkeleng*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

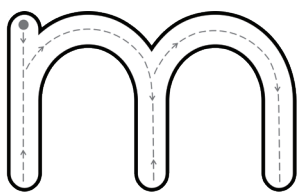
Puisokopanelo – Buka e Kgolo

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



Go bopa tlhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /m/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /m/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba letsa meropa ba ntse ba re "**moropa**".
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **m** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologela kwa tlase, thatlogela kwa godimo, ela ka fa mojang, fologela kwa tlase, thatlogela kwa godimo, ela ka fa mojang mme o fologe le kwa tlase gape.*"
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tlhaka mekgetlho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 2

Whole class activities

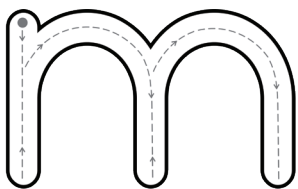
Shared reading – Big Book

- 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 has the focus sound /m/ or if they can think of any other words that have the focus sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to beat drums while saying “moropa”.
- 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 carpet, on each other’s backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.





Lo tlile go tlhoka:

- Dilwana di se kae tsa dijo kgotsa ditshwantsho tsa dijo go tswa mo bukaneng ya mabenkele ya papatso
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **m**: meno, mašwi, metsi, madi, malea, matute, mogala, mogope, mogopo, mokoro, molemo, morubisi, mosamo, moropa

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Dira gore barutwana ba nne ba dirile sediko mme o didimatse botlhe gore phaposiborutelo e sisibale.
- 2 Jaanong tsaya mefuta e le mene ya dijo kgotsa ditshwantsho mme o bitse leina la sengwe le sengwe sa tsone. Fa o sena go bontsha barutwana dilwana tseno, di beye ka fa morago ga gago mme o botse gore a go na le yo o gopolang gore o ba bontshitse eng. Reetsa dikarabo tsa bone, morago ga moo boeletsa tirwana eno ka dilwana di le tlhano.
- 3 Simolola kgang: *"Bana ba ile lebenkeleng go ya go reka botoro."*
- 4 Morutwana yo o latelang mo sedikong a oketse ka sejo se sengwe: *"Bana ba ile lebenkeleng go ya go reka botoro le sukiri."*
- 5 Morutwana yo o latelang mo sedikong a oketse ka sejo se sengwe: *"Bana ba ile lebenkeleng go ya go reka botoro le sukiri le sesepa ..."* Dira gore e nne dilwana di le tlhano mo lenaaneng; simolola gape morago ga barutwana ba le tlhano.

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: *"A o ka batla sengwe se se simololang ka modumo /m/?"* Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.

Ditirwana tsa ditlhapha tse dinnye

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





You will need:

- A few items of food or pictures of food from a shopping brochure
- A letter box containing objects or pictures of objects that start with **m**: meno, mašwi, metsi, madi, malea, matute, mogala, mogope, mogopo, mokoro, molemo, morubisi, mosamo, moropa

Week 2 Day 3

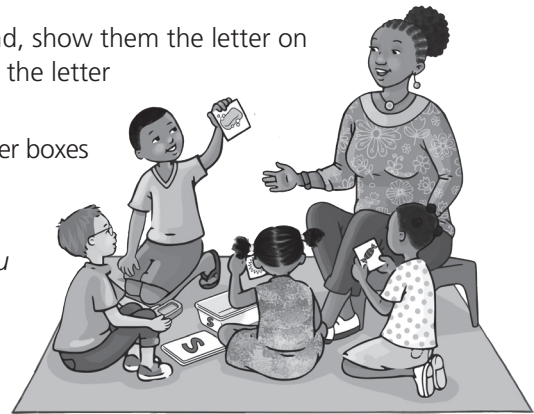
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that has the focus sound /m/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tšile go tšhoka:

- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya kolotsana ya go reka** go moithuti mongwe le mongwe, dibukanatheko, sekere, sekgomaretsi

Stella a re:



Kopa lefelo la marekelo la gago la selegae gore ba go fe bukanatheko go fa moithuti mongwe le mongwe. Mafelo a marekelo a thusa thata fa ba tšhologanya maikaelelo le mosola wa thuto. Go bothokwa gore moithuti mongwe le mongwe a nne le bukanatheko e tšhwanang le tsa ba bangwe.

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Bolelela baithuti go lebeledisa bukanatheko.
- 2 Rotloetsa baithuti go "buisa" dileibole le go neelana ka leina la didiriswa tseo ba di bonang mo bukanathekong.
- 3 Kopa baithuti go batla sengwe se se rileng mo bukanathekong. Sekao: "A o kgona go bona dijo tse di itekanetseng? Ke dijo difeng tse di tšhwanetseng go dula mo setsidifatsing? A o kgona go bona ditšhwantšho tsa merogo?"
- 4 Bolelela baithuti go lebeledisa bukanatheko mme ba tšhopho dilo tse ba tla batlang go di "reka".
- 5 Ba tšhalosetse gore ba tšhwanetse go segolola didiriswa mme ba di kgomaretse mo dikolotsaneng tsa bona.
- 6 Fa setlhopho se feditse, ba letlelele go dula ka bobedi mme ba bue ka seo se leng mo dikolotsaneng tsa bona.



Stella a re:



Gangwe fela fa o setse o tšhalositse ditiro tse di farologaneng le go bolelela baithuti modumo wa tšepamo. Baithuti ba bangwe ba ka leka le go fopholetsa leina la tiro.

Go reetsa medumo e go ithutwang yone

- 1 Tšhalosetse barutwana gore o tšile go tšhalosa ditiro tse di farologaneng tse batho ba di dirang, mme ba leke go fopholetsa gore leina la tiro eo ke mang e motho a e dirang. O tla ba thusa ka go ba bolelela modumo o go ithutwang one. "Rre Ibrahim o rekisa dilo. Leina la tiro ya gagwe le simolola ka modumo wa /m/ ... (mong wa lebenkele). Ke dira kwa sekolong e bile ke thusa wena go ithuta. Leina la tiro ya me le simolola ka modumo wa /m/ ... (morutabana)."
- 2 Dikai tse dingwe ke tse: "Mongwe yo o:
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /m/ ke ..." (mooki)
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /ng/ ke ..." (ngaka)
 - ★ timang molelo mme tiro ya gagwe e simolola ka /m/ ke ..." (motimamolelo)
 - ★ o kaba metsi a a dutlang mme tiro ya gagwe e simolola ka /r/ ke ..." (radipeipe)
 - ★ dirang kwa resetšhurenteng mme tiro ya gagwe e simolola ka /w/ ke ..." (weithara)
 - ★ lemanang merogo e mentsi go e rekisa mme tiro ya gagwe e simolola ka /r/ ..." (rapolase)
 - ★ agang matlo mme tiro ya gagwe e simolola ka /a/ ke ..." (moagi)

Ditirwana tsa ditlhopho tse dinnye

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





You will need:

- A 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 has the focus sound /m/ ... (mong wa lebenkele). I work at a school and help you with your learning. The name of my job that has the focus sound /m/ ... (morutabana).”
- 2 Here are some more examples: “Mongwe yo o:
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /m/ ke ...” (mooki)
 - ★ dirang kwa bookelong mme tiro ya gagwe e simolola ka /ng/ ke ...” (ngaka)
 - ★ timang molelo mme tiro ya gagwe e simolola ka /m/ ke ...” (motimamolelo)
 - ★ o kaba metsi a a dutlang mme tiro ya gagwe e simolola ka /r/ ke ...” (radipeipe)
 - ★ dirang kwa resetšhurenteng mme tiro ya gagwe e simolola ka /w/ ke ...” (weithara)
 - ★ lemanng merogo e mentsi go e rekisa mme tiro ya gagwe e simolola ka /r/ ...” (rapolase)
 - ★ agang matlo mme tiro ya gagwe e simolola ka /a/ ke ...” (moagi)



Small group activities

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



Lo tile go tlhoka:

- Lenathwana le legolo la pampiri ka setlhogo "Tekelelo e ntšhwa ya ga Spot", pene e e tshwayang bontsho jo bokima
- Mafoko a dinokontsi a amanang le kgang: botoro, setshwantsho sa lebenkele la sphaza, madi (tšhelete), pakete, Ma Madiswa, Rre Ibrahim (ralebenkele)
- Mpopo wa kausu o o dirilweng go tshwana le Spot

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bua le baithuti: "A lo nagana gore Spot o ile a dula a babalesegile kwa gae morago ga gore a tlišiwe gae? Nnyaa! Spot o rata go tsamaya mo mebileng, a ga go jaalo? Mme tota, Spot o ile a tšena mo tekelelong e nngwe letsatsi le le latelang! O akanya gore Spot o ne a ile kae? Go diragetse eng ka ena?"
- 2 Tlhalosetsa baithuti gore o ile go kwala naane e nngwe ka Spot a tšena mo tekelelong e nngwe. Ba bolelele: "A re kwalleng naane ya rona. A re akanyeng rotlhe. A naane e simolola motshegare kgotsa bosigo? Spot o ko kae? O na le mang? Fa fela baithuti ba feditse go abelana ka dikakanyo tsa bona, ka tshimologo ya naane, buisanang mme lo dumalane ka seo ba batlang go se bua. Kwala mafoko a bona, o ka simolala ka mafoko: "Bogologolo tala" kgotsa "ka letsatsi lengwe".
- 3 Bolelela baithuti: "Ka jaanong re kwadile tshimologo ya naane ya rona, ke mang yo o nang le kakanyo ya gore ke eng se se ka diregang go latela?" Reetsa dikakanyo tse mmalwa, o latele ka go buisana le baithuti ka ditiragalo tse di mo naaneng. Kwala mafoko a baithuti, jaanong boela kwa morago mme o buise naane go tswa kwa tshimologong.
- 4 Jaanong bua jaana: "Re tshwanetse go akanya gore naane e fedile jang. Se se diragaletseng Spot go latela e nnile eng? Ke mang yo o nang le kakanyo ya gore go ka kwalwa eng mo pheletsong ya naane?" Kwala mafoko a baithuti, jaanong fetsa ka mafoko "Bofelo". Buisa naane go tswa kwa tshimologong, o ntse o supa lefoko le lengwe le lengwe fa o ntse o buisa.
- 5 Fa go na le nako, o ka kopa baithuti bangwe go diragatsa naane. Kgomaretsa naane mo leboteng.



Stella says:



Tirwana eno e ka nna ya okediwa ka go dira gore barutwana ba ithute go kgaoganya mafoko a makhutshwane ka dinoko. Tsenya ditshwantsho kgotsa dilo tse di nang le mafoko a noko e le nngwe jaaka: jeme, mae, Spot, Sam, lebenkele. Ano ke mafoko a go seng motlhofo go a kgaoganya, ka gonne barutwana ba tshwanetse go reetsa modumo o le nosi wa one. Ka sekai: j-e-m-e, m-a-e, S-p-o-t, S-a-m, l-e-b-e-nk-e-l-e.

Go kopanya le go kgaoganya (dinoko)

- 1 Tlhalosetsa barutwana gore Spot (mpopi o o dirilweng ka kausu) o tile go leba mo teng ga beke ya dilo tsa dinokontsi kgotsa ditshwantsho o bo o bitsa lefoko ka tsela e le kgaogantsweng ka yone (ka sekai: **ma** | **di**) Morago ga moo leka go fopholetsa gore Spot a reng.
- 2 Fa o sena go dira jalo ka mafoko a le mmalwa, botsa gore a go na le barutwana bape ba ba ka ratang go apara mpopi wa kausu le go leba mo teng ga beke. Ba ka nna ba itira Spot ba bo ba bitsa lefoko ka tsela e le kgaogantsweng ka yone. Barutwana ba bangwe ba fopholetsa gore ba a reng.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A large piece of paper with the heading "Spot's new adventure", a thick black marker
- A list of multisyllabic words relating to the story: botoro, setshwantsho sa lebenkele la sphaza, madi (tšhelete), pakete, Ma Madiswa, Rre Ibrahim (ralebenkele)
- 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, mae, Spot, Sam, lebenkele. These are more difficult to break up, as learners need to listen for single sounds (phonemes). For example: j-e-m-e, m-a-e, S-p-o-t, S-a-m, l-e-b-e-nk-e-l-e.

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: **ma | di**). 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

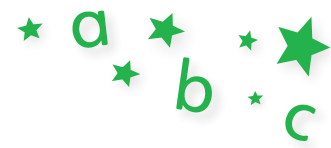
Remind learners about the small group activities, the rules for each activity and the tidy-up process.




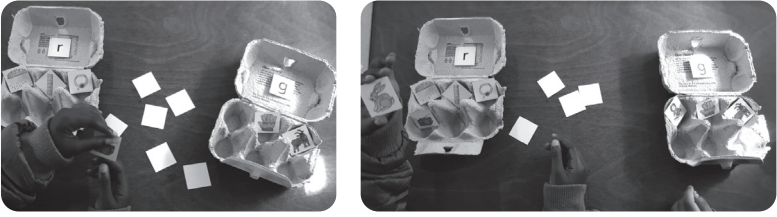



Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="222 693 562 1078"> <p>Seruiwa sa me</p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala "Seruiwa sa me" mo godimo ga tsebe e e senang sepe pele ga thuto. Kopa barutwana go supa mafoko a setlhogo fa le ntse le a buisa mmogo. Botsa barutwana: "A lo na le ntšwa e e tshwanang le Spot kgotsa seruiwa sengwe kwa ntlong?" Kopa barutwana go taka seruiwa sa bona, kgotsa seruiwa seo ba eletsang gore ba ka bo ba na le sona. Botsa barutwana fa go na le sengwe seo ba batlang go se kwala ka ga setshwantsho sa bona. Dira tshwaelo kgotsa botsa potso ka setshwantsho, jaaka: "Ke katse e e nonneng!" kgotsa "A o rata go thuma le ntšwa? Ke selo se se itumedisang go se dira! A setshwantsho se sentle le mokwalo o montle." Fa ba batla o ba kwalela, dira le bona ka go ba kopa go bua mafoko ka bonya jaaka o ntse o a kwala fa fatshe. Akanyetsa kwa godimo fa o ntse o kwala dipolelo tsa barutwana. Kwala fela jaaka barutwana ba go bolelela, lefoko ka lefoko. Gopola go kwala ka mokwalo o o bonalang le o o phepa. Fa o feditse go kwala, rotloetsa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe jaaka o ntse o buisa le go akgola maiteko a bona.
<ul style="list-style-type: none"> Mabokoso a mae a le 6 ka tlhaka e e kgomaretseng mo sekhurumelong sa lebokoso la mae Dikarata tsa tlhaka ya setshwantsho ya ditlhaka tse thataro 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Dikarata tsa tlhaka ya setshwantsho di tshwanetse go tlhakatlhakangwa mme di bewe mo tafoleng di lebeletse kwa tlase. Fa morutwana mongwe le mongwe lebokoso la mae. Barutwana ba tshwanetse go neelana sebaka go sela karata, ba bue leina la setshwantsho mme ba beye karata mo lebokosong la mae le le nepagetseng. Morutwana yo lebokoso la gagwe la mae le tlang lwa ntlha ke ena mofenyi. <div data-bbox="694 1415 1466 1625"> </div>
<ul style="list-style-type: none"> Dibuka, dimakazine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="260 1777 520 2107"> </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makazine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 2

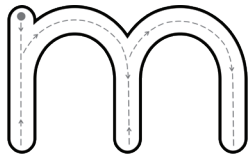
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write "My pet" at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners: "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. 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." 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. Write exactly what the learner tells you, word for word. Remember to write neatly and clearly. 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.
<ul style="list-style-type: none"> 6 x egg boxes with a letter stuck on the lid of the egg box Letter picture cards for six letters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> The letter picture cards must be mixed up and placed on the table face down. Give each learner an egg box. 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. The learner whose egg box is filled first is the winner. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.





Lo tšile go tšhoka

- Thempoleiti ya tšhaka ya bogolo jwa A5 ya /m/ ya morutwana mongwe le mongwe
- Ditšhwantšho tse dinnye kgotsa dilo ka /m/
- Kuranta kgotsa pampiri ya kgale
- Tluluu



- Didiriswa: tafole, kgobokanyo ya diphuthelwana marekelo tse di lolea, madi a maitirelo, mabokoso, dikgetsi tsa go reka, pampiri le diphensele, khomphiutha ya kgale kgotsa khiboto, mogala, hamore ya matšhamekwane, tšhisele, borashe jwa go penta, dipekere, lepolanka

Ditirwana

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

- 1 Fa morutwana mongwe le mongwe thempoleiti ya tšhaka le dilwana kgotsa ditšhwantšho tsa modumo wa tsepamo.
- 2 Ba tšhwanetse go kgomaretsa ditšhwantšho kgotsa dilwana tse di nang le modumo wa tsepamo.

KGOTSA

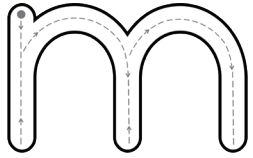

- 3 Ba tšhwanetse go gagola pampiri ka manathwana a mannye mme ba a menamene go dira dikgwele go thiba phatlha le go dira tšhaka. Ba ka nna ba tsenyeletsa botaki jwa dilo tsa modumo wa tsepamo wa /m/.

Tirwana 5: Mantlwane

- 1 Gopotsa barutwana didiriswa tsa sekhutlo sa mantlwane mme o ba rotloetse go tšwelela go simolola ka Beke 1 fa ba dira e kete ba tšhameka "go ya lebenkeleng". Barutwana ba dira e kete bomma/ rralebenkele. Mongwe a ka nna modiri wa madi kgotsa go dira e kete ke baagi ka dingwe tsa didiriswa go baakanya lebenkele la ga Rre Ibrahim.
- 2 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšhameka.





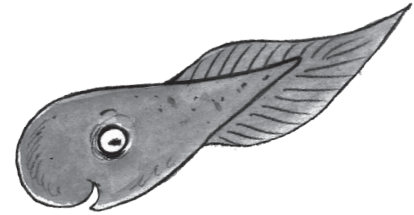
You will need	Activities
<ul style="list-style-type: none"> • An A5 /m/ letter template for each learner • Small pictures or things with the focus sound "m". • Scrap paper or newspaper • Glue 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Give each learner a letter template and items or pictures with the focus sound. 2 They must stick pictures or things with the focus sound. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 3 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 "m".
<ul style="list-style-type: none"> • 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 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to play "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. 2 Visit the corner at least once to observe and encourage the learners' game. 



★ Koduntwane yo monnye

Kgang

Koduntwane yo o bidiwang Harry o ne a nna mo letsheng le mogolowe e leng Freddy. Harry e ne e le koduntwane yo o itumetseng, a rata go thuma letsatsi lotlhe mo letsheng. Harry o ne a na le keletso e kgolo ya go itse go tloa jaaka mogolowe, e leng Freddy. "Ke nna koduntwane yo o kgolokwe, ga ke batle go nna koduntwane gotlhelele. Ke batla go tloa fela jaaka segwagwa; go tswa paleng e nngwe go ya kwa go e nngwe," Harry a opela jalo.

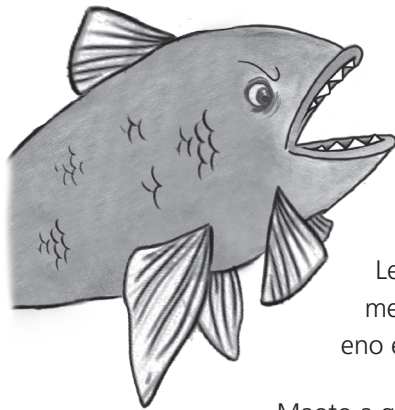


"A o ka nthuta go tloa jaaka wena?" Harry a kopa mogolowe jalo.

Freddy a re: "Se tshwenyege, Harry, go ise go ye kae o tla bo o kgona go tloa jaaka nna. Bona, maoto a gago a kwa morago a godile!"

Harry o ne a itumetse ka maoto a gagwe a kwa morago mme a kopa jaana: "A o ka nthuta go tloa ka maoto a a kwa morago?"

Freddy a re: "Se tshwenyege, Harry, go ise go ye kae o tla bo o kgona go tloa jaaka nna. Leta go fitlha maoto a kwa pele a gola."



Ka jalo Harry a leta a bo a leta, morago ga sebaka a lemoga fa maoto a gagwe a kwa pele a godile. "Bona! Jaanong ke na le maoto a kwa pele, tsweetswee a o ka nthuta gore ke tlole jang jaaka wena?" a botsa jalo a itumetse.

"Go ise go ya kae o tla bo o kgona go tloa jaaka nna," Freddy a bolela jalo, "leta go fitlha mogatla o sa tlhole o le molelele."

Harry a thuma a ntse a opela pina ya gagwe a letetse mogatla go nna mokhutshwane. Letsatsi lengwe, fa a ntse a kokobetse mo letsheng, tlhapi e kgolo e e molomo-mogolo le meno a a bogale ya thumela kwa go ene. Harry a tshoga. O ne a itse gore tlhapi e kgolo eno e ne e batla go mo ja. Harry a thuma go kgabaganya metsi ka lebelo le legolo.

Maoto a gagwe a kwa pele le kwa morago a utlwala a nonofile mme a lemoga gore mogatla ga o tlhole o mo kgoreletsa. Harry a thuma ka thata yotlhe ya gagwe go ela kwa letlhakoreng la letsha a tshaba tlhapi. Mme a sa lemoge, o ne a fofa mo moweng a bo a tlhoma mo godimo ga lejwe.

"O dirile sentle, Harry!" Freddy a mo goelela jalo mme a tloa-tloa ka boitumelo. "O fetsa go ithuta go tloa. Jaanong o segwagwa fela jaaka nna."

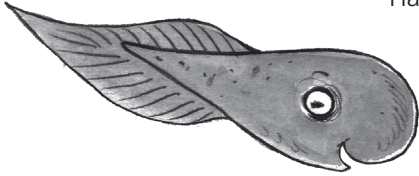
Harry o ne a itumetse gore o fitlhetse keletso ya gagwe!

Kgang eno e felela fano.



★ 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!"

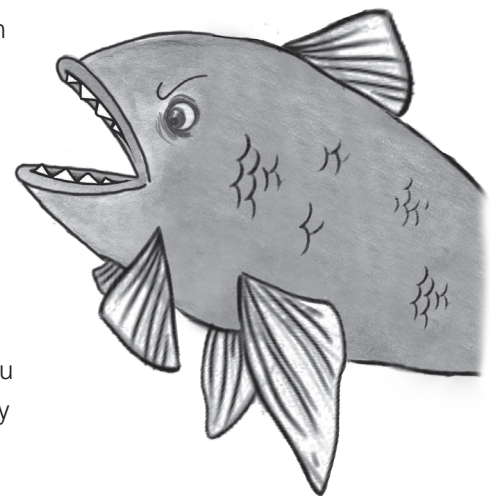
So Harry waited and waited and after a while he saw that his front legs had grown. "Look! I have front legs now, please can you teach me how to jump like you?" he asked excitedly. "Soon you will be able to jump like me," said Freddy, "just wait until your long tail is almost gone."

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

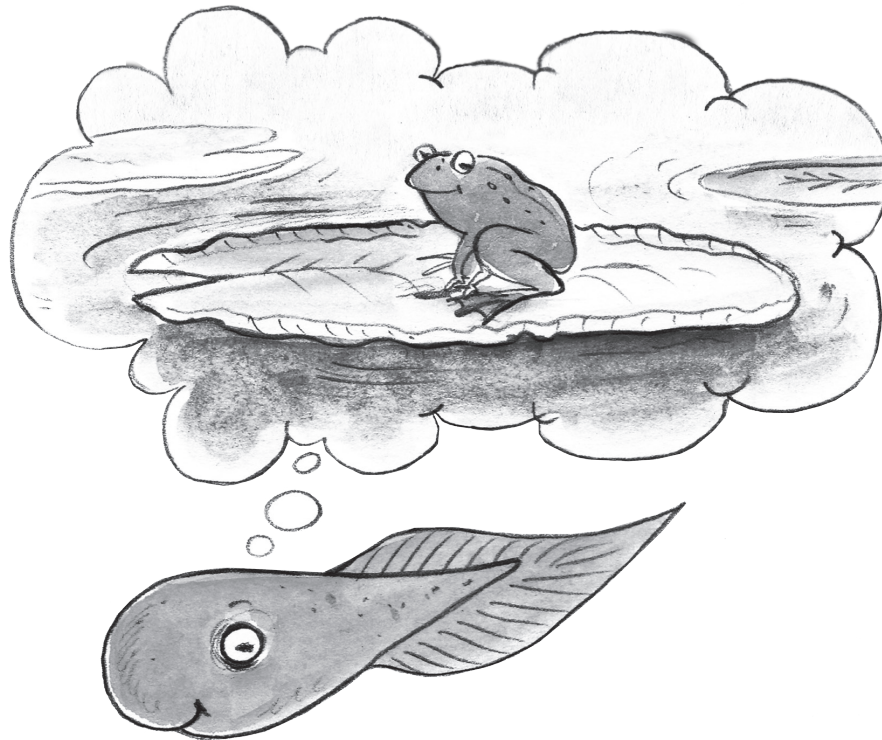
Ke koduntwane
yo monnye yo o kgolokwe,
Ga ke batle go nna
koduntwane gotlhelele.
Ke batla go tlola fela jaaka
segwagwa sa mmatota;
Ke batla go tlola go tswa paleng
e nngwe go ya go e nngwe.



(E opeleng ka molodi wa pina ya "I'm a little teapot short and stout" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

Mafoko a konokono	segwagwa	koduntwane	letsha	tlola	morago	pele
Mafoko a a oketsegileng:	mogatla	bogale	kgolokwe	gola	keletso	mogolowe
	letlapa	pale	kokobala	thuma	tshogile	meno

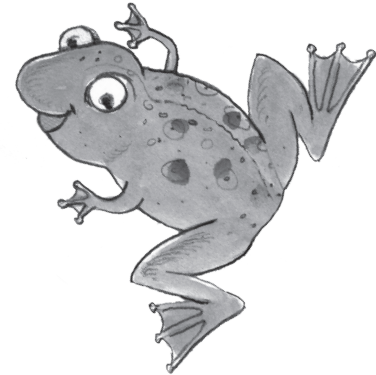




Song

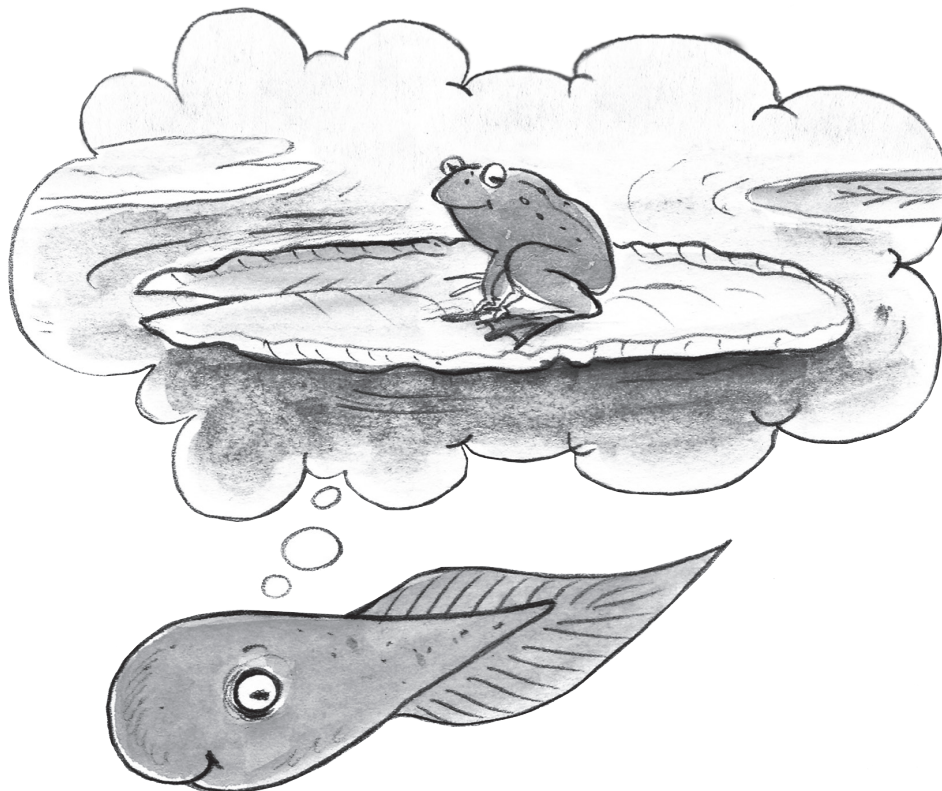
I'm a little tadpole round and small,
 I don't want to be a tadpole at all.
 I want to jump just like a frog;
 I want to jump from log to log!

