

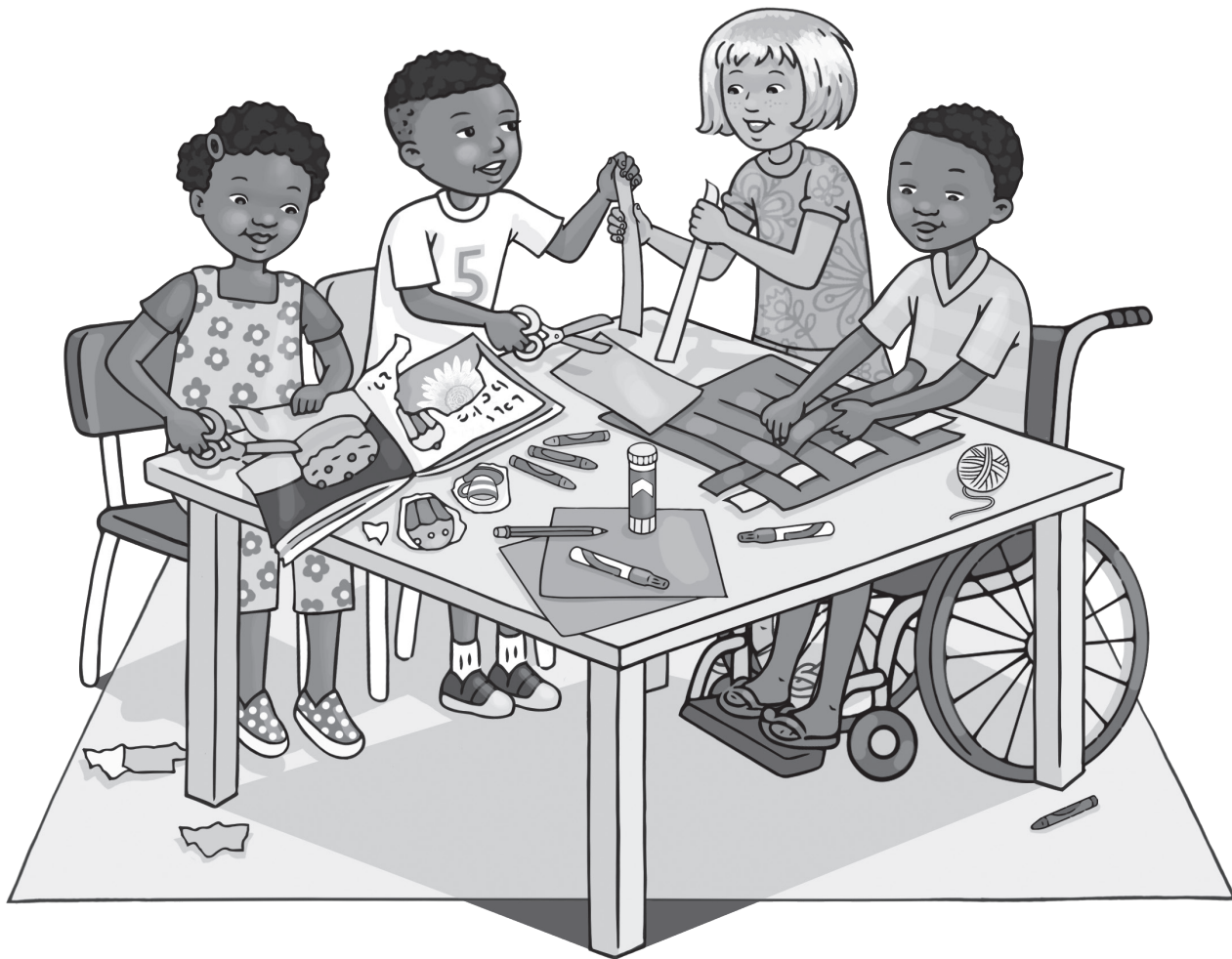


Lenaneotokafatso la Puo ya Mophato R

Grade R Language
Improvement Programme

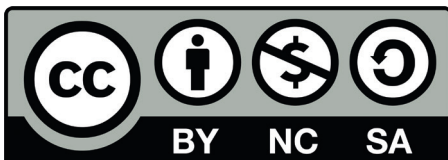
Kaedi ya Ditirwana Activity Guide

Kgweditsharo 1
Term 1



Setswana | English





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

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★ Molaetsa o o tswang go Tlhogo ya Lefapha



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT 2030
GROWING GAUTENG TOGETHER

Dear Teacher/Practitioner

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

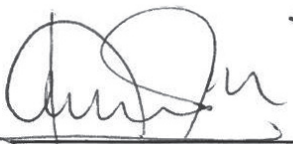
The Grade R Mathematics and Language Improvement Project has been developed to provide the much-needed classroom based support for the Grade R teachers/practitioners in Gauteng. It is about classroom practices with exciting techniques and methodology most appropriate for Grade R Teaching and Learning.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

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

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

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

Yours Sincerely


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



Buka-Kaelo ya Tirwana ya Kgweditharo 1

Buka-Kaelo ya Tirwana ya Kgweditharo 1 ya Puogae e na le thulaganyo ya go ruta Puogae mo kgweditharong ya ntlha ya Mophato R. Ditirwana di theilwe mo dikgannyeng tse go tlotlwang ka tsone mme kang 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 tlhatlho
- ★ Ditsebe tse di kgonang go fothokhopiwa tsa tirwana, dibukana le dithempoleiti tsa ditlhaka

Go kopana le Stella

O tla lemoga gore morutabana o nna a le teng go ralala eno yotlhe ya Morutabana. O tla bo o patilwe ke ene mo tirong yotlhe ya gago ya go ithuta e bile o tla go naya kgakololo gantsi e e theilweng mo maitemogelo a gagwe a dingwaga-ngwaga a go ruta Mophato R. O na le leina le le kgethegileng:



Strengthening the Teaching of Early Language and Literacy for All.

Didirisiwa

Dintlha-kakaretso ke tseno ka ga dikgang, ditlhogo tse di amanang le tsone le ditlhaka tse go ithutwang tsone tsa Kgweditharo 1.

| Kgang | Setlhogo | Ditlhaka/medumo e go ithutwang yone |
|------------------------|--|-------------------------------------|
| Mosese o Motala | Nna; Kwa sekolong | - |
| Taboga, Lindi, Taboga! | Nna; Mmele wa me le go tshela ke itekanetse | i and t |
| Ali le pente | Mmele wa me; Dipopego le mebala | o and p |
| Go tlhabile sentle | Selemo; Mmele wa me le go tshela ke itekanetse | b and m |
| Morutabana Akinyi | Mo teng ga phaposiborutelo; Mebala; Malatsi a beke | a and e |

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 tshithinya gore fa beke nngwe le nngwe e simolola, o rulaganye dithuto tse o tlieng go di ruta o bo o baakanya didirisiwa tsotlhe go sa ntse go na le nako tse o tlieng go di tlhoka. Tlhomamisa gore dilo tsotlhe di rulagantswe sentle pele o simolola dithuto, gore o sole molemo nako e o tlieng 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 kang nngwe le nngwe
- ★ tatelano ya ditshwantsho tsa kang nngwe le nngwe
- ★ Buka e Kgolo ya kang nngwe le nngwe
- ★ metshameko le malepa (a a tla tshwanelwang ke go segololwa le go baakannwa)

★ Introduction

The Term 1 Activity Guide

The Home Language Term 1 Activity Guide offers a structure for teaching Home Language in the first 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 each day
- ★ a continuous assessment page based on the term's activities to record each learner's progress
- ★ assessment rubrics
- ★ photocopiable activity pages, little books and letter templates.

Meet Stella

You will see that there is a teacher present throughout this Teacher's Guide. She will keep you company on your learning journey and will often give advice based on her years of experience in the Grade R classroom. She has a special name:



Strengthening the Teaching of Early Language and Literacy for All.

Resources

Here is an overview of the stories, related themes and focus letters for Term 1.

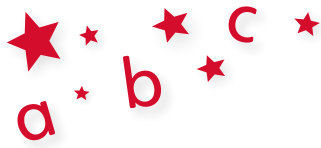
| Story | Theme | Focus letters/sounds |
|-------------------|---|----------------------|
| The green dress | Me; At school | – |
| Run Lindi Run | Me; My body and healthy living | i and t |
| Ali and the paint | My body; Shapes and colours | o and p |
| A beautiful day | Summer; My body and healthy living | b and m |
| Teacher Akinyi | In the classroom; Colours; Days of the week | a and e |

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.



