



Lenaneotokafatso la Puo
ya Mophato R

Grade R Language
Improvement Programme

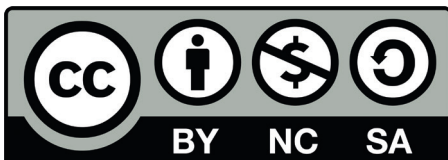
Kaedi ya Ditirwana Activity Guide

Kgweditsharo 4
Term 4



Setswana | English





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

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★ Molaetsa o o tswang go Tlhogo ya Lefapha



GAUTENG PROVINCE
EDUCATION
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GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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


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

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

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

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

Yours Sincerely


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

Buka-Kaelo ya Tirwana ya Kgweditharo 4

Buka-Kaelo ya Tirwana ya Kgweditharo 4 ya Puogae e na le thulaganyo ya go ruta Puogae mo kgweditharong ya 4 ya Mophato R. Ditirwana di theilwe mo dikgannyeng tse go tlotlwang ka tsone mme kgang nngwe le nngwe e rulaganyeditswe go rutwa gangwe morago ga modikologo wa dibeke di le pedi.

Batla dilo tse di latelang:

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

Didirisiwa

Dintlha-kakaretso ke tseno ka ga dikgang, ditlhogo tse di amanang le tsone le ditlhaka tse go ithutwang tsone tsa Kgweditharo 4.

Kgang	Setlhogo	Ditlhaka/medumo e go ithutwang yone
Dina le diphologolo tsa gagwe	Dinonyane	d le g
Keeper le sentlhaga sa gagwe	Diphologolo tsa tlhaga	n le l
Moeng go tswa kwa Tshephe	Phologolo e le nngwe ya naga	r le s
Kgang ya ga Zanele	Metshameko	f le t

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

Pakana ya Didirisiwa tsa Puo

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

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

★ Introduction



The Term 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 g
Keeper and his nursery	Wild animals	n and l
Bushbuck's visitor	One wild animal	r and s
Zanele's story	Sport	f and t

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

Language resource pack

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

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



Didirisiwa tse di tshwanetseng go kokoangwa kgotsa go rekwa

- ★ didirisiwa le meaparo e e amanang le kgang gore di dirisiwe ka nako ya fa go tlotlwa kgang, fa go tshamekwa mantlwane le fa go etsisiwa mafoko a kgang
- ★ dikgatiso tse di amanang le kgang nngwe le nngwe: dibuka tsa ditshwantsho, dipampitshana tsa go reka kwa mabenkeleng, dimakasine le diphousetara
- ★ Dilo kgotsa dikarata tsa ditshwantsho tsa lenaane la tlotlofoko la kgang nngwe le nngwe
- ★ Dilo tsa mabokoso a ditlhaka, beke, taese le dibadi, folaga ya Aforika Borwa
- ★ tege ya motshameko kgotsa letsopa
- ★ dikherayone tse di mafura tsa jumbo, dipente le maborashe a go penta, dikere, tluluu, dipene tse di tshwayang bokima dipene tsa go tshwaya boto e tshweu
- ★ pampiri ya A4, pampiri ya mmala, khateboto le pampiri ya tšhate e e phetlhwang
- ★ matlheke a dilo tsa diatshe le ditirwana tsa go betla dilo: dipoleiti tsa pampiri, peo ya dinonyane kgotsa dipeo tse di tswakaneng dimmetale le dikhurumelo tsa mabotlolo a polasetiki, mabokoso a mae, dikhurumelo tsa jeke ya jeme, manathwana a felete/lesela, rolo ya ka fa ntlwaneng, diforoko tsa polasetiki, dihupu, khateboto, kuranta, ditoko tsa lobebe, mabanta a raba, bolonyana (pompoms) kgotsa dibolo tsa mebala, dikoping tsa diyokate tse dinnye, pampiri ya thishu, meteme, ditoroo (tsa go nwa), ribone kgotsa mogala, ulu (botala jwa tlhaga, seolwana, botala jwa legodimo, khibidu le ntsho)

Paakanyetso ya kgang nngwe le nngwe

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

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

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

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

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





Resources to collect or buy

- ★ props and costumes related to the story to use during storytelling, pretend play and role play
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ 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
- ★ jumbo wax crayons, paints and paintbrushes, scissors, glue, craft glue, kokis and whiteboard markers
- ★ A4 paper, coloured paper, cardboard and flipchart paper
- ★ 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)

Preparation for each story

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

Teaching Home Language in the Grade R daily programme

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

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






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





Modikologo wa dibeke tse pedi wa Puogae

Beke 1






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





The Home Language two-week cycle






Week 1

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	Storytelling and building vocabulary 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 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
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 	Activity 2: Puzzles and games
The purple group	Activity 2: Puzzles and games	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing 










Beke 2

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



Week 2

Whole class activities	Monday	Tuesday	Wednesday	Thursday	Friday
Story-based activities	More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently.	Shared reading – Big Book Learners listen to a familiar story being read as the teacher models the reading process.	Learning to listen Learners listen carefully and follow verbal instructions.	Read and do Learners interpret written and picture cues.	Make, draw and write Learners represent their ideas about the story by making an object, drawing a picture or participating in shared writing.
	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
The yellow group	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 	Activity 3: Independent reading
The red group	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing	Activity 2: Puzzles and games 
The purple group	Activity 2: Puzzles and games 	Activity 3: Independent reading	Activity 4: Fine motor skills and handwriting	Activity 5: Pretend play	Activity 1: Drawing and emergent writing



Ditirwana tsa Lenaanethuto leno di nyalantswe le CAPS

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

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



Programme activities are CAPS aligned

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

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



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





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

★ Dina le diphologolo tsa gagwe

Kgang

Dina ke mosetsanyana yo o ratang diphologolo thata mme le tsone di a mo rata. O nna le mmagwe, rragwe le mogolowe mo motsaneng o monnye. Ba na le podi, dikoko tse pedi le katse. Dina o tlhokomela diphologolo tsotlhe tsa bone. Pele a ya sekolong, le fa a boa, Dina o fepa diphologolo a bo a tshameka le tsone. O fepa le dinonyane tsa naga tse di kotamang gaufi le ene.

Nako nngwe Dina o ne a tshameka le ditsala kwa sekolong. A utlwa bana ba goa e bile ba tshaga ka fa lebaleng la motshameko. Dina a ba leba mme a bona sengwe se se seng monate. Bana ba ne ba konopa maphoi a a neng a batla dijo mo lebaleng ka majwe.

Dina a tabogela kwa baneng a re, "Se direng jalo. Se ngateng maphoi ka maje! Lo a utlwisa bothhoko." Dina le ditsala tsa gagwe ba taboga go kgabaganya lebala. Bana ba ba senang tsebe bano ba ba bona ba tla mme ba tshaba ka bonako.

Fa maphoi a utlwa modumo o mo kana kana, a tshaba otlhe fela. Dina le ditsala tsa gagwe ba lemoga gore maphoi a mabedi a ne a sa kgone go fofa ka gonne diphuka tsa one di utlwile bothhoko. Dina a inama mme a kuka maphoi ano ka bonolo. Maphoi a ne a tshogile thata. Dina a re, "Lo se tshoge. Ke tla lo tlhokomela gore lo fole." Dina a ya gae ka maphoi ano.



Fa a le kwa gae mo bosigong joo, Dina a bolelela mmagwe le rragwe gore go diragetse eng kwa sekolong. Ba ne ba galefa fa ba utlwa gore bana ba gobaditse maphoi. Dina a tsenya maphoi mo teng ga lebokoso le le nnye gore a thuthafale le go sireletsega. A a fepa le go a naya metsi. Morago ga malatsi a le mmalwa, diphuka tsa one tsa fola mme Dina a a ntshetsa kwa ntle gore a fofe.

Ditsala tsa ga Dina di ne tsa itumela fa di utlwa gore maphoi a mabedi a botoka e bile a kgona go fofa. Ba mo raya ba re, "O dirile sentle Dina. O tlhokomela diphologolo."

Dina a ba raya a re, "Ke rata diphologolo. Di mosola mo go rona e bile ke ditsala tsa rona. Re tshwanetse go di sireletsa le go di tlhokomela.

Kgang eno e felela fano.



★ 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.

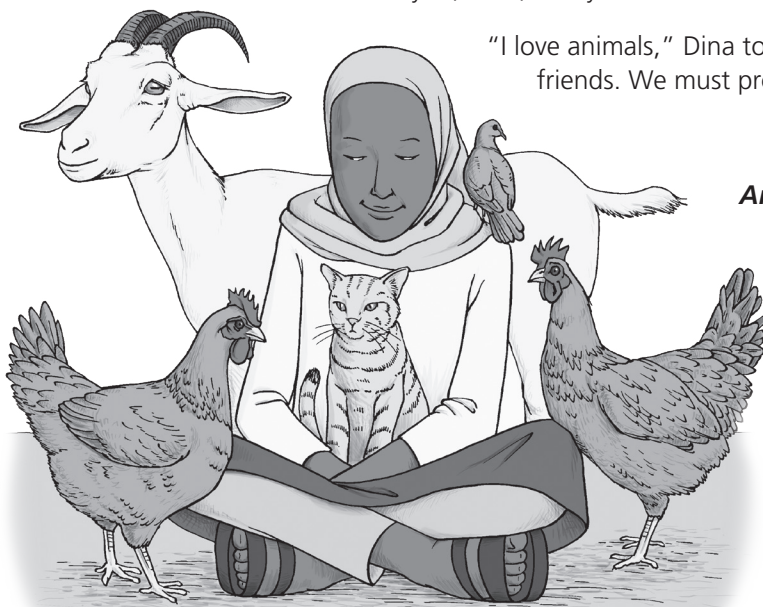
When the frightened doves heard all the noise they tried to fly away. Dina and her friends saw that two of the doves could not fly away because their wings had been hurt. Dina bent down and gently picked up the doves. The doves were very scared. "Don't be scared," said Dina. "I'll take good care of you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

Dina e ne e le mosetsana yo
o pelonomi, pelonomi,
O sireleditse maphoi
a mabedi

A ya ka one gae go a tlhokomela
tlhokomela, tlhokomela
A ya ka one gae go a tlhokomela
le go a fepa letsatsi le letsatsi

Ka bonako a ne a nonofa, mme a fola, a fola, a fola
Ka bonako a ne a nonofa mme a fola mme a fofa

Re tshwanetse go tlhokomela
diphologolo, diphologolo,
Re tshwanetse go tlhokomela diphologolo
Di re thusa ka ditsela tse dintsi.



(E opeleng ka molodi wa pina ya "Mary had a little lamb")

Tlotlofoko go tswa mo kgannyeng

Mafoko a a botlhokwa	phologolo	mofuta	tlhokomela	botlhoko	nonyane ya naga	lephoi
Mafoko a a oketsegileng:	bothitho	sireletsegile	konopa	letlapa	senyegile	fofa
	boifa	tshogile	sireletsa	lephuka	galefile	bonolo





Song

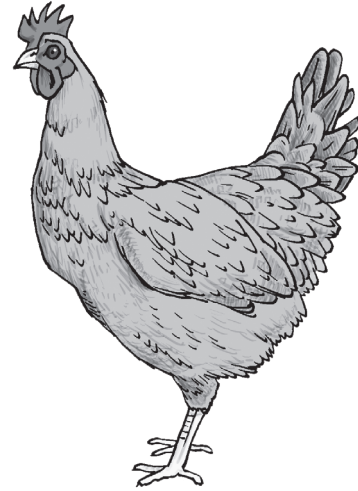
Dina was a kind girl, a kind girl, a kind girl,
Dina was a kind girl, who saved two little doves

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





Lo tšile go tšhoka:

- Kgang: Dina le diphologolo tsa gagwe
- Dimpopi: Dina, diphologolo (podi, kattse, dikoko), ditsala tsa ga Dina, ngwana yo o pelomaswe, maeba
- Didirisiwa: bokoso, dijo tsa dinonyane
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A o bone dinonyane mo o nnang teng kgotsa kwa sekolong? A o itse mofuta wa dinonyane tseo? A lo na le diphologolo dingwe kwa gae tse lo di tlhokomelang?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme bontsha barutwana selo kgotsa setshwantsho go ba bontsha gore lefoko le kaya eng. Ka sekai: Fa o na le buka e e buang ka dinonyane, o ka nna wa ba bontsha setshwantsho sa lephoi, mme o supe diphuka tsa lone le dikarolo tse dingwe tsa mmele wa lone (diphofa, molomo).

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tšhagafetseng mme o fetofetole lentswe. Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.2 Kopa barutwana go bolelelapele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tšhokang tšhaloso jaaka: *"O akanya gore Dina o ne a ikutlwa jang fa a ne a bona bana ba ngaka maphoi ka maje? O akanya gore Dina o tla dirang gore thusa maphoi?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o akanya gore Dina o ne a le pelokgale? O akanya gore o tla dirang fa o ka bona bana ba ngaka dinonyane ka maje?"*

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhopho tse dinnye

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

Ke tshikinya menwana ya me

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





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

Small group activities

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



Lo tšile go tlhoka:

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



Beke 1 Letsatsi 2

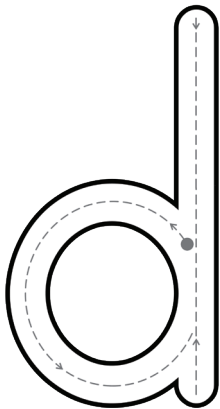
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

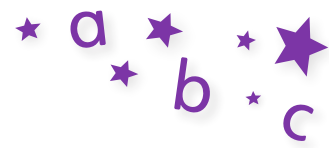
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /d/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /d/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba phatshimisa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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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



Week 1 Day 2

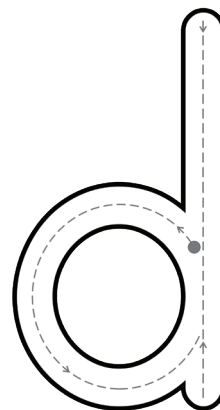
Whole class activities

Storytelling and singing

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

Forming the letter

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



Lo tlile go tlhoka:

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

Beke 1 Letsatsi 3

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



- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba botse gore a ba gopola lefoko le lengwe la "tshogile" (boifa) le gore go dirisitswe lefoko lefe go tlhalosa se se diragaletseng maphuka a dinonyane (di ne tsa utlwa botlhoko). Kopa barutwana go go bontsha gore ba ka kuka nonyane jang ka bonolo.
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlieng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

Stella a re:



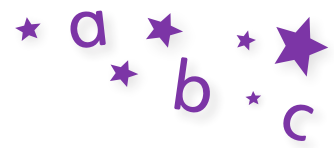
Dirisa sekhurumelo sa lebokoso la ditlhaka, se se nang le popego ya tlhaka e e boboa kgotsa e e nang le foumo go bontsha barutwana tsela ya go utlwa ka seatla gore ditlhaka di ntse jang. Go utlwa ditlhaka ka seatla le go di kgoma go thusa barutwana ba le bantsi go gopola dipopego tsa tsone.

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 1 Day 3

Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: 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.

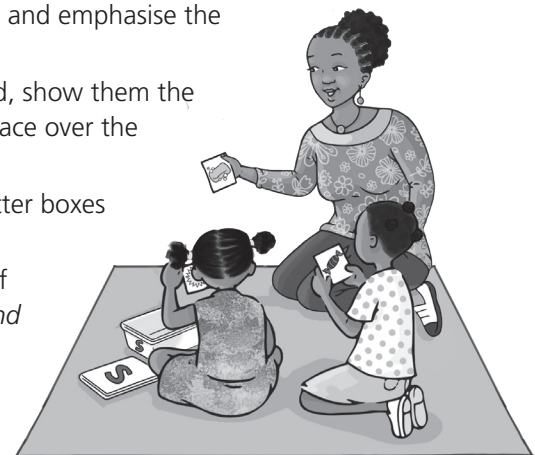
Stella says:



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



Small group activities

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



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

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

Beke 1 Letsatsi 4

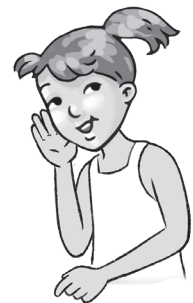
Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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

Go reetsa medumo e go ithutwang yone

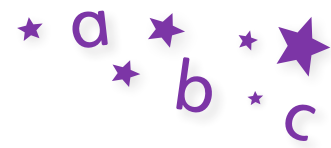
- 1 Bolelela barutwana gore o tlile go opela pina mme ba reetse ka kelotlhoko medumo e mafoko a felelang ka yone (molodi wa pina: "Mary o ne a na le kwana").
 - ★ Morutabana: "Mafoko ano a felela ka modumo ofe, felela ka modumo ofe, felela ka modumo ofe? Mafoko ano a felela ka modumo ofe?: jesa, busa, gasa."
 - ★ (Morutabana o gwetlha barutwana gore ba arabe.)
 - ★ Barutwana ba bitsa modumo o lefoko le felelang ka one, ka sekai: **/sa/**. (Morutabana o ba emisetsa monwana wa kgonojwe.)
 - ★ Morutabana: "**/sa/** ke modumo o mafoko ano a felelang ka one, mafoko ano a felelang ka one, mafoko ano a felelang ka one, **/sa/** ke modumo o mafoko ano a felelang ka one: jesa le busa le gasa."
- 2 Dirisa mafoko ano mo tirwaneng eno:
 - ★ **/se/**: bese, kase, jase, ditepese, galase, kakatese, kerese, okotapase, reise, rouse
 - ★ **/ka/**: noka, raka, haraka, buka, alemanaka, haka, šaka, reka
 - ★ **/la/**: gola, pula, ipela, itemela, kala, kamela, mogala, rula, semela, ubela, fula, kopela
 - ★ **/di/**: ledi, madi, bebetsididi, naledi, nakedi, pidipidi, podi
 - ★ **/na/**: panana, satena, loswana
 - ★ **/lo/**: bookelo, borosolo, lefeelo, pelo, setulo, mantantabelo
 - ★ **/to/**: boroto, abokato, seroto, nato
 - ★ **/ra/**: bera, kamera, katara
 - ★ **/be/**: terebe, serebe, kolobe



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures
- Picture cards

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 Explain to learners that you are going to sing a song and they must listen carefully to the end sounds in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the sound that ends these words, ends these words, ends these words? What's the sound that ends these words: jesa, busa, gasa." (Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: /sa/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/sa/ is the sound that ends these words, ends these words, ends these words! /sa/ is the sound that ends these words: jesa le busa le gasa."
- 2 Use these words for this activity:
 - ★ /se/: bese, kase, jase, ditepese, galase, kakatese, kerese, okotapase, reise, rouse
 - ★ /ka/: noka, raka, haraka, buka, alemanaka, haka, šaka, reka
 - ★ /la/: gola, pula, ipela, itemela, kala, kamela, mogala, rula, semela, ubela, fula, kopela
 - ★ /di/: ledi, madi, bebetsididi, naledi, nakedi, pidipidi, podi
 - ★ /na/: panana, satena, loswana
 - ★ /lo/: bookelo, borosolo, lefeelo, pelo, setulo, mantantabelo
 - ★ /to/: boroto, abokato, seroto, nato
 - ★ /ra/: bera, kamera, katara
 - ★ /be/: terebe, serebe, kolobe



Small group activities

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



Lo tlile go tlhoka:

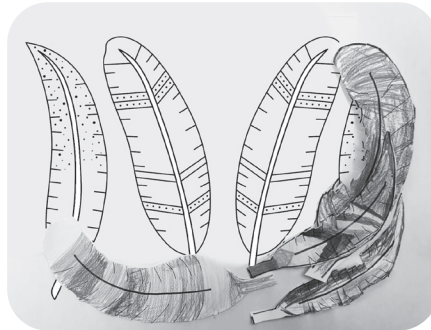
- Fothokhopi ya **Tsebe ya tirwana ya lefofa** ya morutwana mongwe le mongwe, dikherayone, sekere, pampiri ya tšhate, tluluu
- Mafoko a dinokontsi a amanang le kgang: koko, phologolo, go ja, go tshameka, lebala la motshameko, maswe, go goa, go tshaga, seng pelonomi, bana, sireletsa

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore ba tlile go go thusa go dira nonyane e kgolo mo pampiring ya tšhate e e phetlhwang. Simolola ka go thala setshwantsho sa mmele wa nonyane le tlhogo mo gare ga pampiri ya tšhate e e phetlhwang (o ka nna wa tlhoka go thala dinonyane tse pedi).
- 2 Naya morutwana mongwe le mongwe diphofa di le pedi tse di sa tshwaneng mme o ba rotloetse go di tshaba mmala le go di segolola. Morago ga moo ba ka dirisa dikere tsa bone go dira mesego ka kelotlhoko fa dintlheng tsa diphofa.
- 3 Bontsha barutwana gore ba ka kgomaretsa jang diphofa mo mmeleng wa nonyane mo pampiring ya tšhate e e phetlhwang go tlhama lephuka la molema le le moja.



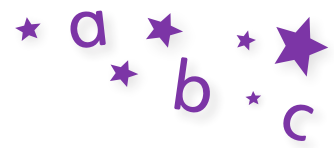
Go kopanya le go kgaoganya (dinoko)

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

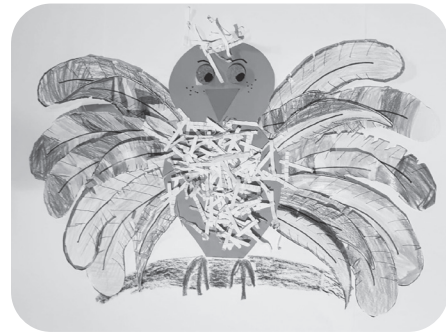
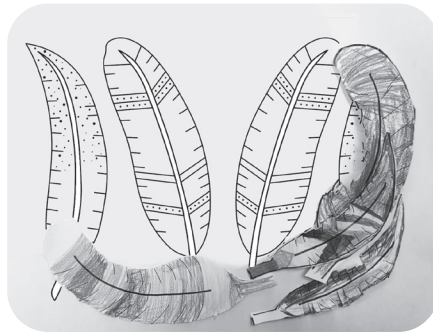
- A photocopy of the **Feather activity page** for each learner, crayons, scissors, flipchart paper, glue
- A list of multisyllabic words relating to the story: koko, phologolo, go ja, go tshameka, lebala la motshameko, maswe, go goa, go tshaga, seng pelonomi, bana, sireletsa

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: **pho | lo | go | lo**.
- 2 Ask learners to march for each syllable: **pho** (one step) **lo** (one step) **go** (one step) **lo** (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: "phologolo" has four syllables).




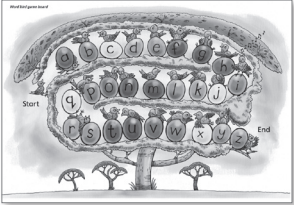



Small group activities

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

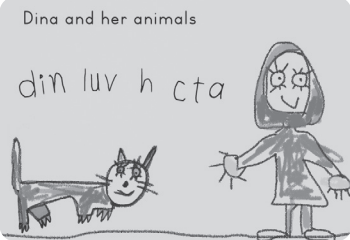


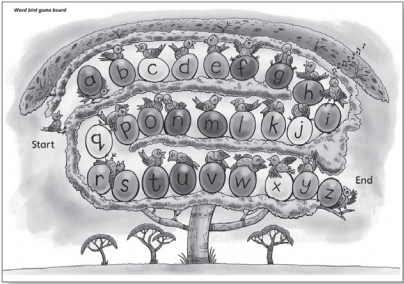



Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="217 681 565 927"> <p>Dina o rata katse ya gagwe.</p> <p>dna oratekaseh yagwe</p>  </div> <div data-bbox="187 943 572 1237">  <p>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyega fa bangwe ba barutwana ba kwala ditlhaka tse diteletelele ntle le diphatlhana.</p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Diboto tsa motshameko wa dinonyane wa mafoko a mabedi Mataese a mabedi le dibadi <div data-bbox="187 1379 572 1745">  <p>Fa barutwana ba go fitlhela go le thata go tshameka metshameko eno ka bongwe ke bongwe, go ka nna molemo go laletsa batsadi bangwe gore ba tle go thusa ka tirwana eno ya setlhopha se se nnye. Tshamekang metshameko mmogo le batsadi pele ga letsatsi la sekolo, gore ba tle ba se ka ba inyatsa gore a ba ka kgona go dira le bana.</p> </div>	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya boto ya motshameko mo mosemeng mme o dire gore barutwana ba le babedi kgotsa ba le bararo ba nne go e dikologa. Tlhalosetsa barutwana melawana ya teng: <ul style="list-style-type: none"> Barutwana ba baya dibadi tsa bone mo mo Start. Morutwana mongwe le mongwe o nna le sebaka sa gagwe sa go latlhela letaetse a bo a tsamaisa sebadi dikgato tse di tshwanetseng mo botong. Fa sebadi se ema fa go nang le tlhaka gone, ba bitse modumo o o dirwang ke tlhaka eo mme ba bitse leina la sengwe se se simololang ka modumo oo. Morutwana wa ntlha go fitlha kwa bokhutlong jwa boto ke ene mofenyi mme motshameko o a fela. <div data-bbox="1237 1399 1529 1603">  </div>
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="274 1885 499 2162">  </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p>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.





Lo tlile go tlhoka

- Peo ya dinonyane kgotsa dipeo tse di tswakaneng
- Morutwana mongwe le mongwe a nne le lebokoso la mae.



- Didirisiwa: ditshamekisabana tse di seng thata kgotsa ditshwantsho tsa ditshedinyana tsa fa gae, diroto kgotsa malao a diphologolo, dikobo, megopo, ditshipi tsa ngaka, maborashe a go phepafatsa, kholaro, lloto, thelefouno, didirisiwa tsa ngaka (sekao: metara ya go lekanya mogote), dikherayone kgotsa dipene go dirisiwa jaaka mamao, lebokoso la dipilisi le le senang sepe, diaparo tsa mooki kgotsa tsa ngaka, buka ya go kwalela dintlha le pensele

Ditirwana

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

- 1 Tlhalosetsa barutwana gore ba rulaganye dipeo le dithoro tsa mefuta e e farologaneng go nna dijno tsa dinonyane.
- 2 Morago ga tirwana eno, rotloetsa barutwana go ntsha dipeo tsae di jewang ke dinonyane tsa naga mme ba lebe dinonyane fa di ntse di ja peo.

Tirwana 5: Mantlwane

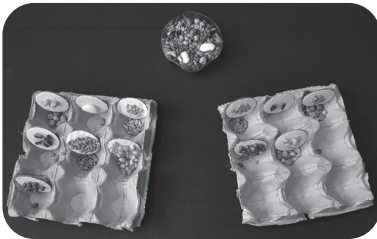
- 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntsha. Bua ka dinako tsa go ya ga rona kwa ngakeng fa re lwala. Botsa barutwana gore a ba itse leina le ngaka nngwe e e kgethegileng tse diphologolo tse di lwalang di isiwang kwa go yone (ngaka ya diphologolo). Ba tlhalosetsa gore ba tlile go tshameka jaaka e kete ke dingaka tsa diphologolo kwa go tlhokomelelwang diphologolo gone. Gantsi diphologolo di a tshoga fa di isiswa kwa ngakeng ya diphologolo, ka jalo barutwana ba nne bonolo thata fa ba tshwara diphologolo tse di tliwang mo "tulong ya go tlhokomelwa ga diphologolo".
- 2 Tlhalosa gore kwa ngakeng ya diphologolo, o tlhoka go leta mo phaposing ya boletelo o tshwerwe phologotswana ya mo gae ya gago go fitlha modiri wa mo boamogelong a bitsa leina la gago. Ke gone jaanong o ka tlhalosang gore bothata jwa phologotswana ya ya gago ke eng. Modiri wa mo boamogelong o tla kwala leina la gago a bo a go bolelela gore o tla bona ngaka ya diphologolo leng.
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: O ka nna wa ya kwa modiring wa mo boamogelong o bo o fitlha o re: "Dumelang, leina la me ke Zama. Ke tlile katsenyana ya me. Leina la yone ke Baby. O lwala thata."





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. 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".
- 2 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.
- 3 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."*





Lo tšile go tšhoka:

- Tatelano ya ditšhwantšho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe
- Fotokhopi ya ditšhwantšho tsa tatelano tse di Bontšho le Bosweu tsa morutwana mongwe le mongwe
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditšhwantšho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tšhwere mongwe wa mebala ya ditšhwantšho tsa tatelano (mme di se ka tatelano ya tšone).
- 2 Botsa barutwana gore a ditšhwantšho di ka tatelano e e siameng. Ba kope gore ba supe setšhwantšho se se tšwanetseng go bo se le kwa tšhimologong ya kgang.
- 3 Kopa setlhopha sa barutwana ba ba tšholeditseng ditšhwantšho go suta-suta gore ba eme ka tsela e e tla dirang gore kgang e tšhaloganyesege. Botsa dipotšo tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditšhwantšho tsa kgang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Kopa barutwana go segolola ditšhwantšho tse di bontšho le bosweu, ba di rulaganye ka tatelano e e siameng mme ba di kgomaretse mo pampiring e e sa kwalelang. Tsamaya-tsamaya mo phaposiborutelong mme o thuse fa go tšhokagalang. Tirwana e e botlhokwa go sekaseka bokgoni jwa barutwana jwa go baya ditiragalo tse di botlhokwa tsa leinane ka tatelano e e siameng.
- 6 Fa barutwana ba feditse ditšhwantšho tsa bona tsa tatelano, fa morutwana mongwe le mongwe buka e nnye. Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong.
- 7 Rotloetsa barutwana go ya ka dibuka tšeno gae go ya go di buisa le ba malapa a bone.



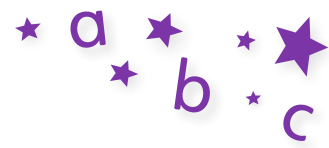
Tšenyeletsa modumo mongwe go tšwa mo kgannyeng

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

Ditirwana tsa ditlhopha tse dinny

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





You will need:

- 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: *"gagwe, gaufi, goa, gore, go, gonne, gae, galefa, gobaditse. Can you hear the focus sound: gagwe, gaufi, gae? Ee, o nepile? Yes, you are right! The focus sound is /g/.*
- 2 *"Listen carefully, here are some more words with /g/: garawe, galase, gouta, legaga, gagaba."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **g** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/g/**: *"g-g-g"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tšile go tšhoka:

- Buka e Kgolo: *Dina le diphologolo tsa gagwe*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

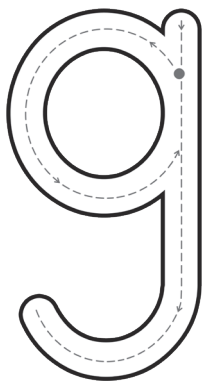
Puisokopanelo – Buka e Kgolo

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



Go bopa tlhaka

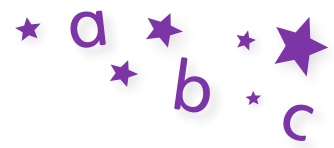
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /g/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /g/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ke masea mme ba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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 2

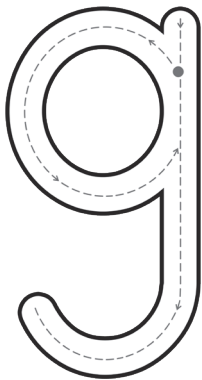
Whole class activities

Shared reading – Big Book

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



Forming the letter



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



Lo tšile go tlhoka:

- Medumo ya dinonyane go e tshameka mo founong
- Ditshwantsho tsa dinonyane tsa mefuta e e farologaneng
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **g**: garawe, galase, gouta, gase, garetene, gagaba

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Dudisa barutwana ka sediko mme o ba kope go tswala matlho a bona mme ba reetse ka kelotlhoko go bona gore a ba kgona go utlwa mengwe ya medumo ya dinonyane. Botsa barutwana gore a ba itse medumo ya dinonyane (medumo e e dirwang ke dinonyane tse di farologaneng).
- 2 Barutwana ba tshwanetse go reetsa ka kelotlhoko fa o tshameka medumo e e farologaneng ya dinonyane mo founong kgotsa fa o dira medumo ya dinonyane tse di farologaneng. (Simolola ka medumo e ka gongwe e tlwaelegileng: pidipidi, mokoko, morubisi, koko, hadeda.) Rotloetsa barutwana go reetsa ka kelotlhoko le go leka go bitsa maina a dinonyane.
- 3 Katololosa tirwana e ka go buisana ka ditshwantsho tsa dinonyane tse di farologaneng mme o ribege ditshwantsho mo gare ga sediko.
- 4 Morutwana o tshwanetse go karata mme a leke go dira modumo wa nonyane mme a tlhalose nonyane. Barutwana ba bangwe ba tshwanetse go fopholetsa nonyane e e mo karateng. Morutwana wa ntlha go fopholetsa o na le tšhono ya go ya mo gare mme a tseye karata.
- 5 Go dira se bonolo go barutwana ba ba ditlhong, b aka dira tirwana ka bobedi.