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



Vocabulary from the story

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





Lo tlile go tlhoka:

- Kgang: *Koduntwane yo monnye*
- Dimpopi: Harry, Harry, ka maoto a kwa morago, Harry ka maoto a kwa pele le kwa morago, Freddy, tlhapi, letlapa
- Didirisiwa: letlapa, pampiri e e tala e e segolotsweng ka sebopego sa tšheše ya lily pad, lesela le le botala jwa legodimo la letangwana
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Ke tshikinya menwana ya me* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *“A o kile wa bona koduntwane? Se tswa kae? A o kile wa bona segwagwa? O bona kae dikoduntwane/digwagwanyane le digwagwa? A o ka lela jaaka segwagwa? A o itse gore segwagwa se thuma jang?”*
- 1.3 E re: *“Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng.”* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Ba bontshe ditshwantsho tsa letangwana. Fa o ka kgona, bokeletsa dikoduntwane mo setshoding go bontsha barutwana gore dikoduntwane tsa nnete di lebeaga jang.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelapele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *“O akanya gore Harry o ne a ikutlwa jang fa a ne a bona tlhapi e kgolo? O akanya gore go tlile go diragalang se se latelang?”*

3 Fa o sena go tlotla kgang

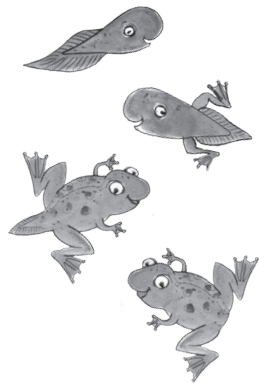
- 3.1 Botsa barutwana jaana: *“O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A go na le dilo tse bokgaitradio ba bagolo ba kgonang go di dira tse o batlang go di dira? A o motlotlo ka go dira selo se o se kgonang jaanong se o neng o sa kgone go se dira fa o ne o le monnye?”*

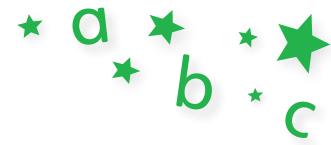
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *“go, ga, gago, gagwe, gore, gola, gotlhelele, godile, godimo, goelesa. A lo utlwa modumo o re tlileng go ithuta one: gago, gagwe, godimo? Ee, o nepile! Yotlhe e na le modumo /g/.”*
- 2 *“Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /g/: garawe, galase, gouta, legaga, gagaba.”* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /g/ ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /g/: *“g-g-g”*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhophha tse dinnye

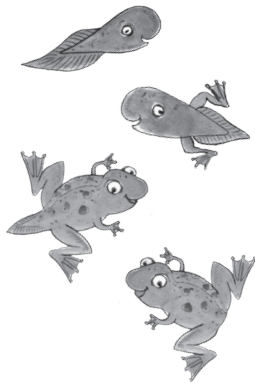
Tlhalosa gore barutwana ba tlile go dira ka ditlhophha tse dinnye letsatsi lengwe le lengwe. Tlhalosa le go bontsha gore tirwana nngwe le nngwe e dirwa jang o bo o tlhalosa go refosana ga bone letsatsi le letsatsi. Tlhalosa thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Story: 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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think 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: *"go, ga, gago, gagwe, gore, gola, gotlhelele, godile, godimo, goeela. Can you hear the focus sound: **gago, gagwe, godimo**? Yes, you are right! They all have the sound /g/."*
- 2 *"Listen carefully, here are some more words with /g/: **garawe, galase, gouta, legaga, gagaba.**"* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /g/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /g/: *"g-g-g"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

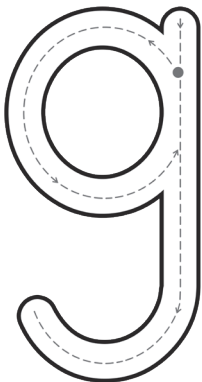
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

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



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

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



Week 1 Day 2

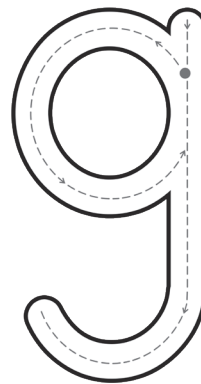
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name has the focus sound /g/ or if they can think of any other words that have the focus sound /g/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend that they are babies and crawl around in the room while saying **gagaba**.
- 3 Show learners how to write the letter **g**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, up to the top, down and around."
- 4 Let learners practise the letter formation in the air, on the carpet, 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.



Lo tšile go tlhoka:

- Dimpopi tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **g**: garawe, galase, gouta, gase, garetene, gagaba



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

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

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: "A o ka batla sengwe se se simololang ka modumo **lg**?" Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tšenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **g**: garawe, galase, gouta, gase, garetene, gagaba



Week 1 Day 3

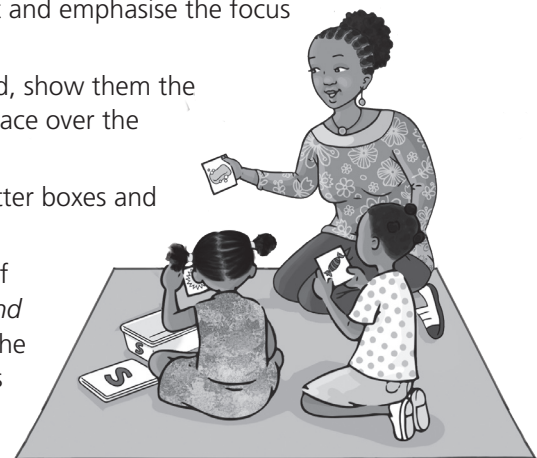
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that has the focus sound /g/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tšile go tšhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

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

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Motshameko o, o tšhamekiwa botoka kwa ntle mo lefelong le le bulegilenggone. Barutwana ba tšhwanetse go "thuma" go fitlha ba bona letšhwao lengwe le o le dirang kgotsa ba utlwa molodi. Fa ba utlwa letšhwao la gago, ba tsene mo setlhopheng le barutwana ba le batlhano ba ba leng gaufi thata le bone.
- 2 Fa barutwana ba le mo ditlhopheng, naya setlhophha sengwe le sengwe modumo o o sa tšhwaneng le wa se sengwe, mme morutwana mongwe le mongwe mo setlhopheng a akanye ka lefoko le le simololang ka modumo oo. Fa botlhe ba sena go nna le lefoko, botlhe ba tlotlotelele kwa godimo le kwa tlase. Reetsa mafoko a bone, tšhola gore a a boammaaruri mme o ba neye maduo.
- 3 Fa setlhophha se sena go itsise ba bangwe lefoko la sone, barutwana ba "thume" gape mme ba nne mo ditlhopheng tsa bone. Fa o naya barutwana letšhwao, ba emise go "thuma" mme o neye setlhophha sengwe le sengwe modumo o o sa tšhwaneng le wa setlhophha se sengwe. Motshameko ono o ka nna wa tšwelela go fitlha setlhophha se nna le maduo a le tšhano.

Ditirwana tsa ditlhophha tse dinnye

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





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.



Lo tlile go tlhoka:

- Lenathwana le legolo la pampiri
- Dikhoki tse dikgolo
- Tege ya motshameko go morutwana mongwe le mongwe
- Maphepha ya A4
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a amanang le kgang: koduntwane, nnye, thuma, tshogile, kokobala, khutshwane, segwagwa

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bua le barutwana ka modikologo wa botshelo jwa segwagwa mme o ba gakolole gore Harry o ne a thuthuga jang go tswa mo teng ga lee, a nna koduntwane mme go tswa foo a gola go nna segwagwa.
- 2 Thala setshwantsho sa mae, koduntwane le segwagwa. Kopa barutwana go tlhalosa karolo nngwe le nngwe ya modikologo wa botshelo fa o ntse o tsenya dileibole mo ditshwantshong tse di thadilweng (mae, koduntwane, segwagwa). Thala lerumo go tswa go karolo e nngwe ya modikologo wa botshelo go ya kwa go e nngwe.
- 3 Tlhalosetsa barutwana gore ba tlile go bopa mae, koduntwane le segwagwa ba dirisa tege ya motshameko.
- 4 Fa ba sena go dira modikologo wa botshelo ba dirisa tege ya motshameko, ba ka nna ba thala setshwantsho sa modikologo wa botshelo le go o leibola.



Stella a re:



Tirwana eno e ka dirwa ka puo epe fela, ka gone tirwana eno ke ya go ithuta ga barutwana bokgoni jwa go kgaoganya mafoko ka dinoko. Go thusa go rotloetsa bopuontsi le go tshegetsa puogae ya barutwana, leka tirwana eno ka mafoko a dinokontsi go tswa mo dipuong tse dingwe.

Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | gwa | gwa**
- 2 Bolelela mongwe wa barutwana gore o tlile go itira e kete ke segwagwa. Kopa segwagwa go tlolela nngwe le nngwe ya dinoko: **se** (tlola gangwe) **gwa** (tlola gangwe) **gwa** (tlola gangwe). Jaanong barutwana ba tshwanetse go baya dinoko mmogo go bua lefoko: **se | gwa | gwa = segwagwa**
- 3 Kopa segwagwa go tloa gape. Jaanong ka nako e barutwana ba tshwanetse go opa diatla nako nngwe le nngwe fa segwagwa se tloa.
- 4 Bua lefoko le lengwe gape go tswa mo lenaaneng mme o kope barutwana go le kgaoganya ka dinoko. Segwagwa se tshwanetse go tlolela noko nngwe le nngwe fa phaposi e opa diatla.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A large piece of paper
- Thick kokis
- Playdough for each learner
- A4 blank paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: koduntwane, nnye, thuma, tshogile, kokobala, khutshwane, segwagwa

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: **se | gwa | gwa**.
- 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) **gwa** (one jump) **gwa** (one jump). Learners must then put the syllables together to say a word: **se | gwa | gwa = segwagwa**.
- 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.

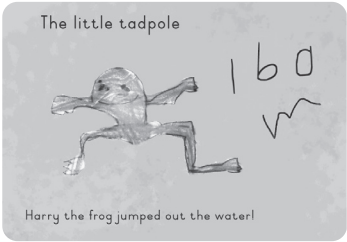




Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="222 688 564 924"> <p>Koduntwane yo monnye</p>  <p>Harry wa segwagwa o tloletse kwa ntle ga metsi.</p> </div> <div data-bbox="204 953 574 1242">  <p>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyega fa bangwe ba barutwana ba kwala ditlhaka tse diteleletelele ntle le diphatlhana.</p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Ditlhaka tsa dikaratatshwantsho, dibolayantsi tse di tlotlhwatlase (o ka dira se ka poleiti ya pampiri kgotsa sekhurumelo sa yokate se kgomaretse mo bofelong jwa letlhokwana) 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya ditlhaka tsa dikaratatshwantsho mo tafoleng di lebile kwa godimo. Ribega ditlhaka. Morutwana mongwe le mongwe a tseye sebaka go pitokolola karata ya lefoko mme a bue modumo o o dirwang ke lefoko. Barutwana botlhe mo setlhopheng ba tshwaneke go leka go bona setshwantsho se se tsamaisanang le modumo mme a se pheule ka sebolayantsi. 
<ul style="list-style-type: none"> Dibuka, dimakazine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go ithophela dibuka, makazine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.


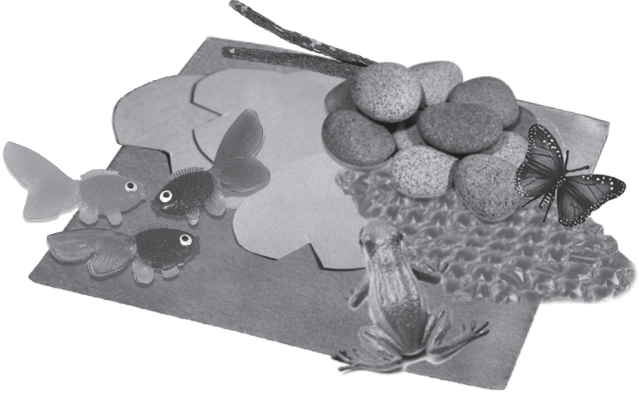


Small group activities for Week 1

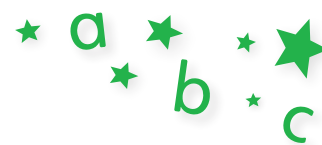
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity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


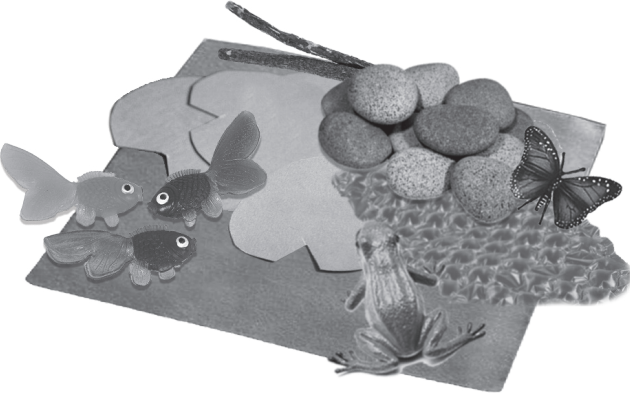




Lo tlele go tlhoka	Ditirwana
<ul style="list-style-type: none"> • Halofo ya poleiti ya pampiri ya morutwana mongwe le mongwe, khoki e ntsho, manathwana a mannye a pampiri e khibidu, didiko tse pedi tsa mmala o o tala, o mosweu le o montsho ya morutwana mongwe le mongwe • Sekgomaretsi le sekere • Pampiri ya mmala o motala kgotsa dikherayone tse dikgolo tsa kerese 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Tlhalosetsa barutwana gore ba ya go dira segwaggwa. Ba tshwanetse go gagola manathwana a dipampiri tsa mmala o motala mme ba e kgomaretse mo poleiting ya pampiri kgotsa ba dirise kherayone go e tsenya mmala o motala. 2 Jaanong ba ka kgomaretsa matlho, ba thala molomo mme ba kgomaretsa lenathwana la pampiri jaaka loleme. 
<ul style="list-style-type: none"> • Pampiri ya mmala o motala e segilwe ka didiko (<i>lily pads</i>), matlapana, felete ya botala jwa legodimo kgotsa dilwana tsa metsi. Dikgong le matlhatsana, tege ya motshameko kgotsa digwagwa tsa polasetiki, matlapana a mannye ka lerontho le lentsho la mae a segwagwa kgotsa polasetiki ya babole ka lerontho le lentsho, dipitsa tsa dijalo, dirurubele tsa polasetiki le tlhapi (kgotsa ditshwantsho tse di segolotsweng mo dimakasineng) 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe dilo tse di dirang letangwana. Ba tlhalosetse gore ba ya go dira letangwana le go tshameka le diphologolo tse di nnang mo letangwaneng le tse di nnang go le potologa: digwagwa, ditlhapi, dirurubele. 





You will need	Activities
<ul style="list-style-type: none">• Half a paper plate per learner, black koki, red strip of paper, two green, white and black circles for each learner• Glue and scissors• Green paper or green Jumbo wax crayons	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to make a 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.2 They can then stick on the eyes, draw a mouth and stick on the paper strip tongue. 
<ul style="list-style-type: none">• 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)	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the 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. 





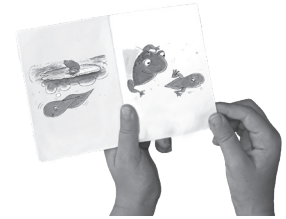
Lo tlile go tlhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditshwantsho tse dingwe go di latelanya



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



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “koduntwane, keletso, kopa, ke, ka, kae, kokobetse. Can you hear the focus sound: **koduntwane, kopa, ke, kae**? Yes, you are right! The focus sound is /k/.”
- 2 “Listen carefully, here are some more words with /k/: **koko, kuku, kereke, kolobe, kobo, kamo, katara.**” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **k** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: “**k-k-k**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Lo tšile go tšhoka:

- Buka e Kgolo: *Koduntwane yo monnye*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

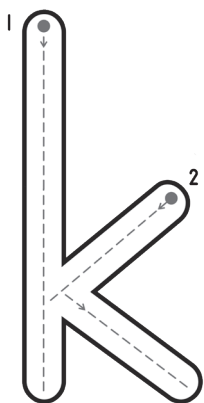
Ditirwana tsa botlhe mo phaposiborutelong Puisokopanelo – Buka e Kgolo



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



Go bopa tšhaka



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

Ditirwana tsa ditlhophha tse dinnye

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





You will need:

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

Week 2 Day 2

Whole class activities

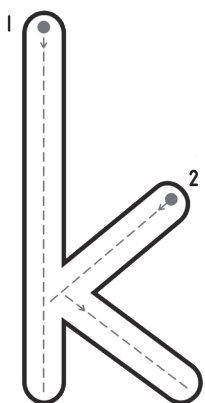
Shared reading – Big Book

- 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 has the focus sound /k/ or if they can think of any other words that have the focus sound /k/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to swat a fly while saying **kama**.
- 3 Show learners how to write the letter **k**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go all the way down. Lift, draw in and out.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their 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.



Lo tšile go tlhoka:

- Ditshodi tsa digalase tse di tletseng ka mefuta ya ditekano tse di farologaneng tsa metsi (o ka akaretsa mebala e e khalarang dijo go netefatsa tirwana e)
- Ditlhokwa le diphensele
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **k**: koko, kuku, kake, kereke, kolobe, kobo, kala, kama, kane, kase, katse, kaketese, kamela, kopela, kepese, kopi, katara, kausu, kerese, koloji

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Tlhalosetsa barutwana mo teng ga phaposiborutelo gore ba tshwanetse go reetsa ka kelotlhoko fa o konya galase nngwe le nngwe ka thupana kgotsa ka pensele.
- 2 Botsa barutwana gore a medumo e a tshwana kgotsa ga e tshwane. Ke galase efe e e dirang modumo o o kwa godimo, le gore ke efe e e dirang modumo o o kwa tlase?
- 3 Botsa barutwana gore a go na le mongwe wa bone yo o ka ratang go konya digalase tse di sa tshwaneng le go reetsa modumo o di o dirang.
- 4 Leka go konya paterone nngwe ya modumo mme o botse barutwana gore a go na le mongwe wa bone yo o ka etsisang paterone eo.



Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: *"A o ka batla sengwe se se simololang ka modumo /k/?"* Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Some glass jars filled with different amounts of water (you can add food colouring to make this activity more interesting)
- Sticks or pencils
- A small mirror
- A letter box containing objects or pictures of objects that start with **k**: koko, kuku, kake, kereke, kolobe, kobo, kala, kama, kane, kase, katse, kaketese, kamela, kopela, kepese, kopi, katara, kausu, kerese, kolo

Week 2 Day 3

Whole class activities

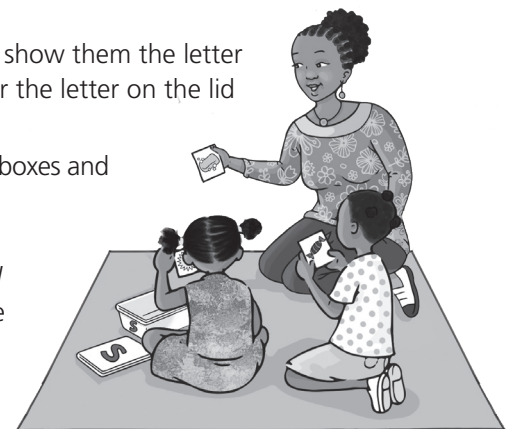
Learning to listen

- 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that has the focus sound /y/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tšile go tšhoka:

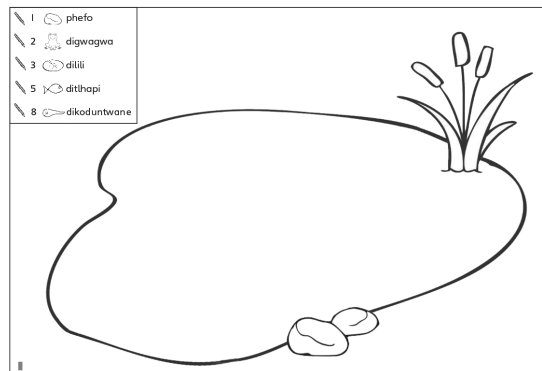
- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya Buisa o bo o dira** go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Tlhalosetsa barutwana gore jaanong bay a go dira tirwana e e itumedisang e e bidiwang "buisa o dire". Ba tshwanela go buisa mola mongwe le mongwe le go dira se o se buang ba dirisa sebaka se se sa kwalelang mo tsebeng.
- 3 Buisang mola wa ntlha mmogo: Thalang letlapa le le lengwe.
- 4 Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: Thala digwagwa tse pedi.
- 5 Barutwana ba tshwanetse go tswelela ka tsela e ka nngwe le nngwe ya ditaello.
- 6 Thusa barutwana fa ba palelwa ke go buisa ditaello.



Go reetsa medumo e go ithutwang yone

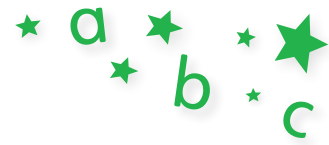
- 1 Motshameko o, o tshamekiwa botoka kwa ntle mo lefelong le le bulegilenggone. Barutwana ba tshwanetse go "thuma" go fitlha ba bona letshwao lengwe le o le dirang kgotsa ba utlwa molodi. Fa ba utlwa letshwao la gago, ba tsene mo setlhopheng le barutwana ba le batlhano ba ba leng gaufi thata le bone.
- 2 Fa barutwana ba le mo ditlhopheng, naya setlhopha sengwe le sengwe modumo o o sa tshwaneng le wa se sengwe, mme morutwana mongwe le mongwe mo setlhopheng a akanye ka lefoko le le simololang ka modumo oo. Fa botlhe ba sena go nna le lefoko, botlhe ba tlolatlolele kwa godimo le kwa tlase. Reetsa mafoko a bone, tlhola gore a a boammaaruri mme o ba neye maduo.
- 3 Fa setlhopha se sena go itsise ba bangwe lefoko la sone, barutwana ba "thume" gape mme ba nne mo ditlhopheng tsa bone. Fa o naya barutwana letshwao, ba emise go "thuma" mme o neye setlhopha sengwe le sengwe modumo o o sa tshwaneng le wa setlhopha se sengwe. Motshameko ono o ka nna wa tswelela go fitlha setlhopha se nna le maduo a le tlhano.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

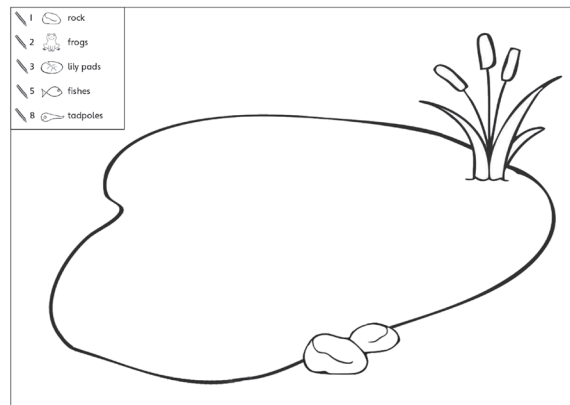
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

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.



Lo tile go tlhoka:

- Ditshwantsho tsa metsi a a kgotlelegileng le dinoka tse di phepa, matamo le matangwana
- Pampiri ya tšhate e e phetlhwang, pene ya go tshwaya e ntsho
- Dikherayone tse di mafura tsa jumbo
- Dikgetsana tsa dipolasetiki, manathwana a pampiri
- Mafoko a dinokontsi a a amanang le kgang: koduntwane, thuma, tshogile, kokobala, khutshwane, fofa

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bontsha barutwana ditshwantsho tsa metsi a a kgotlelegileng le dinoka tse di phepa, matamo le matangwana. Ba botse gore a ba tlile ba bona noka e e phepa kgotsa e e leswe. Botsa: *"O akanya gore Harry wa koduntwane o batla go dula kae? Goreng a tlhoka go nna mo metsing a a phepa. Go diragalang ka digwagwa le dikoduntwane fa dinoka le matamo a kgotlelegile? Dinoka. Matangwana le matamo di kgotlelelga jang?"*
- 2 Tlhalosetsa barutwana gore ba tlile go go thusa go dira phousetara go bolelela batho se ba tshwanetseng go se dira go tsholela digwagwa dinoka di le phepa, ditlhapi le diphologolo tse dingwe. Botsa barutwana go tla ka ditshitshinyo tse dingwe ka ga se lo ka se kwalang mo phousetareng. Sekao: Boloka digwagwa – se latlhele dipakete tsa polasetiki le digalase mo metsing; Digwagwa di tlhoka metsi a a phepa fela jaaka rona – tshola dinoka di le phepa. Botsa barutwana gore go dirweng ka matlakala le gore a ka latlhelwa kae. Kwala ka mokwalao o monnye o o bonalang mme o kope barutwana go thala ditshwantsho go di tlaleletsa mo phousetareng. Barutwana bangwe ba ka gagola pampiri kgotsa ba sega manathwana a dikgetsana tsa polasetiki go di kgomaretsa mo phousetareng.
- 3 Fa lo feditse phousetara, e kgomaretseng mo leboteng gaufi le mojako wa phaposiborutelo mme o rotloetse barutwana go e "buisetsa" batsadi ba bona fa ba tla go ba tsaya kwa sekolong.

Stella a re:



Tirwana eno e ka dirwa ka puo epe fela, ka gone tirwana eno ke ya go ithuta ga barutwana bokgoni jwa go kgaoganya mafoko ka dinoko. Go thusa go rotloetsa bopuontsi le go tshegetsa puogae ya barutwana, leka tirwana eno ka mafoko a dinokontsi go tswa mo dipuong tse dingwe.

Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | gwa | gwa.**
- 2 Bolelela mongwe wa barutwana gore o tlile go itira e kete ke segwagwa. Kopa segwagwa go tlolela nngwe le nngwe ya dinoko: **se** (tlola gangwe) **gwa** (tlola gangwe) **gwa** (tlola gangwe). Jaanong barutwana ba tshwanetse go baya dinoko mmogo go bua lefoko: **se | gwa | gwa = segwagwa**
- 3 Kopa segwagwa go tloa gape. Jaanong ka nako e barutwana ba tshwanetse go opa diatla nako nngwe le nngwe fa segwagwa se tloa.
- 4 Bua lefoko le lengwe gape go tswa mo lenaaneng mme o kope barutwana go le kgaoganya ka dinoko. Segwagwa se tshwanetse go tlolela noko nngwe le nngwe fa phaposi e opa diatla.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- 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: koduntwane, nnye, thuma, tshogile, kokobala, khutshwane, fofa

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** | **gwa** | **gwa**.
- 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) **gwa** (one jump) **gwa** (one jump). Learners must then put the syllables together to say a word: **se** | **gwa** | **gwa** = **segwagwa**.
- 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.






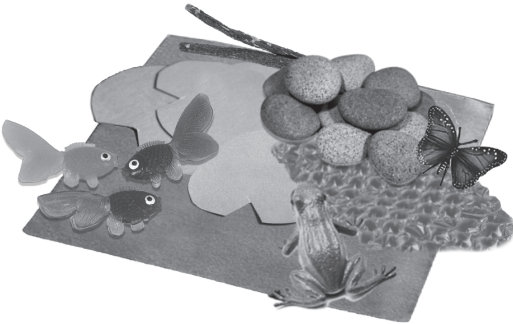


Small group activities

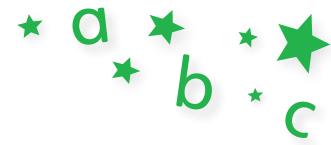
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







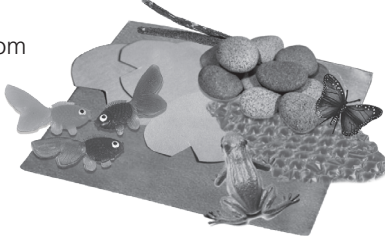
Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Ditshwantsho tsa matangwana le dilo tse di nngang mo matangwaneng le go a potologa 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Bua ka ga dibopiwa tse di nngang mo matangwaneng le go a potologa. Ke phologolo efe e nngwe e Harry a ka e bonang mo letangwaneng la gagwe? (serurubele, notshe, mokgantitswane, kgope, noga, nonyane) Fa o na le dibuka tse di nang le ditshwantsho tsa matangwana, di fe barutwana gore ba di lebe. Tlhalosetsa barutwana gore ba tshwanetse go thala setshwantsho sa letangwana le go leibola dibopiwa.
<ul style="list-style-type: none"> Ditlhaka tsa dikaratatshwantsho, dibolayantsi tse di tlhotlhwatlase (o ka dira se ka poleiti ya pampiri kgotsa sekhurumelo sa yokate se kgomaretse mo bofelong jwa lethokwana) 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya ditlhaka tsa dikaratatshwantsho mo tafoleng di lebile kwa godimo. Ribega ditlhaka. Morutwana mongwe le mongwe a tseye sebaka go pitokolola karata ya lefoko mme a bue modumo o o dirwang ke lefoko. Barutwana botlhe mo setlhopheng ba tshwaneke go leka go bona setshwantsho se se tsamaisanang le modumo mme a se pheule ka sebolayantsi. 
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.
<ul style="list-style-type: none"> Fothokhopi ya Tsebe ya tirwana ya Tege ya motshameko, e khabarilwe ka polasetiki e e kgomarelang kgotsa mo gare ga polasetiki Tege ya motshameko 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tshwanetse go khabara dipaterone ka tege ya go motshameko e e bopilweng jaaka diboko tse ditelele.  
<ul style="list-style-type: none"> Pampiri ya mmala o motala e segilwe ka didiko (<i>lily pads</i>), matlapana, felete ya botala jwa legodimo kgotsa dilwana tsa metsi. Dikgong le matlhatsana, tege ya motshameko kgotsa digwagwa tsa polasetiki, matlapana a mannye ka lerontho le lentsho la mae a segwagwa kgotsa polasetiki ya babole ka lerontho le lentsho, dipitsa tsa dijalo, dirurubele tsa polasetiki le tlhapi (kgotsa ditshwantsho tse di segolotsweng mo dimakasine) 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tsewelela go simolola ka Beke 1 fa ba ne ba dira letamo mme ba tshameka le badiragatsi, sekao digwagwa, ditlhapi, dirurubele. 





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of ponds and creatures that live in and around 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 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) 2 If you have books showing pictures of ponds, give them to learners to page through. 3 Explain to learners that they must draw a picture of a pond and label the creatures.
<ul style="list-style-type: none"> • Letter picture cards • Cheap fly swatters (you can make this with a paper plate or yoghurt lid stuck on to the end of a stick) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the letter picture cards face up on the table. Put the letters face down. 2 Each learner must take a turn to turn over a letter card and say the sound the letter makes. 3 All the learners in the group must try to find a picture that matches the sound and swat it with the fly swatter. 
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 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. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> • A photocopy of the Playdough activity page, laminated or placed in a plastic sleeve • Playdough 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must cover the patterns with playdough that has been rolled into long worms. 
<ul style="list-style-type: none"> • 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) 	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> 1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they made a pond and then played with the characters, for example frogs, fish, butterflies. 

★ Temo le magodu a dijalo

Kgang

Temo e ne e le mosetsanyana yo o botlhale mo motseng wa Qunu. Nako nngwe kwa sekolong, phaposiborutelo ya bone ya ithuta ka go lema merogo. Temo o ne a itlhaganeletse go ya gae go ya go bolelela batsadi ba gagwe ka gone. Fa Temo a fitlha kwa gae, a apara diobarolo, dibutsho le hutshe mme a re "Mama, Papa, bonang!"

"Goreng o apere jalo, Temo?" rragwe a mmotsa.

"Ke batla go itemela merogo," a bua jalo a itumetse.

"Seo se utlwala e le mogopolo o montle tota," ga rialo mmagwe. Temo le rragwe ba tlohpha lefelo lengwe mo jarateng le Temo a neng a ka simolola tshingwana mo go lone.

Temo le rragwe ba dira mmogo mo tshingwaneng. Ba ne ba dirisa foroko ya mo tshingwaneng go peta mmu o o thata. Seno se ne sa nolofatsa mmu gore go jalwe peo mo go one. Morago ga moo ba haraka majwe ba a ntsha mo mmung.

Letsatsi le le latelang fa Temo a boa kwa sekolong, a apola diaparo tsa gagwe tsa sekolo ka bonako mme a ya kwa tshingwaneng le rragwe. Ba ne ba jala peo ya sepinatšhe, digwete, ditamati le dinawa. Letsatsi le letsatsi morago ga moo, Temo o ne a itumelela go tla go nosetsa tshingwana fa a tswa sekolong.

Letsatsi lengwe Temo a tla gae mme a fitlhela dipodi mo tshingwaneng di ja dijalo. Temo a di leleka. "Mama! Papa! Dipodi di ne di ja dijalo tsa me," a lela jalo. "Di sentse tota!"

Temo a akanya lobakanyana mme a re, "A re ageng legora go dikologa tshingwana." Rragwe a akanya gore ke mogopolo o montle mme ba aga legora.

Mme seno ga se a fedisa bothata. Dikgomo di ne di kgona go bula kgoro ya legora la tshingwana ka dinaka! Temo a leka go leleka dikgomo, mme di ne di le ditona thata di mo tshosa!

"Mama! Papa!" a bitsa. "Dikgomo di ja merogo ya me!" Rragwe a tla mme a leleka dikgomo.

Temo a akanya lobakanyana. "A re notleleng kgoro ya legora ka loko," a bua jalo. Rragwe a ya go batla loko mme a notlela kgoro ya legora ka yone.

Temo o ne a rarabolotse bothata jwa dipodi le jwa dikgomo mme letsatsi lengwe a bona dinonyane gore le tsone di ne di ja dijalo mo tshingwaneng.

"Ke a itse gore ke tla dirang," Temo a bolela jalo. "A re apeseng tshingwana ya rona ka letlowa." Ba ne ba dira fela jalo.

Temo a se ka a tlhola a tshwenyega ka diphologolo tse di jang dijalo mo tshingwaneng ya gagwe. Dijalo mo tshingwaneng ya ga Temo tsa gola mme merogo ya siamela go kgetlwa. Temo a thusa mmagwe go apaya sopo e e monate ya dinawa, digwete, sepinatšhe le ditamati mme lelapa lotlhe la itumelela dijo go tswa mo tshingwaneng ya ga Temo.

"O dirile sentle tota, Temo" ga rialo mmagwe. Temo a ikutlwa a le motlotlo.



Kgang eno e felela fano.



★ 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.

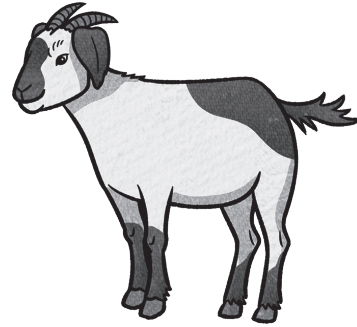




Pina

Digwete, ditamati, sepinatšhe le dinawa
 Merogo e ntshiametse
 Ke di ja nako nngwe le nngwe
 Le ka nako ya dijo tsa motshegare

Ditlhokwa tsa merogo di jega monate
 Merogo e ntshiametse



(E opeleng ka molodi wa pina ya "Twinkle Twinkle little star" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

Mafoko a konokono	merogo	peo	podu	dikhiba	dibutshe	mmu
Mafoko a a oketsegileng:	sopo	tshenyo	lonaka	loko	digwete	dinawa
	sepinatšhe	Ditamati	legora	kgomo	letlowa	kgoro

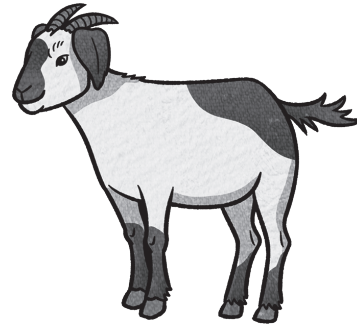




Song

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

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





Lo tile go tlhoka:

- Kgang: *Temo le magodu a dijalo*
- Dimpopi: Temo, diobarolo le dibutshu, Daddy, podi, kgomo, tšhitere, karolo ya terata ya tshingwana
- Didirisiwa: dibutshu, hutshe, mmu, seloto, nete, sepinatšhe, digwete, tamati, dipakete tsa dipeo tsa dinawa le sepinatšhe se se foreshe, digwete, tamati le dinawa tsa mmala o motala
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Ke tshikinya menwana ya me* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Ke tshikinya menwana ya me

Ke tshikinya menwana ya me
Ke tshikinya menwana ya dinao
Ke tshikinya magetla
Ke tshikinya nko
Simololang (opang diatla)
Ke feditse go di tshikhinya tsotlhe!
Jaanong ke didimetse ke rile tu!

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A o kile wa lema sengweldira mo tshingwaneng? A dijalo di ne tsa gola? A o ne wa nna le bothata jwa diphologolo tse di tlang go ja dijalo tsa gago?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlleng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Ba bontshe dipeo tsa merogo mo dipaketeng kgotsa dipeo tse o di omisitseng, sekao: dipeo tsa lephuthse, dipeo tsa mmidi). Tlaya ka seloto le senotlolo mme o bontshe barutwana go se lotlela le go se lotlolola.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *"O akanya gore Temo o tshwanetse go dira eng pele go baakanya tshingwana? O akanya gore magodu a dijalo ke bomang? Temo a ka dira eng gore diphologolo di se tsene mo tshingwaneng?"*

3 Fa o sena go tlotla kgang

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

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"dijalo, diobarolo, dibutshu, dira, diaparo, dinawa, dipodi. A lo utlwa modumo o re tlleng go ithuta one: dijalo, dira, dipodi? Ee, o nepile! Yotlhe e na le modumo /d/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /d/: dijo, diaparo, ditalama, ditepese, ditlhako, ditshwantsho."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **d** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /d/: **"d-d-d"**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhophapha tse dinnye

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





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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think 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: *"dijalo, diobarolo, dibutshe, dira, diaparo, dinawa, dipodi. Can you hear the focus sound: dijalo, dira, dipodi? Yes, you are right! They all have the sound /d/."*
- 2 *"Listen carefully, here are some more words with /d/: dijo, diaparo, ditalama, ditepese, ditlhako, ditshwantsho."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **d** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /d/: **"d-d-d"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

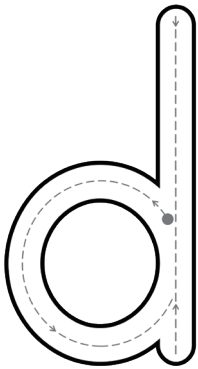
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

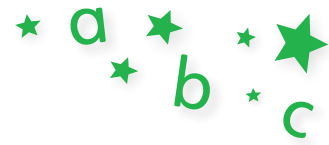
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /d/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /d/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba phatshimisa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



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

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



Week 1 Day 2

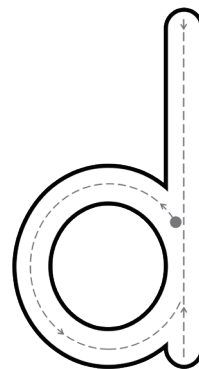
Whole class activities

Storytelling and singing

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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name has the focus sound /d/ or if they can think of any other words that start with the sound /d/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend they are shining their shoes with polish and then walking along and showing off their new shiny shoes (**dithako**).
- 3 Show learners how to write the letter **d**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then all the way up and all the way down."
- 4 Let learners practise the letter formation in the air, on the carpet, 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.





Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **d**: ditalama, ditepese, ditlhako, dinawa, diphiri, dipitsa, deseke, dipekere, dithoro



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: A ba ka bitsa maina a diaparo tse Temo a neng a di apere fa a ne a dira kwa tshingwaneng? (dibutshu, diobarolo)
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: "A o ka batla sengwe se se simololang ka modumo /d/?" Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **d**: ditalama, ditepese, ditlhako, dinawa, diphiri, dipitsa, deseke, dipekere, dithoro



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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that has the focus sound /d/?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tšile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Ditshwantsho tsa merogo le dikarata tsa ditshwantsho kgotsa merogo
- Pitsa, leswana

Stella a re:



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

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

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Dira gore barutwana ba nne ba dirile sediko mme o ba bolelele gore o ya mabenkeleng gore o dire sopo ya merogo kgotsa setšhuu as dijo tsa motshegare. Baya pitsa ya merogo le dikarata tsa ditshwantsho kgotsa merogo ya mmatota mo gare ga sediko.
- 2 Kopa morutwana go batla setshwantsho sa morogo ka /e/ (ka sekai, eiye) mme o o tsenye mo pitseng. Morago ga moo kopa morutwana o mongwe go batla sengwe se se simololang ka /b/ (ka sekai, bete kgotsa borokholi) mme o se tsenye mo pitseng. Tswelala ka tsela eno go fitlha ditshwantsho tsotlhe di tsentswe mo pitseng.
- 3 Botsa barutwana gore re tlhoka eng gape go se tsenya mo spong, se se simololang ka modumo /m/ (metsi). Gape re ka nna ra tsenya sengwe se se simololang ka /s/ (setoko). Dira jaaka e kete o tsenya metsi, o bo o apaya, o fuduwa sopo o bo o utlwa tatso ya yone.
- 4 Botsa barutwana gore a ba gopola merogo e o e dirisitseng go "dira" sopo. Fa ba na le bothata jwa go gopola, ba neye mafoko a a tla ba thusang go bona karabo ka go bua modumo wa ntlha wa lefoko. Ka sekai: "Re tsentswe morogo o o simololang ka modumo /t/. Ee, tapole."

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures
- Pictures of vegetables or real vegetables
- A pot and wooden spoon

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 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 has the focus sound /e/ (for example: eiye) and put it into the pot. Then ask another learner to find something that has the focus sound /b/ (for example: bete kgotsa borokholi) 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, with the focus sound /m/ (metsi). We can also add something with the focus sound /s/ (setoko). 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 has the sound /t/. Yes, tapole."



Small group activities

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



Lo tlile go tlhoka:

- Fotokhopi ya **Tsebe ya tirwana ya kgomo ya ga Temo** go morutwana mongwe le mongwe
- Matlhokwa a a momonwang kgotsa matlhare, dikere, sekgomaretsi
- Dikherayone tse di mafura tsa jumbo
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe
- Dikaratatshwantsho tsa mafoko a dinokontsi a a amanang le kgang: digwete, sepinatšhe, tshingwana, dibutshu, dangari, seloto, tamati (O ka tsenya ditshwantsho tse dingwe tsa merogo go tswa mo dibukaneng tsa papatso tsa mabenkele), kgetsana ya lesela
- Tšhoko kgotsa pene ya go tshwaya, dibadi, Prestiki

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

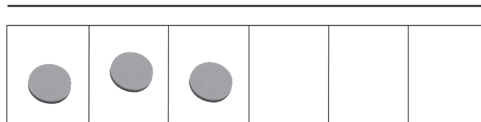
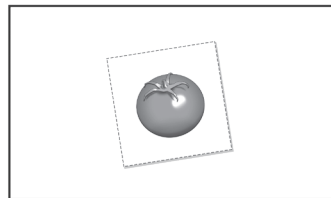
Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go dira tshingwana ya merogo jaaka e e mo kgannyeng "Temo le magodu a dijalo".
- 2 Ba ka nna ba simolola ka go thala setshwantsho sa merogo e e golang mo tshingwaneng le go thala sekapaka se se kwa godimo. Morago ga moo ba ka nna ba segolola setshwantsho sa kgomo ba bo ba se kgomaretsa fa thoko ga tshingwana ya merogo. Botsa barutwana jaana: "O tlhoka eng go dira gore kgomo e se ka ya ja merogo? Ee, legora!"
- 3 Morago ga moo barutwana ba ka nna ba kgomaretsa dithupana kgotsa dithupana tsa semonamone mo tsebeng go dira legora ka tsone.



Go kopanya le go kgaoganya (dinoko)

- 1 Thala boto ya Bua-o-bo-o-tsamaisa mo pampitshaneng ya pampiri ya tšhate e e phetlhwang kgotsa mo botong e e mo phaposiborutelong ya lona.
- 2 Tsenya dikarata tsa ditshwantsho mo bekeng ya letsela o bo o kopa morutwana go tlhophakarata ya setshwantsho sa dinokontsi go tswa mo bekeng a bo a se kgomaretsa mo sebakeng se se tona sa popego ya khutlonnetsepa mo botong ya Bua-o-bo-o-tsamaisa.
- 3 Morago ga moo kopa morutwana go bitsa leina la setshwantsho le go atolosa lefoko, kgotsa go le bua ka bokhutshwane, go ba thusa go utlwa noko nngwe le nngwe mo lefokong. Naya barutwana dibadi mme o ba thuse go tsamaisetsa sebadi mo teng ga boloko jo bonnye nako le nako fa ba bitsa noko.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A photocopy of the **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: digwete, sepinatšhe, tshingwana, dibutshu, dangari, seloto, tamati (O ka tsenya ditshwantsho tse dingwe tsa merogo go tswa mo dibukaneng tsa papatso tsa mabenkele), kgetsana ya lesela
- Chalk or markers, counters, Prestik

Week 1 Day 5

Whole class activities

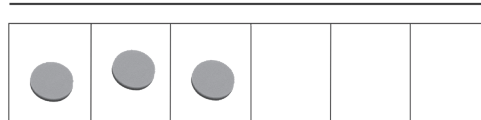
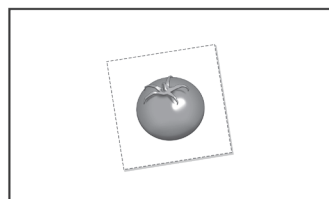
Make, draw and write

- 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

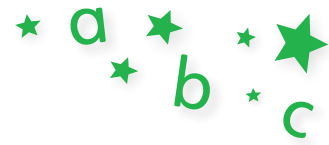
Remind learners about the small group activities, the rules for each activity and the tidy-up process.










Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tšile go tšhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="230 669 557 900"> <p>Temo le magodu a dijalo</p> <p>k m o a b u l l e g a</p> </div> <div data-bbox="204 917 565 1237"> <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyeye fa bangwe ba barutwana ba kwala ditlhaka tse diteleletelele ntle le diphatlhana.</i></p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Dikhopi tse pedi tsa ditshwantsho tsa dinawa, digwete, sepinatšhe, ditamati le merogo e mengwe (o ka di segolola mo bukaneng ya mabenkele mme o di kgomaretse mo karateng) <div data-bbox="192 1459 586 1724"> <p><i>Inganinceda into yokuba bechaphaza elinomba ngemva kwisethi yamakhadi khonukuze abafundi bakwazi ukuthatha ikhadi elinye elinachaphaza kunye nelinye elingenalo ichaphaza bakhangele oomati bawo.</i></p> </div>	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tšile go baya ditshwantsho ba di pitikolotse, mme ba tšhophe dikarata tse pedi. Fa di tsamaisana, e ka nna tsa bona. Fa di sa tsamaisane, ba tšhwanetse ba busetse dikarata kwa ba di tšeileng gona. <div data-bbox="656 1464 1524 1663"> </div>
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="309 1873 482 2090"> </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tšhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tšhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.


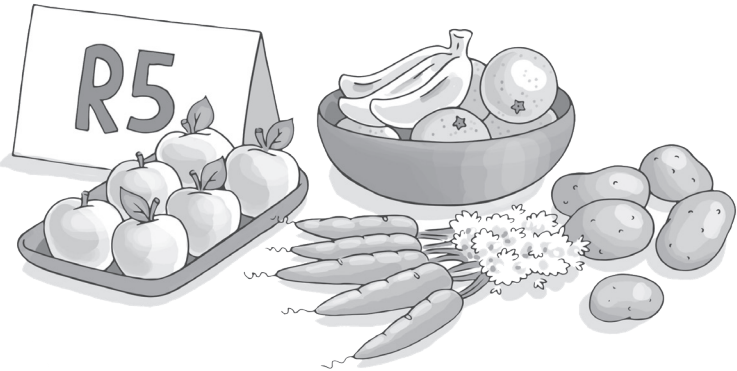


Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Temo and the plant thieves c o p n e t</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two 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)  <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>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 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. 
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.


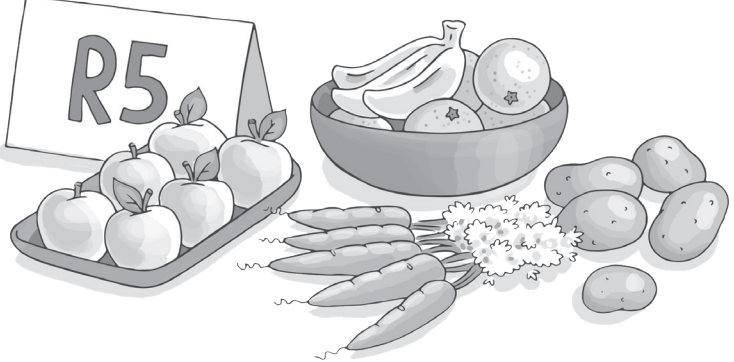




Lo tšile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Fothokhopi ya Tsebe ya tirwana ya Bopi ya moithuti mongwe le mongwe Sekgomaretsi, sekere, pampiri e e serolwana le ya mmala o motala 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tshwanetse go gagola dipampiri tsa mmala o motala le tse di serolwana ka dikwere tse dinnye mme ba kgomaretse pampiri mo setshwantshong sa sejalo sa mmidi. 
<ul style="list-style-type: none"> Didirisiwa: digarata, lenaane la mabenkele, dikgetsana tsa mabenkele, diroto, ditherei tsa merogo (tša polasetiki), sekale go kala maungo le merogo, letshwao la "Tse di kgethegileng tša gompiano", dilo tša thekotlase – tlase ka 10%, letshwao le le bulegileng, thili ya theko kgotsa rejisetara ya madi (di ka dirwa ka lebokoso), diretsi tse di farologaneng tša megolo, maungo le merogo, dileibole tša tlhotlwa, eiporone ya morekisi 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. Ba tlhalosetse gore ba tšile go dira e kete ba rekisa maungo kwa marakeng kgotsa kwa lebenkeleng la fa thoko ga tsela. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. 





You will need	Activities
<ul style="list-style-type: none">• A photocopy of the Mealie activity page for each learner• Glue, scissors, yellow and green paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props. Explain to them that they are going to pretend to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage learners' pretend play. 





Lo tšile go tšhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditšhwantšho tse dingwe go di latelanya



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



Tsenyeletsa modumo mongwe go tswa mo kgannyeng



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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story



- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "jalo, jarateng, jalwe, jala, ja, jang. Can you hear the focus sound: **jalo**, **jarateng**, **jala**, **ja**? Yes, you are right! The focus sound is **lj**."
- 2 "Listen carefully, here are some more words with **lj**: **jesi**, **jase**, **jeme**, **jale**, **jeke**." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **j** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/j**: "**j-j-j**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Lo tšile go tšhoka:

- Buka e Kgolo: *Temo le magodu a dijalo*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Puisokopanelo – Buka e Kgolo

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

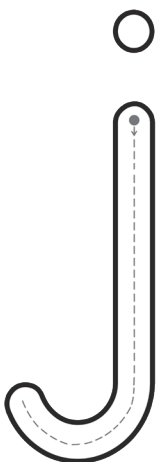


Go bopa tšhaka

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

Ditirwana tsa ditlhopho tse dinnye

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





You will need:

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

Week 2 Day 2

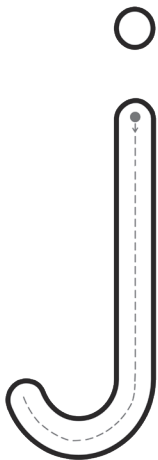
Whole class activities

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 has the focus sound /j/ or if they can think of any other words that start with the sound /j/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to jump like fleas while saying **jarata**.
- 3 Show learners how to write the letter **j**. Write a large letter on the board or in the air while saying the following: “*Start at the dot, go down and around. Lift and dot.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands. They can also try using their 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.



Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka j: jeresi, jase, jeme, jale, jeke, jeli

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Tlhalosetsa barutwana gore o tlile go ba bolelela sengwe go tswa mo kgannyeng mme ba reetse ka kelotlhoko go bona gore a ke nnete kgotsa ga se nnete (maaka). Fa ba akanya gore se o se buang ke nnete, ba tsholetse menwana ya kgonojwe mme fa ba akanya gore ga se nne, ba lebise menwana ya kgonojwe kwa tlase. Ka sekai:
 - ★ Pitse e ne ya tsena mo tshingwaneng ya merogo ya ga Temo. (maaka)
 - ★ Temo le papaagwe ba tlhoma legora go dikologa tshingwana ya merogo. (nnete)
 - ★ Temo o ne a kgetla maungo mo tshingwaneng ya gagwe. (maaka)
 - ★ Temo o ne a dira pesonama ka merogo. (maaka)
 - ★ Temo o ne a jala dinawa, digwete, sepinatšhe le ditamati. (nnete)
 - ★ Mamaagwe Temo o ne a mo thusa go epa mo tshingwaneng le go jala peo. (maaka)
 - ★ Dipodi di ne tsa senya tshingwana ya merogo ya ga Temo. (nnete)
- Tsweletsa motshameko, mme kopa barutwana go akanya ka sengwe go tswa mo kgannyeng se se ka tswang e le boammaaruri kgotsa e le maaka.