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
- ★ matlheke a dilo tsa diatshe le ditirwana tsa go betla dilo.
- ★ dikgatiso tse di amanang le kgang nngwe le nngwe: dibuka tsa ditshwantsho, dipampitshana tsa go reka kwa mabenkeleng, dimakasine le diphousetara
- ★ dikherayone tse di mafura tsa jumbo, dipente le maborashe a go penta
- ★ dikere, tluluu le mogala
- ★ pampiri ya A4, khateboto le pampiri ya tshate e e phetlhwang
- ★ dimakasine le dibukana tsa kwa mabenkeleng
- ★ dikhontheina tsa polasetiki (tsa yokate, majerine le tsa di lobebe)
- ★ setulwana sa nawa kgotsa boloko
- ★ dinkgwana tse dinnye tsa dithunya le peo ya dimela

Go baakanyetsa kgang nngwe le nngwe

- ★ Baakanya dimpopi ka go di somela mo thupaneng ya semonamone kgotsa mo rolong ya pampiri ya ntlwana ya boithusetso
- ★ Kokoanya didirisiwa tsa go tlotla kgang, tsa go etsisa mafoko a kgang le tsa go tshameka mantlwane.
- ★ Direla morutwana mongwe le mongwe fothokhopi ya tsebe ya ditirwana.
- ★ Baakanya metshameko le malepa mme o di beye mo teng ga pakete kgotsa khontheina.
- ★ Dira tege ya motshameko mme e nngwe o dire mmetshe ke yone (resipe e tsentswe mo ditsebeng tsa tirwana).
- ★ Direla morutwana mongwe le mongwe fothokhopi 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 lobebeka dilo (kgotsa ka ditshwantsho tsa dilo) tse di simololang ka modumo o o rileng. Ka sekai, lebokoso la tla nna le dilo tse leina la tsone le simololang ka modumo /s/. Dirisa manaanefoko go go thusa go tlhophela mabokoso.ano dilo. Manega leibole mo lebokosong lengwe le lengwe la ditlhaka o dirisa dipopego-tlhaka tse di segolotsweng. Go ka nna molemo go gatisetsa sebopego sa tlhaka mo feleteng, mo founung kgotsa mo pampiring e go gotlhwang dilo ka yone gore bana ba kgone go kgoma le go utlwa gore popego ya tlhaka e ntse jang.

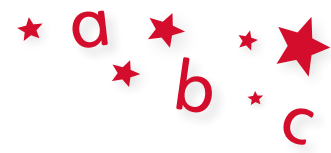
Go Ruta Puogae mo lenaneong la letsatsi le letsatsi la Mophato R

Nako ya go ithuta Puogae e akaretsa phaposiborutelo yotlhe le ditirwana tsa 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 mkgwa 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
- ★ scrap materials for art and construction activities
- ★ printed materials connected to each story: picture books, shopping flyers, magazines and posters
- ★ jumbo wax crayons, paints and paintbrushes
- ★ scissors, glue and string
- ★ A4 paper, cardboard and flipchart paper
- ★ magazines and shopping brochures
- ★ plastic containers (yoghurt, margarine and ice-cream tubs)
- ★ a beanbag or a block
- ★ small containers (you can use the bottom half of a plastic bottle) and seeds to plant.

Preparation for each story

- ★ Prepare the puppets by sticking them on sucker sticks or toilet rolls.
- ★ 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 children 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 phaposi-borutelong | 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 ntsha. | Barutwana ba reetsa kgang gape le go opela pina e e amanang le kgang. | Barutwana ba tshameka dikarolo tse di farologaneng ba bo ba dirisa puo ya kgang eno ka bobone, fa kgang e ntse e anelwa. | Barutwana ba tshameka dikarolo tse di farologaneng ba bo ba dirisa puo ya kgang eno ka bobone, fa kgang e ntse e anelwa. | Barutwana ba tlotla kgang eno gape ka go dirisa ditshwantsho. |
| 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 itsisiwe 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 leba, ba tshwara le go bua ka dilo le ditshwantsho tse di simololang ka modumo o go ithutwang one. | Barutwana ba tlhola medumo e go ithutwang yone mo mafokong. |
| Ditirwana tsa setlhopha se sennye | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
| | Stella o supa gore ke ditirwana dife tsa ditlhopha tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe. | | | | |
| Setlhopha 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 bosil 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. |
| Setlhopha se se tala | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala  | Tirwana 2: Malepa le metshameko | Tirwana 3: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla |
| Setlhopha 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 |
| Setlhopha 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 |
| Setlhopha 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. |
| | Introducing a sound from the story Learners are introduced to a focus sound linked to words from the story. | Forming the letter Learners form the focus letter using different materials which give them a rich sensory experience. | Letter boxes Learners see, hold and talk about objects and pictures that start with the focus sound. | Listening for focus sounds Learners identify focus sounds in words. | Blending and segmenting Learners blend sounds to make words and break up words into sounds. |
| Letter and sound activities | | | | | |
| Small group activities | Monday | Tuesday | Wednesday | Thursday | Friday |
| Stella indicates which small group activities are teacher-guided each day. | | | | | |
| The blue group | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play |
| | Learners record their ideas through drawing and emergent writing. | Learners do puzzles and play language games. | Learners read independently and enjoy books and other printed material. | Learners do fine motor activities and practise forming letters. | Learners build on the story language and theme through pretend play. |
| The green group | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting |
| The yellow group | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games | Activity 3: Independent reading |
| The red group | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  | Activity 2: Puzzles and games |
| The purple group | Activity 2: Puzzles and games | Activity 3: Independent reading | Activity 4: Fine motor skills and handwriting | Activity 5: Pretend play | Activity 1: Drawing and emergent writing  |

Beke 2

| Ditirwana tsa botlhe mo phaposi-borutelong | 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 ditaello tse di dirwang ka molomo. | Barutwana ba tshalosa bokao jwa matshwao a a kwadiilweng 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 ma ditlhaka | Go reetsa medumo e go ithutwang yone | Go kopanya le go kgaoganya |
| | Barutwana ba ruta 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 setlhophisa se sennye | Mosupologo | Labobedi | Laboraro | Labone | Labotlhano |
| | Stella o supa gore ke ditirwana dife tsa ditlhophisa tse dinnye tse di kaelwang ke morutabana letsatsi lengwe le lengwe. | | | | |
| Setlhophisa 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 bosi 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. |
| Setlhophisa 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 |
| Setlhophisa 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 |
| Setlhophisa 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  |
| Setlhophisa se se phepole | Tirwana 2: Malepa le metshameko  | Tirwana 3: Go buisa ka bongwe | Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla | Tirwana 5: Mantlwane | Tirwana 1: Go thala setshwantsho le go ithuta go kwala |

Week 2

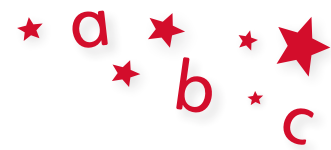
| Whole class activities | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--|--|
| Story-based activities | More sequencing pictures Learners consolidate their story knowledge by sequencing pictures more independently. | Shared reading – Big Book Learners listen to a familiar story being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



Ditirwana tsa Lenaanethuto leno di nyalantswe le CAPS

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

| Modikologo wa dibeke tse pedi | Ditirwana tsa phaposiborutelo yotlhe tse di theilweng mo kgannyeng | CAPS Dikgono tsa puo | Lenaanethaloho la Tlhatlhobo | Lenaanethalo la Tlhatlhobo |
|-------------------------------|--|---|---|--|
| | | | (di tserwe mo kelong ya tlhatlhobo ya CAPS) | |
| Beke 1: Mosupologo | Go tlotla dikgang le go aga tlotlofoko | Go reetsa le go bua | O reetsa dikgangkhutshwe ka kgatlhego a bo a kopanela mo dikhoraseng ka nako e e tshwanetseng O botsa dipotso | |
| Labobedi | Go tlotla 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 tlhamileng |
| 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 ditaello tse di motlhofo a bo a dira go ya ka tsone | |
| Labone | Go buisa le go dira | Go buisa le go bogela | O lemoga leina la gagwe le maina mangwe a barutwana ba bangwe | |
| Labotlhano | Bopa, thala le go kwala | Go reetsa le go bua Tshimololo ya go kwala | O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong O thala kgotsa o penta ditshwantsho go fetisa melaetsa | |



