



Lenaneo le Ntlafaditsweng
la Puo la Kereiti ya R

Grade R Language
Improvement Programme

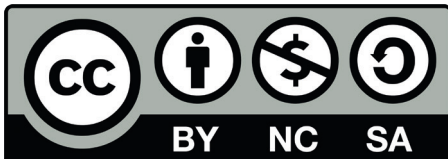
Tataiso ya Diketsahalo Activity Guide

Kotara ya 4
Term 4



Sesotho | English





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

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★ Molaetsa ho tswa ho Hlooho ya Lefapha



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely


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

Tataiso ya Diketsahalo ya Kotara ya 4

Puo ya lapeng, tataiso ya mesebetsi wa Kotara ya 4 e fana ka popeho ya mokgwa-thupelo puong ya lapeng kotareng ya tharo Kereiteng ya R. Mesebetsi e itshetlehile ho dipale mme di bopilwe ho ya ka tsamaiso ya dithuto tse potolohang dibeke tse pedi paleng engwe le engwe.

Hlokomela tse latelang:

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

Disebediswa

Mona ke kakaretso ya dipale, kopano ya mookotaba/dihlooho le tsepamiso ya maikutlo ditlhakung tsa Kotara ya 4.

Pale	Mookotaba	Tsepamiso ya maikutlo ditlhakung le medumong
Dina le diphoofolo tsa hae	Dinonyana	d le s
Mohlakomedi le keretjhe ya hae	Diphoofolo tse hlaha	k le t
Moeti wa Pabala	Phoofolo e hlaha e le nngwe	b le m
Pale ya Zanele	Dipapadi	h le r

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

Pakana ya disebediswa tsa puo

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

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

★ Introduction

The Term 4 Activity Guide

The Home Language Term 4 Activity Guide offers a structure for teaching Home Language in the fourth 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 4.

Story	Theme	Focus letters/sounds
Dina and her animals	Birds	d and s
Keeper and his nursery	Wild animals	k and t
Bushbuck's visitor	One wild animal	b and m
Zanele's story	Sport	h and r

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

Language resource pack

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

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



Disebediswa tsa ho bokellwa kapa ho rekwa

- ★ disebediswa le diaparo tse tsamaisanang le pale ka nako ya ho pheta pale, ho papala pale le maiketsiso
- ★ makumane dintho tse setseng tsa mesebetsi ya botaki: dipoleiti tsa pampiri, Peo ya dinonyana kapa motswako wa dipeo, dikwahelwana tsa tshepe le tsa polasetiki, mabokoso a mahe, dikwahelo tsa ditshelo, dikotwana tsa letlalo/lesela, dirolo tsa pampiri ya ntlwana, difereko tsa polastiki, dihipu, lebokose le sa sebedisweng, koranta, dithupa tsa asekirimi, direkere, dibolo tse nyenyane tsa mokgabiso kapa dibolo tse nyenyane tsa mebala, ditshelo tse nyenyane tsa yokate, pampiri e bonolo ya disele, dikotikoti, mahlokwa (la ho nwa), lelente kapa kgole, ulu (botsho, bokgubedu, botala ba jwang, bosehla, botala ba lehodimo)
- ★ Dintho tse hatisisweng tse ka kopangwang le pale engwe le engwe: dibuka tsa ditshwantsho, dipampiri tsa mabenkeleng, dimakasini, le dipampiri tsa phatlalatso
- ★ dikerayone tsa mafura tsa jumbo, pente le maborosolo a ho penta, dikere, dikgomaretsi, sekgomaretsi sa mesebetsi wa matsoho, dipene tsa koki le letlapa le lesweu la ho ngola
- ★ pampiri ya A4, karete ya lebokoso, pampiri e kgolo ya ho ngolla, pampiri ya mmala
- ★ dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswa a tlotlontswa a pale engwe le engwe
- ★ dintho tsa lebokose la ditlhaku, mokotla, taese le dibadi, folakga ya Afrika Borwa
- ★ hlama e bapadisang kapa letsopa
- ★ dikarata tsa ditshwantsho
- ★ dintho tse sebediswang dipapading tse fapaneng kapa ditshwantsho tsa batho ba bapalang dipapadi tse fapaneng
- ★ ditshwantsho tsa diphoofole tse hlaha, diphoofole tse hlaha tsa polasetiki kapa dibuka tse nang le ditshwantsho tsa diphoofole tse hlaha

Ditukisetso tsa pale engwe le engwe

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

Ho ruta Puo ya lapeng ho Kereite R lenaneo la kamehla

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

- ★ Titjhare o etella pele thuto hotswa ka pele phaposeng.
- ★ Tijhore o dula le sehlopha se senyane ho tataisa le ho kenella/kopanela hare le baithuti ka hloko.
- ★ Titjhare o hlalosa le ho hlakisa mesebetsi mme o kopa batutwana ho sebetse ka boikemelo dihlopheng.

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ scrap materials for art and construction activities: paper plates, bird seed or mixed seeds, plastic and metal bottle tops, egg boxes, jar lids, felt or fabric pieces, empty toilet rolls, plastic forks, hoops, recycled cardboard, newspaper, ice-cream sticks, elastic bands, small pompoms or coloured balls, small yoghurt containers, tissue paper, empty tins, straws, ribbon or string, wool (green, yellow, blue, red and black)
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ objects or picture cards for the vocabulary list for each story
- ★ objects for letter boxes, a bag, die and counters, South African flag
- ★ playdough or clay
- ★ objects used in different sports or pictures of people doing different sports
- ★ pictures of wild animals, plastic wild animals or books with pictures of wild animals

Preparation for each story

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

Teaching Home Language in the Grade R daily programme

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

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

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



Puo ya lapeng ho potolohang beke tse pedi






Beke 1

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



The Home Language two-week cycle

Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary Learners hear the story for the first time while learning new vocabulary.	Storytelling and singing Learners listen to the story again and sing a song related to the story.	Storytelling and role play Learners take on different roles and use the story language themselves, while the story is narrated.	Sequencing pictures Learners retell the story by using pictures.	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 








Beke 2

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



Week 2

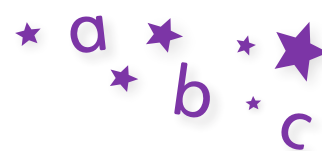
Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures	Shared reading – Big Book	Learning to listen	Read and do	Make, draw and write
	Learners consolidate their story knowledge by sequencing pictures more independently.	Learners listen to a familiar story being read as the teacher models the reading process.	Learners listen carefully and follow verbal instructions.	Learners interpret written and picture cues.	Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
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



Lenaneo la mesebetsi e tsamaisanang le SLKT

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

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



Programme activities are CAPS aligned

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

Two-week cycle	Whole class story-based activities	CAPS language skills	Assessment checklist	Assessment rubric
			(derived from the CAPS assessment criteria)	
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	





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





Two-week cycle	Whole class letters and sounds activities	CAPS language skills	Assessment checklist	Assessment rubric
Week 1 and 2: Monday	Introducing a sound 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	



★ Dina le diphoofolo tsa hae

Pale

Dina ke ngwanana ya ratang diphoofolo haholo mme le tsona di ya morata. O dula le Mme wa hae, Ntate wa hae le moholwane motsaneng. Ba na le podi, dikgoho tse pedi le katse. Dina o hlokomela diphoofolo tsa bona tsohle. Pele sekolo se kena le ha se tswa, Dina o rata ho ba le nako ya ho di fepa le ho bapala le tsona. O bile o fepa le dinonyana tse hlaha tse dulang haufi le yena.

Ka lelang la matsatsi Dina o ne a bapala le metswalle ya hae sekolong. A utlwa bana ba hweletsa ebile ba tsheha ka nqane ho lebala la dipapadi. Dina a ba sheba, a bona ntho e tshabehang. Sehlopha sa bana se ne se lahlela majwe maebeng a neng a ipatlela dijo fatshe.

“Sekeng la etsa jwalo!” ho hweletsa Dina a bile a mathela ho bona ho ba thiba. “Sekeng la etsa jwalo maebeng! Le a utlwa bohloko.” Metswalle ya Dina ya matha le yena kamose ho lebala la dipapadi. Bana ba seleng ba ba bona ba etla mme ba phakisa ba baleha.

Ha maeba a tshohileng a utlwa modumo ohle oo, a leka ho fofa a balehe. Dina le metswalle ya hae ba bona hore ho na le maeba a mabedi a hlohang ho fofa hobane mapheo a ona a tswile kotsi kapa a lemetse. Dina a inamela tlase ho nka maeba ao ka bonolo. Maeba a ne a tshohile. “Le seke la tshoha,” ho bua Dina. “Ke tlile ho le hlokomela ke le thuse hofihlela le fola.” Dina a etsa geto ho nka maeba a ya le ona hae.

Bosiung boo lapeng, Dina a bolella Mme le Ntate wa hae se etsahetseng sekolong. Ba ne ba utlwile bohloko ho utlwa hore bana ba bang ba utlwisitse maeba bohloko. Dina a kenya maeba mabokosong a manyane moo a ileng a a beya hore a dule a futhumetse a bolokehile. O ile a a fepa a be a a fa metsi. Kamorao ha matsatsinyana mapheo a neng a lemetse a fola yaba Dina o a ntshetsa kantle hore a fofe.

Metswalle ya Dina e ile ya thaba ho utlwa hore maeba a fodile ebile a kgonne ho fofa. “Re motlotlo ka wena Dina,” ba mo rorisa. “O mosa haholo ho diphoofolo.”

“Ke rata diphoofolo,” ho bua Dina. “Diphoofolo di molemo ho rona, ke metswalle ya rona. Re tshwanetse ho di sireletsa re di hlokomela.”

Ke pheletso ya pale.



★ Dina and her animals

Story

Dina is a young girl who loves animals very much and animals love her too. She lives with her mother, father and brother in a little village. They have a goat, two chickens and a cat. Dina cares for all their animals. Before and after school, Dina loves to spend time feeding and playing with the animals. She even feeds the wild birds that sit close to her.

One day Dina was playing with her friends at school. She heard children shouting and laughing on the other side of the playground. Dina looked over at them and she saw something terrible. A group of children were throwing stones at some doves who were looking for food on the ground.

"Don't do that!" shouted Dina as she ran towards the children. "Don't do that to the doves! You're hurting them." Dina's friends ran across the playground with her. The unkind children saw them coming and they quickly ran away.

When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you and help you get better." Dina decided to take the doves home with her.

At home that night Dina told her mom and dad what had happened at school. They were angry that the children had hurt the doves. Dina put the doves in small boxes where she kept them warm and safe. She fed them and gave them water. After a few days their wings healed and Dina took them outside and let them fly away.



Dina's friends were happy to hear that the two doves were better and could fly. "We're proud of you, Dina," they said. "You're very kind to animals."

"I love animals," Dina told them. "Animals are useful to us and they are our friends. We must protect them and look after them."

And that is the end of the story.



Pina

Ke Dina metswalle,
Ke rata maeba metswalle
Ke rata tlhaho metswalle
E na le molemo metswalle

Nonyana motswalle.
Hae fofa motswalle
O e rate motswalle
E na le molemo motswalle

Ha e lemetse motswalle
E ise hae motswalle
O e hlokomele motswalle
E na le molemo motswalle

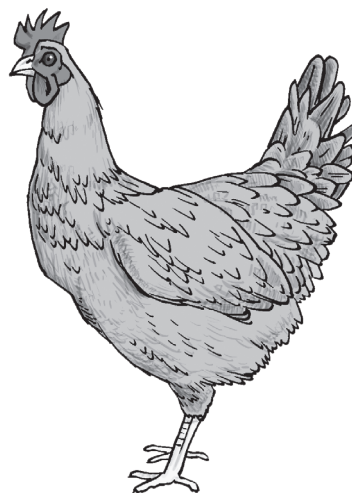
Ha e thabile motswalle
E letsa molodi motswalle
E re tswi, tswi, tswi
E re tswi, tswi, tswi
O tla e rata motswalle.



(Iqapele molodi wa hao)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	phoofolo	mosa	tlhokomelo	bohloko	nonyana e hlaaha	leeba
Mantswe a koketso:	mofuthu	bolokehile	lahlela	lejwe	kotsi	fofa
	tshoha	tshaba	sireletsa	lepheo	ho kwata	bonolo





Song

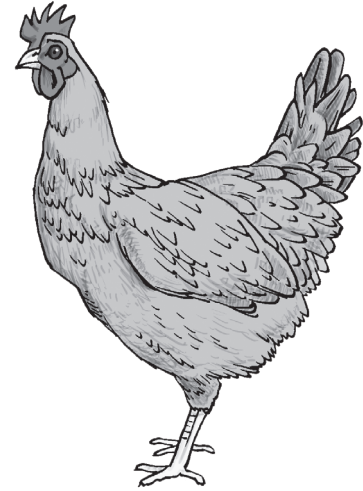
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

She took them home to care for them, care for them, care for them
She took them home to care for them and fed them every day

They soon grew strong and healthy, healthy, healthy
They soon grew strong and healthy and then they flew away

We must care for animals, animals, animals
We must care for animals, they help us in many ways

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



Vocabulary from the story

Key-words:	animal	kind	care for	hurt	wild bird	dove
Extra words:	warm	safe	throw	stone	heal	fly
	frightened	scared	protect	wing	angry	gentle





O tla hloka:

- Pale: *Dina le diphoofole tsa hae*
- Dipopi: Dina, diphoofole, (podi, katse, dikgoho), batswalle ba Dina, ngwana a senang mosa, maeba
- Diporopo: lebokoso, sejelo sa dinonyana
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

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

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"Na o kile wa bona dinonyana moo o dulang teng kapa sekolong? Na o tseba hore dinonyana tseo ke tsa mefuta efe? Na lapeng o na le diphoofole tse o di hlokomelang?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meeelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentswe. Mohlala: Haeba o na le buka e buang ka dinonyana, o ka ba bontsha setshwantsho sa leeba ebe o supa mapheo a lona le dikarolo tse ding tsa mmele wa lona (masiba, molomo).

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore Dina o ile a ikutlwa jwang ha a bona bana ba kurutletsa maeba ka majwe? O nahana hore Dina o tla etsa eng ho thusa maeba?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? Na o nahana hore Dina o sebetse? O nahana hore wena o ka etsa eng ha o bona bana ba kurutletsa dinonyana ka majwe?"*

Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"Dina, diphoofole, di, dula, dikgoho, dinonyana, dulang, dipapadi, dijo. Ekaba le utlwa modumo o e ho tsepa miseditsweng maikutlo ho yona: **Dina, dula, dipapadi, dijo?** Ee, o nepile! Kaofela a na le modumo **ld!**"*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo **ld!**: dira, deseke, didomino, dieta, diaparo, dikgomo, disonoborele, ditedu, ditepisi."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo **ld!** o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo **ld!** "**d-d-d**". Etsa ho swaswa hore o ba qabole: O buele tlelase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

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

Ke tsokotsa menwana ya ka

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





You will need:

- Story: *Dina and her animals*
- Puppets: Dina, animals (goat, cat, chickens), Dina's friends, unkind child, doves
- Props: a box, birdfeed
- 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 seen any birds where you live or at school? Do you know what kind of birds they are? Do you have any animals at home that you care for?"*
- 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: If you have a book about birds, you can show them a picture of a dove, and point to its wings and other parts of its body (feathers, beak).

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"How do you think Dina felt when she saw the children throwing stones at the doves? What do you think Dina will do to help the doves?"*

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? Do you think Dina was brave? What do you think you would do if you saw children throwing stones at birds?"*

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: *"Dina, diphoofofo, di, dula, dikgoho, dinonyana, dulang, dipapadi, dijo. Can you hear the focus sound: **Dina, dula, dipapadi, dijo?** Yes, you are right! They all have the sound /d/."*
- 2 *"Listen carefully, here are some more words with /d/: dira, deseke, didomino, dieta, diaparo, dikgomo, disonoborele, ditedu, ditepisi"*. (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.



O tla hloka:

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



Beke 1 Letsatsi 2

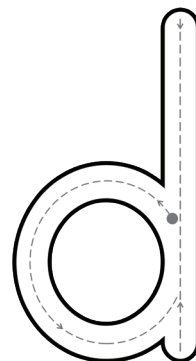
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

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

Ho bopa tlhaku

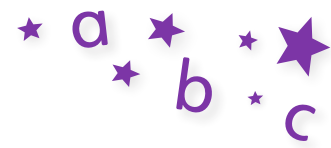
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /d/ kapa ba ka nahana lentsewe le qalang ka modumo /d/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ba bentsha **dieta** tsa bona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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 2

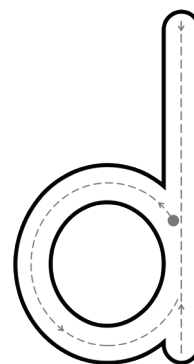
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



O tla hloka:

- Diporopo le dipopi tsa pale
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **d**: dieta, diaparo, dijo, dikgomo, disonoborele, ditedu, ditepisi, dinawa, diterapa

Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho pheta le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswa. Mohlala: Ba botse hore na ba sa hopola lentse le leng le bolelang "ho tshaba" (ho tshoha) le lentse le neng le sebediswa ho hlalosa se ileng sa etsahala mapheong a dinonyana (di ne di tswile kotsi). Botsa baithuti ho o bontsha hore na ba ka phahamisa nonyana jwang habonolo.
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka seapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.



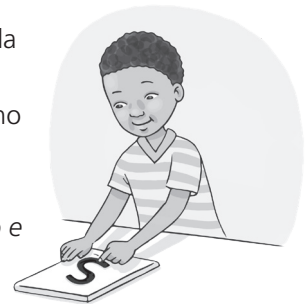
Stella o re:

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



Mabokoso a ditlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that have the focus sound **d**: dieta, diaparo, dijo, dikgomo, disonoborele, ditedu, ditepisi, dinawa, diterapa

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 if they can remember another word for "frightened" (scared) and what word was used to describe what happened to the birds' wings (they were hurt). Ask learners to show you how they would pick up a bird gently.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

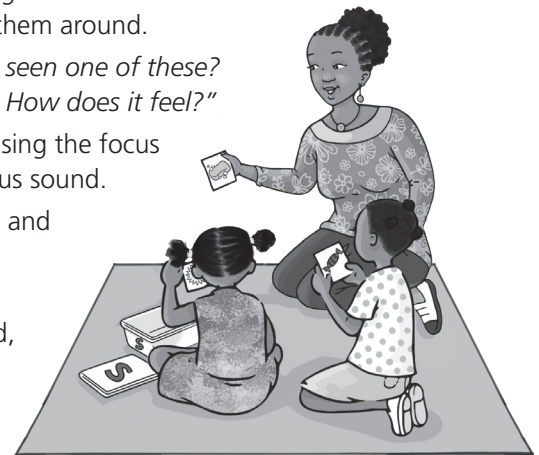
Stella says:



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

Letter boxes

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



Small group activities

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



O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

Stella o re:



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

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

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

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

Mamela modumo o ho tsepameditsweng

- 1 Hlalosetsa baithuti hore o tliilo bina pina mme ba tshwanetse ho mamela dinoko tse dinoko, ka hloko (molodi: "Mary o ne a na le konyana").
 - ★ Mosuwe: "Senoko se dinoko mantswa ana ke ofe, o dinoko mantswa ana, o dinoko mantswa ana? Senoko se dinoko mantswa ana ke ofe: pelo, bolo le lengolo" (Mosuwe o kopa baithuti ho araba.)
 - ★ Baithuti ba qapodisa senoko se dinoko ya lentse, mohlala: **/lo/**. (Mosuwe o tjhaela karabo monwana.)
 - ★ Mosuwe: "**/lo/** ke senoko se dinoko mantsweng ana, o dinoko mantswa, o dinoko mantswa! **/lo/** ke senoko se dinoko mantsweng ana: pelo, bolo le lengolo."
- 2 Sebedisa mantswa ana mosebetsing ona:
 - ★ **/la/**: jala, bala, pula, qala, dula, pudula, rula, serumola, mohalalesela, futhumala
 - ★ **/le/**: esele, lelele, setebele, leqele, lebenkele, baesekele
 - ★ **/ne/**: fene, namane, poone, sefofane, seipone, pene, taemane, lakane, lebone, setene, terene
 - ★ **/ka/**: noka, haka, reka, haraka, buka, lefika, lenaka
 - ★ **/se/**: bese, nese, jase, mose, lebese, kerese, apolekose, rouse, bokose
 - ★ **/ta/**: lebotla, lehata, letata
 - ★ **/ko/**: fereko, seboko, booko, leteroko, noko
 - ★ **/ha/**: qwaha, noha, bena, sefaha
 - ★ **/ho/**: meroho, poho, popeho
 - ★ **/po/**: omfolopo, konopo, lesapo



Diketsahalo tsa dihlotshwana

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



You will need:

- Big sequence pictures

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 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: *pelo, bolo le lengolo.*" (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /zi/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/lo/ is the syllable that ends these words, ends these words, ends these words! /lo/ is the syllable that ends these words: *pelo, bolo and lengolo.*"
- 2 Use these words for this activity:
 - ★ /la/: jala, bala, pula, qala, dula, pudula, rula, serumola, mohalalesela, futhumala
 - ★ /le/: esele, lelele, setebele, leqele, lebenkele, baesekele
 - ★ /ne/: fene, namane, poone, sefofane, seipone, pene, taemane, lakane, lebone, setene, terene
 - ★ /ka/: noka, haka, reka, haraka, buka, lefika, lenaka
 - ★ /se/: bese, nese, jase, mose, lebese, kerese, apolekose, rouse, bokose
 - ★ /ta/: lebota, lehata, letata
 - ★ /ko/: fereko, seboko, booko, leteroko, noko
 - ★ /ha/: qwaha, noha, bena, sefaha
 - ★ /ho/: meroho, poho, popeho
 - ★ /po/: omfolopo, konopo, lesapo



Small group activities

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



O tla hloka:

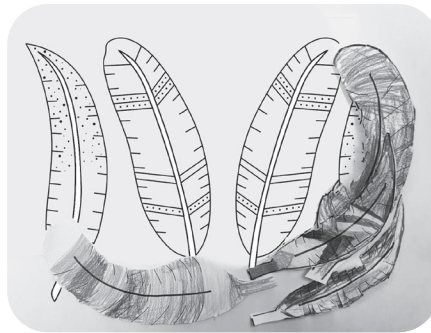
- Ngwana e mong le e mong a fuwe **Leqephe la ketsahalo ya Masiba**, dipene tsa mebalabala, sekere, pampiri e kgolo, sekgomaretsi
- Mantswe a dinoko tse ngata a amanang le pale: kgoho, phoofolo, phepo, papadi, lebala la ho bapalla, ho tshabehang, lerata, setsheho, ho hloka mosa, ho lahlela, bana, ho sireletsa

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Hlalosetsa baithuti hore ba tlile ho o thusa ho etsa nonyana e kgolo hodima papetla e kgolo. Qala ka ho taka mmele wa nonyana le hlooho bohareng ba papetla (mohlomong ho tla hlokahala hore o take nonyana tse pedi).
- 2 Neha moithuti e mong le e mong masiba a mabedi a fapaneng mme o ba kgothalletse ho a taka ka mebala-bala, ba be ba e sehe. Jwale ba ka sebedisa dikere tsa bona ho seha bokantle ba masiba ka tlhokomelo.
- 3 Bontsha baithuti tsela ya ho kgomaretsa masiba mmeleng wa nonyana o takilweng papetleng ho bopa lepheo le letshehadi le le letona.



Stella o re:



Ha baithuti ba kgona ho tlosa karolo e nngwe lentsweng le nang le dinoko tse pedi, leka ka lentsweng le nang le dinoko tse nne. Mohlala: "ko-ko-mo-ru" kantle ho "koko" ke "moru" O ka nolofalletsa baithuti ka ho seha setshwantsho sa kokomoru dikarolo tse nne ho etsa hore baithuti ba bone pontsho ya dinoko tse nne lentsweng.

Ho kopanya le ho kgaohanya (dinoko)

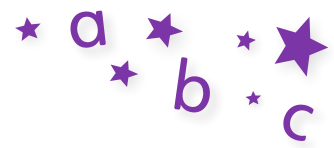
- 1 Kopa baithuti hore ba dule mmateng. Bua lentsweng le le leng la dinoko tse ngata hotswa lenaneng la mantswe a dinoko o ba bontshe hore le kgaohangwa jwang ka dinoko, Mohlala: **ba | na**.
- 2 Kopa baithuti ho tsamaya ho ya ka noko engwe le engwe: **ba** (kgato) **na** (kgato hape). Neha baithuti ba bang ditsitsinywa kapa meropa ho kgehlepa kapa tlanya ho ya ka noko engwe le engwe.
- 3 Bua dinoko tsa mantswe a mang hotswa paleng ha baithuti ba tsamaya ho ya ka noko engwe le engwe. Kgothaletsa baithuti ho bala hore dinoko di kae mantsweng (Mohlala: "bana" e na le dinoko tse pedi).



Diketsahalo tsa dihlotshwana

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





You will need:

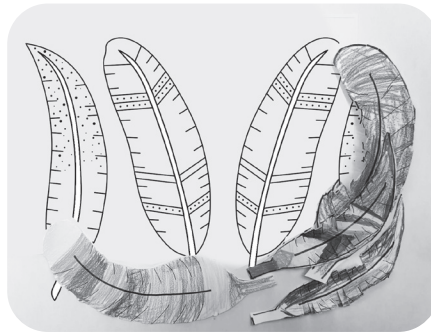
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: kgoho, phoofolo, phepo, papadi, lebala la ho bapalla, ho tshabehang, lerata, setsheho, ho hloka mosa, ho lahlela, bana, ho sireletsa

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that they are going to help you make a big bird on flipchart paper. Begin by drawing a bird's body and head in the middle of the flipchart paper (you may need to draw two birds).
- 2 Give each learner two different feathers and encourage them to colour them in and cut them out. Then they can use their scissors to carefully cut slits in the edges of the feathers.
- 3 Show learners how to stick the feathers on the birds body on the flipchart to create a left and right wing.



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: **ba | na**.
- 2 Ask learners to march for each syllable: **ba** (one step) **na** (one step). Give some learners shakers or drums to shake or tap for each syllable.
- 3 Say other multisyllabic words from the story while learners march for each syllable. Encourage learners to count the number of syllables in the words (for example: "bana" has three syllables).



Small group activities

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

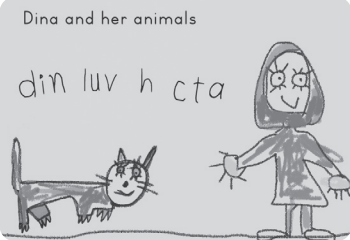


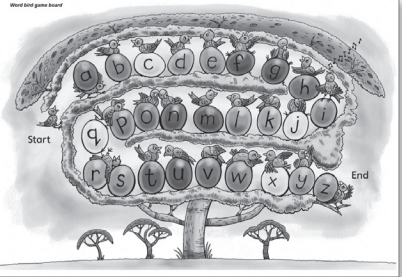



Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> <div data-bbox="217 676 565 924" data-label="Image"> </div> <div data-bbox="187 929 267 1045" data-label="Image"> </div> <div data-bbox="274 975 527 1194" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshupo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto. Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso. Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.
<ul style="list-style-type: none"> Papetla ya papadi ya dinonyana tsa mantswe a mabedi Mataese a mabedi le dibadi tse pedi <div data-bbox="187 1362 267 1478" data-label="Image"> </div> <div data-bbox="274 1379 527 1731" data-label="Text"> <p><i>Haeba baithuti ba thata fallwa ke ho papadi papadi ka bobona, mohlomong ho ka mengwa batswadi ba bang ho tla thusa ka mosebetsi ona wa sehlopha se senyenyane. Papadi hammoho le batswadi pele ho letsatsi la sekolo, hore ba be le boitshupo ba ho sebetsa le baithuti.</i></p> </div>	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Beha papetla ya papadi hodima moseme moo ho dutseng baithuti ba babedi kapa ba bararo. Hlalosetsa baithuti melao. <ul style="list-style-type: none"> Baithuti ba beha disebediswa tsa dipalo ho <i>Qalo</i>. Moithuti ka mong o ba le monyetla wa ho lahlela letaese le ho tsamaisa sesebediswa sa dipalo ho ya ka palo ya dibaka papetleng. Ha ba ema hodima tlhaku ya lentswe, ba tshwanetse ba bitse modumo o etswang ke tlhaku eo ba be ba bitse ntho e qalang ka modumo oo. Moithuti wa pele ho fihla Qetellong ya papetla ke mohlodi mme papadi e fedile. <div data-bbox="1130 1452 1529 1731" data-label="Image"> </div>
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana <div data-bbox="319 1887 475 2090" data-label="Image"> </div>	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.



Small group activities for Week 1

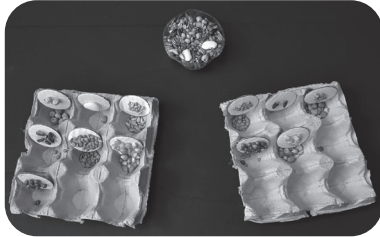
You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>Dina and her animals din luv h cta</p>  <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters 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 Word bird game boards 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"> Place the game board on the mat with two to three learners seated around it. Explain the rules to the learners: <ul style="list-style-type: none"> Learners put their counters on <i>Start</i>. Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. The first learner to reach the <i>End</i> of the board is the winner and the game is over. 
<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.





O tla hloka

- Peo ya dinonyana kapa motswako wa dipeo
- Moithuti ka mong a fuwe lebokose le le leng la mahe



- Diporopo: dibapadiswa tse bonolo kapa ditshwantsho tsa diphoofolo tse ratwang, manki kapa mealo wa diphoofolo, dikobo, dikotlolo, setetsekoupo, diborosolo tse sebedisetswang diphoofolo, koloro, lebanta la phoofolo, founu, sesebediswa sa ngaka (mohlala: sesebediswa sa ho lekola motjheso mmeleng), dikerayone kapa dipene ho sebediswa jwaloka lemao, lebokose la dipilisi le se nang letho, diaparo tsa mooki kapa ngaka, buka le pensele

Mesebetsi

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

- 1 Hlalosetsa baithuti hore ba tshwanetse ho kgetha dipeo le ditlhokwa tse fapaneng dijong tsa dinonyana.
- 2 Kamora mosebetsi, o ka kgothaletsa baithuti ho ntshetsa dinonyana tse hlaha peo ya dinonyana mme ba bohe ha dinonyana di ja peo.

Mosebetsi wa 5: Ho bapala boiketsiso

- 1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.
- 2 Bua ka kamoo re yang ngakeng kateng ha re kula. Botsa baithuti hore na ba tseba lebitso la ngaka e ikgethileng eo diphoofolo di yang ho yona (ngaka ya diphoofolo). Ba hlalosetse hore ba tiilo etsa eka ke ngaka ya diphoofolo e sebetsang tshireletsong ya diphoofolo. Ka hore hangata diphoofolo di a tshoha ha di ya ngakeng ya diphoofolo, baithuti ba tshwanetse ba be bonolo le mosa ha diphoofolo di etela tshireletso ya diphoofolo.
- 3 Hlalosa hore wena le phoofolo ya hao eo o e ratang le tshwanetse ho ema ka kamoreng ya ho emela ngaka ho fihlela moamohedi a bitsa lebitso la hao. O ka hlalosa hore bothata ba phoofolo ya hao eo o e ratang ke eng. Moamohedi o tla ngola lebitso la hao a be a o bolelle ha nako ya lona ya ho bona ngaka e fihlile.
- 4 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading. Mohlala: O ka atamela ho moamohedi ebe o re: *"Dumela, Mme, lebitso la ka ke Zama. Ke tlisitse katsenyana ya ka. Lebitso la yona ke Baby. O kula haholo."*





You will need

- Bird seed or a mix of seeds
- One egg box per learner



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must sort the different seeds and grains in the bird food.
- 2 After the activity, you can encourage learners to put out bird seed for wild birds and watch the birds eating the seeds.

- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

Activity 5: Pretend play

- 1 Lead the group to the pretend play corner and show them the new props.
- 2 Talk about how we go to the doctor when we are sick. Ask learners if they know the name of a special kind of doctor that sick animals go to (a vet). Explain to them that they are going to pretend to be a vet working at an animal shelter. Animals are often very scared when they go to the vet, so learners must be very gentle and kind to animals who visit the "animal shelter".
- 3 Explain that at the vet, you need to wait in a waiting room with your pet until the receptionist calls your name. You can then explain what is wrong with your pet. The receptionist will write down your name and tell you when it is your turn to see the vet.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could walk up to the receptionist and say: "Hello, my name is Ms Zama. I am here with my tiny kitten. Her name is Baby. She is very sick."





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le e mong
- Kgatiswana e seng ya ditshwantsho tseo e seng tsa mmala ya ditshwantsho tse latellanang e fuwe moithuti ka mong
- Leqephe la A4 pampiri le hlewakileng la A4 bakeng sa moithuti, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ba tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang?"*
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela ditafoleng tsa bona.
- 5 Kopa baithuti ho seha ditshwantsho tseo e seng tsa mmala, ba di behe ka tatellano e nepahetseng ebe ba di kgomaretsa leqepheng le se nang letho. Tsamaya hara sehlopha, o thuse moo ho hlokalang. Mosebetsi ona o bohlokwa ho lekantsha bokgoni ba baithuti ho beha diketsahalo tsa sehloho tsa pale ka tatelano e nepahetseng.
- 6 Hang ha baithuti ba qetile ditshwantsho tsa bona tsa tatellano, neha moithuti ka mong bukana. Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 7 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



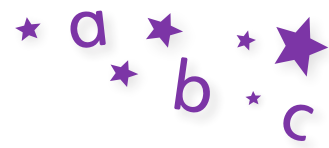
Tsebisu ya modumo hotswa paleng

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

Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"sekolo, sekolong, sehlopha sa, seleng, seke, sireletsa. Can you hear the focus sound: sekolo, sehlopha, sireletsa? Yes, you are right! They all have the sound /s/.*
- 2 *"Listen carefully, here are some more words with /s/: sututsa, sesesi, sesepa, sabole, sakga, seboko, sefaha, lesea, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /s/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: **"s-s-s"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



O tla hloka:

- Buka e Kgolo: *Dina le diphoofole tsa hae*
- Dinkgo tse nang le metsi hammoho le borosolo ho sebediswa ke morutwana ka mong
- Dikerayone tsa mafura tsa jumbo

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

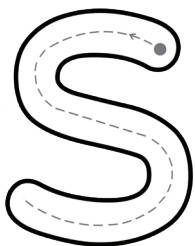
Padisommoho – Buka e Kgolo

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



Ho bopa tlhaku

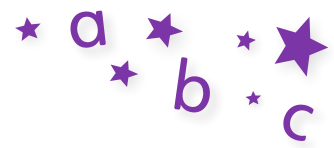
- 1 Hopotsa baithuti ka modumo e ho tsepameditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /s/ kapa ba ka nahana lentswe le qalang ka modumo /s/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa **seboko** se senyane se sisinyang ka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



Diketsahalo tsa dihlotshwana

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





You will need:

- Big Book: *Dina and her animals*
- Water in containers and a paintbrush for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

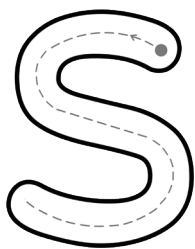
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



O tla hloka:

- Mehoo ya dinonyana e bapalwa ho tswa founung
- Ditshwantsho tsa mefuta e fapaneng ya dinonyana
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **s**: setulo, sesesi, sesepa, sakga, seboko, sefaha, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu, senoko, sefofane, serurubele

Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- 1 Dudisa bana hore ba etse sedikadikwe ebe o ba kopa hore ba kwale mahlo mme ba mamele ka hloko ho bona hore na ba ka kgona ho utlwa dinonyana kantle (medumo e etswang ke dinonyana tse fapaneng).
- 2 Baithuti ba tshwanetse ho mamela ka hloko ha o bapala mehoo ya dinonyana founung ya hao kapa ha o etsa medumo ya dinonyana tse fapaneng. (Qala ka medumo e ka bang e tlwaelehileng: letata, mokoko, sephooko/morubisi, tsuonyana, hadeda.) Kgothalletsa baithuti ho mamela ka hloko mme o leke ho bitsa lebitso la nonyana.
- 3 Tswellisa mosebetsi ona ka ho buisana ka ditshwantsho tsa dinonyana tse fapaneng ebe o shebisa ditshwantsho fatshe hara sedikadikwe.
- 4 Moithuti o tshwanetse ho nka karata, a leke ho etsa modumo wa nonyana eo ebe o a e hlalosa. Baithuti ba bang ba tshwanetse ho noha hore ke nonyana efe karateng eo. Moithuti wa pele ya nohang ka nepo o fumana monyetla wa ho kena sedikadikweng a nke karata.
- 5 Ho etsa hore mosebetsi o be bobebe ho baithuti ba dihlong, ba ka sebetsa ka bobedi.