Mabokoso a ditlhaka

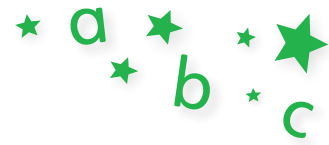
- Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: *"A o ka batla sengwe se se simololang ka modumo l/j?"* Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A small mirror
- A letter box containing objects or pictures starting with a **j**: jeresi, jase, jeme, jale, jeke, jeli

Week 2 Day 3

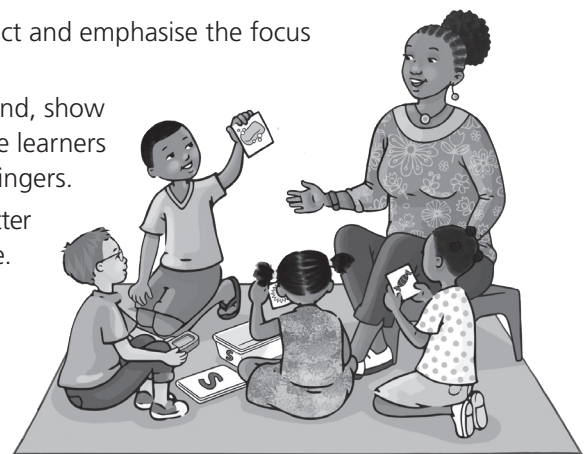
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Give some of the learners an object and then say one of the sounds. Ask all the learners who have an object starting with that sound to come forward and put the object in the correct letter box.



Small group activities

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





Lo tšile go tšhoka:

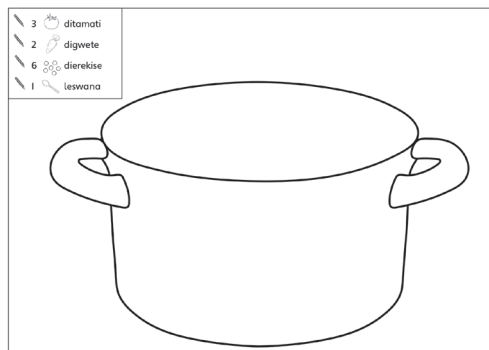
- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya Buisa o bo o dira** go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Ditshwantsho tsa maungo kgotsa maungo a nnete, seroto, mogopo wa salate ya maungo

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

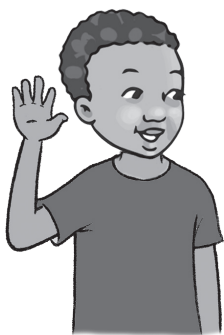
Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Tlhalosetsa barutwana gore jaanong bay a go dira tirwana e e itumedisang e e bidiwang "buisa o dire". Ba tshwanela go buisa mola mongwe le mongwe le go dira se o se buang ba dirisa sebaka se se sa kwalelang mo tsebeng.
- 3 Buisang polelo ya ntlha mmogo gape. Thala ditamati tse tharo.
- 4 Ba botse gore a go na le mongwe wa barutwana yo o ka kgonang go "buisa" gore go dirwa eng se se latelang mo lenaaneng: Thala digwete tse pedi.
- 5 Bachubeka ngalendlela ngayo yonkhe imilayeto.
- 6 Thusa barutwana fa ba palelwa ke go buisa ditaello.



Go reetsa medumo e go ithutwang yone

- 1 Dudisa marutwana ka sediko mme o ba bolelele gore o ya mabenkeleng go ya go dira salate ya maungo ya disete. Baya seroto sa maungo le dikarata tsa ditshwantsho kgotsa maungo a nnete mo gare ga sediko.
- 2 Kopa morutwana go bona setshwantsho sa leungo le le simololang ka modumo /a/ (sekao: apole) mme dira e kete o a e sega mme o e tsenye mo mogopong. Jaanong botsa morutwana mongwe go bona sengwe se se simololang ka /p/ (sekao: paenapole) mme o dire e kete o a e sega mme o e latlhela mo mogopong. Tswelala jalo ka tsela e go fitlhela ditshwantsho tsotlhe de tsentswe ka mo mogopong.
- 3 Botsa barutwana gore ke eng gape se b aka ratang go se tsenya mo salateng ya maungo, lo simolola ka modumo /kh/ – khirimi kgotsa kshetete. Dira e kete o tshela khirimi kgotsa kshetete mme o lwatse taso e e momante ya salate ya maungo.
- 4 Jaanong botsa barutwana gore a ba gakologelwa maungo a o a dirisitseng go "dira" salate ya maungo. Fa go le thata go gakologelwa, ba fe lesedi ka go bua modumo wa ntlha wa lefoko. Sekao: "Re tsentswe leungo le le simololang ka modumo /p/. Ee, paenapole."



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

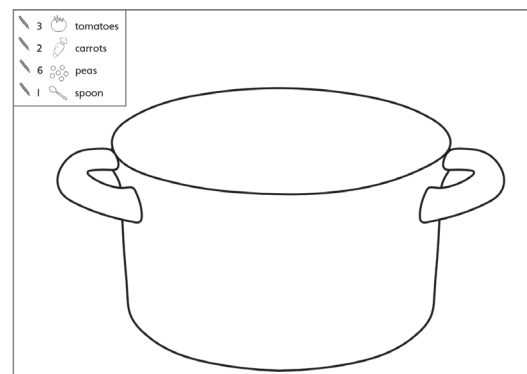
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Pictures of fruit or real fruit, a basket, a bowl for fruit salad

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 has the focus sound /a/ (for example: apple) and pretend to chop it and put it into the bowl. Then ask another learner to find something that has the focus sound /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, that has the focus sound /kh/ – khirimi kgotsa khasetete. 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 focus sound of the word. For example: “We added a fruit that has the focus 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.



Lo tile go tlhoka:

- Pampiri ya tšhate e e phetlhwangle pene ya go tshwaya
- Dikaratatshwantsho tsa mafoko a dinokontsi a amanang le kgang: digwete, sepinatšhe, tshingwana, dibutshu, dangari, seloto, tamati (O ka tsenya ditshwantsho tse dingwe tsa merogo go tswa mo dibukaneng tsa papatso tsa mabenkele), kgetsana ya lesela
- Kgetsana ya lesela, tšhoko kgotsa pene ya go tshwaya, dibadi, Prestiki

Beke 2 Letsatsi 5

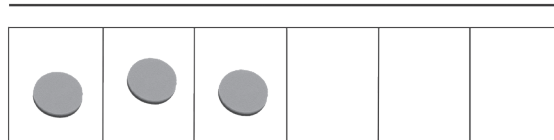
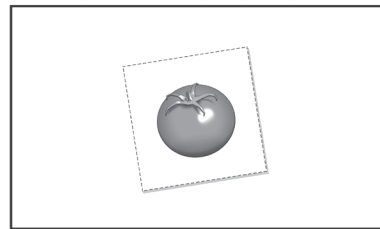
Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Botsa barutwana gore a ba gopola gore dimela tsa tshingwana ya ga Temo di tlhoka eng go gola (letsatsi, mmu, metsi). Jaanong e re: *"Ke mang a gopolang se atemo a se dirileng pele fa a ne a lema tshingwana ya gagwe? (o dirisitse foroko go dira mmu bolete). Mme o ne a dirang morago?"*
- 2 Fa lo fetsa go buisana ka dikgato tsoatlhe tsa lema merogo, botsa barutwana go go thusa go kwala dilo tse mo fatshe gore lo kgone go di gopola, mme lo di arogane le diphaposi tse dingwe.
- 3 Simolola ka go bua ka setlhogo se o batlang go se baya kwa godimo mo tsebe. Sekao: Tsela ya go jala merogo.
- 4 Jaanong kwala "Kgato 1" mme o botse barutwana se Temo a se dirileng pele. Tswelala ka tsela e, o reetsa ka tlhoafalo se barutwana ba se buang mme lo dumelane ka se lo se kwalang. Bua lefoko lengwe le lengwe fa o kwala, gore barutwana ba kgone go bona gore mafoko a ba a buang a kwalwa jang.

Go kopanya le go kgaoganya (dinoko)

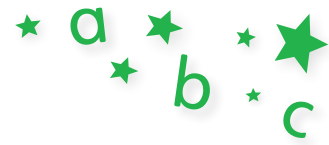
- 1 Thala boto ya **Bua-o-bo-o-tsamaisa** mo pampitshaneng ya pampiri ya tšhate e e phetlhwang kgotsa mo botong e e mo phaposiborutelong ya lona.
- 2 Tsenya dikarata tsa ditshwantsho mo bekeng ya letsela o bo o kopa morutwana go tlhopha karata ya setshwantsho sa dinokontsi go tswa mo bekeng a bo a se kgomaretsa mo sebakeng se se tona sa popego ya khutlonnetsepa mo botong ya **Bua-o-bo-o-tsamaisa**.
- 3 Morago ga moo kopa morutwana go bitsa leina la setshwantsho le go atolosa lefoko, kgotsa go le bua ka bokhutshwane, go ba thusa go utlwa noko nngwe le nngwe mo lefokong. Naya barutwana dibadi mme o ba thuse go tsamaisetsa sebadi mo teng ga boloko jo bonnye nako le nako fa ba bitsa noko.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Flipchart paper and a marker
- Picture cards of multisyllabic words relating to the story: digwete, sepinatšhe, tshingwana, dibutshu, dangari, seloto, tamati (O ka tsenya ditshwantsho tse dingwe tsa merogo go tswa mo dibukaneng tsa papatso tsa mabenkele), kgetsana ya lesela
- A cloth bag, chalk or marker, counters, Prestik

Week 2 Day 5

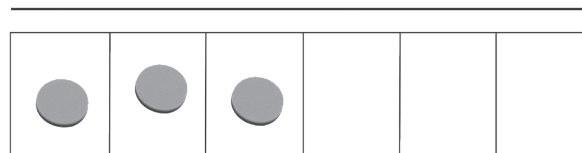
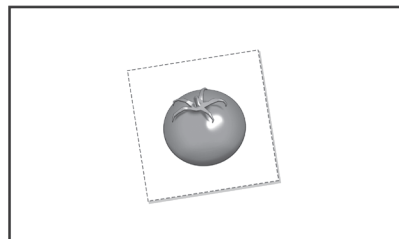
Whole class activities

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.

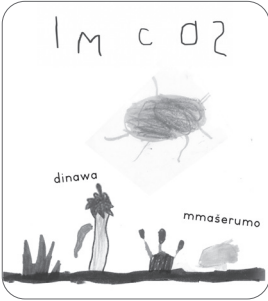




Small group activities

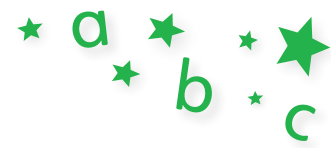
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



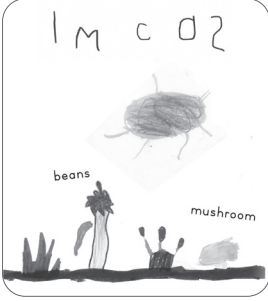


Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tlike go thala tshingwana ka merogo e e farologaneng e gola mo mmung. Fa ba fetsa go thala merogo, ba ka leibola mefuta e e farologaneng ya merogo mo tshingwaneng kgotsa ba go kope gore o ba kwalele dileibole.
<ul style="list-style-type: none"> Pitsa e kgolo ka metsi, dikhurumelo tsa dibotlolo tse ditlhaka di kwadilweng mo go tsona le leswana le legolo, dikaratatshwantsho go nyalana le medumo ya ditlhaka 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya ditlhaka tsa dikaratatshwantsho mo tafoleng di lebile godimo. Tlhalosetsa barutwana gore ba tlike go tshameka sopo ya ditlhaka. Ba tshwanetse go refosana go ntsha ditlhaka ka leswana, ba bue modumo o o dirwang ke tlhaka mme ba batle setshwantsho se se nyalanang. 
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



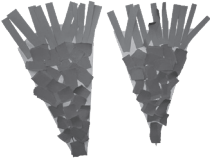
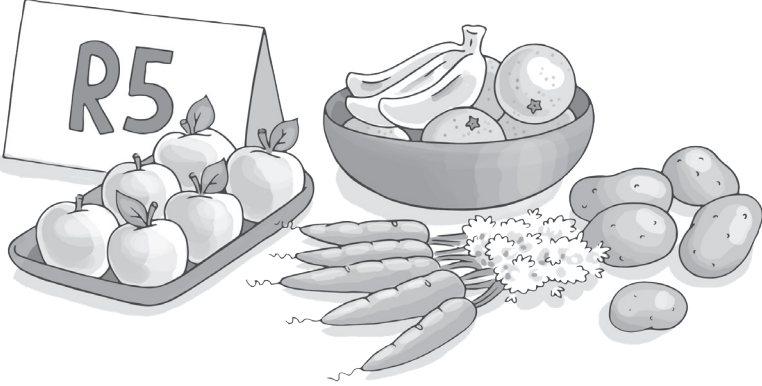


Small group activities for Week 2

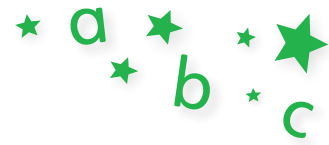
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to draw a garden with different vegetables growing in the soil.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

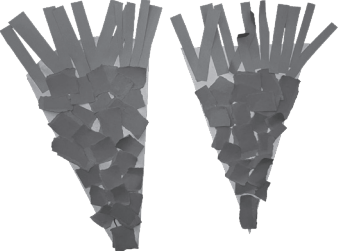
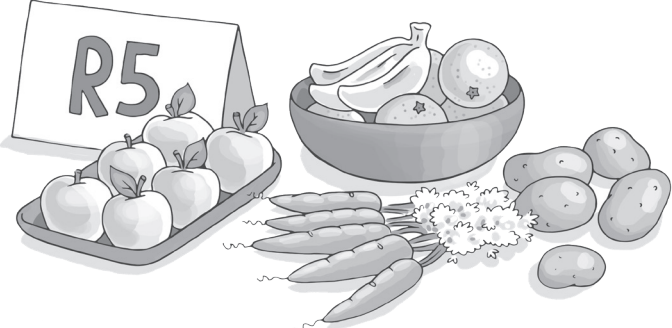




Lo tšile go thoka	Ditirwana
<ul style="list-style-type: none"> • Khateboto kgotsa dipoleiti tsa pampiri, pampiri ya mmala wa namune le pampiri ya mmala o motala (o ka dirisa ditsebe tsa dimakasine) 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Mena poleiti ya pampiri, kgotsa sega khateboto ka khutlothare e telele. 2 Tlhalosetsa barutwana gore ba tshwanetse go gagola pampiri ya mmala wa namune ka dikwere tse dinnye mme ba gagole pampiri ya mmala o motala ka manathwana. Jaanong ba ka kgomaretsa pampiri mo poleiting ya pampiri go dira segwete sa mmala wa namune ka matlakala a mmala o motala.
<ul style="list-style-type: none"> • Didirisiwa: digarata, lenaane la mabenkele, dikgetsana tsa mabenkele, diroto, ditherei tsa merogo (tša polasetiki), sekale go kala maungo le merogo, letshwao la "Tse di kgethegileng tša gompiano", dilo tša thekotlase – tlase ka 10%, letshwao le le bulegileng, thili ya theko kgotsa rejisetara ya madi (di ka dirwa ka lebokoso), diresiti tse di farologaneng tša megolo, maungo le merogo, dileibole tša tshotlwa, eiporone ya morekisi 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tša sekhutlo sa mantlwane mme o ba rotloetse go tšwelela go simolola ka Beke 1 fa ba ne ba dira e kete ba rekisa merogo kwa marakeng kgotsa kwa lebenkeleng al fa thoko ga tsela. 2 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšhameka. 





You will need	Activities
<ul style="list-style-type: none">• Cardboard or paper plates, glue, scissors, orange paper and green paper (you can use pages of magazines) 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Fold a paper plate, or cut cardboard into a long triangle.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.
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to sell vegetables at a market or roadside shop.2 Visit the corner at least once to observe and encourage the learners' game. 



★ Tshingwana ya ga Rremogolo Farouk

Kgang

Tshingwana ya ga Rremogolo Farouk e mo gare ga toropo, e dikaganyeditswe ke matlo le ke mebila e e tlananelang. Amir o dingwaga di le supa mme o rata go etela Rremogolo wa gagwe beke le beke. O rata matlhare, dithunya le ditlhare mo tshingwaneng ya ga Rremogolo.



Amir o dira le Rremogolo wa gagwe mo tshingwaneng letsatsi lotlhe. O tshela tshingwana ya dithunya menontsha mme o thusa go nosetsa dijalo. Fa ba feditse, ba itumelela go ja dipere tse di buduleng tse di golang mo setlhareng. Letsatsi lengwe Rremogolo o ne a se ka a ja pere ya gagwe. Amir a botsa a re, "Molato ke eng, Rremogolo?" Rremogolo a bontsha Amir pere ya gagwe. Pere e ne e na le matshwao a mantsi a mannye mo e neng e jelwe ke diji gone.

"Mme leba fano, Amir, dijalo tsa me di a swa," ga rialo Rremogolo.

"Goreng Rremogolo?" Amir a botsa jalo.

"Fa o ka leba sentle, o tla bona gore diji di ja dijalo," a rialo Rremogolo. "Re tlhoka dikhukhwana!" Rremogolo a mo raya jalo.

"Khukhwana ke eng, Rremogolo, mme di ka thusa jang?" Amir a botsa jalo.

"Ke ditshenekeginyana tse dinnye tse di bohibidu le bontsho tse di jang diji tse di bolayang dijalo," go a araba Rremogolo. "Kwantle ga dikhukhwana, tshingwana e tla swa."

"Ke tla go thusa go batla dikhukhwana," Amir a mo raya jalo. Amir a leba gongwe le gongwe beke yotlhe a batla dikhukhwana gore a di ise kwa tshingwaneng ya ga Rremogolo. A bona lebotlolo la galase le le senang sepe mme a tsenya dikhukhwana tsotlhe mo teng ga lone. A phunya diphatlha mo setswalong gore di kgone go hema. Fa a di bala, a fitlhela a kokoantse dikhukhwana di le lesome!

Letsatsi le le latelang, Amir a etela Ntatemogolo Farouk, a mmontsha botlolo ya gagwe e e nang le dikhukhwana di le lesome. "O dirile sentle, mosimanyana wa me, o dirile sentle!" Rremogolo a bua jalo a nyeba ka boitumelo. Rremogolo o ne a itumetse tota. Dikhukhwana di ne di tshwerwe ke tlala! Dikhukhwana tsa ja diji, mme tshingwana ya simolola go ntsha dithunya. Go simolola ka letsatsi leo go ya pele, tshingwana ya ga Rremogolo Farouk ya gola, ya gola, ya gola mme ya dira gore Rremogolo le Amir ba itumele tota.

Kgang eno e felela fano.



★ 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

Rremogolo Farouk o ne a na le tshingwana e ntle,
 Tshingwana e ntle, tshingwana e ntle.
 Rremogolo Farouk o ne a na le tshingwana e ntle,
 E tletse maungo le dithunya.

Amir a tla go nosetsa tshingwana,
 Nosetsa tshingwana, nosetsa tshingwana.
 Amir a tla le ene go nosetsa tshingwana,
 O ne a batla go thusa gore e gole.

Diji di ne tsa tla mme tsa ja dijalo.
 Tsa ja dijalo, tsa ja dijalo.
 Diji di ne tsa tla mme tsa ja dijalo.
 Re tla tlhoka dikhukhwana jaanong!

Dikhukhwana di ne tsa tla mme tsa ja diji,
 Tsa ja diji, tsa ja diji,
 Dikhukhwana di ne tsa tla mme tsa ja diji,
 Mme tshingwana ya gola ya bo ya gola!



(E opeleng ka molodi wa pina ya "The wheels on the bus" kgotsa dirisang molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

Mafoko a konokono	mo tshingwaneng	rremogolo	dijalo	diji	dikhukhwana	toropo
Mafoko a a oketsegileng:	ditlhare	monontsha	fetsa	swa	kgobokanya	go ntsha dithunya
	botlolo	itumetse	tlala	pere	dithunya	





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	





Lo tlile go tlhoka:

- Kgang: *Spot a ya evhengeleni*
- Dimpopi: Rremogolo, Amir, dikhukhwana mo lebotlolong, dijalo tse di swang, dijalo tse di thunyang, tšhitere
- Didirisiwa: pere, nete ya dikhukhu, khukhwana
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Opelang mongwe wa morumo lo re *Ke tshikinya menwana ya me* gore bana ba tle mo mmetsheng ka nako ya fa go tlotlwa dikgang.

Ke tshikinya menwana ya me

Ke tshikinya menwana ya me
Ke tshikinya menwana ya dinao
Ke tshikinya magetla
Ke tshikinya nko
Simololang (opang diatla)
Ke feditse go di tshikhinya tsotlhe!
Jaanong ke didimetse ke rile tu!

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A wena kgotsa mongwe wa lelapa la gago ba na le tshingwana? Ke eng se se golang mo tshingwaneng e? O tlhoka go dira eng go thusa gore dijalo di gole? A o kile wa tsamaya wa bona khukhwana? Dikhukhwana di lebega jang?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Ba bontshe ditshwantsho tsa dijalo, ditšheše le ditlhare di gola mo ditshingwaneng. Jaanong ba bontshe ditshwantsho tsa toropokgolo ka dikago tse dintsi kwa go sa goleng sepe gona.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelapele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *"O akanya gore ke eng se se golang mo tshingwaneng ya ga Rremogolo Farouk? Amir o rata eng ka tshingwana ya ga rremogolo wa gagwe? O akanya gore ke eng tshingwana e swa? Amir o tla bona kae dikhukhwana?"*

3 Fa o sena go tlotla kgang

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

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"feditse, fano, fa, fitlhela, Farouk. A lo utlwa modumo o re tlileng go ithuta one: Farouk, fano, fa? Ee, o nepile! Yotlhe e na le modumo /fi."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /fi: fifala, faga, fepa, feela, fula, fetlha, folaga, foroko, folutu, lefofa, lefafa, fofa, feela."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **f** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo **/f**: *"f-f-f"*. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhophha tse dinnye

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





You will need:

- Story: 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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think 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: *"feditse, fano, fa, fithela, Farouk. Can you hear the focus sound: Farouk, fano, fa?"* Yes, you are right! They all have the sound /f/.
- 2 *"Listen carefully, here are some more words that start with /f/: fifala, faga, fepa, feela, fula, fetlha, folaga, foroko, folutu, lefofa, lefafa, fofa, feela."* (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.



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

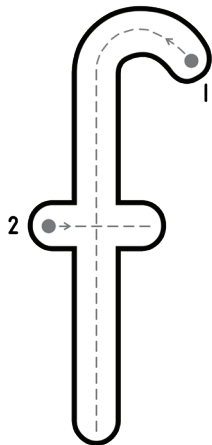
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

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



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

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



Week 1 Day 2

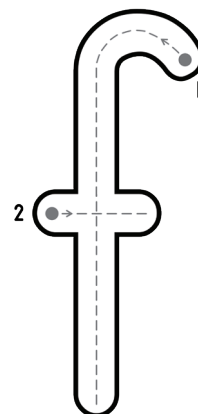
Whole class activities

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 has the focus sound /f/ or if they can think of any other words that have the focus 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 carpet, 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.



Lo tšile go tlhoka:

- Dimpopi tsa kgang
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **f**: folaga, foroko, folutu, ferekekere, fene, foriji, fofa, fensetere



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Tlisa ditšhešše kgotsa dijalo dingwe le dingwe tse di foreshe le dingwe tse di omileng le tse di suleng. Kopa barutwana go kgobokanya ngatana ya ditšhese tse di suleng kgotsa ngatana ya tse di thunyang.
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

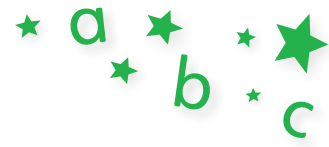
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didirisiwa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane.
- 2 Botsa dipotso ka dilo tseo: "A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa medumo e go ithutwang yone. Ka sekai: "A o ka batla sengwe se se simololang ka modumo /f/?" Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tšena selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **f**: folaga, foroko, folutu, ferekekere, fene, foriji, fofa, fensetere



Week 1 Day 3

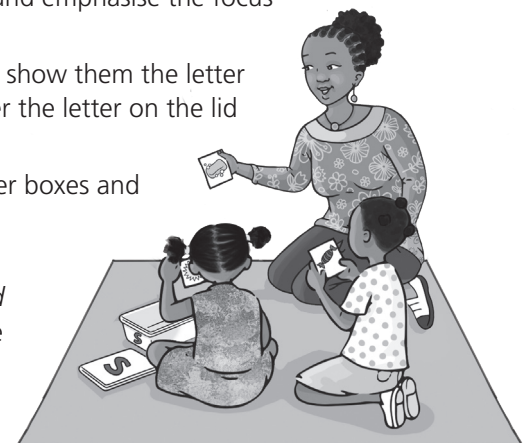
Whole class activities

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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: *"Can you find something that has the focus sound **if**?"* The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Lenathawana la Pampiri ya tšhate e e phetlhwang, Prestiki
- Ditshwantsho tsa dilo tse di bonwang mo ditshingwaneng, sekao: dithunya, dikhukhwana, dirurubele, dikgopa

Stella a re:



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

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



Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Nna le setlhopha sa ditshwantsho tse di farologaneng tsa dilo tse di fitlhelwang kwa tshingwaneng mo gare ga sediko. Tlhalosetsa barutwana gore ba tlile go go thusa go dira phousetara ya tshingwana e ntle.
- 2 E re: "Ke mang yo a ka bonang sengwe sa tshingwana ya rona o totile modumo //?" Morutwana a ka 'letlhare' setshwantsho sa kgopa mo pampiring ya tšhate ya go phatlololwa. Botsa gore a morutwana mongwe a ka bona sengwe se se simololang ka / **kh/** mme morutwana a tlhophe 'khukhwana' mme a e kgomaretse mo pampiring ya tšhate ya go phatlololwa.

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures
- 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:

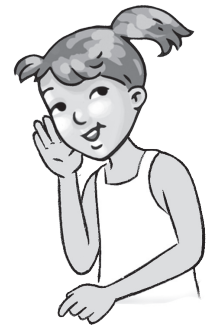


These are useful questions to ask about each picture:

- "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 /l/?" A learner can stick a picture of a 'letlhare' onto the blank flipchart paper. Ask if another learner can find something that has the focus sound /kh/ and the learner selects a 'khukhwana' 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.