Programme activities are CAPS aligned

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

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





| Modikologo wa dibeke tse pedi | Ditirwana tsa phaposiborutelo yotlhe tsa ditlhaka le medumo | CAPS Dikgono tsa puo | Lenaanetlathobho la Tlathobho | Lenaanethalo la Tlathobho |
|-------------------------------|--|---|--|---|
| 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 letlhakoreng 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 mennenye ya mmele |
| Laboraro | Mabokoso ma 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 setlhopho se sennye | CAPS Dikgono tsa puo | Lenaanetlathobho la Tlathobho | Lenaanethalo la Tlathobho |
| Beke 1 le 2: Mosupologo | Go thala setshwantsho le tshimololo ya mokwalo | Tshimololo ya go kwala | O dira maiteko a go kwala ditlhaka a dirisa mela e e motsopodia, ka go kgwarinya, jj le go "buisa" mokwalo wa gagwe: O "buisa" se mela e e motsopodia e se bolelang O tshwarwa dikherayone sentle a dirisa mokgwa o o amogelesegang wa go tshwara pensele | Tshimololo ya go Kwala le ya Mokwalo wa Seatla Lenaanethalo 2: O thala ditshwantsho tse di supang kgopolo ya konokono ya dikgang, dipina kgotsa merumo Lenaanethalo 3: O a tlhaloganya gore go kwala le go thala setshwantsho ga go tshwane: go itira e kete o a kwala go go bonshiwang ke mela e e motsopodia |
| Labobedi | Malepa le metshameko | Ditumatlhaka Go reetsa le go bua | O dirisa puo go akanya le go ntsha mabaka: o nyalanya dilo tse di tsamaisanang mmogo le go bapisa dilo tse di sa tshwaneng. | Lenaanethalo 1 la Ditumatlhaka, Go Buisa le go Bogela: O lemoga ditumammogo le ditumanosi dingwe fela ka go di utlwa le fa a di bona |
| Laboraro | Go buisa ka bongwe | Go buisa le go bogela | O "buisa" dibuka a le nosi go ijesa monate mo laeaboraring 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 | Kgono ya go tsamaisa dikarolo tsa mmele 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 letlhakoreng 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 mennenye a dirisa sekere go segolola ditshwantsho tse di nang le dintlha tsa botsho jo bo tseletseng, 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 mennenye 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 tuediokothao 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 | |

★ Mosese o motala

Kgang

Kgang ya rona gompiano e ka ga mosetsanyana yo o bidiwang Zinzi Madiswa. O tloga a tshwara dingwaga di le thataro. Yono ke mogolowe e leng Sam mme ene o na le dingwaga di le lesome. Ba nna mo ntlong e nnye le mme, rre le ntšwanyana e e bidiwang Spot. Aterese ya bone ke 7 Pokela Road, Masiphumelele.

Sam le Zinzi ba tsena sekolo se le sengwe. Moso mongwe le mongwe Mme o ba direla sefitholo sa motogo ka mašwi. Morago ga sefitholo, ba ya sekolong ka dinao. A o batla go utlwa gore go diregileng letsatsi lengwe fa ba ne ba ipaakanyetsa go ya sekolong?

Moso mongwe Sam o ne a apara a ipaakanyetsa go ya sekolong Mme o ne a tshwaregile ka go dira sefitholo. Sam a apara borukgwe jwa gagwe jo bo khutshwane jo bo setlha, hempe e tshweu, dikausu tse di tshetlha ka ditlhako tse dintsho. Zinzi o ne a santse a apere dipejama a tshwenyegile thata. Sam a mo leba mme a re: "Zinzi, o ka se ye sekolong ka dipejama! Mosese wa sekolo o kae? Itlhaganele, re siiwa ke nako!"

"Ke a itse gore nako e ile," a mo raya jalo. "Ga ke bone mosese wa me o motala." O kae tota? Ba leba ka fa tlase ga bolao le ka fa morago ga kgoro, mme ba se ka ba bona mosese o motala.

Ao, Zinzi wa batho! O ne a tshwenyegile e bile a batla go lela. Gone fela foo, Zinzi le Sam ba utlwa modumo. "Shwatlha shwatlha." O ne o le kwa tlase thata mme ba tshwanelwa ke go o reetsa ka setu. "Ke eng seo? E kete ke Spot. O kae?" Zinzi a botsa jalo.



"Shh! A re reetse gape," Zinzi a rialo. Ba reetsa ka setu mme ba utlwa: *Shwatlha shwatlha*. Sam a re: "Ke Spot! E le gore o kae?" Ba reetsa gape. *Shwatlha shwatlha*. Modumo o ne o tswa mo khabotong e e mo phasitšhing. Zinzi a tabogela kwa khabotong mme a bula kgoro. A mo fitlhela mo teng ga khaboto, ao tlhe bathong, o robetse mo godimo ga mosese wa gagwe!

Zinzi a tsholetsa Spot a bo a re: "Spot, o notleletswe ke mang mo khabotong? Bona fela gore mosese wa me o ntse jang!" Sam a tsaya mosese o motala a bo a o tlhotlhora. Zinzi a leba mosese wa gagwe mme a simolola go ikutlwa botoka.

Zinzi a apara mosese wa gagwe mme ba ja sefitholo ka bonako. Ba tlhapa diatla, ba tsenya dimmaseke ba bo ba tsholetsa seatla go sadisa botlhe sentle. Zinzi le Sam ba tabogela kwa sekolong ka lebelo le ba neng ba ka kgona ka lone mme ba goroga fa bele tshipi ya sekolo e lela gore bana ba eme mo meleng. Ba ne ba itumeletse gore ga ba goroga thari!

Kgang eno e felela fano.



★ The green dress

Story

Our story today is about a little girl called Zinzi Madiswa. She is nearly six years old. This is her brother Sam and he is ten years old. They live in a small house with their mother and father and a little dog called Spot. Their address is 7 Pokela Road, Masiphumelele.

Sam and Zinzi go to the same school. Every morning Ma makes them porridge with milk for breakfast. After breakfast, they walk to school. Do you want to hear what happened one day when they were getting ready for school?

One morning Sam was getting dressed for school while Ma was busy making breakfast. Sam put on his grey shorts, white shirt, grey socks and black shoes. Zinzi was still in her pyjamas and she was very worried. Sam looked at her and said: "Zinzi, you can't go to school in your pyjamas! Where is your school dress? Hurry up or we'll be late!"

"I know it's late," she said. "But I can't find my green dress." Where could it be? They looked under the bed and behind the door, but they could not find the green dress.

Oh dear, poor Zinzi! She was so worried and felt like crying. Just then, Zinzi and Sam heard a noise. "Ruff ruff." It was very soft and they had to listen carefully. "What is that? It sounds like Spot. Where is he?" Zinzi asked.

"Shh! Let's listen again," Zinzi said. They listened carefully and heard: "Ruff ruff." Sam said: "That's Spot! But where is he?" They listened again. "Ruff ruff." The sound came from the cupboard in the passage. Zinzi ran to the cupboard and opened the door. She found Spot inside the cupboard and, oh no, he was lying on her dress!



Zinzi picked up Spot and said: "Spot, how did you get locked in the cupboard? And, oh no, look at my dress!" Sam picked up the green dress and shook it like this. Zinzi looked at her dress and she began to feel much better.

Zinzi put on her dress and then the children ate their breakfast very quickly. They washed their hands, put on their masks and waved goodbye. Zinzi and Sam ran to school as fast as they

could and got there just as the school bell was ringing for the children to line up. They were so happy that they were not late!

And that is the end of the story.





Pina

Zinzi ga a bone mosese
 Zinzi ga a bone mosese
 Zinzi ga a bone mosese
 O ka tswa o le kae?

Tlase ga bolao?
 Tlase ga bolao?
 Tlase ga bolao?
 O ka tswa o le kae?

Morago ga kgoro?
 Morago ga kgoro?
 Morago ga kgoro?
 O ka tswa o le kae?

Shh, a lo utlwa modumo?
 Shh, a lo utlwa modumo?
 Shh, a lo utlwa modumo?
 E ka tswa e le eng?

A re lebe mo khabotong
 A re lebe mo khabotong
 A re lebe mo khabotong
 Re fitlhetse mang?

Spot godimo ga mosese
 Spot godimo ga mosese
 Spot godimo ga mosese
 Zinzi le Sam ba itumetse thata!

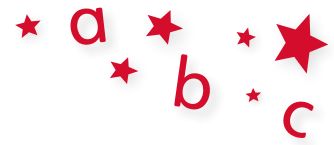


(E opeleng ka molodi wa "Here we go loop-de-loop" kgotsa itlhopheleng wa lona.)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | mosese | motala | tshwenyegile | thari | modumo | bone |
|---------------------------|---------|----------|--------------|---------|-------------|--------|
| Mafoko a a oketse-gileng: | aterese | dipejama | sefitlholo | khaboto | leba | reetsa |
| | motogo | morago | tlase | bolao | itlhaganele | apara |





Song

Zinzi can't find her dress
 Zinzi can't find her dress
 Zinzi can't find her dress
 Where do you think it could be?