Mabokoso a ditlhaku

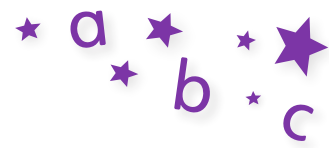
- 1 Koopa baithuti ho dula mmanteng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



Diketsahalo tsa dihlotshwana

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





You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that have the focus sound **s**: setulo, sesesi, sesepa, sakga, seboko, sefaha, sefate, seipone, sekepe, selepe, semeje, serumola, setene, sirilamunu, sutu, senoko, sefofane, serurubele

Week 2 Day 3

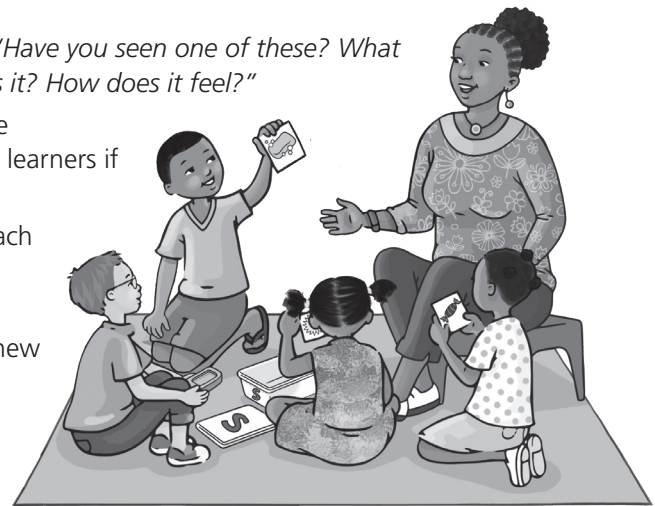
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to see if they can hear any birds outside. Ask learners if they know any bird calls (the sounds that different birds make).
- 2 Learners must listen carefully as you play different bird calls on your phone or make the sounds of different birds. (Start with calls that are likely to be familiar: a duck, a rooster, an owl, a chicken, a hadeda.) Encourage learners to listen carefully and try to say the name of the bird.
- 3 Extend this activity by discussing the pictures of different birds and then placing pictures face down in the middle of the circle.
- 4 A learner must take a card and try to make the sound of the bird and then describe the bird. The other learners have to guess the bird on the card. The learner who guesses first has a chance to go in the middle and take a card.
- 5 To make this easier for shy learners, they can do the activity in pairs.

Letter boxes

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



Small group activities

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



O tla hloka:

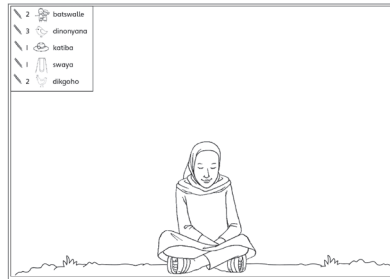
- Kopi ya **Leqephe la ketsahalo ya Bala o etse** e fuwe moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o etse

- 1 Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswe).
- 2 Hopotsa baithuti hore ba tliho "bala" mola o mong le o mong ba be ba etse seo o reng se etswe.
- 3 Leka ho qoba ho bala lenane le baithuti empa ba kgothalletse ho bala lenane kaofela pele ba qala ho taka.
- 4 Tsama-tsamaya ha baithuti ba ntse ba sebetsa mme o fane ka thuso moo ho hlokahalang.
- 5 Hopotsa baithuti ho lekola lenane hape ha ba qetile "ho bala" le ho taka mme ba behe letshwao pela mola o mong le o mong ha ba qetile mosebetsi oo.



Mamela modumo o ho tsepameditsweng

- 1 Hlalosetsa baithuti hore o tliho bina pina mme ba tshwanetse ho mamela dinoko tse dinoko, ka hloko (molodi: "Mary o ne a na le konyana").
 - ★ Mosuwe: "Senoko se dinoko mantswe ana ke ofe, o dinoko mantswe ana, o dinoko mantswe ana? Senoko se dinoko mantswe ana ke ofe: pelo, bolo le lengolo" (Mosuwe o kopa baithuti ho araba.)
 - ★ Baithuti ba qapodisa senoko se dinoko ya lentse, mohlala: **/lo/**. (Mosuwe o tjhaela karabo monwana.)
 - ★ Mosuwe: "**/lo/** ke senoko se dinoko mantsweng ana, o dinoko mantswe, o dinoko mantswe! **/lo/** ke senoko se dinoko mantsweng ana: pelo, bolo le lengolo."
- 2 Sebedisa mantswe ana mosebetsing ona:
 - ★ **/la/**: jala, bala, pula, qala, dula, pudula, rula, serumola, mohalalesela, futhumala
 - ★ **/le/**: esele, lelele, setebele, leqele, lebenkele, baesekele
 - ★ **/ne/**: fene, namane, poone, sefofane, seipone, pene, taemane, lakane, lebone, setene, terene
 - ★ **/ka/**: noka, haka, reka, haraka, buka, lefika, lenaka
 - ★ **/se/**: bese, nese, jase, mose, lebese, kerese, apolekose, rouse, bokose
 - ★ **/ta/**: lebota, lehata, letata
 - ★ **/ko/**: fereko, seboko, booko, leteroko, noko
 - ★ **/ha/**: qwaha, noha, bena, sefaha
 - ★ **/ho/**: meroho, poho, popeho
 - ★ **/po/**: omfolopo, konopo, lesapo



Diketsahalo tsa dihlotshwana

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





You will need:

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

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have finished that task.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: *pelo, bolo le lengolo.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: */lo/*. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/lo/* is the syllable that ends these words, ends these words, ends these words! */lo/* is the syllable that ends these words: *pelo, bolo and lengolo.*”
- 2 Use these words for this activity:
 - ★ */la/*: jala, bala, pula, qala, dula, pudula, rula, serumola, mohalalesela, futhumala
 - ★ */le/*: esele, lelele, setebele, leqele, lebenkele, baesekele
 - ★ */ne/*: fene, namane, poone, sefofane, seipone, pene, taemane, lakane, lebone, setene, terene
 - ★ */ka/*: noka, haka, reka, haraka, buka, lefika, lenaka
 - ★ */se/*: bese, nese, jase, mose, lebese, kerese, apolekose, rouse, bokose
 - ★ */ta/*: lebota, lehata, letata
 - ★ */ko/*: fereko, seboko, booko, leteroko, noko
 - ★ */ha/*: qwaha, noha, bena, sefaha
 - ★ */ho/*: meroho, poho, popeho
 - ★ */po/*: omfolopo, konopo, lesapo



Small group activities

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



O tla hloka:

- Sekoto sa pampiri e kgolo ya ho ngolla
- Dikerayone tsa mafura tsa *jumbo*
- Mantswe a dinoko tse ngata a amanang le pale: nonyana, phoofolo, phepo, papadi, lebala la ho papalla, ho tshabehang, lerata, setsheho, ho hloka mosa, ho lahlela, bana, ho sireletsa

Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Hlalosetse baithuti hore o hloka thuso ya bona ho etsa diphousetara ho di beha ho potoloha sekolo ho bolella batho hobaneng ho le bohlokwa ho ba mohau diphoofoalong le ho di hlokomela hantle.
- 2 Ba botse hore na ho na le ya ka hopolang hore na Dina o itseng ka diphoofole hobane sena e ka ba se ka ngolwang phousetareng. Mohlala: *"Diphoofole di bohlokwa ho rona ebile ke metswalle ya rona. Re tshwanetse ho di sireletsa le ho di hlokomela."*
- 3 Botsa baithuti hore na ba ka rata ho ngola sena phousetareng kapa na ba na le dikgopolo tse ding. Mohlala: Eba mohau diphoofoalong. Hlokomela diphoofole tsa hao tsa lapeng. Se ka utlwise diphoofole bohloko.
- 4 Buisanang ka seo batho ba hlokanang ho se etsa ho hlokomela diphoofole le be le dumellane hore na le ngola eng. Mohlala: Etsa bonnete hore diphoofole tsa lapeng di na le metsi a hlwekileng tsatsi le leng le le leng, diphoofole tsa lapeng di hloka dijo jwaloka wena, o se ke wa kurutletsa diphoofole ka majwe kapa hona ho di otlala.
- 5 Etsa diphousetara tse mmalwa ka mantswe ao baithuti ba ratang o a ngola. Fa baithuti diphousetara ho kgabisa ebe ba di kgomaretse kantle ho diphaposi ho bonwa ke ba bang.



Ho kopanya le ho kgaohanya (dinoko)

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

Diketsahalo tsa dihlotshwana

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





You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: nonyana, phoofolo, phepo, papadi, lebala la ho bapalla, ho tshabehang, lerata, setsheho, ho hloka mosa, ho lahlela, bana, ho sireletsa

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Explain to learners that you need their help to make some posters to put around the school to tell people why it is important to be kind to animals and take good care of them.
- 2 Ask them if anyone can remember what Dina said about animals as this could be something you could write on a poster. For example: *"Animals are useful to us and they are our friends. We must protect them and look after them."*
- 3 Ask learners if they would like to write this on the poster or if they have any other ideas. For example: Be kind to animals. Take care of your pets. Do not hurt animals.
- 4 Discuss what people need to do to take good care of animals and then agree on what to write. For example: Make sure pets have fresh water every day, pets need food just like you, don't throw stones at animals or hit animals.
- 5 Make a few posters with the words the learners want you to write. Give learners the posters to illustrate and then stick them up outside the classrooms for others to see.



Blending and segmenting (syllables)



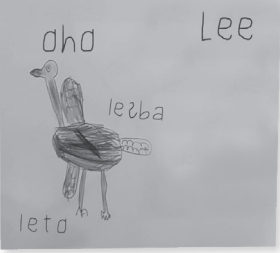


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **no | nya | na**.
- 2 Ask learners to march for each syllable: **no** (one step) **nya** (one step) **na** (one step). Give some learners shakers or drums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

Small group activities

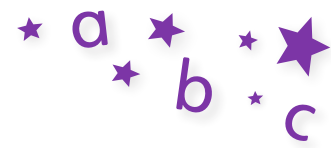
Remind learners about the small group activities, the rules for each activity and the tidy-up process.







Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> Ditshwantsho tsa mefuta e fapaneng ya dinonyana 	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho sheba ditshwantsho tsa mefuta ya dinonyana ka hloko (mebala e fapaneng, dibopeho tse fapaneng tsa melomo ya tsona, maoto a matelele kapa a makgutshwanyane, mehatla e metelele kapa e mekgutshwanyane). Hang ha ba shebile ditshwantsho tsa dinonyana, ba tshwanetse ho taka le ho kgabisa nonyana eo ba e kgethileng. Ba kgothalletse ho leka ho ngola mabitso a dikarolo tse fapaneng tsa dinonyana (mapheo, maoto, molomo, mohatla).  
<ul style="list-style-type: none"> Papetla ya papadi ya dinonyana tsa mantswe a mabedi Mataese a mabedi le dibadi tse pedi  <p><i>Ho tswellisa papadi ena, beha dikarata tsa ditshwantsho tsa ditlhaku o di shebisitse hodimo hodima tafole hore ha moithuti a wela hodima tlhaku, a tshwanele ho batlana le setshwantsho se qalang ka tlhaku eo.</i></p>	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Beha papetla ya papadi hodima moseme moo ho dutseng baithuti ba babedi kapa ba bararo. Hlalosetsa baithuti melao: <ul style="list-style-type: none"> Baithuti ba beha disebediswa tsa dipalo ho Qalo Moithuti ka mong o ba le monyetla wa ho lahlela letaese le ho tsamaisa sesebediswa sa dipalo ho ya ka palo ya dibaka papetleng. Ha ba ema hodima tlhaku ya lentswe, ba tshwanetse ba bitse modumo o etswang ke tlhaku eo ba be ba bitse ntho e qalang ka modumo oo. Moithuti wa pele ho filha Qetellong ya papetla ke mohlodi mme papadi e fedile.
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.





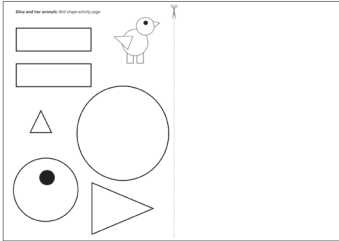
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of birds 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must look carefully at the pictures of different types of birds (different colours, different shapes of beaks, long or short legs, long or short tails). 2 Once they have looked at the pictures of the birds, they must draw and decorate a bird of their choice. Encourage them to try and write labels for different parts of the bird (wings, legs, beak, tail). 
<ul style="list-style-type: none"> • Two Word bird game boards • Two dice and counters  <p><i>To extend this game, put all the picture cards face up on the table so that when a learner lands on a letter, they have to find a picture that starts with that letter.</i></p>	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Place the game board on the mat with two to three learners seated around it. 2 Explain the rules to the learners: <ul style="list-style-type: none"> • Learners put their counters on <i>Start</i>. • Each learner takes a turn to throw the die and moves the counter the correct number of spaces on the board. • When they land on a letter, they must say the sound that letter makes and name something that begins with that sound. • The first learner to reach the <i>End</i> of the bird is the winner and the game is over.
<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.



O tla hloka

- Kgatiswana ya **Leqephe la ketsahalo ya sebopeho sa nonyana** e fuwe moithuti ka mong
- Dikerayone tsa mafura tsa jumbo, sekhomaretsi, dikere



Mesebetsi

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

- 1 Hlalosetsa baithuti hore ba tshwanetse ho kenya mebala ba be ba sehe dibopeho ebe ba di kgomaretsa leqepheng ho etsa nonyana.
- 2 Kopa baithuti ho kenyelletsa maoto a nonyana ba be ba take le tikoloho.

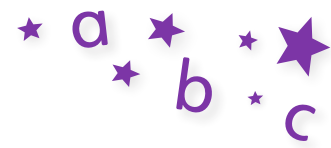


- Diporopo: dibapadiswa tse bonolo kapa ditshwantsho tsa diphoofolo tse ratwang, manki kapa mealo wa diphoofolo, dikobo, dikotlolo, setetese koupo, diborosolo tse sebedisetswang diphoofolo, koloro, lebanta la phoofolo, founu, sesebediswa sa ngaka (mohlala: sesebediswa sa ho lekola motjheso mmeleng), dikerayone kapa dipene ho sebediswa jwaloka lemao, lebokose la dipilisi le se nang letho, diaparo tsa mooki kapa ngaka, buka le pensele

Mosebetsi wa 5: Ho bapala boiketsiso

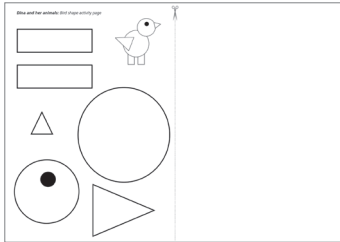
- 1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 moo ba neng ba etsa eka ba sebeta kapa ba etetse tshireletso ya diphoofolo kapa ngakeng ya diphoofolo. Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





You will need

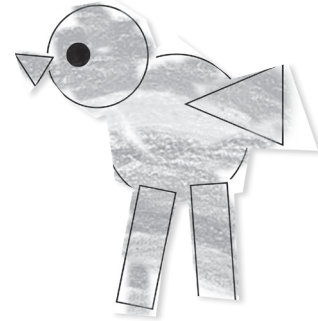
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



Activities

Activity 4: Fine motor skills and handwriting

- 1 Explain to learners that they must colour in and cut out the shapes, and then stick them on the page to make a bird.
- 2 Ask learners to add the bird's feet and draw the background.



- Props: soft toys or pictures of pets, baskets or beds for the animals, blankets, bowls, stethoscope, grooming-brushes, collar, lead, telephone, a doctor's instruments (for example: a thermometer), crayons or pens for injections, an empty pill box, nurse or doctor's clothes, a notebook and pencil

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 an animal shelter or vet. Visit the corner at least once to observe and encourage the learners' game.



★ Mohlokamedi le keretjhe ya hae

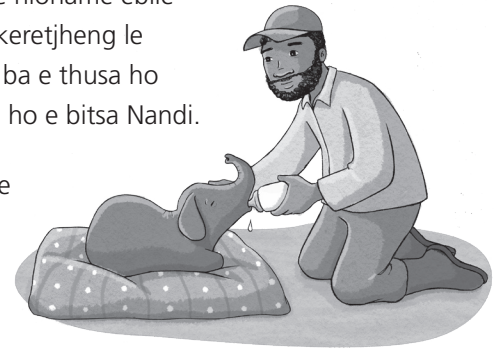
Pale



E ke pale ya monna ya molemo ya bitswang Mohlokamedi. Mohlokamedi o entse tulo e tshireletsehileng moo dikgutsana tsa masea a diphoofole di dulang. O ne a bitsa tulo eo keretjhe. Diphoofole tse tliswang moo ke tse hlaha tse senang batswadi ba ho di hlokomela. Di nyane haholo ho ithlokomela, ebile maphelo a tsona a ka ba kotsing tulong e hlaha.

Mohlokamedi le bathusi ba hae ba hlokomela masea a diphoofole hofihlela di tiya ho ka phela naheng e hlaha hape. Bathusi ba lebelo diphoofole ka hloko. Ba ya di fepa ba di boloke di futhumetse. Ha diphoofole di kula, bathusi ba di hlokomela ebile ba di fa meriana.

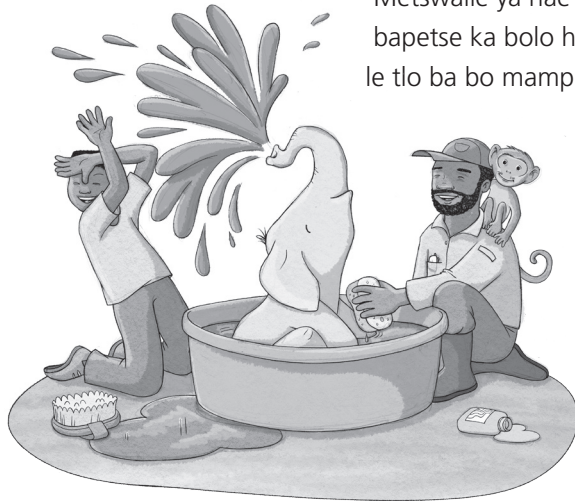
Ka le leng la matsatsi Mohlokamedi a fumana molaetsa kapa ditaba. Tlou e leng selemo se le seng ka boholo e ya tla moo keretjheng. E ne e kula e sesefetse, e hloname ebile e sena batswadi ho e hlokomela. Lesea le la tlou le tlisitswe keretjheng le palamisitswe kamorao ha teraka. Mohlokamedi le mothusi ba e thusa ho theoha terakeng ha bonolo ka makgethe. Ba nka qeto ya ho e bitsa Nandi.



Lapele Nandi o ne a sa batle ho ja, o ne a dula a ithoballetse tlasa kobo. Mohlokamedi le mothusi wa hae ha ba ka ba inehela. Ba ile ba hlokomela Nandi ka mehla a ba a qala ho tiya kapa a ba le matla. Ka tsatsi le leng Mohlokamedi a re: "Ke nahana hore nako e se e lokile hore Nandi a tswele ka ntle ho bapala le diphoofole tse ding."

Pele Nandi o ne a ikutlwa a kgathetse ebile a le butle, empa a phakisa ho ithuta ho bapala.

Metswalle ya hae e meholo e ne e le lesea thutlo le lesea le letjha la tshukudu. Ba bapetse ka bolo ha mmoho. Mohlokamedi a ba lebella a tsheha. "Ka le leng la matsatsi le tlo ba bo mampudi ba bolo ya maoto!" a bua jwalo.



Le ha Nandi a ne a rata ho bapala le metsalle ya hae, o ne a rata ho fafatsa ka metsi hofeta! Ka nako engwe o ne a tshela kapo a fafatsa Mohlokamedi ka metsi ho tswa kutung ya nko ya hae. Mohlokamedi o ne a sena taba, o ne a thabela ho bona hore Nandi o ithuta ho sebedisa nko ya hae jwalo ka tlou tse ding. "Haufinyana Nandi o tla be a kgona ho kopana le ditlou tse ding tse hlaha naheng hape," ho nahana Mohlokamedi ka thabo.

Ke pheletso ya pale.

★ Keeper and his nursery

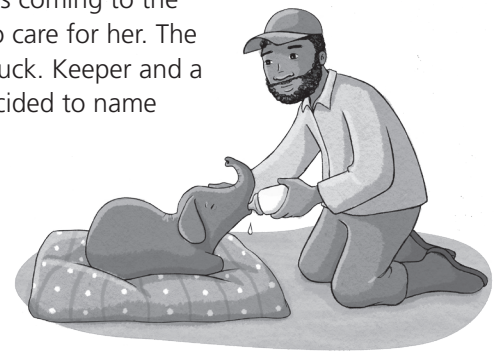
Story



This is the story about a kind man called Keeper. Keeper has made a safe place where orphaned baby animals can stay. He calls his place a nursery. The animals who are brought here are wild animals who have no parents to care for them. They are too small to look after themselves, and their lives would be in danger in the wild.

Keeper and his helpers care for the baby animals until they are strong enough to live in the wild again. The helpers watch the animals carefully. They feed them and keep them warm. If the animals are sick, the helpers take care of them and give them medicine.

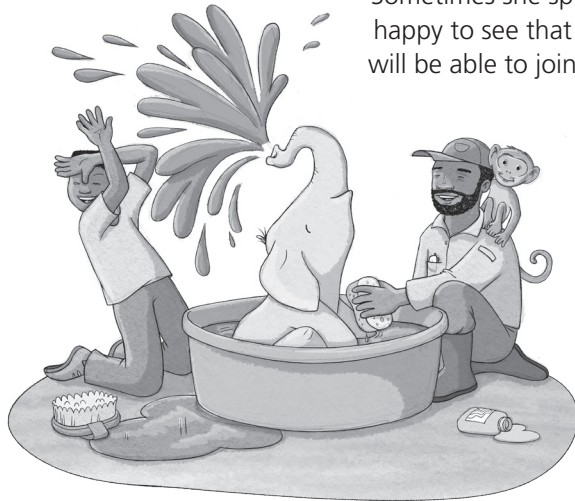
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name her Nandi.



At first Nandi didn't want to eat and she just lay sleeping under a blanket. Keeper and his helpers didn't give up. They cared for Nandi every day and she began to get stronger. One day, Keeper said: "I think it's time for Nandi to go outside and play with the other animals."

At first Nandi was still a bit tired and slow, but she soon learned to play. Her best friends were the baby giraffe and the new baby rhino. They played with the ball together. Keeper watched them and laughed: "One day you'll all be soccer champions!" he said.

Although Nandi loved playing with her friends, she loved splashing in the water even more! Sometimes she sprayed water at Keeper with her trunk. Keeper didn't mind, he was happy to see that Nandi was learning to use her trunk like other elephants. "Soon Nandi will be able to join the other elephants in the wild again," thought Keeper happily.



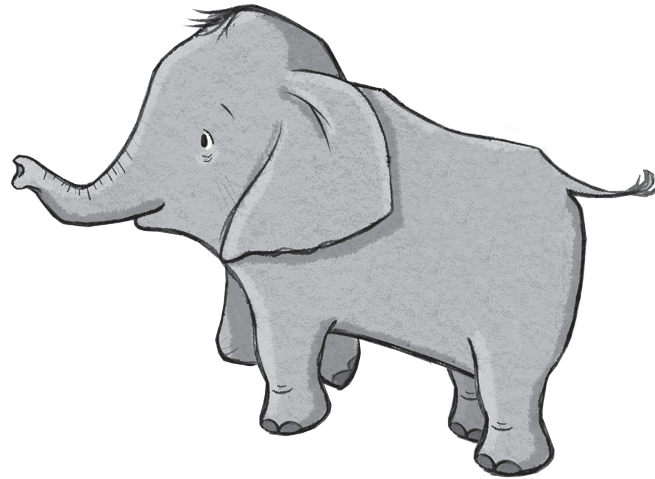
And that is the end of the story.



Pina

Tlou ele e nale nko e telele ha kakang
 Tlou ele e nale nko e telele ha kakang
 Ya nka tweba, ya nka mokgodutswane
 Ya di fasa sefateng
 Ya nka Kgudu, ya nka senqanqane
 Ya di fasa sefateng

Tlou ele e nale nko e telele ha kakang
 Tlou ele e nale nko e telele ha kakang
 Ya nka Nare ya nka Tshukudu
 Ya di akgela nokaneng
 Ya nka Nkwe, ya nka Tau
 Ya di akgela morung.

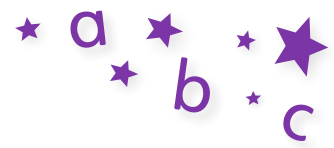


(Iqapele molodi wa hao)

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	phoofolo e hlaha	motswadi	kgutsana	tlou	thutlo	tshukudu
Mantswe a koketso:	matla/tiya	sesane	inehela	kutu (ya nko)	fafatsa	fafatsa/tshela
	mothusi	meriane	futhumala	metswalle	kgathala	butle



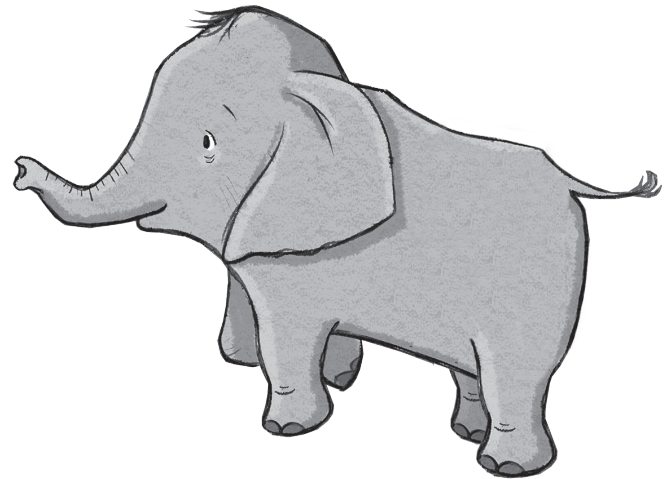


Song

If you should meet an elephant on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm glad to meet you, Elephant, I'd like to dance with you!"
(Learners dance in pairs)

If you should meet a rhino on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Rhino, how do you do?
 I'm glad to meet you, Rhino, I'd like to dance with you!"
(Learners dance in pairs)

If you should meet a giraffe on a summer's day,
 What would you do and what would you say?
 I'd say: "Good morning, Giraffe, how do you do?
 I'm glad to meet you, Giraffe, I'd like to dance with you!"
(Learners dance in pairs)



(Sing to the tune of "If you should meet an elephant" or use your own tune.)

Vocabulary from the story

Key-words:	wild animal	parent	orphan	elephant	giraffe	rhino
Extra words:	strong	thin	give up	trunk	splash	spray
	helper	medicine	warm	nursery	tired	slow



O tla hloka:

- Pale: *Mohlokamedi le keretjhe ya hae*
- Dipopi: Mohlokamedi, Nandi wa tlou, tshukudu ya ngwana, thuhlo ya ngwana
- Diporopo: kobo, lebotlolo la lesea, lebotlolo le senang letho la moriana, bolo
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

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

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"Na ho na le ya kileng a bona ledinyane la tlou, la thutlo kapa la tshukudu le phelang kapa thelevishineng? Na o kile wa fumana phoofolo e tswileng kotsi kapa e kulang mme o ile wa etsa eng ho e thusa?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meeelo ya mantswe a mang a matjha ao re tlišeng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe. Botsa baithuti hore na ba kile ba utlwa lentswe "kgutsana" mme o hlalose hore le bolela motho kapa phoofolo e se nang batswadi.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore Mohlokamedi le bathusi ba tlamehile ho etsang ho hlokomela madinyane a diphoofolo? Mohlokamedi le bathusi ba ile ba ikutlwa jwang ha Nandi a ntse a matlafala? Hobaneng ha Mohlokamedi a sa ka a kgena ha Nandi a mo hasa ka metsi?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? Na o nahana hore o ka rata ho sebetsa setsing sa Mohlokamedi? Hobaneng?"*

Tsebisano ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"ka, keretjhe, kotsing, kula, kapa, kamorao, kobo, kopana. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: kapa, kamorao, kobo? Ee, o nepile! Kaofela a na le modumo /k/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /k/: kubu, katse, kama, kuku, kariki, katara, katiba, kausu, kolo, komiki, komokomore, konopo, koranta."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /k/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /k/: *"k-k-k"*. Etsa ho swaswa hore o ba qabole: O buelle tlelase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

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

Ke tsokotsa menwana ya ka

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



You will need:

- Story: *Keeper and his nursery*
- Puppets: Keeper, Nandi the elephant, baby rhino, baby giraffe
- Props: a blanket, a baby's bottle, an empty medicine bottle, a ball
- 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: "*Has anyone ever seen a baby elephant, giraffe or rhino in real life or on television? Have you ever found an animal that is hurt or sick and what did you do to help that animal?*"
- 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. Ask learners if they have ever heard the word "orphan" and explain that this means a person or animal who has no parents.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "*What do you think Keeper and the helpers need to do to take care of the baby animals? How did Keeper and the helpers feel when Nandi got stronger? Why didn't Keeper get cross when Nandi sprayed him with water?*"

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? Do you think you would like to work in Keeper's nursery? Why/why not?*"

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*ka, keretjhe, kotsing, kula, kapa, kamorao, kobo, kopana. Can you hear the focus sound: kapa, kamorao, kobo? Yes, you are right! They all have the sound /k/.*"
- 2 "*Listen carefully, here are some more words with /k/: kubu, katse, kama, kuku, kariki, katara, katiba, kausu, koloj, komiki, komokomore, konopo, koranta.*" (Emphasise the focus sound as you say these words.)
- 3 Say the sound /k/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /k/: "**k-k-k**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



O tla hloka:

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



Beke 1 Letsatsi 2

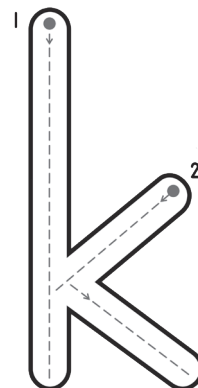
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

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

Ho bopa tlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 2

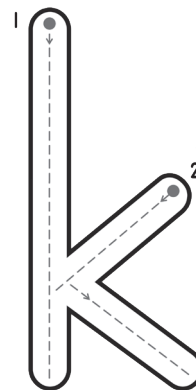
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



O tla hloka:

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



Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho pheta le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswa ho tswa lenaneng la tlotlontswa. Mohlala: Mohlokamedi ha a ka a emisa ho hlokomela Nandi ha a robetse, a sa batle ho ja. Ke mantswa afe paleng a bolelang hore ba ile ba tswela pele ho leka? (ha ba ka ba inehela)
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhare) tloba ba seba di sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswa ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

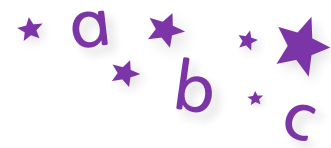
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 3

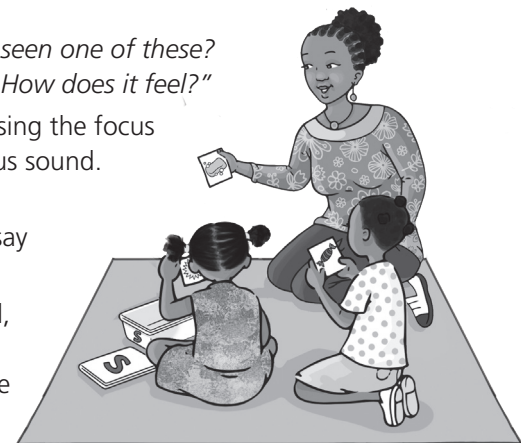
Whole class activities

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: Keeper didn't stop caring for Nandi when she slept and didn't want to eat. What words from the story mean they kept on trying? (They didn't give up.)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dikarete tsa ditshwantsho
- Dikgamelo tse hlano, tlhaku le karata ya setshwantsho ho e kgomaretsa kgamelong e nngwe le e nngwe

Stella o re:



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

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



Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

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



Mamela modumo o ho tsepameditsweng

- 1 Neha moithuti e mong le e mong karata ya setshwantsho. Ba kope ho bitsa ditshwantsho ba be ba qapodise lentse butle. Baithuti ba bang ba tshwanetse ho leka ho sheba hore na ba ka tseba modumo a lentse. Mohlala: Lentse "podi" le na le modumo /p/.
- 2 Ha moithuti e mong le e mong a fumane monyetla wa ho fana ka lebitso la karata ya hae a bile a tsebile modumo, bontsha baithuti dikgamelo tse hlano, moo e nngwe le e nngwe e nang le tlhaku hammoho le karata ya setshwantsho. Baithuti ba tshwanetse ho etsa qeto moo ba ka beyang dikarata tsa ditshwantsho. Mohlala: Haeba ba na le setshwantsho sa "podi", ba tla tshwanela ho se kenya kahara kgamelo ya modumo wa /p/.

Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures
- Picture cards
- Five containers, a letter and picture card to stick on each container

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 Give each learner a picture card. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "podi" has the vowel sound /p/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "podi", they would need to place it in the container with the **p** sound.



Small group activities

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



O tla hloka:

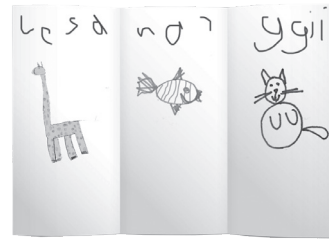
- Pampiri e kgolo ya ho ngolla
- Ditshwantsho tsa diphoofolo tse hlaha
- Bakeng sa moithuti ka mong: Leqephe la buka le mennwe hararo, leqhetswana la lebokose le sa sebedisweng le mennwe ka lehare, dikwahelwana tse pedi tsa tshepe kapa tsa polasetiki, lesela ho kgabisa
- Dikerayone tsa mafura tsa *jumbo*, sekere, sekgomaretsi sa patsi kapa sa mosebetsi wa matsoho

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Bontsha baithuti ditshwantsho tsa diphoofolo tse hlaha le be le buisane ka hore di shebahala jwang: Na di na le matheba (mangau, dikgaka, dithutlo), metsero (dinkwe, dipitsi, dinoha) kapa ha di na metsero kapa matheba (ditau, ditlou, ditshukudu)?
- 2 Jwale kopa baithuti ho o thusa ho beha diphoofolo ho ya ka dihlopha. Ngola mantswa: "matheba", "metsero" le "tse se nang metsero kapa matheba" hodima dikgetjhana tsa pampiri e kgolo ya ho ngolla. Fa baithuti monyetla wa ho kgetha phoofolo le ho e kgomaretsa ka sekgomaretsi, ka tlasa sehloho se nepahetseng.
- 3 Neha moithuti e mong le e mong leqephe le mennweng hararo. Ba tshwanetse ho leka ho ngola dihloho hodimo leqepheng: matheba, metsero, tse se nang matheba le metsero. Ba tshwanetse ho taka diphoofolo tse pedi ka tlasa sehloho se seng le se seng.