Mabokoso a ditlhaka

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Bird calls to play from a phone
- Pictures of different kinds of birds
- A letter box containing objects or pictures of objects that start with **g**: garawe, galase, gouta, gase, garetene, gagaba

Week 2 Day 3

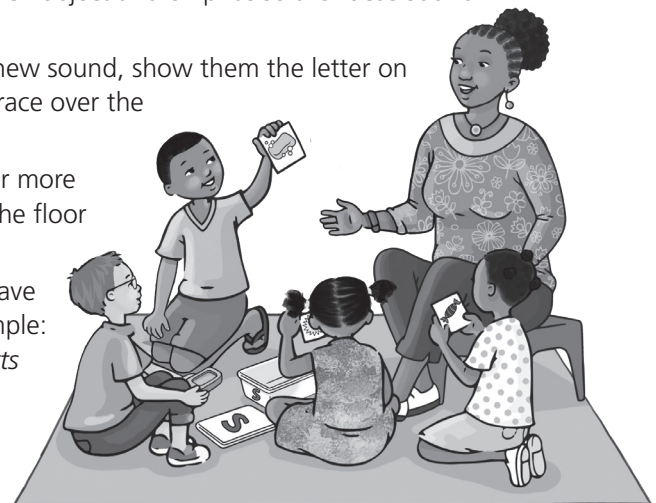
Whole class activities

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



Small group activities

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





Lo tlile go tlhoka:

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

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

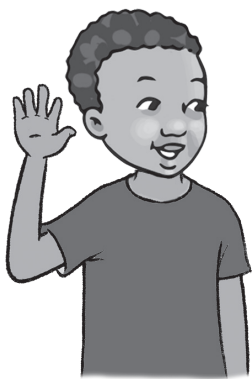
Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Gakolola barutwana gore ba tlile go "buisa" mola mongwe le mongwe mme ba dire se o se laelang.
- 3 Leka go efoga go buisa lenaane le barutwana, fela ba rotloetse go buisa lenaane lotlhe pele ba simolola go thala.
- 4 Tsamaya-tsamaya fa barutwana ba dira tiro mme o ba fe kemonokeng fa go tlhokega.
- 5 Gakolola barutwana go leba lenaane gape fa ba fetsa go "buisa" le go thala, le go baya letswao mo moleng mongwe le mongwe fa ba feditse tirwana eo.



Go reetsa medumo e go ithutwang yone

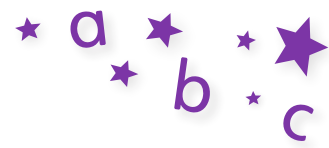
- 1 Bolelela barutwana gore o tlile go opela pina mme ba reetse ka kelotlhoko medumo e mafoko a felelang ka yone (molodi wa pina: "Mary o ne a na le kwana").
 - ★ Morutabana: "Mafoko ano a felela ka modumo ofe, felela ka modumo ofe, felela ka modumo ofe? Mafoko ano a felela ka modumo ofe?: jesa, busa, gasa."
 - ★ (Morutabana o gwetlha barutwana gore ba arabe.)
 - ★ Barutwana ba bitsa modumo o lefoko le felelang ka one, ka sekai: **/sa/**. (Morutabana o ba emisetsa monwana wa kgonojwe.)
 - ★ Morutabana: "**/sa/** ke modumo o mafoko ano a felelang ka one, mafoko ano a felelang ka one, mafoko ano a felelang ka one, **/sa/** ke modumo o mafoko ano a felelang ka one: jesa le busa le gasa."
- 2 Dirisa mafoko ano mo tirwaneng eno:
 - ★ **/se/**: bese, kase, jase, ditepese, galase, kakatese, kerese, okotapase, reise, rouse
 - ★ **/ka/**: noka, raka, haraka, buka, alemanaka, haka, šaka, reka
 - ★ **/la/**: gola, pula, ipela, itemela, kala, kamela, mogala, rula, semela, ubela, fula, kopela
 - ★ **/di/**: ledi, madi, bebetsididi, naledi, nakedi, pidipidi, podi
 - ★ **/na/**: panana, satena, loswana
 - ★ **/lo/**: bookelo, borosolo, lefeelo, pelo, setulo, mantantabelo
 - ★ **/to/**: boroto, abokato, seroto, nato
 - ★ **/ra/**: bera, kamera, katara
 - ★ **/be/**: terebe, serebe, kolobe



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

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 sounds in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the sound that ends these words, ends these words, ends these words? What’s the sound that ends these words: jesa, busa, gasa.”
(Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: **/sa/**. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “**/sa/** is the sound that ends these words, ends these words, ends these words! **/sa/** is the sound that ends these words: jesa le busa le gasa.”
- 2 Use these words for this activity:
 - ★ **/se/**: bese, kase, jase, ditepese, galase, kakatese, kerese, okotapase, reise, rouse
 - ★ **/ka/**: noka, raka, haraka, buka, alemanaka, haka, šaka, reka
 - ★ **/la/**: gola, pula, ipela, itemela, kala, kamela, mogala, rula, semela, ubela, fula, kopela
 - ★ **/di/**: ledi, madi, bebetsididi, naledi, nakedi, pidipidi, podi
 - ★ **/na/**: panana, satena, loswana
 - ★ **/lo/**: bookelo, borosolo, lefeelo, pelo, setulo, mantantabelo
 - ★ **/to/**: boroto, abokato, seroto, nato
 - ★ **/ra/**: bera, kamera, katara
 - ★ **/be/**: terebe, serebe, kolobe



Small group activities

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



Lo tšile go tlhoka:

- Lenathwana la pampiri ya tšhate
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a amanang le kgang: koko, phologolo, go ja, go tshameka, lebala la motshameko, maswe, go goa, go tshega, seng pelonomi, bana, sireletsa

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlhalosetsa barutwana gore o tlhoka thuso ya bona go dira diphousetara go di baya go potologa sekolo go bolelela batho gore goreng go le botlhokwa go nna pelonomi mo diphologong le go di tlhokomela.
- 2 Ba botse gore a go na le yo o gopolang se Dina a buileng ka son aka ga diphologolo ka se e ka nna se o ka se kwalang mo phousetareng. Sekao: "Diphologolo di botlhokwa mo go rona e bile ke ditsala tsa rona. Re tshwanetse go di sireletsa le go di tlhokomela."
- 3 Botsa barutwana gore a ba ka rata go kwala se mo phousetareng kgotsa ba na le dikakanyo tse dingwe. Sekao: Nna pelonomi mo diphologolong. Tlhokomela diruiwa tsa gago. Se o utlwise diphologolo botlhoko.
- 4 Buisanang ka ga se batho ba tlhokang go se dira go tlhokomela diphologolo sentle mme lo dumelane ka se lo ka se kwalang. Ka sekai: Netefatsa gore diruiwa di na le metsi a a foreshe letsatsi le letsatsi, diruiwa di tlhoka dijo fela jaaka wena, o se kolope diphologolo ka matlapa kgotsa di itaya.
- 5 Dira diphousetara tse di mmalwa ka mafoko a barutwana ba batlang o a kwale. Fa barutwana diphousetara gore ba kgone go di tshwantsha mme ba di kgomaretse kwa ntle ga diphaposiborutelo gore ba bangwe ba di bone.



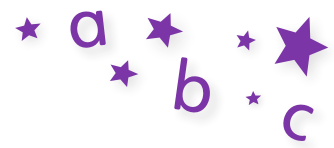
Go kopanya le go kgaoganya (dinoko)

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A piece of flipchart paper
- Jumbo wax crayons
- A list of multisyllabic words relating to the story: koko, phologolo, go ja, go tshameka, lebala la motshameko, maswe, go goa, go tshega, seng pelonomi, bana, 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)


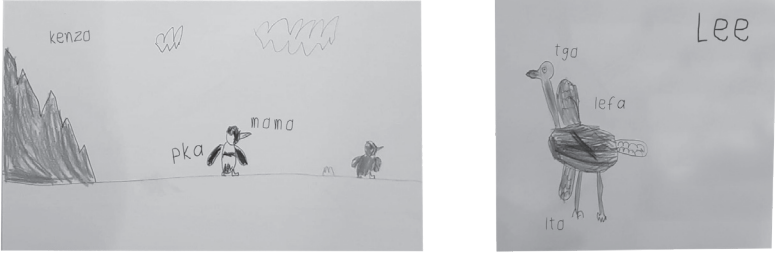


- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **pho | lo | go | lo**.
- 2 Ask learners to march for each syllable: **pho** (one step) **lo** (one step) **go** (one step) **lo** (one step). Give some 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: "phologolo" has four syllables).

Small group activities

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




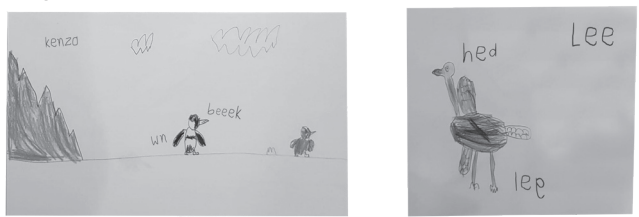


Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Ditshwantsho tsa mefuta e e farologaneng ya dinonyane 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tshwanetse go lebelela ka kelotlhoko ditshwantsho tsa mefuta e e farologaneng ya dinonyane (mebala e e farologaneng, dipopego tsa melomo tse di farologaneng, maoto a maleele kgotsa a makhutshwane, megatla e melele kgotsa e mekhutshwane). Fa ba feditse go lebelela ditshwantsho tsa dinonyane, ba tshwanetse go thala le go kgabisa nonyane ya tlhopho ya bona. Ba rotloetse go leka go kwala dileibole tsa dikarolo tsa dinonyane (diphuka, maoto, molomo, mogatla). 
<ul style="list-style-type: none"> Diboto tsa motshameko wa dinonyane wa mafoko a mabedi Mataese a mabedi le dibadi  <p><i>Go katolosa motshameko o, tsenya dikarata tsa ditlhaka tsa ditshwantsho tsothe di lebeletse kwa godimo mo tafoleng gore fa morutwana a ema mo tlhakeng, ba tshwanetse go bona setshwantsho se se simololang ka tlhaka eo.</i></p>	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Baya boto ya motshameko mo mosemeng mme o dire gore barutwana ba le babedi kgotsa ba le bararo ba nne go e dikologa. Tlhalosetsa barutwana melawana ya teng: <ul style="list-style-type: none"> Barutwana ba baya dibadi tsa bone mo mo Start. Morutwana mongwe le mongwe o nna le sebaka sa gagwe sa go latlhela letaetse a bo a tsamaisa sebadi dikgato tse di tshwanetseng mo botong. Fa sebadi se ema fa go nang le tlhaka gone, ba bitse modumo o o dirwang ke tlhaka eo mme ba bitse leina la sengwe se se simololang ka modumo oo. Morutwana wa ntlha go fitlha kwa bokhutlong jwa boto ke ene mofenyi mme motshameko o a fela.
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.





Small group activities for Week 2

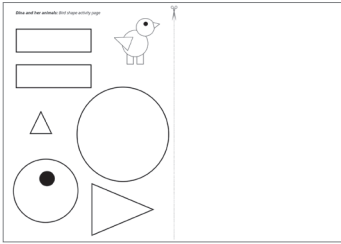
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of birds 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 1 Explain to learners that they must look carefully at the pictures 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 letter 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.





Lo tlike go tlhoka

- Fotokhopi **Tsebe ya tirwana ya popego ya Nonyane** ya moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo, sekere, sekgomaretsi



- Didirisiwa: ditshamekisabana tse di seng thata kgotsa ditshwantsho tsa ditshedinyana tsa fa gae, diroto kgotsa malao a diphologolo, dikobo, megopo, ditshipi tsa ngaka, maborashe a go phepafatsa, kholara, lloto, thelefouno, didirisiwa tsa ngaka (sekao: metara ya go lekanya mogote), dikherayone kgotsa dipene go dirisiwa jaaka mamao, lebokoso la dipilisi le le senang sepe, diaparo tsa mooki kgotsa tsa ngaka, buka ya go kwalela dintlha le pensele

Ditirwana

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

- 1 Tlhalosetsa barutwana gore ba tshwanetse go khalara le go segolola dipopego, mme ba di kgomaretse mo tsebeng go bopa nonyane.
- 2 Kopa barutwana go tsenya maoto a nonyane le go thala lemorago.



Tirwana 5: Mantlwane

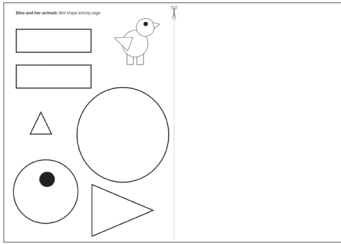
- 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswelala go simolola ka Beke 1 fa ba ne ba dira e kete ba dira kwa lefelong la diphologolo kgotsa ba le etetse kgotsa ba etettse ngaka ya diphologolo. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa..





You will need

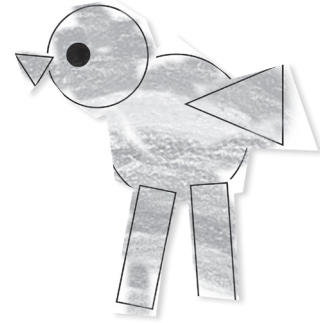
- A photocopy of the **Bird shape activity page** for each learner
- Jumbo wax crayons, scissors, glue



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.



★ Keeper le sentlhaga sa gagwe

Kgang



Eno ke kgang ka monna yo o botsalano yo go tweng Keeper. Keeper o dirile lefelo le le sireletsegileng la diphologotswana tsa masiela. O bitsa lefelo leno sentlhaga. Diphologolo tse di tliwang fano ke tsa naga tse di senang batsadi ba ba di tlhokomelang. Di dinnye go ka itlhokomela, mme botshelo ba tsone bo mo kotsing mo nageng.

Keeper le bathusi ba gagwe ba tlhokomela diphologotswana go fitlha di nonofa go ka boela gape kwa nageng. Bathusi ba gagwe ba tlhokomela diphologolo tseno sentle. Ba di fa dijo le go di thuthafatsa. Fa di lwala, bathusi ba gagwe ba a di tlhokomela le go di naya melemo ya kalafi.

Letsatsi lengwe Keeper a amogela dikgang dingwe. Tlou ya ngwaga o le mongwe e ne e tla mo sentlhageng. E ne e lwala, e otile e hutsafetse mme e sena batsadi go e tlhokomela. Tlotswana ya tliwa mo sentlhageng e pegilwe mo loring. Keeper le bathusi ba gagwe ba thusa tlowana eno go fologa lori. Ba e fa leina la Nandi.



Kwa tshimologong Nandi o ne a sa batle go ja mme a nna fela a robotse a apere kobo. Keeper le bathusi ba gagwe ba se ka ba itlhoboga. Ba ne ba tlhokomela Nandi letsatsi le letsatsi mme a simolola go nonofa. Letsatsi lengwe Keeper a re: "Ke akanya gore ke nako ya gore Nandi a tswele kwa ntle go ya go tshameka le diphologolo tse dingwe."

Sa ntlha, Nandi o ne a lapile e bile a goga dinao, mme a ithuta go tshameka. Ditsala tsa yone tse dikgolo e ne e le thutlwana le tshukudu e nnye. Ba ne ba tshameka ka bolo. Keeper a di leba mme a tshega, a re:

"Letsatsi lengwe lotlhe lo tlike go nna bagaka ba kgwele ya dinao!"



Le fa Nandi a ne a rata go tshameka le ditsala tsa gagwe, se a neng a se rata thata e ne e le go ithabuetsa mo metsing! Ka dinako tse dingwe o ne a gasa Keeper ka metsi a dirisa selopo. Keeper o ne a sa tshwenyega, o ne a itse gore Nandi o ne a ithuta go dirisa selopo jaaka ditlou tse dingwe.

"Go ise go ye kae, Nandi o tla ya go tshela le ditlou tse dingwe kwa nageng," Keeper a ipolelela jalo a itumetse.

Kgang eno e felela fano.

★ Keeper and his nursery

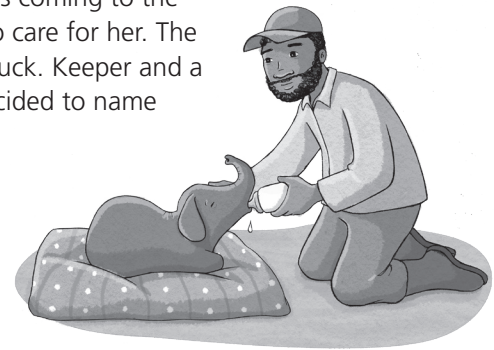
Story



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.

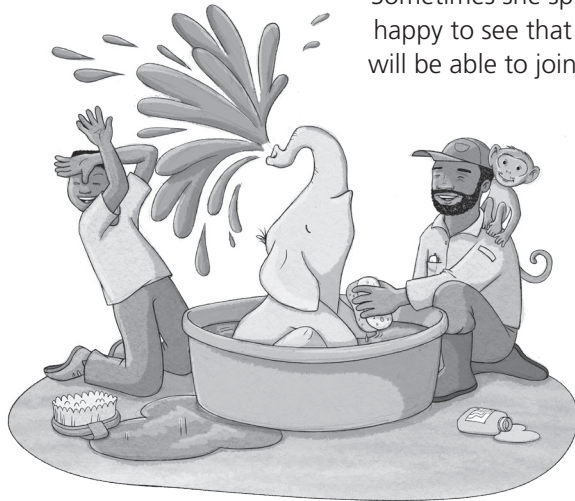
One day, Keeper got some news. A one-year old elephant was coming to the nursery. She was sick and thin and sad. She had no parents to care for her. The baby elephant was brought to the nursery on the back of a truck. Keeper and a helper gently helped the elephant get off the truck. They decided to name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



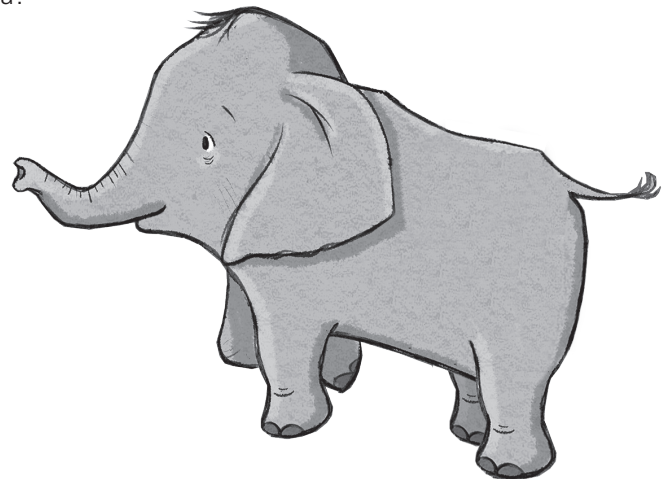
Pina

Fa o ne o ka kopana le tshephe mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tshephe, o tsogile jang?
 Ke itumelela go kopana le wena, Tshephe, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

Fa o ne o ka kopana le tlou mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tlou, o tsogile jang?
 Ke itumelela go kopana le wena, Tlou, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

Fa o ne o ka kopana le tau mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tau, o tsogile jang?
 Ke itumelela go kopana le wena, Tau, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

Fa o ne o ka kopana le segwagwa se se botsalano mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Segwagwa, o tsogile jang?
 Ke itumelela go kopana le wena, Segwagwa se se botsalano, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

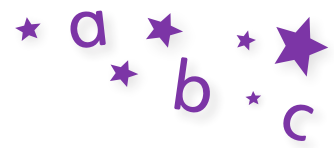


(E opeleng ka molodi wa pina ya "if you should meet an elephant")

Tlotlofoko go tswa mo kgannyeng

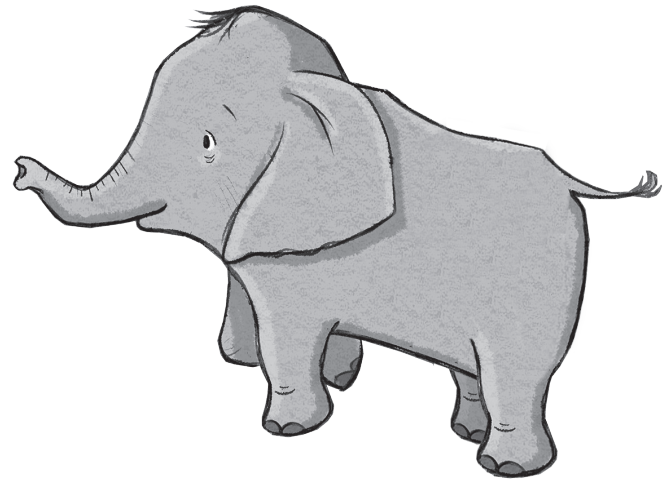
Mafoko a a botlhokwa	diphologolo tsa naga	motsadi	lesiela	tlou	thutlwa	tshukudu
Mafoko a a oketsegileng:	nonofile	tshesane	itlhoboga	selopo	thabuela	gasa
	mothusi	Molemo wa kalafi	bothitho	ditsala	lapile	iketlo





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





Lo tšile go tšhoka:

- Kgang: *Keeper le sentlhaga sa gagwe*
- Dimpopi: Keeper (Motlhokomedi), Nandi wa tlou, ngwana thsukudu, ngwana thutlwa
- Didirisiwa: kobo, botlolo ya lesea, botlolo e e senang sepe ya molemo, bolo
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A mongwe wa lona o kile a bona tlowana, thutlwana kgotsa nare ka matlho kgotsa mo thelebišeneng? A o kile wa kopana le phologolo e e gobetseng kgotsa e e lwalang mme o ne wa dirang gore thusa?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko. Botsa barutwana gore a ba kile ba utlwa lefoko "lesielu" mme o tihalose gore le raya motho kgotsa phologolo e e senang batsadi.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tšhagafetseng mme o fetofetole lentswe. Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.2 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tšhokang tšhaloso jaaka: *"O akanyagore Keeper wa yone le bathusi ba tšhwanetse go dirang go tšhokomela bana ba diphologolo? Keeper le bathusi ba ne ba ikutlwa jang fa Nandi a ne a nonofa? Goreng Keeper a se kile a galefa fa Nandi a ne a mo tšhela ka metsi?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? A o akanya gore o ka rata go dira mo botlhokomelong jwa diphologolo jwa Keeper wa tsone? Ke ka ntlha yang / ke ka ntlha yang o ka se dire jalo?"*

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhophu tse dinnye

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

Ke tshikinya menwana ya me

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



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.

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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"What do you think 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: *"na, ne, naga, nonofa, naya, nako, neng. Can you hear the focus sound: naga, nonofa, nako? Yes, you are right! They all have the sound /n/."*
- 2 *"Listen carefully, here are some more words with /n/: naledi, namune, nama, nato, nawa, noga."* (Emphasise the focus sound as you say these words.)
- 3 Say the sound **n** clearly and tell learners to watch your mouth.
- 4 Ask learners to say the sound /n/: **"n-n-n"**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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

I wiggle my fingers

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



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

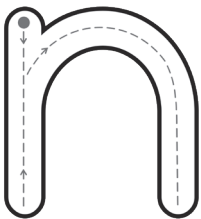
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

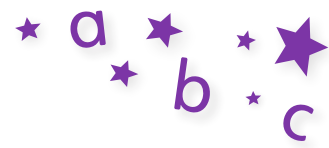
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /n/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /n/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka ntshetsa matsogo a bona kwa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



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

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



Week 1 Day 2

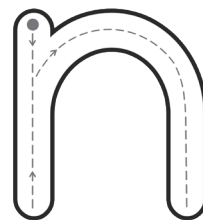
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



Lo tšile go tšhoka:

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



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba botse gore a ba gopola lefoko le lengwe la "tshogile" (boifa) le gore go dirisitswe lefoko lefe go tšhalosa se se diragaletseng maphuka a dinonyane (di ne tsa utlwa botlhoko). Kopa barutwana go go bontsha gore ba ka kuka nonyane jang ka bonolo.
- 3 Tlhopha barutwana ba ba tla tšhamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tšhameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tšhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tšhamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motšhameko ka bana ba bangwe.

Mabokoso a ditlhaka

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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



Week 1 Day 3

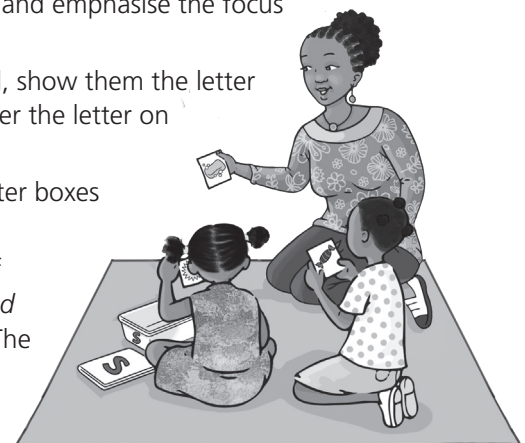
Whole class activities

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



Small group activities

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





Lo tšile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dikaratatshwantsho
- Dikhontheina di le tlhano, tlhaka le karata ya setshwantsho go e ngaparetsa mo khontheineng nngwe le nngwe

Stella a re:



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

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



Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Naya morutwana mongwe le mongwe karata e e nang le setshwantsho. Ba kope gore ba bitse leina la setshwantsho mme ba bitse lefoko leo ba iketlile thata. Barutwana ba bangwe ba leke go batla modumo ga lefoko. Sekao: Lefoko "katse" le na le modumo ya /k/.
- 2 Fa morutwana mongwe le mongwe a nnile le sebaka sa go bitsa leina la setshwantsho sa gagwe e bile go bonwe le gore modumo ya sone ke ofe, bontsha barutwana dikhontheina di le tlhano, nngwe le nngwe ya tsone e na le tlhaka le karata ya setshwantsho. Barutwana ba dire tshwetso ya gore ba tla baya karata ya bone ya setshwantsho fa kae. Sekao: Fa ba na le setshwantsho sa "katse", ba tla batla go se tsenya mo khontheineng e e nang le modumo wa "k".

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures
- Picture cards
- 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 "katse" has the sound /k/.
- 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 "katse", they would need to place it in the container with the "k" sound.



Small group activities

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



Lo tšile go tlhoka:

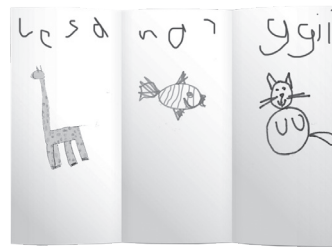
- Pampiri ya tšhate
- Ditshwantsho tsa diphologolo tse di tlhaga
- Naya morutwana mongwe le mongwe: Tsebe ya bogolo jwa A4 e e mennweng gararo, lenathwana le le nnye la khateboto e e mennweng ka bogare ya selatlhwa e e tšileng go dirisiwa gape, dimmetale di le pedi kgotsa dikhurumelo tsa mabotlolo a polasetiki, letsela la go kgabisa
- Dikherayone tse di mafura tsa jumbo, dikere, tluluu

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bontsha barutwana ditshwantsho tsa diphologolo tsa naga mme o tlotle ka tebego ya tsone, gore ke eng fa di: Na le maronho (dinkwe, mangau, dikgaka, dithutlwa), methalo (tiger, pitse ya naga, dinoga) kgotsa ke eng fa di sena mekgabiso epe (ditau, ditlou, dinare)?
- 2 Morago ga moo kopa barutwana go go thusa go aroganya diphologolo ka ditlhopha tsa tsone. Kwala mafoko "maronho", "Methalo", "Sena mekgabiso" mo dipampiring tsa tšhate e e phetlhwang. Naya barutwana sebaka sa go tlhopha phologolo mme o e kgomaretes ka fa tlase ga setlhogo se se tshwanetseng ka Prestiki.
- 3 Naya morutwana mongwe le mongwe tsebe ya A4 e e mennweng gararo. Ba leke go kwala ditlhogo kwa godimo mo tsebeng: maronho, methalo, sena mekgabiso. Morago ga moo ba thale ditshwantsho tsa diphologolo di le pedi ka fa tlase ga setlhogo sengwe le sengwe.



Go kopanya le go kgaoganya (dinoko)

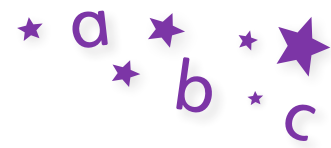
- 1 Morutwana mongwe le mongwe o tshwanetse gore pele a dire kwena. Ba mene khate e nnye e e tshesane ka bogare ba bo ba e kgabisa gore e lebege jaaka kwena. Morago ga moo ba ka kgomaretsa mabotlolo a mabedi ka fa teng ga khate fa men o a kwena a tšileng go nna gone.
- 2 Barutwana ba ka kgona go bula le go tswala molomo wa nkwe le go reetsa modumo wa "meno" fa a itaagana.
- 3 Fa ba feditse go dira kwena ya bone, ba ka nna ba e dirisetsa go kgaoganya mafoko ka dinoko. sekao, kwe-na = ditliliki di le 2.
- 4 Bontsha barutwana ditshwantsho tsa diphologolo tsa naga, bitsa maina a diphologolo o bo o ba rotloetsa go dira tšiliki ka leleme mo nokong nngwe le nngwe: ko-lo-be (ya naga) - ditliliki di le 3, tlo-u = ditliliki di le 2, kga-bo = ditliliki di le 2, tshu-ku-du - ditliliki di le 3, ku-bu = ditliliki di le 2, no-ga = ditliliki di le 2, tshe-phe = ditliliki di le 2.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Flipchart paper
- 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" (meno).
- 3 Once they have made their crocodile, they can use it to break words into syllables. For example, kwe-na = 2 clicks.
- 4 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: ko-lo-be = 3 clicks, tlo-u = 2 clicks, kga-bo = 2 clicks, tshu-ku-du = 3 clicks, ku-bu = 2 clicks, no-ga = 2 clicks, tshe-phe = 2 clicks.



Small group activities

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

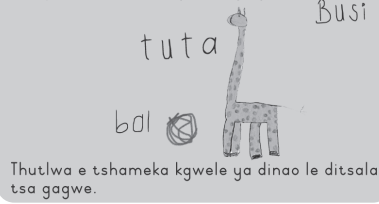


Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlike go tlhoka

- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Keeper le sentlhaga sa gagwe



Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyeye fa bangwe ba barutwana ba kwala ditlhaka tse ditelelelele ntle le diphathana.

Ditirwana

Tirwana 1: Go thala setshwantsho le go ithuta go kwala

- 1 Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola.
- 2 Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo.
- 3 Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe.
- 4 Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang.
- 5 Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone.
- 6 Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe.
- 7 Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala.
- 8 Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle.
- 9 Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.

- Dikarata tsa ditshwantsho – medumo e kgomareidiwa fa dintlheng tsa pampiri ya bogolo jwa A3 kgotsa karata ka Prestiki
- Dikhurumelo tsa mabotlolo tse di nang le ditlhaka tse di kwadilweng mo teng ga tsona (Fa go na le ditshwantsho di le tlhano tse di nang le "k" go tshwanetse gore go nne le dikhurumelo tsa mabotlolo tse di nang le "k" a kwadilwe mo teng ga sekhurumelo.)
- Di-tweezer (di ka dirwa ka ditoko tse pedi tsa lobebe le ka mabanta a raba le bolonyana e kgolokwe fa gare ga ditoko.)