Is it under the bed?
 Is it under the bed?
 Is it under the bed?
 Where do you think it could be?

Is it behind the door?
 Is it behind the door?
 Is it behind the door?
 Where do you think it could be?

Shh, can you hear that noise?
 Shh, can you hear that noise?
 Shh, can you hear that noise?
 What do you think it could be?

Let's look in the cupboard
 Let's look in the cupboard
 Let's look in the cupboard
 Who do you think we found?

We found Spot on the dress
 We found Spot on the dress
 We found Spot on the dress
 Zinzi and Sam are so happy!



(Sing to the tune of "Here we go loop-de-loo" or use your own tune.)

Vocabulary from the story

| Key-words: | dress | green | worry | late | noise | find |
|--------------|----------|---------|-----------|----------|-------|-------------|
| Extra words: | address | pyjamas | breakfast | cupboard | look | listen |
| | porridge | behind | under | soft | hurry | get dressed |





Lo tlile go tlhoka:

- Kgang: *Mosese o Motala*
- Dimpopi: Zinzi, Sam, Rre le Mme Madiswa, Spot, mosese o motala, dipijama
- Didirisiwa: mosese o motala kgotsa selo se se tala, dipijama, lebokoso le legologolo la khaboto
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Stella a re:



Buisa kgang o le nosi makgetlo a le mmalwa. Ikatisetse go tlotla kgang kwa gae pele o e dira fa pele ga bana mo phaposiborutelong. Fa o kgona go itshepa, go tla nna motlhofo go tlotla kgang ka tsela ya tlhago fela. Ga o tlhoka go ithuta mafoko a kgang – o ka tlotla kgang eno ka mafoko a gago.

Lo tlile go tlhoka:

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



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Tlotla gore ba dingwaga di le kae, gore a ba na le bomogoloabone le bokgaityadiabone, gore ba nna kae, ba ya jang sekolong, ba apara eng fa ba ya sekolong.
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Bopa sefatlhego se se tshwenyegileng mme o kope barutwana go go bontsha gore ba lebege jang fa ba tshwenyegile. Kopa barutwana go bua lefoko ka puogae ya bone fa e le gore ba bua puo e nngwe e sele kwa gae.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: *"Ke ipotsa gore Zinzi o ne a ikutlwa jang fa ba ne ba le mo tseleng go ya sekolong?"*

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?"*

Beke 1 Letsatsi 2

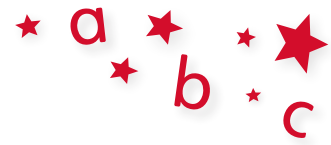
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Matlho-pedi re a bona

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



You will need:

- Story: The green dress
- Puppets: Zinzi, Sam, Mr and Mrs Madiswa, Spot, green dress, pyjamas
- Props: a green dress or piece of green material, pyjamas, an old box for a cupboard
- Objects or picture cards for words on the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about how old they are, whether they have brothers or sisters, where they live, how they get to school, what they wear to school.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Make a worried face and ask learners to show you how they look when they are worried. Ask learners to say the word in their own language if they speak a different language at home.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder how Zinzi felt when they were on their way to school?"*

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?"*

Stella says:



Read the story to yourself a few times. Practise telling the story at home before doing it in front of the class. The more confident you feel, the easier it will be to tell the story naturally. You don't have to learn the words of the story – you can tell the story in your own words.

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.





Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa: mosese o motala kgotsa selo se se tala, lebokoso le legologolo la khaboto, dipijama



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: *"Ke mang yo o ka gopolang gore sefatlhego sa gagwe se lebega jang fa a 'tshwenyegile'?"*
- 3 Tlhophha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

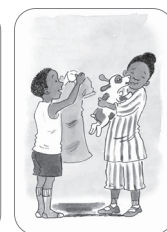
- *"O bona mang?"* (baanelwa)
- *"O dira engle dira eng?"* (madiri le go dira ditiro)
- *"O bona eng gape?"* (ba leba gape)
- *"... e kwa kae?"* (bitsa mafelo/boemo)
- *"Ke eng fa o akanya gore ...?"* (bokgoni jwa go akanya, jwa go tlhalosa megopolo)

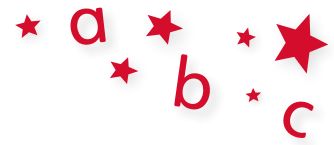
Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

- 1 Opelang pina gape.
- 2 Tsenyeletsa mafoko a mantšha go tswa mo lenaaneng la tlotlofoko.
- 3 Tlhophha 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 tlhaloganyesege.
- 7 Dira gore barutwana ba tseye karolo ka tthagafalo mo thulaganyo eno. Botsa dipotso tse di jaaka: *"Go ne ga direga eng morago ga moo? Ke mang yo o gopolang karolo e e latelang ya kgang?"*
- 8 Fa ditshwantsho di le ka tatelano e e siameng, kopa barutwana ba le mmalwa gore ba tlotle kgang gape ka tatelano e e siameng.





You will need:

- Puppets for the story
- Props: a green dress or piece of green material, an old box for a cupboard, pyjamas



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: *"Who can remember how your face looks when you are 'worried'?"*
- 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.

You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

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

Stella says:



These are useful questions to ask about each picture:

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





Lo tlile go tlhoka:

- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe e e nang le setlhogo sa kgang se se kwadilweng kwa godimo mo tsebeng
- Dikherayone tse di mafura tsa jumbo

Beke 1 Letsatsi 5

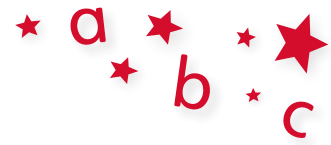
Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Kwala setlhogo sa kgang 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 kgang e ba e ratileng go gaisa tsotlhe. Ba neye ditshitshinyo dingwe. Ka sekai: *"A o ne wa rata karolo e mo go yone Zinzi a neng a fitlhela Spot mo khabotong?"* Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang.
- 4 Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone.
- 5 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.
- 6 Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: *"Zinzi ... o ne a fitlhela ... Spot ... mo O ne o batla go bua lefoko lefe le le latelang? Khabotong. Ke tlile go kwala lefoko 'khabotong'"*.
- 7 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.
- 8 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.

Ke rata Mosese o
Motala wa ga Zinzi.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons

Week 1 Day 5

Whole class activities

Make, draw and write

- 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. For example: *"Did you like the part when Zinzi found Spot in the cupboard?"* Encourage learners to draw their favourite part of the story.
- 4 Make a comment or ask each learner to tell you about their drawing.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: *"Zinzi ... found ... Spot ... in ... the ... What word did you want to say next? Cupboard. I am going to write the word 'cupboard'."*
- 7 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.
- 8 When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts.

I like Zinzi's pretty green dress.





Lo tšile go tšhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditšhwantšho tse dingwe go di latelanya

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



Lo tšile go tšhoka:

- Buka e kgolo: *Mosese o motala*

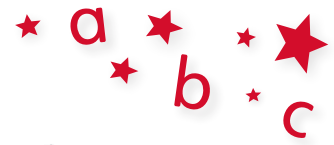
Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Puisokopanelo – Buka e Kgolo

- 1 Rotloetsa barutwana go leba setšhwantšho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemolang.
- 2 Buisetsa bana setšhogo 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 ditšhwantšho tse di mo bukeng le barutwana, o tlotle ka tsone mme o rotloetse barutwana go botsa dipotso ka tsone.
- 4 Supa dinomoro tsa tšebe mme o bue gore go tla latela nomoro efe.
- 5 Fa lo sena 'go di leba' mo bukeng yotšhe, boela kwa tšhimologong mme o buise setšhogo gape. Morago ga moo pitikolola tšebe mme o buise polelo nngwe le nngwe ka tsela e e utlwalang le ka lentšwe 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.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



You will need:

- Big book: *The green dress*

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.