Ho kopanya le ho kgaohanya (dinoko le medumo)

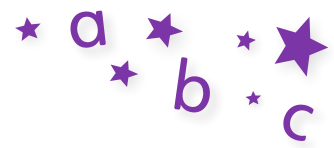
- 1 Moithuti e mong le e mong o hloka ho etsa kwena pele. Ba tshwanetse ho mena karata e nyenyane e bileng e le tshesane ka lehare mme ba e kgabise hore e tshwane le kwena. Ebe ba kenya dikwahelo tse pedi tsa lebotlolo ka hara karata moo e tlo bang meno a kwena.
- 2 Baithuti ba ka bula le ho kwala molomo wa kwena mme ba mamele modumo o etswang ke "meno".
- 3 Hang ha ba qetile ho etsa kwena, ba ka e sebedisa ho kgaohanya mantswa ka dinoko. Mohlala: kwe-na = tobetsa habedi
- 4 Bontsha baithuti ditshwantsho tsa diphoofolo tse hlaha, di bitse ka mabitso o be o ba kgothalletse ho tobetsa senokong ka seng: ko-lo-be-mo-ru = ho tobetsa hahlano, tshwe-ne = ho tobetsa habedi, tshu-ku-du = ho tobetsa hararo, ku-bu = ho tobetsa habedi, no-ha = ho tobetsa habedi, tshe-pe = ho tobetsa habedi.



Diketsahalo tsa dihlotshwana

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





You will need:

- Flipchart paper
- Pictures of wild animals
- For each learner: an A4 page folded in three, a small strip of recycled cardboard folded in half, two metal or plastic bottle tops, fabric to decorate
- Jumbo wax crayons, scissors, wood or craft glue

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Show the learners pictures of wild animals and discuss what they look like: Do they have spots (leopards, cheetahs, guinea fowls, giraffes), stripes (tigers, zebras, snakes) or are they plain (lions, elephants, rhinos)?
- 2 Then ask learners to help you sort the animals into groups. Write the words "spots", "stripes" and "plain" on pieces of flipchart paper. Give learners a chance to choose an animal and stick it under the correct heading with Prestik.
- 3 Give each learner an A4 page folded in three. They must try and write the headings on the top of the page: spots, stripes, plain. Then they must draw two animals under each heading.



Blending and segmenting (syllables and phonemes)

- 1 Each learner needs to first make a crocodile. They must fold the small, narrow piece of card in half and decorate it to make it look like a crocodile. Then they can stick two bottle tops on the inside of the card where the teeth of the crocodile would be.
- 2 Learners can open and close the crocodile's mouth and listen to the click sound made by the "teeth".
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, kwe-na = tobetsa habedi.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ko-lo-be-mo-ru = ho tobetsa hahlano, tshwe-ne = ho tobetsa habedi, tshu-ku-du = ho tobetsa hararo, ku-bu = ho tobetsa habedi, no-ha = ho tobetsa habedi, tshe-pe = ho tobetsa habedi.



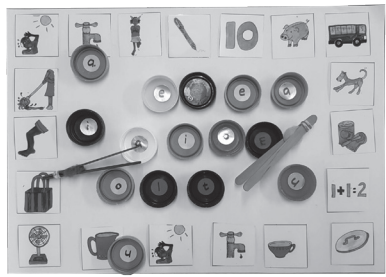



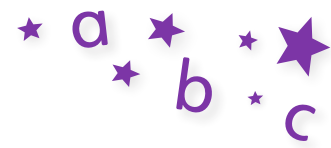
Small group activities

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

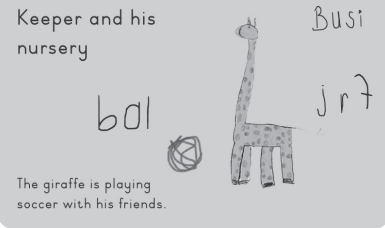





Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa jumbo <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p>Mohlakomedi lekeretjhe ya hae</p> <p>Thuhlo o bapala bolo le metswalle ya hae.</p> <p>busi jula bdl</p>  </div> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;">  <p><i>Nakong ena ya jara, baithuti ba na le boitshupo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto. Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothaletso. Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho – di kgomareditswe ka sekgomaretsi dintlheng tsa leqephe le leholo kapa karata Dikwahelo tsa mabololo tse ngotsweng tlhaku kahare (Haeba ho na le ditshwantsho tse hlano tse nang le modumo k, ho tshwanetse ho be le dikwahelo tse hlano tse ngotsweng k kahare.) Disebediswa tsa ho phahamisa ho itseng ho ke keng ha phahamiswa ke menwana (Tsena di ka etswa ka dithupa tse pedi tsa aesekirimi, rekere le bolo ya mokgabiso pakeng tsa dithupa.) 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho sebedisa disebediswa tsa ho phahamisa ho itseng o sa sebedise menwana, ho phahamisa le bopi le ka sekwahelwaneng sa lebotlolo ebe ba sheba hore na ba ka fumana setshwantsho sa modumo oo. Mohlala: Ha ba ka phahamisa k, ba tshwanetse ba fumane setshwantsho se nang le modumo wa /k/ jwaloka "kereke", "katse", "kausu". Jwale ba tshwanetse ba behe sekwahelwana hodima karata ya setshwantsho. Ba tshwanetse ba tswelle pele ho fihlela ditshwantsho di kwahetswe kaofela ka sekwahelwana. <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana <div style="text-align: center;">  </div>	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.



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"> Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card Bottle tops with the vowels written inside the lid (If there are five pictures with an k, there must be five bottle tops with an k written inside the lid.) Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up k, they must find a picture with an /k/ sound such as "kereke", "katse", "kausu". Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. 
<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.





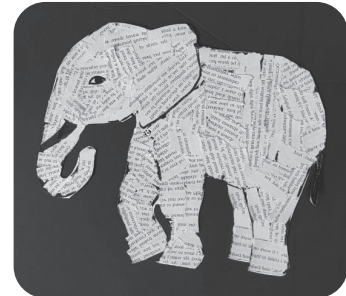
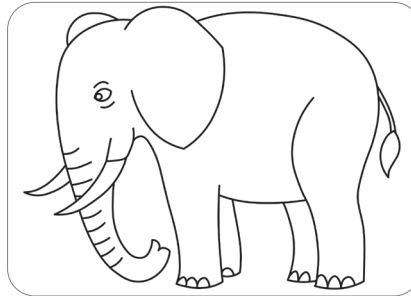
O tla hloka

- Moithuti e mong le e mong a fuwe kgatiswana ya **Leqephe la ketsahalo ya Tlou**, hammoho le koranta, sekgomaretsi, le dipene tsa ho kgabisa tse ntsho

Mesebetsi

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

- Baithuti ba tshwanetse ho tabola koranta maqhetswana ebe ba a kgomaretsa hodima tlou tsa bona. Hang ha ba qetile, ba ka sebedisa pene e ntsho ho bontsha tsebe ebe ba taka leihlo.
- Ba ka kgabisa bokamorao ha ba qetile kapa ba seha ditlou tsa bona ho tswa dikgatiswaneng tsa bona mme sehlopha kaofela se ka etsa mohlape wa ditlou hodima pampiri e kgolo ya ho ngolla.

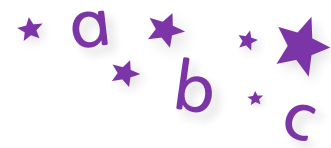


- Diporopo: terei kapa lebokose le sa tebang, lehlabathe, mahlokwana ho etsa terata, dikwahelo tsa dibotlolo tse botala ba lehodimo ho tshela metsi, majwe, mahlaku kapa makala a manyenyane ho etsa mahlaku, diphoofolo tse hlaha tsa polasetiki kapa ditshwantsho tsa diphoofolo tse kgomareditsweng karateng

Mosebetsi wa 5: Ho papala boiketsiso

- Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.
- Ba hlalose hore ba tliho etsa tulo ya diphoofolo tsa dikgutsana. Ba tshwanetse ba etse bonnete hore ho na le metsi le dijo tsa diphoofolo le moriti hore di phole. Ho feta moo ba tshwanetse ho hlokomela hore ho na le terata ho thibela diphoofolo tse jang dimela ho ditau le diphoofolo tse jang nama. Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





You will need	Activities
<ul style="list-style-type: none">A photocopy of the Elephant activity page for each learner, newspaper to tear, glue, black kokis	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">Learners must tear the newspaper into small pieces and then stick them onto their elephant. Once their elephant is complete they can use the black koki to trace over the ear and draw an eye.They can decorate the background when finished or they can cut out their elephants and the whole class can make an elephant herd on a piece of flipchart paper. <div data-bbox="720 734 1131 1030"></div> <div data-bbox="1164 734 1501 1030"></div>
<ul style="list-style-type: none">Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, small pieces of fabric for blankets, plastic wild animals or small pictures of animals stuck onto card	<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 make a nursery for orphaned animals. They must make sure there is water and food for the animals, and shade to keep them cool. They must also be careful that there is a fence to keep the lions and other meat-eating animals away from the plant-eating animals. Visit the corner at least once to observe and encourage the learners' pretend play. <div data-bbox="765 1302 1454 1656"></div>





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le e mong
- Kgatiswana e seng ya mmala ya ditshwantsho tse latellanang e fuwe moithuti ka mong
- Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang?"*
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela ditafoleng tsa bona.
- 5 Kopa baithuti ho seha ditshwantsho tseo e seng tsa mmala, ba di behe ka tatellano e nepahetseng ebe ba di kgomaretsa leqepheng le se nang letho. Tsamaya hara sehlopha, o thuse moo ho hlokahalang. Mosebetsi ona o bohlokwa ho lekantsha bokgoni ba baithuti ho beha diketsahalo tsa sehloho tsa pale ka tatelano e nepahetseng.
- 6 Hang ha baithuti ba qetile ditshwantsho tsa bona tsa tatellano, neha moithuti ka mong bukana. Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 7 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



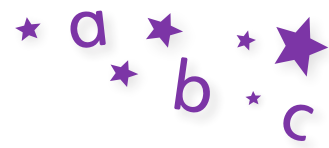
Tsebisu ya modumo hotswa paleng

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

Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"tulo, tulong, teraka, terakeng, tiya, taba. Can you hear the focus sound: tulo, teraka, tiya, taba? Yes, you are right! They all have the sound /t/."*
- 2 *"Listen carefully, here are some more words with /t/: tafole, tau, letata, tae, taemane, tamati, tapole, tekesi, terata, terene, tonki."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /t/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /t/: **"t-t-t"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



O tla hloka:

- Buka e Kgolo: Mohlokamedi le keretjhe ya hae
- Kgatiswana e lekanang le A5 ya tlhaku **t** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

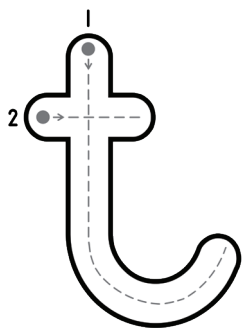
Padisommoho – Buka e Kgolo

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



Ho bopa tlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

- Big Book: Keeper and his nursery
- Water in containers and a paintbrush for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

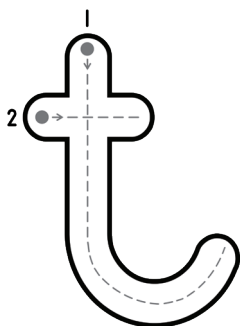
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



O tla hloka:

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

Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- Baithuti ba ema ba entse sedikadikwe mme ba mamela ka hloko ha o ba fa ditaello. Ha o re "Mohlokamedi o re", ba tshwanetse ho etsa seo o se buang. Ha o sa re "Mohlokamedi o re", ba ema tswe! Mohlala:
 - ★ Mohlokamedi o re, "Hata ka matla jwaloka tlou."
 - ★ "Meneka jwaloka noha."
 - ★ Mohlokamedi o re, "Phutholoha jwaloka tau."
 - ★ Mohlokamedi o re, "Tlola jwaloka tshepe."
 - ★ "Fofa jwaloka ntsu."
 - ★ Mohlokamedi o re, "Hlafuna jwaloka thutlo."
 - ★ Mohlokamedi o re, "Idimola jwaloka tshukudu."
- Jwale e re: "Ke tlilo le fa masedinyana a itseng mme le tshwanetse ho leka ho noha hore ke nahanne phoofolo efe."
- Mamelang ka hloko masedinyaneng pele le leka ho noha. Beha letsoho la hao hodima hlooho ya hao ha o nahana hore o tseba karabo. Mohlala: "Ke batlana le phoofolo e kgolo e putswa ka ditsebe tse kgolo le nko e telele."
- Tswela pele ka mehlala e meng mme o botse hore na ho na le e mong wa baithuti ya ka ratang ho leka ho fana ka masedinyana.

Mabokoso a ditlhaku

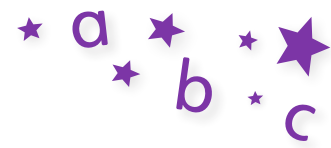
- Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo ya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



Diketsahalo tsa dihlotshwana

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





You will need:

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

Week 2 Day 3

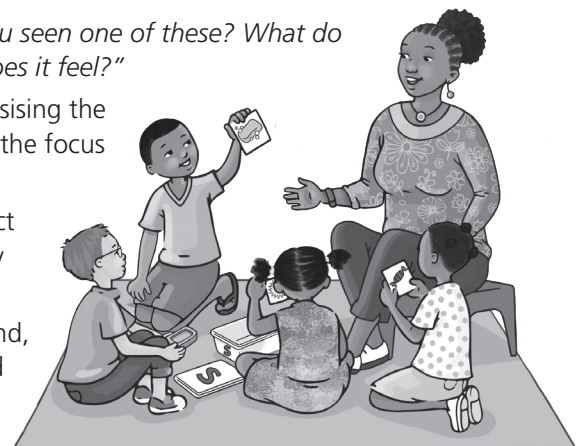
Whole class activities

Learning to listen

- 1 Learners stand in a circle and listen carefully as you give them instructions. If you say "Keeper says", they must do what you say. If you don't say "Keeper says", they must stand still. For example:
 - ★ Keeper says, "Stomp like an elephant."
 - ★ "Slither like a snake."
 - ★ Keeper says, "Stretch like a lion."
 - ★ Keeper says, "Jump like a springbok."
 - ★ "Fly like an eagle."
 - ★ Keeper says, "Chew like a giraffe."
 - ★ Keeper says, "Yawn like a hippo."
- 2 Now say: "I am going to give you some clues and you must try and guess which wild animal I am thinking of."
- 3 Listen carefully to all of the clues before you try and guess. Put your hand on your head if you think you know the answer. For example: "I am looking for an animal that is large and grey with big ears and a long nose."
- 4 Continue with other examples and ask if any of the learners would like to try giving clues.

Letter boxes

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



Small group activities

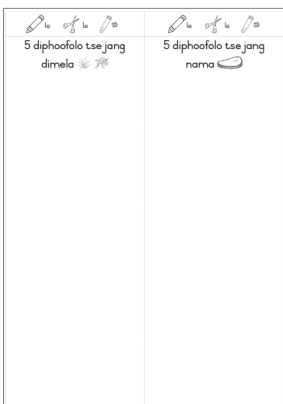
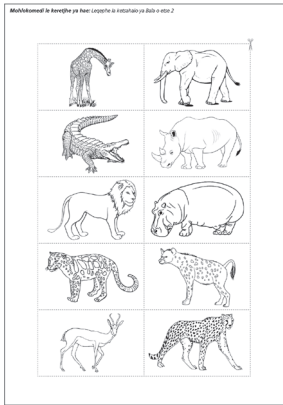
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Maqephe 1 le 2 a tshwantshitsweng a **ketsahalo ya ho Bala o etse** bakeng sa moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Sekhomaretsi le dikere
- Dikgamelo tse hlano, tlhaku le karata ya setshwantsho ho e kgomaretsa kgamelong e nngwe le e nngwe



Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

Bala o etse

- 1 Fa moithuti ka mong leqephe la pele la mosebetsi wa Bala mme o etse, le kgaohantswe habedi le leqephe la bobedi la mosebetsi wa Bala mme o etse le nang le diphoofole.
- 2 Laela baithuti ho sheba diphoofole kaofela mme ba bue ka seo di se jang. Mohlala: Ditau di ja nama kahoo di bitswa diphoofole tse jang nama, dithutlo di ja mahlaku a difate mme ditshepe di ja jwang kahoo di bitswa diphoofole tse jang dimela.
- 3 Bolella baithuti ho sheba leqephe la pele la mosebetsi wa Bala mme o etse, le kgaohantsweng habedi ebe ba bua ka seo ba se bonang (matchwao, ditshwantsho le mantswa). Ba bontshe moo ho thweng "diphoofole tse jang dimela" le "diphoofole tse jang nama". (Supa setshwantsho sa mahlaku le jwang pela mantswa "diphoofole tse jang dimela" le setshwantsho sa nama pela mantswa "diphoofole tse jang nama".)
- 4 Hlalosetsa baithuti hore jwale ba tliilo etsa mosebetsi o thabisang o bitswang "bala mme o etse". Ba tshwanetse ho bala sehlooho se seng le se seng ba be ba etse seo se se bolelang.
- 5 Balang sehlooho sa pele hammoho. Bolella baithuti ho kenya mebala ba be ba sehe thutlo. Ba botse hore na ba nahana hore ba tshwanetse ho kgomaretsa thutlo hokae (ka tlasa sehlooho: diphoofole tse jang dimela).
- 6 Bolella baithuti ho batla ditshwantsho tse ding tsa diphoofole tse jang dimela, ba di sehe mme ba di kgomaretse. Botsa hore na ho na le e mong wa baithuti ya kgonang ho "bala" sehlooho se latelang. Ba tshwanetse ho kenya mebala, ba sehe ba be ba kgomaretse diphoofole tse jang nama.
- 7 Baithuti ba tshwanetse ho tswela pele ka tswela ena ho fihlela setshwantsho se seng le se seng se kgomareditswe lenaneng le nepahetseng.

Mamela modumo o ho tsepamiseditsweng

- 1 Neha moithuti e mong le e mong karata ya setshwantsho. Ba kope ho bitsa ditshwantsho ba be ba qapodise lentswe butle. Baithuti ba bang ba tshwanetse ho leka ho sheba hore na ba ka tseba modumo a lentsweng. Mohlala: Lentswe "podi" le na le modumo /p/.
- 2 Ha moithuti e mong le e mong a fumane monyetla wa ho fana ka lebitso la karata ya hae a bile a tsebile modumo, bontsha baithuti dikgamelo tse hlano, moo e nngwe le e nngwe e nang le tlhaku hammoho le karata ya setshwantsho. Baithuti ba tshwanetse ho etsa qeto moo ba ka beyang dikarata tsa ditshwantsho. Mohlala: Haeba ba na le setshwantsho sa "podi", ba tla tshwanela ho se kenya kahara kgamelo ya modumo wa /p/.

Diketsahalo tsa dihlotshwana

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





You will need:

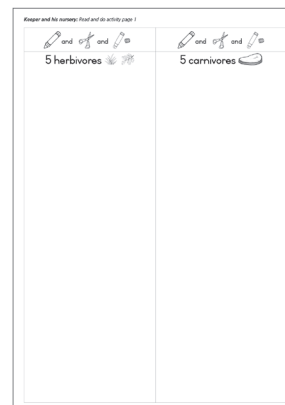
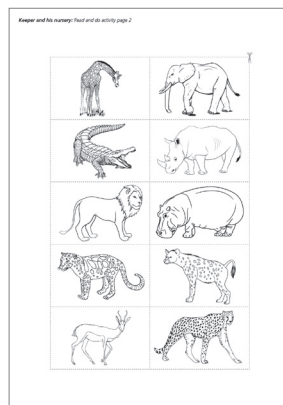
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

Week 2 Day 4

Whole class activities

Read and do

- 1 Give each learner a **Read and do activity page 1** with two columns and a **Read and do activity page 2** with animals.
- 2 Ask learners to look at all the animals and talk about what they eat. For example: Lions eat meat so they are called carnivores, giraffes eat leaves and buck eat grass and so they are called herbivores.
- 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 "herbivores" and "carnivores". (Point to the picture of leaves and grass next to the word "herbivores" and the picture of meat next to the word "carnivores".)
- 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 giraffe. Ask them where they think they should stick the giraffe (under the heading: herbivores).
- 6 Tell learners to find other pictures of herbivores 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 animals that are carnivores.
- 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. Ask them to name the picture and then say the word very slowly. The other learners must try to identify the focus sound. For example: The word "podi" has the vowel sound /p/.
- 2 When each learner has had a turn to say the name of their picture and the focus sound has been identified, show learners the five containers, each containing a letter and picture card. Learners must decide where to put their picture card. For example: If they have a picture of a "podi", they would need to place it in the container with the **p** sound.

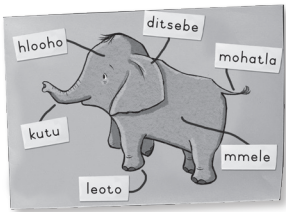
Small group activities

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



O tla hloka:

- Popi ya tlou, pampiri e kgolo ya ho ngolla, maqhetswana a pampiri/karata ho ngola mareho, pene e ntsho ya ho ngola letlapeng
- Ditshwantsho tsa diphoofolo tse hlaha
- Moithuti ka mong a fuwe: kwena ya lebokose e entsweng Bekeng ya 1



Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Beha popi ya tlou kapa setshwantsho sa tlou bohareng ba pampiri e kgolo ya ho ngolla.
- 2 Kopa baithuti ho arolelana dinnete tse monate tseo ba di tsebang ka ditlou. O ka susumelletsa puisano ka ho botsa hore na ditlou di dula hokae (hara dihlaha) le hore na di ja eng (mahlaku, jwang).
- 3 Botsa baithuti hore na ba ka fana ka mabitso a dikarolo tsa mmele wa tlou. Kgetha baithuti ba itseng ho tla ka pele, ba supe dikarolo tsa mmele wa tlou tse nepahetseng (hlooho, mmele, mohatla, leoto, setlopo, ditsebe).
- 4 Bolella baithuti hore o tliho rata hore ba o thuse ho ngola mareho setshwantshong sa tlou. Qala ka ho supa mohatla ebe o taka mola ho tswa mohatlang ho ya letsohong le letona la setshwantsho. Nka sekotwana sa karata o se kgomaretse ka sekgomaretsi sekotwaneng sa pampiring, haufi le mola oo o o takileng ho tswa mohatlang. Jwale e re ho baithuti: "Ke mang ya ka nthusang ho qala ho ngola lentswe 'mohatla'? Ee, le qala ka modumo /m/ mme re ngola m ka tsela ena." Tswela pele ho qetella ho ngola lentswe "mohatla" o sa laele baithuti ho qapodisa tlhaku ka nngwe.
- 5 Tswella pele ho reha hlooho ya tlou, mmele, mohatla, leoto, setlopo le ditsebe. Ha o ngola lentswe, kopa baithuti ho o thusa ho mamela modumo wa ho qala mme o ngole tlhaku e tsamaelanang le ona. Hopola ho ngola ka mongolo o monyenyanane. O se ke wa qapodisa modumo wa lentswe kaofela hobane mantswa a mangata a thata ho qapodiswa. Tsepamisa maikutlo a hao modumong le tlhakung e qalang.
- 6 Kgomaretsa setshwantsho se nang le mareho leboteng mme o bone ha baithuti ba bala mareho.

Ho kopanya le ho kgaohanya (dinoko)

- 1 Baithuti ba ka kgaohanya mantswa ka dinoko, ba sebedisa kwena ya bona. Mohlala: kwe-na = tobetsa habedi.
- 2 Bontsha baithuti ditshwantsho tsa diphoofolo tse hlaha, reha diphoofolo mme o ba kgothalletse ho tobetsa ha senoko se seng le se seng se qapodiswa: ko-lo-be-mo-ru = tobetsa hahlano, tlo-u = tobetsa habedi, tshwe-ne = tobetsa habedi, tshu-ku-du = tobetsa hararo, ku-bu = tobetsa habedi, no-ha = tobetsa habedi, tshe-pe = tobetsa habedi.



Diketsahalo tsa dihlotshwana

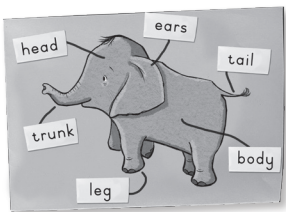
Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Pictures of wild animals
- For each learner: a cardboard crocodile made in Week 1



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the elephant puppet or a picture of an elephant in the middle of the large flipchart paper.
- 2 Ask learners to share any interesting facts they know about elephants. You can stimulate the discussion by asking where elephants live (in the bush) and what they eat (leaves, grass).
- 3 Ask learners if they can name the parts of the elephant's body. Choose individual learners to come up and point to the correct part of the body (head, body, tail, leg, trunk, ears).
- 4 Say to the learners that you would like their help labelling the picture of the elephant. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: *"Who can help me start writing the word 'mohatla'? Yes, it starts with the sound /m/ and this is the way we write a m."* Continue writing the rest of the word *"mohatla"* without asking the learners to sound out each letter.
- 5 Continue labelling the elephant's head, body, tail, leg, trunk and ears. Each time you write a word, ask the learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Blending and segmenting (syllables and phonemes)

- 1 Using their crocodile, learners can break words into syllables. For example: kwe-na = tobetsa habedi.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ko-lo-be-mo-ru = tobetsa hahlano, tlo-u = tobetsa habedi, tshwe-ne = tobetsa habedi, tshu-ku-du = tobetsa hararo, ku-bu = tobetsa habedi, no-ha = tobetsa habedi, tshe-pe = tobetsa habedi.

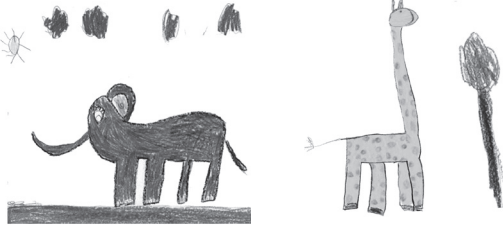




Small group activities

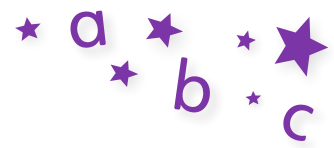
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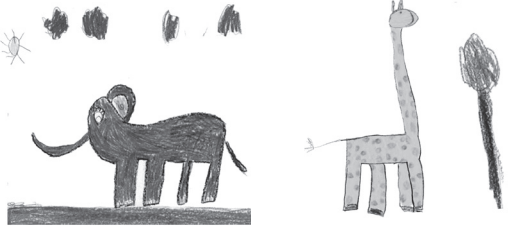
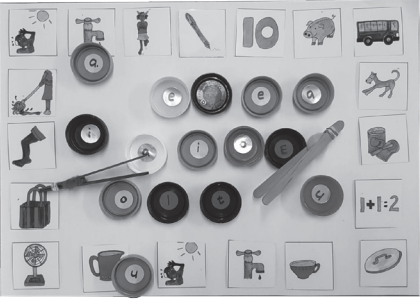

Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mesebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Ditshwantsho tsa diphoofole tse hlaha, diphoofole tse hlaha tsa polasetiki kapa dibuka tse nang le ditshwantsho tsa diphoofole tse hlaha Dikerayone tsa mafura tsa <i>jumbo</i> 	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Baithuti ba tshwanetse ho sheba diphoofole mme ba etse qeto hore phoofole e hlaha eo ba e ratang ke efe. Ba tshwanetse ho taka setshwantsho sa phoofole eo, ba sebedisa ditshwantsho jwaloka lesedi. Ba tshwanetse ho nahana hore phoofole eo e dula hokae mme ba take mahlaku, difate le jwang ho bontsha moo phoofole e dulang teng le hore e tla rata ho ja eng. 
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho – di kgomareditswe ka sekgomaretsi dintlheng tsa leqephe le leholo kapa karata Dikwahelo tsa mabotlolo tse ngotsweng tlhaku kahare (Haeba ho na le ditshwantsho tse hlano tse nang le modumo t, ho tshwanetse ho be le dikwahelo tse hlano tse ngotsweng t kahare.) Disebediswa tsa ho phahamisa ho itseng ho ke keng ha phahamiswa ke menwana (Tseno di ka etswa ka dithupa tse pedi tsa aesekirimi, rekere le bolo ya mokgabiso pakeng tsa dithupa.) 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho sebedisa disebediswa tsa ho phahamisa ho itseng o sa sebedise menwana, ho phahamisa lebopi le ka sekwahelwaneng sa lebotlolo ebe ba sheba hore na ba ka fumana setshwantsho sa modumo oo. Mohlala: Ha ba ka phahamisa "t", ba tshwanetse ba fumane setshwantsho se nang le modumo wa /t/ jwaloka "tafole", "tau", "tapole". Jwale ba tshwanetse ba behe sekwahelwana hodima karata ya setshwantsho. Ba tshwanetse ba tswelle pele ho fihlela ditshwantsho di kwahetswe kaofela ka sekwahelwana. 
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatse baithuti ho bala.





Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Pictures of wild animals, plastic wild animals or books with pictures of wild animals • Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the animals and decide which is their favourite wild animal. 2 They must draw a picture of that animal using the pictures as a guide. They should think about where the animal lives and draw leaves, trees and grass to show where the animal lives and what they would like to eat. 
<ul style="list-style-type: none"> • Picture cards – middle sounds stuck with Prestik around the edges of an A3 piece of paper or card • Bottle tops with the vowels written inside the lid (If there are five pictures with an t, there must be five bottle tops with an t written inside the lid.) • Tweezers (These can be made from two ice-cream sticks, an elastic band and a pompom between the sticks.) 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must use the tweezers to pick up a bottle top letter and see if they can find a picture with that sound in the middle. For example: If they pick up t, they must find a picture with an /t/ sound such as “tafole”, “tau”, “tapole”. 2 Then they must put the lid on top of that picture card. They must continue until all the pictures are covered with a lid. 
<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.





O tla hloka

- Disebediswa tsa ho phahamisa ho itseng o sa sebedise menwana, dibolo tse nyenyane tsa mebala kapa pampiri e entsweng dibolo tsa mebala e fapaneng kapa dikotwana tsa letlalo/lesela la mebala e fapaneng
- Ditshwantsho tsa difahleho tsa diphoofolo tse hlaha di phuntswe lesoba moo ho tshwanetseng ho be le molomo, di kgomareditswe dikoping tsa yokate kapa ditshelo tse nyenyane

Mesebetsi

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

- 1 Hlalosetsa baithuti hore ba tshwanetse ho sebedisa disebediswa tsa ho phahamisa ho itseng o sa sebedise menwana ho phahamisa dibolo tse nyenyane, ba fepe diphoofolo. Tau e ja nama (ntho e kgubedu), thutlo e ja mahlaku (ntho e botala ba jwang), tlou e ja mahlaku, tshwene e ja ditholwana (ntho e mmala wa lamunu kapa e tshehla kapa e perese).

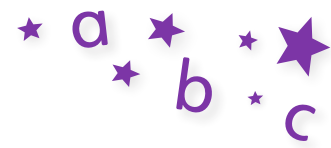


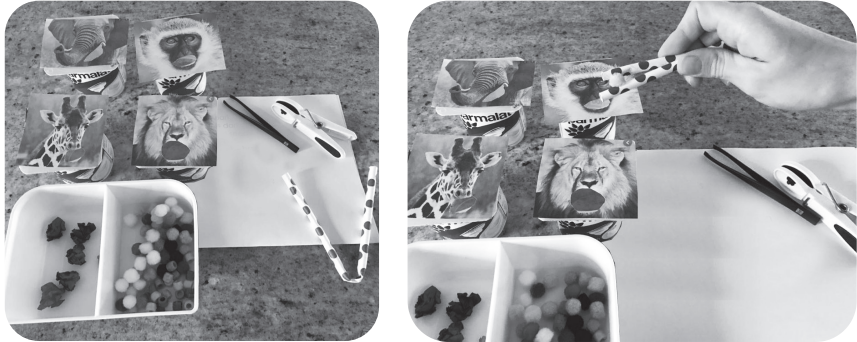
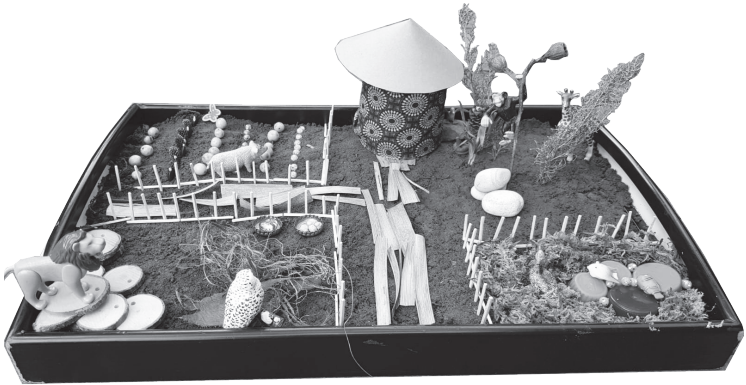
- Diporopo: terei kapa lebokose le sa tebang, lehlabathe, mahlokwana ho etsa terata, dikwahelo tsa dibotlolo tse botala ba lehodimo ho tshela metsi, majwe, mahlaku kapa makala a manyenyane ho etsa mahlaku, diphoofolo tse hlaha tsa polasetiki kapa ditshwantsho tsa diphoofolo tse kgomareditsweng karateng

Mosebetsi wa 5: Ho bapala boiketsiso

- 1 Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba etsa tulo ya tlhokomelo ya diphoofolo tsa dikgutsana.
- 2 Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





You will need	Activities
<ul style="list-style-type: none"> • Tweezers, small coloured balls or paper rolled up into balls of different colours or pieces of felt/fabric in different colours • Pictures of wild animals' faces with a hole cut out where the mouth is, stuck onto yoghurt cups or small containers 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they must use the tweezers to pick up the small balls and feed the animals. The lion eats meat (something red), the giraffe eats leaves (something green), the elephant also eats leaves, the monkey eats fruit (something orange or yellow or purple). 
<ul style="list-style-type: none"> • Props: tray or shallow cardboard box, sand, sticks to make fences, blue bottle top lids for water, stones, leaves or small branches to make leaves, plastic wild animals or small pictures of animals stuck onto cardboard 	<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 nursery for orphaned animals. 2 Visit the corner at least once to observe and encourage the learners' game. 



★ Moeti wa Pabala

Pale

E ne ere, e le ka tsatsi le leng Pabala e ne e dula ntlonyaneng e entsweng ka dithupa. Pabala e ne e siya monyako wa ntlo ya yona o butswa ha e tswa. Ka tsatsi le leng Pabala ya tswa ho ya nokeng ho ya nwa metsi ya tlohela monyako o bulehile jwalo ka mehlang. Eitse a sa le tseleng ya ho kgutla a eellwa hore monyako o kwetswe. O ile a tshwenyeha yaba o re ka lentswe la hae le fatshe la morung: "Ke mang ya leng ka tlung ya ka?" A mamela, a ema. E mong a araba ka lentswe le tibileng: "O seke wa bula monyako ho seng jwalo ke tla o ja!" Pabala e ne e tshohile haholo.



Pabala ya matha ho lata motswalle Tlou. A fumana Tlou a eme tlasa sefate, a tsokotsa mmoko wa hae tjena. Pabala ya re: "Tlou, ekaba o ka nthusa?" Tlou ya araba: "Ee, motswalle, e be molato ke eng?"

Pabala ya re: "Ho na le emong ka ntlong ya ka, o re o tlo nja." Ya ba Tlou le Pabala ba ya morao ntlong. Tlou a tsamaya ka boiketlo ka mokgwa wa hae o tlwaelehileng. Pabala yona e ntse e mathaka ka pele, e tlola ka mokgwa wa Pabala e tlwaetseng. Ha ba fihla moo, Tlou ya re ka lentswe la yona le butle: "Ke mang ya ka ntlong ya Pabala?" Lentswe le tibileng la araba: "O seke wa bula monyako ho seng jwalo ke tla o ja!"

"Ha ke batle ho kena ka tlung ya hao," ho bua Tlou a tshaba.

"Joo moratuwa!" ho bua Pabala. "Ke mang ya ka re thusang?"

Tlou le Pabala ba nahana ka sena, yaba ba re: "Ha re ye ilo bitsa motswalle wa rona ya sebete, Tau."

Ba fumana Tau e bothile lefikeng e orile letsatsi le futhumetseng. Tlou ya bitsa Tau: "Tau, Tau, e kaba o ka re thusa?"

Tau ya re: "Ee, motswalle, molato ke eng?"

Tlou ya re: "Ho na le e mong ka tlung ya Pabala o re o tlo re ja." Tau ya rorela hodimo ya ema ya tsamaya ho ya ntlong ya Pabala ka boikgantsho ba yona.



Eitse ha a fihla ntlong, a re ka lentswe le letenya a kwatile: "Ke mang ya leng ka ntlong ya Pabala?"