Tirwana 2: Malepa le metshameko

- 1 Tlhalosetsa barutwana gore ba tshwanetse go dirisa di-tweezer gore ba tseye tlhaka ya sekhurumelo sa botlolo mme ba bone gore a ba ka kgona go bona setshwantsho se se nang le modumo. Sekao: Fa ba tsaya "k", ba tshwanetse go batla setshwantsho se se nang le modumo wa /k/ jaaka "kolobe", "kausu", "kuku" kgotsa "katse".
- 2 Morago ga moo ba beye sekhurumelo mo godimo ga karata ya setshwantsho. Ba tsewelele fela jalo go fitlha ditshwantsho tsotlhe di khurumeditse ka sekhurumelo.



- Dibuka, dimakase, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana



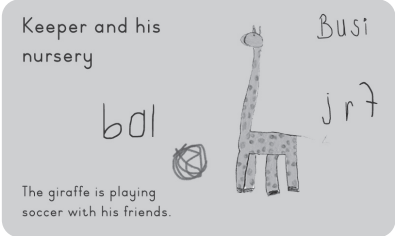

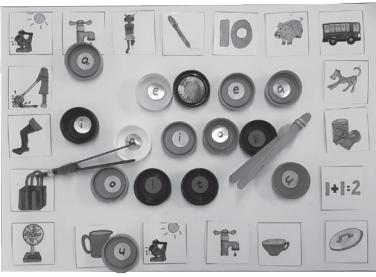

Tirwana 3: Go buisa ka bongwe

- 1 Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka.
- 2 Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makase kgotsa pampitshana e ba ka ratang go e buisa .
- 3 Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa.
- 4 Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.





Small group activities for Week 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 letters 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 "kolobe", "kausu", "kuku" and "katse". 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.





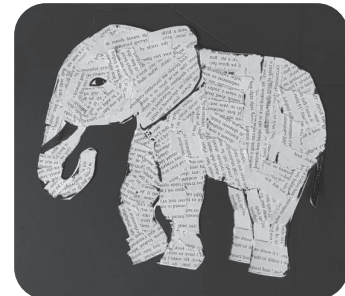
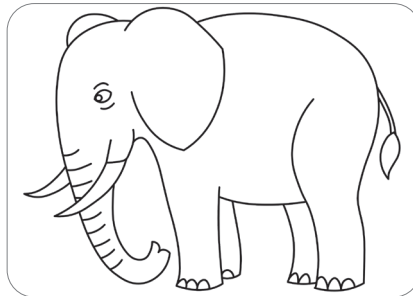
Lo tlele go tlhoka

- Fothokhopi ya **Tsebe ya tirwana ya Tlou** ya morutwana mongwe le mongwe, kuranta e e gagolwang, sengaparetsi, dipene tse dintsho tsa khokhi

Ditirwana

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

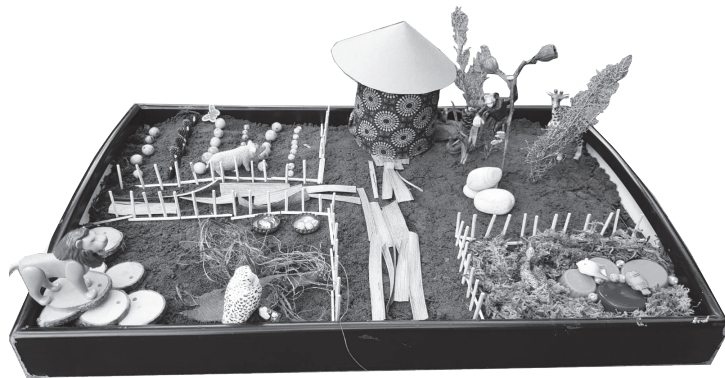
- Barutwana ba gagole kuranta go nna manathwana a mannye morago ga moo ba di kgomaretse mo tloung ya bone. Fa tlou ya bone e feditswe ba ka nna ba dirisa pene ya khokhi e ntsho go thala molomo le tsebe ba bo ba thala leitlho.
- Ba ka nna ba kgabisa lemorago fa ba feditse kgotsa ba ka nna ba segolola ditlou tsa bone mme bana botlhe mo teng ga phaposiborutelo ba ka nna ba dira motlhape wa ditlou mo pampiring ya tshate e e phetlhwang.



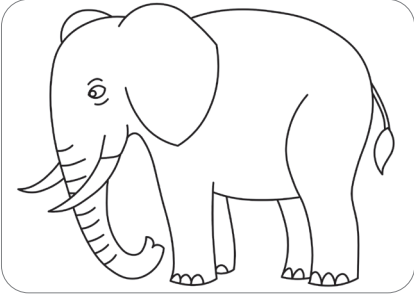

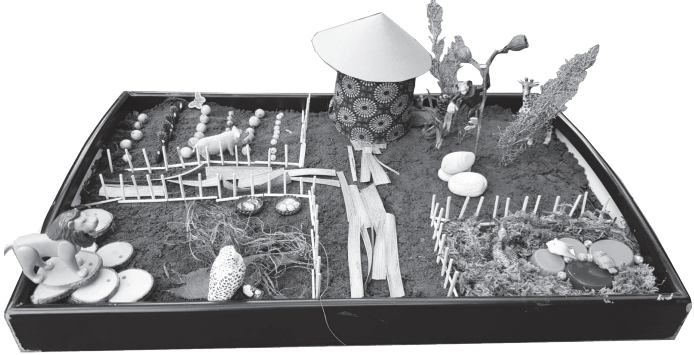
- Didirisiwa: terei kgotsa khatebokoso e e seng boteng, santa, ditlhokwa tsa go dira legora, dikhurumelo tsa mabotlolo a a pududu a metsi, matlapa, matlhare kgotsa dikala tse dinnye go dira matlhare, manathwana a matsela go dira dikobo ka one, polasetiki diphologolo tsa naga kgotsa ditshwantsho tse dinnye tsa diphologolo tse di kgomareditswng mo karateng

Tirwana 5: Mantlwane

- Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntsha.
- Tlhalosetsa barutwana gore ba tlele go itirela lenaane la bone la dilo tse di yang go rekwa. Ba tshwanetse go netefatsa gore diphologolo di na le metsi le dijo, moriti go di tsidifatsa. Gape ba tlhokomele gore go na le legora go dira gore ditau le diphologolo tse di jang nama di se ka tsa kopana le diphologolo tse di jang dimela. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.





You will need	Activities
<ul style="list-style-type: none"> A photocopy of the 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 style="display: flex; justify-content: space-around; align-items: center;">   </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 style="text-align: center;">  </div>





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe
- Fotokhopi ya ditshwantsho tsa tatelano tse di Bontsho le Bosweu tsa morutwana mongwe le mongwe
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kangang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kangang e tlhologanyesege. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kangang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Kopa barutwana go segolola ditshwantsho tse di bontsho le bosweu, ba di rulaganye ka tatelano e e siameng mme ba di kgomaretse mo pampiring e e sa kwalelwang. Tsamaya-tsamaya mo phaposiborutelong mme o thuse fa go tlhokagalang. Tirwana e e botlhokwa go sekaseka bokgoni jwa barutwana jwa go baya ditiragalo tse di botlhokwa tsa leinane ka tatelano e e siameng.
- 6 Fa barutwana ba feditse ditshwantsho tsa bona tsa tatelano, fa morutwana mongwe le mongwe buka e nnye. Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong.
- 7 Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



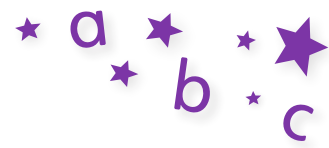
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"le, la, lo, lefelo, leno, letsatsi, lengwe, lori, leina, lapile, leba, lotlhe. A lo utlwa modumo o re tlileng go ithuta one: letsatsi, lengwe, leina? Ee, o nepile! Yotlhe e na le modumo /I/."*
- 2 *"Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /I/: Ieru, Iebanta, Iebati, Ieboa, Letsogo, Ieeba."* (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **I** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo **/I/**: **"I-I-I"** Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinny

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- 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: “le, la, lo, lefelo, leno, letsatsi, lengwe, lori, leina, lapile, leba, lotlhe. Can you hear the focus sound: **letsatsi, lengwe, leina**? Yes, you are right! The focus sound is **ll**.”
- 2 “Listen carefully, here are some more words with **ll**: **leru, lebanta, lebati, leboa, letsogo, leeba**.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **ll** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **ll**: “**ll-ll**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

- Buka e Kgolo: *Keeper le sentlhaga sa gagwe*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong Puisokopanelo – Buka e Kgolo



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



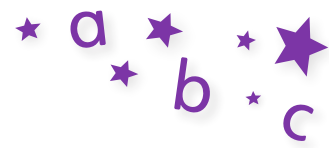
Go bopa tlhaka

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big Book: Keeper and his nursery
- Hoola hoops
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big Book

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



Forming the letter

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

Small group activities

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





Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka l: leru, lebanta, lebati, leboa, letsogo, lebone, ledi, leeba, legapa, legapu, leino, lelobu, lenao, leoto, lerapo, losi, lee, lefofa

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Barutwana bae ma ka sediko mme ba reetsa ka kelotlhoko fa o ba neela ditaelo. Fa o re "Keeper a re," ba tshwanetse go dira se o se buang. Fa o sa re, "Keeper a re," ba tshwanetse go ema bas a tshikinyege. Sekao:
 - ★ Keeper a re, "Gata kang jaaka ditlou."
 - ★ "Gopa jaaka noga."
 - ★ Keeper a re, "Ikotlolole jaaka tau."
 - ★ Keeper a re, "Tlola jaaka tshephe."
 - ★ "Fofa jaaka lenong."
 - ★ Keeper a re, "Tlhafuna jaaka thutlwa."
 - ★ Keeper a re, "Edimola jaaka kubu."
- 2 Jaanong e re: "Ke ya go lo fa motlhala mme lo leke go fopholetsa gore ke phologolo e fe e ke akantseng ka yona."
- 3 Reetsang metlhala yotlhe ka kelotlhoko pele ga lo leka go fopholetsa. Baya letsogo la gago mo tlhogong ya gago fa o akanya gore o itse karabo. Sekao: "Ke batla phologolo e kgolo e thokwa ka ditsebe tse dikgolo le nko e telele."
- 4 Tswelela ka dikao tse dingwe mme o botse fa bangwe ba barutwana ba ka rata go neelana ka metlhala.

Mabokoso a ditlhaka

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



Ditirwana tsa ditlhapha tse dinnye

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





You will need:

- A letter box containing objects or pictures of objects that start with I: leru, lebanta, lebati, leboa, letsogo, lebone, ledi, leeba, legapa, legapu, leino, lelobu, lenao, leoto, lerapo, losi, lee, lefofa

Week 2 Day 3

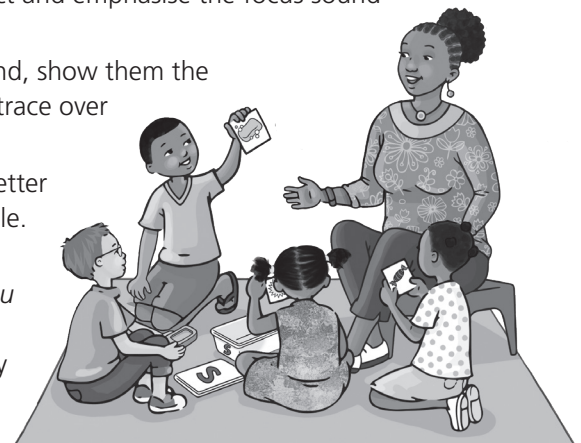
Whole class activities

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



Small group activities

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





Lo tšile go tlhoka:

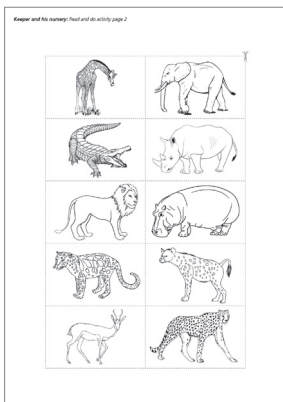
- Pampiri e e gatisitsweng ya Tsebe ya 1 le 2 ya tirwana ya **Buisa o bo o dira** go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Sekere le sekgomaretsi
- Dikarata tsa ditlhaka le ditshwantsho
- Dikhontheina di le tlhano, tlhaka le karata ya setshwantsho go e ngaparetsa mo khontheineng nngwe le nngwe

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Fa morutwana mongwe le mongwe tseba ya tirwana ya Buisa o dire ya dikholomo tse pedi le tsebe ya tirwana ya Buisa o dire ka diphologolo tse 2
- 2 Kopa barutwana go lebelela diphologolo tsotlhe mme ba bue ka tse di dijang. Sekao: Ditau di ja nama ka jalo di bidiwa dijanama/dibata, dithutlwa di ja matlhare mme ditshephe di ja bojang ka jalo di bidiwa dijadimela.
- 3 Bolelela barutwana go lebelela tsebe ya tirwana ya Buisa o dire ya dikholomo mme ba bue ka se ba se bonang (matshwao, ditshwantsho le mafoko). Ba bontshe mo e reng "dijadimela" le "dijanama." (Supa mo setshwantshong sa matlhare le bojang mo thoko ga lefoko "dijadimela" le setshwantsho sa nama mo thoko ga lefoko "dijanama.")
- 4 Tlhalosetsa barutwana gore jaanong bay a go dira tirwana e e itumedisang e e bidiwang "buisa o dire". Ba tshwanetse go buisa setlhogo sengwe le sengwe mme ba dire se di se tlhalosang.
- 5 Buisang setlhogo sa ntlha mmogo. Bolelela barutwana go khalara le go segolola thutlwa. Ba botse gore ba akanya gore ba tshwanetse go kgomaretsa thutlwa kae (mo tlase ga setlhogo: dijadimela).
- 6 Bolelela barutwana go batla ditshwantsho tse dingwe tsa dijadimela go di khalara, go di segolola le go di kgomaretsa. Botsa gore a mongwe wa barutwana a ka "buisa" setlhogo se se latelang. Ba tshwanetse go khalara, go segolola le go kgomaretsa diphologolo tse e leng dijanama.
- 7 Barutwana ba tshwanetse go tswelera ka tsela e go fitlhela setshwantsho sengwe le sengwe se kgomareditswe mo kholomong e e maleba.



Go reetsa medumo e go ithutwang yone

- 1 Naya morutwana mongwe le mongwe karata e e nang le setshwantsho. Ba kope gore ba bitse leina la setshwantsho mme ba bitse lefoko leo ba iketlile thata. Barutwana ba bangwe ba leke go batla modumo ga lefoko. Sekao: Lefoko "katse" le na le modumo ya /k/.
- 2 Fa morutwana mongwe le mongwe a nnile le sebaka sa go bitsa leina la setshwantsho sa gagwe e bile go bonwe le gore modumo ya sone ke ofe, bontsha barutwana dikhontheina di le tlhano, nngwe le nngwe ya tsone e na le tlhaka le karata ya setshwantsho. Barutwana ba dire tshwetso ya gore ba tla baya karata ya bone ya setshwantsho fa kae. Sekao: Fa ba na le setshwantsho sa "katse", ba tla batla go se tsenya mo khontheineng e e nang le modumo wa "k".

Ditirwana tsa ditlhophha tse dinnye

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





You will need:

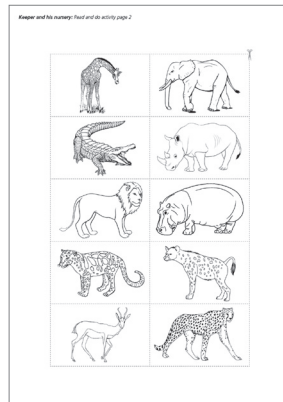
- A photocopy of the **Read and do activity pages 1 and 2**
- Jumbo wax crayons
- Scissors and glue
- Picture cards
- Five containers, a letter and picture card to stick on each container

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 "katse" has the sound /k/.
- 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 "katse", they would need to place it in the container with the "k" sound.

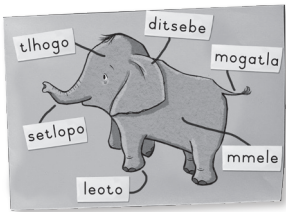
Small group activities

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



Lo tšile go tlhoka:

- Phapete ya tlou, pampiri ya tšhate, manathwana a pampiri/ dikarata tsa dileibole, pene e ntsho ya boto e e kwalelwang
- Ditshwantsho tsa diphologolo tse di tlhaga
- Go morutwana mongwe le mongwe: kwena ya khateboto e e dirilweng ka Beke 1



Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Baya phapete ya tlou kgotsa setshwantsho sa tlou mo gare ga pampiri ya tšhate e e phetlolwang.
- 2 Kopa barutwana go arogana dintlha dingwe tse di kgalhisang tse ba di itseng ka ga ditlou. O ka natefisa puisano ka go botsa gore ditlou di nna kae (mo sekgweng) le gore di ja eng (matlhare, bojang).
- 3 Botsa barutwana gore a ba ka taya maina dikarolo tsa mmele mo tlong. Tlhopha barutwana ka bongwe go tla kwa pele le go supa karolo e e nepagetseng ya mmele (tlhogo, mmele, mogatla, leoto, selopo, ditsebe, meno).
- 4 Bolelela barutwana gore o tšile tlhoka thuso ya bona go leibola ditshwantsho tsa tlou. Simolola ka go supa mogatla mme o thale mola go tloga kwa mogatleng go ya kwa karolong ya moja ya setshwantsho. Nopa lenathwana la karata mme o lekgomaretse ka Prestiki mo lenathwaneng la pampiri, mo thoko ga mola o o o thadileng go tswa kwa mogatleng. Jaanong bolelela barutwana se: *"Ke mang a ka nthusang go simolola go kwala lefoko 'mogatla? Ee, e simolola ka modumo /g/ mme ke ka moo re kwalang g."* Tšwelela go kwala lefoko "mogatla" lotlhe o sa botse barutwana go dumisa tlhaka nngwe le nngwe.
- 5 Tšwelela go leibola tlhogo ya tlou, mmele, mogatla, leoto, selopo le ditsebe. Nako nngwe le nngwe fa o kwala lefoko, kopa barutwana go go thusa go reetsa modumo wa tshimologo le go kwala tlhaka e e tsamaelanang le ona. Gakologelwa go go kwala ka ditlhaka tse dinnye. O seka wa dumisa lefoko lotlhe ka ntlha ya gore mangwe a mafoko a a bokete go a dumisa otlhe ka botlalo. Tšepamisa fela mo tshimologong ya modumo le tlhaka.
- 6 Kgomaretsa ditshwantsho tse di nang le dileibole mo leboteng mme o lebe jaaka barutwana ba simolola go buisa dileibole.



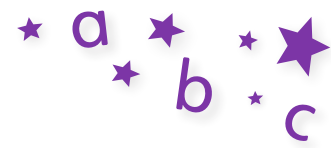
Go kopanya le go kgaoganya (dinoko)

- 1 Ba dirisa dikwena tsa bona, barutwana ba ka kgaoganya mafoko ka dinoko. Sekao: kwe-na = ditliliki di le 2.
- 2 Bontsha barutwana ditshwantsho tsa diphologolo tsa naga, taya diphologolo maina mme o ba rotloetse go direla nook nngwe le nngwe modumo:
o-lo-be (ya naga) - ditliliki di le 3, tlo-u = ditliliki di le 2, kga-bo = ditliliki di le 2,
tshu-ku-du - ditliliki di le 3, ku-bu = ditliliki di le 2, no-ga = ditliliki di le 2,
tše-phe = ditliliki di le 2.

Ditirwana tsa ditlhopha tse dinnye

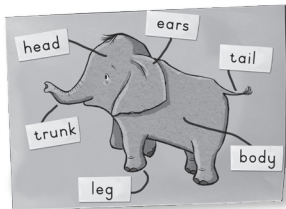
Gakolola barutwana ka ditirwana tsa ditlhopha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Elephant puppet, flipchart paper, scraps of paper/card for labels, black whiteboard marker
- Jumbo wax crayons
- 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 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" 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 = 2 clicks.
- 2 Show learners pictures of wild animals, name the animals and then encourage them to click for each syllable: o-lo-be (ya naga) = 3 clicks, tlo-u = 2 clicks, kga-bo = 2 clicks, tshu-ku-du = 3 clicks, ku-bu = 2 clicks, no-ga = 2 clicks, tshe-phe = 2 clicks.



Small group activities

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



Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Ditshwantsho tsa diphologolo tse di tlhaga, diphologolo tsa tlhaga tsa polasetiki kgotsa dibuka tsa ditshwantsho tsa diphologolo tsa tlhaga Dikherayone tse di mafura tsa jumbo 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Barutwana ba tshwanetse go lebelela diphologolo mme ba swetse gore phologolo ya bona ya naga e ba e ratang thata ke efe. Ba tshwanetse go thala setshwantsho ya phologolo eo ba dirisa ditshwantsho jaaka sekao. Ba tshwanetse go akanya ka gore phologolo e nna kae, mme ba thale matlhare, ditlhare le bojang go bontsha kwa diphologolo di nnang gona le se ba ka batlang go se ja. <div data-bbox="824 804 1334 1035"> </div>
<ul style="list-style-type: none"> Dikarata tsa ditshwantsho – medumo e kgomareliwa fa dintlheng tsa pampiri ya bogolo jwa A3 kgotsa karata ka Prestiki Dikhurumelo tsa mabotlolo tse di nang le ditlhaka tse di kwadilweng mo teng ga tsone (Fa go na le ditshwantsho di le tlhano tse di nang le "k" go tshwanetse gore go nne le dikhurumelo tsa mabotlolo tse di nang le "k" a kwadilwe mo teng ga sekhurumelo.) Di-tweezer (di ka dirwa ka ditoko tse pedi tsa lobebe le ka mabanta a raba le bolonyana e kgolokwe fa gare ga ditoko.) 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tshwanetse go dirisa di-tweezer gore ba tseye tlhaka ya sekhurumelo sa botlolo mme ba bone gore a ba ka kgona go bona setshwantsho se se nang le modumo. Sekao: Fa ba tsaya "k", ba tshwanetse go batla setshwantsho se se nang le modumo wa /k/ jaaka "kolobe", "kausu", "kuku" kgotsa "katse". Morago ga moo ba beye sekhurumelo mo godimo ga karata ya setshwantsho. Ba tswelele fela jalo go fitlha ditshwantsho tsotlhe di khurumeditswe ka sekhurumelo. <div data-bbox="859 1319 1303 1632"> </div>
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="274 1801 517 2097"> </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.





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. <div data-bbox="829 753 1341 982"> </div>
<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 letters 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"> 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 "k", they must find a picture with an /k/ sound such as "kolobe", "kausu", "kuku" or "katse". 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. <div data-bbox="873 1271 1289 1567"> </div>
<ul style="list-style-type: none"> • Books, magazines, folded little books, Big Books and leaflets <div data-bbox="267 1680 510 1969"> </div>	<p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> 1 Lead the group to the book corner or give the group a pile of books. 2 Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. 3 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. 4 Visit the corner to observe and encourage the learners' reading.





Lo tllile go tlhoka

- Dikere tse dinnye, dibolo tse dinnye tsa mebala kgotsa pampiri e e bofilweng jaaka dibolo tsa mefuta e e farologaneng kgotsa manathwana a felete/lesela ka mebala e e farologaneng
- Ditshwantsho tsa difatlhego tsa diphologolo tsa naga di segilwe lehuto mo molomo o leng gona, di kgomareditswe mo dikoping tsa diyokate kgotsa mo ditshoding tse dinnye

Ditirwana

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

- 1 Tlhalosetsa barutwana gore ba tshwanetse go dirisa dikere tse dinnye go nopa dibolo tse dinnye go fepa diphologolo. Tau e ja nama (sengwe se sehibidu), thutlwa e ja matlhare (sengwe se se tala), tlou e ja matlhare, tshwene e ja maungo (sengwe sa mmala wa namune kgotsa serolwana kgotsa phepole).



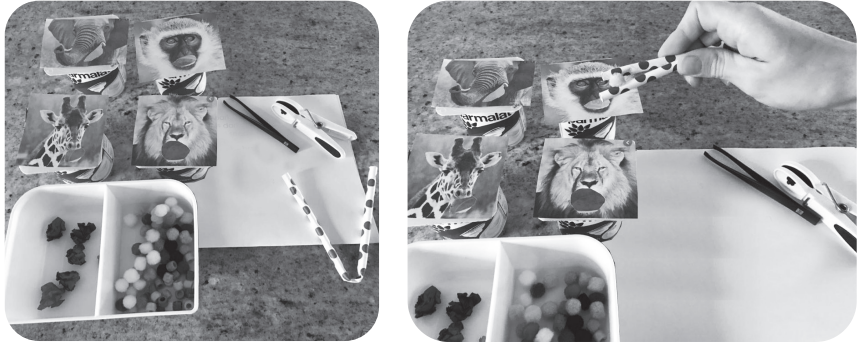
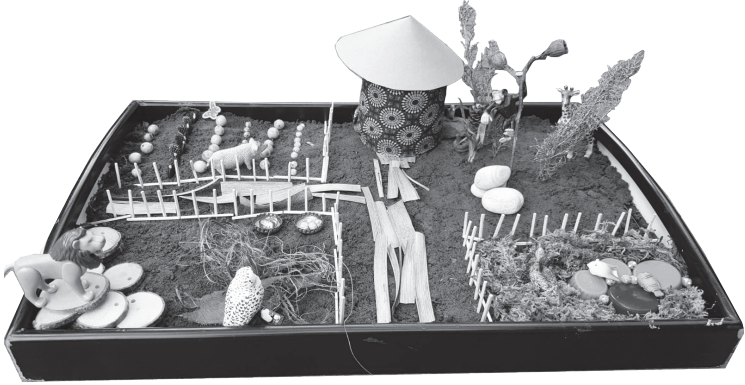
- Didirisiwa: terei kgotsa khatebokoso e e seng boteng, santa, ditlhokwa tsa go dira legora, dikhurumelo tsa mabotlolo a a pududu a metsi, matlapa, matlhare kgotsa dikala tse dinnye go dira matlhare, manathwana a matsela go dira dikobo ka one, polasetiki diphologolo tsa naga kgotsa ditshwantsho tse dinnye tsa diphologolo tse di kgomareditswng mo karaten

Tirwana 5: Mantlwane

- 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswela go simolola ka Beke 1 fa ba ne ba dirile serapa sa diphologolo tse di swetsweng ke batsadi. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.





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> <p>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).</p> 
<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> <p>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. Visit the corner at least once to observe and encourage the learners' game.</p> 

★ Moeng go tswa kwa Tshephe

Kgang

Go kile ga bo go le Tshephe e nna mo ntlong e nnye e e dirilweng ka dithobane. Tshephe eno e ne e rata go tlogela kgoro e butswa fa e tswa. Letsatsi lengwe Tshephe ya ya kwa nokeng go ya go nwa metsi, mme ya tlogela kgoro e butswa jaaka ka metlha. E ne yare e le mo tseleng ya boela gae fa e lemoga gore kgoro ya gagwe e tswetswe. Tshephe e ne e tshwenyegile, mme ya buela kwa tlase ya re: "Ke mang yo o tseneng mo ntlong ya me?" Ya reetsa, mme ya leta. Mongwe a araba ka lentswe le le kima a re: "O se ka wa bula kgoro go seng jalo ke tla go ja!" Tshephe e ne e tshogile.



Tshephe ya taboga go ya go bitsa tsala ya yone e leng Tlou. Ya fitlhela Tlou e eme ka fa tlase ga setlhare, e ntse e akgela selopo kwa le kwa. Tshephe ya re: "Tlou, a o ka nthusa?" Tlou ya re: "Ee, molato ke eng tsala ya me?" Tshephe ya re: "Go na le mongwe mo ntlong ya me mme a re o tlile go nja." Ka jalo, Tlou le Tshephe ba boela kwa ntlong. Tlou ya tsamaya se Tlou, ka iketlo. Tshephe yone ya itlhaganela, ka bo Tshephe jwa yone. Fa ba fitlha teng, Tlou ya bua ka iketlo ka lentswe le le kwa tlase: "Ke mang yo o mo teng ga ntlo ya ga Tshephe?" Ga araba lentswe le le kima la re: "O se ka wa bula kgoro go seng jalo ke tla go ja!"

"Ga ke batle go tsena mo teng ga ntlo ya gago," Tlou ya bua jalo e tshogile. Tshephe ya re, "Banna!" "Re tla thuswa ke mang?" Tlou le Tshephe ba akanya seno mme ba re: "A re ye go bitsa tsala ya rona e e pelokgale, e leng Tau." Ba bona Tau, e robetse mo godimo ga leje e arametse letsatsi. Tlou ya bitsa Tau: "Tau, Tau, a o ka re thusa?" Tau ya re: "Ee, molato ke eng tsala ya me?" Tlou ya re: "Go na le mongwe mo ntlong ya ga Tshephe mme a re o tlile go re ja." Tau ya rora thata mme ya ema ya ya kwa ntlong ya ga Tshephe, e kokoroga seTau .

Fa e fitlha kwa ntlong, ya bua ka lentswe le le kwa godimo, e galefile, ya re: "Ke mang mo teng ga ntlo ya ga Tshephe?"

Lentswe le le kima la araba gape la re: "O se ka wa bula kgoro go seng jalo ke tla go ja!" Tau ya rora ya re: "Wa reng? O ja nna! Kgosi ya diphologolo?" Ga utlwala mokgwasanyana mo teng ga ntlo, le setshegonyana.

Kgoro ya bulega ka iketlo mme ga tswa Segwagwa se nyenya ka monyenyo o mogolo.

"Ke le tshwere! Ke nna tlheng. Ke ne ke lo tsietsa fela!" Segwagwa sa rialo.

Diphologolo tsa tshaga mme Tlou ya re: "Ke nna yo mogolo go gaisa botlhe, mme Tau, wena o pelokgale go gaisa botlhe! Mme wena Segwagwa, o monnye go gaisa botlhe e bile o kgona go dira metlae!"

Tshephe ya re: "Ke lebogela thuso ya lona, ditsala tsa me."



Kgang eno e felela fano.

★ 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

Fa o ne o ka kopana le tshephe mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tshephe, o tsogile jang?
 Ke itumelela go kopana le wena, Tshephe, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

Fa o ne o ka kopana le tlou mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tlou, o tsogile jang?
 Ke itumelela go kopana le wena, Tlou, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

Fa o ne o ka kopana le tau mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Tau, o tsogile jang?
 Ke itumelela go kopana le wena, Tau, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

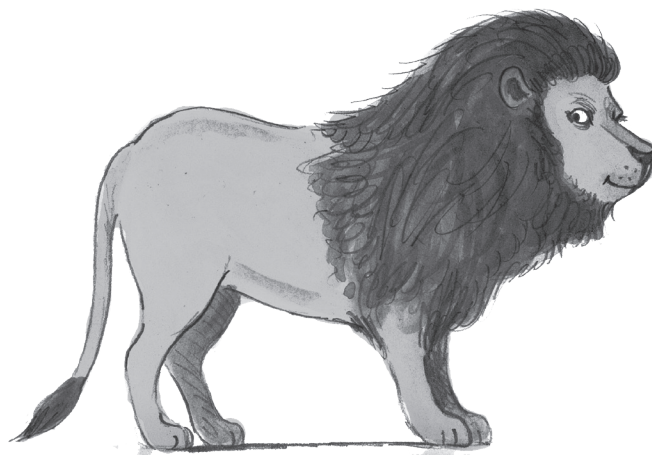
Fa o ne o ka kopana le segwagwa se se botsalano mo mmileng,
 O ne o tla dira eng? O ne o tla reng?
 Ke ne ke tla re: "Dumela Segwagwa, o tsogile jang?
 Ke itumelela go kopana le wena, Segwagwa se se botsalano, a nka tantsha le wena?"
 (Barutwana ba tantsha ka bobedi le bobedi)

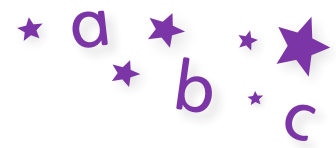


(E opeleng ka molodi wa pina ya "if you should meet an elephant")

Tlotlofoko go tswa mo kgannyeng

Mafoko a a botlhokwa	tshephe	tlou	tau	segwagwa	nela	kgakgamatso
Mafoko a a oketsegileng:	bula	tswala	tsietsa	tshogile	boifa	tshegisang
	tshega	iketlo	tsala	godimo	tlase	galefile





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





Lo tlile go tlhoka:

- Kgang: *Moeng go tswa kwa Tshephe*
- lipapethi: Tshephe, Tlou, Tau, Segwagwa, ntlo ya ga Tshephe
- lipropu: dimamatlhwana kgotsa mabante a tlhogo a phologolo nngwe le nngwe, bokoso e kgolo kgotsa tafole ya ntlo ya ga Tshepe
- Izinto okanye amakhadi anemifanekiso emalunga namagama athile athathwe kuluhlu lwesigama



Ke tshikinya menwana ya me

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

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Botsa gore a go na le ope wa bone yo o kileng a bona diphologolo tsa tlhaga mo serapeng sa diphologolo kgotsa mo TV. Bua ka pharologano fa gare ga diphologolotswana fa mog ae (seruiwa), tsa polasi le diphologolo tsa tlhaga.
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko. Bontsha barutwana dimpopi kgotsa ditshwantsho tsa diphologolo go tswa mo dimakasineng kgotsa mo dibuleng. Bua ka mekgwa e e farologaneng e diphologolo di tsamayang ka yone. Kopa barutwana go tsamaya jaaka tshephe (ka bonako, ka go tlotlatlola); jaaka tlou (e ntse e isa selopo kwa le kwa); le jaaka tau e tsamaiya e emisitse tlhogo jaaka Kgosi. (O se ka wa bua sepe ka segwagwa kwa tshimologong go seng jalo barutwana ba tla itse gore go diregang mo kgannyeng e!)