Lo tlile go tlhoka:

- Tege ya motshameko le boto e nnye kgotsa mmetshe wa morutwana mongwe le mongwe



Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Nnisa barutwana mo ditafoleng mme o dire gore mongwe le mongwe a tseye manno a gagwe mme phaposiborutelo e sisibale.
- 2 Simolola tirwana ya gompiano ya go reetsa ka go re: *"A o gopola fa Zinzi le Sam ba ne ba utlwa Spot a bogola mo teng ga khaboto?"* Ba tshwanetse ba bo ba ne ba reetsa ka kelotlhoko gore ba mo utlwe. A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikologileng ka kelotlhoko." Jaanong bolelela barutwana go bula matlho mme ba bue ka medumo e ba e utlwileng. Bua ka ga gore ke medumo efe e e leng gaufi le bone (e e kwa godimo thata) le gore ke efe e e leng kgakala le bone (e e kwa tlase). Bolelela barutwana gore ba tlile go dira tirwana e mo go yone ba tshwanetseng go reetsa ka kelotlhoko se o se buang.
- 3 Naya morutwana mongwe le mongwe bolo ya tege ya motshameko mme o ba bolelele gore ba tlile go dira batho ka tege ya motshameko.
- 4 Botsa barutwana gore motho wa bone o tla tlhoka dikarolo dife tsa mmele: tlhogo, mmele, mabogo a mabedi, diatla tse pedi, maoto a mabedi, dinao tse pedi, ditsebe tse pedi, matlho a mabedi, nko, molomo le moriri. Supa dikarolo tsa mmele wa gago o ntse o di bitsa ka maina.
- 5 Jaanong ba neye ditaello ka iketlo le ka tsela e e utlwalang sentle mme o dire pontsho ka lenathwana la gago le tege ya motshameko. Leta go sekae morago ga taelo nngwe le nngwe gore barutwana ba se ka ba ikutlwa e kete ba a itlhaganedisiwa.
 - ★ Nathola lanathwana le tege ya motshameko mme o le potoke go dira mmele.
 - ★ Nathola lenathwana le le nnye ya tege ya motshameko, e potoke o dire bolo ka yone go dira tlhogo mme o e beye mo godimo ga mmele.
 - ★ Morago ga moo dira maoto a mabedi mme o a tsenye ka fa tlase ga mmele.
 - ★ Morago ga moo dira mabogo a mabedi mme o a tsenye ka fa matlhakoreng a mmele.
 - ★ Potoka dibolo tse dingwe tse pedi tse dinnye go dira matlho.
 - ★ Potoka lenathwana go dira molomo. Tsenya nko le ditsebe tse pedi.
- 6 Fa barutwana ba sena go latelela ditaello tsa gago le go dira motho wa tege, ba kopa gore ba tlhatlhamolole tege mme ba simolole gape. Mo nakong eno, ba ka nna ba leka go e dira ka tsela ya bone, kwantle ga go latelela ditaello tsa gago.





You will need:

- Playdough and a small board or mat for each learner

Week 2 Day 3

Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin by saying: *“Do you remember when Zinzi and Sam heard Spot barking from inside the cupboard? They must have listened very carefully to hear him. Let’s close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us.”* Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Give each learner a ball of playdough and tell them they are going to make playdough people.
- 4 Ask learners what parts of the body their person will need: a head, a body, two arms, two hands, two legs, two feet, two ears, two eyes, a nose, a mouth and hair. Point to the parts of your body as you name them.
- 5 Now give instructions slowly and clearly and demonstrate with your own piece of playdough. Wait between each instruction so that learners do not feel rushed.
 - ★ Break off a piece of playdough and roll it to make a body.
 - ★ Break off a smaller piece of playdough, roll it into a ball to make the head and put it on top of the body.
 - ★ Make two legs and put them under the body.
 - ★ Make two arms and put them on the sides of the body.
 - ★ Roll two more small balls to make eyes.
 - ★ Roll a piece for a mouth. Add a nose and two ears.
- 6 Once learners have followed your instructions and made a playdough person, let them squash the playdough and start again. This time, they can try and make it their own way, without following your instructions.





Lo tlile go tlhoka:

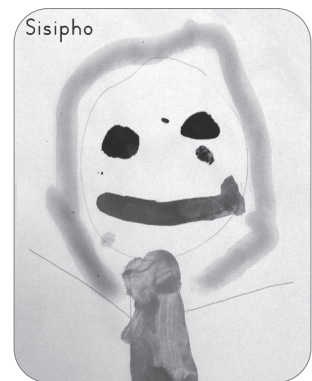
- Dishiti tse dikgolo tsa pampiri e tshweu nngwe le nngwe e kwadilwe leina la morutwana kwa sekhutlong se se kwa godimo ka fa molemeng wa tsebe
- Dishiti tse dikgolo tsa pampiri tse di nang le setshwantsho se se thadilweng sa ga Zinzi a apere mosese o motala le leina la ga Zinzi le kwadilwe kwa sekhutlong se se kwa godimo ka fa molemeng wa tsebe
- Penta ya mmala, maborashe le dinkgwana
- Seipone se o kgonang go ipona o feletse (fa go kgonega)

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana go ema mme ba dire jaaka fa o bua. Supa karolo nngwe ya mmele wa gago, ka sekai, tlhogo ya gago. Botsa barutwana gore karolo eno ya mmele wa rona re e bitsang mme o bue lefoko "tlhogo".
- 2 Dira jalo ka dikarolo tse di farologaneng tsa mmele wa bone: tlhogo, ditsebe, matlho, nko, molomo, seledu, molala, magetla, mabogo, dikgono, diatla, mpa, maoto, mangole, dinao.
- 3 Ba kope go kgoma mabogo a bone, maoto, tlhogo, ditsebe go bona gore di utlwala jang – a di ditelele, kgolokwe, boruma kgotsa thata?
- 4 Bontsha barutwana shiti ya pampiri e e nang le setshwantsho se se thadilweng sa ga Zinzi a apere mosese o motala. Supa kwa godimo mo tsebeng fa leina la ga Zinzi le kwadilweng gone.
- 5 Bontsha barutwana dishiti tse dikgolo tsa pampiri mme o ba rotloetsa go "buisa" leina la bone. Thusa barutwana ba ba sa kgoneng go lemoga leina la bone.
- 6 Ba botse gore ba akanya gore go tshwanetse ga nna le setshwantsho sefe ka fa tlase ga leina la bone. Karabo ke setshwantsho sa bone!
- 7 Ba bolelele gore ba tlile go dirisa tsebe yotlhe go penta setshwantsho sa bone le diaparo tse ba di apereng.
- 8 Kopa barutwana go iteba mo seiponeng se ba kgonang go ipona ba feletse kgotsa ba lebe tsala ya bone ka kelotlhoko.



Lo tlile go tlhoka:

- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Dikere
- Mogala o moleele (o tshwanetse go kgwagediwa mo teng ga phaposiborutelo jaaka mogala wa go anega diaparo pele thuto e simolola.)
- Diphekese

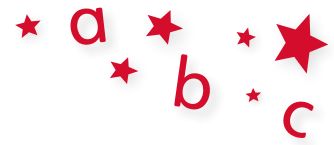
Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Reetsa le go dira

- 1 Kopa barutwana go ema mme ba dire jaaka fa o bua. Supa seaparo sengwe, ka sekai, hempe ya gago.
- 2 Botsa barutwana gore seaparo seno re se bitsang mme o bue lefoko "hempe".
- 3 Dira jalo ka diaparo tse di farologaneng: ditlhako, dikausu, sekete, marukgwe a makhutshwane, hempe, jeresi.
- 4 Naya morutwana mongwe le mongwe tsebe e e kwalelwang sepe mme o tlhomamise gore go na le dikherayone tsa mebala tse di lekaneng tsa setlhopho sa barutwana gore ba di tlhakanele.
- 5 Ba tlhalosetse gore ba thale setshwantsho sa seaparo sa bone se ba se ratang go di gaisa tsotlhe mme ba se tshwase mmalwa o o tshwanetseng.
- 6 Fa ba sena go tshasa diaparo tsa bone mmala, ba segolole setshwantsho se ba se thadileng.
- 7 Fa botlhe ba feditse, barutwana ba neye seaparo se ba se thadilweng leina mme ba se go neye gore o se kgwagetse mo mogaleng wa go anega diaparo.





You will need:

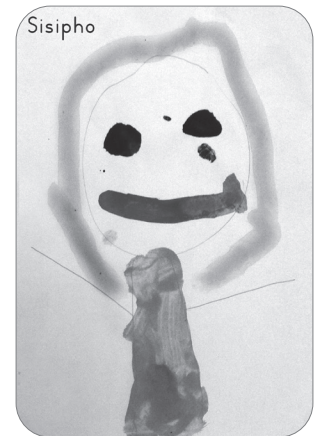
- Large sheets of white paper with each learner's name written on the top left-hand corner of a page
- One large sheet of paper where you have drawn Zinzi in her green dress and Zinzi's name written on the top left-hand corner of the page
- Coloured paint, brushes and tubs
- Full-length mirror (if possible)

Week 2 Day 4

Whole class activities

Read and do

- 1 Ask learners to stand up and follow your lead. Point to a part of your body, for example, your head. Ask learners what we call this part of our body and say the word "head".
- 2 Do this for the different parts of their body: head, hair, ears, eyes, nose, mouth, chin, neck, shoulders, arms, elbows, hands, tummy, legs, knees, feet.
- 3 Let them touch their own arms and legs to see how they feel – are they long, round, soft or hard?
- 4 Show learners a sheet of paper with a drawing of Zinzi in her green dress. Point to the top of the page where Zinzi's name is written.
- 5 Show learners the large sheets of paper and encourage them to "read" their name. Support learners who are unable to recognise their name.
- 6 Ask them what picture they think should be under their name. The answer is a picture of themselves, of course!
- 7 Tell them they are going to use the whole page to paint a picture of themselves and the clothes they are wearing.
- 8 Let learners look at themselves in a full-length mirror or look carefully at their friend.