Lentswe le tibileng la re hape: "O seke wa bula monyako ho seng jwalo ke tla o ja!"

Tau ya rora ya re: "O reng? O ja nna, morena wa diphoofolo kaofela?" Ho tswa ka ntlong, ha e ba le lerata le kgokgothang, ha tje, le la ho swaswa, ha tje.

Yaba monyako wa ya buleha butle, ha hlaha senqanqane se tlola ka ho bososela sefahlehong. "Semaka! Ke nna. Ke bapetse leqheka ho lona!" ho bua senqanqane.

Diphoofolo tsa tsheha yaba Tlou e re: "Ke nna ya moholo ho fitisisa, empa wena Tau ke wena ya leng sebete ho fitisisa! Jwale wena senqanqane, o monyane ho fitisisa ebile o qabola ho re feta kaofela!" Pabala ya re: "Ke leboha thuso ya lona metswalle yaka e molemo."

Ke pheletso ya pale.

★ Bushbuck's visitor

Story

Once upon a time a bushbuck lived in a little house made of sticks. Bushbuck always left his door open when he went out. One day Bushbuck went to the river to drink some water, and he left his door open as always. He was walking back to his house when he noticed that his door was closed. Bushbuck was worried, and he said in his soft Bushbuck voice: "Who is in my house?" He listened and waited. Somebody answered in a deep voice: "Do not open the door or I will eat you!" Bushbuck was very frightened.



Bushbuck ran to find his friend Elephant. He found Elephant standing under a tree, swinging his trunk like this (swing your arms from side to side). Bushbuck said: "Elephant, can you help me?" Elephant replied: "Yes, my friend, what's the matter?" Bushbuck said: "There's someone in my house and he says he's going to eat me." So, Elephant and Bushbuck went back to the house. Elephant walked in his slow Elephant way. Bushbuck ran in his quick, jumpy Bushbuck way. When they got there, Elephant said in his slow Elephant voice: "Who is in Bushbuck's house?" The deep voice answered: "Do not open the door or I will eat you!"

"I don't want to go inside your house," said Elephant feeling scared. "Oh dear!" said Bushbuck. "Who can help us?" Elephant and Bushbuck thought about it and then said: "Let's go and call our brave friend, Lion." They found Lion, lying on a rock in the warm sun. Elephant called to Lion: "Lion, Lion, can you help us?" Lion said: "Yes, my friend, what's the matter?" Elephant said: "There is somebody in Bushbuck's house and he says he is going to eat us." Lion roared out aloud and then he got up and walked to Bushbuck's house in his proud, lionish way.



When he got to the house, he said in a loud, angry voice: "Who is in Bushbuck's house?" Again, the deep voice said: "Do not open the door or I will eat you!" Lion roared and said: "What? Eat me, the king of the animals?" From inside the house there was a little scuffling noise, like this (make scuffling noise with your feet), and a little giggling noise, like this (make a giggling noise).

Then the door opened slowly and Frog hopped out with a big smile on his face. "Surprise! It's only me. I played a trick on you," said Frog. The animals laughed and Elephant said: "I am the biggest, but Lion, you are the bravest! And you, Frog, you are the smallest and the funniest of us all!" Bushbuck said: "Thank you for your help, my good friends."

And that is the end of the story.



Pina

Ha o ka kopana le pabala
e tsamaya tseleng,
O ka etsa eng? O ka reng?
Nka re: "Pabala! Dumela!
E kaba nka tantsha le wena?"
(Baithuti ba tantsha ka bobedi)

Ha o ka kopana le tlou
e tsamaya tseleng,
O ka etsa eng? O ka reng?
Nka re: "Tlou! Dumela!
E kaba nka tantsha le wena?"
(Baithuti ba tantsha ka bobedi)

Ha o ka kopana le tau
e tsamaya tseleng,
O ka etsa eng? O ka reng?
Nka re: "Tau! Dumela!
E kaba nka tantsha le wena?"
(Baithuti ba tantsha ka bobedi)

Ha o ka kopana le senqanqane se botswa
e tsamaya tseleng,
O ka etsa eng? O ka reng?
Nka re: "Senqanqane! Dumela!
E kaba nka tantsha le wena?"
(Baithuti ba tantsha ka bobedi)

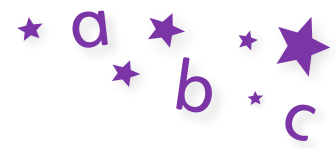
(iqapele molodi wa hao)



Tlotlontswe ho tswa paleng

Mantswe a sehloohong	pabala	tlou	tau	senqanqane	sebeta	semaka
Mantswe a koketso:	bula	kwala	leqheka	tshabo	tshohile	motlae
	ho bososela	butle	motswalle	haholo/hodimo	ho kgutsa	utlwa bohloko





Song

If you should meet a bushbuck walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Bushbuck, how do you do?
 I'm pleased to meet you, Bushbuck, and may I dance with you?"
(Learners dance in pairs.)

If you should meet an elephant walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Elephant, how do you do?
 I'm pleased to meet you, Elephant, and may I dance with you?"
(Learners dance in pairs.)

If you should meet a lion walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, Lion, how do you do?
 I'm pleased to meet you, Lion, and may I dance with you?"
(Learners dance in pairs.)

If you should meet a friendly frog walking down the street,
 What would you do? What would you say?
 I'd say: "Good morning, friendly Frog, how do you do?
 I'm pleased to meet you, friendly Frog, and may I dance with you?"
(Learners dance in pairs.)

(Sing to the tune of "If you should meet an elephant" or use your own tune.)



Vocabulary from the story

Key-words:	bushbuck	elephant	lion	frog	brave	surprise
Extra words:	open	close	trick	scared	frightened	funny
	giggle	slow	friend	loud	soft (voice)	angry





O tla hloka:

- Pale: *Moeti wa Pabala*
- Dipopi: Pabala, Tlou, Tau, Senqanqane, ntlo ya Pabala
- Diporopo: dimaske kapa mabanta a hlooho bakeng sa phoofolo e nngwe le enngwe, lebokoso le leholo kapa tafole bakeng sa ntlo ya Pabala
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

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

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: Botsa hore na ho na le ya kileng a bona diphoofolo tse hlaha serapeng sa diphoofolo kapa thelevishineng. Buang ka phapano pakeng tsa diphoofolo tsa lapeng, tsa polasing le tse hlaha.
- 1.3 E re: *"Pele re qala, ke batla ho le fa meelelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe. Bontsha baithuti dipopi kapa ditshwantsho tsa diphoofolo ho tswa dimakasineng kapa dibukeng. Buang ka ditsela tse fapaneng tseo diphoofolo di tsamayang kateng. E re baithuti ba tsamaye jwaloka pabala (kapele, ba ntse ba tlola-tlola); jwaloka tlou (e tsoka setlopo sa yona); le jwaloka tau e phahamisitse hlooho jwaloka morena. (O se ke wa ba tsebisa senqanqane qalong hobane ba tla tseba se tla etsahala paleng!)

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentswe ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"Na o nahana hore Tlou le Pabala ba tla bitsa mang ho ba thusa? O nahana hore ho na le mang ka tlung?"*

3 Ha o qeta ho bua pale

- 3.1 Botsa baithuti: *"Ke eng e o e ratang ka pale ena? Ke eng seo o sa se ratang? Ke sebaka sefe se o kgahlileng haholo? Ke dipotso dife tseo o nang le tsona ka pale ena? O ka ikutlwa jwang ha e mong wa metswalle ya hao a ka o qhekanyetsa jwaloka kamoo Senqanqane a entseng kateng? Na o ka kgena kapa wa tsheha hang ha o utlwa hore e ne e le malepa feela?"*

Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"butswa, bulehile, bula, ba, butle, battle, bua, bitsa, bothile, boikgantsho, buleha, bososela. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: bula, ba, bua, bitsa? Ee, o nepile! Kaofela a na le modumo /b/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /b/: bala, bina, bana, buka, bata, bere, bolo, booko, bolepo, borosolo, botoro."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /b/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /b/: **"b-b-b"**. Etsa ho swaswa hore o ba qabole: O buele tlese, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

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

Ke tsokotsa menwana ya ka

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





You will need:

- Story: *Bushbuck's visitor*
- Puppets: Bushbuck, Elephant, Lion, Frog, Bushbuck's house
- Props: masks or headbands for each animal, a large box or a table for Bushbuck's house
- 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.

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Ask if anybody has seen wild animals in a game reserve or on TV. Talk about the difference between domestic (pet), farm and wild animals.
- 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. Show learners the puppets or pictures of the animals from magazines or books. Talk about the different ways animals move. Ask the learners to walk like a bushbuck (quick, jumpy); like an elephant (waving his trunk); and like a lion with his head up like a king. (Don't introduce the frog at the beginning otherwise the learners will know what happens in the story!)

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "Who do you think Elephant and Bushbuck are going to call to help them? Who do you think is inside the house?"

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? How would you feel if one of your friends played a trick on you like Frog did? Would you be angry or do you think you would laugh once you knew it was a trick?"

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: "butswe, bulehile, bula, ba, butle, batle, bua, bitsa, bothile, boikgantsho, buleha, bososela. Can you hear the focus sound: **bula, ba, bua, bitsa**? Yes, you are right! They all have the sound **/b/**."
- 2 "Listen carefully, here are some more words with **/b/**: bala, bina, bana, buka, bata, bere, bolo, booko, bolepo, borosolo, botoro." (Emphasise the focus sound as you say these words.)
- 3 Say the sound **/b/** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/b/**: "**b-b-b**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!



O tla hloka:

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



Beke 1 Letsatsi 2

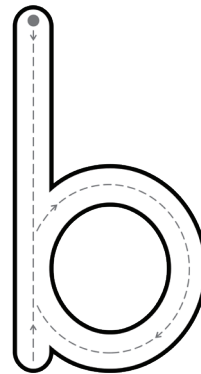
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

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

Ho bopa tlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 2

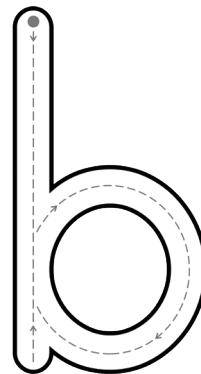
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



O tla hloka:

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



Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho pheta le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswa. Mohlala: Ba kope ho tjho ho hong ho metswalle ya bona ka lentse le bonolo jwaloka pabala, ebe ka lentse le tebileng jwaloka kamoo senqanqane se neng se qhekanyetse diphoofolo kateng, ebe ka lentse le hodimo le kgeneng jwaloka tau.
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka sebakadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

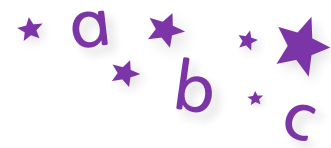
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 3

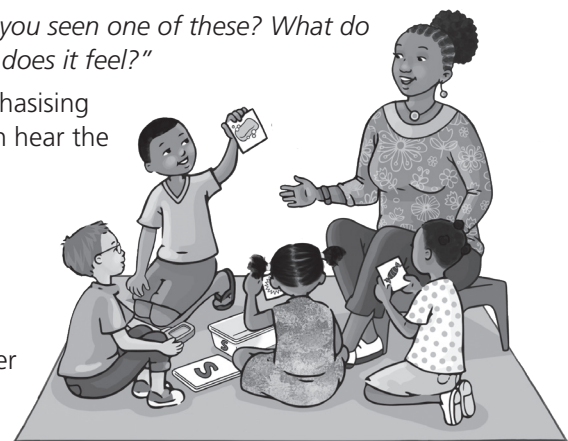
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: Ask them to say something to their friend in a **soft** voice like bushbuck, then in a **deep** voice like the frog when he was tricking the animals, then in a **loud, angry** voice like a lion.
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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



O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano

Stella o re:



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

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

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

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

Mamela modumo o ho tsepamiseditsweng



- 1 Hlalosetsa baithuti hore o tliilo bina pina mme ba tshwanetse ho mamela dinoko tse dinoko, ka hloko (molodi: "Mary o ne a na le konyana").
 - ★ Mosuwe: "Senoko se dinoko mantswe ana ke ofe, o dinoko mantswe ana, o dinoko mantswe ana? Senoko se dinoko mantswe ana ke ofe: apara, jara le katara" (Mosuwe o kopa baithuti ho araba.)
 - ★ Baithuti ba qapodisa senoko se dinoko ya lentswe, mohlala: **/ra/**. (Mosuwe o tjhaela karabo monwana.)
 - ★ Mosuwe: "**/ra/** ke senoko se dinoko mantsweng ana, o dinoko mantswe, o dinoko mantswe! **/ra/** ke senoko se dinoko mantsweng ana: apara, jara le katara."
- 2 Sebedisa mantswe ana mosebetsing ona:
 - ★ **/te/**: sepelete, bate, nalete, sefate, walete, basekeite, bokudubete
 - ★ **/le/**: apole, serurubele, tapole, dinosoborele, tafole
 - ★ **/lo/**: setulo, letolo, budulo, madikelo, marulelo, mollo, bolo, pelo, borosolo, boholo, sejalo, lefielo
 - ★ **/re/**: lere, pere, bere, emere, sekere, fensetere, komokomore
 - ★ **/ke/**: heke, kereke, harike, harake
 - ★ **/na/**: panana, lewana, pina
 - ★ **/ba/**: leeba, lesiba, sediba, tweba, katiba
 - ★ **/si/**: erekisi, jeresi, mosi, sesesi, tekesi
 - ★ **/ma/**: kama, loma, nama
 - ★ **/ya/**: boya, moya, kereibaya



Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

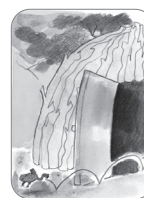
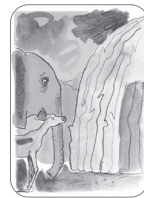
- "Who can you see?" (characters)
- "What is he/she/it doing?" (verbs and actions)
- "What else can you see?" (looking again)
- "Where is the ...?" (naming places/position)
- "Why do you think ...?" (creative thinking, expressing opinions)

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 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the syllable that ends these words, ends these words, ends these words? What's the syllable that ends these words: *apara, jara and katara*." (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: **/ra/**. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "**/ra/** is the syllable that ends these words, ends these words, ends these words! **/ra/** is the syllable that ends these words: *apara, jara and katara*."
- 2 Use these words for this activity:
 - ★ **/te/**: sepelete, bate, nalete, sefate, walete, basekeite, bokudubete
 - ★ **/le/**: apole, serurubele, tapole, dinosoborele, tafole
 - ★ **/lo/**: setulo, letolo, budulo, madikelo, marulelo, mollo, bolo, pelo, borosolo, boholo, sejalo, lefielo
 - ★ **/re/**: lere, pere, bere, emere, sekere, fensetere, komokomore
 - ★ **/ke/**: heke, kereke, harike, harake
 - ★ **/na/**: panana, lewana, pina
 - ★ **/ba/**: leebeba, lesiba, sediba, tweba, katiba
 - ★ **/si/**: erekisi, jeresi, mosi, sesesi, tekese
 - ★ **/ma/**: kama, loma, nama
 - ★ **/ya/**: boya, moya, kereibaya



Small group activities

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





O tla hloka:

- Dipopi ho tswa paleng
- Pampiri e kgolo ya ho ngolla, pene ya letlapa le lesweu
- Mokotla o monyenane o nang le ditshwantsho kapa dintho tsa diphoofolo tse hlaha tsa mantswa a dinoko tse ngata, a amanang le pale

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 E re ho baithuti: *"Kajeno re tlo ngola pale ya rona ka e nngwe ya diphoofolo tse paleng. Ha re kgetheng phoofolo eo re ka ngolang ka yona."* Bontsha baithuti ditshwantsho tsa diphoofolo ho tswa paleng. Hang ha le kgethile phoofolo eo le ngolang ka yona, beha setshwantsho sa phoofolo bohareng ba pampiri.
- 2 Sebedisa dipotso tse latelang ho le tataisa bongoding ba pale:
 - ★ Kopa baithuti ho nahana lebitso la phoofolo ba be ba ngole lebitso leo.
 - ★ E re baithuti ba tle ka dikgopolo tsa moo phoofolo e dulang teng. Hlalosa tulo eo ka polelo, o be o e ngole fatshe.
 - ★ Buisanang ka seo phoofolo e ratang ho se ja. Hang ha le dumellane, ngola seo fatshe.
 - ★ Botsa baithuti ho tla ka dikgopolo tsa seo phoofolo e kileng ya se etsa ka le leng la matsatsi. Kgetha kgopolo e le nngwe, o e ngole fatshe.
 - ★ Buang ka se etsahetseng kamora moo; ngola mantswa a baithuti.
 - ★ Buisanang hore na ba nahana hore pale e ile ya fela jwang; ngola polelo ena.
- 3 Jwale balla baithuti pale o sebedisa mabokose ho o thusa. Ha ho na le nako, o ka kopa baithuti ba bang ho taka pale. Kgomaretsa pampiri e kgolo ya ho ngolla moo o ngotseng pale, leboteng.

Ho kopanya le ho kgaohanya (dinoko)

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



Diketsahalo tsa dihlotshwana

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





You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- A list of multisyllabic words relating to the story: mbavala, ndlopfu, xiharhi, hlamarisa, ntsongo, kwata, pfula, vilela, nkitsikitsi, hlekelela

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: "Today we are going to write our own story about one of the animals in the story. Let's choose which animal to write about." Show learners the pictures of the animals from the story. Once you have chosen which animal to write about, place the picture of the animal in the middle of the paper.
- 2 Use the following questions to guide the story writing process:
 - ★ Ask learners to think of a name for the animal and write down its name.
 - ★ Ask learners for ideas about where the animal lives. Describe this place in a sentence and write it down.
 - ★ Discuss what the animal likes to eat. Once you have agreed, write this down.
 - ★ Ask learners for ideas about something the animal did one day. Choose one of the ideas to write down.
 - ★ Talk about what happened next; write the learners' words.
 - ★ Discuss how they think the story ended; write this sentence.
- 3 Now read the story to the learners using the boxes to help you. If there is time, you can ask some of the learners to illustrate the story. Stick the flipchart paper with the story on the wall.

Blending and segmenting (syllables)

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



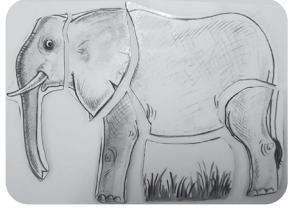



Small group activities

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



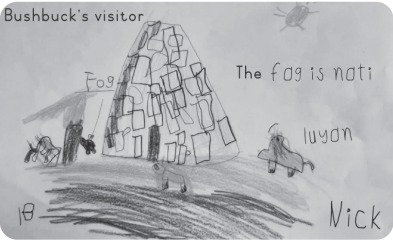

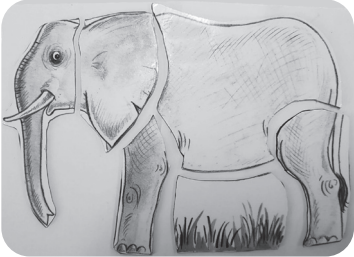

Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i>   <p><i>Nakong ena ya jara, baithuti ba na le boitshupo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto. Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothalletso. Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Ngola yona ntho eo baithuti ba o bolelletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorisise boiteko ba bona.
<ul style="list-style-type: none"> Malepa a dipopae Dipopi tsa pale Leqephe la A4 Dikerayone tsa mafura tsa <i>jumbo</i> 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho hlophisa dikotwana ho ya ka mmala wa phoofolo, ebe ba kopanya dikotwana ho etsa phoofolo e hlahellang paleng. Ba bontshe tse ding tsa dikarolo tsa mmele tsa diphoofolo (setlopo, ditlhako, ditsebe) o be o hlalose hore ba tshwanetse ho sheba popi ho bona moo dikarolo tsa mmele di kenang teng. Hang ha ba qetile malepa a phoofolo, ba ka kgetha ho taka phoofolo e le nngwe. 
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.





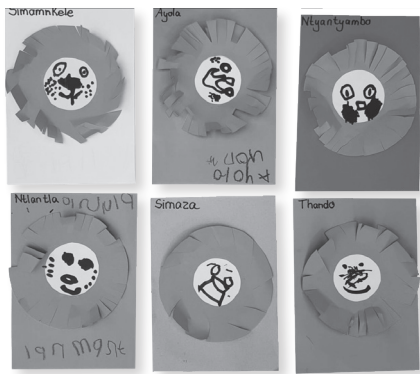
Small group activities for Week 1

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"> 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"> • Puppet puzzles • Story puppets • A4 paper • Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must first sort the pieces by the colour of each animal, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. 2 Once they have completed the animal puzzles, they can choose one animal to draw. 
<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.



O tla hloka

- Popi ya tau kapa setshwantsho sa tau e tona e nang le moetse
- Moithuti ka mong a fuwe: sekotwana sa pampiri ya A5, pampiri e mmala wa lamunu kapa e sootho le e tshela ho taka le ho seha didikadikwe, dikere, dikerayone tse ntsho kapa dikhokhi, rolo ya pampiri ya ntlwana, dibopeho tsa didikadikwe ho taka ho potoloha

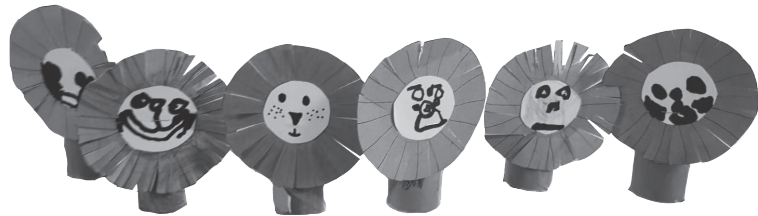


- Diporopo: ditotjhe, mesamo, mekotla ya ho robala, mollo wa kampong wa patsi wa boiketsiso le pampiri ya mebalabala e mmala wa lamunu, o mosehla le bokgubedu ho etsa mollo, ditshwantsho tsa mehato ya maoto a diphoofolo ho etsa mehlala ho potoloha tente, kobo kapa lesela ho etsa tente, buka le pensele ho ngola medumo ya diphoofolo eo ba e utlwang ha ba le kampong

Mesebetsi

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

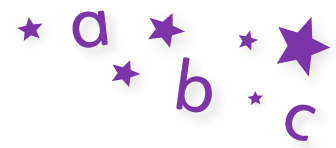
- 1 Bontsha baithuti popi ya tau kapa setshwantsho sa tau mme o botse hore na ho na le ya tsebang hore boya bo sefahlehong sa tau bo bitswang (moetse).
- 2 Hlalosetsa baithuti hore ba tllilo etsa sefahleho sa tau ba sebedisa didikadikwe tsa pampiri.
- 3 Ba tshwanetse ho qala ka ho seha didikadikwe tse pedi. Ba ka ngola ho dikoloha kotikoti ho etsa sedikadikwe se seholo mme ho etsa sedikadikwe se senenyane ba ngole ho potoloha rolo ya pampiri ya ntlwana. Ba tshwanetse ho kgomaretsa sedikadikwe se senenyane ka hara sedikadikwe se seholo ebe ba taka nko, molomo, mahlo le ditedu tsa tau. Kamora moo ba ka seha ho potoloha sedikadikwe se seholo ho etsa moetse. Ha ba qetile, ba ka kgomaretsa tau leqepheng le se nang letho kapa o ka ba thusa ho e tlapisetsa hodima rolo ya ntlwana.



Mosebetsi wa 5: Ho bapala boiketsiso

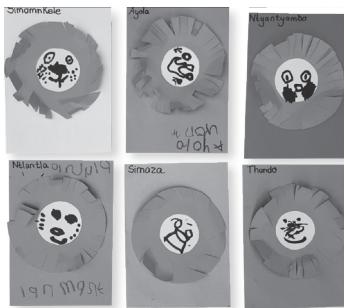
- 1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.
- 2 Ba hlalose hore ba tllilo etsa eka ba ya kampong ya bosiu serapeng sa diphoofolo. Ba tshwanetse ho etsa ditente ka ditulo le dikobo. Baithuti ba bang ba ka etsa eka ke diphoofolo tse fapaneng, tse etsang medumo ho potoloha kampo, mohlala: tau e rorang e ntse e rabaraba, tlou e jang mahlaku. Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





You will need

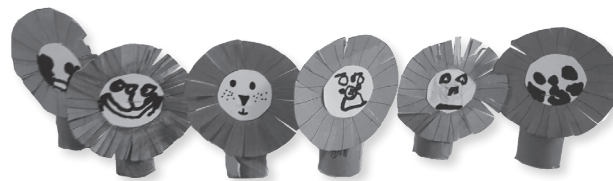
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



Activities

Activity 4: Fine motor skills and handwriting

- 1 Show learners the lion puppet or a picture of a lion and ask if anyone knows what the fur around a lion's face is called (a mane).
- 2 Explain to the learners that they are going to make a lion's face using the circles of paper.
- 3 They must start by cutting out two circles. They can trace around a tin for a bigger circle, and trace around a toilet roll for a smaller circle. They must stick the smaller circle in the middle of the bigger circle and draw the lion's nose, mouth, eyes and whiskers. Then they can cut around the edge of the bigger circle to make a mane. When they have finished, they can stick the lion on their blank page or you can help them staple it onto a toilet roll.



- Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper in orange, yellow and red to make a fire, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping

Activity 5: Pretend play

- 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 go on a night time camp in a game reserve. They must make tents using chairs and blankets. Some learners can pretend to be different animals making noises around the camp, for example, a lion roaring and creeping around, an elephant eating leaves. Visit the corner at least once to observe and encourage the learners' pretend play.





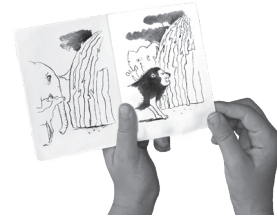
O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le e mong
- Kgatiswana e seng ya mmala ya ditshwantsho tse latellanang e fuwe moithuti ka mong
- Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposeng, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang?"*
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela ditafoleng tsa bona.
- 5 Kopa baithuti ho seha ditshwantsho tseo e seng tsa mmala, ba di behe ka tatellano e nepahetseng ebe ba di kgomaretsa leqepheng le se nang letho. Tsamaya hara sehlopha, o thuse moo ho hloka halang. Mosebetsi ona o bohlokwa ho lekantsha bokgoni ba baithuti ho beha diketsahalo tsa sehloho tsa pale ka tatelano e nepahetseng. Hang ha baithuti ba qetile ditshwantsho tsa bona tsa tatellano, neha moithuti ka mong bukana.
- 6 Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposeng.
- 7 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Tsebisu ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"moeti, monyako, metsi, mehlang, morung, mang, mong, mamela, matha, motswalle, molato, morao, mokgwa, mathaka, moo, moratuwa, morena, moholo, molemo. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: moeti, metsi, molemo? Ee, o nepile! Kaofela a na le modumo /m/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /m/: mamela, mose, meroho, mofumahadi, meno, mohodu, mokopu, mollo, mosi."* (Hatella modumo o qalong ha o ntse o bitsa mantswe.)
- 3 Bua modumo /m/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /m/: **"m-m-m"**. Etsa ho swaswa hore o ba qabole: O buelle tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners’ ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should “read” their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: “moeti, monyako, metsi, mehleng, morung, mang, mong, mamela, matha, motswalle, molato, morao, mokgwa, mathaka, moo, moratuwa, morena, moholo, molemo. Can you hear the focus sound: **moeti**, **metsi**, **molemo**? Yes, you are right! The focus sound is /m/.
- 2 “Listen carefully, here are some more words with /m/: mamela, mose, meroho, mofumahadi, meno, mohodu, mokopu, mollo, mosi.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: “m-m-m”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



O tla hloka:

- Buka e Kgolo: *Moeti wa Pabala*
- Kgatiswana e lekanang le A5 ya tlhaku **m** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa *jumbo*

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

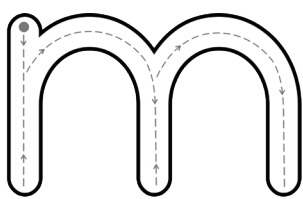
Padisommoho – Buka e Kgolo

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



Ho bopa tlhaku

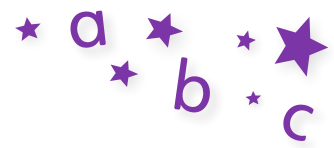
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /m/ kapa ba ka nahana lentswe le qalang ka modumo /m/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka ntsha meno ebe ba tsamaisa **molomo** e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



Diketsahalo tsa dihlotshwana

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





You will need:

- Big Book: *Bushbuck's visitor*
- Water in containers and a paintbrush for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

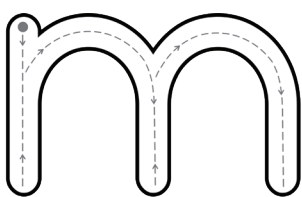
Shared reading – Big Book

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



Forming the letter

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



Small group activities

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



O tla hloka:

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



Beke 2 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- Qala mosebetsi wa kajeno wa ho mamela ka ho re: *“Ke batla hore le kwale mahlo, mme ke tliho etsa modumo. Ke batla hore le mamele ka hloko ebe o phahamisa letsoho la hao ha o kgona ho mpoella hore modumo oo ke wa eng.”*
- Etsa medumo jwaloka ho kokota hodima tafole, ho opa diatla, ho letsa tshepe e nyenyane, ho tobetsa menwana ya hao, ho bapala noto seletsweng sa mmimo. Hang ha o entse medumo mme baithuti ba e hlwayile, etsa lethathamo la medumo e mehlanu. Ebe o pheta lethathamo, feela o siye lentswe le le leng – baithuti ba tshwanetse ho hlwaya modumo o siilweng.
- E re ho baithuti: *“Jwalekaha re ithutile ho mamela ka hloko, ke tliho bitsa mantswe a itseng mme le tshwanetse ho mpoella hore ke ofe oo e leng mokgelo hara ona. Mamela mantswe kaofela ka hloko pele le leka ho akanya. Beha letsoho la hao hodima hlooho ha o nahana hore o tseba karabo.”*
 - ★ pabala, senqanqane, tjhokolete, tau (tjhokolete hase phoofolo)
 - ★ dihlooho, dibuka, mahetla, mangole (buka hase setho sa mmele)
 - ★ mose, baki, seeta, tswekere (tswekere hase seaparo)
 - ★ shaka, notshi, leruarua, hlapi (notshi hase phoofolo ya lewatlang)
 - ★ sehwele, tapole, setulo. khabetjhe (setulo hase moroho)

Mabokoso a ditlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 2 Day 3

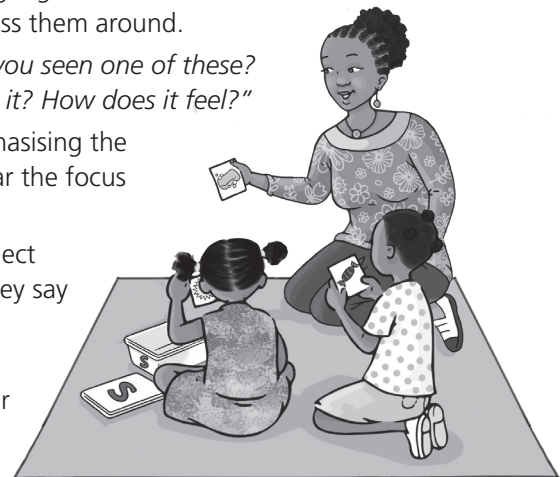
Whole class activities

Learning to listen

- 1 Begin today's listening activity by saying: "I want you to close your eyes, then I am going to make a sound. I want you to listen carefully and put up your hand if you can tell me what sound it is."
- 2 Make sounds such as knocking on the table, clapping your hands, ringing a small bell, clicking your fingers, playing a note on a musical instrument. Once you have made the sounds and learners have identified them, make a sequence of five sounds. Then repeat the sequence, but leave one sound out – learners must identify the missing sound.
- 3 Say to learners: "Now that we have practised listening carefully, I am going to say some words and you must tell me which one is the odd one out. Listen carefully to all the words before you try and guess. Put your hand on your head if you think you know the answer."
 - ★ bushbuck, frog, chocolate, lion (chocolate is not an animal)
 - ★ heads, books, shoulders, knees (a book is not a body part)
 - ★ dress, jacket, shoes, sugar (sugar is not an item of clothing)
 - ★ shark, bee, whale, dolphin (a bee is not a sea animal)
 - ★ carrot, potato, chair, cabbage (a chair is not a vegetable)

Letter boxes

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



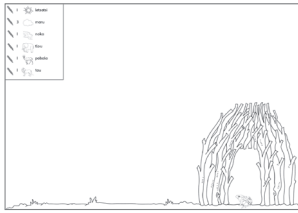
Small group activities

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



O tla hloka:

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



Beke 2 Letsatsi 4

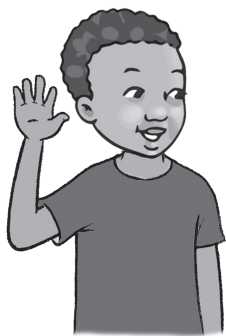
Diketsahalo tsa tlelase yohle

Bala o etse

- 1 Moithuti e mong le e mong o hloka pampiri ya hae ya mosebetsi. Bolella baithuti hore ba shebe lenaneo le leqepheng la mesebetsi, ba bue ka seo ba se bonang (dinomoro, ditshwantsho le mantswa).
- 2 Hopotsa baithuti hore ba tliho "bala" mola o mong le o mong ba be ba etse seo o reng se etswe.
- 3 Leka ho qoba ho bala lenane le baithuti empa ba kgothalletse ho bala lenane kaofela pele ba qala ho taka.
- 4 Tsama-tsamaya ha baithuti ba ntse ba sebetsa mme o fane ka thuso moo ho hlokalang.
- 5 Hopotsa baithuti ho lekola lenane hape ha ba qetile "ho bala" le ho taka mme ba behe letshwao pela mola o mong le o mong ha ba qetile mosebetsi oo.

Mamela modumo o ho tsepameditsweng

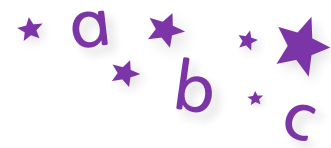
- 1 Hlalosetsa baithuti hore o tliho bina pina mme ba tshwanetse ho mamela dinoko tse dinoko, ka hloko (molodi: "Mary o ne a na le konyana").
 - ★ Mosuwe: "Senoko se dinoko mantswa ana ke ofe, o dinoko mantswa ana, o dinoko mantswa ana? Senoko se dinoko mantswa ana ke ofe: apara, jara le katara"
 - ★ (Mosuwe o kopa baithuti ho araba.)
 - ★ Baithuti ba qapodisa senoko se dinoko ya lentswa, mohlala: /ra/ (Mosuwe o tjhaela karabo monwana.)
 - ★ Mosuwe: "/ra/ ke senoko se dinoko mantsweng ana, o dinoko mantswa, o dinoko mantswa! /ra/ ke senoko se dinoko mantsweng ana: apara, jara le katara."
- 2 Sebedisa mantswa ana mosebetsing ona:
 - ★ /te/: sepelete, bate, nalete, sefate, waletse, basekeite, bokudubete
 - ★ /le/: apole, serurubele, tapole, dinosoborele, tafole
 - ★ /lo/: setulo, letolo, budulo, madikelo, marulelo, mollo, bolo, pelo, borosolo, boholo, sejalo, lefielo
 - ★ /re/: lere, pere, bere, emere, sekere, fensetere, komokomore
 - ★ /ke/: heke, kereke, harike, harake
 - ★ /na/: panana, lewana, pina
 - ★ /ba/: leeba, lesiba, sediba, tweba, katiba
 - ★ /si/: erekisi, jeresi, mosi, sesesi, tekese
 - ★ /ma/: kama, loma, nama
 - ★ /ya/: boya, moya, kereibaya



Diketsahalo tsa dihlotshwana

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





You will need:

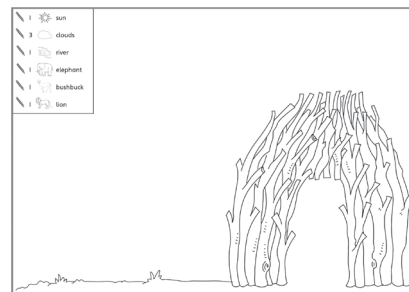
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

Read and do

- 1 Each learner needs their own activity page. Tell them to look at the list on the page and to talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each line and then do what it says.
- 3 Try to avoid reading the list with learners, but encourage them to read through the whole list before starting to draw.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the list again after they have finished “reading” and drawing, and to put a tick next to each line when they have done that task.