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe. Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.2 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *"O akanya gore Tlou le Tshephe ba tlile go bitsa mang gore a ba thuse? O akanya gore go na le mang mo teng ga ntlo?"*

3 Fa o sena go tlotla kgang

- 3.1 Botsa barutwana jaana: *"O ratile eng ka kgang e? Ga o a rata eng ka yone? O ratile karolo efe thata? O na le dipotso dife ka kgang e? O ne o tla ikutlwa jang fa mong wa ditsala tsa gago a tshameka ka wena jaaka Segwagwa se dirile? A o tla galefa kgotsa a o akanya gore o tla tshaga fa o itse gore o ne a tshameka ka wena?"*

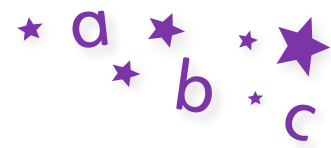
Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- 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.

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: 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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "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: "rata, re, reetsa, rona, robetse, rora, reng, rialo. Can you hear the focus sound: rata, re, rona, rialo? Yes, you are right! They all have the sound /r/."
- 2 Listen carefully, here are some more words with /r/: rula, raka, reise, rouse, rasefofane, reka, raga, ranta, ribone. (Emphasise the focus sound as you say these words.)
- 3 Say the sound r clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /r/: "r-r-r". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

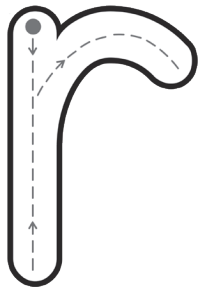
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

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



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

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



Week 1 Day 2

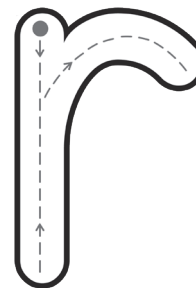
Whole class activities

Storytelling and singing

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

Forming the letter

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



Small group activities

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



Lo tšile go tlhoka:

- lipapethi neepropu ezimalunga nebali
- lbhokisi yoonobumba enezinto okanye imifanekiso yezinto ezigxile kwisandi u r: raka, ranta, ribone, ratsuru, roboto, raseke, rula, raese, rouse



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Ba kope gore ba bolelele tsala ya bone sengwe ka lentswe le le kwa tlase jaaka la tshephe, morago ga moo ka lentswe le le boteng jaaka segwagwa fa se ne se tsietsa diphologolo, ba bo ba bua ka lentswe le le kwa godimo ba galefile jaaka tau.
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Puppets and props for the story
- A letter box containing objects or pictures of objects that start with **r**: raka, ranta, ribone, ratsuru, roboto, raseke, rula, raese, rouse



Week 1 Day 3

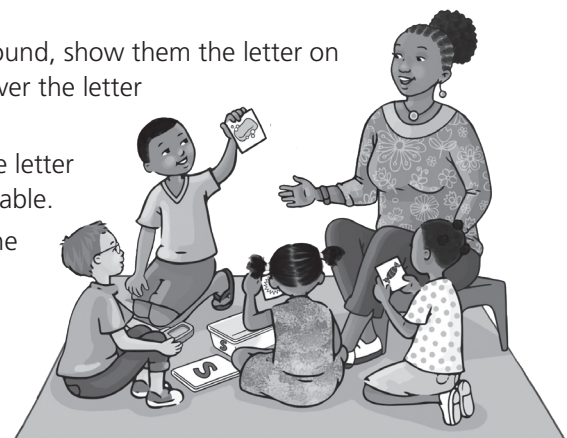
Whole class activities

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



Small group activities

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



Lo tšile go tšhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

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



Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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

Go reetsa medumo e go ithutwang yone

- 1 Bolelela barutwana gore o tšile go opela pina mme ba reetse ka kelotlhoko medumo e mafoko a felelang ka yone (molodi wa pina: "Mary o ne a na le kwana").
 - ★ Morutabana: "Mafoko ano a felela ka modumo ofe, felela ka modumo ofe, felela ka modumo ofe? Mafoko ano a felela ka modumo ofe?: bata, pata, jarata."
 - ★ (Morutabana o gwetlha barutwana gore ba arabe.)
 - ★ Barutwana ba bitsa modumo o lefoko le felelang ka one, ka sekai: /ta/. (Morutabana o ba emisetsa monwana wa kgonojwe.)
 - ★ Morutabana: "/ta/ ke modumo o mafoko ano a felelang ka one, mafoko ano a felelang ka one, mafoko ano a felelang ka one, /ta/ ke modumo o mafoko ano a felelang ka one: bata le pata le jarata."
- 2 Dirisa mafoko ano mo tirwaneng eno:
 - ★ /ne/: fene, pene, ribone, kane, namune, semonamone, rasefofane, sefofane, palone
 - ★ /ko/: joko, koko, noko, dithlako, foroko, seboko, sediko, sesupanako, toroko, sefako
 - ★ /ga/: raga, šaga, šuga, noga, itoga, sebağa, sefatanaga
 - ★ /ma/: nama, oma, hema, ditalama
 - ★ /ti/: biskiti, tamati, tapeiti
 - ★ /re/: emere, sepekere, sekere, fensetere, hamore
 - ★ /le/: esele, upole, baesekele, jale, serurubele, tafole
 - ★ /ba/: itsiba, leeba, peba, kiriba

Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Big sequence pictures

Stella says:



These are useful questions to ask about each picture:

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

Week 1 Day 4

Whole class activities

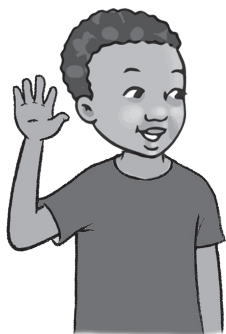
Sequencing pictures

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



Listening for focus sounds

- 1 Explain to learners that you are going to sing a song and they must listen carefully to the end sounds in the words (tune: "Mary had a little lamb").
 - ★ Teacher: "What's the sound that ends these words, ends these words, ends these words? What's the sound that ends these words: bata, pata, jarata." (Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: /ta/. (Teacher gives thumbs-up sign.)
 - ★ Teacher: "/ta/ is the sound that ends these words, ends these words, ends these words! /ta/ is the sound that ends these words: bata le pata le jarata."
- 2 Use these words for this activity:
 - ★ /ne/: fene, pene, ribone, kane, namune, semonamone, rasefofane, sefofane, palone
 - ★ /ko/: joko, koko, noko, dithlako, foroko, seboko, sediko, sesupanako, toroko, sefako
 - ★ /ga/: raga, šaga, šuga, noga, itoga, sebage, sefatanaga
 - ★ /ma/: nama, oma, hema, ditalama
 - ★ /ti/: biskiti, tamati, tapeiti
 - ★ /re/: emere, sepekere, sekere, fensetere, hamore
 - ★ /le/: esele, upole, baesekele, jale, serurubele, tafole
 - ★ /ba/: itsiba, leeba, peba, kiriba



Small group activities

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



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Pampiri ya tšhate, pene ya go tshwaya
- Kgetsana e nnye ka ditshwantsho kgotsa dilo tsa diphologolo tse di tlhaga tsa mafoko a dinokontsi tse di nyalanang le leinane

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Raya barutwana o re: *"Gompieno re tlile go ikwalela kgang ya rona ka ga nngwe ya diphologolo mo kgannyeng. A re tlhopheng gore re batla go kwala ka phologolo efe."* Bontsha barutwana ditshwantsho tsa diphologolo go tswa mo kgannyeng. Fa o sena go tlhopho gore o kwala ka phologolo efe, baya setshwantsho sa phologolo eo mo gare ga pampiri.
- 2 Dirisa dipotso tse di latelang go kaela go kwalwa ga kgang:
 - ★ Kopa barutwana go naya phologolo leina mme o le kwale.
 - ★ Kopa barutwana go thalosa gore phologolo eo e nna kae. Thalosa lefelo leo mme o le kwale.
 - ★ Thalosa gore phologolo eo e ratago ja eng. Fa lo sena go dumalana, kwalang seo.
 - ★ Kopa barutwana go ntsha dikakantsho tsa se se kileng sa dirwa ke phologolo eno nako nngwe. Tlhopa nngwe ya tsone mme o e kwale.
 - ★ Bua gore go ba tla dirang morago fa moo; kwala mafoko a barutwana.
- 3 Ba kope go tlotla gore ba akanya gore kgang eno e feletse jang.

Go kopanya le go kgaoganya (dinoko)

- 1 Bontsha barutwana ditshwantsho tsa diphologolo tse di tlhaga. Kopa barutwana go go thusa go bitsa leina la setshwantsho sengwe le sengwe mme lo kgomaretse ditshwantsho mo leboteng kgotsa lo di beye mo mosemeng gore barutwana botlhe ba di bone.
- 2 Morago ga moo tsenyang setshwantsho mo bekeng. Tlhopa morutwana, mme o mo kope go ntsha sengwe sa ditshwantsho mo bekeng. Ba leke bo bitsa leina la phologolo e ya tlhaga, ba le kgaoganye ka dinoko.
- 3 Barutwana ba bangwe ba reetse se ba se buang, ba bo ba kopanya dinoko mmogo go dira lefoko.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Puppets from the story
- Flipchart paper, whiteboard marker
- Pictures of wild animals

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



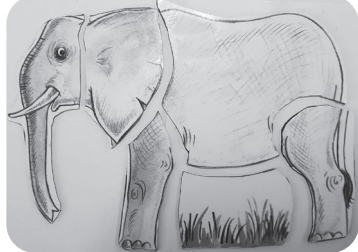



Small group activities

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

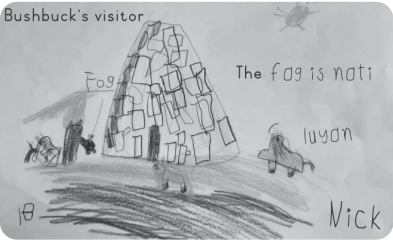

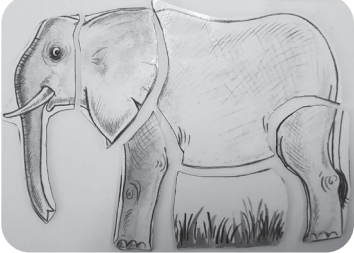



Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo  <p>Moeng go tswa kwa Tshephe sewa sewaseselek ta</p>  <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyegwe fa bangwe ba barutwana ba kwala ditlhaka tse ditelelelele ntle le diphathana.</i></p>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Malepa a dimpopi Dimpopi tsa kang Pampiri ya A4 Dikherayone tse di mafura tsa jumbo 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tlhalosetsa barutwana gore ba tshwanetse go kgaoganya manathwana pele go ya mmala wa phologolo nngwe le nngwe, morago ga moo ba bo ba kopanya manathwana ano go bopa phologolo e e mo kgannyeng. Ba bontshe dikarolo dingwe tsa mmele wa phologolo (selopo, maoto, ditsebe) o bo o ba kopa go leba mpopi go bona go bona gore ditokololo tsa mmele di lomagana fa kae mmogo. Fa ba sena go wetsa malepa a diphologolo, ba ka tlhopha phologolo e le nngwe gore ba e thale. 
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go ithophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 1

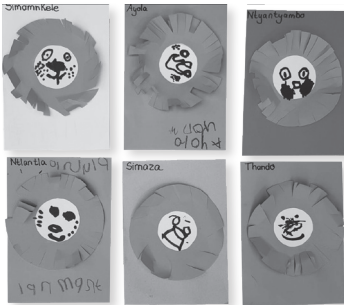
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 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.





Lo tlele go tlhoka

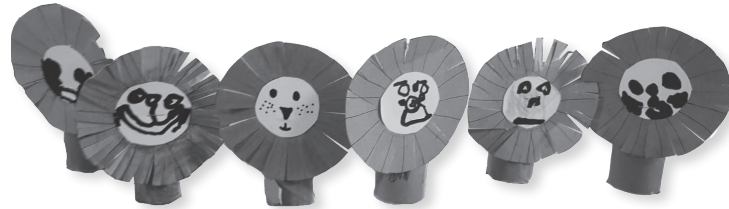
- Mpopi wa tau kgotsa setshwantsho sa tau e tonanyana e e seriri
- Naya morutwana mongwe le mongwe: Pampiri ya bogolo jwa A5, pampiri ya mmala wa namune kgotsa e e phifadu le e e serolwana go thala didiko le go di segolola, dikere, dikherayone tse dintsho kgotsa dipene tsa khokhi, rolo ya ka fa ntlwaneng kgotsa dikherayone kgotsa pampiri ya bogolo jwa A5, dipopego tse di sediko go tsaya dintlha tsa tsone ka motlhala



Ditirwana

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

- 1 Bontsha barutwana mpopi wa tau kgotsa setshwantsho sa tau mme o ba botse gore a mongwe wa bone o a itse gore moriri wa sefatlego sa tau o bidiwang (e tonanyana).
- 2 Tlhalosetsa barutwana gore ba tlele go dira sefatlhego sa tau ba dirisa didiko tsa pampiri.
- 3 Ba tshwanetse go simolola ka go segolola didiko tse pedi. Ba ka nna ba thala motlhala wa bokafantle jwa moteme gore ba nne sediko se segolo, ba bo ba thala bokafantle jwa rolo ya pampiri ya ntlwana ya boithomelo go dira sediko se sennye. Ba kgomaretse sediko se sennye mo gare ga sediko se segolo ba bo ba thala nko ya tau, molomo, matlho le ditedu. Morago ga moo ba segolole molathoko wa sediko se segolo go dira moriri wa tau. Fa ba feditse, ba ka nna ba kgomaretsa tau mo tsebeng ya bone e e sa kwalelang sepe kgotsa o ka nna wa ba thusa go e kgomaretsa ka seteipolara mo rolong ya pampiri ya ka fa ntlwaneng.



- Didirisiwa: ditotšhe, mesamo, dibeke tse go robalwang mo teng ga tsone, molelo wa matshamekwane o o orwang o o tsestsweng dikgong le pampiri ya mmala wa namune, o o serolwana le mo mohibidu go dira molelo ka tsone, ditshwantsho tsa metlhala ya maoto ya diphologolo tse di farologaneng go dira metlhala ya tsone go dikologa tente, kobo kgotsa letsela go dira tente ka lone, bukana le pensile ya go kwala medumo e e dirwang ke diphologolo e ba e utlwanng fa ba le mo kampeng

Tirwana 5: Mantlwane

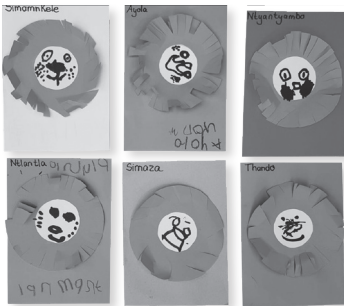
- 1 Isa setlhopha kwa sekhutlong sa mantlwane mme o ba bontshe didirisiwa tse di ntšha.
- 2 Ba tlhalosetse gore ba tlele go dira jaaka e kete ba ya khempeng bosigo mo serapeng sa diphologolo. Ba dire ditente ka ditulo le dikobo. Barutwana bangwe ba ka nna bna itira diphologolo dingwe tse di farologaneng ba etsise medumo ya tsone mo khempeng, ka sekai, tau e e rorang le go ebela, tlou e e jang matlhare.
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka.





You will need

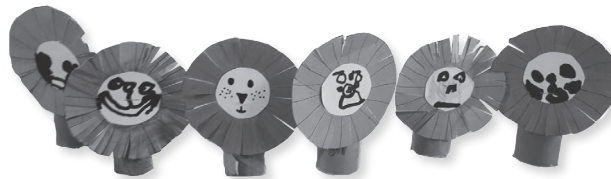
- The lion puppet or a picture of a male lion with a mane
- For each learner: an A5 piece of paper, orange or brown and yellow paper to draw and cut out circles, scissors, black crayons or kokis, either a toilet roll or an A5 piece of paper, circular shapes to trace around



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. 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.
- 2 Visit the corner at least once to observe and encourage the learners' pretend play.





Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe
- Fotokhopi ya ditshwantsho tsa tatelano tse di Bontsho le Bosweu tsa morutwana mongwe le mongwe
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kangang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kangang e tlhaloganyesege. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kangang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Kopa barutwana go segolola ditshwantsho tse di bontsho le bosweu, ba di rulaganye ka tatelano e e siameng mme ba di kgomaretse mo pampiring e e sa kwalelang. Tsamaya-tsamaya mo phaposiborutelong mme o thuse fa go tlhokagalang. Tirwana e e botlhokwa go sekaseka bokgoni jwa barutwana jwa go baya ditiragalo tse di botlhokwa tsa leinane ka tatelano e e siameng.
- 6 Fa barutwana ba feditse ditshwantsho tsa bona tsa tatelano, fa morutwana mongwe le mongwe buka e nnye. Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong.
- 7 Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhopha tse dinny

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- 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. Say these words from the story: *“seng, setlhare, selopo, setlou, seno, setau, setshegonyana, Segwagwa. Can you hear the focus sound: setlhare, seno, segwagwa? Yes, you are right! The focus sound is /s/.*
- 2 Listen carefully, here are some more words with /s/: setulo, seatla, sebaga, seboko, sediko, seipone, sekere, sesiro, sesupanako, sefako, sebeso, sapa.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound **s** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /s/: **“s-s-s”**. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tšile go tšhoka:

- Buka e Kgolo: *Moeng go tswa kwa Tshephe*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

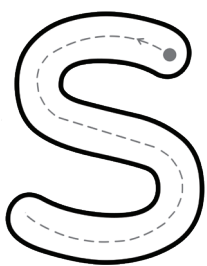
Puisokopanelo – Buka e Kgolo

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



Go bopa tlhaka

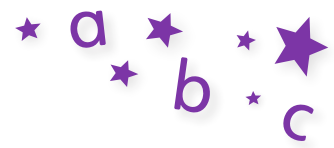
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /s/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /s/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira **sebokwana** se se roromang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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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

Week 2 Day 2

Whole class activities

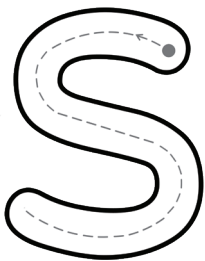
Shared reading – Big Book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /s/ or if they can think of any other words that start 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 (**sebokwana**).
- 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.



Lo tlile go tlhoka:

- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **s**: setulo, seatla, sebaga, seboko, sediko, seipone, sekhafo, sekere, semonamone, seroto, sesiro, sesupanako, setena, sukiri, segwagwa, setimela, sefofane, serurubele



Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Simolola tirwana ya letsatsi la gompiano ka gore: *“ke batla le tswale matlho a lona, mme ke tla dira modumo. Ke batla gore lo reetse ka tlhoafalo mme lo tsholetse letsogo fa lo ka mpoletse gore ke modumo ofe.”*
- 2 Dira medumo e tshwana le go kokota mo godimo ga tafole, go opa diatla, go letsa bele, go thwantsha menwana, go tshameka seletswa sa mmimo. Fa o fetsa go dira medumo mme barutwana ba kgona go ka supa, dira tatelano ya medumo e metlhano. Mme o boeletse tatelano eo, fela o tlogele modumo o le mongwe – barutwana ba tshwanetse go bua modumo o o tlogetsweng.
- 3 Bolelela barutwana: *“Ka fa jaanong re setse re ikatiseditse go reetsa ka tlhoafalo, ke tlile go bua mangwe a mafoko mme lo tshwanetse go mpoletse gore ke lefoko lefe le le sa tsamaelaneng. Reetsa ka tlhoafalo mafoko otlhe pele o ka leka go fopholetsa. Baya seatla sa gago mo godimo ga tlhogo fa o akanya gore o itse karabo.”*
 - ★ tshephe, segwagwa, tshokolete, tau (tshokolete ga se phologolo)
 - ★ ditlhogo, dibuka, magetla, mangwele (buka ga se karolo ya mmele)
 - ★ mosese, jase, ditlhako, sukiri (sukiri ga se seaparo)
 - ★ leruarua, notshi, weile, dolofine (notshi ga se phologolo ya mo metsing)

Mabokoso a ditlhaka

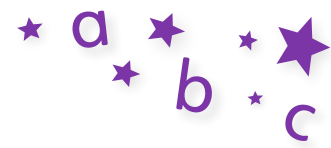
- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe didiriswa le ditshwantsho ka bongwe ka bongwe mo lebokosong la ditlhaka, ba bontshe se le sengwe ka nako. Ba botse maina a dilo tseo. Fa go na le barutwana ba ba buang dipuo tse dingwe, ba kope go bolelela bana mo phaposiborutelong gore ba bitsa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



Ditirwana tsa ditlhapha tse dinnye

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





You will need:

- A letter box containing objects or pictures of objects that start with **s**: setulo, seatla, sebaga, seboko, sediko, seipone, sekhafo, sekere, semonamone, seroto, sesiro, sesupanako, setena, sukiri, segwagwa, setimela, sefofane, serurubele



Week 2 Day 3

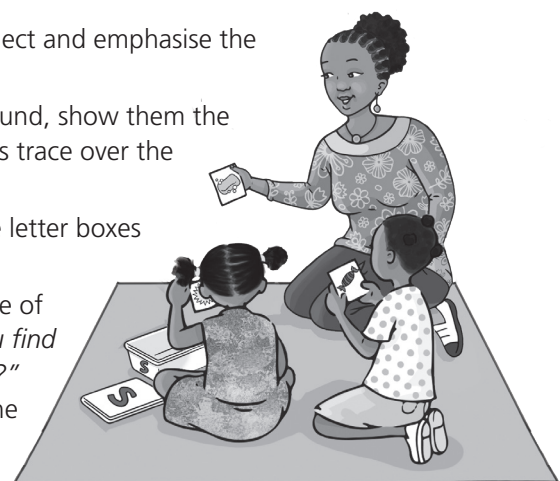
Whole class activities

Learning to listen

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



Small group activities

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



Lo tlile go tlhoka:

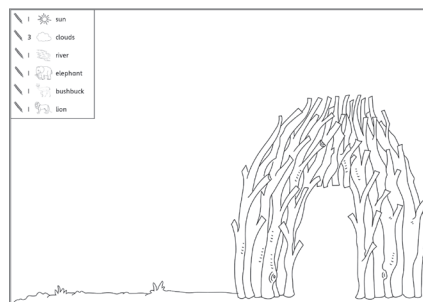
- Pampiri e e gatisitsweng ya **Tsebe ya tirwana ya Buisa o bo o dira** go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Morutwana mongwe le mongwe o tlhoka tsebe ya gagwe ya tirwana. Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonang (dipalo, ditshwantsho le mafoko).
- 2 Gakolola barutwana gore ba tlile go "buisa" mola mongwe le mongwe mme ba dire se o se laelang.
- 3 Leka go efoga go buisa lenaane le barutwana, fela ba rotloetse go buisa lenaane lotlhe pele ba simolola go thala.
- 4 Tsamaya-tsamaya fa barutwana ba dira tiro mme o ba fe kemonokeng fa go tlokega.
- 5 Gakolola barutwana go leba lenaane gape fa ba fetsa go "buisa" le go thala, le go baya letswao mo moleng mongwe le mongwe fa ba feditse tirwana eo.



Go reetsa medumo e go ithutwang yone

- 1 Bolelela barutwana gore o tlile go opela pina mme ba reetse ka kelotlhoko medumo e mafoko a felelang ka yone (molodi wa pina: "Mary o ne a na le kwana").
 - ★ Morutabana: "*Mafoko ano a felela ka modumo ofe, felela ka modumo ofe, felela ka modumo ofe? Mafoko ano a felela ka modumo ofe?: bata, pata, jarata.*"
 - ★ (Morutabana o gwetlha barutwana gore ba arabe.)
 - ★ Barutwana ba bitsa modumo o lefoko le felelang ka one, ka sekai: **/ta/**. (Morutabana o ba emisetsa monwana wa kgonojwe.)
 - ★ Morutabana: "*/ta/ ke modumo o mafoko ano a felelang ka one, mafoko ano a felelang ka one, mafoko ano a felelang ka one, /ta/ ke modumo o mafoko ano a felelang ka one: bata le pata le jarata.*"
- 2 Dirisa mafoko ano mo tirwaneng eno:
 - ★ **/ne/**: fene, pene, ribone, kane, namune, semonamone, rasefofane, sefofane, palone
 - ★ **/ko/**: joko, koko, noko, dithlako, foroko, seboko, sediko, sesupanako, toroko, sefako
 - ★ **/ga/**: raga, šaga, šuga, noga, itoga, sebage, sefatanaga
 - ★ **/ma/**: nama, oma, hema, ditalama
 - ★ **/ti/**: biskiti, tamati, tapeiti
 - ★ **/re/**: emere, sepekere, sekere, fensetere, hamore
 - ★ **/le/**: esele, upole, baesekele, jale, serurubele, tafole
 - ★ **/ba/**: itsiba, leeba, peba, kiriba



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

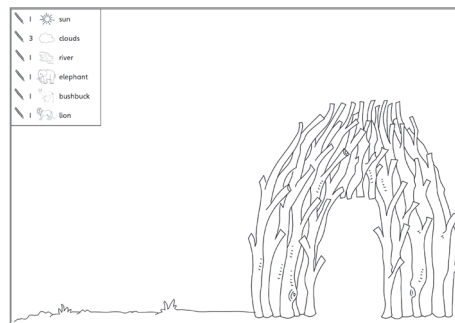
- A photocopy of the **Read and do activity page** for each learner
- Jumbo wax crayons

Week 2 Day 4

Whole class activities

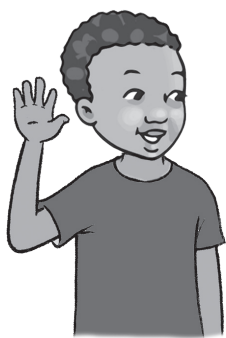
Read and do

- 1 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 sounds in the words (*tune: “Mary had a little lamb”*).
 - ★ Teacher: “What’s the sound that ends these words, ends these words, ends these words? What’s the sound that ends these words: bata, pata, jarata.” (Teacher signals for learners to respond.)
 - ★ Learners say the sound that ends the word, for example: **/ta/**. (Teacher gives thumbs-up sign.)
 - ★ Teacher: “**/ta/** is the sound that ends these words, ends these words, ends these words! **/ta/** is the sound that ends these words: bata le pata le jarata.”
- 2 Use these words for this activity:
 - ★ **/ne/**: fene, pene, ribone, kane, namune, semonamone, rasefofane, sefofane, palone
 - ★ **/ko/**: joko, koko, noko, dithlako, foroko, seboko, sediko, sesupanako, toroko, sefako
 - ★ **/ga/**: raga, šaga, šuga, noga, itoga, sebage, sefatanaga
 - ★ **/ma/**: nama, oma, hema, ditalama
 - ★ **/ti/**: biskiti, tamati, tapeiti
 - ★ **/re/**: emere, sepekere, sekere, fensetere, hamore
 - ★ **/le/**: esele, upole, baesekele, jale, serurubele, tafole
 - ★ **/ba/**: itsiba, leeba, peba, kiriba



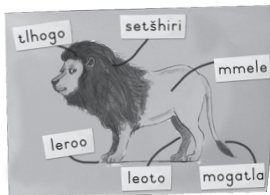
Small group activities

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



Lo tlile go tlhoka:

- Mpopo wa tau, pampiri ya tšhate, dipampiri tsa kgale/dikarata tsa dileibole, pene ya mokwalo o mokima
- Kgetsana e nnye ka ditshwantsho kgotsa dilo tsa diphologolo tse di tlhaga tsa mafoko a dinokontsi tse di nyalanang le leinane



Beke 2 Letsatsi 5

Ditirwana tsa botlhe tsa phaposiborutelo

Bopa, thala le go kwala

- 1 Baya mpopo wa tau kgotsa setshwantsho sa tau mo gare ga tsebe e kgolo
- 2 Kopa barutwana go abelana dintlha tse di kgalhisang tse ba di itseng ka ga ditau. O ka tsimosa dipuisano ka go botsa gore ditau di dula kae (mo nangeng mo Aforika) le gore di ja eng (pitsi ya naga, tshephe le diphologolo tse dingwe). Ba itsise mafoko a mašwa jaaka sejanama, setlhophha sa ditau, seamusi, tawana, jalo le jalo. O ka ba bontsha gape gore tau e e tona le e e namagadi ga di tshwane le gore tau e e namagadi e bidiwa taugadi.
- 3 Botsa barutwana gore a ba ka kgona go bua dikarolo tsa mmele tsa tau. Tlhophha barutwana ka bongwe ka bongwe go tla go supa karolo e e nepagetseng ya mmele (tlhogo, moetse, mmele, mogatla, leoto, leroo).
- 4 Bolelela barutwana gore o tlhoka thuso ya bona go leibola setshwantsho sa tau. Simolola ka go supa mogatla le go thala mola go tswa mogatleng go ya kwa mojang wa setshwantsho. Sela lenathwana la karata mme o e kgomaretse ka Prestiki mo lenathwaneng la pampiri, mo thoko ga mola o o thadileng go tswa mo mogatleng. Jaanong bolelela barutwana o re: *“Ke mang o tla kgonang go nthusa go kwala lefoko ‘mogatla? Ee, e simolola ka modumo /g/ mme e ke tsela e re kwalang g ka yona.”* Tswelala ka go kwala lefoko le feleletse “mogatla” ntle le go kopa barutwana go kapodisa tlhaka nngwe le nngwe.
- 5 Tswelala ka go nna o leibola tlhogo ya tau, moetse, mmele, leoto, leroo. Nako nngwe le nngwe fa o kwala lefoko, kopa barutwana go go thusa go utlwelela modumo o o simololang le go kwala tlhaka e e tsamaelanang. Gakologelwa go kwala ka tlhakanyne. O se dumafatse lefoko lotlhe ka go le thata go dumafatsa mafoko a mantsi. Tsepama mo modumong le tlhaka.
- 6 Kgomaretsa setshwantsho se se leibotsweng mo leboteng mme o lebelele jaaka barutwana ba simolola go buisa dileibole.

Go kopanya le go kgaoganya (dinoko)

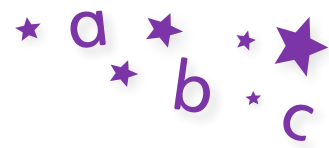
- 1 Bontsha barutwana ditshwantsho tsa diphologolo tse di tlhaga. Kopa barutwana go go thusa go bitsa leina la setshwantsho sengwe le sengwe mme lo kgomaretse ditshwantsho mo leboteng kgotsa lo di beye mo mosemeng gore barutwana botlhe ba di bone.
- 2 Morago ga moo tsenyang setshwantsho mo bekeng. Tlhophha morutwana, mme o mo kope go ntsha sengwe sa ditshwantsho mo bekeng. Ba leke bo bitsa leina la phologolo e ya tlhaga, ba le kgaoganye ka dinoko.
- 3 Barutwana ba bangwe ba reetse se ba se buang, ba bo ba kopanya dinoko mmogo go dira lefoko.