You will need:

- A blank A4 page for each learner
- Jumbo wax crayons
- Scissors
- A long piece of string (This needs to be hung up in the classroom like a washing line before the lesson.)
- Pegs

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Ask learners to stand up and follow your lead. Point to an item of clothing, for example, your shirt.
- 2 Ask learners what we call this item of clothing and say the word "shirt".
- 3 Do this for the different items of clothing: shoes, socks, skirt, shorts, shirt, jersey.
- 4 Give each learner a blank page and make sure there are enough coloured crayons for a group of learners to share.
- 5 Explain to them that they must draw their favourite item of clothing and colour it in the correct colour.
- 6 After they have coloured in their clothes, they must cut out the picture they have drawn.
- 7 When everyone is finished, learners must name the item of clothing they have drawn and give it to you to hang on the washing line.

★ Taboga, Lindi, Taboga!

Kgang

Ga twe go kile ga bo go le mosetsana mongwe a bidiwa Lindi, o ne a nna le mme, koko, le nnakaagwe wa mosimane, Paul. Mmele wa ga Lindi o ne o itekanetse e bile o nonofile, mme o ne a rata go tshameka metshameko ya mefuta yotlhe, mme se a neng a se rata go di feta tsotlhe e ne e le go taboga. O ne a taboga go tswa gae go ya nokeng. O ne a taboga go tswa nokeng go ya lebenkeleng. O ne a taboga go tswa lebenkeleng go ya kwa go mmangwane yo a mo ratang thata. "Taboga, Lindi, taboga!" ditsala tsotlhe tsa gagwe di ne di rata go gowa jalo. Lindi o ne a tabogela le kwa bolaong fa a ya go robala bosigo, fa a sena go tlhapa meno.



Letsatsi lengwe, Mmagwe Lindi a mo raya a re: "Lindi, ke a itse gore o rata go taboga. Ka moso go na le lebelo le le simololang fa lebenkeleng la ga Rre Ibrahim. A o ka rata go taboga mo lebelong leo?" Lindi o ne a dumela a re ee! O ne a itumetse thata mme a ya go robala go sa le gale gore a ikhutse sentle gore a nonofele lebelo leno sentle. Mo mosong, a tsoga go sa le gale mme a ja sefitlholo sa motogo o o fisang ka mašwi. Go ne go tlike go nna mogote, mme Lindi a gopola go nwa metsi pele ga lebelo.

Fa Lindi a sena go ja sefitlholo, a ya kwa lebenkeleng la ga Rre Ibrahim mme a fitlha a nna mongwe wa bana botlhe ba ba khubameng fa moleng, a siametse lebelo. Rre Ibrahim a re: "On your marks, get set, go!" Lindi a betsega! Ka lebelo la mafonfonyane! A taboga ka lebelo le a iseng a ke a taboge ka lone. "Taboga, Lindi, taboga!" Paul a goa jalo, a tlotlola.



Fa Lindi a ema, a utlwa botlhe ba mo dudueletsa. O ne a itumetse e bile a ikutlwa a nonofile. Rre Ibrahim a tla fa go ene a mo naya mmentlele. "O dirile sentle, Lindi! O tabogile ka lebelo le o neng o ka le kgona! O morutwana wa ntlha go fetsa lebelo!"



Fa Lindi a ya gae morago ga lebelo, o ne a goketse mmentlele wa gagwe o montšha o o phatsimang mo thamong. "O dirile sentle, Lindi, o dirile sentle!" lelapa la gaabo la mo dudueletsa jalo. Koko a re: "Lindi, ke motlotlo ka wena. O ikatisetsa go taboga letsatsi le letsatsi, bona jaanong o fentse lebelo!"

Mmele wa gago o itekanetse e bile o nonofile, e bile go taboga ke talente ya gago e e kgethegileng."

Kgang eno e felela fano.

★ Run Lindi Run

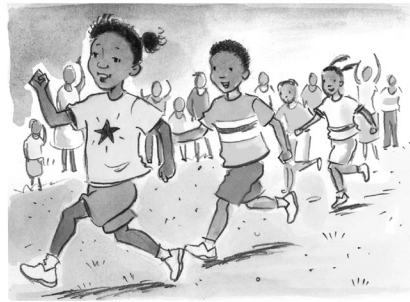
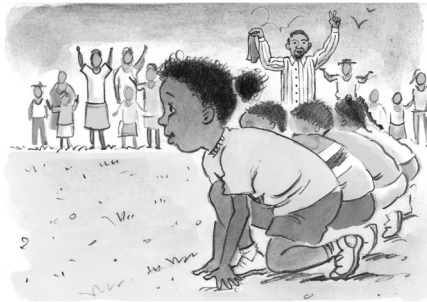
Story

Once upon a time, there was a girl called Lindi who lived with her mother, her granny and her little brother, Paul. Lindi's body was healthy and strong, and she liked to play all sorts of games, but most of all she loved to run. She ran from her house to the river. She ran from the river to the shop. She ran from the shop to her favourite auntie. "Run Lindi run!" shouted all her friends. Lindi even ran and jumped into bed every night, after she had brushed her teeth.



One day, Lindi's mother said to her: "Lindi, I know how much you love to run. Tomorrow there is going to be a race starting at Mr Ibrahim's shop. Would you like to run in the race?" Of course Lindi said yes! She was very excited and went to bed early so she could have a good rest and be strong for the race. In the morning, she woke up early and ate a bowl of warm porridge with milk for breakfast. It was going to be a hot day, and Lindi remembered to drink some water before the race.

After breakfast, Lindi went down to Mr Ibrahim's shop and joined all the children kneeling in a line, ready to race. Mr Ibrahim said: "On your marks, get set, go!" And off Lindi ran! She ran like the wind! She ran and ran like she had never run before. "Run Lindi run!" shouted Paul, jumping up and down.



When she stopped running, Lindi heard everyone cheering. She felt happy and strong. Mr Ibrahim came up to her and gave her a medal. "Well done, Lindi! You ran as fast as you could! You were the first to finish the race!"



When Lindi went home after the race, she wore her shiny new medal. "Well done, Lindi, well done!" cheered her family. Granny said: "Lindi, I am proud of you. You practise running every day and now you won the race! Your body is healthy and strong, and running is your special talent."

And that is the end of the story.



Pina

Lindi o tabogela nokeng, nokeng, nokeng, ka lebelo
 Lindi o tabogela nokeng ka lebelo
 Taboga, Lindi, taboga!

Lindi o taboga go ya lebenkeleng, go ya lebenkeleng, go ya lebenkeleng.
 Lindi o taboga go ya lebenkeleng
 Taboga, Lindi, taboga!

Lindi o bonako e bile o fenya lebelo, o fenya lebelo, o fenya lebelo,
 Lindi o bonako e bile o fenya lebelo
 Taboga, Lindi, taboga!

Lindi o itumetse, o nonofile, o itekanetse, o nonofile, o itekanetse, o nonofile, o itekanetse
 Lindi o itumetse, o nonofile, o itekanetse
 Taboga, Lindi, taboga!

Lindi o motlotlo ka talente e e kgethegileng, talente e e kgethegileng, talente e e kgethegileng ya gagwe
 Lindi o motlotlo ka talente e e kgethegileng ya gagwe
 Taboga, Lindi, taboga!

(E opeleng ka molodi wa "The Wheels of the bus" kgotsa itlhopheleng molodi wa lona.)



Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | lebelo | itumetse thata | fetsa | mmentlele | ntlha | taboga |
|--------------------------|----------|----------------|--------------|---------------|------------|------------|
| Mafoko a a oketsegileng: | nonofile | ikatisa | motogo | dirile sentle | sefitlholo | phatsimang |
| | itumetse | mašwi | kgethegileng | talente | motlotlo | dudueletsa |





Song

Lindi runs fast down to the river, to the river, to the river
 Lindi runs fast down to the river
 Run Lindi run!