Lo tlile go tlhoka:

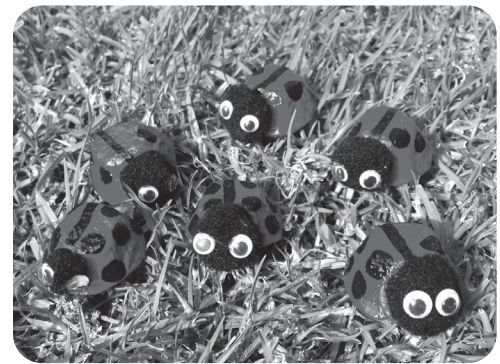
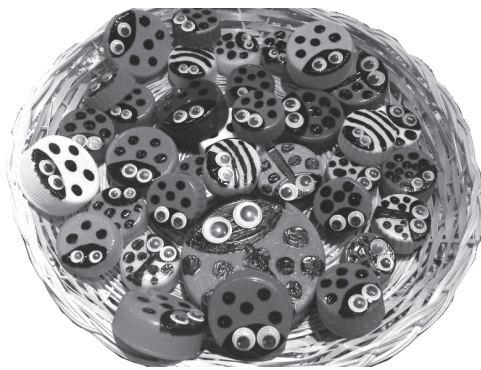
- Matlapana a a borethe kgotsa dikhurumelo tsa mabotlolo kgotsa mabokoso a mae, matlho a polasetiki (seno ga se patelediwe ka gone matlho a ka nna a pentiwa)
- Pente e khibidu, e ntsho le e tshweu, maborashe a go penta, sengaparetsi, sekere, beke ya letsela
- Ditshwantsho tsa ditshenekegi le ditshedi tsa mo tshingwaneng

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go dira dikhukhwana ba dirisa mabokoso a mae, matlapana a a borethe kgotsa dikhurumelo tsa mabotlolo.
- 2 Bua ka popego ya tsone (kgolokwe) le mmala (o mohibidu ka marontho a mantsho). Bua ka diphuka le matlho a khukhwana.
- 3 Barutwana ba ka nna ba penta mabokoso a mae, matlapana a a borethe kgotsa dikhurumelo tsa mabotlolo bohibidu. Fa pente e ntse e oma, ba ka nna ba penta/ba thala setshwantsho sa bojang kgotsa sa matlhare mo tsebeng.
- 4 Fa pente e sena go oma, ba ka nna ba thala marontho ba bo ba thala kgotsa ba kgomaretsa matlho. Morago ga moo ba beye khukhwana ya bone e ba e feditseng mo tsebeng mme tlhaga kgotsa matlhare a le mo godimo ga yone



Go kopanya le go kgaoganya (dinoko)

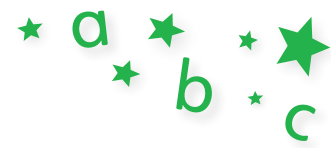
- 1 Bontsha barutwana ditshwantsho tsa ditshenekegi tsa mo tshingwaneng le ditshedinyana tsa yone. Kopa barutwana go go thusa go bitsa leina la setshwantsho sengwe le sengwe mme lo kgomaretsa ditshwantsho mo leboteng kgotsa lo di beye mo mosemeng gore barutwana botlhe ba di bone.
- 2 Morago ga moo tsenyang setshwantsho mo bekeng. Tlhopha morutwana, mme o mo kope go ntsha sengwe sa ditshwantsho mo bekeng. Ba leke bo bitsa leina la tshenekegi kgotsa la segagabi ka iketlo, ba le kgaoganye ka dinoko.
- 3 Barutwana ba bangwe ba reetse se ba se buang, ba bo ba kopanya dinoko mmogo go dira lefoko.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

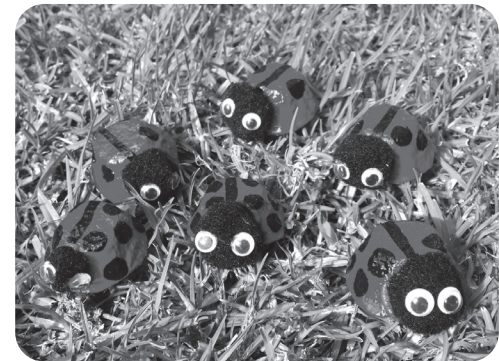
- Pebbles or bottle tops or egg boxes, plastic eyes (this is optional as eyes can also be painted on)
- Red, black and white paint, paintbrushes, glue, scissors, a cloth bag
- Pictures of insects and garden creatures

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 carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the 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.






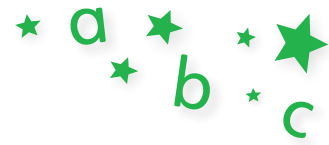
Small group activities

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







Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <p>Tshingwana ya ga Rremogolo Farouk</p>  <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyega fa bangwe ba barutwana ba kwala ditlhaka tse ditelelelele ntle le diphatlhana.</i></p>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba agolele maiteko a bone.
<ul style="list-style-type: none"> Metshameko ya boto e mebedi ya Ditlhaka tsa noga Ditaese tse pedi, dikhaontara 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana melao: <ul style="list-style-type: none"> Barutwana ba simolola ka go tsenya dikhaontara tsa bona mo tlhogong ya noga. Barutwana ba refosana go latlhela letaese le go sutisa dikhaontara sekgala se se siameng. Fa ba ema mo tlhakeng, ba tshwanetse go bua modumo o o totilweng mme ba sutisetse khaontara ya bona kwa pele kwa setshwantshong se se simololang ka tlhaka eo. Morutwana wa ntlha go fitlha kwa bokhutlhong jwa noga ke mofenyi mme motshameko o fedile. Fa barutwana ba tshamekile motshameko o ga mmalwa, o ka itsise molao o mošwa: fa ba ema mo setshwantshong, ba tshwanetse go itsise setshwantsho, ba bue modumo o o totilweng mme jaanong ba boele morago kwa tlhakeng e e tsamaisanang.
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa. Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons <div data-bbox="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>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Two Letter snake game boards Two dice, counters <div data-bbox="249 1295 539 1579">  </div>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain the rules to the learners: <ul style="list-style-type: none"> Learners begin by putting their counters on the snake's head. Learners take turns to throw the dice and move the counter the correct number of spaces. If they land on a letter, they must say the focus sound and move their counter forward to a picture that has that letter. The first learner to reach the end of the snake is the winner and the game is over. 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.
<ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1692 510 1984">  </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. 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. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.



Lo tile go tlhoka

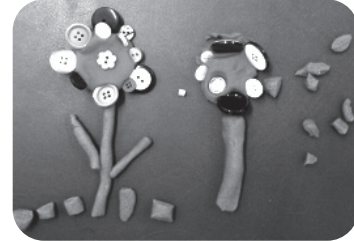
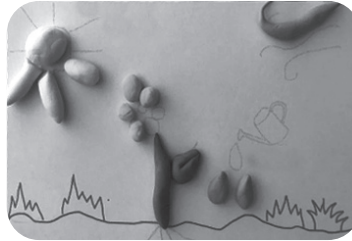
- Tege ya motshameko, mmetshe wa tege ya go motshameko
- Dikonopi, dipeo, dilthokwa

- Didirisiwa: keribane, dipitsa tsa dijalo, garawe, foroko ya tshingwana, ditlafafo, dilo tse di dirisitsweng gape go dira dipitsa tse di farologaneng tsa dipitsa tsa dijalo (sekao: dibotlolo tsa polasestiki), dipeo, dipakete tsa dipeo, mogala go tsenya diodara, moteme wa go nosetsa, hosephaephe, dileibole tsa dijalo tse di farologaneng, disetikara tsa ditlhotlhwa, khalukeleitara, madi a maitirelo

Ditirwana

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

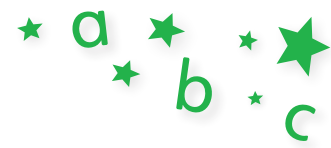
- 1 Tlhalosetsa barutwana gore ba tlile go dirisa tege ya go motshameko go dira tshingwana e ntle mo mmetsheng wa tege ya go motshameko.

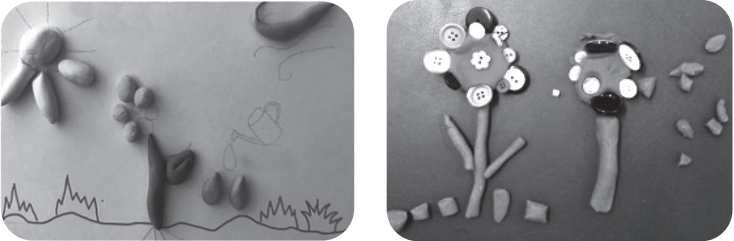



Tirwana 5: Mantlwane

- 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha.
- 2 Ba tlhalosetse gore ba tlile go dira e kete lefelo la tshingwana ke la bona kgotsa ba le etele go reka dijalo tsa tshingwana ya bona.
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai:





You will need	Activities
<ul style="list-style-type: none">• Playdough, playdough mat• Buttons, seeds, sticks	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Explain to learners that they are going to use the playdough to make a beautiful garden on the playdough mat. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Lead the group to the pretend play corner and show them the new props.2 Explain to them that they are going to pretend to own or visit a garden centre to buy plants for their garden.3 Visit the corner at least once to observe and encourage the learners' pretend play. 





Lo tlile go tlhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



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



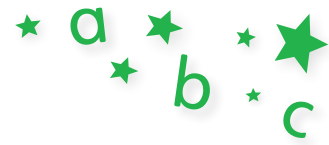
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"supa, setlhareng, sentle, senang, sepe, sekhurumelong, simolola. A lo utlwa modumo o re tlileng go ithuta one: supa, sentle, simolola? Ee, o nepile! Yotlhe e na le modumo /s/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /s/: setulo, seatla, sebaga, seboko, sediko, seipone, sekere, sesiro, sesupanako, segwagwa, sefako, sebeso, sapa."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **s** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /s/: **"s-s-s"**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "supa, setlhareng, sentle, senang, sepe, sekhurumelong, simolola. Can you hear the focus sound: **supa**, **sentle**, **simolola**? Yes, you are right! The focus sound is /s/.
- 2 "Listen carefully, here are some more words that start with /s/: **setulo**, **seatla**, **sebaka**, **seboko**, **sediko**, **seipone**, **sekere**, **sesiro**, **sesupanako**, **segwagwa**, **sefako**, **sebeso**, **sapa**.." (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.





Lo tšile go tšhoka:

- Buka e Kgolo: *Tšhingwana ya ga Rremogolo Farouk*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

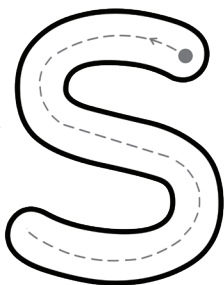
Puisokopanelo – Buka e Kgolo

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



Go bopa tšhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /s/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /s/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira **sebokwana** se se roromang ka monwana wa bona wa tshupabalo.
- 3 Botsa barutwana gore a ba a gopola gore tšhaka ya **s** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tšhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, dikologela ka fa molemeng o bo o dikologela ka fa mojang."
- 4 Kopa barutwana go ithuta go bopa tšhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tšhaka.
- 5 Fa o sena go bontsha sekao sa gore tšhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tšhaka mekgetlho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tšhaka e o dirang fa ba ntse ba kwala tšhaka.



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

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

Week 2 Day 2

Whole class activities

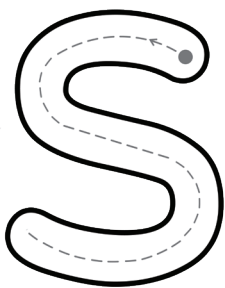
Shared reading – Big Book

- 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 has the focus sound /s/ or if they can think of any other words that have the focus sound /s/.
- 2 Learners can make a little wiggling worm with their left index finger (**sebokwana**).
- 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, go round.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and 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.





Lo tšile go tlhoka:

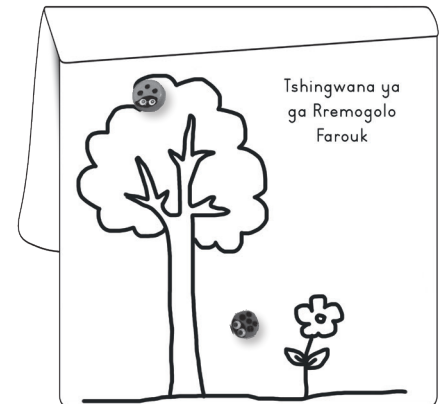
- Pampiri ya tšhate e e phetlhwang le pene ya go tshwaya
- Dikhukhwana tse di dirilweng ke barutwana
- Prestiki
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **s**: setulo, seatla, sebaga, seboko, sediko, seipone, sekhafo, sekere, semonamone, seroto, sesiro, sesupanako, setena, sukiri, segwagwa, setimela, sefofane, serurubele

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Mo pampiring ya tšhate e e phetlhwang, thala setshwantsho sa lebala le setlhare se segolo se se nang le dikala le matlhare. Thala sethunya se se nang le thito le matlhare fa thoko ga setlhare.
- 2 Tlhopha dikhukhwana dingwe tse barutwana ba di dirileng. Thalosa gore ba tshwanetse go reetsa ka kelotlhoko mme ba kgomaretse dikhukhwana tsa bone mo lefelong le le tshwanetseng ka Prestiki:
 - ★ mo setlhareng/ sethunyang/ letlhareng/ kaleng/ lebaleng
 - ★ ka fa tlase ga setlhare/ sethunya/ letlhare/ kala/ lebala
 - ★ fa godimo ga setlhare/ sethunya/ letlhare/ kala/ lebala
 - ★ fa thoko ga setlhare/ sethunya/ letlhare/ kala/ lebala
 - ★ fa godimo ga setlhare/sethunya
 - ★ fa gare ga setlhare le sethunya



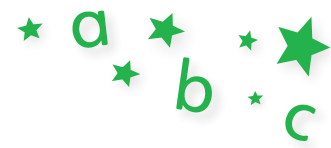
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa selo seo ba reng ka puogae ya bone. O bo o ba naya lefoko leo ka puo e o rutang ka yone. Ba kope go tshola dilo kgotsa ditshwantsho mme ba di fetisetsane
- 2 Botsa dipotso ka dilo tseo: *"A o kile wa bona sengwe sa dilo tseno? Re se dirisetsa eng? Mmala wa sone ke ofe? Se utlwala jang?"*
- 3 Bitsa maina a dilo mme o gatelele modumo o go ithutwang one. Botsa barutwana gore a ba kgona go utlwa modumo o go ithutwang one.
- 4 Kopa barutwana go bitsa leina la selo sengwe le sengwe mme ba gatelele modumo o go ithutwang one fa ba bitsa mafoko ao.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka. Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.
- 6 Jaanong kopanya dilo go tswa mo mabokosong a le mabedi kgotsa go feta a ditlhaka o bo o di ala fa fatshe kgotsa mo tafoleng.
- 7 Kopa barutwana go batla dilo tse di nang le mongwe wa modumo e go ithutwang yone. Ka sekai: *"A o ka batla sengwe se se simololang ka modumo **lg!**?"* Morutwana a bitse selo seo, a bitse modumo o o simololang a bo a tsenya selo seo mo teng ga lebokoso la ditlhaka le le tshwanetseng.

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Flipchart paper and a marker
- Ladybirds made by learners
- Prestik
- A letter box containing objects or pictures starting with a **s**: setulo, seatla, sebaga, seboko, sediko, seipone, sekhafo, sekere, semonamone, seroto, sesiro, sesupanako, setena, sukiri, segwagwa, setimela, sefofane, serurubele

Week 2 Day 3

Whole class activities

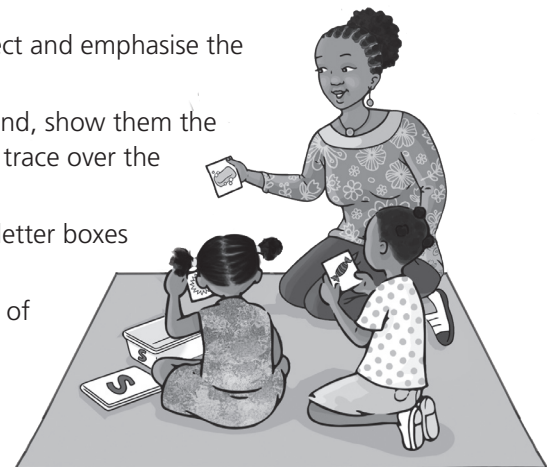
Learning to listen

- 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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that has the focus sound /g/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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



Lo tlile go tlhoka:

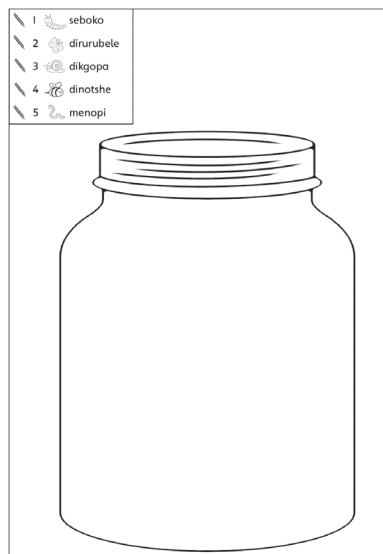
- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya Buisa o bo o dira** go moithuti mongwe le mongwe
- Dipente tsa menwana tsa mmala e e farologaneng, dikherayone tse di mafura tsa jumbo kgotsa dikhokhi
- Pampiri ya tshate e e phetlhwang, Prestiki
- Ditshwantsho tsa dilo tse di bonwang mo ditshingwaneng, sekao: dithunya, dikhukhwana, dirurubele, dikgopa

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Botsa barutwana gore ke ditshenekegi le diphologolo tsefe tse di fitlhelwang mo tshingwaneng go e tshola e itekanetse. Sekao: Dirurubele le dinotshe di dulafatsa dithunya, dikgogo di ja dikokonyane, dinogametsana di thusa go dira gore mmu o itekanele, dinonyane di ja dibokwana tse di jang dimela.
- 2 Tlhalosetsa barutwana gore ba tlile go latela ditaello tsa "buisa le go dira" le go dirisa dipente tsa menwana go gatisa ditshenekegi le diphologolo tse di tsholang tshingwana e itekanetse.
- 3 Fa ba fetsa go dira kgatisomenwana, ba bontshe gore ba ka tsenya jang maoto, dinakana le matlho ka dikherayone tsa bona kgotsa dikhoki.
- 4 Thusa barutwana fa ba palelwa ke go buisa ditaello.



Go reetsa medumo e go ithutwang yone

- 1 Nna le setlhophsa sa ditshwantsho tse di farologaneng tsa dilo tse di fitlhelwang kwa tshingwaneng mo gare ga sediko. Tlhalosetsa barutwana gore ba tlile go go thusa go dira phousetara ya tshingwana e ntle.
- 2 E re: "Ke mang yo a ka bonang sengwe sa tshingwana ya rona o totile modumo //?" Morutwana a ka letlhare setshwantsho sa kgopa mo pampiring ya tshate ya go phatlololwa. Botsa gore a morutwana mongwe a ka bona sengwe se se simololang ka /kh/ mme morutwana a tlophe khukhwana mme a e kgomaretse mo pampiring ya tshate ya go phatlololwa.

Ditirwana tsa ditlhophsa tse dinnye

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





You will need:

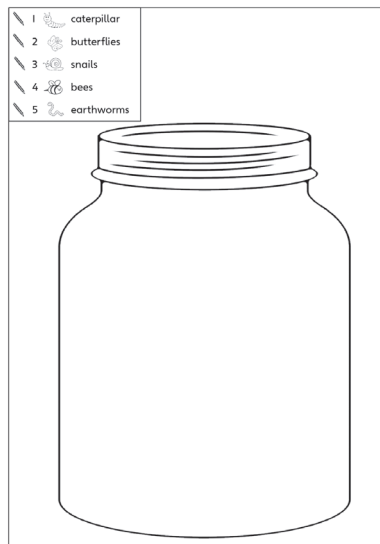
- A photocopy of the **Read and do activity page** for each learner
- Different colour fingerpaints, Jumbo wax crayons or kokis
- Piece of flipchart paper, Prestik
- Pictures of things found in gardens, for example: figs, sticks, butterflies, ladybirds, flowers

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 /l/?” A learner can stick a picture of a ‘*letlhare*’ onto the blank flipchart paper. Ask if another learner can find something that has the focus sound /kh/ and the learner selects a ‘*khukhwana*’ 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.





Lo tile go tlhoka:

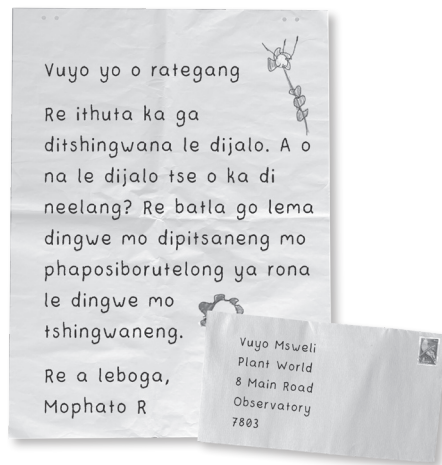
- Lenathwana la pampiri ya tšhate e e phetlhwang, pene e e tshwayang
- Kgetsana e nnye ka ditshwantsho kgotsa dilo tsa ditshenekegi le dibopiwa tsa tshingwana tsa mafoko a dinokontsi tse di nyalanang le leinane.

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tile go go thusa go kwalela lekwalo go lefelo la selegae la tshingwana/moagisani yo a nang le tshingwana. Mo lekwalong, o batla go tlhalosa gore phaposi e ntse e ithuta ka ditshingwana le ditshenekegi, mme lo batla go botsa gore a ba ka neelana ka dimela dingwe tse phaposi e ka di jalang mo dipitsaneng mo phaposing kgotsa mo bolaong jwa lebala la sekolo.
- 2 Buisanang gore lo ka kopa mang dimela jaanong bua ka moo lo ka simololang lekwalo: ... yo o rategang
- 3 Kopa barutwana go go thusa ka maele a se o ka se kwalang se se latelang. Reetsa maele a bona, mme lo dumelane ka se lo batlang go se kwala. Kwalang ka bophepa ka ditlhaka tse dinnye, lo bua lefoko lengwe le lengwe fa lo kwala.
- 4 Fa go na le nako, barutwana ba ka kgabisa mokwalo ka ditshwantsho tsa dithunya.
- 5 Mena lekwalo mme o le romelele kwa moagisaneng, kgotsa o le ise kwa lefelong la selegae la tshingwana mme o botse gore a b aka neelana ka dimela dingwe kgotsa ba di rekisa ka tlhotlhwatlase fa o rekela phaposi ya gago dimela.
- 6 Fa o amogetse dimela, barutwana b aka go thusa go kwala lekwalo le go thala ditshwantsho e le tsela ya go leboga.



Go kopanya le go kgaoganya (dinoko)

- 1 Bontsha barutwana ditshwantsho tsa ditshenekegi tsa mo tshingwaneng le ditshedinyana tsa yone. Kopa barutwana go go thusa go bitsa leina la setshwantsho sengwe le sengwe mme lo kgomaretse ditshwantsho mo leboteng kgotsa lo di beye mo mosemeng gore barutwana botlhe ba di bone.
- 2 Morago ga moo tsenyang setshwantsho mo bekeng. Tlhopha morutwana, mme o mo kope go ntsha sengwe sa ditshwantsho mo bekeng. Ba leke bo bitsa leina la tshenekegi kgotsa la segagabi ka iketlo, ba le kgaoganye ka dinoko.
- 3 Barutwana ba bangwe ba reetse se ba se buang, ba bo ba kopanya dinoko mmogo go dira lefoko.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- 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 carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the 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.

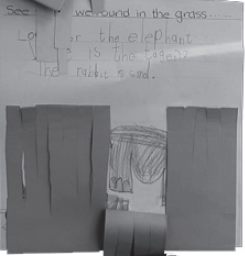




Small group activities

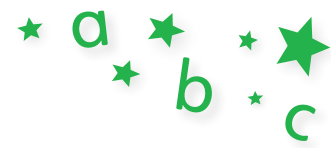
Remind learners about the small group activities, the rules for each activity and the tidy-up process.



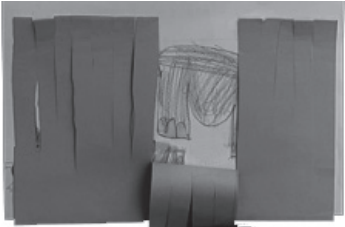


Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Pampiri ya mmala o motala Dikherayone tse di mafura tsa jumbo, sekgomaretsi le sekere 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tlile go thala dibopiwa (digagabi kgotsa diphologolo) tse ka gongwa ba ka di fitlhelang di tishubile mo bojannyeng. Sekao: khukhu, seboko, khukhwana. Fa ba feditse go thala, ba ka leibola setshwantsho sa bona kgotsa ba kopa thuso go kwala leina la sebopiwa. Jaanong barutwana ba ka sega manathwana mo pampiring ya mmala o motala mme ba a kgomaretsa mo tlase ga tsebe, gore e kgone go phepheula mo setshwantshong sa bona le go bonala jaaka bojang. Ba ka kopa tsala go fopholetsa se se fitlhegileng mo bojang mme ba tsholetse manathwana a mmala o motala go bona fa ba nepile.
<ul style="list-style-type: none"> Metshameko ya boto e mebedi ya Ditlhaka tsa noga Ditaese tse pedi, dikhaontara 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana melao: <ul style="list-style-type: none"> Barutwana ba simolola ka go tsenya dikhaontara tsa bona mo tlhogong ya noga. Barutwana ba refosana go latlhela letaese le go sutisa dikhaontara sekgala se se siameng. Fa ba ema mo tlhakeng, ba tshwanetse go bua modumo o o totilweng mme ba sutisetse khaontara ya bona kwa pele kwa setshwantshong se se simololang ka tlhaka eo. Morutwana wa ntlha go fitlha kwa bokhutlhong jwa noga ke mofenyi mme motshameko o fedile. Fa barutwana ba tshamekile motshameko o ga mmalwa, o ka itsise molao o mošwa: fa ba ema mo setshwantshong, ba tshwanetse go itsise setshwantsho, ba bue modumo o o totilweng mme jaanong ba boele morago kwa tlhakeng e e tsamaisanang.
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



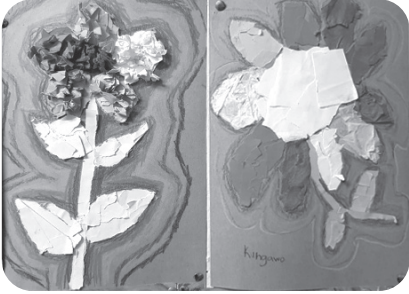



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none">• A blank A4 page for each learner• Green paper• Jumbo wax crayons, scissors and glue 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none">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.2 Once they have finished their drawing, they can label their picture or ask for help writing the name of the creature.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.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.
<ul style="list-style-type: none">• Two Letter snake game boards• Two dice, counters 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none">1 Explain the rules to the learners:<ul style="list-style-type: none">• Learners begin by putting their counters on the snake's head.• Learners take turns to throw the dice and move the counter the correct number of spaces.• If they land on a letter, they must say the sound and move their counter forward to a picture that has that letter.• The first learner to reach the end of the snake is the winner and the game is over.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
<ul style="list-style-type: none">• Books, magazines, folded little books, Big Books and leaflets 	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none">1 Lead the group to the book corner or give the group a pile of books.2 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.3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.4 Visit the corner to observe and encourage the learners' reading.