Ditirwana tsa ditlhophha tse dinnye

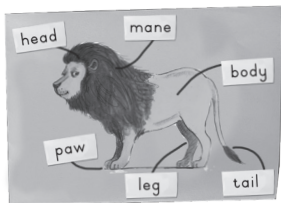
Gakolola barutwana ka ditirwana tsa ditlhophha tse dinnye, melawana ya tirwana nngwe le nngwe le thulaganyo ya go boloka dilo di phuthilwe sentle.





You will need:

- Lion puppet, flipchart paper, scraps of paper/ card for labels, black whiteboard marker
- Pictures of wild animals



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 'tail'? Yes, it starts with the sound /t/ and this is the way we write a **t**." Continue writing the rest of the word "tail" 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 carpet so that all the learners can see them.
- 2 Then put the pictures in a bag. Choose a learner, and ask them to take one of the pictures out of the bag. They must try and say the name of the 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.




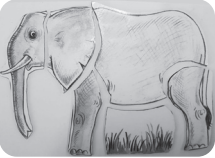




Small group activities

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











Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tile go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Fa morutwana mongwe le mongwe tsebe ya A4 e e mennweng ka halofo ka lebati le le segolotsweng mo bogareng jwa fa pele le le ka bulwang. Ba tshalosetse gore ba tshwanetse go kgabisa ntlwana ya ga tshephe pele go tswa kwa ntle mme morago ba take phologolo ka fa gare ga ntlwana. Ba rotloetse go dira pudulwana ya puo le go "kwala" seo phologolo e se buang. Ba botse fa ba ka rata o ba kwalela Dira buka ya phaposi o dirisa ditsebe tsotlhe tse di farologaneng. Barutwana ba ka buisa buka ka nako ya puiso ka nosi. Barutwana ba tla natefelwa ke go buisa dinaane tsa bona le tsa barutwana ba bangwe.
<ul style="list-style-type: none"> Malepa a dimpopi Dimpopi tsa kgang Pampiri ya A4 Dikherayone tse di mafura tsa jumbo 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Tshalosetsa barutwana gore ba tshwanetse go kgaoganya manathwana pele go ya mmala wa phologolo nngwe le nngwe, morago ga moo ba bo ba kopanya manathwana ano go bopa phologolo e e mo kgannyeng. Ba bontshe dikarolo dingwe tsa mmele wa phologolo (selopo, maoto, ditsebe) o bo o ba kopa go leba mpopi go bona go bona gore ditokololo tsa mmele di lomagana fa kae mmogo. Fa ba sena go wetsa malepa a diphologolo, ba ka tlhopha phologolo e le nngwe gore ba e thale.
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.
<ul style="list-style-type: none"> Tsebe ya A5 go morutwana mongwe le mongwe, pente ya mmala wa namune le o o serolwana, diforoko tsa polasetiki, pene e ntsho ya mokwalo o mokima kgotsa khokipene 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Tshalosetsa barutwana gore ba tlile go penta sefatlhego sa tau mme ba dirisa foroko ya polasetiki go dira moriri wa tau. Ba tshwanetse go simolola ka go penta sediko se se serolwana, le go tsenya pente ya mmala wa namune go potologa sediko. Ba ka dirisa foroko go tsamaisa pente le go dira moriri wa tau. Barutwana ba ba fetsang ka pele ba ka tsenyeletsa mmele wa tau. 
<ul style="list-style-type: none"> Didirisiwa: ditotšhe, mesamo, dibeke tse go robalwang mo teng ga tsone, molelo wa matshamekwane o o orwang o o tseentsweng dikgong le pampiri ya mmala wa namune, o o serolwana le mo mohibidu go dira molelo ka tsone, ditshwantsho tsa metlhala ya maoto ya diphologolo tse di farologaneng go dira metlhala ya tsone go dikologa tente, kobo kgotas letsela go dira tente ka lone, bukana le pensile ya go kwala medumo e e dirwang ke diphologolo e ba e utlwanng fa ba le mo kamping 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tswelala go simolola ka Beke 1 fa ba ne ba dira e kete ba tsamaya mo nakong ya bosigo go ya kwa serapeng sa diphologolo. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. 



Small group activities for Week 2

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons 	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner an A4 page folded in half with a door cut in the middle of the front that can be opened. 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. 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"> 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. 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"> Lead the group to the book corner or give the group a pile of books. Open a book and page through it while demonstrating to learners how to handle the pages and the book carefully. Show learners some of the pictures and then encourage them to each choose something to enjoy reading. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Visit the corner to observe and encourage the learners' reading.
<ul style="list-style-type: none"> 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"> 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"> 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. Visit the corner at least once to observe and encourage the learners' game. 

★ Kgang ya ga Zanele

Kgang

Kgang ya rona gompiano e ka ga Zanele Situ yo o ratang metshameko ya naga ya bone ya Aforika Borwa. Zanele o etela mafelo a a farologaneng go tshameka metshameko a ntse mo setulong sa maotwana ka gonne ga a tlhole a kgona go tsamaya. Reetsa Zanele jaaka fa a re bolelela kgang.

Dumelang, leina la me ke Zanele. Ke belegetswe mo toropong e nnye ya Matatiele. Ke ne ke le mosetsanyana yo o itumetseng, mme fa ke le dingwaga di le 11, mmele wa me wa simolola go lapa le go lwala mme ka lengwe la matsatsi ka fitlhela gore maoto a me ga a kgone go tsamaya. Mme le rre ba ne ba tshwenyega fela thata. Ba ne ba nkisa bookelong.

Dingaka kwa bookelong tsa tlhatlhoba mmele wa me. Tsa dira diteko tse di kgethegileng go bona gore ke eng ke sa kgone go tsamaya. Ke ne ke lapile mme ke fetsa diura tse dintsi ke robotse. Ke ne ka nna kwa bookelong dingwaga di le tharo!

Letsatsi lengwe dingaka tsa raya mme le rre tsa re: "Re maswabi go le bolelela gore Zanele o na le bolwetse jwa lehuba kgotsa TB ya lerapo la mokwatla. A ka se tlhole a kgona go tsamaya mme o tla tsamaya ka setulo sa maotwana."

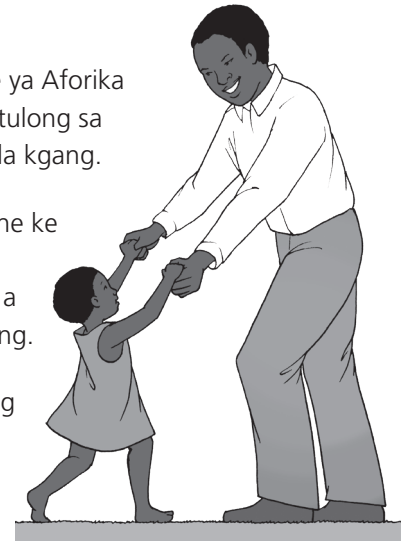
A o ka akanya o sa tlhole o kgona go tsamaya? Ke ne ke rata go tshameka fela thata. Ke ne ke tlile go dirang? Mme le rre ba ntsenya sekolo se se kgethegileng se se nang le bana ba bantsi ba ba jaaka nna. E ne e le sekolo se se tlananelang thata mme barutabana ba ne ba re thusa go dira bojotle jwa rona. Ke ne ka rutwa go tshameka metshameko mengwe ke ntse ke dutse mo setulong sa maotwana.

Ke ne ke batla go tokafala thata fela mo metshamekong e ke neng ke e rata thata. Ke ne ke ikatisa thata letsatsi le letsatsi. Ke ne ke ya dikgaisanong mme ka nna le dimmentlele le meputso e mentsi. Ke ne ke batla go nna le bokgoni gore ke kgone go ya dikgaisanong tse di botlhokwa tsa metshameko mo lefatsheng, ya DiOlimpiki!

Mme fopholetsa gore go ne ga diragala eng? Ee, morago ga dingwaga di le dintsi tsa go dira ka natla ke ne ka bolelelwa gore ke tlile go ya DiOlimpiking! Ke ne ka ya mme ka dira sentle tota, ke ne ka gapa mmentlele wa gauta. Ke ne ke itumetse e bile ke le motlotlo thata.

Gantsi ke a tle ke re: Se tshabe go iteka ka bojotle e bile o se ka wa itlhuboga. Bona gore go ne ga tsamaya jang ka nna!

Kgang eno e felela fano.



★ 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."

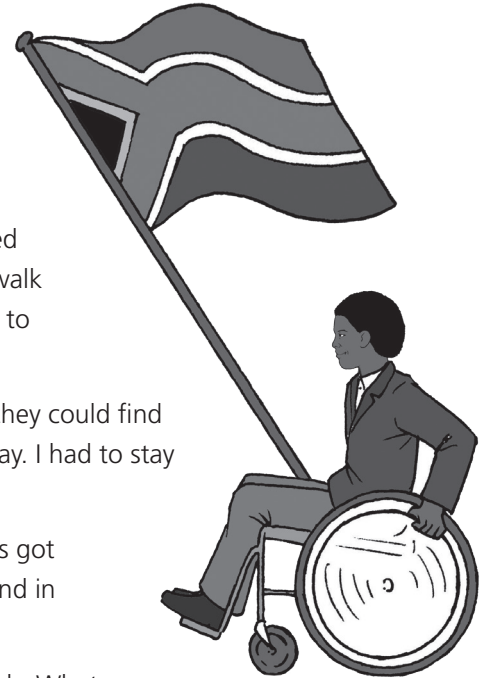
Can you imagine never being able to walk again? I loved to play sports so much. What was I going to do? My mom and dad took me to a special school where there were lots of children like me. It was a very busy school and the teachers helped us to do our best. I was taught to play sports, even though I 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.





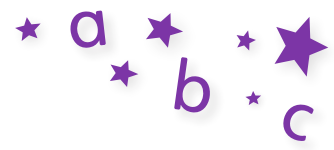
Pina

Tshamekela barutwana pina ya bosetšhaba mme o ba kope gore ba opele mmogo.

Tlotlofoko go tswa mo kgannyeng

Mafoko a a botlhokwa	setulo sa maotwana	metshameko	ikatisa	mmentlele	motlotlo	bookelo
Mafoko a a oketsegileng:	ngaka	tshwenyegile	tshogile	lapile	diteko	tsamaya
	moputso	kgaisano	DiOlimpiki	tsamaya	lerapo lwa mokwatla	kgethegileng



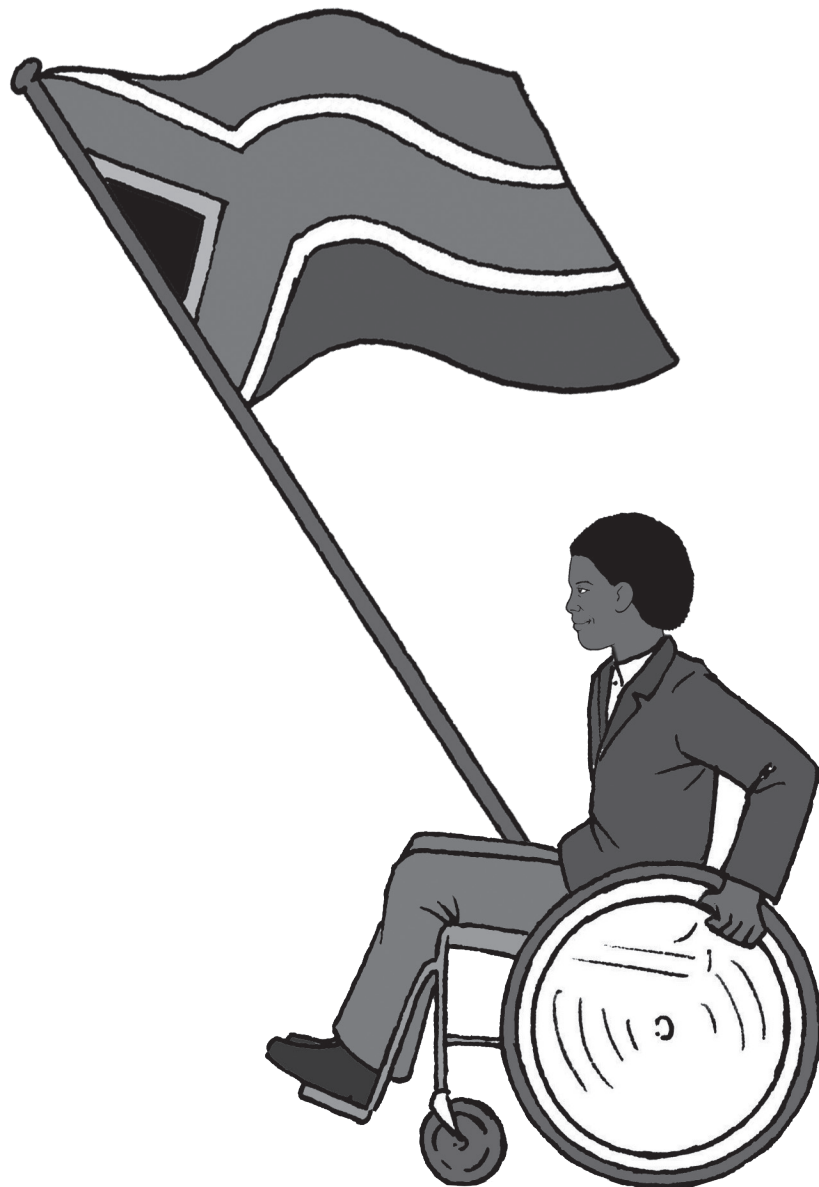


Song

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





Lo tlile go tlhoka:

- Kgang: *Kgang ya ga Zanele*
- Dimpopi: Zanele (jaaka mosetsanyana, a le dingwaga tse di magareng le jaaka mogolo), setulo sa maotwana se se lolea, ngaka
- Didirisiwa: mmentlele, folaga ya Aforika Borwa, bokoso ya thišu ya bolao
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: *"A o itse borametshameko le bomametshameko ba ba tumileng? Ba tshameka metshameko efe? A o itse mongwe yo o neilweng mmentlele ka ntlha ya go dira sentle mo metshamekong? A lo kile lwa utlwa ka di'Olimpiki kgotsa Bagolofadi ba di'Olimpiki?"*
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšhwa a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme bontsha barutwana selo kgotsa setshwantsho go ba bontsha gore lefoko le kaya eng. Ka sekai: ba bontshe mmentlele kgotsa setshwantsho sa mongwe a eme mo godimo ga serala a amogela mmentlele. Tlhalosa gore dimmentlele ke meputso e o e amogelang fa go na le dikgaisano go bonagore ka mang yo o ba gaisang botlhe mo metshamekong.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe. Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.2 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso jaaka: *"O akanya gore ke eng se se dirileng gore sekolo e nne lefelo le le kgethegileng mo go Zanele? O akanya gore o ne a ikutlwa jang fa ngaka e ne e mmolelela gore o tlile go tsamaya ka setulo sa maotwana botshelo jotlhe jwa gagwe?"*

3 Fa o sena go tlotla kgang

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

Tsenyeletsa modumo mongwe go tswa mo kgannyeng

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

Ditirwana tsa ditlhopho tse dinnye

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

Ke tshikinya menwana ya me

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



You will need:

- Story: *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.

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: "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. Do actions and make use of the puppets and props.
- 2.2 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "What do you think 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: "farologaneng, fa, fitlhela, fela, fetsa, fopholetsa. Can you hear the focus sound: **fa**, **fela**, **fetsa**? Yes, you are right! They all have the sound **/f/**."
- 2 Listen carefully, here are some more words with **/f/**: fifala, faga, fepa, feela, fula, fetlha, folaga, foroko, folutu, lefofa, lefafa, fofa, feela. (Emphasise the focus sound as you say these words.)
- 3 Say the sound **f** clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound **/f/**: "**f-f-f**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Go rekotwa ga pina ya bosetšhaba ya Aforika Borwa le didirisiwa le ditshwantsho tsa pina (setshwantsho sa folaga ya Aforika Borwa kgotsa folaga ya mmatota)



Beke 1 Letsatsi 2

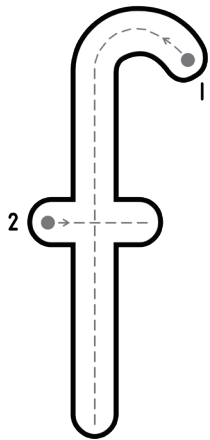
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

- 1 Simolola ka go gopotsa barutwana bokao jwa mafoko a o a rutileng ka Letsatsi 1.
- 2 Tlotla kgang gape o dirisa dimpopi. Botsa dipotso fa o ntse o tlotla kgang. Kopa barutwana go bolelela pele gore go tla direga eng morago ga moo.
- 3 Bolelela barutwana gore o tlile go ba ruta pina e ntšha gore e tsamaisane le kgang. Eno ke pina e e kgethegileng mme ba tshwanetse go ema ba tlhamaletse le go nna motlotlo go e opela.
- 4 Tshameka pina ya bosetšhaba mme o rotloetse barutwana gore ba opele mmogo le wena.
- 5 E opeleng monate ka dipuo tse di farologaneng.

Go bopa tlhaka

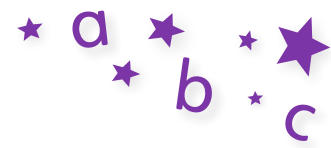
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /f/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /f/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka phepheula matsogo a bona mme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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- Puppets for the story
- 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

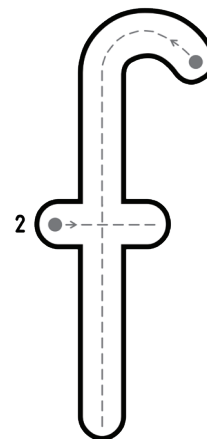
Whole class activities

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



Small group activities

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



Lo tšile go tlhoka:

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



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: Zanele o ne a ikutlwa jang fa a le kwa bookelong? (o ne a lapile e bile a lwala) Zanele le batsadi ba gagwe ba ne ba ikutlwa jang fa dingaka di ne di dira diteko? (ba ne ba tshwenyegile e bile ba tshogile) Zanele o ne a ikutlwa jang fa a sena go gapa mmentlele wa gauta? (o ne a itumetse e bile a le motlotlo).
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang mme o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

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



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

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



Week 1 Day 3

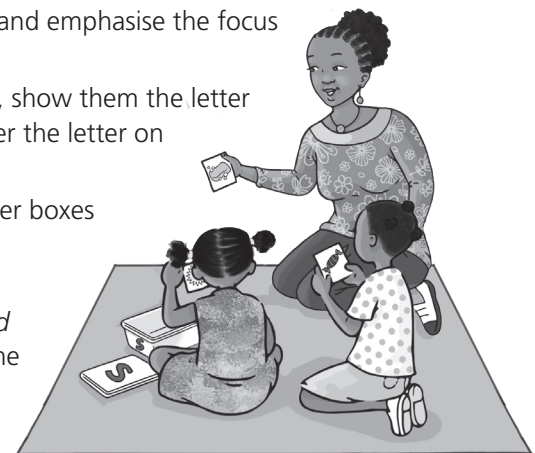
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: "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. Let some learners trace over the letter on the lid with their fingers.
- 6 Now, combine objects from two or more letter boxes and spread them on the floor or table.
- 7 Ask learners to find objects that have one of the focus sounds. For example: "Can you find something that starts with the sound /f/?" The learner must name the object, say the focus sound and place the object in the correct letter box.



Small group activities

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





Lo tšile go tšhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dikarata tsa ditlhaka le ditshwantsho Mehitshana e le metlhano ya DiOlimpiki e e dirilweng ka meteme e e apeditsweng ka pampiri ya mmala (Mebala ya diOlimpiki: bontsho, bohobidu, botala, serolwana, pududu) e e nang le tšhaka le karata ya setshwantsho e e kgomareditsweng fa pele ga moteme mongwe le mongwe

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

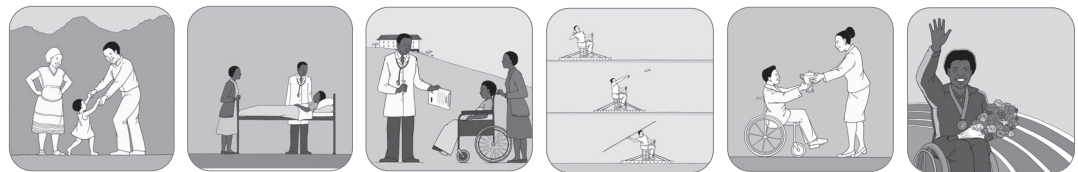
- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšhwa go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhopha tatelanyo nngwe ya ditshwantsho mme o di tsholetse. Botsa barutwana gore ba bona eng, o bo o bua nakonyana ka setshwantsho.
- 4 Fa o sena go tlotla setshwantsho sengwe le sengwe, se kgomaretse mo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

Stella a re:



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

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



Go reetsa medumo e go ithutwang yone

- 1 Naya morutwana mongwe le mongwe karata ya setshwantsho. Ba tšhwanetse go bitsa leina la setshwantsho mme ba bue lefoko leo ba iketlile thata. Barutwana ba bangwe bone ba leke go bona gore ke modumo o go ithutwang one. Ka sekai: Lefoko "foroko" le na le modumo ya /f/.
- 2 Fa morutwana mongwe le mongwe a nnile le sebaka sa go bitsa leina le go tšhala modumo, bontsha barutwana mehitshana ya diOlimpiki e e dirilweng ka meteme. Ba kope go leba tšhaka e e kwadilweng mo motemeng mongwe le mongwe mme ba swetse gore ba batla go baya kae karata ya bone ya setshwantsho. Ka sekai: Fa ba na le setshwantsho sa "foroko", ba tla tšhwanela ke go e baya mo motemeng o o nang le modumo wa "f".



Ditirwana tsa ditlhophha tse dinnye

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





You will need:

- Big sequence pictures
- Picture cards
- 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

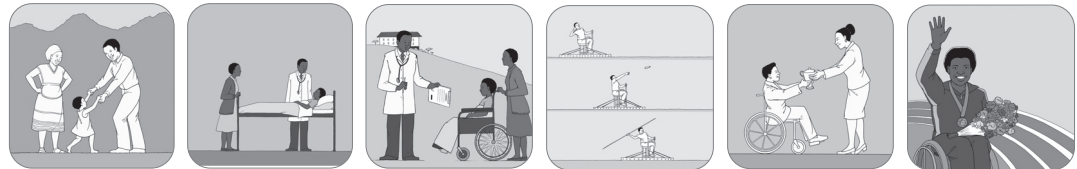
- 1 Sing the song again.
- 2 Introduce new words from the vocabulary list.
- 3 Choose one of the sequence pictures and hold it up. Ask learners what they see, then talk about the picture in detail.
- 4 Once you have discussed each picture, stick it on the board so learners can see it. Make sure the pictures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





Lo tlile go tlhoka:

- Naya morutwana mongwe le mongwe tege ya motshameko kgotsa letsopa gore a dire dimmentlele di le tharo (wa gauta, wa selefera le wa boronse), sekhurumelo sa jeke ya jeme, setoroo sa go nwa, pente (gauta, selefera le boronse), leleme kgotsa mogala
- Dikarata tsa ditshwantsho
- Beke kgotsa kgetsana ya mosamo, dilo tse di dirisiwang mo metshamekong e e farologaneng kgotsa ditshwantsho tsa batho ba dira mefuta e e farologaneng ya metshameko

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Morutwana mongwe le mongwe o tla tlhoka bolo ya tege ya motshameko kgotsa letsopa. Ba bolelele gore ba tlile go dira dimmentlele ka Tege ya motshameko kgotsa ka letsopa.
- 2 Ba simolole ka go potoka tege ya motshameko kgotsa letsopa gore le nne sephira. Ba ka nna ba dirisa sekhurumelo sa jeke ya jeme go segolola didiko le setoroo go dira phatlha mo godimo ga mmentlele.
- 3 Dimmentlele di ka nna tsa tlogelwa mo letsatsing gore di ome morago ga moo barutwana ba ka di penta ba bo ba somela leleme kgotsa mogala mo diphatlheng.



Stella a re:



Barutwana ba ka nna le bothata le se lwantha ka go se bonolo go utlwa medumo e e ikemetseng (difoneme) mo mafokong.

Go kopanya le go ripagana (dinoko le di difoneme)

- 1 Baya dikarata tsa ditshwantsho kgotsa dilo mo teng ga beke kgotsa kgetsana ya mosamo.
- 2 Simolola tirwana eno ka go tsenya diatla mo bekeng, o tlopho sengwe o bo o bitsa modumo wa sone gore barutwana ba fopholetse gore ke eng. Ka sekai: "Ke tshwere k-a-ts-e mo seatleng. Ke eng?"
- 3 Morutwana wa ntsha go fopholetsa sentle ke ene a etelelang pele ka thuso ya gago, o tlopha karata e e latelang kgotsa selo gore morutabana a bue modumo wa sone.
- 4 Fa o sena go ntsha dikarata kgotsa dilo di le robedi, kgomaretsa dikarata mo leboteng kgotsa di beye mo mmetsheng gore barutwana ba di bone. O bo o re: "Ke batla k-a-ts-e gore ke e beye. Ke mang a ka mpatlelang yone?"
- 5 Busetse karata kgotsa selo mo bekeng. Botsa barutwana gore a go na le mongwe wa bone yo o ka ratang go tlopha sengwe le go bitsa medumo ya lefoko gore ba bangwe ba fopholetse gore ba tshwere eng ka seatla.



Ditirwana tsa ditlopha tse dinnye

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





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: "I have 'k-a-ts-e' in my hand. What is it?"
- 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: "I am looking for the 'k-a-ts-e' to put away. Who can find it for me?"
- 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.



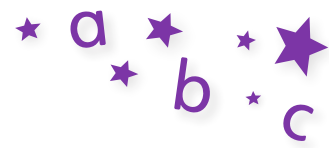
Small group activities

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







Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="222 669 564 878" style="border: 1px solid gray; padding: 5px;"> <p>Kgang ya ga Zanele Prisha</p> <p>Znle afesemedle</p> </div> <div data-bbox="210 905 569 1199" style="background-color: #e6e6fa; padding: 10px;"> <p><i>Mo nakong e ya ngwaga, barutwana ba ka nna ba na le go itshepa go leka go kwala ka bobona. O se tshwenyege fa bangwe ba barutwana ba kwala ditlhaka tse ditelelelele ntle le diphatlhana.</i></p> </div>	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola. Kopa barutwana go supa mafoko a setlhogo fa lo a buisa mmogo. Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko, kgotsa botsa barutwana gore a ba a dumela gore o fetole mafoko a bone pele o a fetola. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone.
<ul style="list-style-type: none"> Dikarata tsa ditlhaka le ditshwantsho, go nyalanya ditlhaka tse di tshwanang tse di kwadilweng mo teng ga dikhurumelo tse di lekaneng ka bogolo tsa dijeke kgotsa tsa mabotlolo Karata e kgolo e e nang le methalo ya ka fa ntle ya dikhurumelo tsa mabotlolo tse di thadilweng mo karateng 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Kopa barutwana gore ba tseye sekhurumelo, ba bitse modumo wa tlhaka mme ba bone gore a ba ka kgona go bona setshwantsho mo teng ga sediko sa go nyalanya dilo mo karateng. Fa ba sena go bona setshwantsho se se tshwanang le se sengwe, ba se khurumele ka sekhurumelo go fitlha ditshwantsho tsotlhe di khurumeditswe. <div data-bbox="708 1439 1472 1656" style="text-align: center;"> </div>
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana <div data-bbox="274 1791 512 2104" style="text-align: center;"> </div>	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mोगwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.



Small group activities for Week 1

You will need	Activities
<ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>At this time of the year, learners might be more confident to try to write themselves. Don't worry if some learners write a long string of letters without spaces.</i></p>	<p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write something about their picture or if they would like you to write for them. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.
<ul style="list-style-type: none"> Letter picture cards, 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.





Lo tšile go tšhoka

- Mehitšana ya diOlimpiki e e segolotšweng mo karateng kgotsa mo dipoleiting tša pampiri, sengaparetsi le dikere
- Pampiri ya mmala (bontšho, bohibidu, botala, serolwana, pududu) e barutwana ba kgonang go e gagola le go e ngaparetsa mo mehitšaneng



Mehitšana ya diOlimpiki e emela dikontinente tša tšhamo tša lefatshe: Yuropa, Asia, Aforika, Dinaga tša America le Oceania

Ditirwana

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

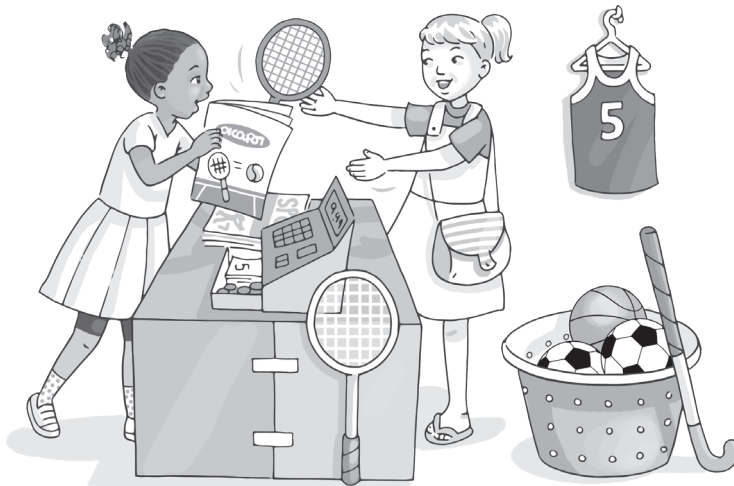
- 1 Naya morutwana mongwe le mongwe mohitšana le pampiri ya mmala. Ba bolelele gore ba gagole pampiri mme ba e ngaparetsa mo mohitšaneng wa diOlimpiki.
- 2 Fa ba sena go dira jalo, ba ka nna ba di kgaoganya go ya ka mebala e le tšhano ya mehitšana ya diOlimpiki ba bo ba kgomaretsa setšhwantšho sa mohitšana wa diOlimpiki mo leboteng mo teng ga phaposiborutelo.

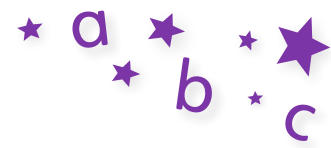


- Didirisiwa: founo, thili, dilwana tše di farologaneng tša metšhameko jaaka dibolo, diaparo, ditšhako, direkete/ dibethe kgotsa dithobane tša hokhi, dimakasine tša metšhameko (tše gantsi di ntšhiwang mahala), ditšhwantšho tša dilwana tša metšhameko le diaparo

Tirwana 5: Mantlwane

- 1 Isa setšhopho kwa sekhutlong sa mantlwane mme o ba bontšhe didirisiwa tše di ntšha.
- 2 Ba bolelele gore ba tšile go dira jaaka e kete ba dira kwa kgotsa ba etela lebenkele la tša metšhameko le kwa go lone ba rekisang kgotsa ba rekang didirisiwa tša metšhameko.
- 3 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšhameka.





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

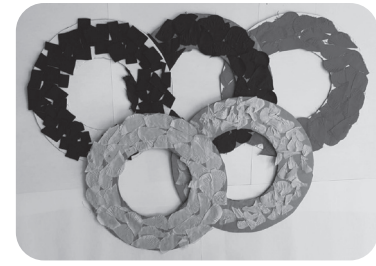


The Olympic rings stand for the five continents of the world: Europe, Asia, Africa, the Americas and Oceania.

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. Explain to them that they are going to pretend to work at or visit a sports shop and sell or buy sports equipment.
- 2 Visit the corner at least once to observe and encourage learners' pretend play.