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end syllable in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “*What’s the syllable that ends these words, ends these words, ends these words? What’s the syllable that ends these words: apara, jara and katara.*” (Teacher signals for learners to respond.)
 - ★ Learners say the syllable that ends the word, for example: /zi/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “*/ra/ is the syllable that ends these words, ends these words, ends these words! /ra/ is the syllable that ends these words: apara, jara and katara.*”
- 2 Use these words for this activity:
 - ★ /te/: sepelete, bate, nalete, sefate, walete, basekeite, bokudubete
 - ★ /le/: apole, serurubele, tapole, dinosoborele, tafole
 - ★ /lo/: setulo, letolo, budulo, madikelo, marulelo, mollo, bolo, pelo, borosolo, boholo, sejalo, lefielo
 - ★ /re/: lere, pere, bere, emere, sekere, fensetere, komokomore
 - ★ /ke/: heke, kereke, harike, harake
 - ★ /na/: panana, lewana, pina
 - ★ /ba/: leebeba, lesiba, sediba, tweba, katiba
 - ★ /si/: erekisi, jeresi, mosi, sesesi, tekese
 - ★ /ma/: kama, loma, nama
 - ★ /ya/: boya, moya, kereibaya



Small group activities

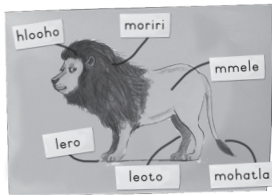
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





O tla hloka:

- Popi ya tau, pampiri e kgolo ya ho ngolla, maqhetswana a pampiri/karata ya ho ngola mabitso, pene e ntsho ya ho ngola letlapeng
- Mokotla o monyenane o nang le ditshwantsho kapa dintho tsa diphoofolo tse hlaha tsa mantswe a dinoko tse ngata, a amanang le pale



Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Beha popi ya tau kapa setshwantsho sa tau bohareng ba leqephe le lehlo.
- 2 Kopa baithuti ho arolelana dintlha tse monate tseo ba di tsebang ka ditau. O ka kgothalletsa puisano ka ho botsa moo ditau di dulang teng (naheng Afrika) le hore di ja eng (pitsi, phala le diphoofolo tse ding). Ba tsebise mantswe a matjha jwaloka phoofolo e jang nama, mohlape wa ditau, phoofolo e antshang/e anyesang, ledinyane la tau, jwalo jwalo. O ka ba bontsha hape le hore tau e tona le e tshedi ha di tshwane le hore tau e tshedi e bitswa tauhadi.
- 3 Botsa baithuti hore na ba ka qolla dikarolo tsa mmele wa tau. Kgetha baithuti ka bonngwe ho tla kapele mme ba supe karolo e nepahetseng ya mmele (hlooho, moetse, mmele, mohatla, leoto, tlhakwana).
- 4 Bolella baithuti hore o tliho hloka thuso ya bona ho ngola mareho a dikarolo tsa tau setshwantshong. Qala ka ho supa mohatla mme o take mola ho tswa mohatlang ho ya letshohong le letona la setshwantsho. Nka leqhetswana la karata, o le kgomaretse ka sekgomaretsi leqhetswaneng la pampiri, pela mola oo o o takileng ho tswa mohatlang. Jwale e re ho baithuti: "Ke mang ya ka nthusang ho qala ho ngola lentse 'mohatla'? Ee, le qala ka modumo /m/ mme re ngola **m** tjena." Tswela pele ho qetella ho ngola lentse "mohatla" o sa botse baithuti ho qapodisa tlhaku ka nngwe.
- 5 Tswela pele ho reha hlooho ya tau, moetse, mmele, leoto le tlhakwana. Nako le nako ha o ngola lentse, botsa baithuti ho o thusa ho mamela modumo wa pele ebe o ngola tlhaku e tsamaelanang le ona. Hopola ho ngola ka tlhaku tse nyenyane. O se ke wa qapodisa lentse kaofela hobane a mang a mantswe ana a thata ho qapodiswa ka botlalo. Tsepamisa maikutlo modumong le tlhakung e qalang.
- 6 Kgomaretsa setshwantsho se ngotsweng mareho leboteng mme o lebele ha baithuti ba qala ho bala mareho.

Ho kopanya le ho kgaohanya (dinoko)

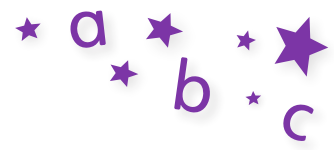
- 1 Bontsha baithuti ditshwantsho tsa diphoofolo tse hlaha. Kopa baithuti hore ba o thuse ho bua mabitso a setshwantsho se seng le se seng ba di kgomaretse leboteng kapa ba di behe khapeteng hore baithuti ba bang ba kgone ho di bona.
- 2 Ebe o kenya ditshwantsho ka mokotleng. Kgetha moithuti, o mo kope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



Diketsahalo tsa dihlotshwana

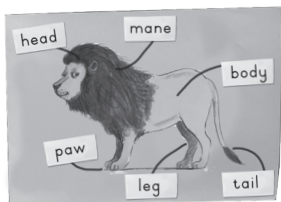
Hopotsa baithuti ka diketsahalo tsa dihlotshwana, le melao ya ketsahalo o mong le o mong le mokgwa le tatelano ya ho hleka.





You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- A small bag with pictures or objects of wild animals that are multisyllabic words related to the story



Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Put the lion puppet or a picture of a lion in the middle of the large page.
- 2 Ask learners to share any interesting facts they know about lions. You can stimulate discussion by asking where lions live (in the bush in Africa) and what they eat (zebra, impala and other animals). Introduce new words like a pride of lions, mammal, cub, and so on. You can also show them that a male and female lion look different and the female lion is called a lioness.
- 3 Ask learners if they can name the parts of the lion's body. Choose individual learners to come up and point to the correct part of the body (head, mane, body, tail, leg, paw).
- 4 Say to the learners that you would like their help labelling the picture of the lion. Begin by pointing to the tail and drawing a line from the tail to the right-hand side of the picture. Pick up a piece of card and stick it with Prestik on the piece of paper, next to the line you drew from the tail. Now say to the learners: "Who can help me start writing the word 'mohatla'? Yes, it starts with the sound /m/ and this is the way we write a m." Continue writing the rest of the word "mohatla" without asking learners to sound out each letter.
- 5 Continue labelling the lion's head, mane, body, leg and paw. Each time you write a word, ask learners to help you listen for the beginning sound and write the corresponding letter. Remember to write in lower case. Don't sound out the whole word as many of these words are difficult to sound out fully. Just focus on the beginning sound and letter.
- 6 Stick up the labelled picture on the wall and watch how learners begin reading the labels.

Blending and segmenting (syllables)

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









Small group activities

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











Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa jumbo 	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Fa moithuti ka mong leqephe la A4 le mennweng ka bohare, ho entswe monyako o bulehang, bohareng ba leqephe ka pele. Ba hlalose hore ba tshwanetse ho kgabisa ntlwana ya Pabala kante ebe ba taka phoofolo ka hara ntlwana. Ba kgothalletse ho etsa sebudula sa puo mme ba "ngole" seo phoofolo e se buang. Ba botse hore na ba ka rata ha o ka ba ngolla. Etsa buka ya sehlopha o sebedisa maqephe a fapaneng. Baithuti ba ka kgona ho bala buka ka nako ya ho ipalla. Baithuti ba tla natefelwa ke ho bala dipale tsa bona le tsa baithuti ba bang.
<ul style="list-style-type: none"> Malepa a dipopae Dipopi tsa pale Leqephe la A4 Dikerayone tsa mafura tsa jumbo 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho hlophisa dikotwana ho ya ka mmala wa phoofolo, ebe ba kopanya dikotwana ho etsa phoofolo e hlahelang paleng. Ba bontshe tse ding tsa dikarolo tsa mmele tsa diphoofolo (setlopo, ditlhako, ditsebe) o be o hlalose hore ba tshwanetse ho sheba popi ho bona moo dikarolo tsa mmele di kenang teng. Hang ha ba qetile malepa a phoofolo, ba ka kgetha ho taka phoofolo e le nngwe.
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.
<ul style="list-style-type: none"> Leqephe la A5 le fuwe moithuti ka mong, pente e mmala wa lamunu le o mosehla, diforoko tsa polasetiki, pene e ntsho e ngolang letlapeng kapa khokhi 	<p>Mosebetsi wa 4: Izakhono zezihlunu ezincinci nokubhala ngesandla</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tliilo penta sefahleho sa tau ebe ba sebedisa foroko ya polasetiki ho etsa moitse wa tau. Ba tshwanetse ho qala ka ho penta sedikadikwe se sesehla ba be ba kenyelletsa pente e nngwe ya mmala wa lamunu ho potoloha sedikadikwe. Ba ka sebedisa foroko ho phatlalatsa pente le ho etsa moitse wa tau. Baithuti ba qetang pele ba ka kenyelletsa mmele wa tau. 
<ul style="list-style-type: none"> Diporopo: ditotjhe, mesamo, mekotla ya ho robala, mollo wa kampong wa patsi wa boiketsiso le pampiri ya mebalabala e mmala wa lamunu, o mosehla le bokgubedu ho etsa mollo, ditshwantsho tsa mehato ya maoto a diphoofolo ho etsa mehlala ho potoloha tente, kobo kapa lesela ho etsa tente, buka le pensele ho ngola medumo ya diphoofolo eo ba e utlwang ha ba le kampong 	<p>Mosebetsi wa 5: Ho papala boiketsiso</p> <ol style="list-style-type: none"> Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba etsa eka ba ya kampong ya bosiu seratswaneng sa diphoofolo. Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading. 





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 Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. 2 Explain to them that they must first decorate Bushbuck's hut from the outside and then they must draw an animal inside the hut. Encourage them to make a speech bubble and "write" what the animal is saying. Ask them if they would like you to write for them. 3 Make a class book using all the different pages. Learners can read through the book during Independent reading time. Learners will enjoy reading their own and other learners' stories.
<ul style="list-style-type: none"> • Puppet puzzles • Story puppets • A4 paper • Jumbo wax crayons 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must first sort the pieces by colour, and then put the pieces together to make each animal from the story. Show them some of the body parts of the animals (trunk, legs, ears) and explain that they must look at the puppet to see where the body parts fit together. 2 Once they have completed the animal puzzles, they can choose one animal to draw.
<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"> • An A5 page for each learner, orange and yellow paint, plastic forks, a black whiteboard marker or koki 	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to paint a lion's face and use a plastic fork to make the lion's mane. They must begin by painting a yellow circle, and then putting some orange paint around the circle. They can use a fork to spread the paint and to make a mane for the lion. Learners who finish quickly could add the body of the lion. 
<ul style="list-style-type: none"> • Props: torches, pillows, sleeping bags, a pretend campfire with logs and coloured paper, pictures of different animal footprints to make tracks around the tent, a blanket or fabric to make a tent, a notebook and pencil to write down the names of the animal noises they hear while they are camping 	<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 going on a night time camp in a game reserve. 2 Visit the corner at least once to observe and encourage the learners' game. 



★ Pale ya Zanele

Pale

Pale ya rona kajeno e ka ha Zanele Situ ya ratang ho bapalla naha ya habo e leng Afrika Borwa dipapading. Zanele o tsamaya hohle a bapala dipapadi a le setulong se nang le mabidi hobane a keke a hlola a tsamaya le kgale. Mamela Zanele ha a re phetela pale ya hae.

Dumelang, lebitso la ka ke Zanele. Ke tswaletswe torotswaneng e bitswang Matatiele. Ke ne ke le ngwananyana ya thabileng kamehla, empa eitse ha ke le dilemo di le leshome le motso o le mong, mmele waka wa qala ho ikutlwa o kgathala ebile ke utlwa ke kula. Yaba ka tsatsi le leng ka fumana hore maoto a ka ha a sa kgona ho tsikinyeha yaba ha ke sa kgona ho tsamaya ho tloha moo. Mme le Ntate wa ka ba ne ba tshwenyehile haholo mme nna ka utlwa ke tshohile. Ba ile ba nkisa sepetlele.

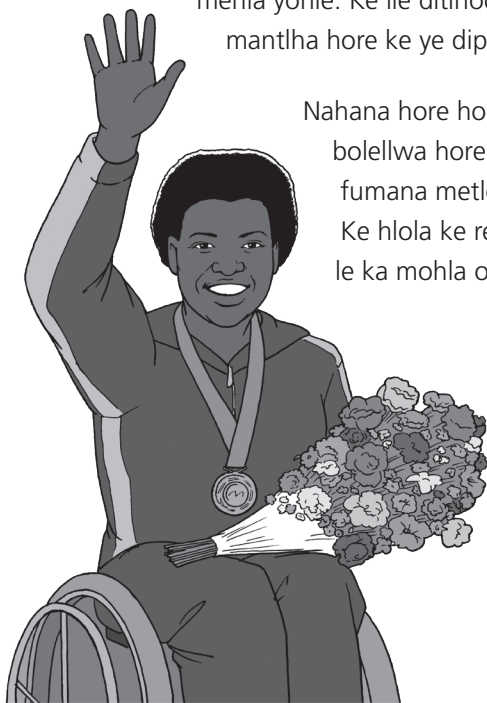


Dingaka tsa sepetlele di ile tsa lebella mmele wa ka. Ba ile ba etsa diteko tse kgethehileng hore ba bone le ho fumana seo se etsang hore ke seke ka kgona ho tsamaya. Ke ne ke kgathetse ke robala dihora kgafetsa kgafetsa ka mehla. Ke ile ka tshwanela ho dula sepetlele dilemo tse tharo!

Ka tsatsi le leng dingaka tsa bolella Mme le Ntate wa ka, ba re: “Re maswabi haholo ho le tsebisa hore Zanele o na le lefuba kapa TB masapong a mokokotlo. A keke a hlola a kgona ho tsamaya hape, kahoo o tshwanetse ho tsamaya hohle ka setulo se nang le mabidi.”

Nahana o keke wa hlola o kgona ho tsamaya hape! Ke ne ke rata ho bapala dipapadi haholo fela. Ke ne ke tlo kgona ho etsa eng? Mme le Ntate wa ka ba ile ba nkisa sekolong se kgethehileng moo ho neng ho na le bana ba bangata ba tshwanang le nna. E ne e le sekolo se sebetsang haholo ebile matitjhere a re thusitse ho etsa molemo ka hohle. Ke ile ka rutwa ho bapala dipapadi le ha ke le setulong se nang le mabidi ka nako yohle.

Ke ne ke na le tjheseho ya ho ntlafala dipapading tseo ke di ratang ha kalo. Ke ile ka ikwetlisa haholo ka mehla yohle. Ke ile ditlhodisanong ka fumana dimetlele le meputso. Ke ne ke batla ho loka ke be wa mantlha hore ke ye dipapading tse bohlokwa haholo tsa lefatshe (tsa boditjhaba) e leng Diolimpiki!



Nahana hore ho etsahetseng? Ee ya, kamora dilemo tse ngata ke sebetsa ka thata ke ile ka bolellwa hore ke tlo ya diolimpikeng! Ke ile ka ya mme ka sebetsa hantle haholo ka hlola ka fumana metlele ya gauta. Ke ne ke thabile e bile ke le motlotlo.

Ke hlola ke re: O seke wa tshaba ho leka molemo wa hao hofitisisa eblile o seke wa inehela le ka mohla o le mong. Sheba se etsahetseng ka nna!

Ke pheletso ya pale.

★ Zanele's story



Story

Our story today is about Zanele Situ who loves to play sports for her country, South Africa. Zanele moves around and plays sports in a wheelchair because she can't walk anymore. Listen to Zanele as she tells us her story.

Hello, my name is Zanele. I was born in a small town called Matatiele. I was a happy little girl, but when I was eleven years old, my body started to feel tired and sick and then one day I found that my legs couldn't move and I couldn't walk anymore. My mom and dad were very worried and I felt scared. They took me to the hospital.

The doctors at the hospital looked at my body. They did special tests to see if they could find out why I couldn't walk. I was very tired and slept for hours and hours every day. I had to stay in hospital for three years!

One day the doctors told my mom and dad: "We are very sorry, but Zanele has got tuberculosis or TB in her spine. She will never walk again and must move around in a wheelchair."

Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I was in a wheelchair all the time. I loved throwing the heavy shot put ball as far as I could and hurling the flat discus further than anyone else. But throwing the long javelin pole was my favourite sport and I became very good at it.

I wanted to get better and better at the sports that I loved so much. I practised very hard every day. I went to competitions and got many medals and prizes. I wanted to be good enough to go to the most important sports competition in the world, the Paralympics!

And guess what happened? Yes, after lots of years of hard work I was told that I was going to go to the Paralympics! I went and I did very well. I won a gold medal. I was happy and very proud.

I always say: Don't be scared to try your best and never give up. Just look what happened to me!

And that is the end of the story.





Pina

Bapalla baithuti pina ya setjhaba ebe o ba dumella hore ba bine mmoho.

Tlotlontswe ho tswa paleng

Mantswe a sehloohong	setulo se nang le mabidi	dipapadi	boikwetliso	metlele	motlotlo	sepetelele
Mantswe a koketso:	ngaka	tshwenyehile	tshohile	kgathala	diteko	tsamaya
	moputso	tlhodisano	Diolimpiki	tsamaya	mokokotlo	kgethehileng





Song

Play the national anthem to the learners and let them sing along.

Vocabulary from the story

Key-words:	wheelchair	sports	practise	medal	proud	hospital
Extra words:	doctor	worried	scared	tired	tests	walk
	prize	competition	Paralympics	move	spine	special





O tla hloka:

- Pale: *Pale ya Zanele*
- Dipopi: Zanele (jwalo ka ngwanana a monyane, ausi le motho a mohololo), setulo sa mabidi se senang letho, ngaka
- Diporopo: metlele, folakga ya Afrika Borwa, lebokoso la disele bakeng sa bethe
- Dintho kapa dikarete tsa ditshwantsho tsa lenane la mantswe a tlotlontswe



Beke 1 Letsatsi 1

Diketsahalo tsa tlelase yohle

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

Ho bua pale le ho eketsa tlotlontswe

1 Pele o bua pale

- 1.1 Bolella baithuti sehlooho sa pale o ba tsebise dibapadi o sebedise dipopi.
- 1.2 Bapisa pale le maphelo a baithuti: *"Na o tseba dibapadi tsa banna kapa tsa basadi tse tummeng? O papadi efe? Na o tseba e mong ya kileng a fumana metlele kamora ho sebetsa hantle dipapading? Na o kile wa utlwa ka Diolimpiki kapa Diolimpiki tsa batho ba qhwadileng?"*
- 1.3 E re: *"Pele re qala, ke batla ho le fa meeelo ya mantswe a mang a matjha ao re tlileng ho a fumana paleng."* Buisanang ka mantswe a sehlooho a tswang lenaneng la tlotlontswe, mme o bontshe baithuti ntho kapa setshwantsho kapa ketso ho ba bontsha moelelo wa lentse. Mohlala: Ba bontshe metlele kapa setshwantsho sa motho ya amohelang metlele kalaneng. Hlalosa hore dimmentlele ke meputso eo o e fumanang tlhodisanong ho bona hore ke mang ya itlhomeng pele papading.

2 Ha o ntse o bua pale

- 2.1 Pheta pale ka mafolofolo o sebedise lentse ka mekgwa e fapaneng.
- 2.2 Etsa diketso mme o sebedise dipopi le diporopo.
- 2.3 Botsa baithuti ho bonela pele hore ekaba ho tla etsahalang paleng, o be o etse hore ba nke karolo ha o ntse o botsa dipotso tse bulehileng tse qholotsang monahano, jwalo ka ena: *"O nahana hore ke eng se neng se etsa hore sekolo e be tulo e ikgethileng ho Zanele? O nahana hore o ile a ikutlwa jwang ha ngaka e mmoella hore o tla dula hodima setulo se sututswang bophelo ba hae kaofela?"*

3 Ha o qeta ho bua pale

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

Tsebisu ya modumo hotswa paleng

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

Diketsahalo tsa dihlotshwana

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

Ke tsokotsa menwana ya ka

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



You will need:

- Story: *Zanele's story*
- Puppets: Zanele (as a little girl, a young adult and an adult), an empty wheelchair, the doctor
- Props: a medal, a South African flag, a tissue box for a bed
- 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.

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: *"Do you know any famous sportsmen or sportswomen? What sports do they play? Do you know anyone who got a medal for doing well in sports? Have you heard about the Olympics or Paralympics?"*
- 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 a medal or a picture of someone on a podium receiving a medal. Explain that medals are prizes you get when there is a competition to see who is the best at a sport.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think made the school a special place for Zanele? How do you think she felt when the doctor told her she would be in a wheelchair for the rest of her life?"*

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 this word from the story: *"ho, ha, hae, hape, habo, hantle, haholo, hore, hobane, hohle, hofitisisa. Can you hear the focus sound: hae, hape, hantle, haholo? Yes, you are right! They all have the sound /h/."*
- 2 *"Listen carefully, here are some more words with /h/: haufi, hoseng, hopola, hempe, harake, heke, huku, helmete, lehapu, lehata, lehare, lehe, hodimo."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound /h/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /h/: **"h-h-h"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

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!



O tla hloka:

- Dipopi tsa pale
- Kgatiso ya pina ya setjhaba ya Afrika Borwa le disebediswa kapa ditshwantsho tsa pina (setshwantsho sa folaga ya Afrika Borwa kapa folaga ya nnete)



Beke 1 Letsatsi 2

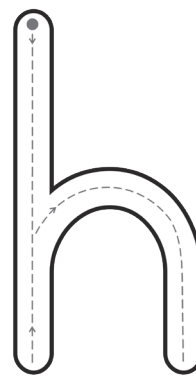
Diketsahalo tsa tlelase yohle

Ho bua pale le ho bina

- 1 Qala ka ho hopotsa baithuti ka hlaloso ya mantswe a o ba tsebisitseng ona ka Letsatsi 1.
- 2 Pheta pale hape o sebedisa dipopi. Botsa dipotso Ha o ntse o bua pale. Kgothatsa baithuti ho hopolela pele se ka etsahalang.
- 3 Bolella baithuti hore o tlo ba ruta pina e ntjha e tsamaisanang le pale ena. Pina ena ke e ikgethang mme ba tshwanetse ho ema tswel! ba ikutlwe ba itshepa ha ba bina.
- 4 Bapala kgatiso ya pina ya setjhaba, o kgothalletse baithuti ho bina hammoho.
- 5 Thabelang ho bina ka dipuo tse ngata, tse fapaneng.

Ho bopa tlhaku

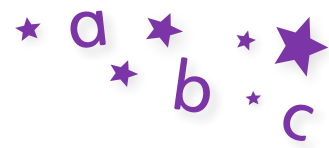
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /h/ kapa ba ka nahana lentsewe le qalang ka modumo /h/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka beha letsoho pela molomo wa bona ebe ba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



Diketsahalo tsa dihlotshwana

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





You will need:

- Puppets for the story
- A recording of the South African national anthem and props or pictures for the song (a picture of a South African flag or a real flag)



Week 1 Day 2

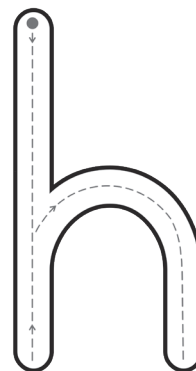
Whole class activities

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. This is a special song and they must stand up straight and feel very proud when they sing.
- 4 Play a recording of the national anthem and encourage learners to join in and sing along.
- 5 Have fun singing in more than one language.

Forming the letter

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



Small group activities

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



O tla hloka:

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



Beke 1 Letsatsi 3

Diketsahalo tsa tlelase yohle

Ho pheta le ho bapala pale

- 1 Bina pina.
- 2 Botsa baithuti hore ba sa hopola hlaloso ya mantswe hotswa lenaneng la tlotlontswa. Mohlala: Zanele o ile a ikutlwa jwang ha a le sepetlele? (a kgathetse a bile a kula). Zanele le batswadi ba hae ba ile ba ikutlwa jwang ha dingaka di ne di etsa diteko? (ba tshwenyehile ba bile ba tshohile). Zanele o ile a ikutlwa jwang ha a hlola metlele ya gauta? (o thabile ebile o motlotlo)
- 3 Kgetha baithuti ho ba dibapadi tsa pale.
- 4 Bua ka seapadi se seng le se seng se paleng. Bolella baithuti hore e tloba ba bo mang papading mme o ba bontshe diporopo tse tla sebediswang ho bolela pale.
- 5 Hlalosetsa baithuti hore (wena titjhere) tloba ba sebadi sa pale, ya tsejwang ka hore ke mophetapale. Baithuti bao e leng dibapadi, ba tla etsisa ntho engwe le engwe eo o e buang. Ba thuse ho lokisa moo ba tla ho ema teng.
- 6 Qala ho pheta pale mme o kgothalletse baithuti ho etsa diketso tse tsamaisanang le mantswe ha bohle ba shebile tshwantshiso.
- 7 Ha ho sa ntse ho na le nako, o ka rata ho pheta tshwantshiso le baithuti ba fapaneng.

Mabokoso a ditlhaku

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



Diketsahalo tsa dihlotshwana

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





You will need:

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



Week 1 Day 3

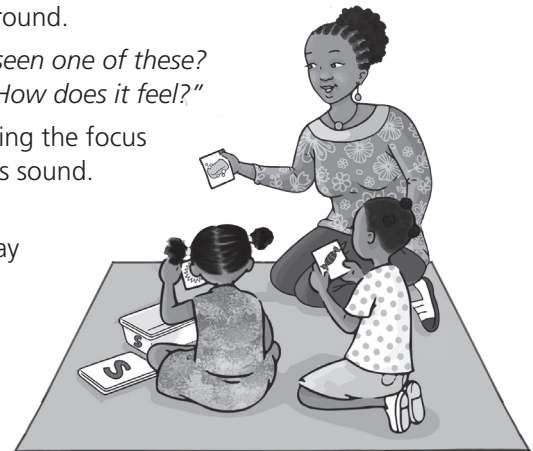
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "How did Zanele feel when she was in hospital?" (tired and sick) "How did Zanele and her parents feel when the doctors were doing tests?" (worried and scared) "How did Zanele feel when she won a gold medal?" (happy and proud)
- 3 Choose learners to play the characters in the story.
- 4 Talk about each character in the story. Tell learners who they are going to be in the role play and show them the props that will be used to tell the story.
- 5 Explain to learners that you (the teacher) are going to be the storyteller, also known as the narrator. The acting learners are going to act out everything you say. Help them to organise where they are going to stand.
- 6 Start telling the story and encourage learners to do the actions to match your words while the rest of the class watches the role play.
- 7 If there is time, you may want to repeat the role play with different learners.

Letter boxes

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



Small group activities

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





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Dikarata tsa ditshwantsho
- Direng tse hlano tsa Diolimpiki tse entsweng ka makotikoti a kwahetsweng ka pampiri e mebalabala (Mebala ya Diolimpiki: botsho, bokgubedu, botala ba jwang, bosehla, botala ba lehodimo) le tlhaku ya tumanotshi le karata ya setshwantsho e kgomareditse kapela kotikoti e nngwe le e nngwe

Stella o re:



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

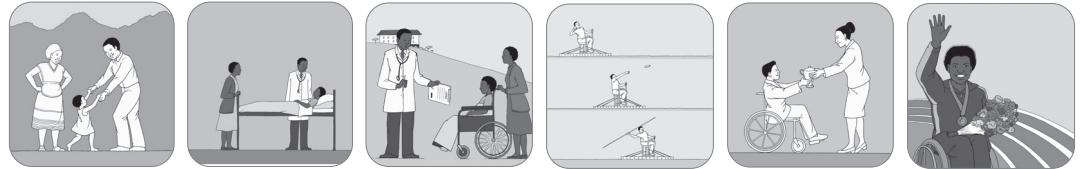
- "O bona mang?" (dibapadi)
- "O/e etsa eng?" (maetsi le diketso)
- "Ke eng se seng se o ka se bonang?" (O sheba hape)
- "E hokae ...?" (bolela tulo/boemo)
- "Hobaneng o nahana ...?" (monahano o batsi wa ho hlahisa maikutlo)

Beke 1 Letsatsi 4

Diketsahalo tsa tlelase yohle

Ditshwantsho tsa tatelano

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



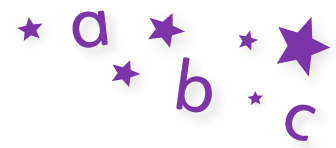
Mamela modumo o ho tsepameditsweng

- 1 Fa moithuti e mong le e mong karata ya setshwantsho. Ba tshwanetse ba rehe ditshwantsho tsa bona mabitso ba be ba bitse lentseweng butle. Baithuti ba bang ba tshwanetse ho leka ho bona hore ba ka tseba medumo lentseweng. Mohlala: Lentseweng "fereko" ho na le modumo /f/.
- 2 Ha moithuti e mong le e mong a fumane monyetla ho fana ka lebitso la setshwantsho, a bile a tsebile modumo, bontsha baithuti dikotikoti tsa direng tsa Diolimpiki. Hlalosa hore ba tshwanetse ho sheba tlhaku e ngotsweng kotikoting e nngwe le e nngwe mme ba etse qeto hore na ba beha karata ya setshwantsho hokae. Mohlala: Haeba ba na le setshwantsho sa "fereko", ba tla tshwanela ho se kenya kahara kotikoti ya modumo wa /f/.



Diketsahalo tsa dihlotshwana

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



You will need:

- Big sequence pictures
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a letter and picture card stuck on the front of each tin

Week 1 Day 4

Whole class activities

Sequencing pictures

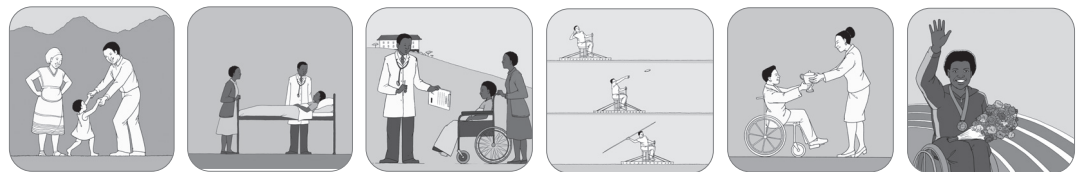
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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

Stella says:



These are useful questions to ask about each picture:

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



Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the word. For example: The word "fereko" has the sound /f/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a "fereko", they would need to place it in the tin with the **f** sound.



Small group activities

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





O tla hloka:

- Moithuti ka mong a fumane hlama e bapadisang kapa letsopa ho etsa dimmentlele tse tharo (gauta, silivera, boronse), sekwahelo sa setshelo sa jeme, lehlokwa la ho nwa, pente (gauta, silivera, boronse) leleme kapa kgwele.
- Dikarata tsa ditshwantsho
- Mokotla kapa mokotla wa mosamo, dintho tse sebediswang dipapading tse fapaneng kapa ditshwantsho tsa batho ba bapalang dipapadi tse fapaneng

Beke 1 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Moithuti e mong le e mong o tla hloka bolo ya hlama ya ho bapadisa kapa letsopa. Hlalosa hore ba tliilo etsa dimetlele ka hlama ya ho bapadisa kapa letsopa.
- 2 Ba tshwanetse ho qala ka ho batalatsa hlama ya ho bapadisa kapa letsopa. Ba ka sebedisa sekwahelo sa setshelo sa jeme ho seha didikadikwe le lehlokwana la ho nwa ho etsa masoba hodimo mmentleleng.
- 3 Dimmentlele di ka siuwa letsatsing ho oma ebe baithuti ba penta dimmentlele ba be ba hokele leleme kapa kgwele masobeng.



Stella o re:



Baithuti ba ka sokodiswa ke sena qalong jwalo ka ho le boima ho utlwa medumo ha e emetse ka bo yona ka mantswa.

Ho kopanya le ho kgaohanya (dinoko le medumo)

- 1 Kenya dikarata tsa ditshwantsho kapa dintho kahara mokotla kapa mokotla wa mosamo.
- 2 Qala ka ho kenya letsoho kahara mokotla, o kgethe ntho e itseng mme o etse modumo hore baithuti ba nohe hore o tshwere eng. Mohlala: "Ke na le b-o-l-o ka letsohong. Ke tshwere eng?"
- 3 Moithuti wa pele ho noha, a ka fumana monyetla mme ka thuso ya hao, a kgethe karata e latelang kapa ntho e itseng ho bitswa ke mosuwe.
- 4 Hang ha o ntshitse dikarata kapa dintho tse robedi, di kgomaretse leboteng kapa o di behe mosemeng hore bana ba di bone. Ebe o re: "Ke batlana le ho beha b-o-l-o. Ke mang ya ka mphumanelang yona?"
- 5 Kgutlisetsa karata kapa ntho e nngwe le e nngwe ka mokotleng. Jwale o ka botsa baithuti hore na ke mang ya ratang ho leka ho kgetha ntho e itseng a be a bitse modumo wa lentse hore ba bang ba nohe hore na ba tshwere eng.



Diketsahalo tsa dihlotshwana

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





You will need:

- Playdough or clay for each learner to make three medals (gold, silver and bronze), jam jar lid, drinking straw, paint (gold, silver and bronze), ribbon or string
- Picture cards
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Each learner will need a ball of Playdough or clay. Explain that they are going to make medals out of Playdough or clay.
- 2 They must begin by rolling the Playdough or clay flat. They can use the jam jar lid to cut out circles and the straw to make a hole at the top of the medal.
- 3 The medals can be left in the sun to dry and then learners can paint the medals and thread the ribbon or string through the holes.



Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ke na le b-o-l-o ka letsohong. Ke tshwere eng?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ke batlana le ho beha b-o-l-o. Ke mang ya ka mphumanelang yona?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.



Small group activities

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

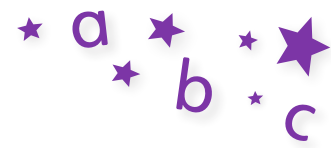








Diketsahalo tsa dihlotshwana Bekeng 1

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> <div data-bbox="222 683 564 893" data-label="Image"> </div> <div data-bbox="210 905 291 1020" data-label="Image"> </div> <div data-bbox="296 953 538 1199" data-label="Text"> <p><i>Nakong ena ya jara, baithuti ba na le boitshepo ba ho ka leka ho ngola ba le bang. Se kgathatsehe ha baithuti ba bang ba ngola mehala e metelele ya ditlhaku ntle le dibaka.</i></p> </div>	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Ngola sehlooho sa pale hodimo leqepheng la pampiri le hlwekileng la moithuti emong le emong pele ho thuto. Kopa baithuti hore ba supe mantswe a sehlooho ha le bala mmoho. Botsa baithuti hore ke karolo eo e ba e ratileng ho fetisisa paleng. E fa dikeletso kapa kgothalletso. Kgothalletsa baithuti ho taka karolo eo ba e ratileng paleng. Fana ka maikutlo a hao kapa o botse moithuti e mong le e mong ho bua ka seo a se takileng. Botsa baithuti hore ekaba ba ka rata ho ngola ho hong ka ditshwantsho tsa bona kapa ba ka lakatsa hore wena o ba ngolle. Haeba baithuti ba lakatsa hore wena o ba ngolle, etsa hore ba nke karolo thutong ka ho ba botsa hore ba bue mantswe butle, ha o ntse o a ngola fatshe. Nahanela hodimo ha o ntse o ngola dipolelo tsa bona. Ngola yona ntho eo baithuti ba o boleletseng hore o e ngole, lentswe ka lentswe, kapa o ba botse hore na ba dumellana le wena pele o fetola mantswe a bona. Hopola ho ngola ka mongolo o makgethe o hlakileng. Ha o se o qetile ho ngola, kgothalletsa baithuti ho bala polelo le wena. Supa lentswe ka leng ha o ntse o bala mme o rorise boiteko ba bona.
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho tsa ditlhaku, ditlhaku tse bapileng le se seng le se seng sa ditshwantsho tse ngotsweng kahara dikwahelo tse sa lekaneng tsa ditshelo kapa mabotlolo Sekoto se seholo sa karata moo ho takilweng bokantle ba dikwahelo tsa mabotlolo 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho kgetha sekwahelo, ba bitse modumo wa tlhaku ba be ba batle setshwantsho kahara sedikadikwe se bapileng, karateng. Hang ha ba fumane setshwantsho se bapileng, ba tshwanetse ho kwahela setshwantsho ka sekwahelo ho fihlela ditshwantsho di kwahetswe kaofela. <div data-bbox="788 1439 1378 1608" data-label="Image"> </div>
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana <div data-bbox="309 1743 475 1945" data-label="Image"> </div>	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatsa baithuti ho bala.