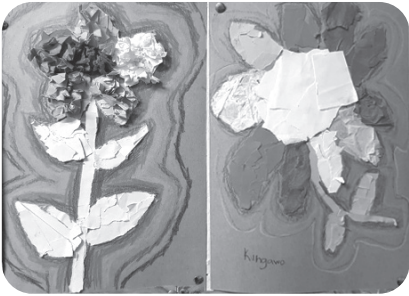





Lo tšile go tlhoka	Ditirwana
<ul style="list-style-type: none"> • Lenathwana la khateboto e e dirisitsweng gape ya morutwana mongwe le mongwe • Dikherayone tse di mafura tsa jumbo, sekgomaretsi • Pampiri ya mmala kgotsa pampiri ya thišu 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Tlhalosetsa barutwana gore ba tshwanetse go thala setshwantsho sa tšheše e kgolo mo khatebotong. Jaanong ba tshwanetse go gagola pampiri ka manathwana a mannye mme ba a kgomaretse mo khatebotong go dira tšheše. Gape ba ka nna ba goloka pampiri ka dibolo tse dinnye mme ba e kgomaretsa mo khatebotong. 
<ul style="list-style-type: none"> • Didirisiwa: keribane, dipitsa tsa dijalo, garawe, foroko ya tshingwana, ditlalafo, dilo tse di dirisitsweng gape go dira dipitsa tse di farologaneng tsa dipitsa tsa dijalo (sekao: dibotlolo tsa polasestiki), dipeo, dipakete tsa dipeo, mogala go tsenya diodara, moteme wa go nosetsa, hosephaephe, dileibole tsa dijalo tse di farologaneng, disetikara tsa ditlhotlhwa, khalukeleitara, madi a maitirelo 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswelela go simolola ka Beke 1 fa ba dira e kete ba dira kwa lefelong la tshingwana kgotsa ba le etetse. 2 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. 





You will need	Activities
<ul style="list-style-type: none">• A piece of recycled cardboard for each learner• Jumbo wax crayons, glue• Coloured paper or tissue paper	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">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. 
<ul style="list-style-type: none">• 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	<p>Activity 5: Pretend play</p> <ol style="list-style-type: none">1 Remind learners about the props in the pretend play corner and encourage them to continue from Week 1 when they pretended to be working in or visiting a garden centre.2 Visit the corner at least once to observe and encourage the learners' pretend play. 



★ Kgweditsharo 4: Sekao sa rekoto e e tswelelang pele ya tekolo (lennaetlhatlhobo)

	Go reetsa le go bua	Ditumatlhaka, Go buisa le Go Leba	Mokwalo wa Seatla le Tshimololo ya go kwala															
✓ Fitlheletswa	Go reetsa ditaello tse di mmalwa tse di raraaneng mme o di diragatse.	Kgaoganyana mafoko a a nang le dinoko tse dintsi ka dinoko.	O ithuta go laola mesifa e mennye a dirisa sekere go segolala ditshwantsho tse di nang le ntsha ya bontsho jo bo tseneletseng, dipopego, jji.	Tshwara dikheraeyone a dirisa mokgwa o o amogelesegang wa go e tsamaisa, a kwale a ntse ka mokgwa o o siametseng motho go ka kwala.	O bopa ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maborashe a pente, dikherayone tse di bonota, jji ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa lelhakoreng le le siameng.	Buisang ditlhakengwa tse lo itlhametsweng tsona kgotsa tse di tlhamilweng ke setlhopha se se rileng mo phaposing. Sekao, dipolelo di kwala ke morutabana, barutwana ba mo lebile ba mmitseta.	Thala ditshwantsho go fetisa molaetsa ka ga matemogelo a gago o dirise se jaaka se o simololang go kwala ka ga sona.	O dira mateko a go kwala ditlhaka a dirisa mela e e motsopodia, ka go kgwarinya le ka go "buisa" mokwalo wa gagwe: O 'buisa' se mela e e motsopodia e se bolelang.	Diragatsa go kwala mo metshamerekong e e farologaneng: dira dikarata tsa go dumedisa, kwala makwalo, jji. O kopolola mafoko a a kwadilweng mo tikologong fa a ntse a tshameka.									
• Ga o a fitlhelelwa	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Amanya medumo le dialefabete le mafoko mme o tlhoganaye gore mafoko a bopilwe ka medumo e e fetang bongwe.	Buisa dibuka ka nosi go tswa kwa laeboraring kgotsa mo sekhutlwaneeng sa puiso sa mo phaposing go ijesa monate, o phutholola ditsebe ka tshwanele, o be o bontshe matsholo a a siameng a go tshola dibuka.	Buisang ditlhakengwa mmogo mme lo oketse go itshepa le go ijesa monate ka nako ya puisokopanelo.	Diragatsa kgang, pina kgotsa leboko.	Simolola go 'buisa' mafoko a a tlhagelwang kgapetsakgapetsa mo phaposing le kwa sekolong.	Ga a kgonamitse buka e bile o phetha ditsebe sentle. Buisanang ka ga go tshwara dibuka le tlhokomelo ya tsona.	Diragatsa kgang, pina kgotsa leboko.	Diragatsa go 'buisa' mafoko a a tlhagelwang kgapetsakgapetsa mo phaposing le kwa sekolong.	Buisa dibuka ka nosi go tswa kwa laeboraring kgotsa mo sekhutlwaneeng sa puiso sa mo phaposing go ijesa monate, o phutholola ditsebe ka tshwanele, o be o bontshe matsholo a a siameng a go tshola dibuka.	Buisang ditlhakengwa mmogo mme lo oketse go itshepa le go ijesa monate ka nako ya puisokopanelo.							
✗ Ga o ise o fitlhelelwe	Opela dipina le dirame o diragatse ka bowena.	Kgaoganyana mafoko a a nang le dinoko tse dintsi ka dinoko.	Opela dipina le dirame o diragatse ka bowena.	Botsa dipotso mme o batle ditlaloso mo dibukeng.	Opela dipina le dirame o diragatse ka bowena.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.							
Letlha																		
Maina																		

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

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

★ Kgweditharo 4: Go reetsa le go bua Lenaanethalo 1 & 2

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

★ 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.

★ Kgweditharo 4: Ditumatlhaka, Go Buisa le Go Leba Lenaanethalo 1-3

Mokgwa wa tekolo	1. Ga o a fitlhelelwa (0 – 29%)	2. Phitlhelelo e mo magareng (30 – 49%)	3. Phitlhelelo e lekaneng (50 – 74%)	4. Phitlhelelo e kgolo go di feta (75 – 100%)
1 O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona	O kgona go lemoga 0-3 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 4-6 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 7-11 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 12 kgotsa fetang ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno
2 O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe le mafoko a mangwe.	Ga a lemoge gore mafoko a dirilwe ka medumo; ga a kgone go bitsa modumo o o simololang leina la gagwe kgotsa mafoko a mangwe.	O kgona go bitsa modumo o o simololang leina la gagwe mme o palelwa ke go ntsha karabo fa a bodiwa modumo o o simololang wa mafoko a mangwe.	O kgona go bitsa modumo o o simololang leina la gagwe; o kgona go bitsa modumo o o simololang wa mafoko a mangwe.	Ka metlha o kgona go bitsa modumo o o simololang leina la gagwe le mafoko a mangwe.
3 O itlhamela kgang ka go buisa ditshwantsho.	Ga a kgone go dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; o thalosa ditshwantsho a dirisa puo e e lekanyeditsweng fela thata.	O dirisa ditshwantsho go boelela pele le go thalosa kgang mme ka go thusiwa.	O dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; a ka nna a 'buisa ka lentse' a le fetotse'.	O dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; o bontsha go thaloganya gore ditshwantsho le mafoko di a amana, mme ga di tshwane; o 'buisa ka lentse a le fetotse'; o supa mokwalo fa a o 'buisa'.

★ 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%)
1 Recognises aurally and visually some consonants and vowels	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.
2 Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words	Does not recognise that words are made up of sounds; unable to give the beginning sound of own name or other words.	Able to give beginning sound of own name, but struggles when asked for beginning sound of other words.	Able to give the beginning sound of own name; able to give the beginning sound of some other words.	Consistently able to give the beginning sound of own name and other words.
3 Makes up own story by reading the pictures	Not able to use pictures to predict what the story is about; describes pictures using very limited language.	Uses pictures to predict and describe the story, but with assistance.	Uses pictures to predict what the story is about; might adopt a “reading voice”.	Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”.

★ Kgweditharo 4: Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 1-3

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

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

★ Dira tege ya motshameko

Lo tlile go tlhoka

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



Dikgato

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

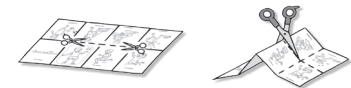
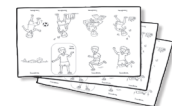
Thuthafatsa tege ya motshameko ka go e tamusa mo diatleng tsa gago. Eno ke thutiso e e siametseng thata mesifa ya bana ya diatla. Paka tege ya motshameko mo dikgetsang tsa polasetiki go e boloka e foreše mme o e boloke mo teng ga foritšhi, fa go kgonega, kgotsa mo lefelong le le tsiditsana.



★ Dira bukana

Dikgato

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



★ How to make playdough


You will need

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



Steps

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

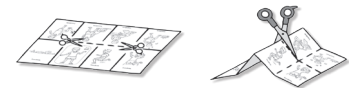
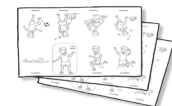


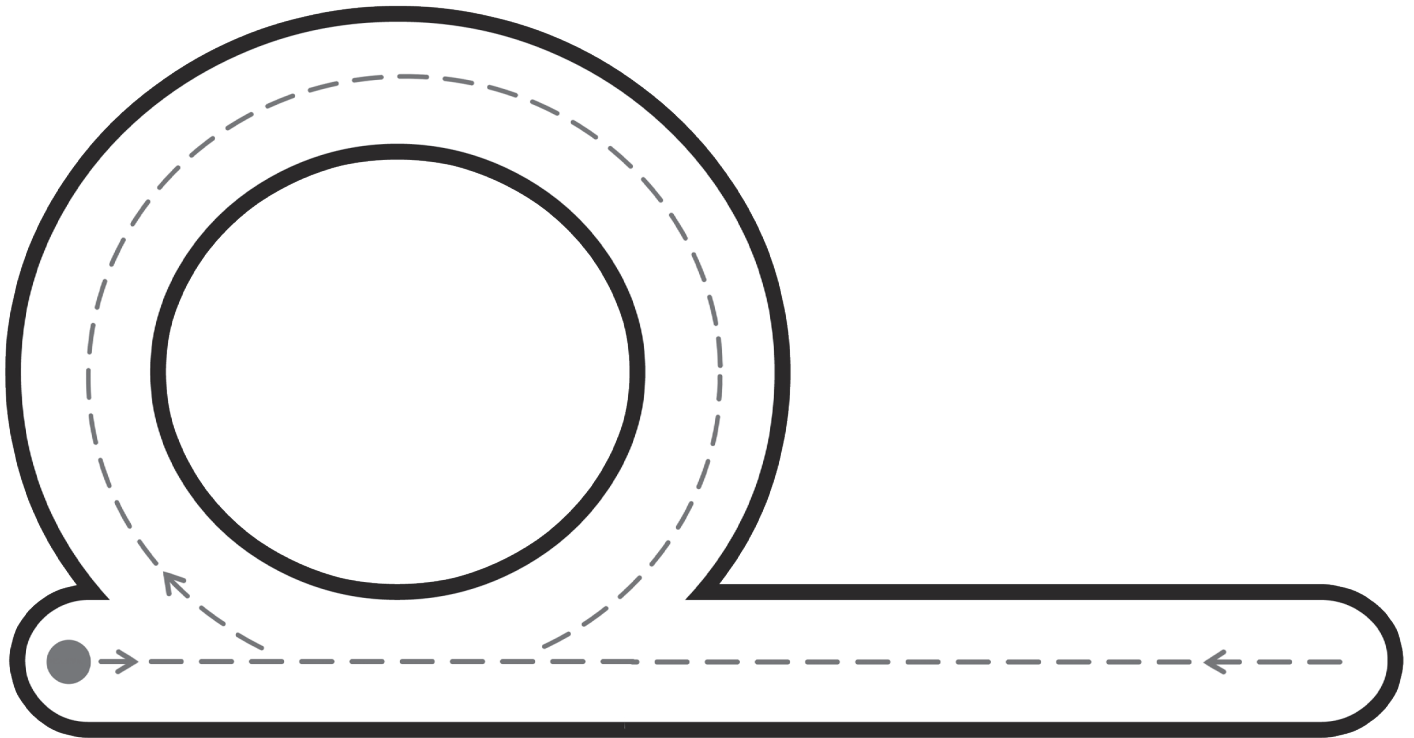
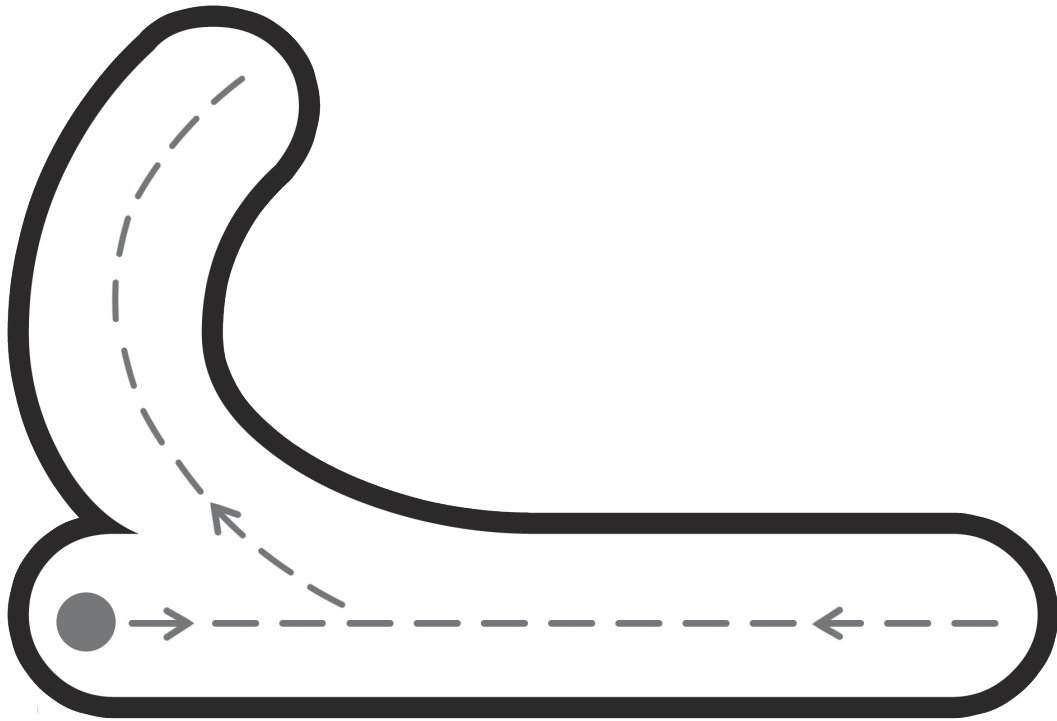
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

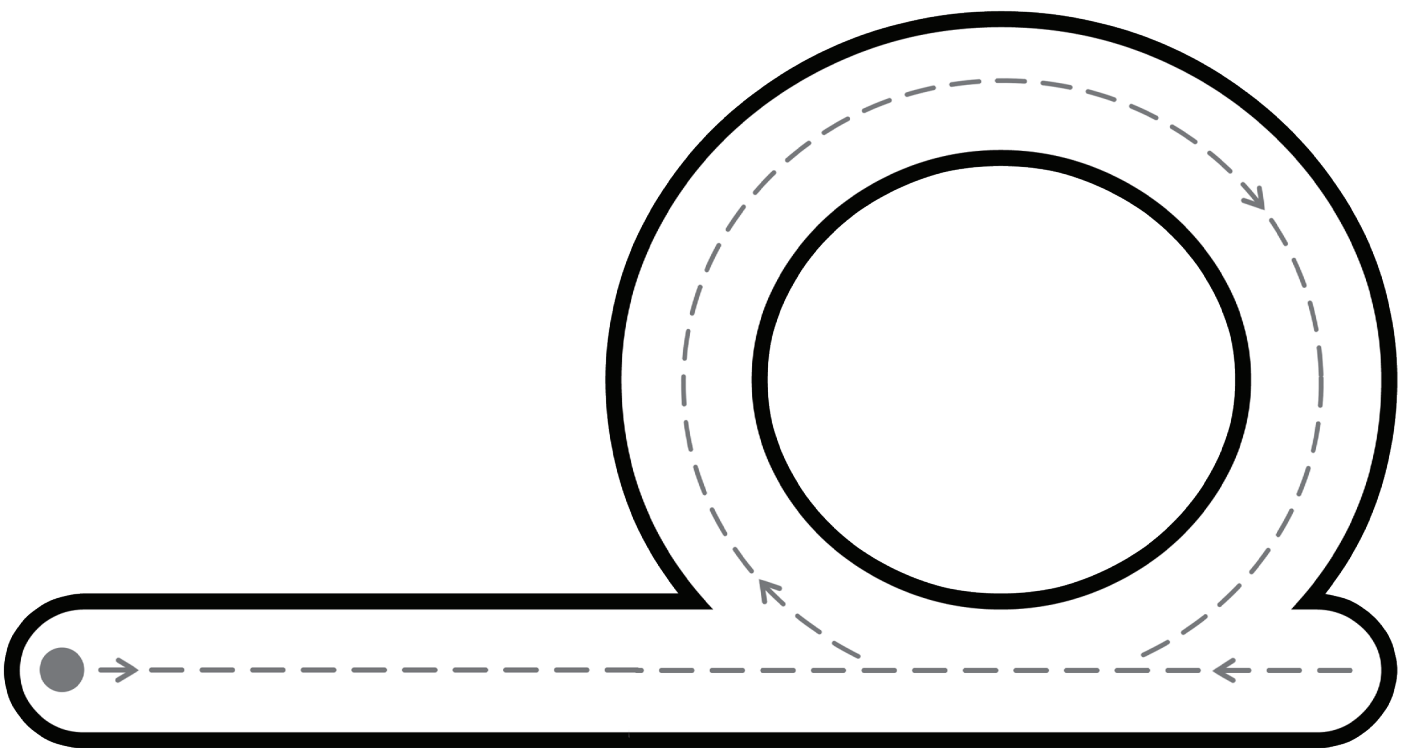
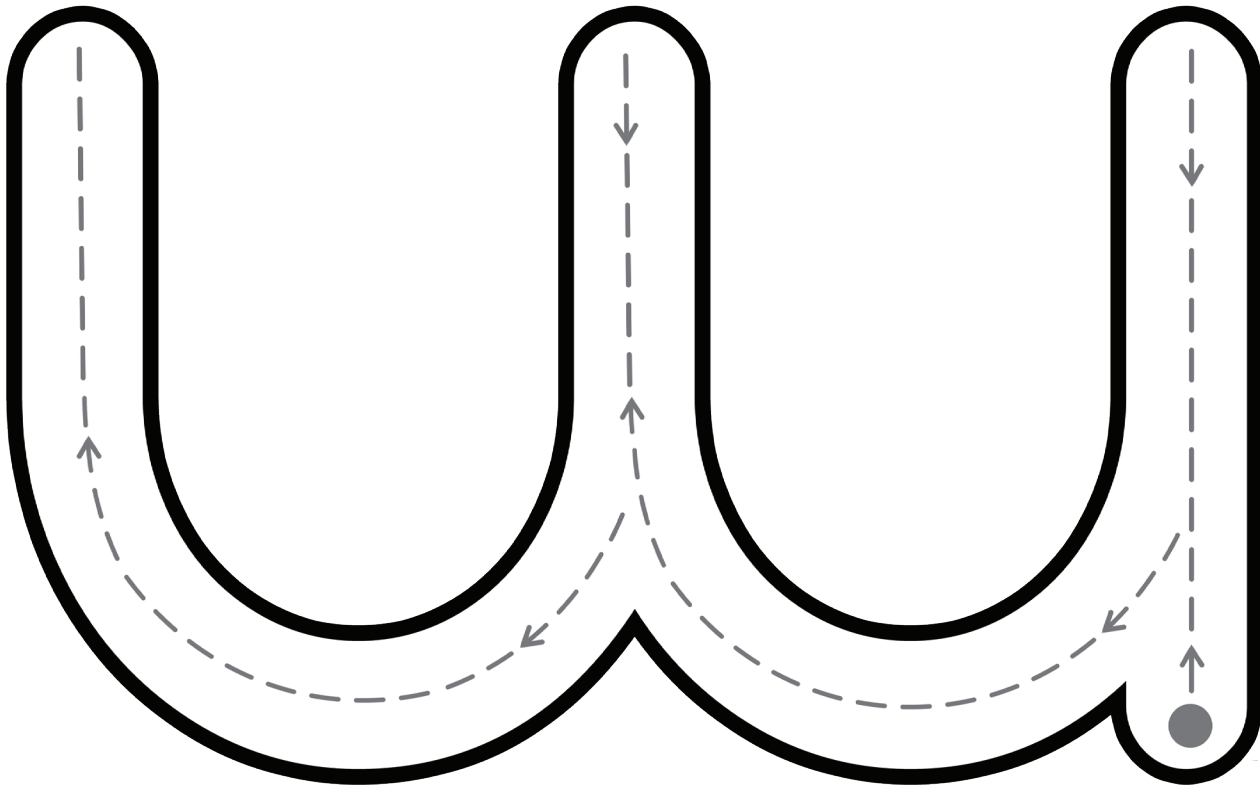
★ How to make a little book

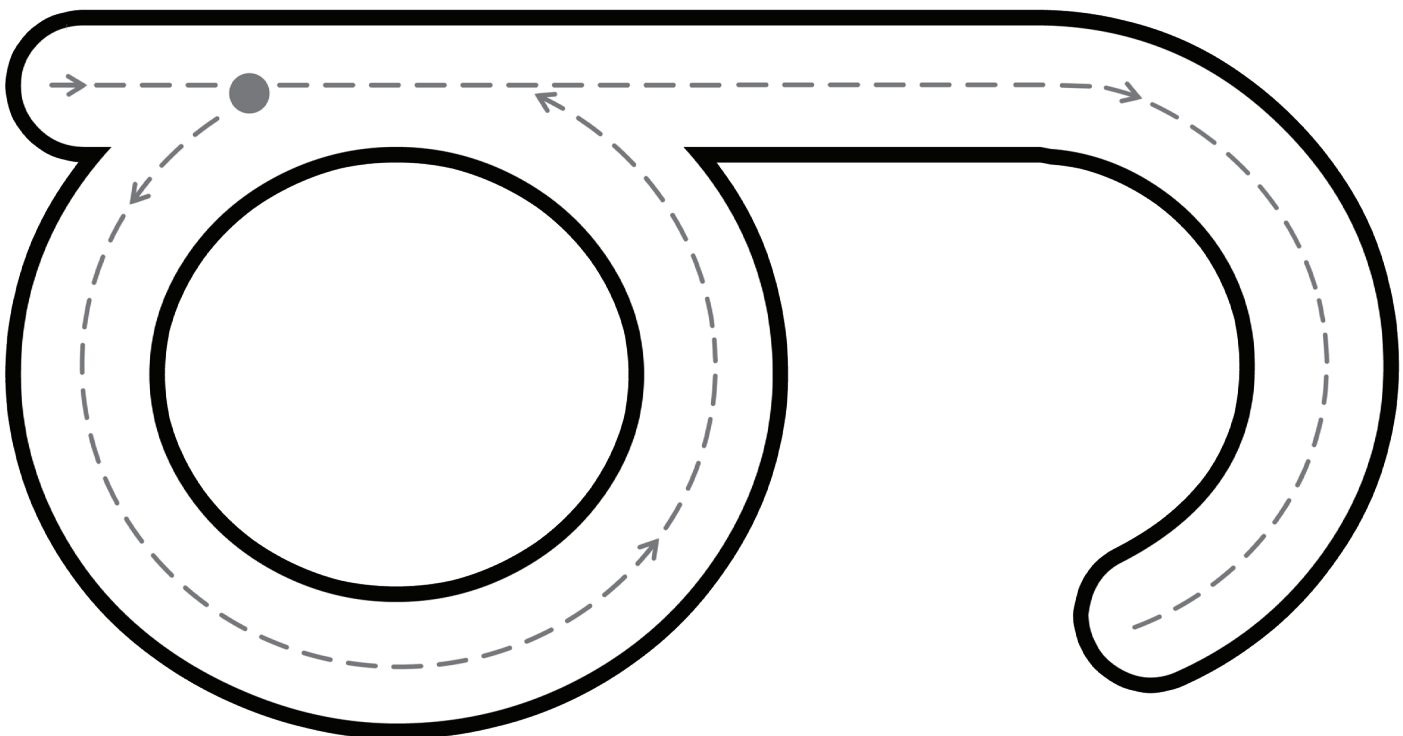
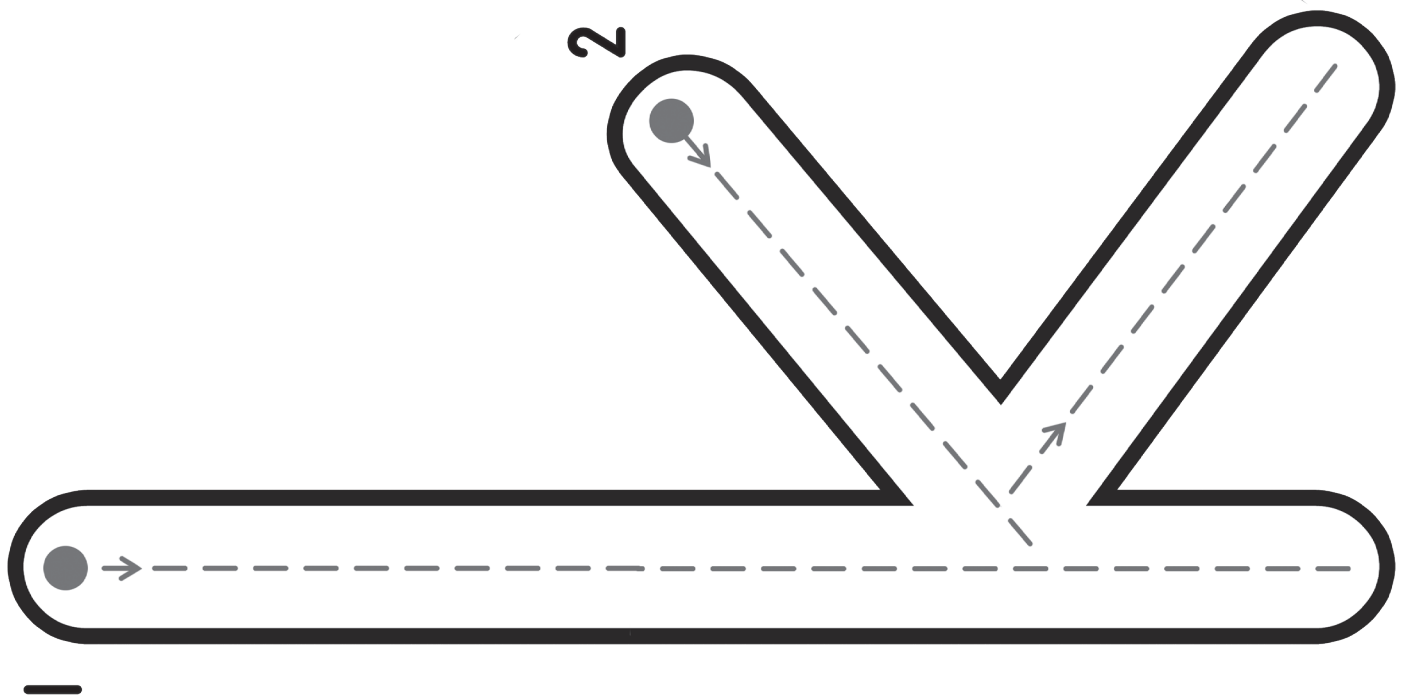
Steps