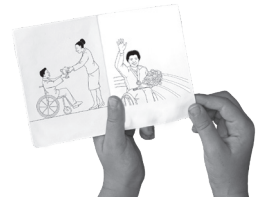


Lo tlile go tlhoka:

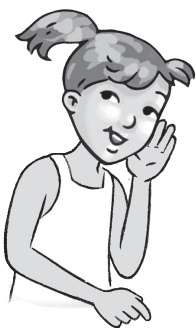
- Tatelano ya ditshwantsho tse dikgolo
- Bukana e e mennweng e go dirilweng fothokhopi ya yone ya morutwana mongwe le mongwe
- Fotokhopi ya ditshwantsho tsa tatelano tse di Bontsho le Bosweu tsa morutwana mongwe le mongwe
- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe, sekere, sekgomaretsi

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong Ditshwantsho tse dingwe go di latelanya



- 1 Simolola barutwana ba ntse mo mmetsheng. Tlhopha barutwana gore ba eme fa pele ga phaposiborutelo, mongwe le mongwe a tshwere mongwe wa mebala ya ditshwantsho tsa tatelano (mme di se ka tatelano ya tsone).
- 2 Botsa barutwana gore a ditshwantsho di ka tatelano e e siameng. Ba kope gore ba supe setshwantsho se se tshwanetseng go bo se le kwa tshimologong ya kangang.
- 3 Kopa setlhopha sa barutwana ba ba tsholeditseng ditshwantsho go suta-suta gore ba eme ka tsela e e tla dirang gore kangang e tlhologanyesege. Botsa dipotso tse di jaaka: *"Ke mang yo o gopolang gore go ne ga direga eng morago ga moo?"*
- 4 Fa o sena go latelanya ditshwantsho tsa kangang, kopa barutwana go ya kwa ditafoleng tsa bone.
- 5 Kopa barutwana go segolola ditshwantsho tse di bontsho le bosweu, ba di rulaganye ka tatelano e e siameng mme ba di kgomaretse mo pampiring e e sa kwalelwang. Tsamaya-tsamaya mo phaposiborutelong mme o thuse fa go tlhokagalang. Tirwana e e botlhokwa go sekaseka bokgoni jwa barutwana jwa go baya ditiragalo tse di botlhokwa tsa leinane ka tatelano e e siameng.
- 6 Fa barutwana ba feditse ditshwantsho tsa bona tsa tatelano, fa morutwana mongwe le mongwe buka e nnye. Fa nako e letla, barutwana ba ka "buisetsa" molekane wa bone bukana eno mo phaposiborutelong.
- 7 Rotloetsa barutwana go ya ka dibuka tseno gae go ya go di buisa le ba malapa a bone.



Tsenyeletsa modumo mongwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"toropong, tokafatsa, tota. A lo utlwa modumo o re tliileng go ithuta one: toropong, tokafatsa, tota? Ee, o nepile! Yotlhe e na le modumo /t/."*
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /t/: tafole, tau, tamati, tedu, tee. (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **t** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /t/: *"t-t-t"* Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa ditlhopha tse dinny

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





You will need:

- Big sequence pictures
- Photocopied and folded little book for each learner
- 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. Say these words from the story: *"toropong, tokafatsa, tota. Can you hear the focus sound: toropong, tokafatsa, tota? Yes, you are right! The focus sound is /t/."*
- 2 Listen carefully, here are some more words with /t/: tafole, tau, tamati, tedu, tee. (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.



Lo tšile go tšhoka:

- Buka e Kgolo: *Kgang ya ga Zanele*
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

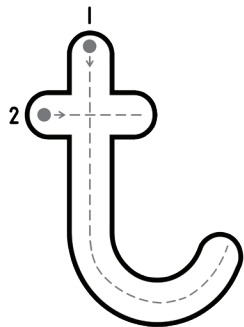
Puisokopanelo – Buka e Kgolo



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

Go bopa tšhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /t/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /t/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka rora mme ba dira e kete ke **tau**.
- 3 Botsa barutwana gore a ba a gopola gore tšhaka ya **t** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tšhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologela kwa tlase, e la ka fa mojang. Tsholetsa seatla mme o thale molakgabaganyo gaufi le kwa godimo.*"
- 4 Kopa barutwana go ithuta go bopa tšhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwateng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tšhaka.
- 5 Tšhaloetsa barutwana gore ba boele kwa ditafoleng tsa bone ba ye go dira ditšhaka tsa motshe wa godimo. Go raya gore ba tla kwala mo godimo ga tšhaka mo tsebeng ya bone ka dikherayone tsa mebala e e farologaneng.
- 6 Fa e le gore barutwana ba kgona go akanya ka dilo tse di simololang ka modumo o tšhaka e o dirang, ba ka nna ba thala ditshwantsho tsa tsone go dikologa tšhaka ya motshe wa godimo.
- 7 Rotloetsa barutwana go bitsa modumo o tšhaka e o dirang fa ba ntse ba kwala tšhaka.



Ditirwana tsa ditšhapha tse dinnye

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





You will need:

- Big Book: *Zanele's story*
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

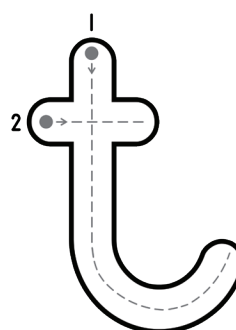
Shared reading – Big Book



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

Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /t/ or if they can think of any other words that start 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.





Lo tšile go tšhoka:

- Kgatiso ya thanolo e telele wa naane ya ga Zanele e buisiwa ke Sindiwe Magona (o ka e belegolola fa: <https://www.youtube.com/watch?v=xioDIWKHFJs>)
- Lebokoso la ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **t**: tafole, tau, tamati, tedu, tee, terebe, toulo, tapeiti, teroli, tapole, toroko, tonki

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Dudisa barutwana ka sediko mme o ba kope go tswala matlho le go reetsa ka tšhoafalo medumo e e gaufi le bona. Bolelea barutwana go bitla matlho a bona go ipaakanyetsa go reetsa ka tšhoafalo.
- 2 Ba tšhalosetse gore o tšile go ba tšhamekela kgatiso ya molaetsa o motelele wa naane ya ga Zanele ka Sekgowa. Ba tšhwanetse go reetsa ka tšhoafalo le go bona gore ba gopola eng go tswa mo naaneng e o ba boleletseng yona.
- 3 Tšhameka kgatiso mme o akgole barutwana ka theetso e ntle.
- 4 Fa naane e fedile, botsa barutwana gore ke eng seo ba se ratileng ka molaetsa o motelele wa naane.
- 5 Bolelela barutwana gore ba ka kopa batsadi ba bona go belegolola naane mme ba e reetse kwa gae.

Mabokoso a ditlhaka

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

Ditirwana tsa ditlhapha tse dinnye

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





You will need:

- A recording of the long version of Zanele's story read by Sindiwe Magona (you can download it here: <https://youtu.be/xioDIWKHFJs>)
- A letter box containing objects or pictures of objects that start with **t**: tafole, tau, tamati, tedu, tee, terebe, toulou, tapeiti, teroli, tapole, toroko, tonki

Week 2 Day 3

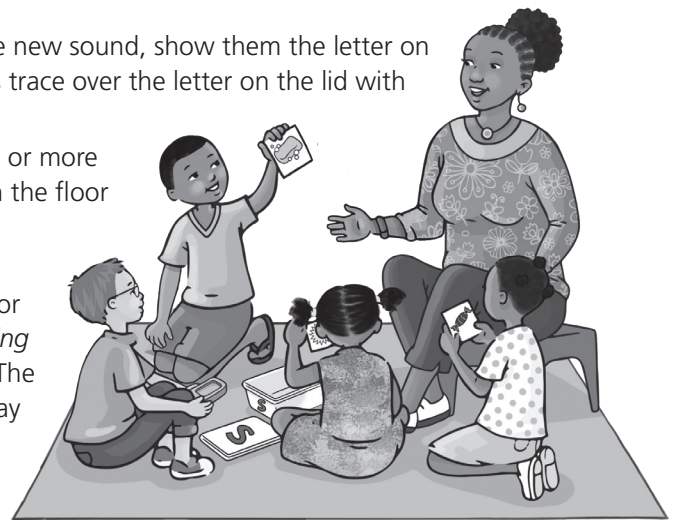
Whole class activities

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



Small group activities

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





Lo tlile go tlhoka:

- Pampiri e e gatisitsweng ya Tsebe ya tirwana ya Buisa o bo o dira go moithuti mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Dikarata tsa ditshwantsho
- Mehitshana e le metlhano ya diOlimpiki e e dirilweng ka meteme e e apeditsweng ka pampiri ya mmala (Mebala ya diOlimpiki: bontsho, bohibidu, botala, serolwana, pududu) e e nang le tlhaka le karata ya setshwantsho e e kgomareditsweng fa pele ga moteme mongwe le mongwe

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

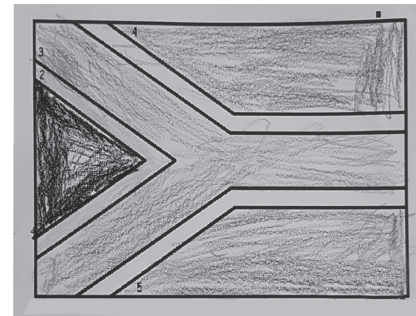
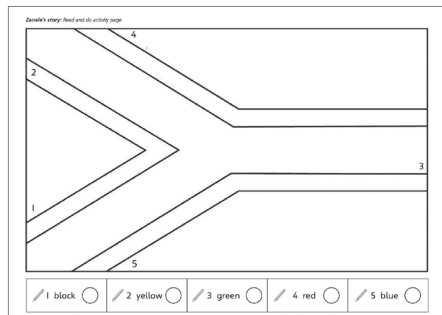
Go buisa le go dira

- 1 Botsa barutwana gore a ba lemoga setshwantsho mo tsebenng ya bona ya tirwana ya go Buisa le go Dira. Ke setshwantsho sa folaga ya Aforikaborwa mme ba tlile go e khalara. Ba kope gore ba lebelele tafole e e kwa tlase ga tsebe mme ba bue ka se ba se bonang (dinomoro, ditshwantsho le mafoko).
- 2 Gakolola barutwana gore ba tlile go "buisa" boloko nngwe le nngwe mme ba dire se e se laelang.
- 3 Se ke tirwana ya "khalara ka nomoro." Buisa boloko ya ntlha le barutwana mme o ba kope go khalara sediko bontsho. Jaanong lebelelang boloko ya bobedi mme lo khalare sediko serolwana. Bontsha barutwana boloko nngwe le nngwe mme o ba kope go khalara didiko. Fa ba feditse go dira seo, ba tshalosetse gore gongwe le gongwe kw aba bonang nomore 1 mo folageng, ba tshwanetse go khalara bontsho, fa ba bona nomoro 2, ba khalare serolwana. Barutwana ba tshwanetse go tswelala go fitlhela folaga yotlhe e khalarilwe.
- 4 Tsamaya-tsamaya fa barutwana baa dira mme o ba eme nokeng mo go tlhokegang.
- 5 Gakolola barutwana gore ba lebelele tafole gape fa ba feditse go "buisa" le go khalara, le go tsenya letshwao mo bolokong nngwe le nngwe fa ba feditse tirwana eo.

Stella a re:



Fa o na le barutwana go tswa kwa dinageng tse dingwe mo phaposing ya gago, ba botse gore a ba na le folaga ya bosetšhaba eo ba ka e tlišang mo phaposing, kgotsa go bona setshwantsho sa folaga go bontsha barutwana ba bangwe mo phaposing.



Go reetsa medumo e go ithutwang yone

- 1 Naya morutwana mongwe le mongwe karata ya setshwantsho. Ba tshwanetse go bitsa leina la setshwantsho mme ba bue lefoko leo ba iketlile thata. Barutwana ba bangwe bone ba leke go bona gore ke modumo o go ithutwang one. Ka sekai: Lefoko "foroko" le na le modumo ya /f/.
- 2 Fa morutwana mongwe le mongwe a ntile le sebaka sa go bitsa leina le go tlaola modumo, bontsha barutwana mehitshana ya diOlimpiki e e dirilweng ka meteme. Ba kope go leba tlhaka e e kwadilweng mo motemeng mongwe le mongwe mme ba swetse gore ba batla go baya kae karata ya bone ya setshwantsho. Ka sekai: Fa ba na le setshwantsho sa "foroko", ba tla tshwanela ke go e baya mo motemeng o o nang le modumo wa "f".



Ditirwana tsa ditlhopho tse dinnye

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





You will need:

- A photocopy of the **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 letter and picture card stuck on the front of each tin

Week 2 Day 4

Whole class activities

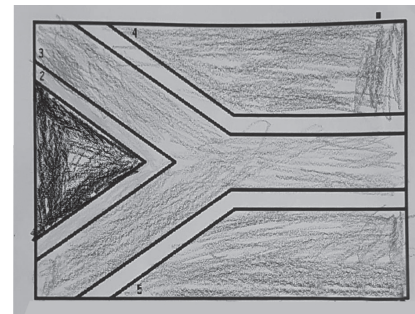
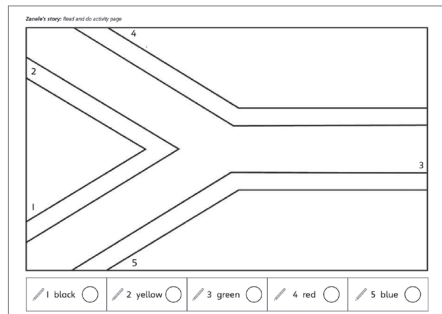
Read and do

- 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. For example: The word “foroko” has the focus 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 “foroko”, 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.



Lo tšile go tlhoka:

- Lenathwana la pampiri ya tšhate, pene ya mokwalo o mokima kgotsa khokipene
- Ditshwantsho kgotsa ditlpi tsa bidio tsa batho ba ba dirang metshameko e e farologaneng
- Dikherayone tse di mafura tsa jumbo
- Dikaratatshwantsho
- Beke kgotsa kgetsana ya mosamo, dilo tse di dirisiwang mo metshamekong e e farologaneng kgotsa ditshwantsho tsa batho ba dira mefuta e e farologaneng ya metshameko

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Bontsha barutwana ditshwantsho kgotsa ditlpi tsa bidio tsa batho ba ba dirang metshameko e e farologaneng. Ba botse gore ba natefela go lebelela motshameko ofe kgotsa ba ka rata go ithuta motshameko ofeng.
- 2 Bua ka dikgaisano tsa metshameko tseo le ka nngang le tsona mo sekolong sa lona. Buisanang gore ke motshameko ofeng o le tla o tselang le gore le ka tlhoka eng go rulaganyetsa kgaisano. Tse ke dingwe tsa dikakanyo: go latlhela dikgetsana mo kgamelong, go tsamaya mo godimo ga lepolanka, go bona gore o ka tlolela bokgakala jo bo kanakang.
- 3 Kopa barutwana go go thusa go kwala taletso go mogokgo go tla mo kgaisanong le go abelana ka dimmentlele. Bua ka mokgwa wa go simolola lekwalo kgotsa taletso "... yo o rategang Re kopa gore o tle dikgaisanong tsa metshameko." Buisanang ka seo le tshwanetse go se kwala mo taletsong: leina la tiragatso, letlha, nako le tulo.
- 4 Tlhopha barutwana ba le babedi go tsamaisa lekwalo le go kopa mogokgo go araba lekwalo ka go kwala. Buisetsa phaposi karabo ya mogokgo.
- 5 Dira dithulaganyo tsa letsatsi la motshameko mme o kope mogokgo go abela morutwana mongwe le mongwe ka mmentlele. (O ka dirisa tlhama ya motshameko e e dirilweng ke morutwana mongwe le mongwe.)

Stella a re:



Barutwana ba ka nna le bothata le se lwantlha ka go se bonolo go utlwa medumo e e ikemetseng (difoneme) mo mafokong.

Go kopanya le go ripagana (dinoko le di difoneme)

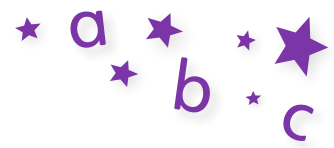
- 1 Baya dikarata tsa ditshwantsho kgotsa dilo mo teng ga beke kgotsa kgetsana ya mosamo.
- 2 Simolola tirwana eno ka go tsenya diatla mo bekeng, o tlhophe sengwe o bo o bitsa modumo wa sone gore barutwana ba fopholetse gore ke eng. Ka sekai: "Ke tshwere k-a-ts-e mo seatleng. Ke eng?"
- 3 Morutwana wa ntlha go fopholetsa sentle ke ene a etelelang pele ka thuso ya gago, o tlhopha karata e e latelang kgotsa selo gore morutabana a bue modumo wa sone.
- 4 Fa o sena go ntsha dikarata kgotsa dilo di le robedi, kgomaretsa dikarata mo leboteng kgotsa di beye mo mmetsheng gore barutwana ba di bone. O bo o re: "Ke batla k-a-ts-e gore ke e beye. Ke mang a ka mpatlelang yone?"
- 5 Buisetsa karata kgotsa selo mo bekeng. Botsa barutwana gore a go na le mongwe wa bone yo o ka ratang go tlhopha sengwe le go bitsa medumo ya lefoko gore ba bangwe ba fopholetse gore ba tshwere eng ka seatla.



Ditirwana tsa ditlhopha tse dinnye

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





You will need:

- A piece of flipchart paper, whiteboard marker or a thick koki
- Pictures or video clips of people doing different types of sport
- Jumbo wax crayons
- Picture cards
- 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: "I have 'k-a-ts-e' in my hand. What is it?"
- 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: "I am looking for the 'k-a-ts-e' to put away. Who can find it for me?"
- 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.




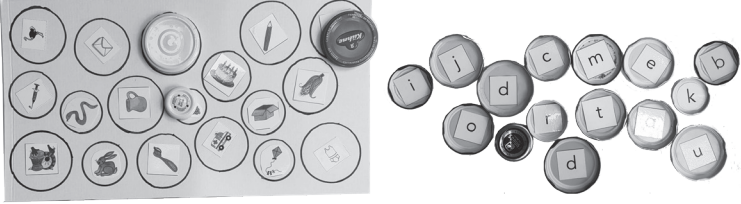

Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

Lo tlike go tlhoka	Ditirwana
<ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo Ditshwantsho tsa metshameko e e farologaneng go buisana (kgotsa ditlupi tsa bidio fa go kgonagala), ka sekai: go thuma, kgwele ya dinao, rakibii, hoki, jabelini, motshameko wa baesekele, go taboga, go palama pitse, tenese 	<p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala/khulayo</p> <ol style="list-style-type: none"> Barutwana ba tshwanetse go lebelela ditshwantsho tsa metshameko e e farologaneng le go sweetsa gore ke motshameko ofe ba ka ratang go o ithuta. Ba tshwanetse go taka setshwantsho sa bona ba dira motshameko oo le go leka go kwala leina la motshameko ka fa tlase ga setshwantsho. 
<ul style="list-style-type: none"> Dikarata tsa ditlhaka le ditshwantsho, go nyalanya ditlhaka tse di tshwanang tse di kwadilweng mo teng ga dikhurumelo tse di lekaneng ka bogolo tsa dijeke kgotsa tsa mabotlolo Karata e kgolo e e nang le methalo ya ka fa ntle ya dikhurumelo tsa mabotlolo tse di thadilweng mo karateng 	<p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Kopa barutwana gore ba tseye sekhurumelo, ba bitse modumo wa tlhaka mme ba bone gore a ba ka kgona go bona setshwantsho mo teng ga sediko sa go nyalanya dilo mo karateng. Fa ba sena go bona setshwantsho se se tshwanang le se sengwe, ba se khurumele ka sekhurumelo go fitlha ditshwantsho tsotlhe di khurumeditswe.  
<ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse di mennweng, Dibuka Tse Dikgolo le dipampitshana 	<p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa . Ba bontshe mokgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa.





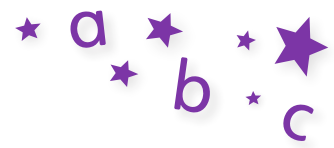
Small group activities for Week 2


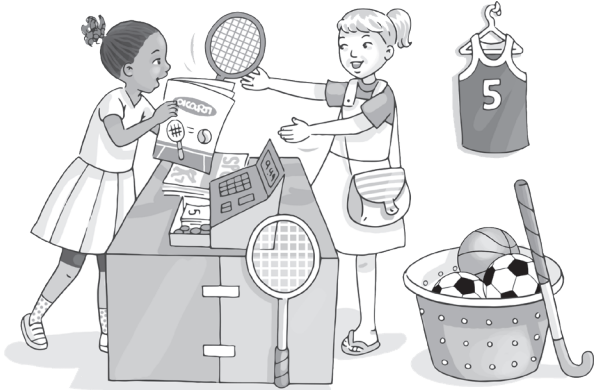
You will need	Activities
<ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons • Pictures of different types of sport to discuss (or video clips if possible), for example: gymnastics, swimming, soccer, rugby, hockey, javelin, cycling, running, horse riding, tennis 	<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"> • Letter 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.



Lo tšile go tlhoka	Ditirwana
<ul style="list-style-type: none"> • Didiko tsa diOlimpiki tse di segolotsweng go tswa mo karateng, sekgomaretsi le sekere, ulu ya mebala ya didiko tsa diOlimpiki 	<p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> 1 Fa morutwana mongwe le mongwe mo setlhopheng sa ntlha sediko mme o ba tlhalosetse gore ba tshwanetse go tšenyeletsa ulu mo phatlheng mo bogareng jwa sediko. Ba tshwanetse go tšwelela ba dira se go fitlha nako ya tirwana ya setlhopha se sennye e fela. Letsatsi le le latelang, barutwana ba ba mo setlhopheng se sengwe ba tšwelela ka go tsamaisa ulu mo didikong tsona tseo. 2 Kwa bokhutlong jwa beke, didiko tse di feditsweng di ka rulagangwa ka letshwao la diOlimpiki le go le kgomaretsa mo leboteng le le mo phaposing. <div data-bbox="779 748 1104 980" data-label="Image"></div> <div data-bbox="1126 748 1413 980" data-label="Image"></div>
<ul style="list-style-type: none"> • Didirisiwa: founo, thili, dilwana tse di farologaneng tsa metshameko jaaka dibolo, diaparo, ditlhako, direkete/ dibethe kgotsa dithobane tsa hokhi, dimakasine tsa metshameko (tse gantsi di ntshiwang mahala), ditshwantsho tsa dilwana tsa metshameko le diaparo 	<p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> 1 Gopotsa barutwana didirisiwa tsa sekhutlo sa mantlwane mme o ba rotloetse go tšwelela go simolola ka Beke 1 fa ba dira e kete ba a dira kgotsa go etela lebenkele la tsa metshameko go reka le go rekisa dilwana le diaparo tsa metshameko. 2 Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tšameka. <div data-bbox="805 1247 1395 1639" 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">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.At the end of the week, the completed rings can be arranged in the Olympic symbol and stuck on the wall in the classroom. 
<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">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.Visit the corner at least once to observe and encourage the learners' game. 





★ Notes



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

	Go reetsa le go bua	Ditumatlhaka, Go buisa le Go Leba	Mokwalo wa Seatla le Tshimololo ya go kwala
✓ Fitlheletswa	Go reetsa ditaello tse di mmalwa tse di raraaneng mme o di diragatse.	Kgaoganyana mafoko a a nang le dinoko tse dintsi ka dinoko.	O ithuta go laola mesifa e mennye a dirisa sekere go segolola ditshwantsho tse di nang le ntsha ya bontsho jo bo tseneletseng, dipopego, jji.
• Ga o a fitlhelelwa	Reetsa kgang e telele o bontshe fa o tlhaloganya ka go araba dipotso tse di nyalanang le kgang.	Amanya medumo le dialefabete le mafoko mme o tlhologanye gore mafoko a bopilwe ka medumo e e fetang bongwe.	Tshwara ditlhaka ka mekgwa e e farologaneng ka go penta ka menwana, maborashe a pente, dikherayone tse di bonota, jji ka go simolola mo lefelong le le tshwanetseng le go tsamaela kwa lelhakoreng le le siameng.
✗ Ga o ise o fitlhelelwe	Opela dipina le dirame o diragatse ka bowena.	Ga a kgonamise buka e bile o phetha ditsebe sentle. Buisanang ka ga go tshwara dibuka le tlhokomelo ya tsona.	Buisang ditlhaga tse lo itlhametsweng tsona kgotsa tse di tlhamilweng ke setlhopha se se rileng mo phaposing. Sekao, dipolelo di kwala ke morutabana, barutwana ba mo lebile ba mmitseta.
Letlha	Botsa dipotso mme o batle ditlaloso mo dibukeng.	Diragatsa kgang, pina kgotsa leboko.	Thala ditshwantsho go fetisa molaetsa ka ga matemogelo a gago o dirise se jaaka se o simololang go kwala ka ga sona.
Maina	Opela dipina le dirame o diragatse ka bowena.	Simolola go 'buisa' mafoko a a tlhagelwang kgapetsakgapetsa mo phaposing le kwa sekolong.	O dira mateko a go kwala ditlhaka a dirisa mela e e motsopodia, ka go kgwarinya le ka go "buisa" mokwalo wa gagwe: O 'buisa' se mela e e motsopodia e se bolelang.
	Dirisa puo go akanya le go ntsha mabaka: o nyalanya dilo tse di tsamaisanang mmogo le go bapisa dilo tse di sa tshwaneng.	Diragatsa kgang, pina kgotsa leboko.	Diragatsa go kwala mo metshamengkong e e farologaneng: dira dikarata tsa go dumedisa, kwala makwalo, jji. O kopolola mafoko a a kwadilweng mo tikologong fa a ntse a tshameka.

★ Term 4: Exemplar record of continuous assessment (checklist)

	Listening and Speaking	Phonics, Reading and Viewing	Handwriting and Emergent writing						
<ul style="list-style-type: none"> ✓ Achieved • Almost ✗ Not yet 	<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>						
Date									
Names									

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

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

★ 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.

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

Mokgwa wa tekolo	1. Ga o a fitlhelelwa (0 – 29%)	2. Phitlhelelo e e mo magareng (30 – 49%)	3. Phitlhelelo e e lekaneng (50 – 74%)	4. Phitlhelelo e kgolo go di feta (75 – 100%)
1 O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona	O kgona go lemoga 0-5 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 6-9 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 10-17 ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno	O kgona go lemoga 18 kgotsa fetang ya ditlhaka le go bitsa medumo e e dirwang ke ditlhaka tseno
2 O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe le mafoko a mangwe.	Ga a lemoge gore mafoko a dirilwe ka medumo; ga a kgone go bitsa modumo o o simololang leina la gagwe kgotsa mafoko a mangwe.	O kgona go bitsa modumo o o simololang leina la gagwe mme o palelwa ke go ntsha karabo fa a bodiwa modumo o o simololang wa mafoko a mangwe.	O kgona go bitsa modumo o o simololang leina la gagwe; o kgona go bitsa modumo o o simololang wa mafoko a mangwe.	Ka methla o kgona go bitsa modumo o o simololang leina la gagwe le mafoko a mangwe.
3 O itlhamela kgang ka go buisa ditshwantsho.	Ga a kgone go dirisa ditshwantsho go bolelela pele gore kgang e ka ga eng; o tshalosa ditshwantsho a dirisa puo e lekanyeditsweng fela thata.	O dirisa ditshwantsho go boelele pele le go tshalosa kgang mme ka go thusiwa.	O dirisa ditshwantsho go boelele pele gore kgang e ka ga eng; a ka nna a 'buisa ka lentswe a le fetotse'.	O dirisa ditshwantsho go boelele pele gore kgang e ka ga eng; o bontsha go tshloganya gore ditshwantsho le mafoko di a amana, mme ga di tshwane; o 'buisa ka lentswe a le fetotse'; o supa mokwalo fa a o 'buisa'.

★ 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”.



Kgweditharo 4: Tshimololo ya go Kwala le ya Mokwalo wa Seatla

Lenaanethalo 1-3

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

★ 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.

★ Dira tege ya motshameko

Lo tlike go tlhoka

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



Dikgato

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

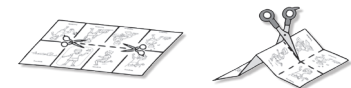
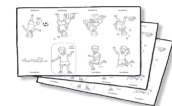
Thuthafatsa tege ya motshameko ka go e tamusa mo diatleng tsa gago. Eno ke thutiso e e siametseng thata mesifa ya bana ya diatla. Paka tege ya motshameko mo dikgetsang tsa polasetiki go e boloka e foreše mme o e boloke mo teng ga foritšhi, fa go kgonega, kgotsa mo lefelong le le tsiditsana.