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. 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"> Picture cards, matching letters for each picture written inside different sized lids of jars or bottles Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<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.





O tla hloka

- Direng tsa Diolimpiki di sehilwe ho tswa karateng kapa dipoleiting tsa pampiri, sekgomaretsi le sekere
- Pampiri ya mebalabala (botsho, bokgubedu, botala ba jwang, bosehla, botala ba lehodimo), eo baithuti ba ka e tabolang, ba e kgomaretsa hodima direng

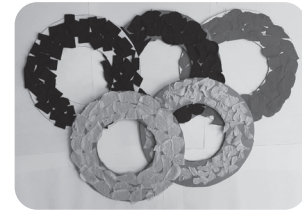


Direng tsa Diolimpiki di emetse dikhonthinente tse hlano: Yuropa, Eshia, Afrika, Di-Amerika le Dikhonthinente tsa lewatlang.

Mesebetsi

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

- 1 Fa moithuti e mong le e mong reng le leqephe la pampiri ya mebalabala. Hlalosa hore ba tshwanetse ho tabola pampiri eo, ba e kgomaretsa hodima reng ya Diolimpiki.
- 2 Hang ha ba qetile, ba ka hlophisa direng tsa Diolimpiki ho ya ka mebala e mehlano, ba be ba kgomaretsa letshwao la reng ya Diolimpiki leboteng la phaposi ya borutelo.



- Diporopo: founu, motjhini wa tjehelete, dintho tse fapaneng tsa dipapadi jwaloka dibolo, diaparo, dieta, dirakete/ dibete kapa melangwana ya hoki, dimakasine tsa dipapadi (tse fanwang ntle ho tefo), ditshwantsho tsa dintho tsa dipapadi le diaparo

Mosebetsi wa 5: Ho bapala boiketsiso

- 1 Etella sehlopha pele ho ya sekgutloaneng sa papadi sa boiketsiso o bontshe baithuti diporopo tse ntjha.
- 2 Ba hlalose hore ba tlilo etsa eka ba sebetisa kapa ba etetse lebenkele la dipapadi ho rekisa kapa ho reka disebediswa tsa dipapadi. Etela sekgutlwana hang fela o ele hloko le ho kgothalletsa baithuti papading.





You will need

- Olympic rings cut out of card or paper plates, glue and scissors
- Coloured paper (black, red, green, yellow, blue) that learners can tear and stick onto the rings

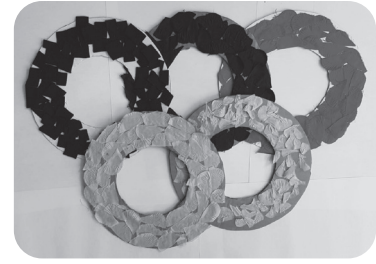


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

Activities

Activity 4: Fine motor skills and handwriting

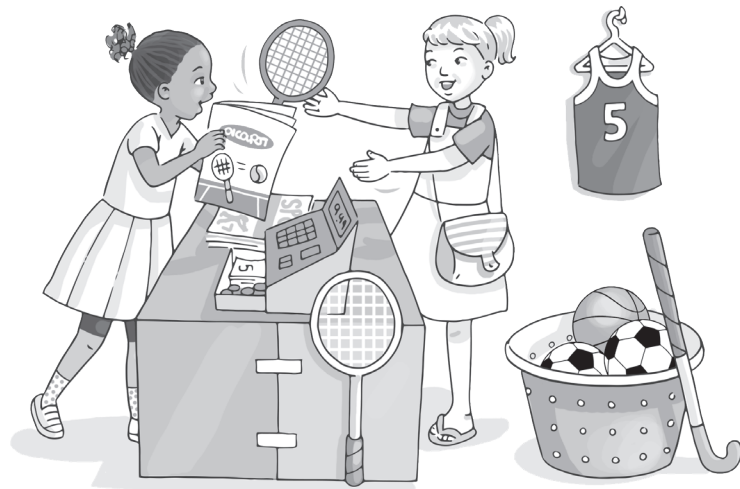
- 1 Give each learner a ring and a sheet of coloured paper. Explain that they must tear the paper and stick it onto the Olympic ring.
- 2 Once they are finished, they can sort into the five Olympic ring colours and stick the Olympic ring symbol on the wall in the classroom.



- Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes

Activity 5: Pretend play

- 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 work at or visit a sports shop and sell or buy sports equipment. Visit the corner at least once to observe and encourage learners' pretend play.





O tla hloka:

- Ditshwantsho tse kgolo tsa tatelano
- Bukana e menweng hape e kopisitsweng bakeng sa moithuti e mong le e mong
- Kgatiswana e seng ya mmala ya ditshwantsho tse latellanang e fuwe moithuti ka mong
- Leqephe la A4 pampiri le hlwekileng la A4 bakeng sa moithuti, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Diketsahalo tsa tlelase yohle

Tatelano ya ditshwantsho hape



- 1 Qala ka baithuti ba dutseng mmateng. Kgetha baithuti ba ka emang kapele phaposing, emong le emong a tshware e le nngwe ya mmala wa ditshwantsho ka tatelano (eseng ka tatelano e nepahetseng).
- 2 Botsa baithuti hore naa ditshwantsho di ka tatelano e nepahetseng. Ba kope hore ba supe setshwantsho se tshwanetseng ho ba qalong ya pale.
- 3 Sehlopha hammoho, botsang baithuti ba tshwereng ditshwantsho hore ba suthe ab tsamae hohle hofihlela pale e etsa moelelo o hlakileng. Botsa dipotso tse tshwanang le e: *"Ke mang yaka hopolang hore ho etsahetseng se latelang?"*
- 4 Hang ha o se o qetile tatelano ya pale, baithuti ba lokela ho kgutlela ditafoleng tsa bona.
- 5 Kopa baithuti ho seha ditshwantsho tseo e seng tsa mmala, ba di behe ka tatellano e nepahetseng ebe ba di kgomaretsa leqepheng le se nang letho. Tsamaya hara sehlopha, o thuse moo ho hloka halang. Mosebetsi ona o bohlokwa ho lekantsha bokgoni ba baithuti ho beha diketsahalo tsa sehloho tsa pale ka tatelano e nepahetseng.
- 6 Hang ha baithuti ba qetile ditshwantsho tsa bona tsa tatellano, neha moithuti ka mong bukana. Ha nako e sa le teng, baithuti ba ka balla balekane ba bona dibukana tsa bona ka phaposing.
- 7 Kgothaletsa baithuti ho nka dibuka ho ya hae ho bala le bamalapa a bona.



Tsebisso ya modumo hotswa paleng

- 1 Kopa baithuti ho dula mmateng mme ba mamele ka hloko. Bua mantswe ana hotswa paleng: *"re, rona, ratang, robala, rata, rutwa. Ekaba le utlwa modumo o e ho tsepamiseditsweng maikutlo ho yona: re, rona, robala, rata, rutwa? Ee, o nepile! Kaofela a na le modumo /r/."*
- 2 *"Mamela ka hloko, ke ana mantswe a mang a qalang ka modumo /r/: raha, rapela, reka, roboto, rula, raese, rouse, serurubele, leruarua."* (Hatella modumo o qalong ha o ntse o bitsa mantswe).
- 3 Bua modumo /r/ o hlakileng mme o bolelle baithuti hore ba shebe molomo wa hao ka hloko.
- 4 Kopa baithuti ho etsa modumo /r/: *"r-r-r"*. Etsa ho swaswa hore o ba qabole: O buele tlase, hodimo, ho isa leboteng, ho fihla marulelong le ho bona (ho e mong le e mong).

Diketsahalo tsa dihlotshwana

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- A photocopy of the **Black and white sequence pictures** for each learner
- A blank A4 paper for each learner, scissors, glue

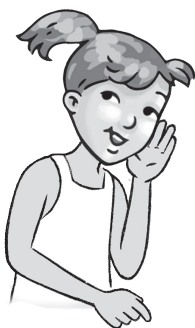
Week 2 Day 1

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 Ask learners to cut out the black and white pictures, arrange them in the correct order and then glue them on a blank page. Walk around the class and assist where necessary. This activity is useful for assessing the learners' ability to put the main events of the story in the correct order.
- 6 Once learners have completed their sequence pictures, give each learner a little book. If there is time, they should "read" their little book to a partner in the class.
- 7 Learners can take the books or sequence pictures 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: *"re, rona, ratang, robala, rata, rutwa. Can you hear the focus sound: re, rona, robala, rata, rutwa? Yes, you are right! They all have the sound /r/."*
- 2 *"Listen carefully, here are some more words with /r/: raha, rapela, reka, roboto, rula, raese, rouse, serurubele, leruarua."* (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.



O tla hloka:

- Buka e Kgolo: *Pale ya Zanele*
- Kgatiswana e lekanang le A5 ya tlhaku **r** bakeng sa moithuti e mong le e mong
- Dikerayone tsa mafura tsa jumbo

Beke 2 Letsatsi 2

Diketsahalo tsa tlelase yohle

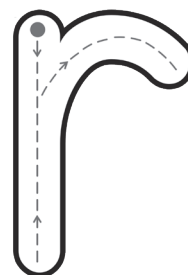
Padisommoho – Buka e Kgolo

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



Ho bopa tlhaku

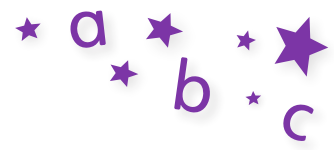
- 1 Hopotsa baithuti ka modumo e ho tsepamiseditsweng maikutlo ho yona. Botsa baithuti hore ekaba ho na le eo lebitso la hae le qalang ka /r/ kapa ba ka nahana lentswe le qalang ka modumo /r/.
- 2 Ruta baithuti ketso e maelana le modumo. Mohlala: Baithuti ba ka etsa e kare ho na le seo ba se rahang jwalo ka bolo ntse ba re: "**raha**".
- 3 Botsa baithuti hore ba hopola kamoo ho ngolwang **r** ka teng. Ba rorisetse maiteko a bona. Ngola tlhaku e kgolo tlapantsong kapa moyeng o ntse o bua se latelang: "*Qala lethebeng, eya tlase, nyoloha ebe o ya hodimonyana.*"
- 4 E re baithuti ba ikwetlise ho bopa tlhaku moyeng, mmateng, mekokotlong ya ba bang le matsohong a bona. Ba ka nna ba leka ho sebedisa mmele ya bona ho bopa tlhaku eo.
- 5 Hang ha o se o entse malebela a ho ngola tlhaku, tswelang kantle mme o fe moithuti ka mong nkgo e nang le metsi le borosolo ya pente. Baithuti ba ka taka tlhaku makgetlo-kgetlo metsing matlapeng a kantle.
- 6 Kgothalletsa baithuti ho bua modumo wa tlhaku ha ba ntse ba e ngola.



Diketsahalo tsa dihlotshwana

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





You will need:

- Big Book: *Zanele's story*
- An A5 **r** letter template for each learner
- Jumbo wax crayons

Week 2 Day 2

Whole class activities

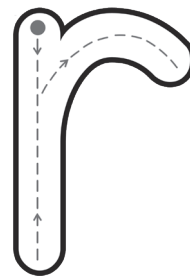
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone's name starts with /r/ or if they can think of any other words with the sound /r/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to kick a ball while saying: “**raha**”.
- 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 mat, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and give each learner a container with water and a paintbrush. Learners can paint a letter many times in water on the paving.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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





O tla hloka:

- Kgatiso e telele ya Pale ya Zanele e balwa ke Sindiwe Magona. (O ka e hatisa ho tswa mona: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Lebokoso le kentseng dintho kapa dinepe tse bontshang dintho ka tlhaku **r**: rula, raese, rouse, robala, rakete, rakebi, ranta, roboto, raseke, raha

Beke 2 Letsatsi 3

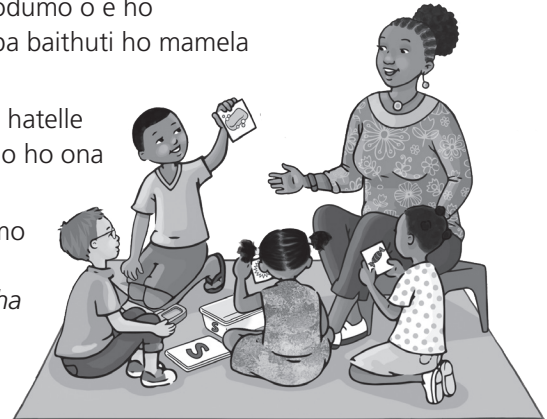
Diketsahalo tsa tlelase yohle

Ho ithuta ho mamela

- 1 Dudisa baithuti sedikadikweng ebe o ba kopa ho kwala mahlo ba mamele medumo e haufi le bona, ka hloko. Bolella baithuti ho pikitla ditsebe tsa bona ho itokisetsa ho mamela ka hloko.
- 2 Hlalosa hore o tliilo ba bapalla kgatiso e telele ya pale ya Zanele ka Senyesemane. Ba tshwanetse ho mamela ka hloko le ho bona hore ba hopola hakae ho tswa paleng eo o ba balletseng yona.
- 3 Bapala kgatiso mme o akgole baithuti ha ba mametse ka hloko.
- 4 Ha pale e fedile, botsa baithuti hore na ke eng eo ba e ratileng tlhahisong e telele ya pale.
- 5 Bolella baithuti hore ba ka botsa batswadi ba bona ho ba hatisetsa pale ba tle ba e mamele lapeng.

Mabokoso a ditlhaku

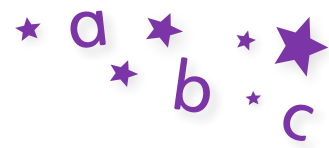
- 1 Kopa baithuti ho dula mmateng ebe o ba bontsha dintho le ditshwantsho ka lebokoseng la ditlhaku, e le nngwe ka nako. Ba botse mabitso a dintho. Ha ho na le baithuti ba buang puo tse fapaneng, ba kope hore ba bolelle bohle ka phaposing hore dintho tseo ke eng ka puo tsa bo bona. Ebe o e bua ka puo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



Diketsahalo tsa dihlotshwana

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





You will need:

- A recording of the long version of *Zanele's story* read by Sindiwe Magona (you can download it here: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that have the focus sound **r**: rula, raese, rouse, robala, rakete, rakebi, ranta, roboto, raseke, raha

Week 2 Day 3

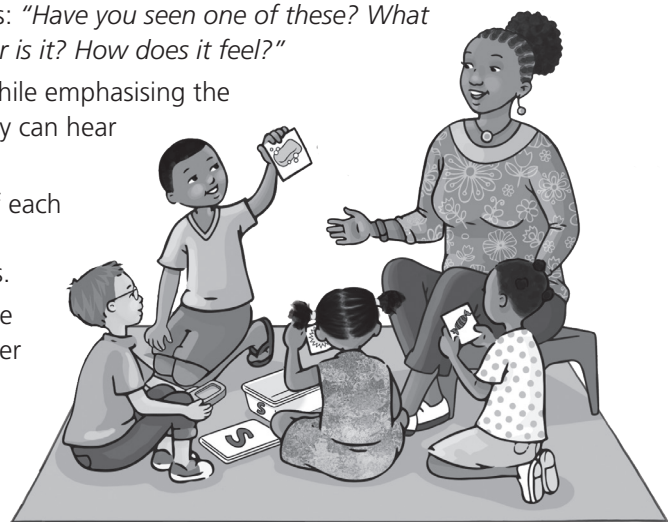
Whole class activities

Learning to listen

- 1 Seat learners in a circle and ask them to close their eyes and listen carefully to the sounds around them. Tell learners to rub their ears to get ready for careful listening.
- 2 Explain that you are going to play them a recording of a long version of *Zanele's story* in English. They must listen carefully and see how much they remember from the story you told them.
- 3 Play the recording and praise learners for good listening.
- 4 When the story is finished, ask learners what they liked most about the long version of the story.
- 5 Tell learners that they can ask their parents to download the story and listen at home.

Letter boxes

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



Small group activities

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



O tla hloka:

- Kopi ya Leqephe la ketsahalo ya **Bala o etse** e fuwe moithuti ka mong
- Dikerayone tsa mafura tsa *jumbo*
- Dikarata tsa ditshwantsho
- Direng tsa Diolimpiki tse hlano tse entsweng ka makotikoti a kwahetsweng ka dipampiri tsa mebalabala (Mebala ya Diolimpiki: botsho, bokgubedu, botala ba jwang, bosehla, botala ba lehodimo) hammoho le tlhaku le karata ya setshwantsho e kgomareditswe ka pele ho lekotikoti ka leng

Beke 2 Letsatsi 4

Diketsahalo tsa tlelase yohle

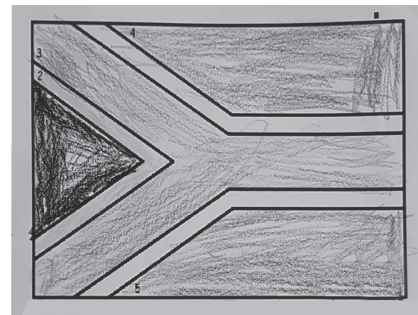
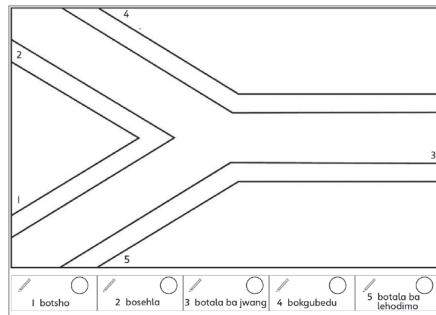
Bala o etse

- 1 Botsa baithuti hore a na ba se bona setshwantsho se le leqepheng la mosebetsi wa bona wa Ho Bala le Ho Etsa. Ke setshwantsho sa folakga ya Afrika Borwa mme ba kenye mebala ya teng. Ba kope hore ba shebe tafole tlase leqapheng ebe ba bua ka seo ba se bonang (dinomoro, ditshwantsho le mantswe).
- 2 Hopotsa baithuti hore ba tlo "bala" boloko e nngwe le e nngwe mme e be ba etsa seo e se bolelang.
- 3 Ona ke mosebetsi wa ho "kenya mebala ka palo". Bala boloko ya ho qala le baithuti mme o ba kope hore ba kenye mmala o motsho hara sedikadikwe. Sheba boloko ya bobedi e be ba kenya mmala o mosehla sedikadikweng. Bala boloko e nngwe le e nngwe le baithuti e be o ba kopa hore ba kenye mebala hara didikadikwe. Ha se ba qetile, hlalosa hore moo ba bonang nomoro 1 folakgeng, ba tlameha ho kenya mmala o motsho, moo ba bonang nomoro 2, ba tlameha ho kenya mmala o mosehla. Baithuti ba tlameha ho tswela pela ho fihlela ba qete ho kenya mebala ya folakga kaofela.
- 4 Tsamaya o ntse o sheba hore baithuti ba sebetsa jwang, mme o fane ka tshetso moo ho hloka halang.
- 5 Hopotsa baithuti hore ba phete hape ba shebe tafole ha ba qeta ho bala le ho kenya mebala, e be ba tshwaya boloko e nngwe le e nngwe ha se ba qetile mosebetsi oo.

Stella o re:



Ha ho na le baithuti ba tswang dinaheng tse ding, ka sehlopheng, ba botse hore na ba na le folaga ya naha eo ba ka tlang le yona phaposing, kapa fumana setshwantsho sa folaga ho bontsha baithuti ba bang sehlopheng.



Mamela modumo o ho tsepameditsweng

- 1 Fa moithuti e mong le e mong karata ya setshwantsho. Ba tshwanetse ba rehe ditshwantsho tsa bona mabitso ba be ba bitse lentse butle. Baithuti ba bang ba tshwanetse ho leka ho bona hore ba ka tseba modumo lentseweng. Mohlala: Lentseweng "buka" ho na le modumo /b/.
- 2 Ha moithuti e mong le e mong a fumane monyetla ho fana ka lebitso la setshwantsho, a bile a tsebile modumo, bontsha baithuti dikotikoti tsa direng tsa Diolimpiki. Hlalosa hore ba tshwanetse ho sheba tlhaku e ngotsweng kotikoting e nngwe le e nngwe mme ba etse qeto hore na ba beha karata ya setshwantsho hokae. Mohlala: Haeba ba na le setshwantsho sa "buka", ba tla tshwanela ho se kenya kahara kotikoti ya modumo wa /b/.



Diketsahalo tsa dihlotshwana

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





You will need:

- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons
- Picture cards
- Five Olympic rings made from tins covered with coloured paper (Olympic colours: black, red, green, yellow, blue) with a vowel letter and picture card stuck on the front of each tin

Week 2 Day 4

Whole class activities

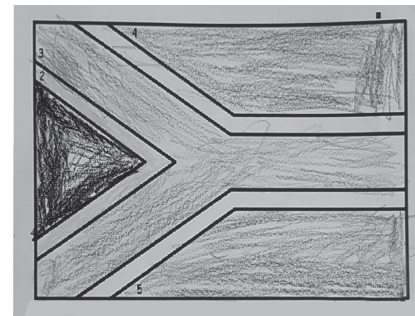
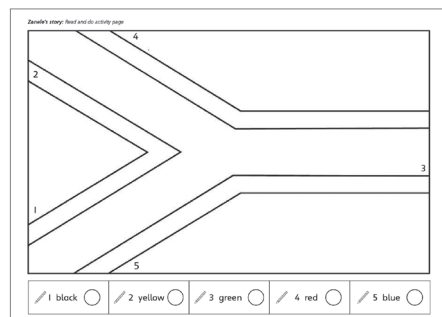
Read and do

- 1 Ask learners if they recognize the picture on their **Read and do activity page**. It is a picture of the South African flag and they are going to colour it in. Ask them to look at the table at the bottom of the page and talk about what they see (numbers, pictures and words).
- 2 Remind learners that they are going to “read” each block and then do what it says.
- 3 This is a “colour by number” activity. Read the first block with learners and ask them to colour the circle in black. Then look at the second block and colour the circle in yellow. Take learners through each block and ask them to colour in the circles. Once they have done that, explain that wherever they see the number 1 on the flag, they must colour in black, wherever they see a number 2, they must colour in yellow. The learners must continue until the whole flag has been coloured in.
- 4 Walk around as learners are working and give support where necessary.
- 5 Remind learners to check the table again after they have finished “reading” and colouring in, and to put a tick in each block when they have done that task.

Stella says:



If you have learners from other countries in your class, ask them if they have a national flag that they can bring to class, or find a picture of the flag to show the other learners in the class.



Listening for focus sounds

- 1 Give each learner a picture card. They must name their picture and then say the word very slowly. The other learners must try to identify the focus sound in the middle of the word. For example: The word “buka” has the focus sound /b/.
- 2 When each learner has had a turn to say the name of a picture and the focus sound has been identified, show learners the Olympic ring tins. Explain that they must look at the letter written on each tin and decide where to put their picture card. For example: If they have a picture of a “buka”, they would need to place it in the tin with the **b** sound.



Small group activities

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



O tla hloka:

- Sekoto sa pampiri e kgolo ya ho ngolla, ngolang letlapeng kapa khokhi e tenya
- Ditshwantsho kapa dikgatiso tsa vidio tsa batho ba nka karolo mefuteng e fapaneng ya dipapadi
- Dikerayone tsa mafura tsa *jumbo*
- Mokotla kapa mokotla wa mosamo, dintho tse sebediswang dipapading tse fapaneng kapa ditshwantsho tsa batho ba bapalang dipapadi tse fapaneng

Beke 2 Letsatsi 5

Diketsahalo tsa tlelase yohle

Bopa, thala obe o ngole

- 1 Bontsha baithuti ditshwantsho kapa dikgatiso tsa vidio tsa batho ba nka karolo mefuteng e fapaneng ya dipapadi. Ba botse hore na ba rata ho shebella papadi efe kapa ke papadi efe eo ba ratang ho ithuta yona.
- 2 Buang ka tlhodisano ya dipapadi eo le ka bang le yona sekolong. Buisanang ka papadi eo le ka e bapalang le hore ho tla hloka hala eng tlhodisanong. Mehopolo ena e ka latelwa: ho lahlela mokotlananawa ka hara nkgo, ho tsamaya hodima lepolanka, ho bona hore o ka tloa bohole bo bokae.
- 3 Kopa baithuti ho o thusa ho ngola memo ho ya ho mosuwehlooho ho tla tlhodisanong a be a fane ka dimmentlele. Buang hore na le qala lengolo kapa memo jwang: "... ya *ratehang*, *Re kopa hore o tle tlhodisanong ya rona ya dipapadi.*" Buisanang hore na le hloka ho ngola eng memong: lebitso la mokete, letsatsi, nako le sebaka.
- 4 Kgetha baithuti ba babedi ho isa lengolo le ho kopa mosuwehlooho ho araba ka lengolo. Balla sehlopha karabo ya hae.
- 5 Etsa dithophiso tsa letsatsi la dipapadi o be o kope mosuwehlooho ho fa moithuti ka mong metlele. (O ka sebedisa dimmentlele tsa hlama ya ho bapadisa tse entsweng ke moithuti e mong le e mong.)

Stella o re:

Baithuti ba ka sokodiswa ke sena qalong jwalo ka ho le boima ho utlwa medumo ha e emetse ka bo yona ka mantswa.



Ho kopanya le ho kgaohanya (dinoko le medumo)

- 1 Kenya dikarata tsa ditshwantsho kapa dintho kahara mokotla kapa mokotla wa mosamo.
- 2 Qala ka ho kenya letsoho kahara mokotla, o kgethe ntho e itseng mme o etse modumo hore baithuti ba nohe hore o tshwere eng. Mohlala: "*Ke na le b-o-l-o ka letsohong. Ke tshwere eng?*"
- 3 Moithuti wa pele ho noha, a ka fumana monyetla mme ka thuso ya hao, a kgethe karata e latelang kapa ntho e itseng ho bitswa ke mosuwe.
- 4 Hang ha o ntshitse dikarata kapa dintho tse robedi, di kgomaretse leboteng kapa o di behe mosemeng hore bana ba di bone. Ebe o re: "*Ke batlana le ho beha b-o-l-o. Ke mang ya ka mphumanelang yona?*"
- 5 Kgutlisetsa karata kapa ntho e nngwe le e nngwe ka mokotleng. Jwale o ka botsa baithuti hore na ke mang ya ratang ho leka ho kgetha ntho e itseng a be a bitse modumo wa lentse hore ba bang ba nohe hore na ba tshwere eng.



Diketsahalo tsa dihlotshwana

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



You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Bag or pillowcase, objects used in different sports or pictures of people doing different sports

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Show learners pictures or video clips of people doing different types of sport. Ask them which sport they enjoy watching or which sport they would like to learn.
- 2 Talk about a sporting competition that you could have at your school. Discuss which sport you could do and what you would need for the competition. Here are some ideas: throwing bean bags into a bucket, walking across a plank, seeing how far you can jump.
- 3 Ask learners to help you write an invitation to the principal to come to the competition and present the medals. Talk about how you start a letter or invitation: "Dear Please come to our sporting competition." Discuss what you need to write on the invitation: name of event, date, time and place.
- 4 Choose two learners to deliver the letter and ask the principal to respond in writing. Read her response to the class.
- 5 Make arrangements for the sports day and ask the principal to present each learner with a medal. (You can use the playdough medals each learner made.)

Stella says:



Learners might struggle with this at first as it is difficult to hear the individual sounds (phonemes) in words.

Blending and segmenting (syllables and phonemes)

- 1 Put the picture cards or objects into a bag or pillowcase.
- 2 Start the activity by putting your hand in the bag, choosing something and sounding out for the learners to guess. For example: "Ke na le b-o-l-o ka letsohong. Ke tshwere eng?"
- 3 The first learner to guess can then have a go and with your help, choose the next card or object for the teacher to sound out.
- 4 Once you have taken out eight cards or objects, stick the cards on the wall or put them on the mat so that learners can see them. Then say: "Ke batlana le ho beha b-o-l-o. Ke mang ya ka mphumanelang yona?"
- 5 Put each card or object back in the bag. Then ask learners if anyone would like to try choosing something and saying the sounds in the word so that others can guess what they have in their hand.






Small group activities

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






Diketsahalo tsa dihlotshwana Bekeng 2

O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Leqephe la pampiri le hlwekileng la A4 bakeng sa moithuti Dikerayone tsa mafura tsa <i>jumbo</i> Ditshwantsho tsa mefuta e fapaneng ya dipapadi tseo ho tla buisanwang ka tsona (kapa dikgatiso tsa vidio, ha ho kgonahala), mohlala: boikwetliso ba mmele, ho sesa, bolo ya maoto, rakabi, hoki, ho akgela lerumo, ho palama baesekele, ho matha, ho palama pere, tenese 	<p>Mosebetsi wa 1: Ho taka le mongolo wa sethatho</p> <ol style="list-style-type: none"> Baithuti ba tshwanetse ho sheba ditshwantsho tsa dipapadi tse fapaneng ba etse qeto hore ba ka rata ho ithuta papadi efeng. Ba tshwanetse ho taka setshwantsho se bontshang ba bapala papadi eo ba be ba leke ho ngola lebitso la papadi eo ka tlasa setshwantsho sa bona. 
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho tsa ditlhaku, ditlhaku tse bapileng le se seng le se seng sa ditshwantsho tse ngotsweng kahara dikwahelo tse sa lekaneng tsa ditshelo kapa mabotlolo Sekoto se seholo sa karata moo ho takilweng bokantle ba dikwahelo tsa mabotlolo 	<p>Mosebetsi wa 2: Malepa le dipapadi</p> <ol style="list-style-type: none"> Hlalosetsa baithuti hore ba tshwanetse ho kgetha sekwahelo, ba bitse modumo wa tlhaku ba be ba batle setshwantsho kahara sedikadikwe se bapileng, karateng. Hang ha ba fumane setshwantsho se bapileng, ba tshwanetse ho kwahela setshwantsho ka sekwahelo ho fihlela ditshwantsho di kwahetswe kaofela. 
<ul style="list-style-type: none"> Dibuka, dimakasini, dibuka tse mennweng, Dibuka Kgolo le dipampitshana 	<p>Mosebetsi wa 3: Ho ikemela ho baleng</p> <ol style="list-style-type: none"> Etela sehlopha pele ho ya sekgutlwaneng sa dibuka kapa o ba fe qubu ya dibuka. Qalong, o ka lokela ho thusa baithuti ho kgetha buka, makasine kapa maqetshwana ao ba ka ratang ho a bala. Bontsha kamoo buka e bulwang ka teng ho ya le maqephe. Bontsha baithuti tse ding tsa ditshwantsho o ba kgothatse hore emong le emong a kgethe seo a tla thabelang ho se bala. Etela sekgutlwana ho lekola le ho kgothatse baithuti ho bala.





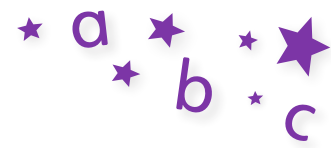
Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Learners must look at the pictures of different sports and decide which sport they would like to learn. 2 They must draw a picture of themselves doing that sport and try to write the name of the sport underneath their picture. 
<ul style="list-style-type: none"> • Picture cards, matching letters for each picture written inside lids of jars or bottles • Large piece of card with outlines of the bottle lids drawn on the card 	<p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> 1 Explain to learners that they must pick up a lid, say the sound of the letter and then see if they can find the picture in the matching circle on the card. 2 Once they find the matching picture, they must put the lid over the picture until all the pictures are covered. 
<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.



O tla hloka	Mosebetsi
<ul style="list-style-type: none"> Direng tsa Diolimpiki tse entsweng ka karata e sehilweng, sekgomaretsi le sekere, ulu ya mebala a direng tsa Diolimpiki 	<p>Mosebetsi wa 4: Bokgoni ba ho sebedisa mesifa e mesesane mongolong</p> <ol style="list-style-type: none"> Fa moithuti e mong le e mong ya sehlopheng sa pele, reng mme o hlalose hore ba tshwanetse ho thatella ulu ho tswa lesobeng le bohareng le ho potoloha reng. Ba tswela pele ho etsa sena ho fihlela nako ya mosebetsi ya dihlopha tse nyenyane e fedile. Letsatsing le latelang, baithuti ba sehlopha se latelang ba tswela pele ho thatella ulu ho potoloha direng tsona tseo. Mafelong a beke, direng tse fedileng di ka hlophiswa jwaloka letshwao la Diolimpiki mme le kgomaretswe leboteng la phaposi. <div data-bbox="779 751 1104 982" data-label="Image"></div> <div data-bbox="1126 751 1413 982" data-label="Image"></div>
<ul style="list-style-type: none"> Diporopo: founu, motjhini wa tjehelete, dintho tse fapaneng tsa dipapadi jwaloka dibolo, diaparo, dieta, dirakete/ dibete kapa melangwana ya hoki, dimakasine tsa dipapadi (tse fanwang ntle ho tefo), ditshwantsho tsa dintho tsa dipapadi le diaparo 	<p>Mosebetsi wa 5: Ho bapala boiketsiso</p> <ol style="list-style-type: none"> Hopotsa baithuti ka diporopo tse leng sekgutloaneng sa papadi ya boiketsiso mme o ba kgothalletse ho tswela pele ho tloha bekeng ya 1 ha ba ne ba etsa eka ba sebitsa kapa hona ho etela lebenkeleng la dipapadi ho reka kapa ho rekisa disebediswa tsa dipapadi le diaparo. Etela sekgutloana hang fela o ele hloko le ho kgothalletsa baithuti papading <div data-bbox="795 1271 1385 1663" data-label="Image"></div>





You will need	Activities
<ul style="list-style-type: none">Olympic rings cut out of card, glue and scissors, wool in the colours of the Olympic rings	<p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none">1 Give each learner in the first group a ring and explain that they must wind the wool through the hole in the centre and around the ring. They continue doing this until the time for small group activities is up. The next day, the learners in the next group continue winding wool around the same rings.2 At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom. <div data-bbox="777 732 1413 963"></div>
<ul style="list-style-type: none">Props: telephone, till, different sports items such as balls, clothes, shoes, rackets/bats or hockey sticks, sports magazines (often given free), pictures of sports items and clothes	<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 at or visiting a sportshop to buy and sell sporting equipment and clothes.2 Visit the corner at least once to observe and encourage the learners' game. <div data-bbox="788 1194 1378 1584"></div>

Kotara ya 4: Mohlala wa rekoto ya tekanyetso e tswelang pele (lethathamo)



	Ho mamela le ho bua	Modumo, Ho bala le ho boha	Hongola le mongolo wa sethatho/ Mongolo wa sethatho
✓ Katleho	<p>○ mamela dipale tse ditelele ebile o bontsha kutlwisiso ka ho araba dipotso tsa amanang le pale.</p> <p>○ bina dipina le dirame hape a phethe diketso ka boitshupo.</p> <p>○ bontsa dipotso ha mmoho le ditlhaloso kapa o sheba dibuka bakeng sa ditlhaliso.</p> <p>Sebedisa puo ho nahana le ho beha mabaka: ho bapisa dintho tse tsamayang mmoho le ho tshwantsa dintho tse fapaneng.</p>	<p>○ arla mantse a mangata ka dinoko.</p> <p>○ amahanya medumo le ditlhaku le mantse hape o na le kultwisiso ya hore mantse a na le medumo e fapaneng – entswe ka mokgwa o hlakile.</p> <p>Tshwara buka ka tselo e nepahetseng a phetla maqephe ka nepo. ○ qoga ka tselo ya ho sebedisa buka le ho e kgathalla.</p> <p>○ tshwants'hisana pale, pina, kapa raeme.</p> <p>○ gala ho 'bala' mantse a bonwang kgafetsa ka phaphusing, sekolong le sechabeng.</p> <p>○ ipalla dibuka ka boikemelo bakeng sa monyaka ka laaboraring kapa sekgotlong sa ho bala ka phaphusing, o phetla maqephe hantle, o bontsha hlomp'ho bakeng sa dibuka.</p> <p>○ kopanya le ho bala ka kopanelo ka boitshupo le thabo.</p>	<p>Ntshetsa pele ho tsamaisa mesifa e menyane ka ho sebedisa sekere ho seha ditshwants'ho le dibopeho tse sehleletseng mola o motenya jji.</p> <p>○ tshwara dikherayone ka tselo e nepahetseng jwalo ha a tshwara pentsele, o bontsha matla a letsoho le letshadi / le letona hape o ngola a sebedisa maemo a napileng a ho ngola.</p> <p>Bopa ditlhaku a ferefa ka monwana, ka borosolo, dikerayone tsa mafura jji. a gala sebakeng se nepahetseng a latela ditshupasebaka ka nepo.</p> <p>○ tlatsetsa mehopolole le dipolelo sehlopheng sa sengolo: moithuti o laela titjhere ha a ntse a ngola.</p> <p>○ etsa meralo ya dintshwants'ho ho fetisa moletsa ka bophelo ba hae ebe o sebedisa sena bakeng sa ho gala ho ngola.</p> <p>○ etsa boitek'ho ho ngola ditlhaku a sebedisa mongolo o otlolohileng, ho kgwaritsa mme a bala mongolo wa hae: o bala hore mongolo o otlolohileng o reng.</p> <p>○ lekants'ha ho ngola maemong a papadi: ho etsa dikarete tsa tumedisso, ho ngola mangolo jji. ○ kopisa mongola ho tshwa tikolohong ha a ntse a papala.</p>
• Ha a so finyelle			
× O batlile			
Mohla/Letsatsi			
Mabitso			

★ Term 4: 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									

★ Kotara ya 4: Ruburiki ya 1 le 2 Ho mamela le ho bua

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

★ Term 4: Listening and speaking rubric 1 and 2

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

★ Kotara ya 4: Ruburiki ya 1–3 Medumo, ho bala le ho boha

Tekanyetso ya tekolo	1. Ha a ya atleha (0 – 29%)	2. Katleho e lekanetseng (30 – 49%)	3. Katleho e kgotsofatsang (50 – 74%)	4. Katleho e babatsehlang (75 – 100%)
1 O elellwa ka kutlo le pono ditumammoho le ditumanosi	O kgona ho elellwa ditlhaku tse 0-5 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 6-9 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 10-17 le ho bua medumo ya tsona	O kgona ho elellwa ditlhaku tse 18 kapa fetang le ho bua medumo ya tsona
2 O qala ho ela hioko hore mantswe a etswa ke medumo; o fa modumo o qalong wa lebitso la hae le mantswe a mang	Ha a elellwe hore mantswe a entswe ka medumo; ha a kgone ho fa modumo o qalang lebitsong la hae kapa mantsweng a mang	O kgona ho fa modumo o qalong ya lebitsong la hae; o kgona ho fa sokola ho fa qalo ya modumo wa mantswe a mang.	O kgona ho fa modumo o qalong ya lebitsong la hae; o kgona ho fa modumo o qalang mantsweng a mang.	O kgona ho fa modumo o qalong waya lebitso la hae le mantsweng a mang kamehla.
3 O qapa pale ya hae ka ho bala ditshwantsho	Ha a kgone ho sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o haelwa ke puo ho hlalosa ditshwantsho.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; le ho hlalosa pale empa ka thuso	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; a ka inkela mohoo wa lentse ha a bala.	O sebedisa ditshwantsho ho nahanela pele hore pale e bua ka eng; o bontsha kutlwiso ya hore ditshwantsho le mantswe di a nyallana ha di fapane; o inkela mohoo wa lentse ho bala mme o supa mantswe ha a bala

★ Term 4: 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 – 5 letters and say the sounds that these letters make.	Is able to recognise 6 – 9 letters and say the sounds that these letters make.	Is able to recognise 10 – 17 letters and say the sounds that these letters make.	Is able to recognise 18 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”.