Lindi runs all the way to the shop, to the shop, to the shop
 Lindi runs all the way to the shop
 Run Lindi run!

Lindi runs fast and wins the race, wins the race, wins the race
 Lindi runs fast and wins the race
 Run Lindi run!

Lindi feels happy, strong and fit, strong and fit, strong and fit
 Lindi feels happy, strong and fit
 Run Lindi run!

Lindi is proud of her special talent, special talent, special talent
 Lindi is proud of her special talent
 Run Lindi run!

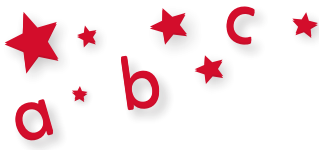


(Sing to the tune of "The Wheels of the bus" or use your own tune.)

Vocabulary from the story

| Key-words: | race | excited | finish | medal | first | run |
|--------------|--------|----------|----------|-----------|-----------|-------|
| Extra words: | strong | practise | porridge | well done | breakfast | shiny |
| | happy | milk | special | talent | proud | cheer |





Lo tlile go tlhoka:

- Kgang: *Taboga, Lindi, Taboga*
- Dimpopi: Lindi, Paul, Rre Ibrahim, nkokoagwe Lindi, xxx Lindi
- Didirisiwa: hempe e tshweu gore e nne baki ya mong wa lebenkele, roupo kgotsa mogala gore e nne mola wa phenyo, mmentle
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko



Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana ka go ba botsa o re “*Ke mang yo o ratang go taboga? O taboga kae? A o kile wa taboga kgaisano ya lebelo?*”.
- 1.3 E re: “*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng.*” Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai: Kopa morutwana go ema fa thoko ga gago mme lo dire jaaka e kete lo taboga kgaisano ya lebelo mmogo (dikgato di le mmalwa fela!). Buang ka tshimologo ya lebelo, bokhutlo jwa lone le gore mofenyi ke mang.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: “*O akanya gore Lindi o ne a iktulwa jang fa a ne a le mo moleng wa go simolola lebelo? O akanya gore Lindi o ne a iktulwa jang fa a ne a fenyi lebelo?*”

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? Lindi o ne a na le bokgoni jwa go taboga. Wena o na le bokgoni jwa eng?*”

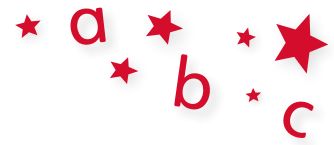
Tsenyeletsa modumo nngwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: “*taboga, tabogela, taboge, talente. A lo utlwa modumo o re tlileng go ithuta one: taboga, talente? 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.

Matlho-pedi re a bona

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





You will need:

- Story: *Run Lindi Run*
- Puppets: Lindi, Paul, Mr Ibrahim, Lindi's granny, Lindi's mom
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Storytelling and building vocabulary

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

Two eyes to see

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

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "Who likes to run? Where do you run? Have you ever run in a race before?"
- 1.3 Say: "Before we begin, I want to tell you the meaning of some new words which we will find in the story." Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example: Ask a learner to stand next to you and pretend to run a race together (just a few steps!). Talk about the start of the race, the finish and who the winner was.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: "How do you think Lindi felt when she was lining up to start the race? How do you think Lindi felt when she won the race?"

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? Lindi was good at running. It was her special talent. What are you good at?"

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: "taboga, tabogela, taboge, talente. Can you hear the focus sound: **t**aboga, **t**alente? Yes, you are right! They all have the sound /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.
- 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.





Lo tlile go tlhoka:

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



Beke 1 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

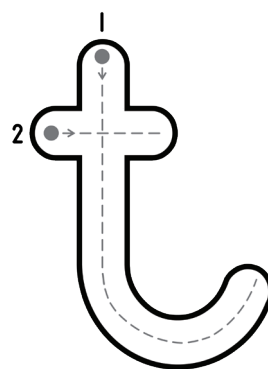
Stella a re:

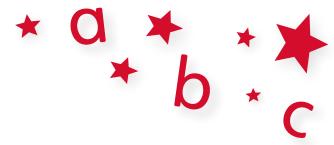


Go ikatisetsa mokwalo wa seatla ka karolo ya kharikhulamo ya Mophato 1; ga go a tshwanela barutwana ba Mophato R. Le fa go ntse jalo, go botlhokwa gore barutwana ba rutwe go bopa ditlhaka sentle. O ka dira jalo o phuthologile ka tsela e e monate ka go dirisa ditirwana tseno tsa bokgoni jwa go tlhama, tsa go dirisa ditemotshi tse di farologaneng le go rotloetsa barutwana go kwala ditlhaka tse dikgolo ka moo ba ka kgonang ka gone.

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 /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 tlhaka ya **t** 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, e la ka fa mojang. Tsholetsa seatla mme o thale molakgabaganyo gaufi le kwa godimo."
- 4 Kopa barutwana go ithuta go bopa tlhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tlhaka.
- 5 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.





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.

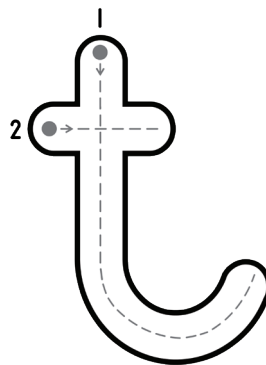
Stella says:



Formal handwriting practice is part of the Grade 1 curriculum; it is not appropriate for Grade R learners. However, it is important that learners are taught how to form letters correctly. You can do this in a relaxed and fun way by using these creative, multisensory activities and encouraging learners to write letters as big as they can.

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 carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.





Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa: hempe e tshweu gore e nne baki ya mong wa lebenkele, rupo kgotsa mogala gore e nne mola wa phenyo, mmentlele
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **t**: tafole, tau, tamati, tedu, tee, toulo, terebe, teroli, toise, toroko, taboga, tapole

Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

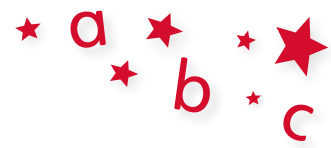
Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: *"Ke mang yo o gopolang gore Lindi o ne a newa eng fa a sena go fenya lebelo? Ee, mmentlele o o phatsimang!"*
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tlile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tlile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tlile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tlileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **t**afole, **t**au, **t**amati. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang **t** ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.





You will need:

- Puppets for the story
- Props: white shirt for shopkeeper's coat, rope or string for the finishing line, medal
- A letter box containing objects or pictures of objects that start with **t**: tafole, tau, tamati, tedu, tee, toulo, terebe, teroli, toise, toroko, taboga, tapole

Week 1 Day 3

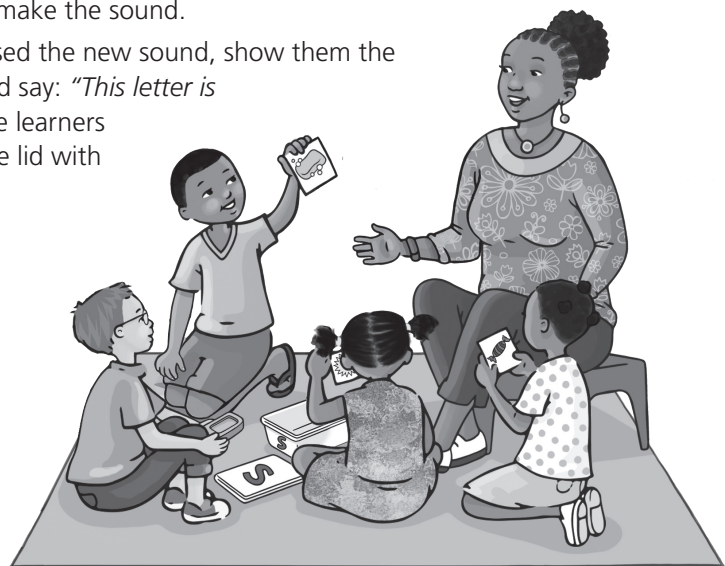
Whole class activities

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: *"Who can remember what Lindi got when she won the race? Yes, a shiny medal."*
- 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, for example: **t**afole, **t**au, **t**amati. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *"This letter is how we write **t**."* Let some learners trace over the letter on the lid with their fingers.