★ Dira bukana

Dikgato

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



★ How to make playdough


You will need

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



Steps

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

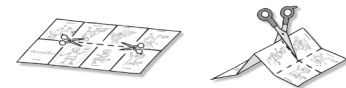
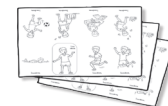


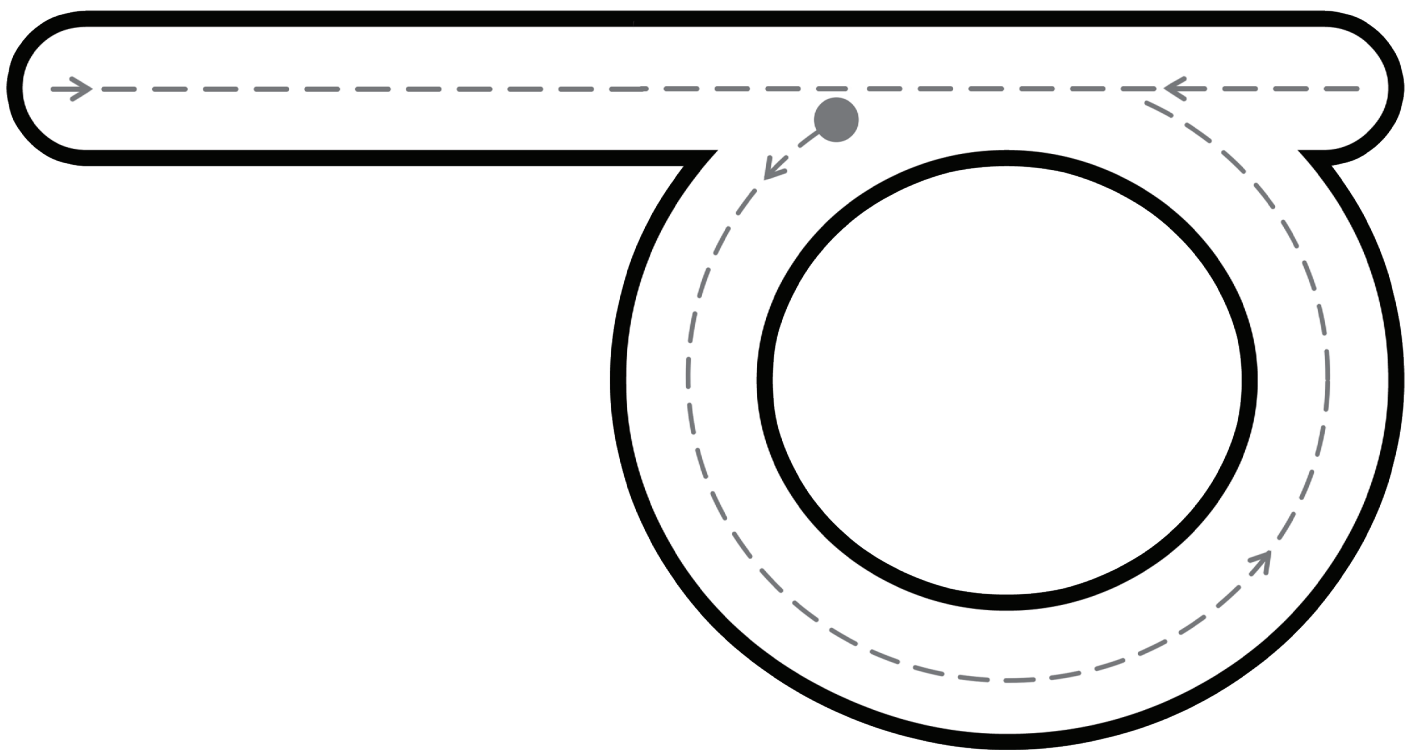
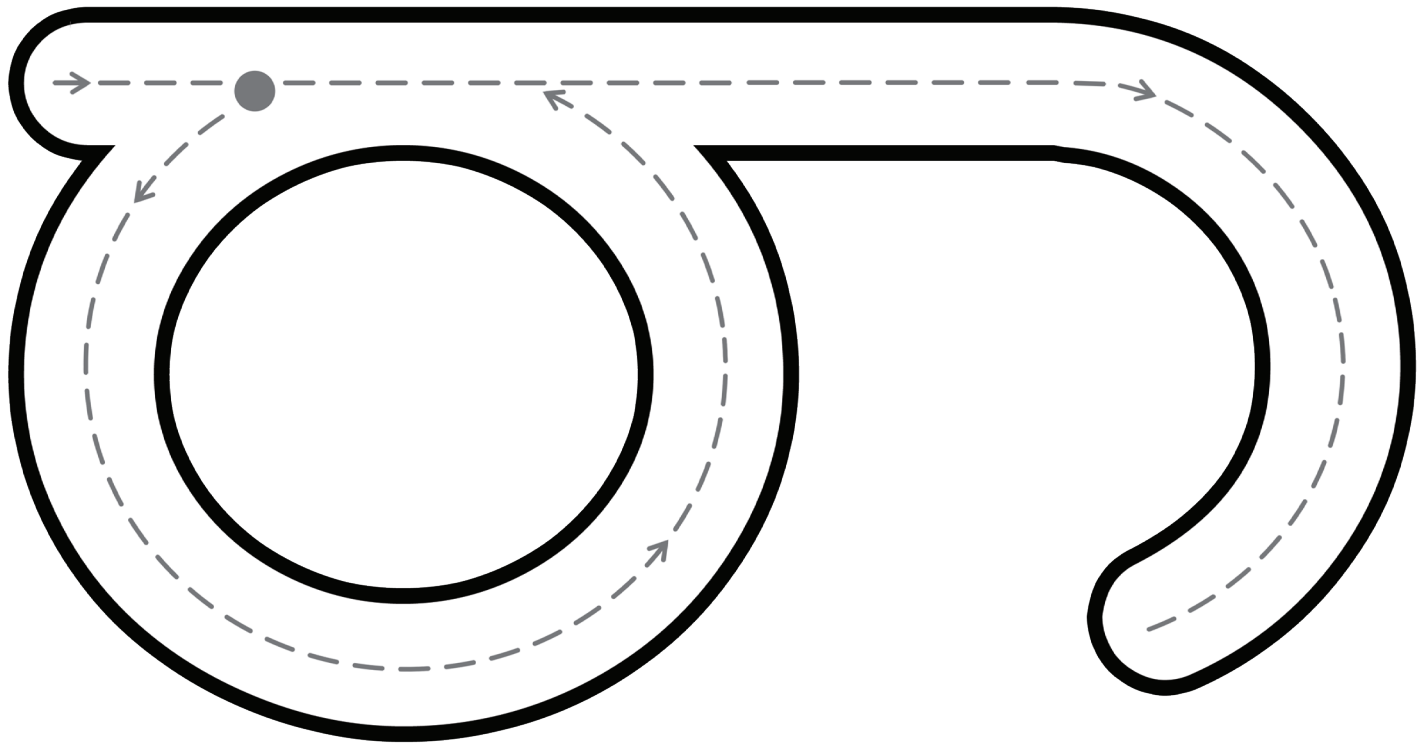
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

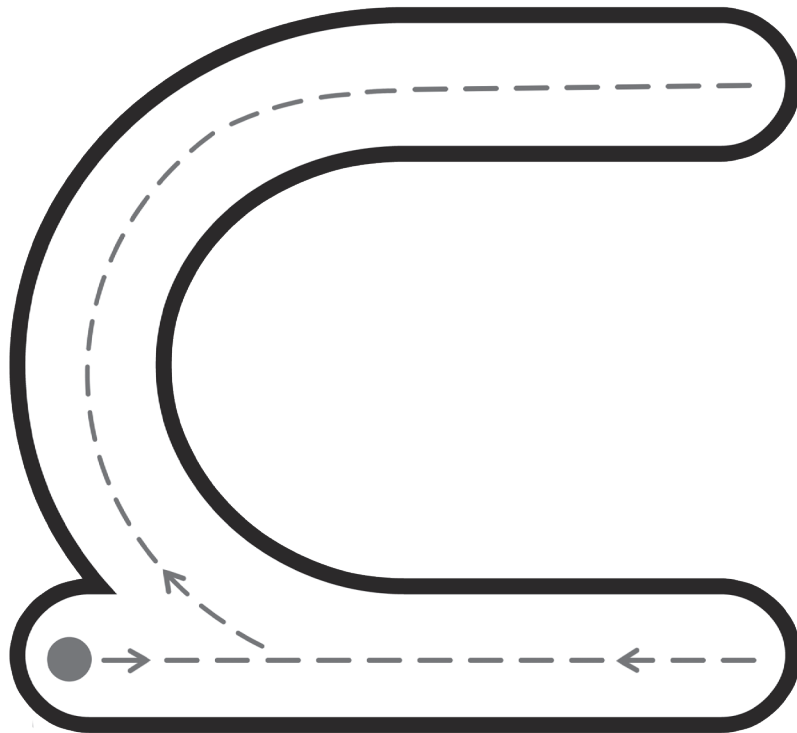
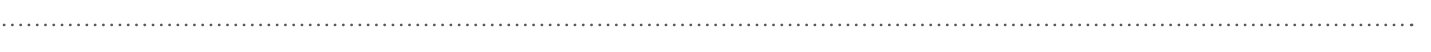
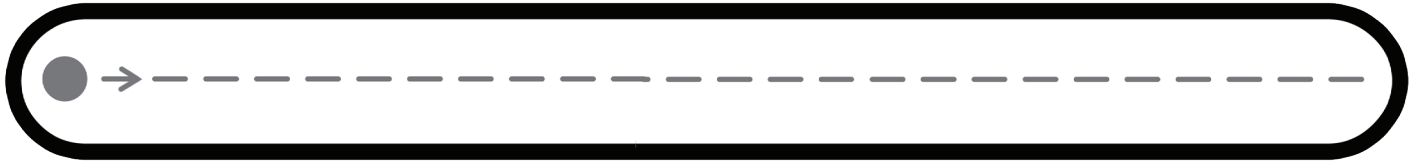
★ How to make a little book

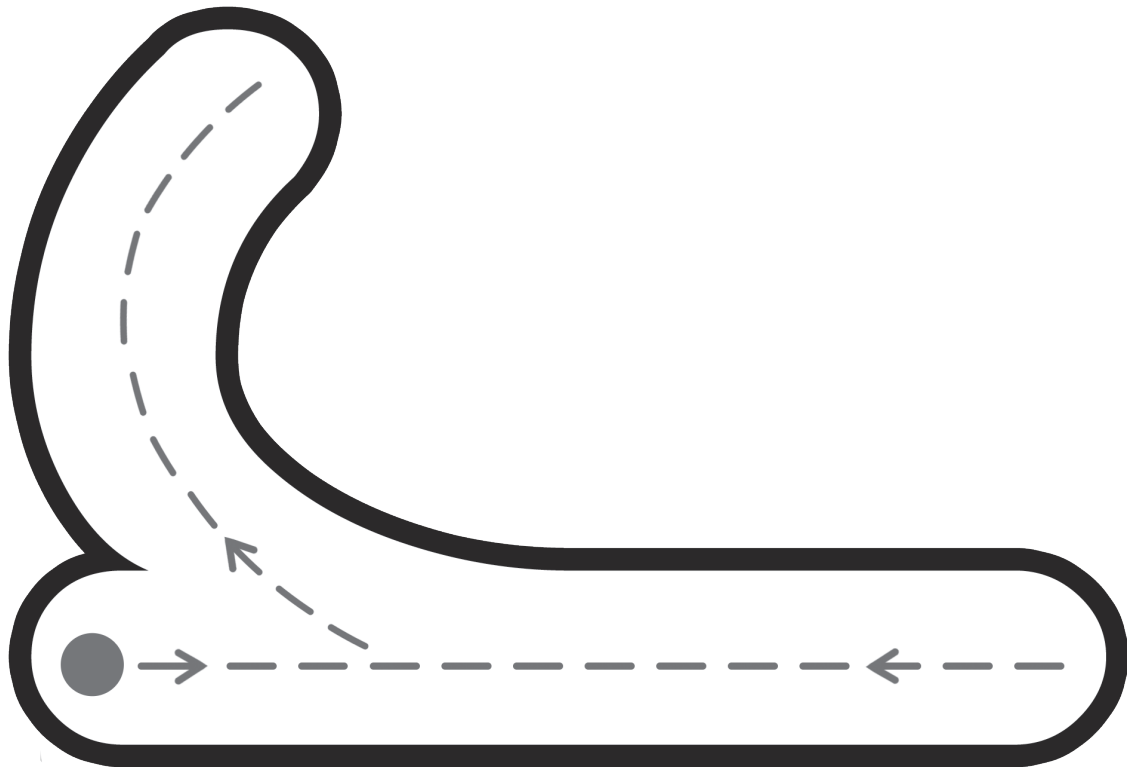
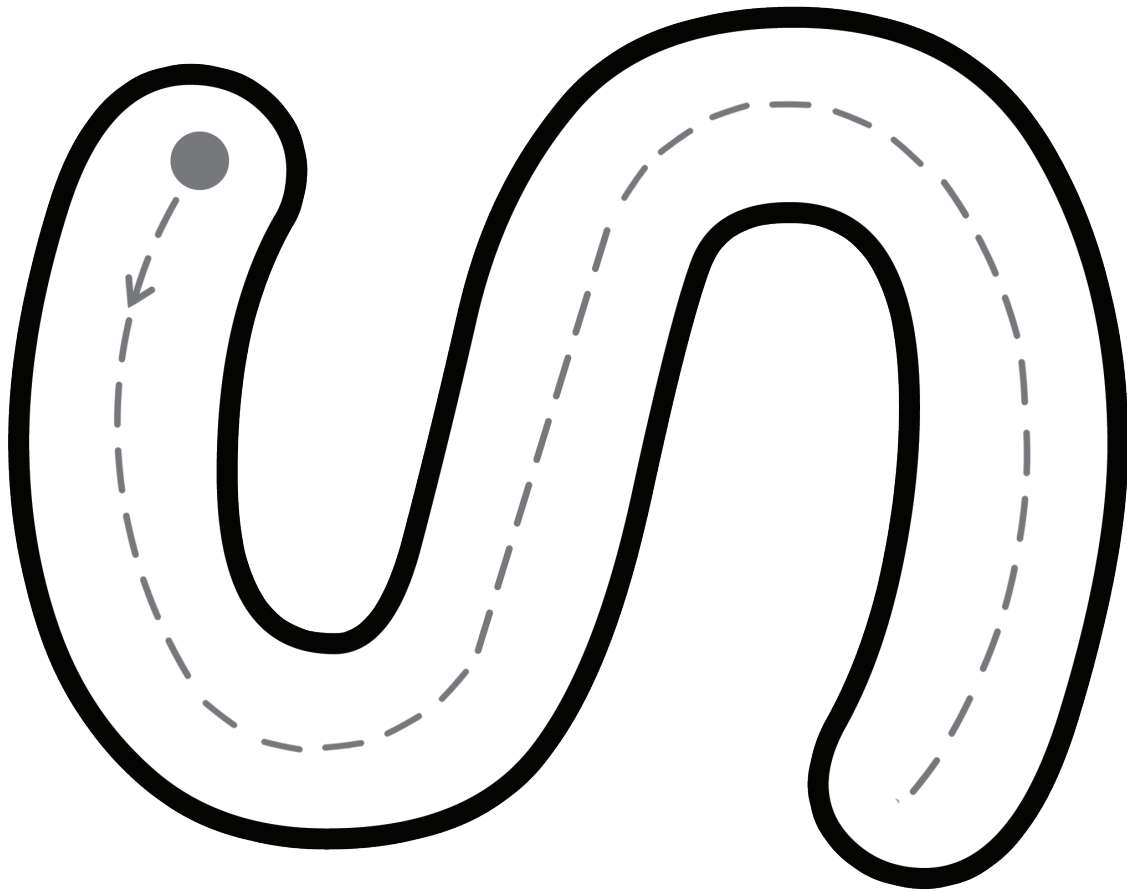
Steps

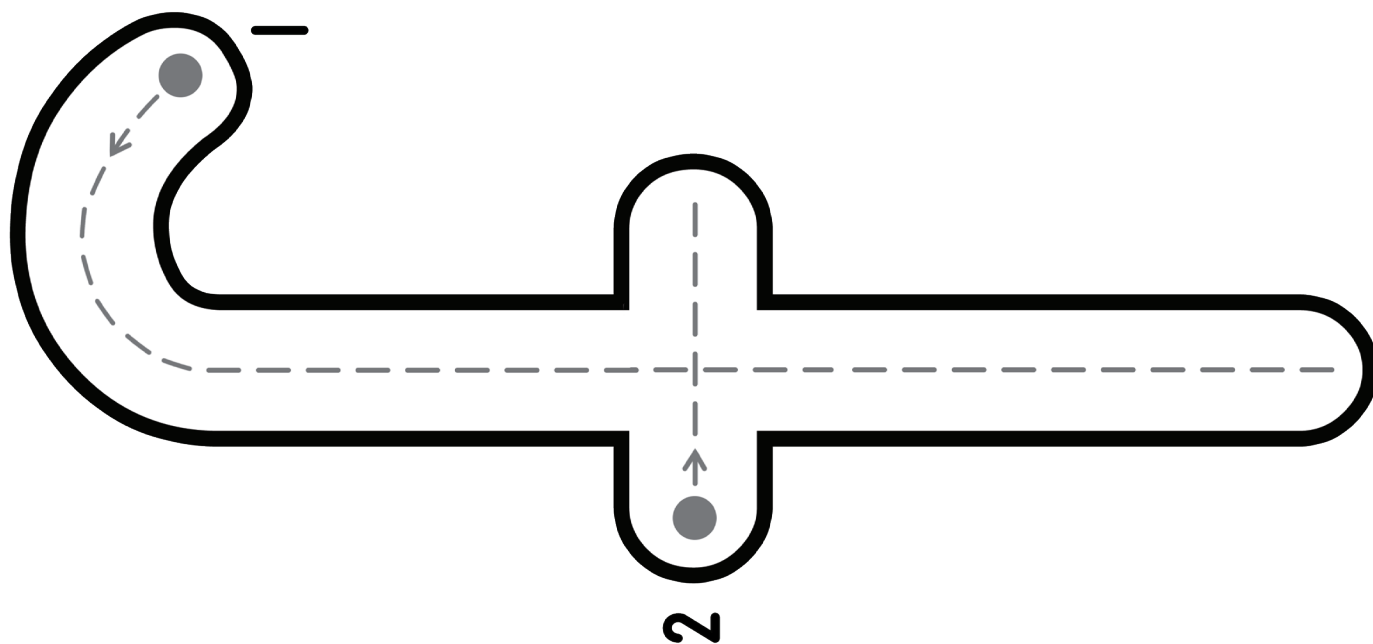
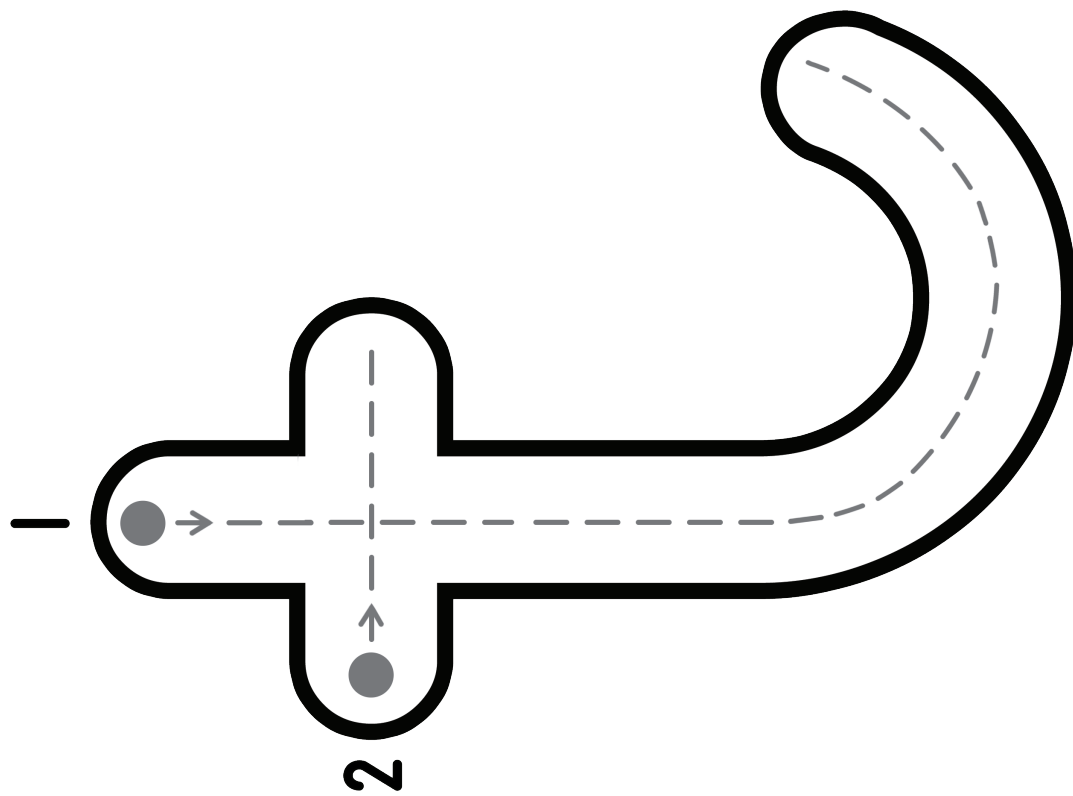
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between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





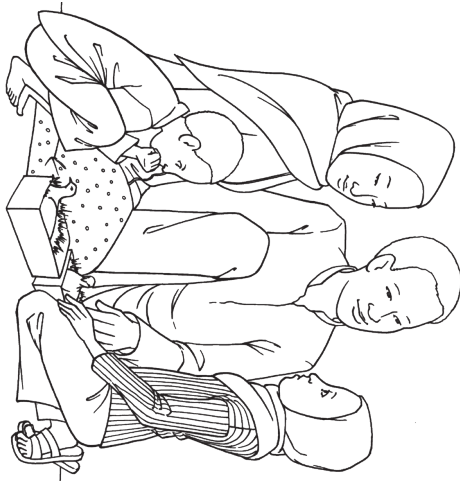








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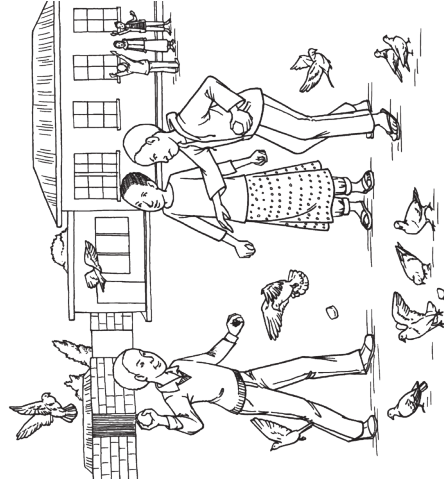
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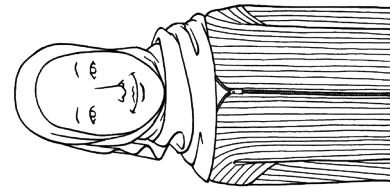


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Dina le diphologolo tsa gagwe



African Storybook.org

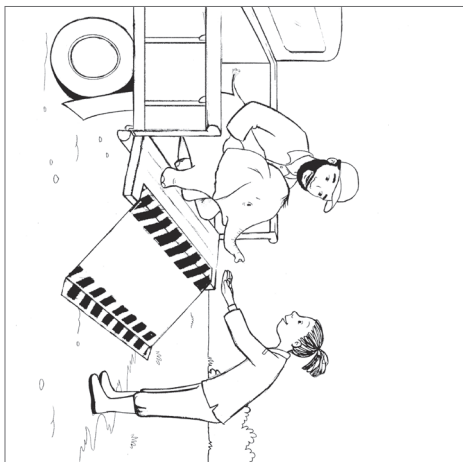
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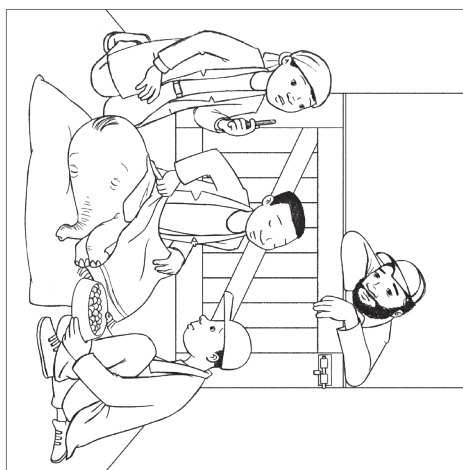
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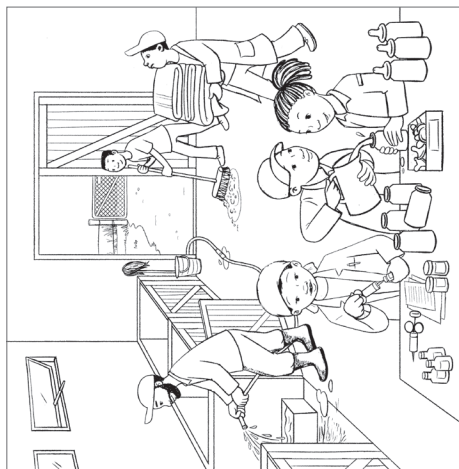
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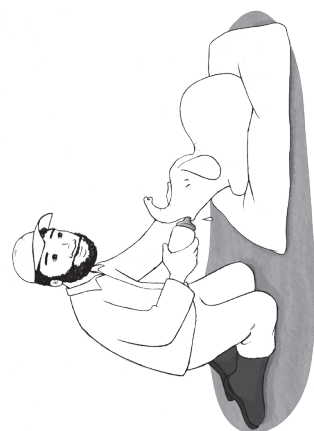
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Keeper le
sentlhaga
sa gagwe



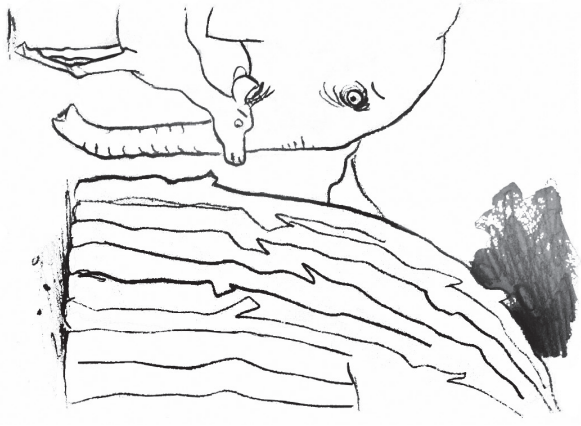
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Storybook.org

Wordworks
Changing lives through literacy

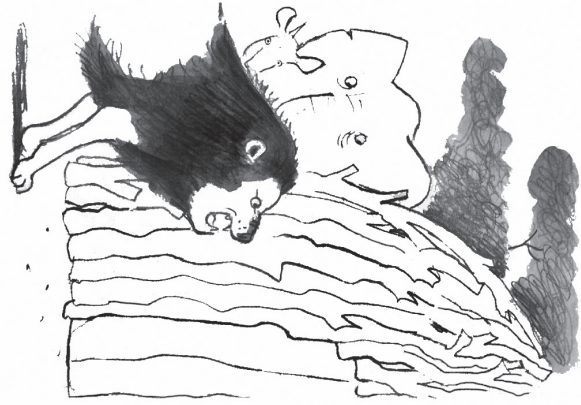
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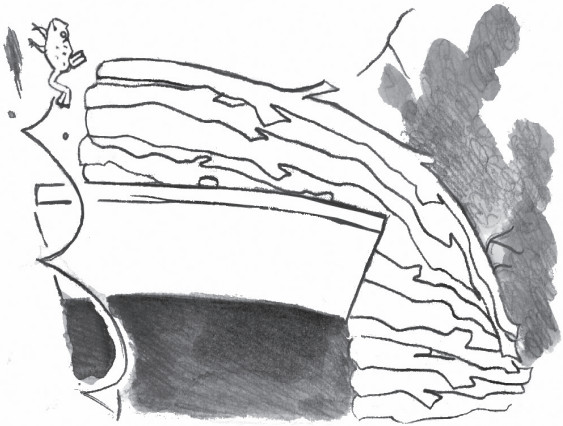




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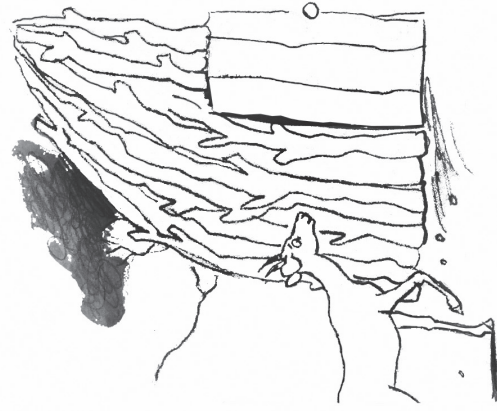
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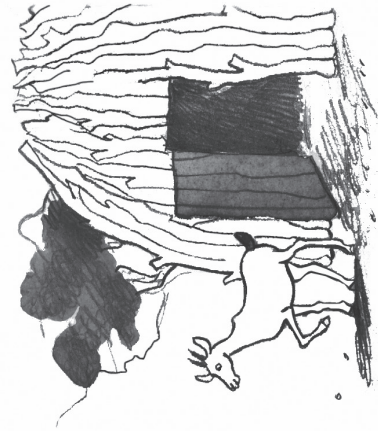
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2



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Moeng go tswa
kwa Tshephe



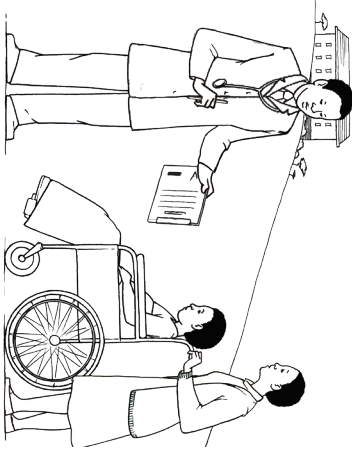
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Central Education Agency

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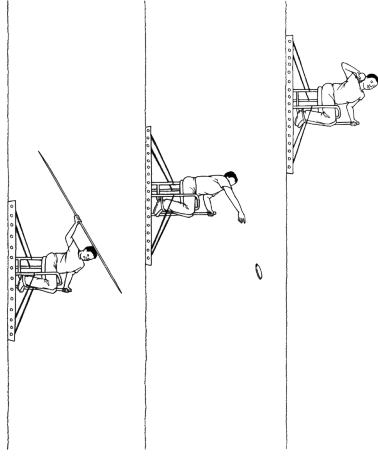
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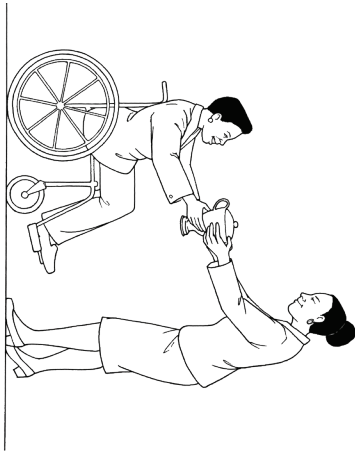
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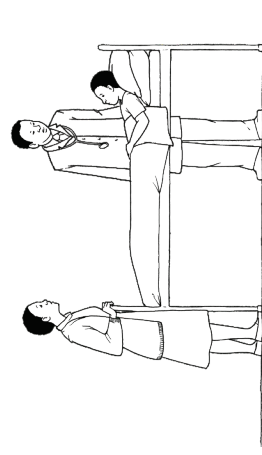
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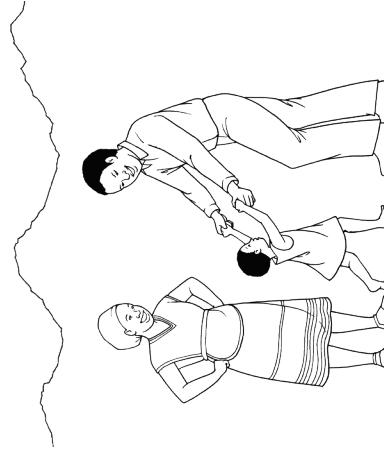
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Kgang ya ga Zanele

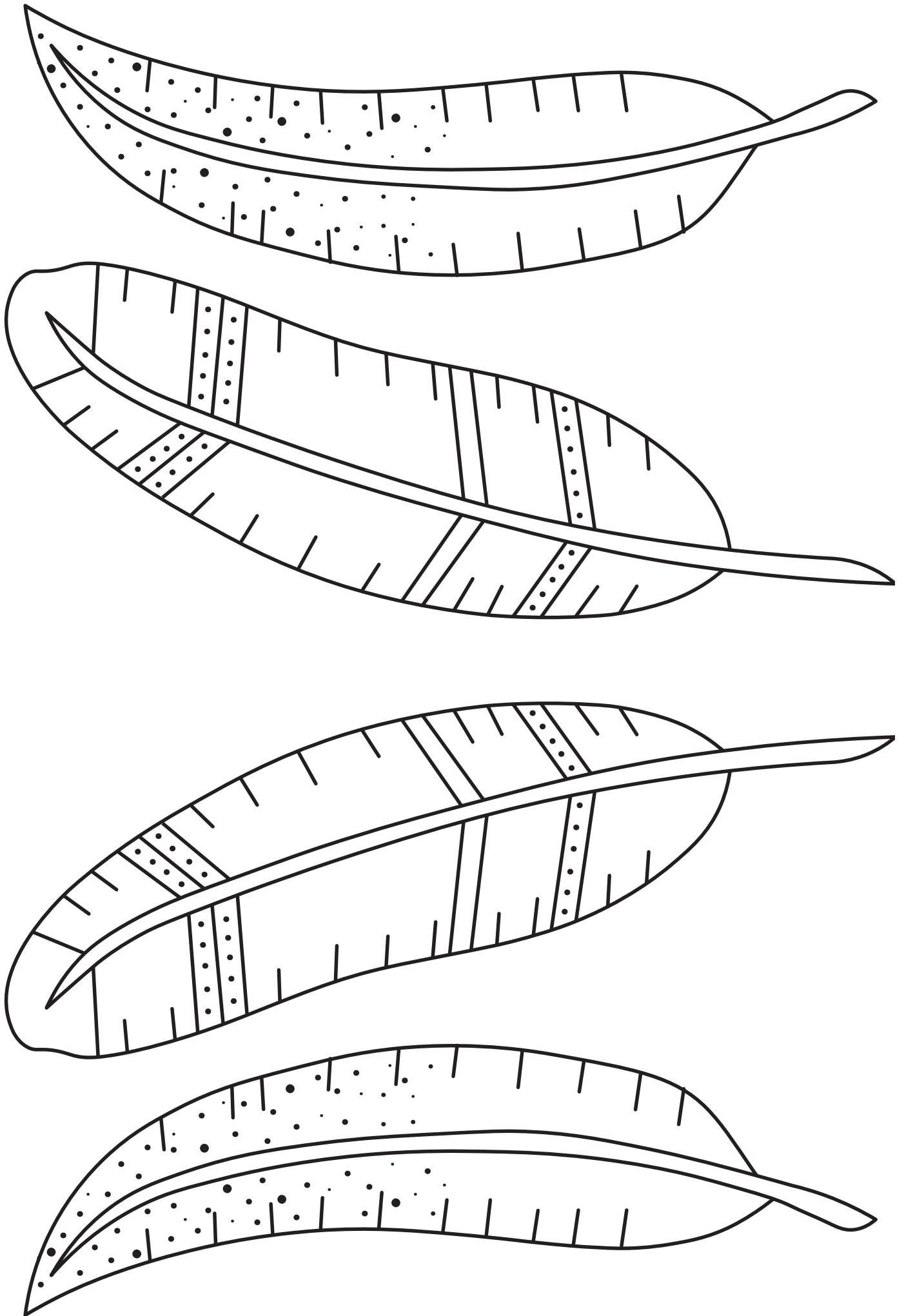
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Changing lives through literacy