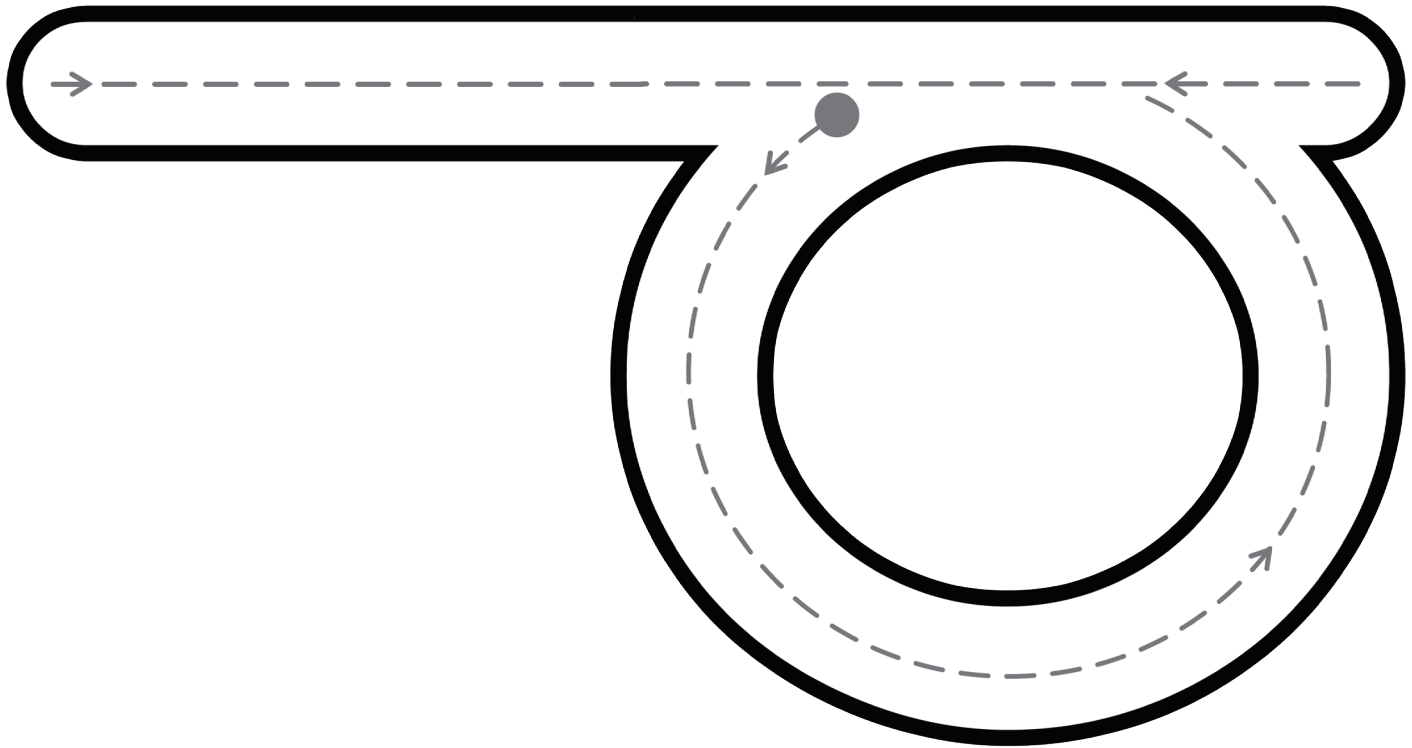
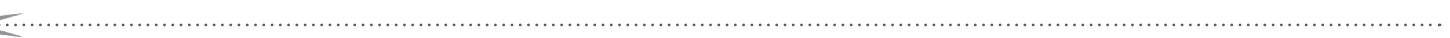
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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

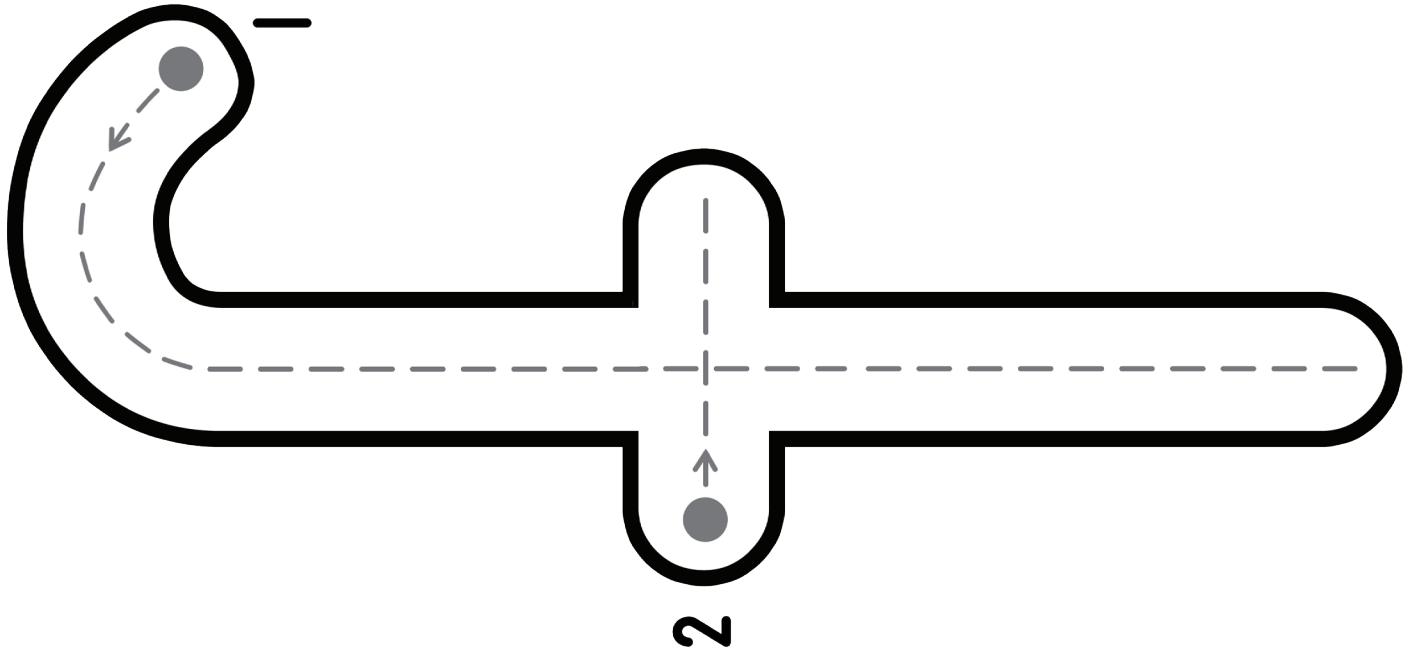
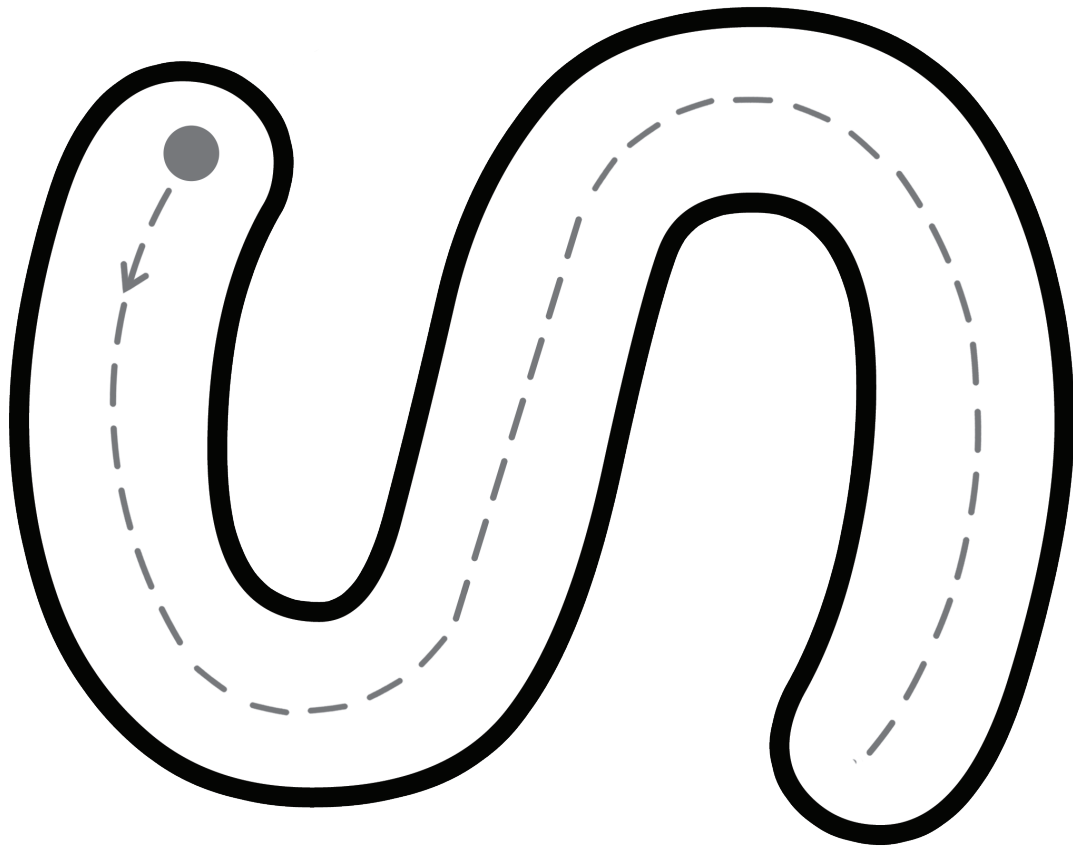










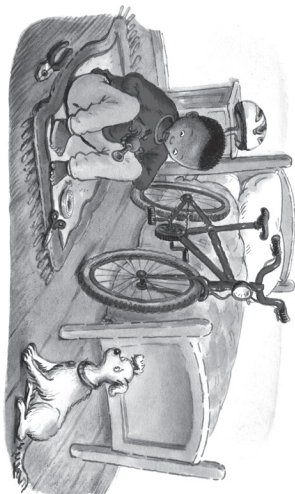




3



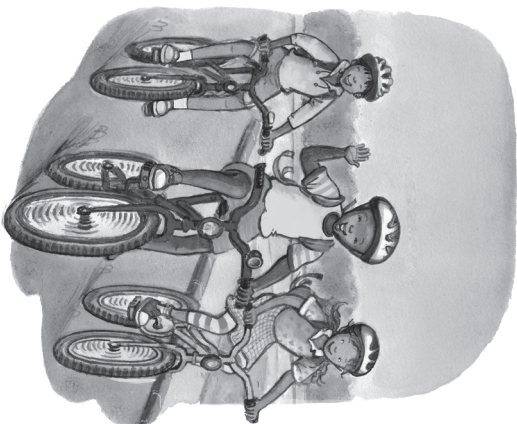
4



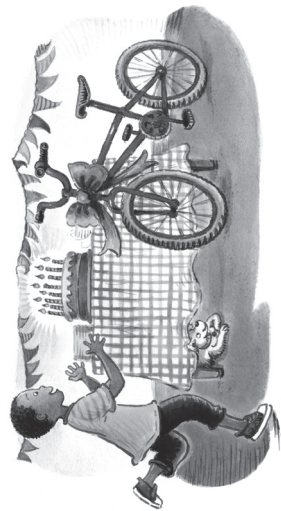
5



6



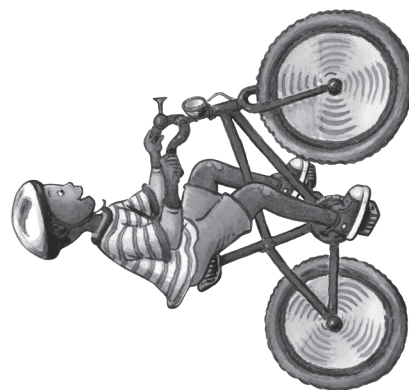
2



1



Baesekele e ntšhwa ya ga David



Buka eno ke ya ga:
.....





2



1



3



4



5



9

Spot o ya lebenkeleng



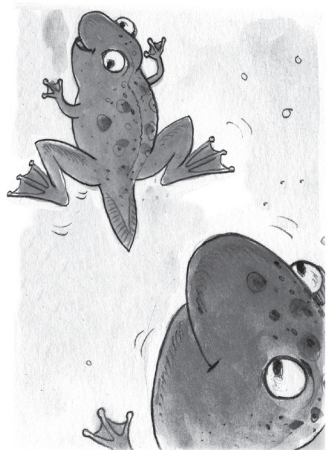
Wordworks
Creating tomorrow's literacy

Buka eno ke ya ga:
.....

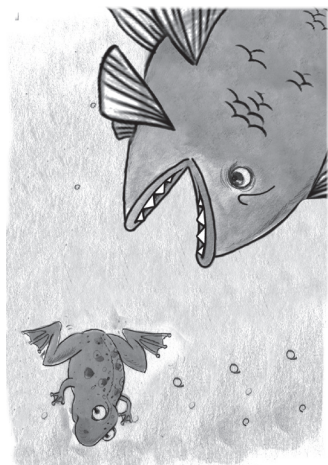




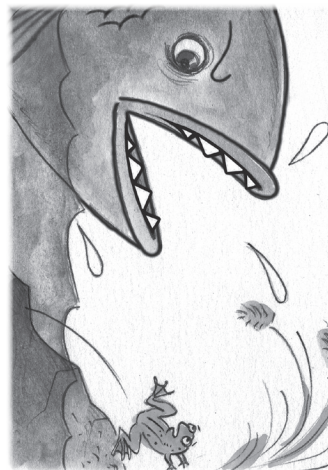
3



4



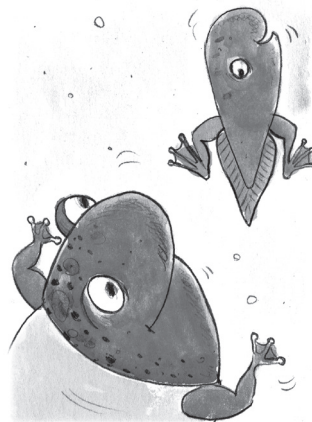
5



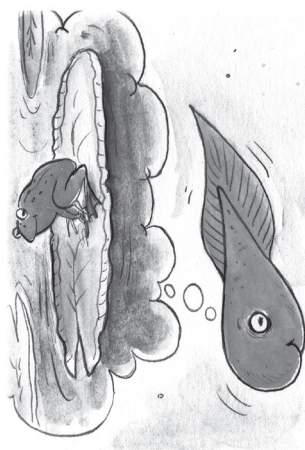
9



2



1



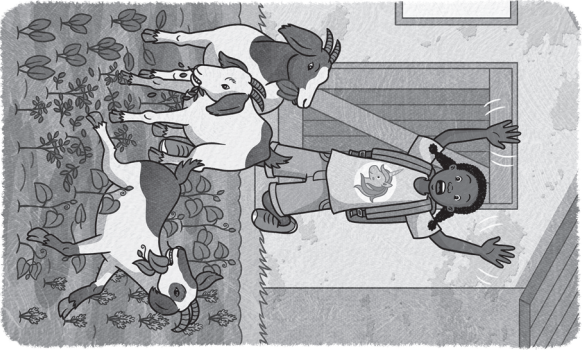
Koduntwane
yo monnye



Wordworks
Changing Lives Through Literacy

Buka eno ke ya ga:

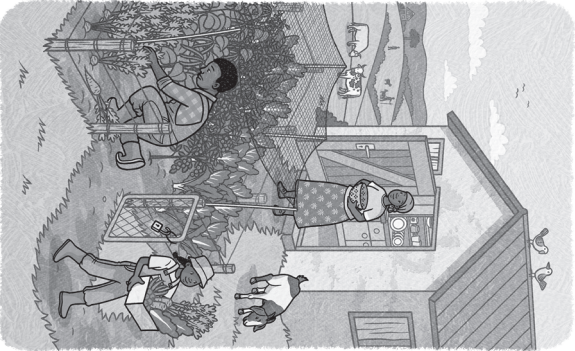
.....



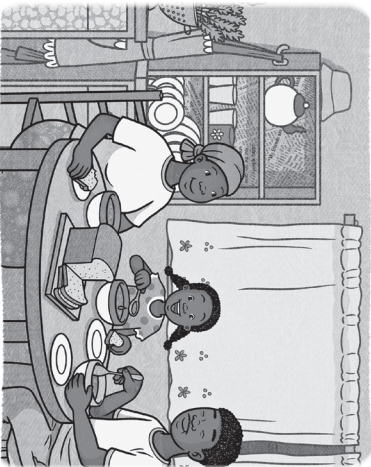
3



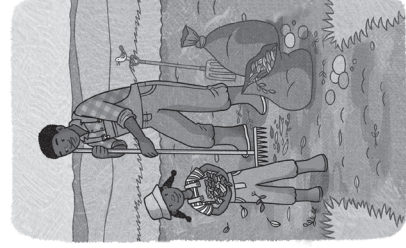
4



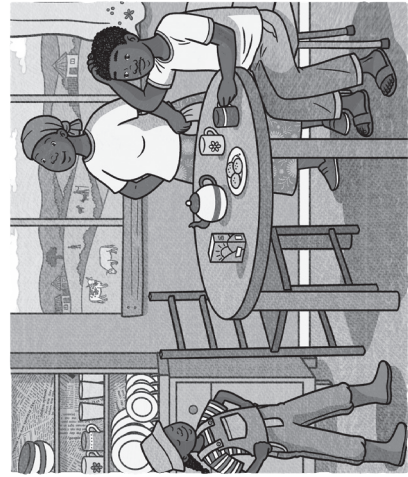
5



6



2



1

Temo le magodu
a dijalo



Buka eno ke ya ga:

.....



2



1

Tshingwana ya ga
Rremogolo Farouk

b o o k
d a s h

Buka eno ke ya ga:

.....



3



4



5

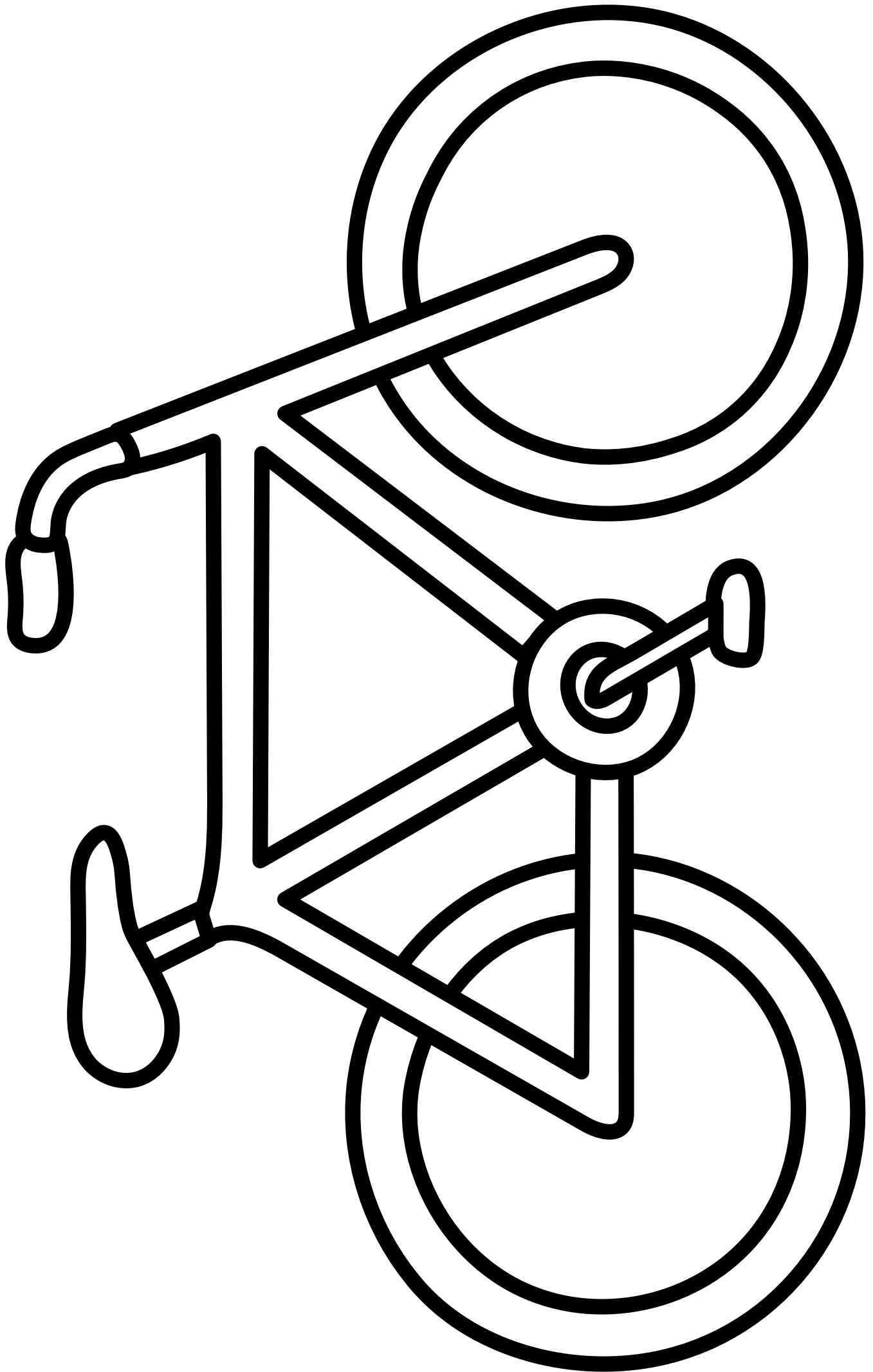


9








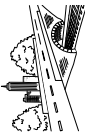


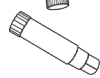





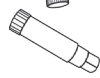





Baesekele e ntšhwa ya ga David: Tsebe ya tirwana ya baesekele





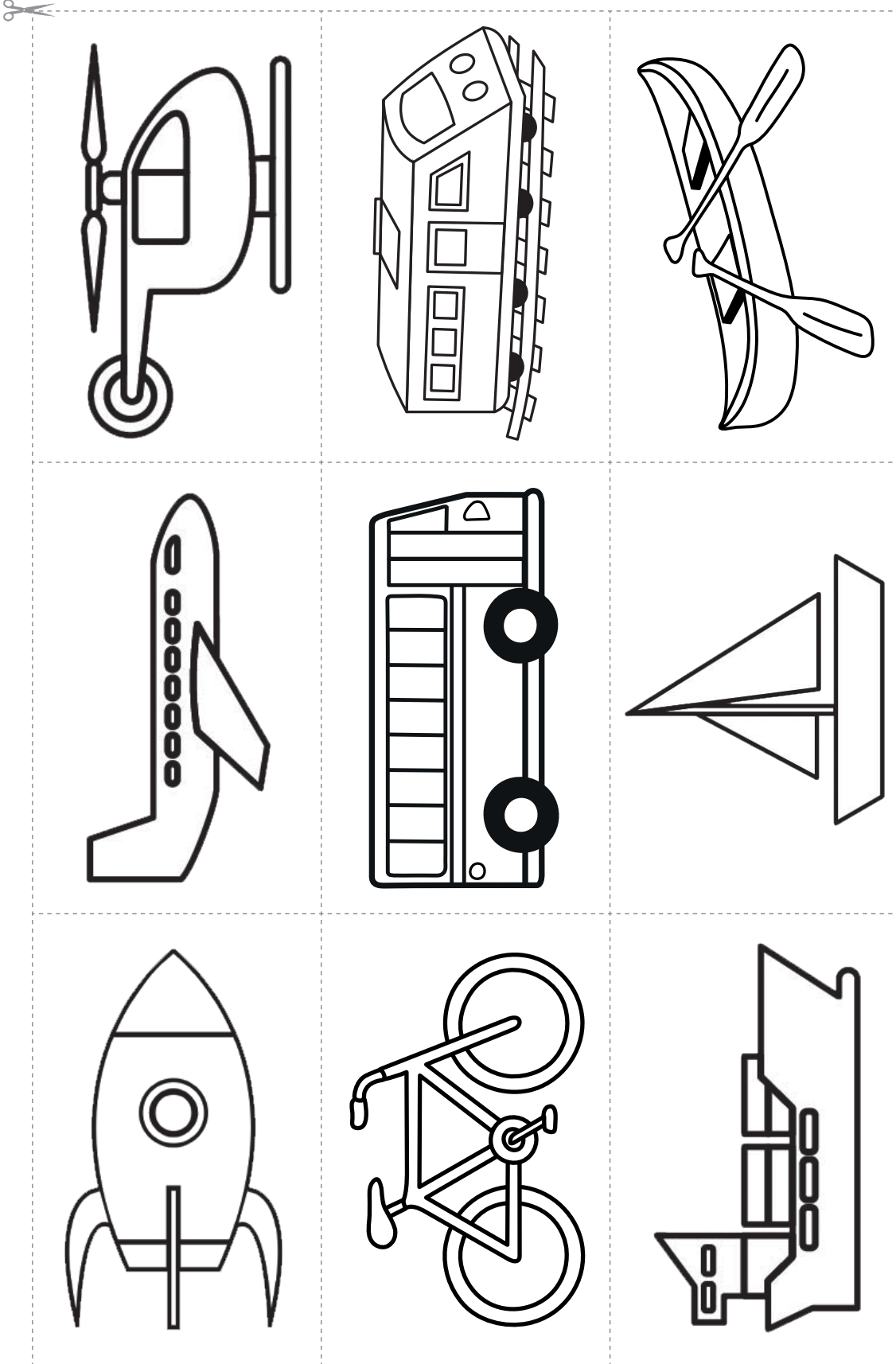
Baesekele e ntšhwa ya ga David: Tsebe ya tirwana ya Buisa o bo o dira