Kotara ya 4: Ruburiki ya 1–3 Mongolo wa sethatho le mongolo wa letsoho

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

★ Term 4: 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.

★ Ho etsa hlama ya papadi

O tla hloka

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



Mehato

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

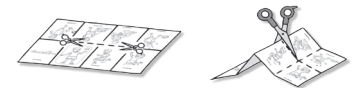
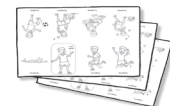
Futhumatsa hlama ya papadi ka ho e pepetetsa hara matsoho a hao. Boiketliso bona bo hantle bakeng sa ho otlolla misifa ya matsoho a baithuti. Paka hlama ya papadi hara dipolasetiki hore e dule e le ntjha, e be o e boloka hara furiji/sehatsetsi, ha ho kgoneha, boloka hlama polekeng e phodileng.



★ Ho etsa bukana

Mehato

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



★ How to make playdough


You will need

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



Steps

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

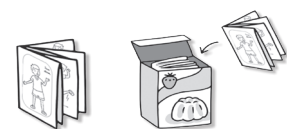
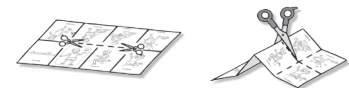
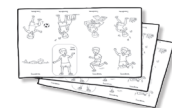


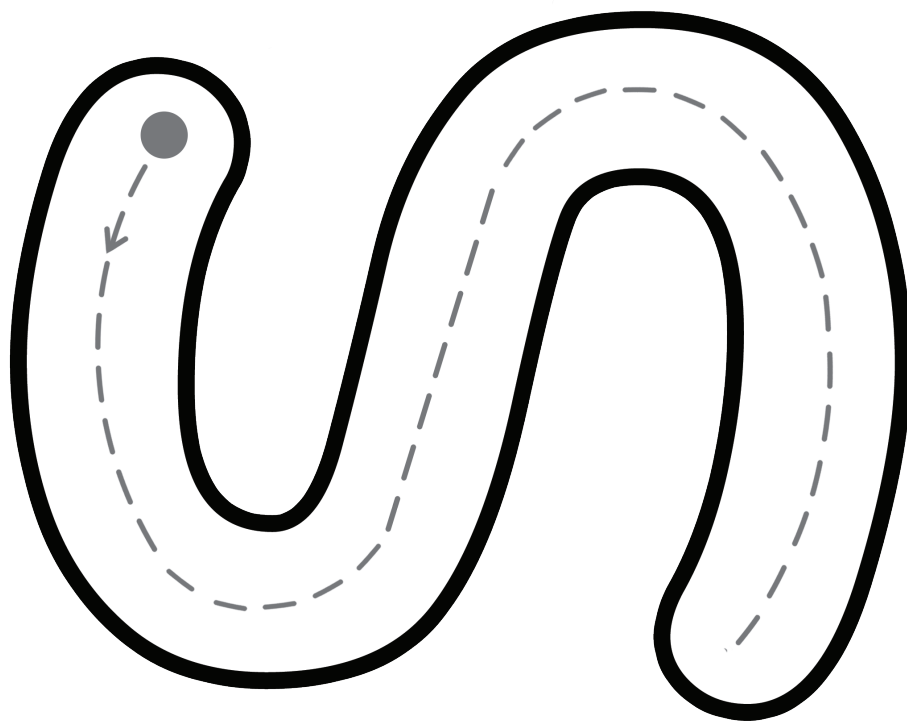
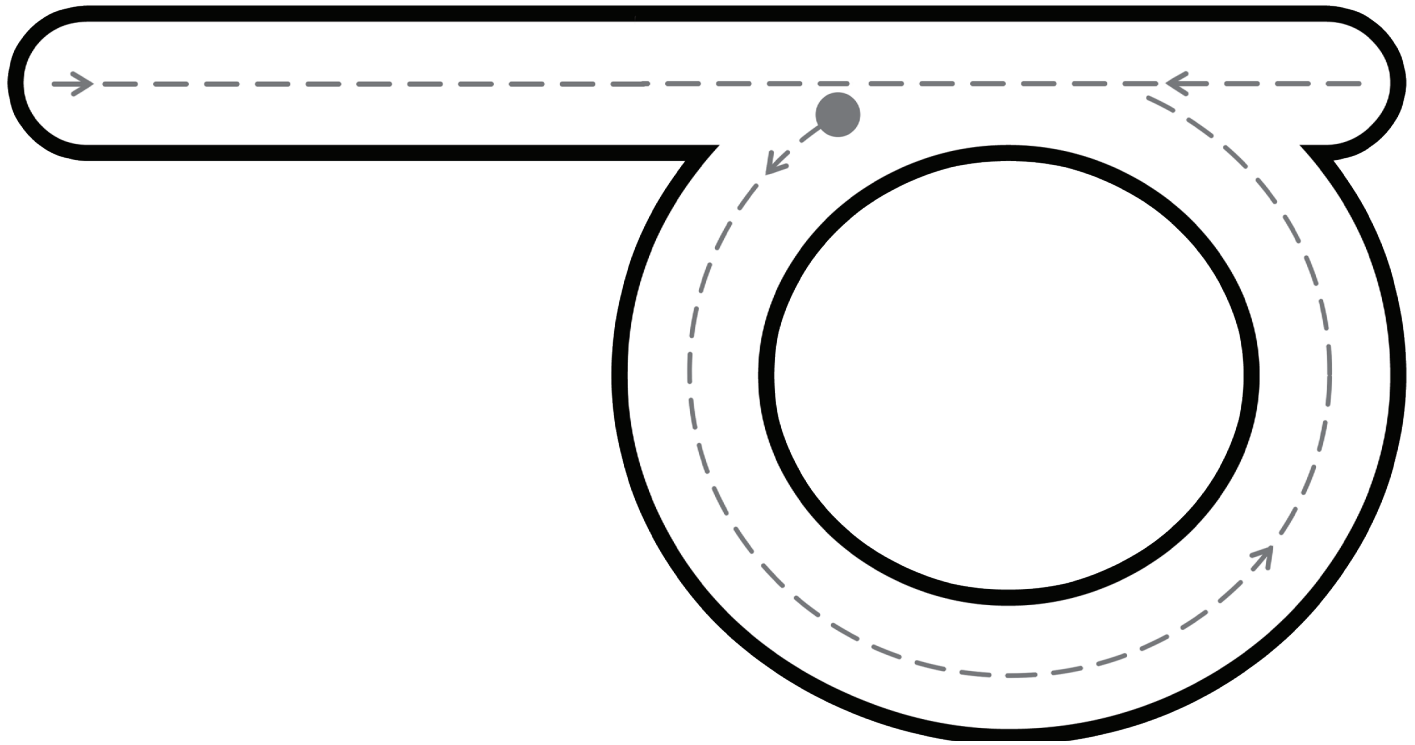
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

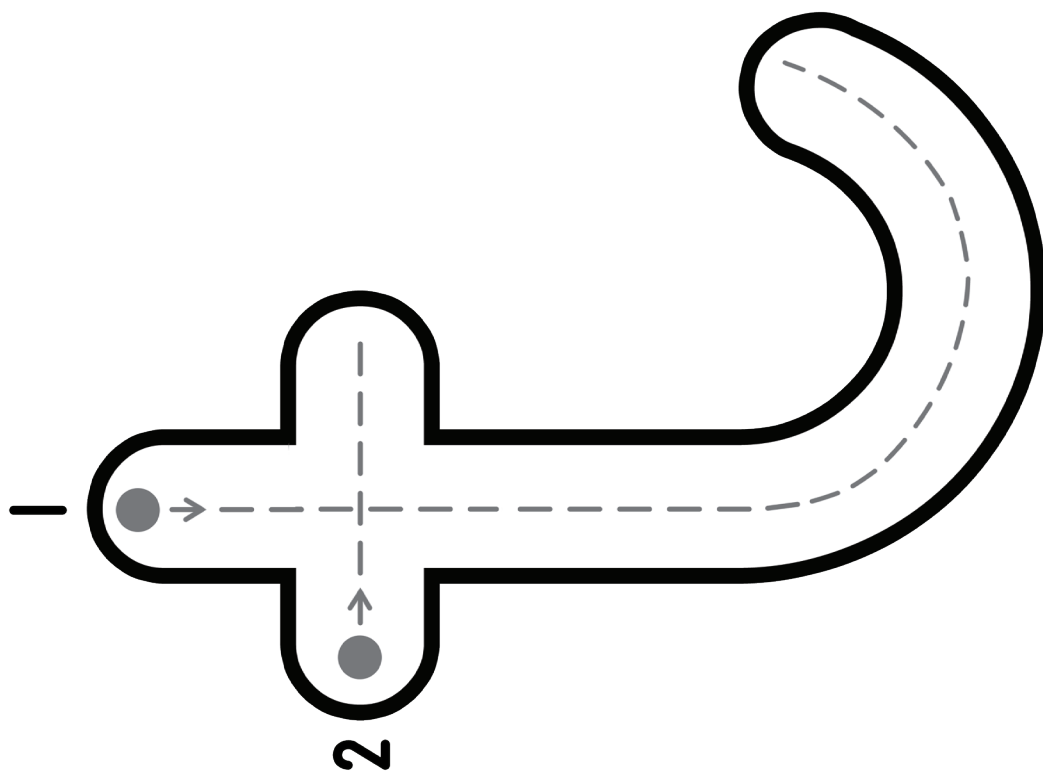
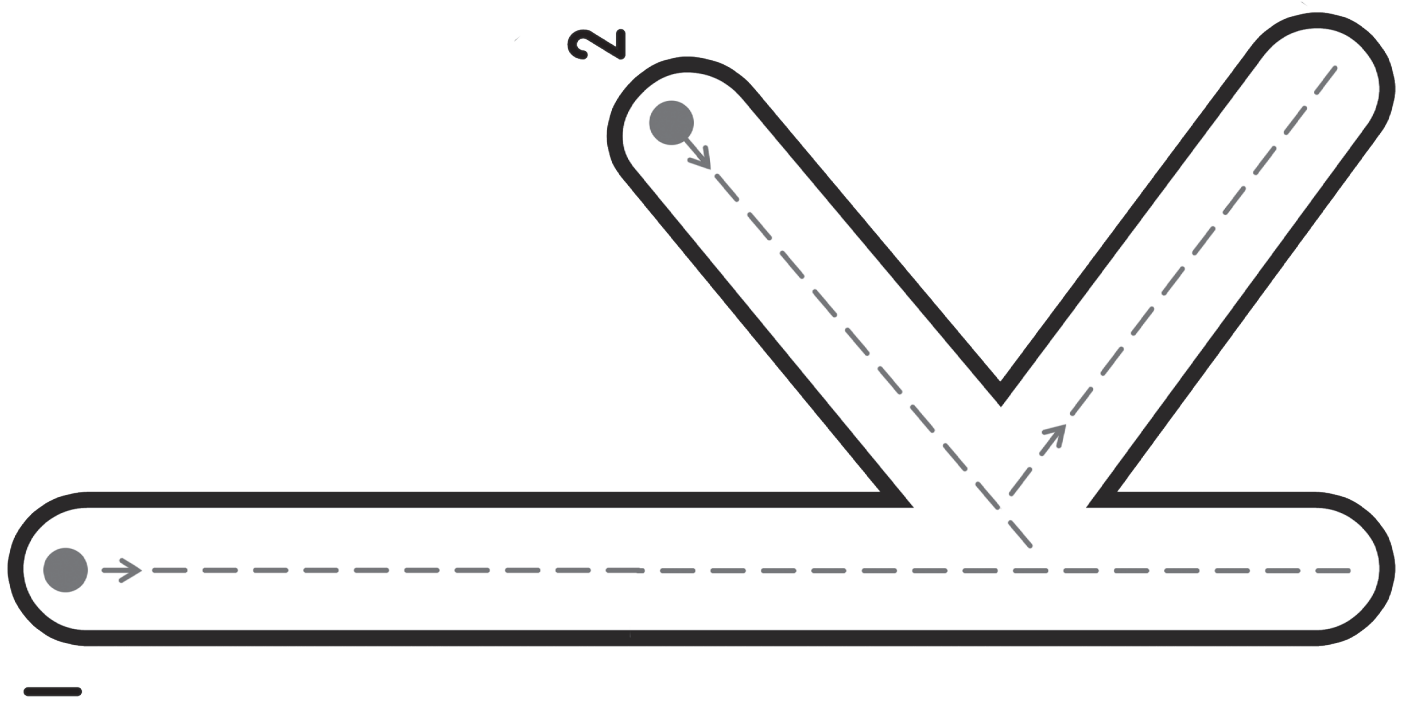
★ How to make a little book

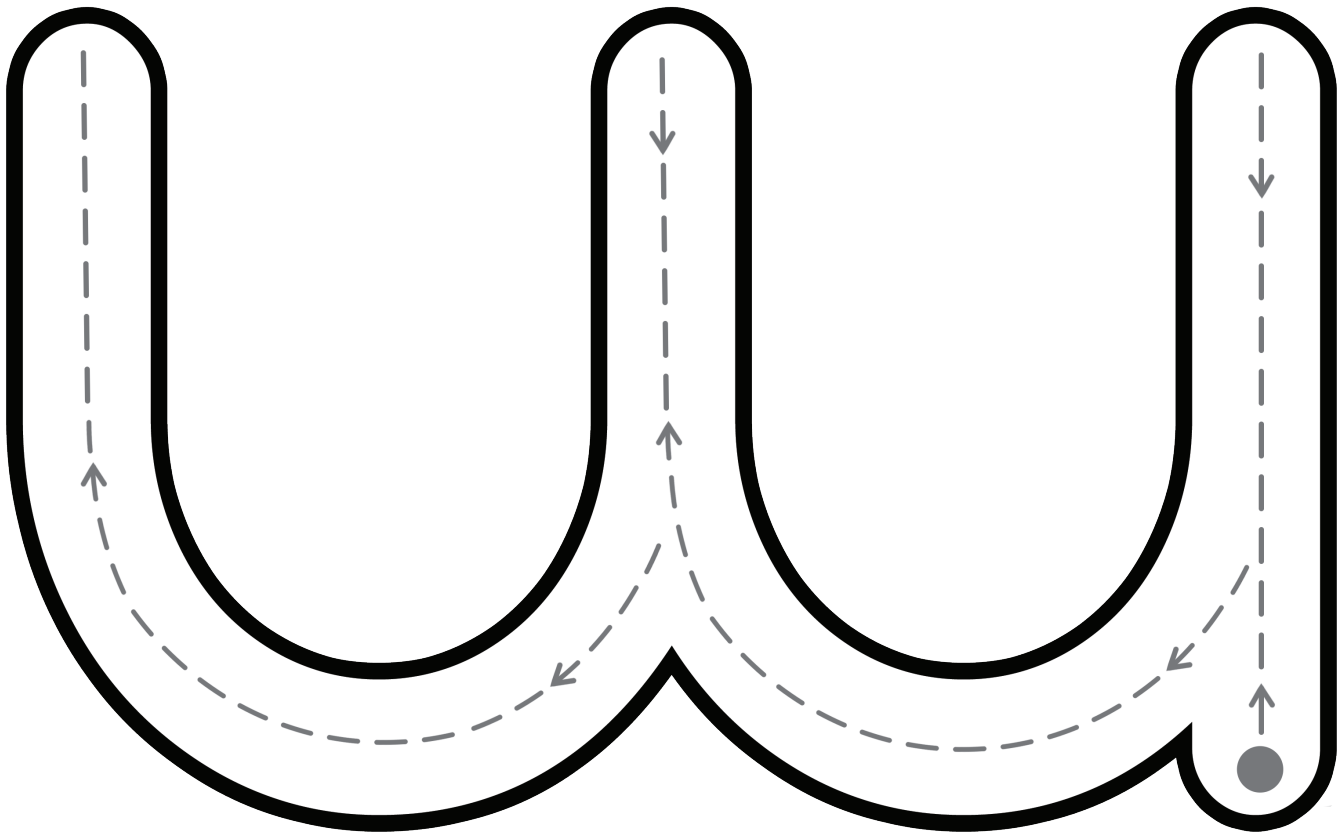
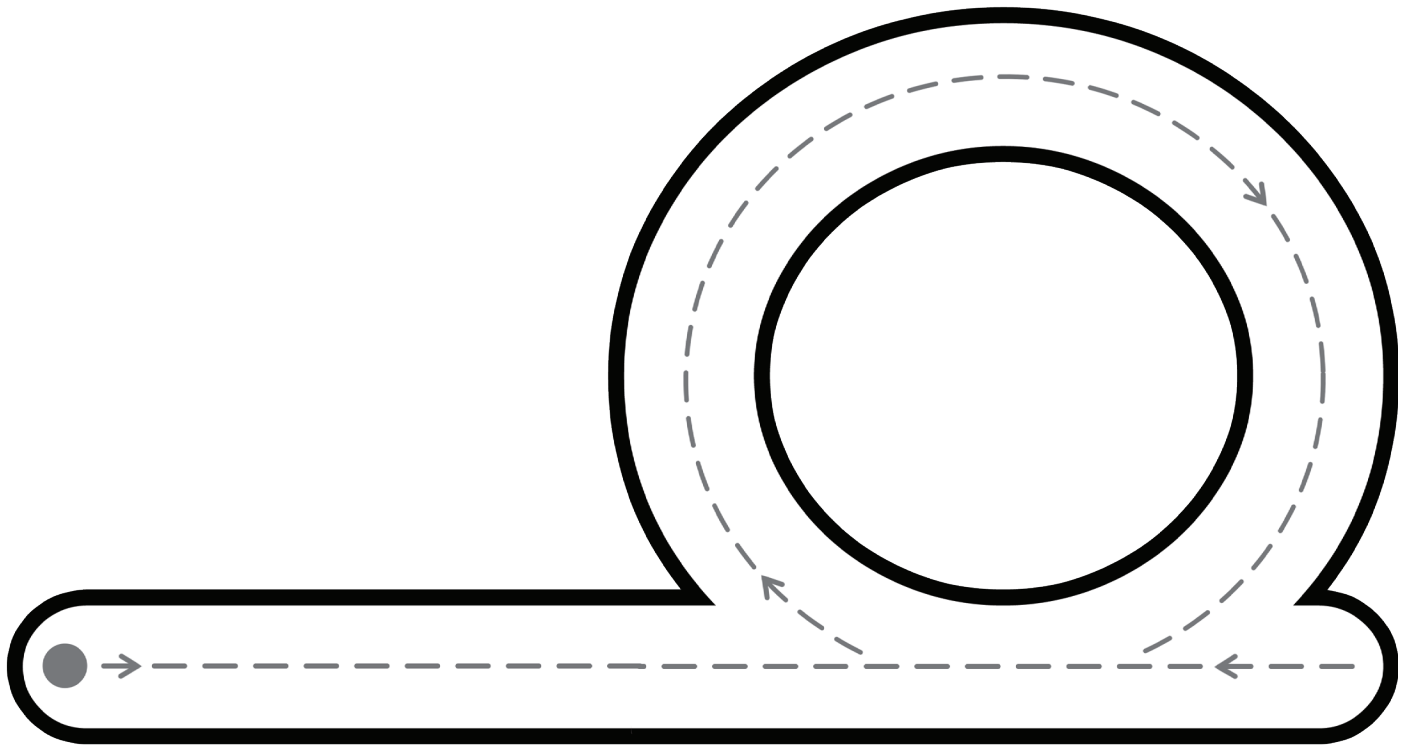
Steps

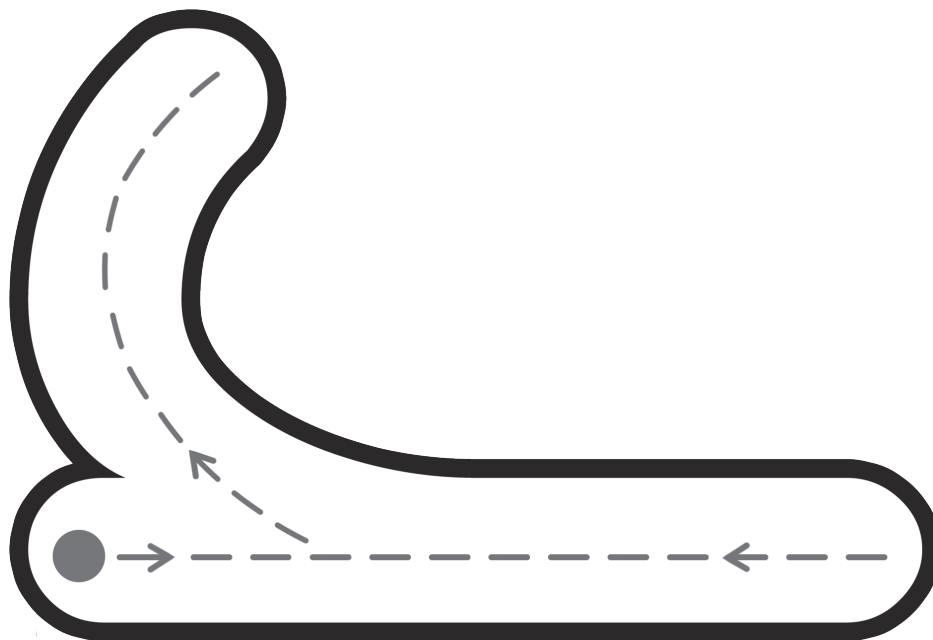
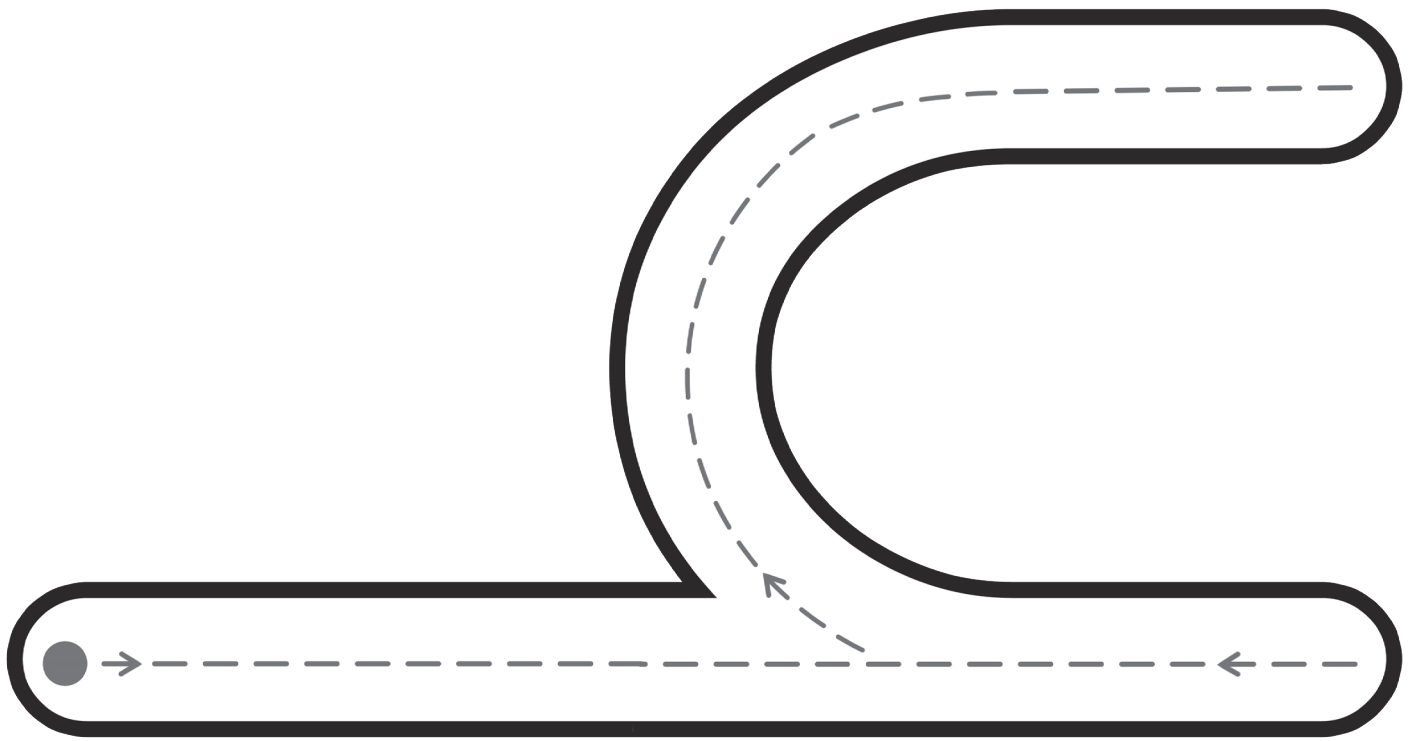
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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









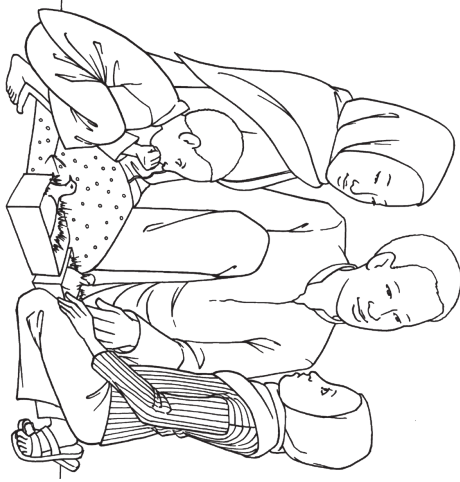




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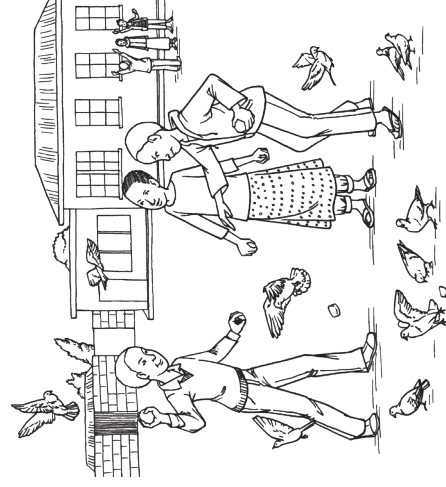
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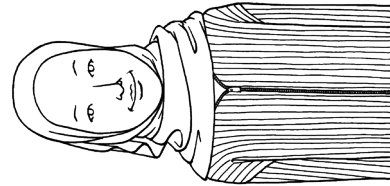


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Dina le diphoofole tsa hae



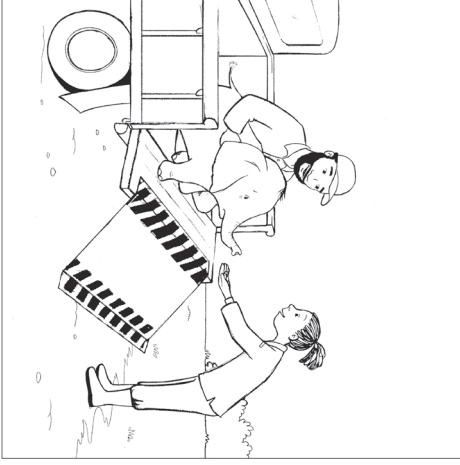
African Storybook.org

Wordworks
LITERACY THROUGH TECHNOLOGY

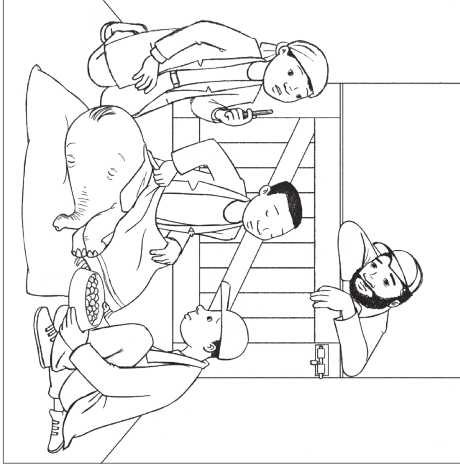
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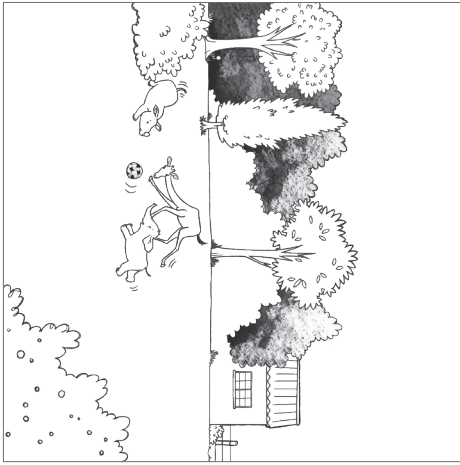
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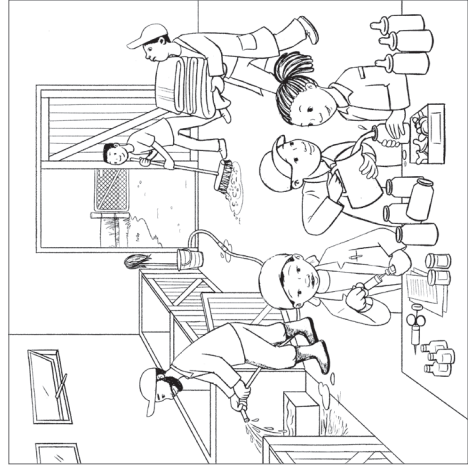
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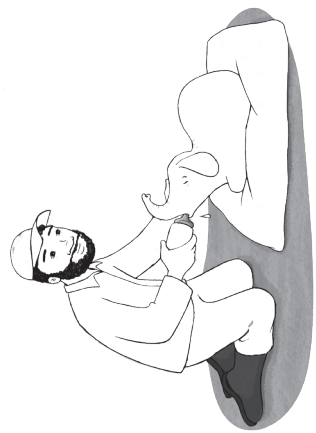
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Mohlokomedi
le keretjhe
ya hae



African
Storybook.org

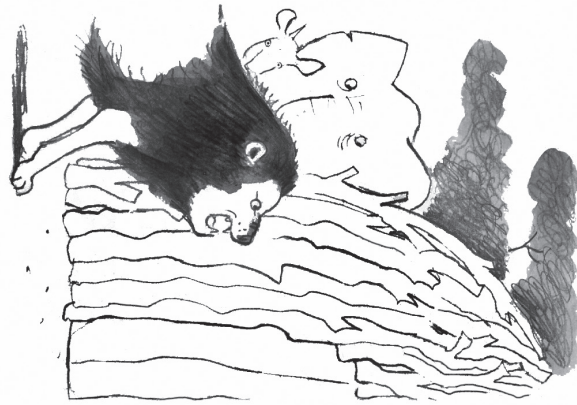
Wordworks
Changing lives through literacy

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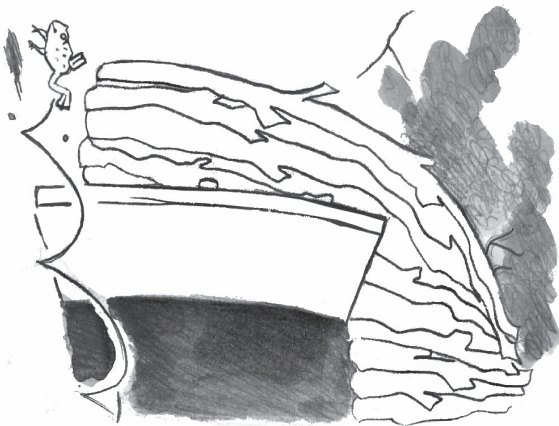




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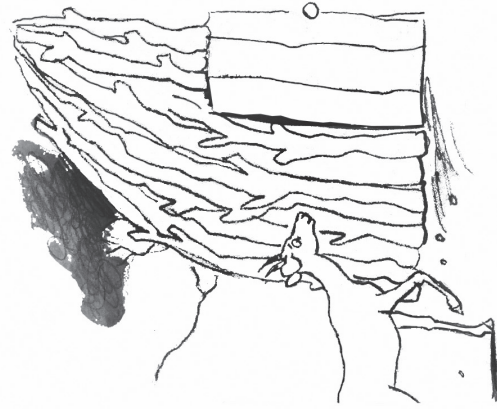
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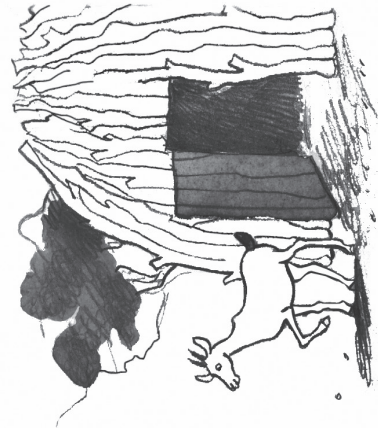
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Moeti wa
Pabala