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Buka eno ke ya ga:

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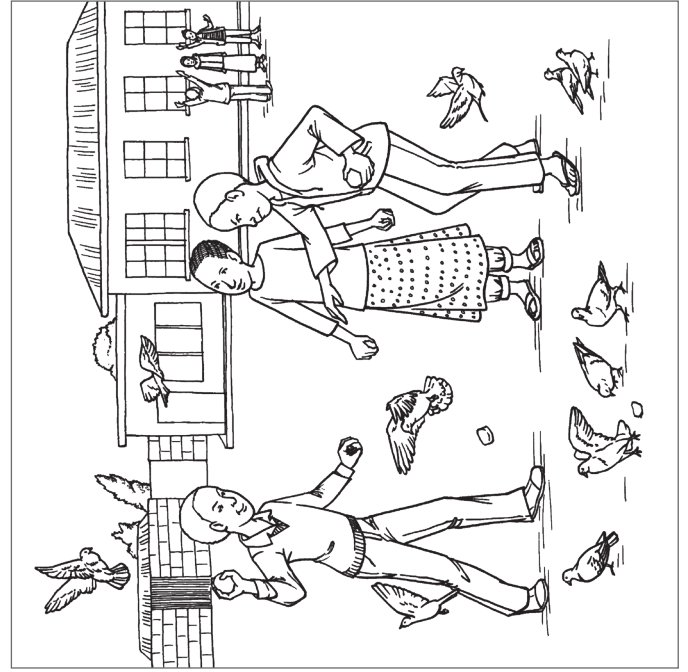
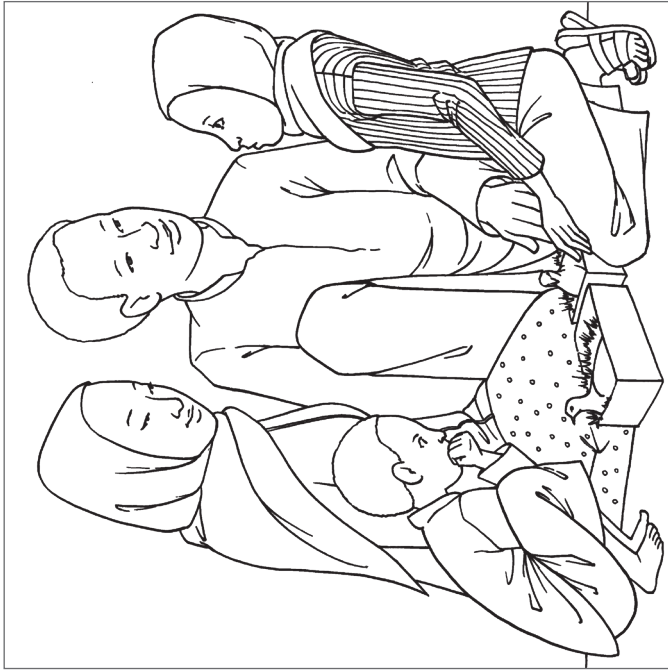


Dina le dipholologo tsa gagwe: Tsebe ya tirwana ya lefofa















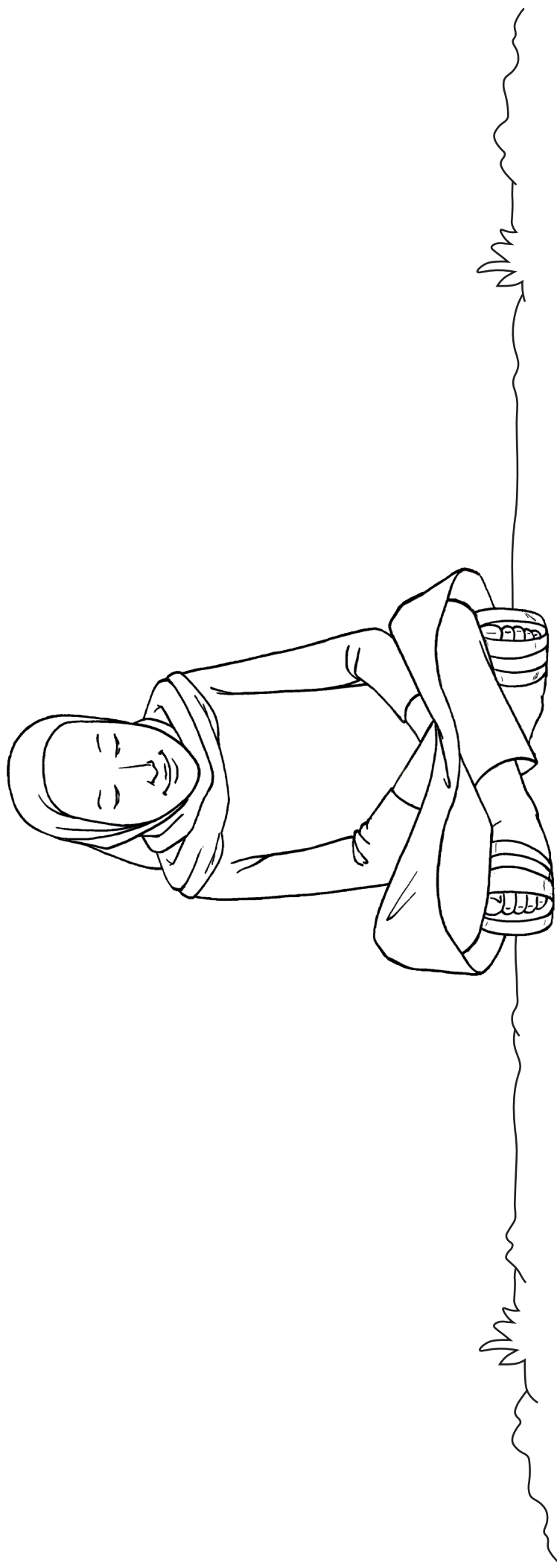
Dina le diphologolo tsa gagwe: Ditshwantsho tsa tatelano tse di Bontsho le Bosweu

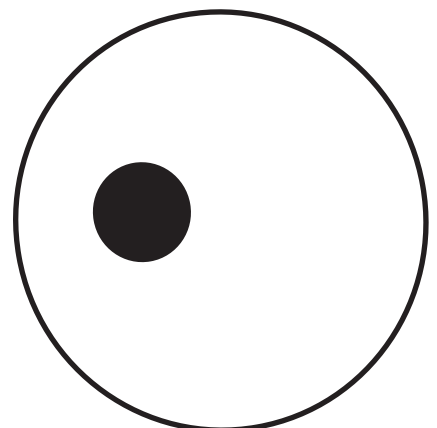
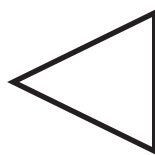
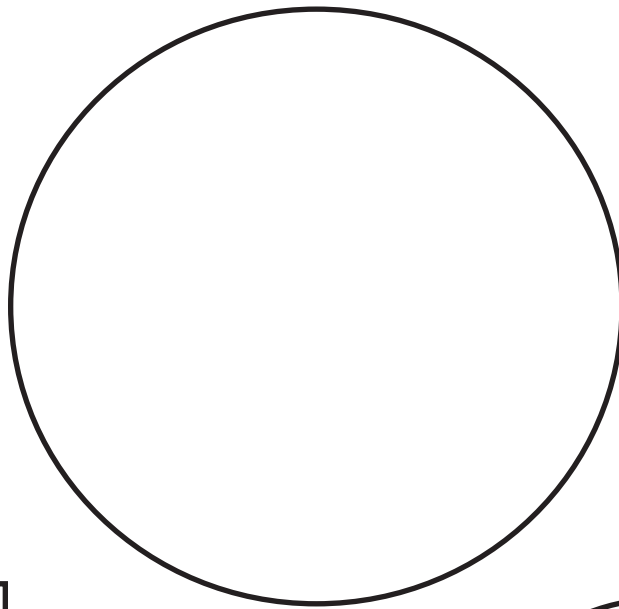
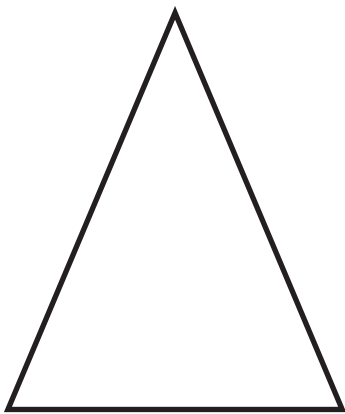
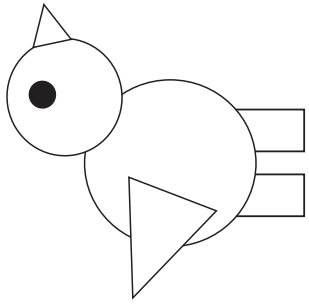




Dina le diphologolo tsa gagwe: Tsebe ya tirwana ya Buisa o bo o dira

	2		ditsala
	3		dinonyane
	1		hutshe
	1		ikgago
	2		dikoko



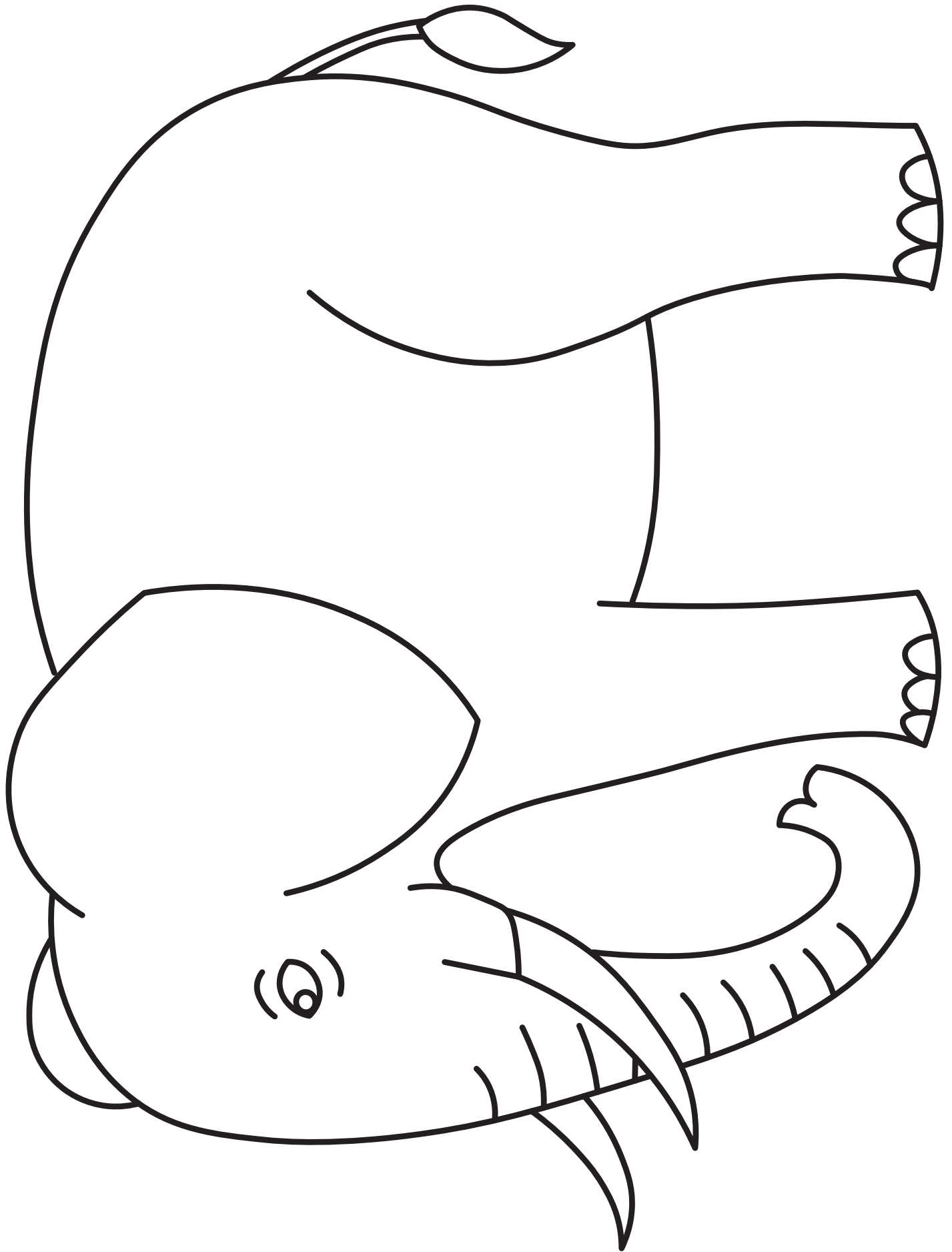


Dina le diphologolo tsa gagwe: Tsebe ya tirwana ya





Keeper le sentlhaga sa gagwe: Tsebe ya tirwana ya tlou





Keeper le sentlhaga sa gagwe: Tsebe ya tirwana ya Buisa o bo o dira 1



5 herbivores 



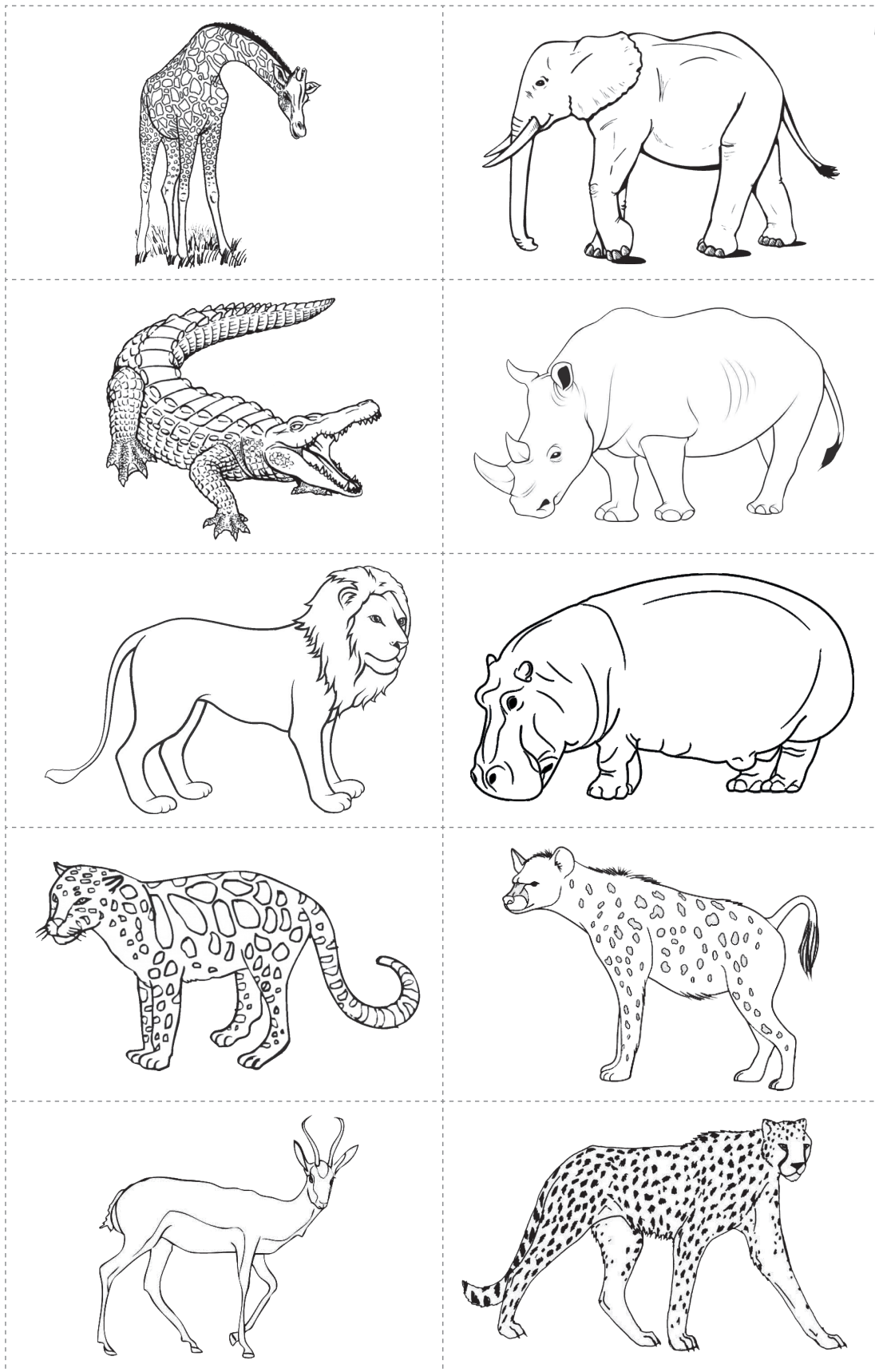
5 carnivores 

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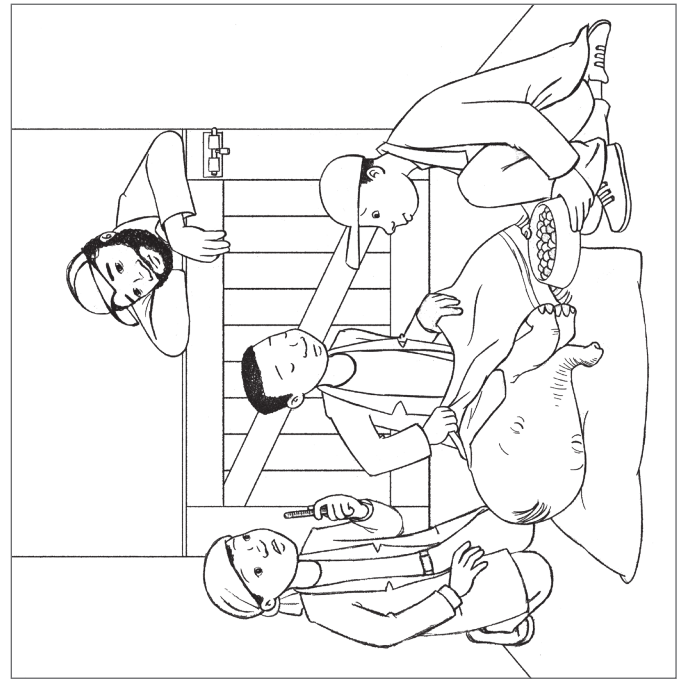
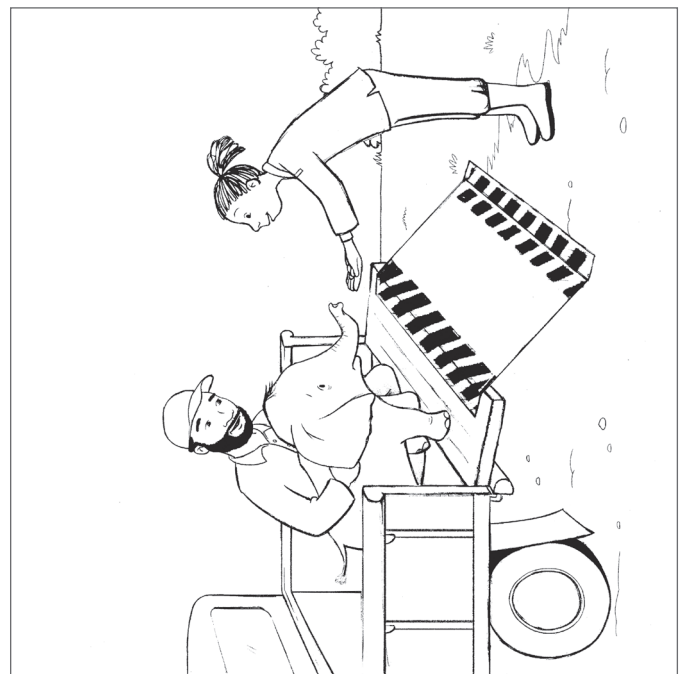
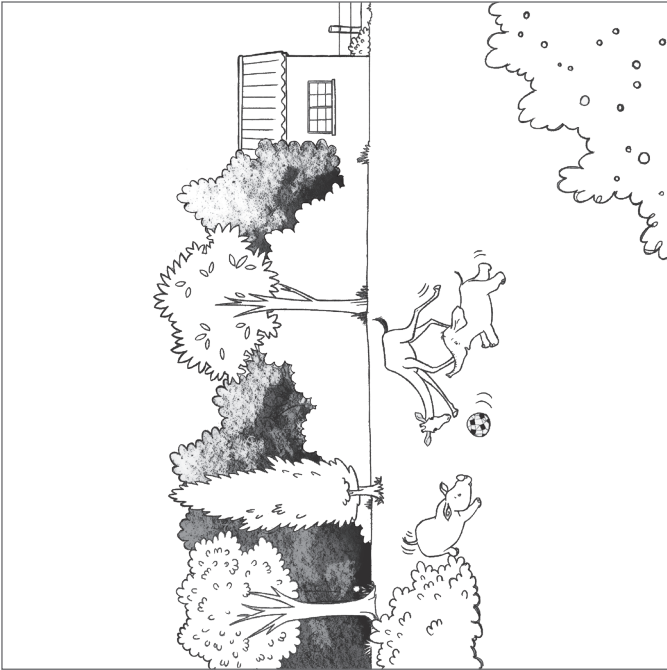


Keeper le senthaga sa gagwe: Tsebe ya tirwana ya Buisa o bo o dira 2



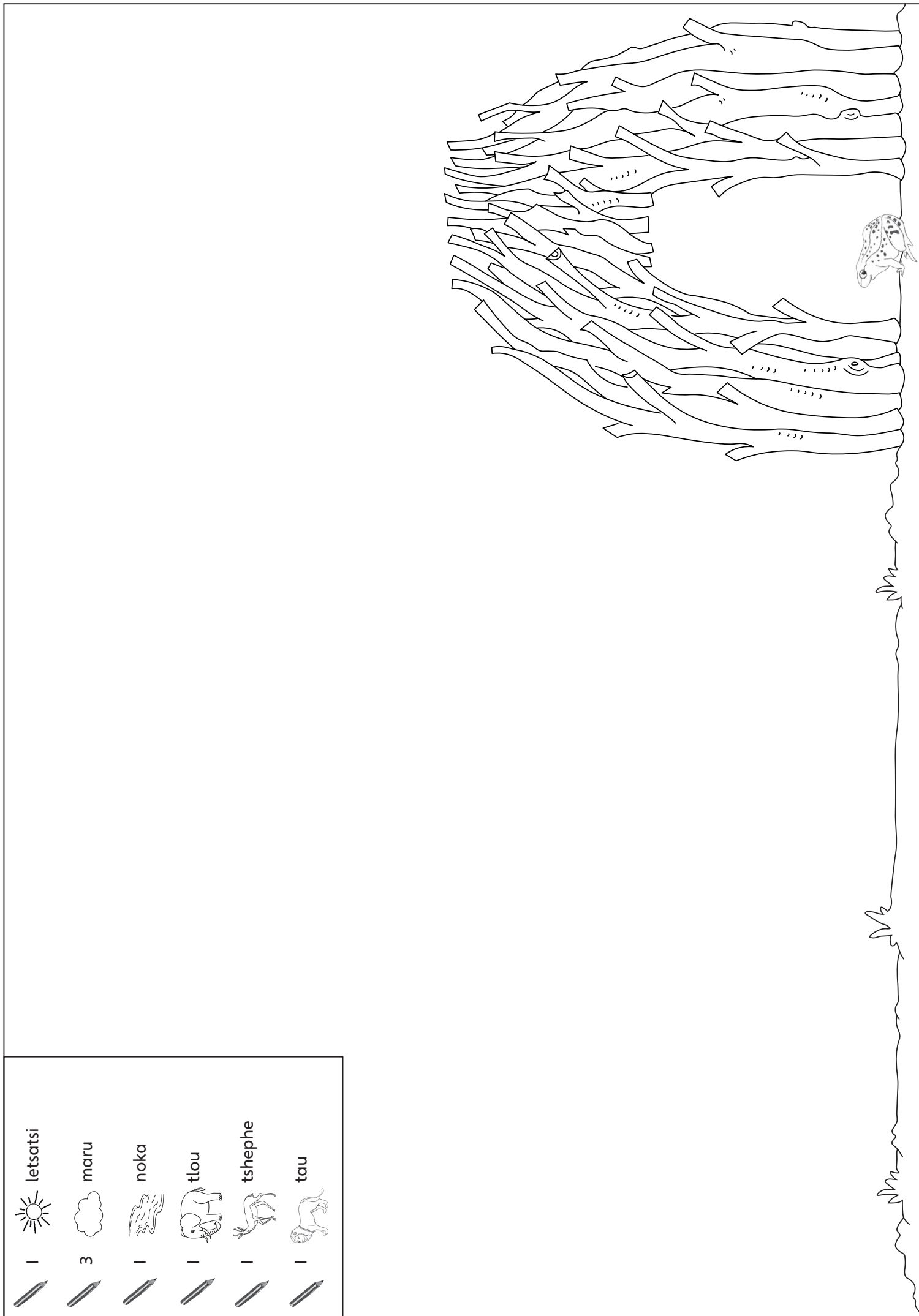














Keeper le senthaga sa gagwe: Ditshwantsho tsa tatelano tse di Bontsho le Bosweu



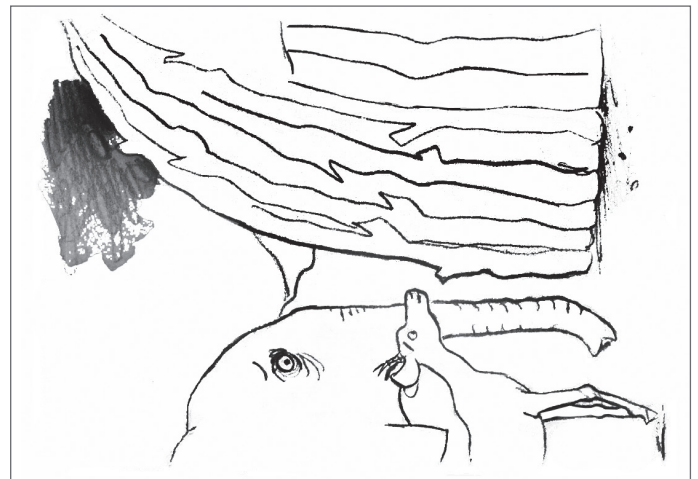
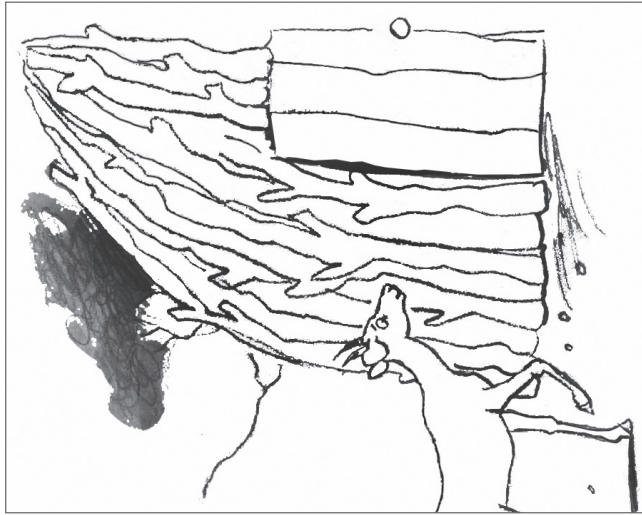


Moeng go tswa kwa Tshephe: Tsebe ya tirwana ya Buisa o bo o dira



	1		letsatsi
	3		maru
	1		noka
	1		tlou
	1		tshephe
	1		tau



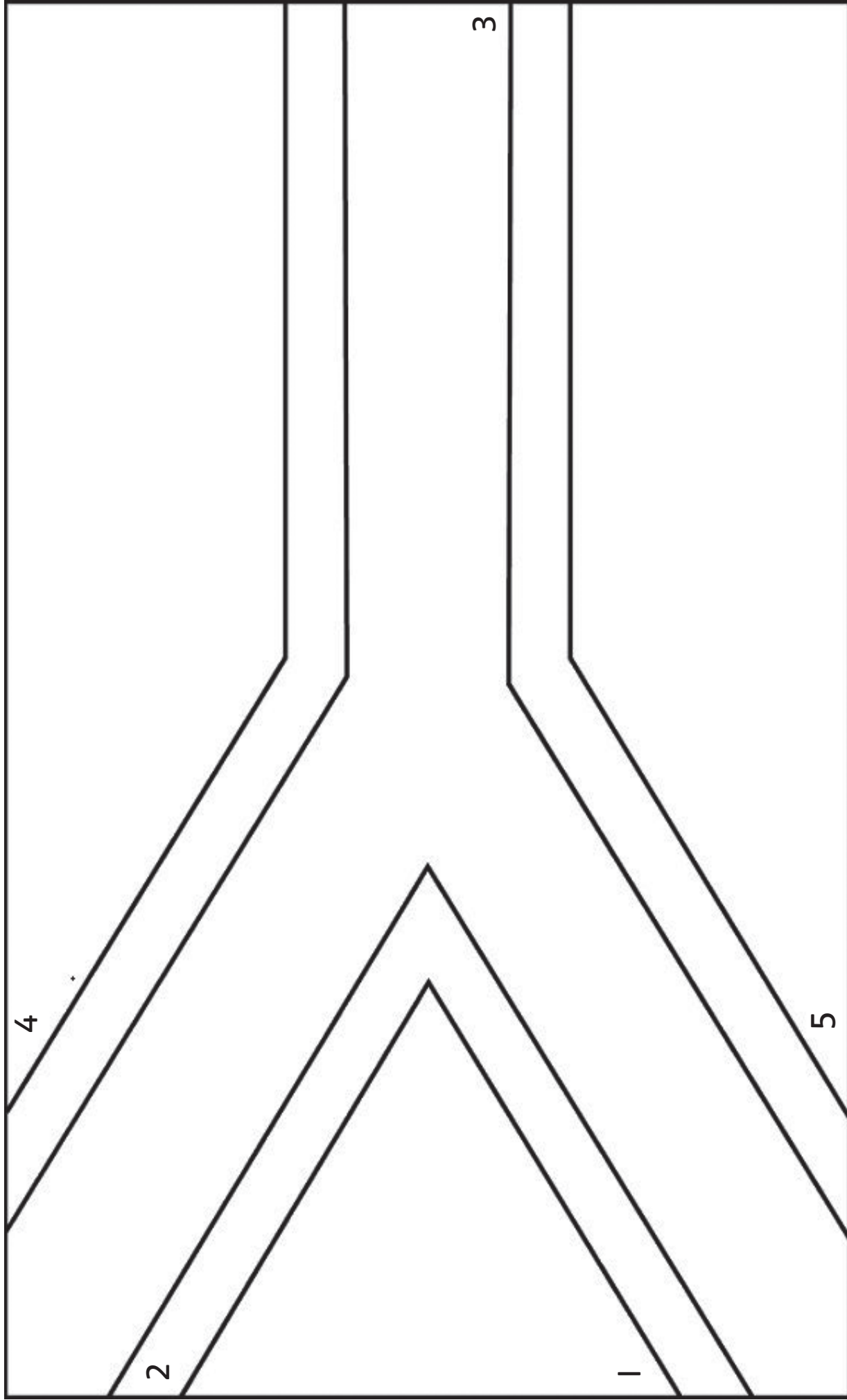


Moeng go tswa kwa Tshephe: Ditshwantsho tsa tatelano tse di Bontsho le Bosweu





Kgang ya ga Zanele: Tsebe ya tirwana ya Buisa o bo o dira



1 ntsho



2 seolwana



3 botala
jwa
tlhaga



4 khibidu



5 botala
jwa
legodimo





Kgang ya ga Zanele: Ditshwantsho tsa tatelano tse di Bontsho le Bosweu