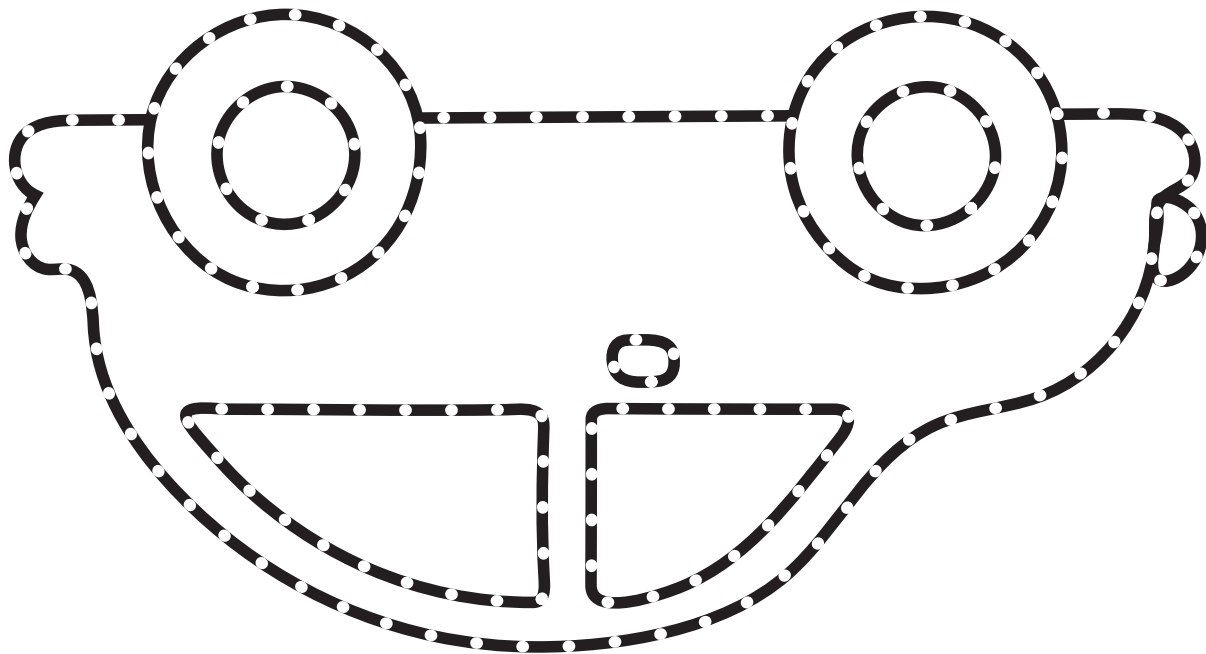
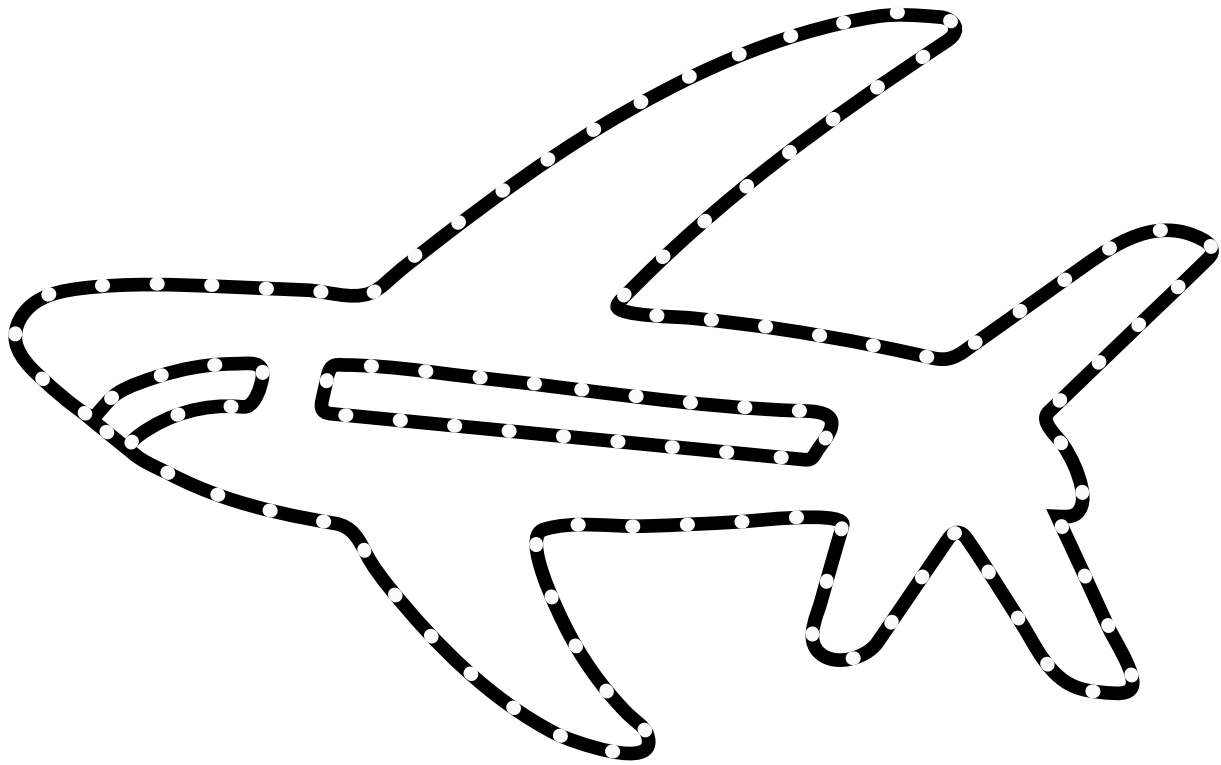
   	 <p>naga</p> 
   	  <p>metsi</p>
   	  <p>phefo</p>





Baesekele e ntšhwa ya ga David: Tsebe ya tirwana ya Buisa o bo o dira



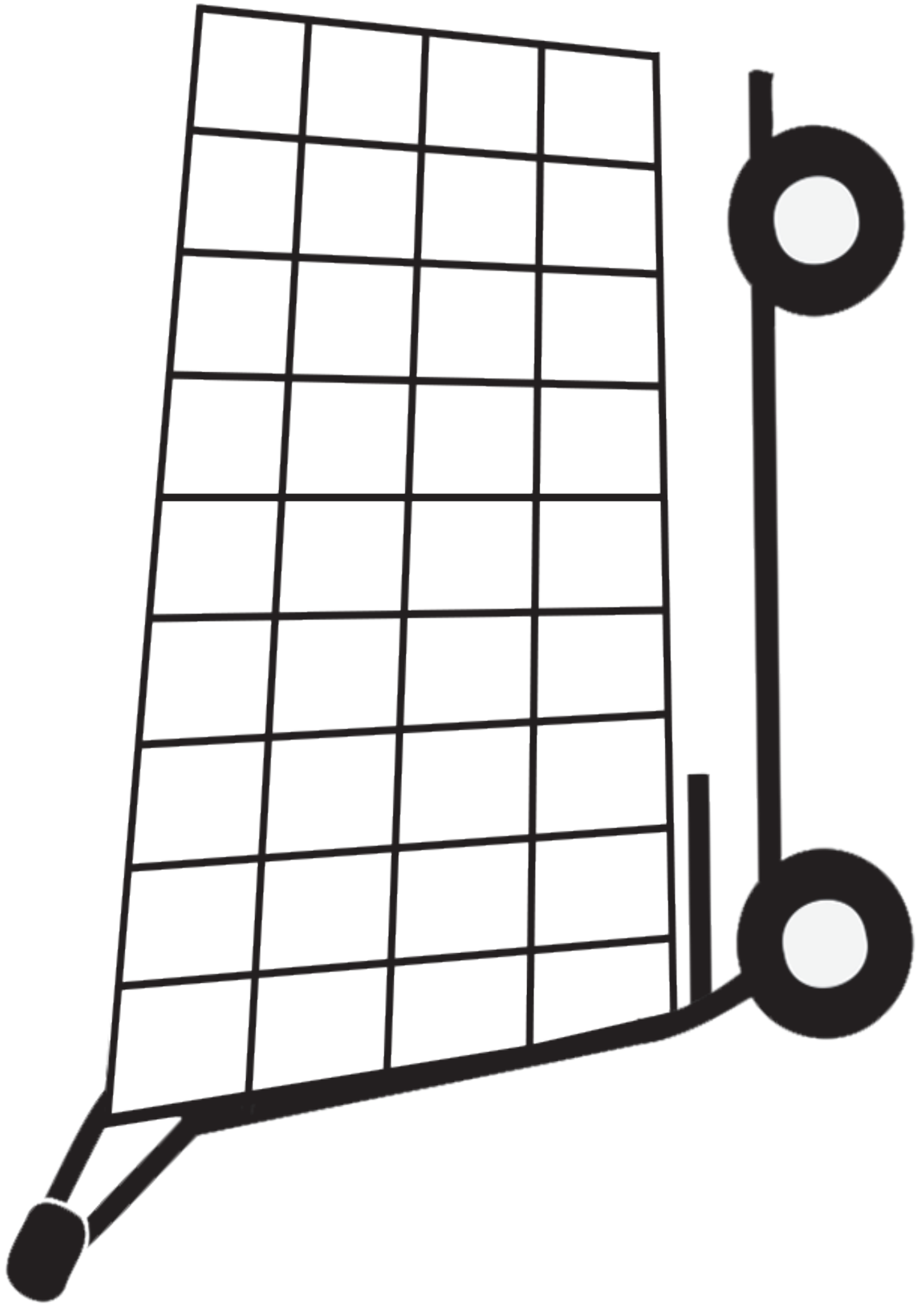


Baesekele e ntšhwa ya ga David: Tsebe ya tirwana ya dipalangwa










Spot o ya lebenkeleng: Tsebe ya tirwana ya kolotsana ya go reka





Koduntwane yo monnye: Tsebe ya tirwana ya Buisa o bo o dira

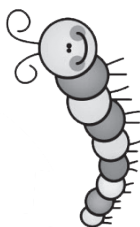
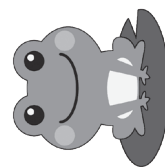
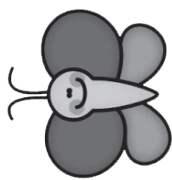
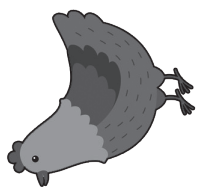
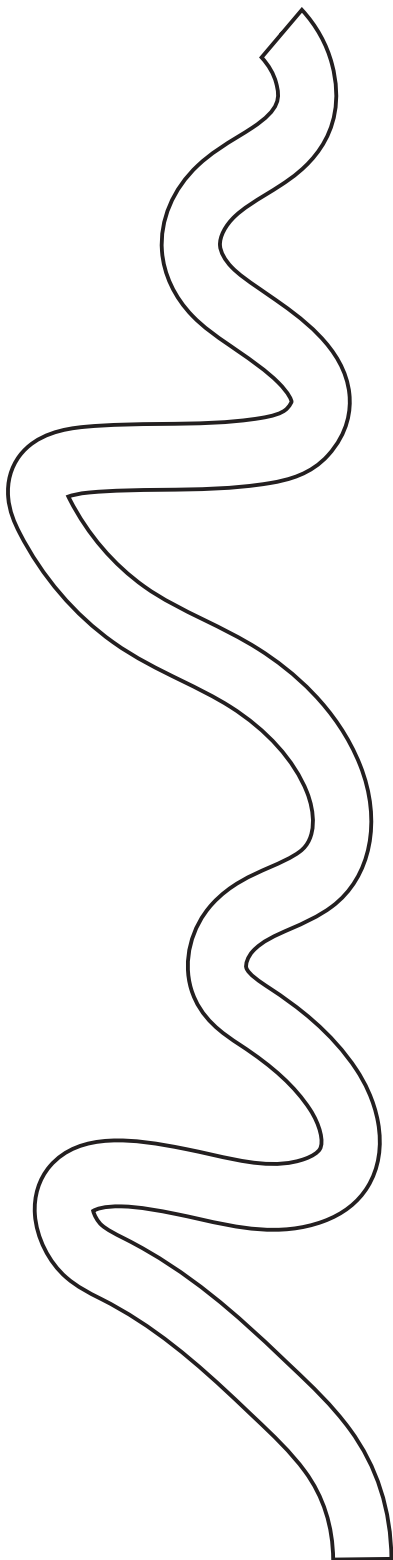


- | | | |
|---|---|--------------|
| 1 |  | phefo |
| 2 |  | digwagwa |
| 3 |  | dilili |
| 5 |  | ditlhapi |
| 8 |  | dikoduntwane |



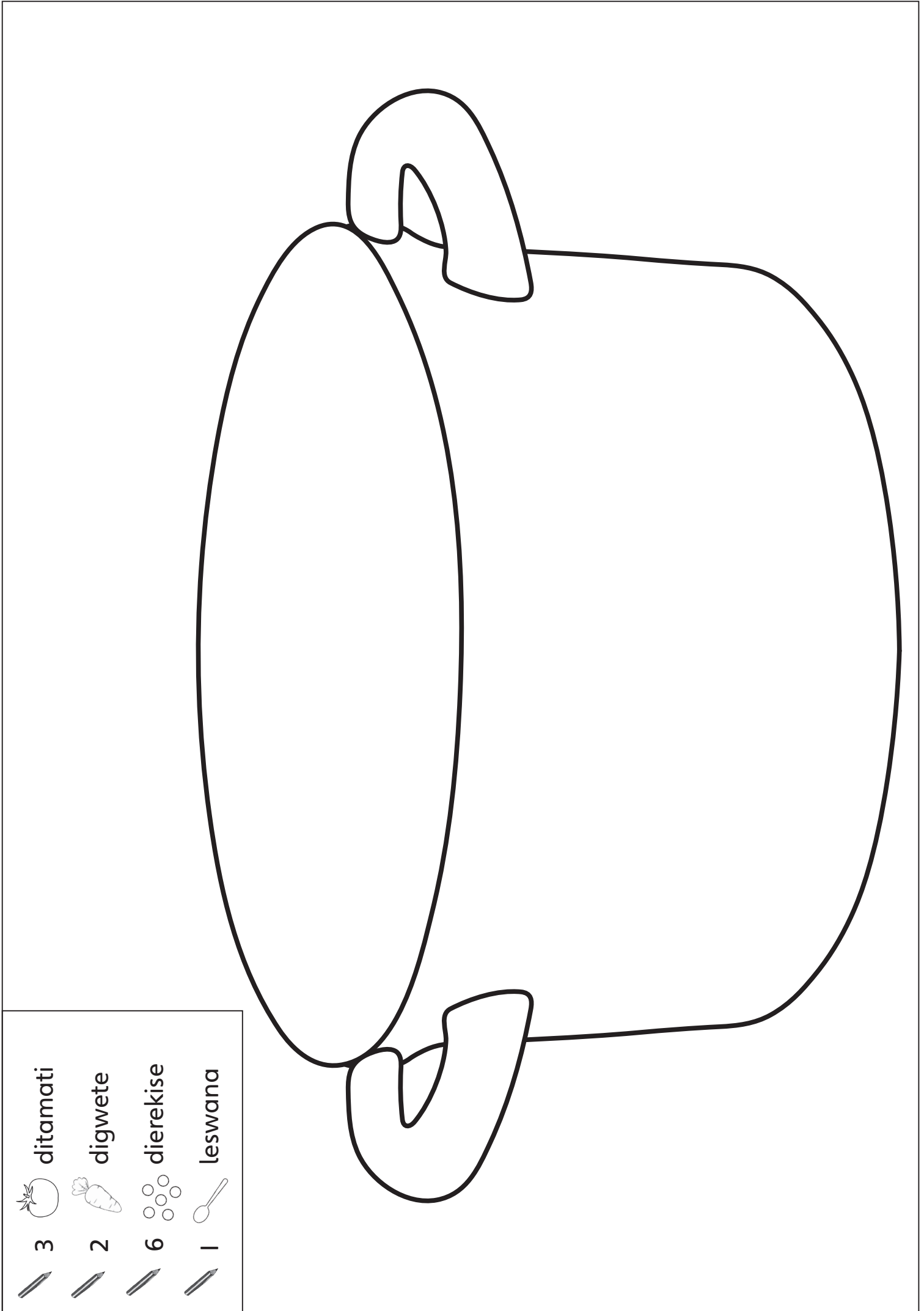










Koduntwane yo monnye: Tsebe ya tirwana ya tege ya motshameko





Temo le magodu a dijalo: Tsebe ya tirwana ya Buisa o bo o dira

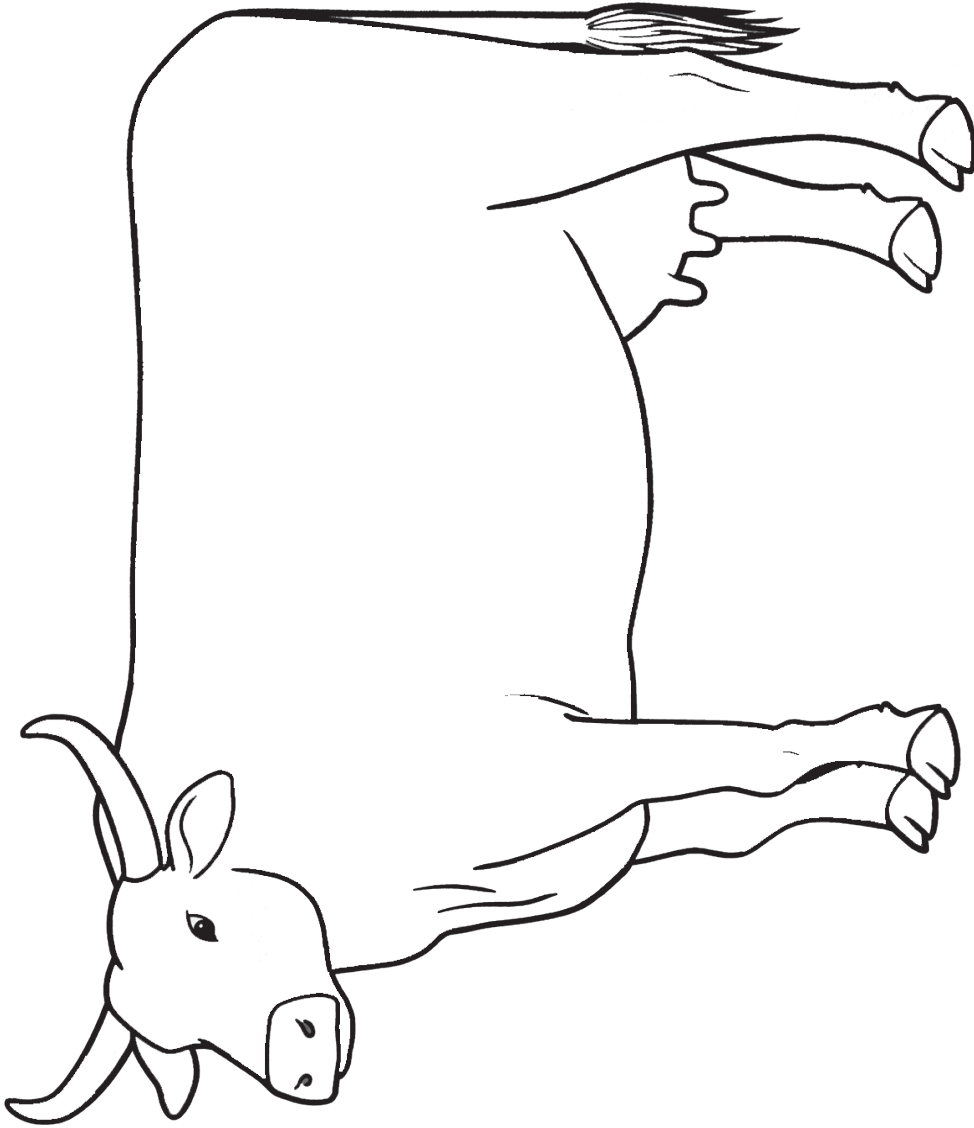


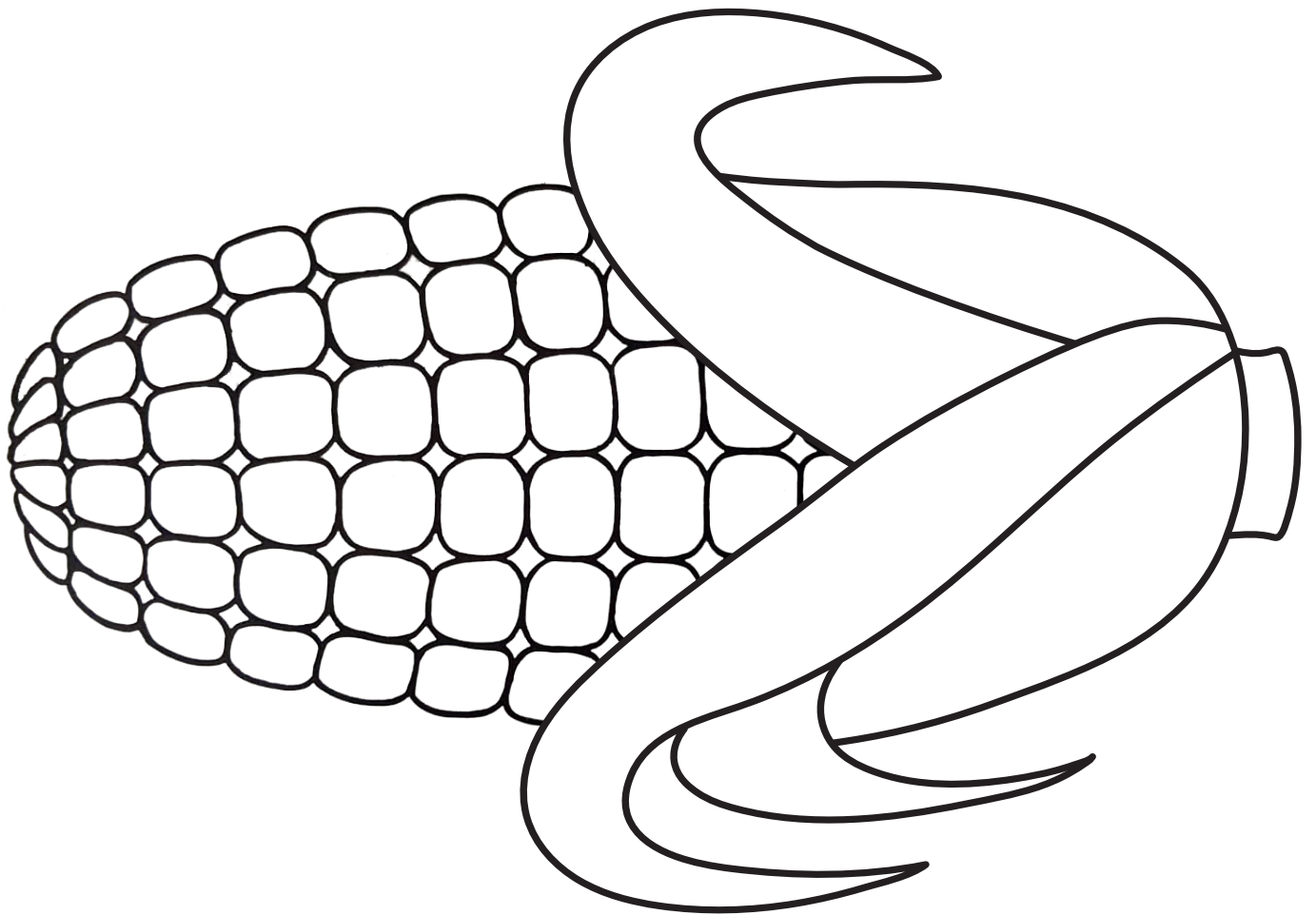
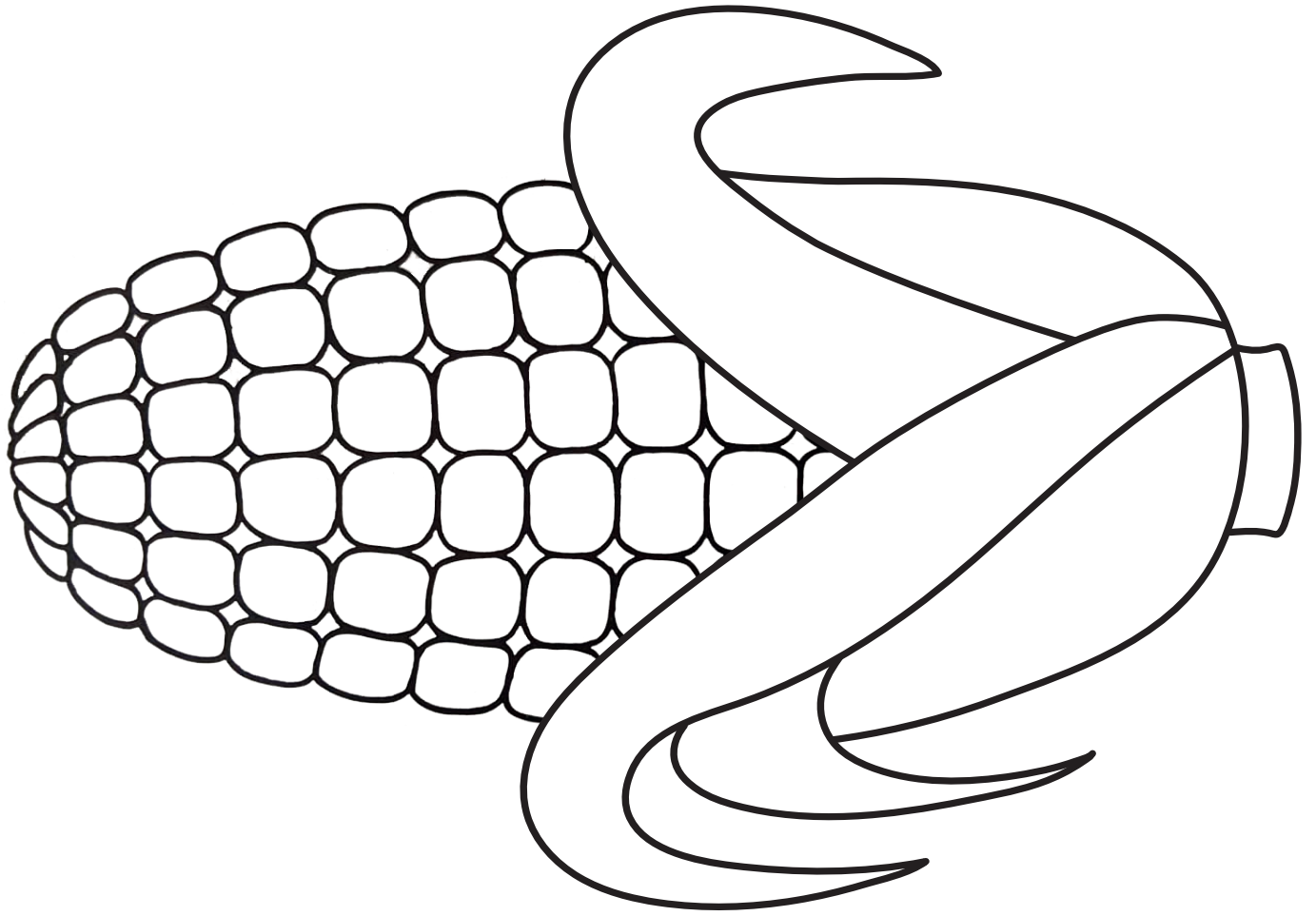
	3		ditamati
	2		digwete
	6		dierekise
	1		leswana





Temo le magodu a dijalo: Tsebe ya tirwana ya kgomo ya ga Temo





Temo le magodu a dijalo: Tsebe ya tirwana ya bopi





Tshingwana ya ga Rremogolo Farouk: Tsebe ya tirwana ya Buisa o bo o dira

-  1  seboko
-  2  dirurubele
-  3  dikgopa
-  4  dinotshe
-  5  menopi