Wordworks
Creating the Future Literacy

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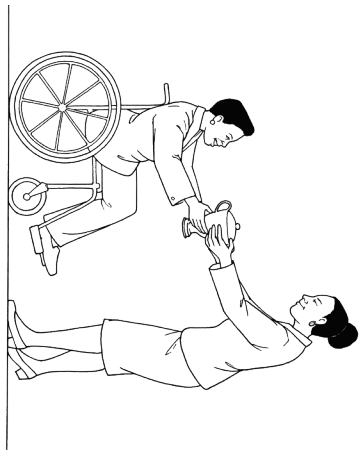
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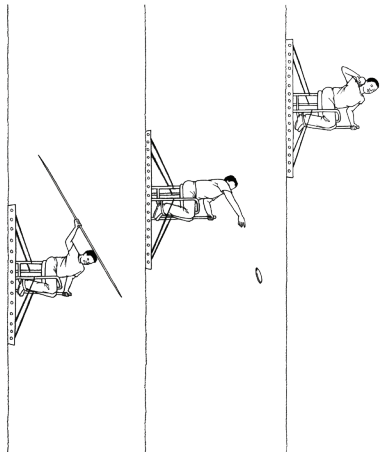
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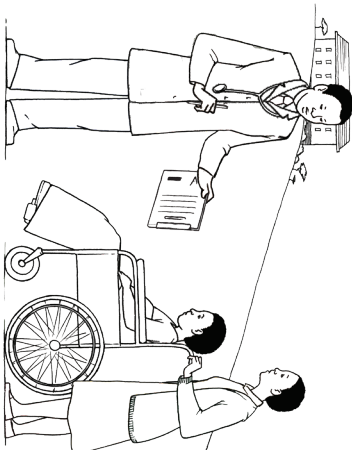
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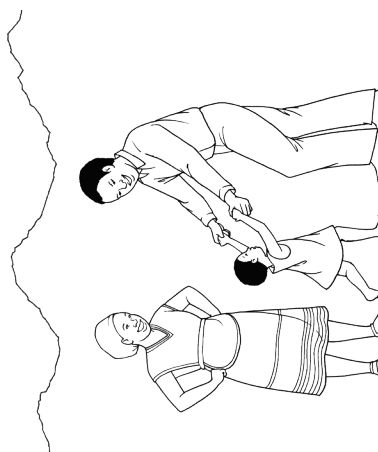
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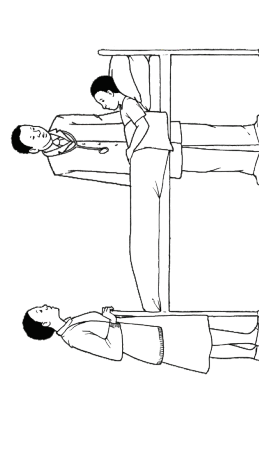
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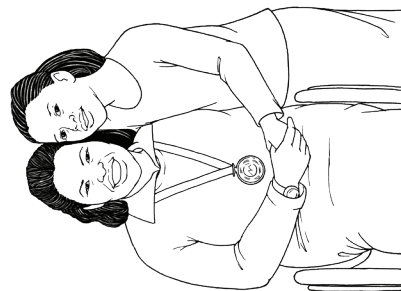
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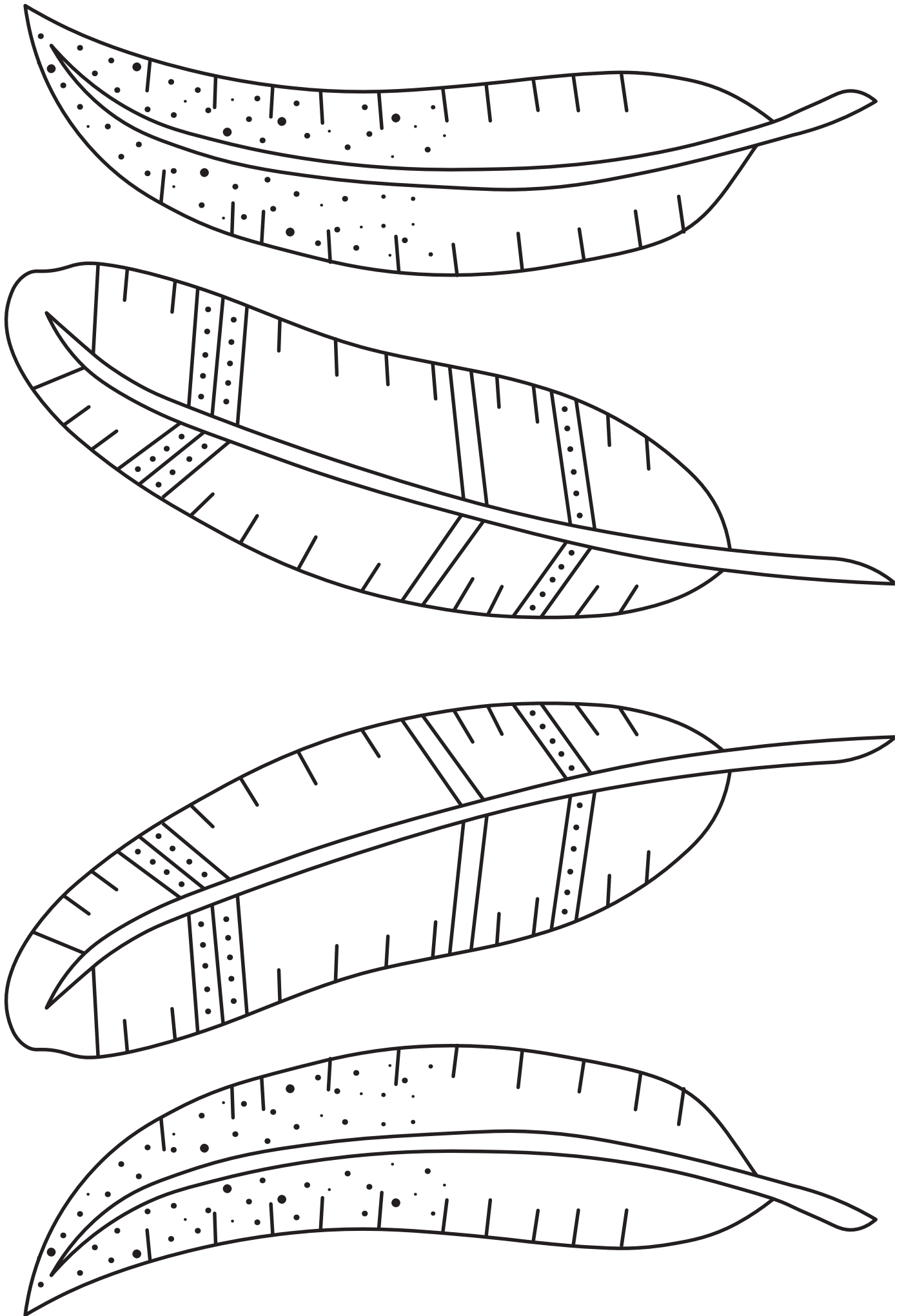
Pale ya Zanele



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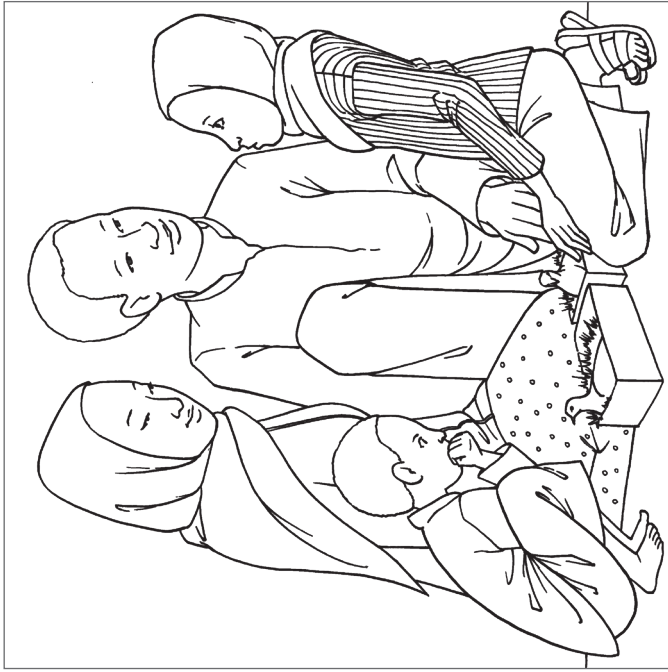


Dina le diphoofolo tsa hae: Leqephe la ketsahalo ya masiba















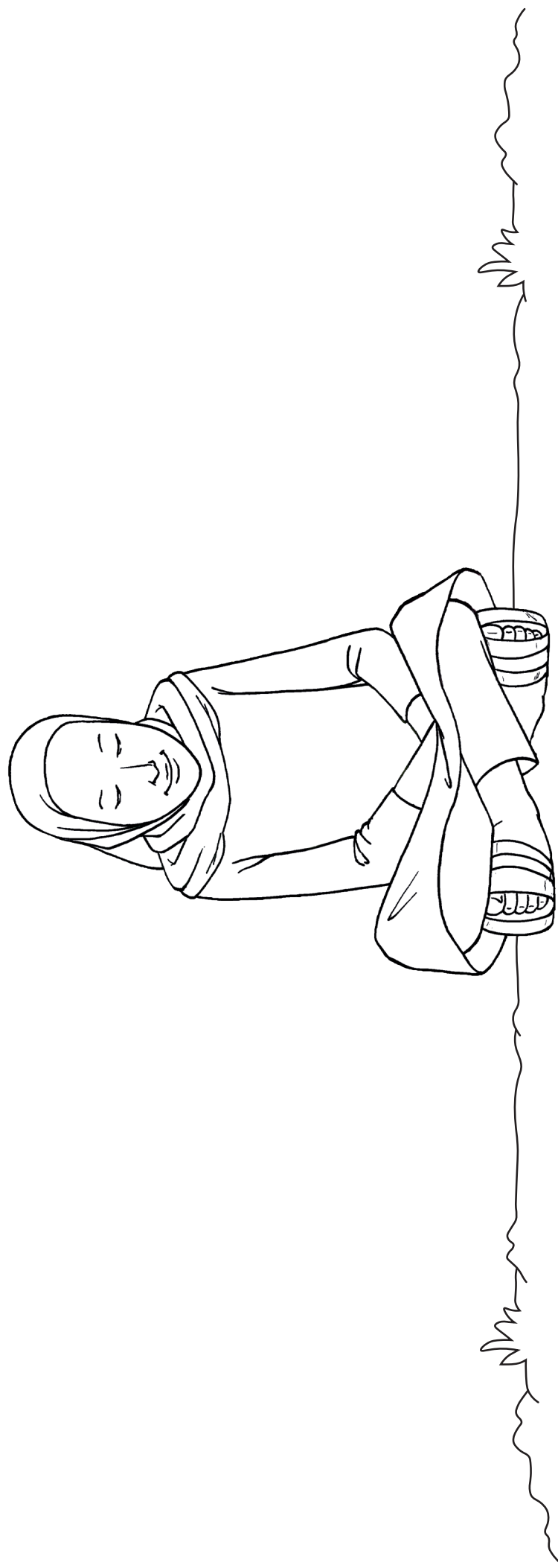
Dina le diphoofolo tsa hae: Ditshwantsho tseo e seng tsa mmala ya ditshwantsho tse latellanang

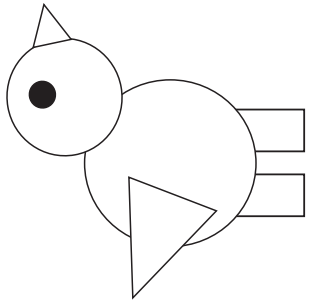




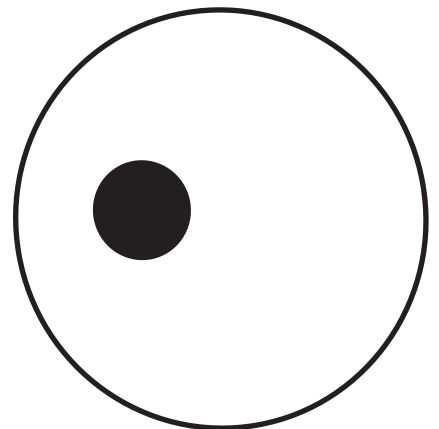
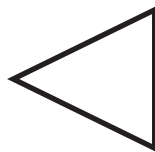
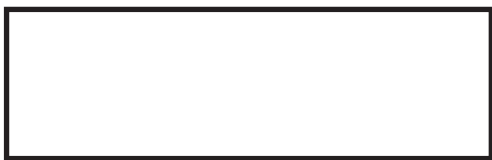
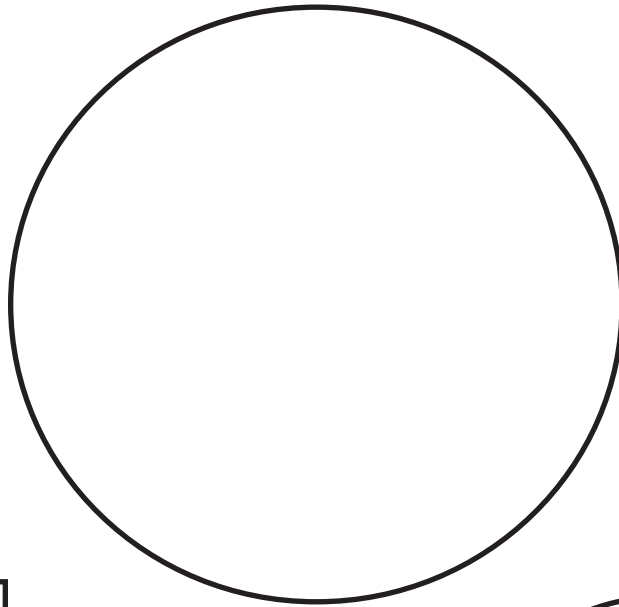
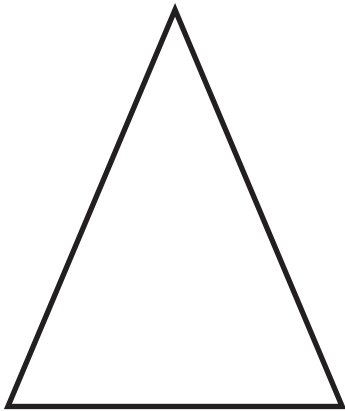
Dina le diphoofolo tsa hae: Leqephe la ketsahalo ya Bala o etse

	2		batswalle
	3		dinonyana
	1		katiba
	1		swaya
	2		dikgoho



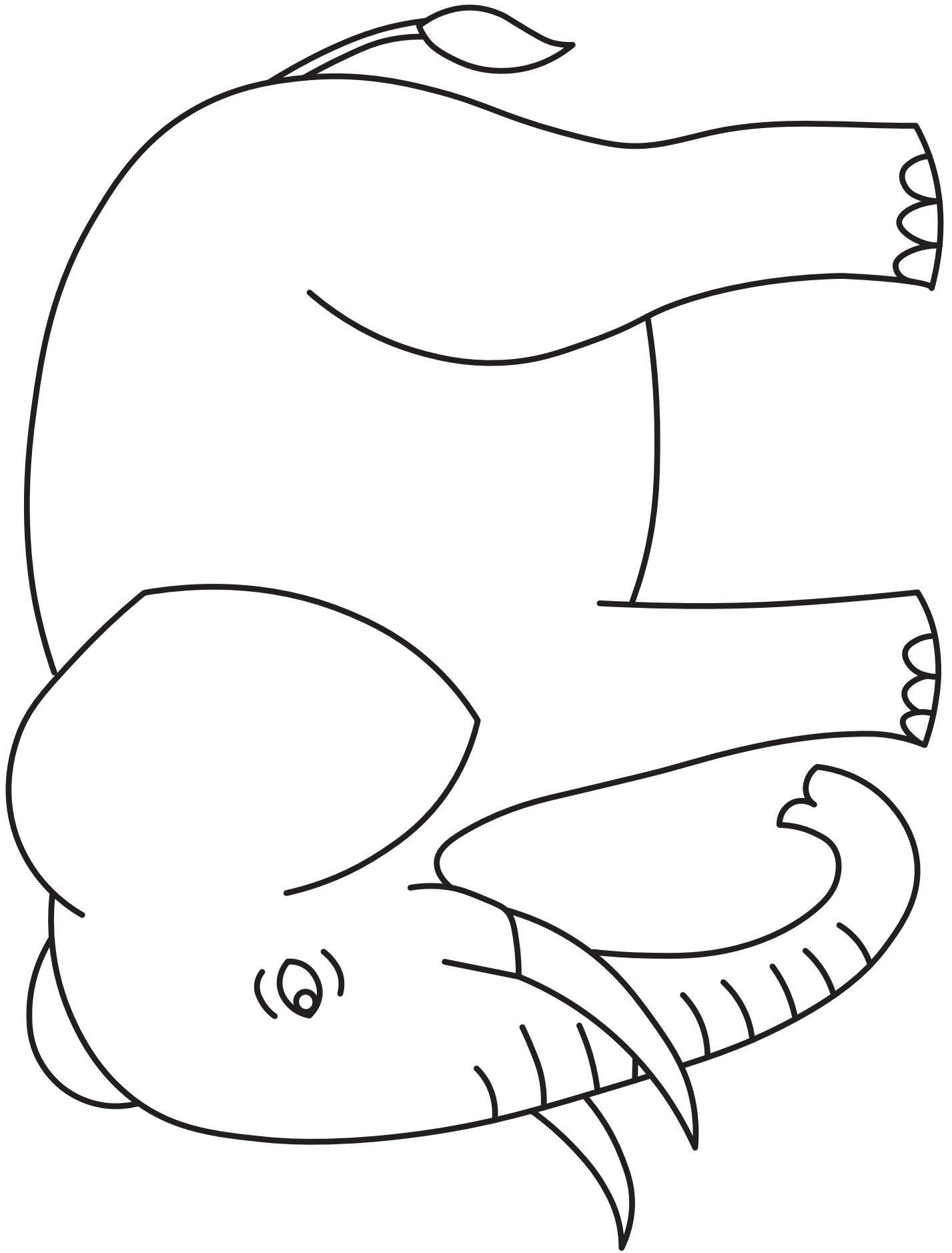


Dina le diphoofolo tsa hae: Leqephe la ketsahalo ya sebopeho sa nonyana





Mohlokomedi le keretjhe ya hae: Leqephe la ketsahalo ya tlou





Mohlokomedi le keretjhe ya hae: Leqephe la ketsahalo ya Bala o etse 1



5 diphoofolo tse jang
dimela 

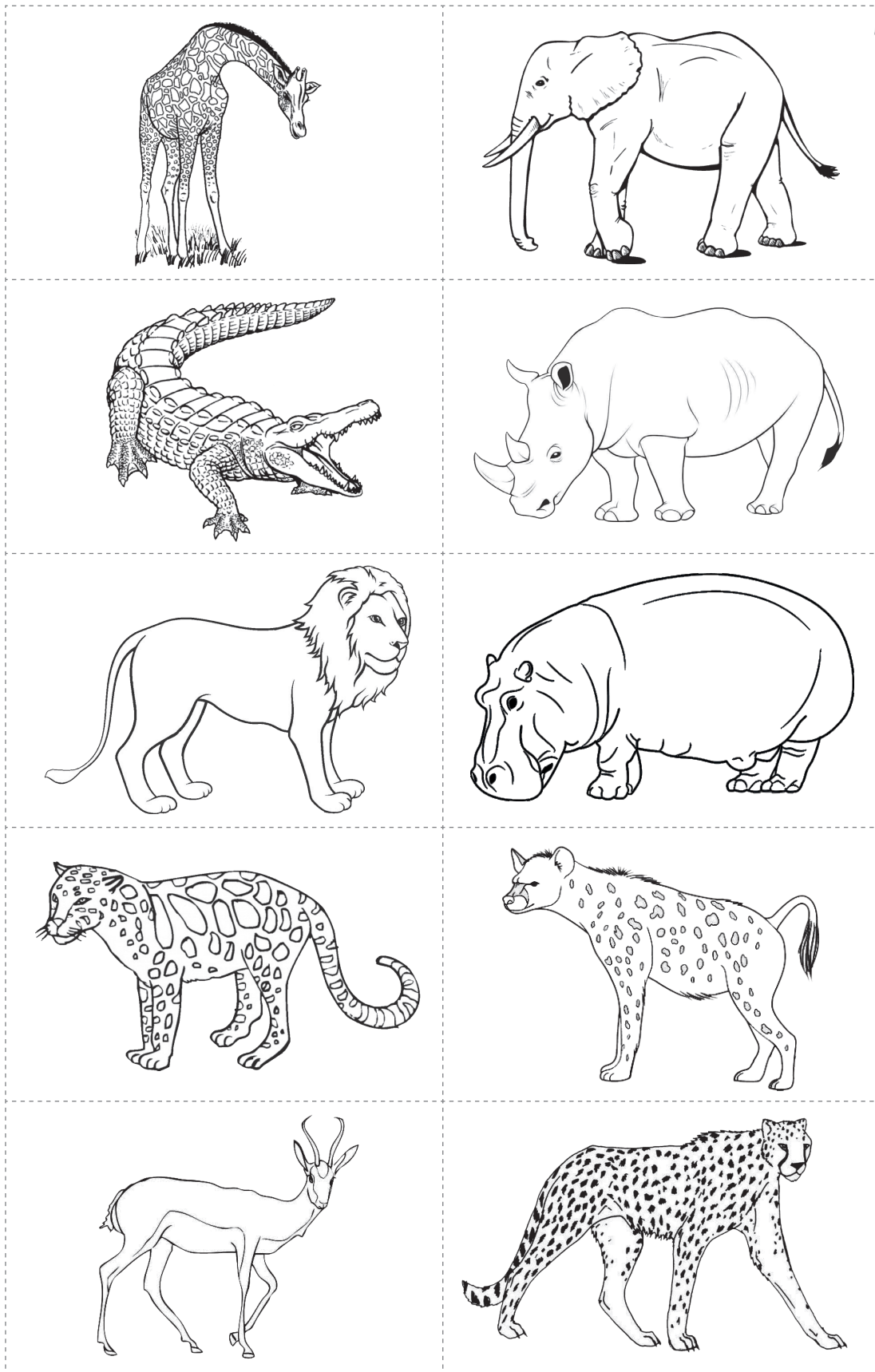


5 diphoofolo tse jang
nama 



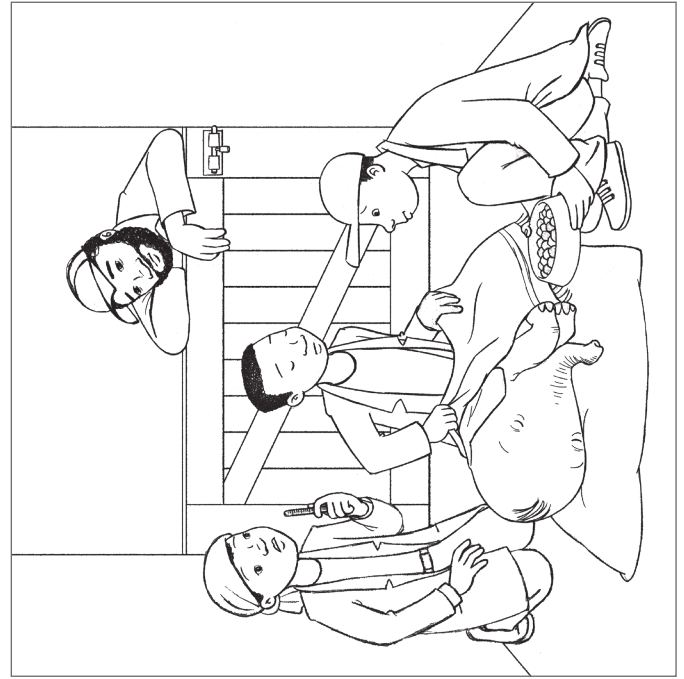
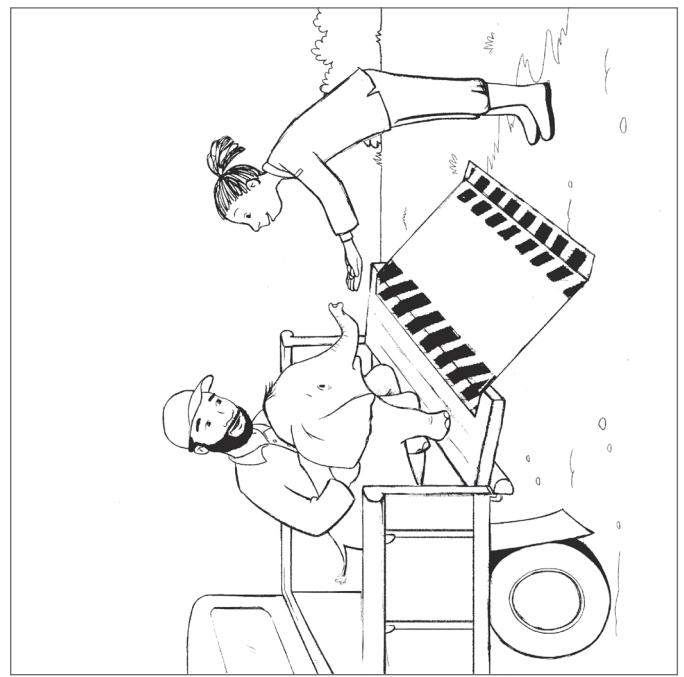
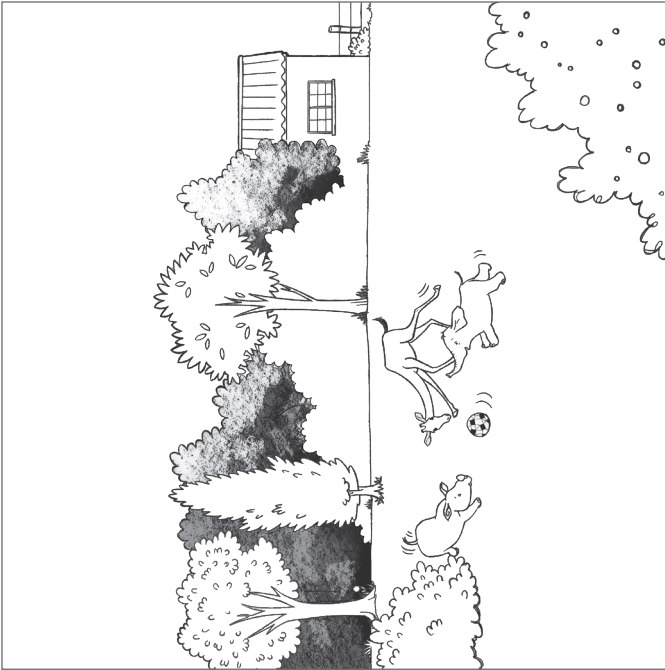


Mohlokomedi le keretjhe ya hae: Leqephe la ketsahalo ya Bala o etse 2

















Mohlokomedi le keretjhe ya hae: Ditshwantsho tseo e seng tsa mmala ya ditshwantsho tse latellanang



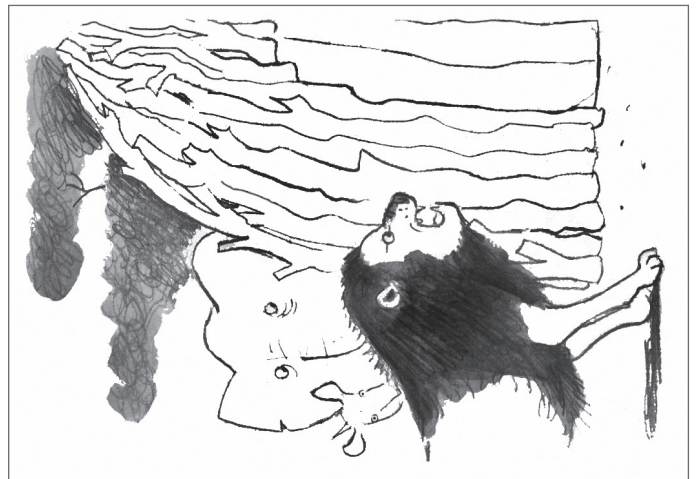
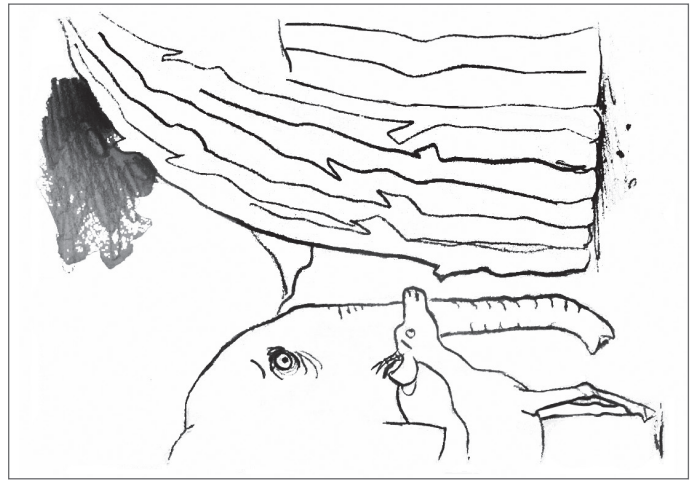
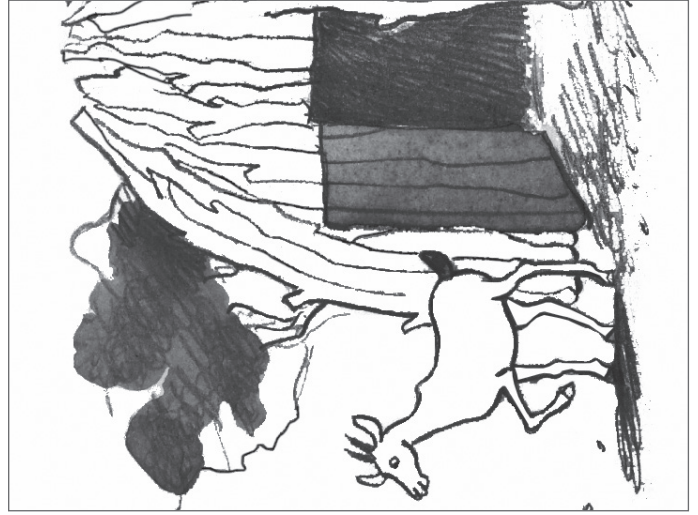
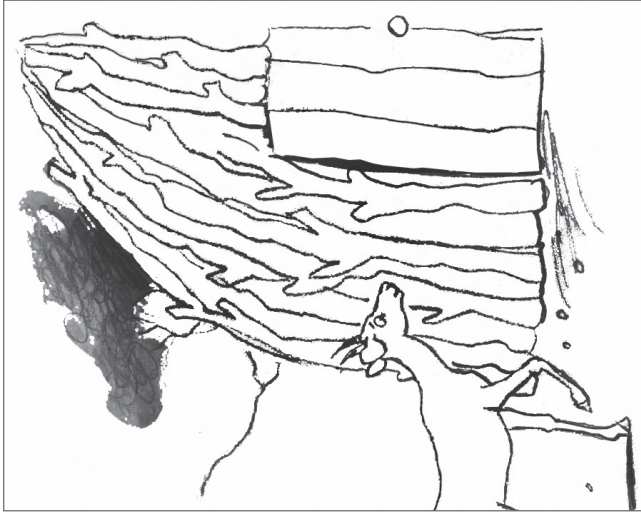


Moeti wa Pabala: Leqephe la ketsahalo ya Bala o etse



	1		letsatsi
	3		maru
	1		noka
	1		tlou
	1		pabala
	1		tau



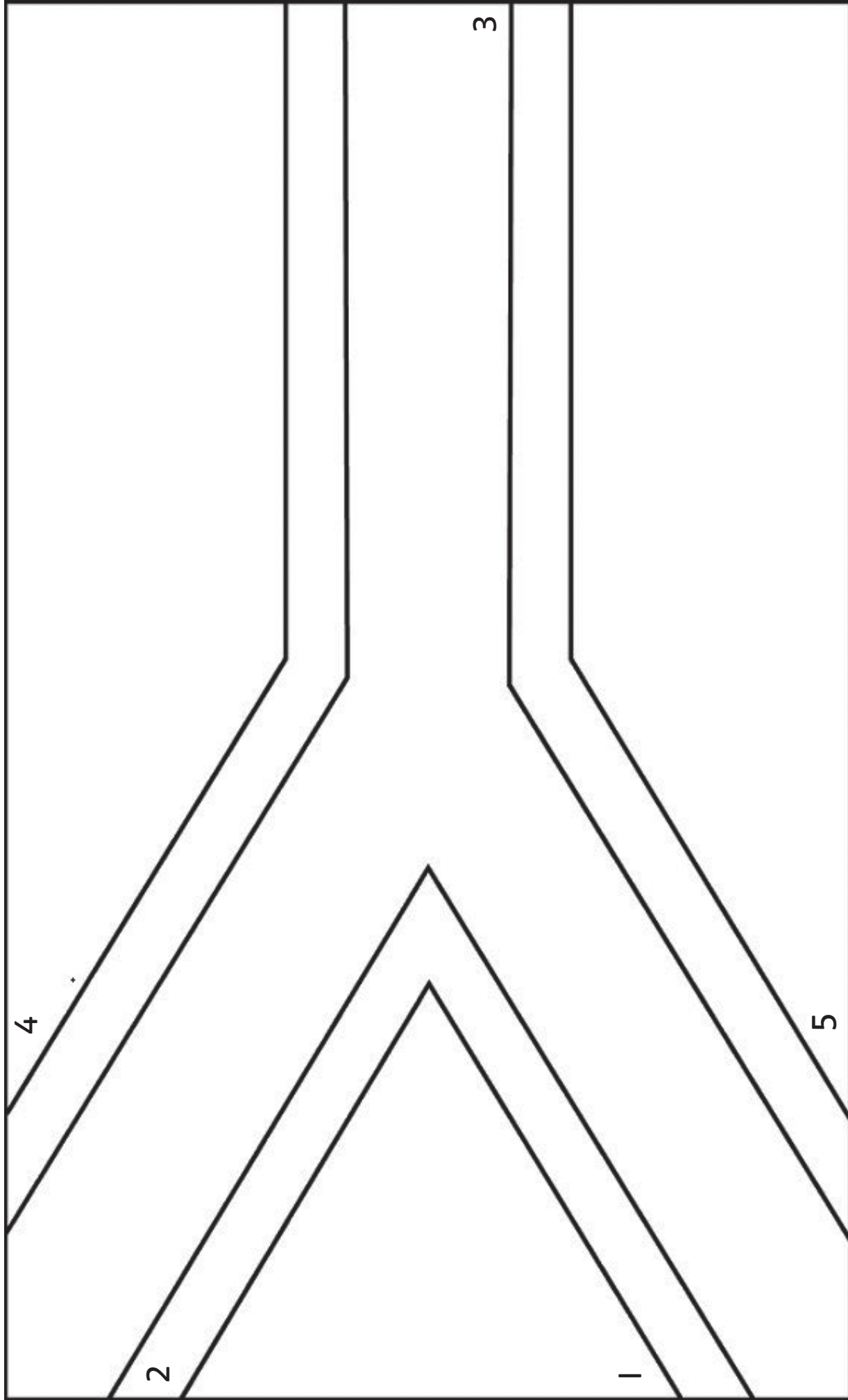




Moeti wa Pabala: Ditshwantsho tseo e seng tsa mmala ya ditshwantsho tse latellanang









Pale ya Zanele: Leqephe la ketsahalo ya Bala o etse



  1 botsho

  2 bosehla

  3 botala ba jwang

  4 bokgubedu

  5 botala ba lehodimo





Pale ya Zanele: Ditshwantsho tseo e seng tsa mmala ya ditshwantsho tse latellanang