Lo tile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Setulwana sa nawa kgotsa boloko

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

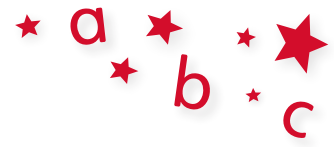


Go reetsa medumo e go ithutwang yone

- 1 Bolelela barutwana gore ba tlile go nna ba dirile sediko ba bo ba fetisetsana setulo se segolo sa bolo.
- 2 Morutwana yo o tshwereng setulo se segolo sa bolo a bitse leina la gagwe fa botlhe ba reeditse.
- 3 Botsa bana mo tlelaseng gore leina lengwe le lengwe le simolola ka modumo ofe. Fa barutwana ba sena go araba, boeletsa leina le modumo o o simololang, jaana: "Ee, leina la ga Sindi le simolola ka modumo *Is!*" Morago ga moo morutwana a ka nna a fetisa setulo se beanbag sa bolo.

Tirwana e sele: Tshameka mmimo o o iketlileng kwa tlase. Emisa mmimo nako le nako. Morutwana yo o tshwereng setulo se segolo sa bolo a bitse leina la gagwe le modumo o le simololang ka one.





You will need:

- Big sequence pictures
- Bean bag or block

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 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound, like this: "Yes, Sindi's name starts with the sound /s/." The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





Lo tlile go tlhoka:

- Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe e e nang le setlhogo sa kgang se se kwadilweng kwa godimo mo tsebeng
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokotsi a amanang le kgang: taboga, gopola, lebelo, Ibrahim, koko, itumetse, moso, phaletšhe, metsi, mmentlele, itekanetse, kgethegileng, talente

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

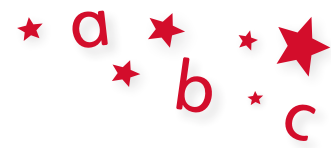
Bopa, thala le go kwala

- 1 Kwala setlhogo sa kgang kwa godimo ga tsebe e e sa kwalelwang sepe ya morutwana mongwe le mongwe pele thuto e simolola.
- 2 Buisa mafoko a setlhogo kwa godimo mo tsebeng mme o rotloetse barutwana go a buisa le wena.
- 3 Botsa barutwana gore ke karolo efe ya kgang e ba e ratileng go gaisa tsotlhe. Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang.
- 4 Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone.
- 5 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.
- 6 Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala.
- 7 Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle.
- 8 Fa o feditse go kwala, kopa barutwana go buisa polelo le wena. Supa lefoko lengwe le lengwe.

Go kopanya le go kgaoganya (dinoko)

- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokotsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **ta | bo | ga**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **ta** (tlola gangwe) **bo** (tlola gangwe) **ga** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.





You will need:

- A blank A4 page for each learner with the title of the story written at the top of the page
- Jumbo wax crayons
- Multisyllabic words relating to the story: taboga, gopola, lebelo, Ibrahim, koko, itumetse, moso, phaletšhe, metsi, mmentlele, itekanetse, kgethegileng, talente

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Write the title of the story at the top of each learner's blank page before the lesson.
- 2 Read the words of the title at the top of the page and encourage learners to read with you.
- 3 Ask learners what part of the story they liked best. Encourage learners to draw their favourite part of the story.
- 4 Ask learners to tell you about their drawings. Make comments or ask questions.
- 5 Ask learners if they would like to write something about their picture or if they would like you to write for them. Some learners may only be able to say a few words about their picture.
- 6 If learners would like you to write for them, keep them involved by asking them to say the words slowly with you as you write them down.
- 7 Write exactly what the learner tells you, word for word. Remember to write neatly and clearly.
- 8 When you have finished writing, encourage the learner to "read" the writing with you while pointing to the words.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **ta | bo | ga**.
- 2 Choose a learner to stand up and jump for each of the syllables: **ta** (one jump) **bo** (one jump) **ga** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.





Lo tlile go tlhoka:

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

Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditshwantsho tse dingwe go di latelanya



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



Tsenyeletsa modumo nngwe 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: "itekanetse, itse, Ibrahim, Lindi, itumetse, ikhutse, iseng, ikutlwa, ikatisetsa. A lo utlwa modumo o re tllileng go ithuta one: **itse, Ibrahim, Lindi, itumetse, ikutlwa?** Ee, o nepile! Yotlhe e na le modumo **ii**."
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /i/: inama, itumela, ipipa, moriri. (Gatelela modumo o o simololang fa o bitsa mafoko ano.)
- 3 Bitsa modumo /i/ ka tsela e e 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.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: “itekanetse, itse, Ibrahim, Lindi, itumetse, ikhutse, iseng, ikutlwa, ikatisetsa. Can you hear the focus sound: **itse, Ibrahim, Lindi, itumetse, ikutlwa**? Yes, you are right! The focus sound is **ii**.”
- 2 “Listen carefully, here are some more words with /i/: inama, itumela, ipipa, moriri.” (Emphasise the focus sound as you say these words.)
- 3 Say the sound /i/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /i/: “**i-i-i**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.





Lo tšile go tšhoka:

- Buka e Kgolo: Taboga, Lindi, Taboga
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

Puisokopanelo – Buka e Kgolo

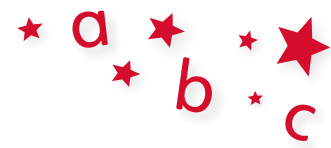
- 1 Rotloetsa barutwana go leba setshwantsho se se ka fa ntle mme ba bue ka se ba se bonang le se ba se lemogang.
- 2 Buisetsa bana setlhogo sa kgang. Supa lefoko lengwe le lengwe fa o le buisa. A buise gape mme o kope barutwana go a buisa le wena.
- 3 Leba ditshwantsho tse di mo bukeng le barutwana,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



Go bopa tšhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /i/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /i/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka koba monwana wa bona wa tshupabaloi ba ntse ba re "i-na-ma".
- 3 Botsa barutwana gore a ba a gopola gore tšhaka ya i 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. Tshoetsa seatla o dire lerontho kwa godimo."
- 4 Kopa barutwana go ithuta go bopa tšhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwatleng ya ba bangwe kgotsa mo diatleng tsa bone.
- 5 Fa o sena go bontsha sekao sa gore tšhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tšhaka mekgetlho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tšhaka e o dirang fa ba ntse ba kwala tšhaka.





You will need:

- Big book: Run Lindi Run
- Water in containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

Shared reading – Big book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /i/ or if they can think of any other words that start with the sound /i/.
- 2 Teach learners an action associated with the sound. For example: Learners can bend their index finger while saying “i-na-ma”.
- 3 Show learners how to write the letter i. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go down. Lift and dot.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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.





Lo tlile go tlhoka:

- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka i: pidipidi, sinki, tshipi, tsiri, pikiniki, phiri, pirinki, pinki

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Nnisa barutwana mo ditafoleng mme o dire gore mongwe le mongwe a tseye manno a gagwe mme phaposiborutelo e sisibale.
- Simolola tirwana ya gompiano ya go reetsa ka go re: *"A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikologileng ka kelotlhoko."* A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikologileng ka kelotlhoko." Jaanong bolelela barutwana go bula matlho mme ba bue ka medumo e ba e utlwileng. Bua ka ga gore ke medumo efe e e leng gaufi le bone (e e kwa godimo thata) le gore ke efe e e leng kgakala le bone (e e kwa tlase). Bolelela barutwana gore ba tlile go dira tirwana e mo go yone ba tshwanetseng go reetsa ka kelotlhoko se o se buang.
- Kopa barutwana go koma ka tlhogo fa o bua polelo e e boammaaruri. Lekang dikai di le mmalwa mmogo pele: Lindi o kgona go taboga (koma ka tlhogo); Ntša e kgona go taboga (koma ka tlhogo).
- Tlhalosetsa barutwana gore fa ba utlwa sengwe se se seng boammaaruri, ba thukuthe tlhogo. Ka sekai: Lindi o kgona go fofa (thukutha tlhogo); Tafole e kgona go fofa (thukutha tlhogo). Jaanong tlhakanya dikai mme o gakolole barutwana go koma ka tlhogo fela fa e le dipolelo tsa boammaaruri.



- | | |
|--|--|
| ★ Mosimane o kgona go taboga. (koma ka tlhogo) | ★ Ntši e kgona go fofa. (koma ka tlhogo) |
| ★ Ntša e kgona go fofa. (thukutha tlhogo) | ★ Podi e kgona go taboga. (koma ka tlhogo) |
| ★ Kgomo e kgona go fofa. (thukutha tlhogo) | ★ Buka e kgona go taboga. (thukutha tlhogo) |
| ★ Mosetsana o kgona go fofa. (thukutha tlhogo) | ★ Baesekele e kgona go fofa. (thukutha tlhogo) |
| ★ Tlhapi e kgona go taboga. (thukutha tlhogo) | ★ Koloji e kgona go fofa. (thukutha tlhogo) |
| | ★ Sefofane se kgona go fofa. (koma ka tlhogo) |

Mabokoso a ditlhaka

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





You will need:

- A letter box containing objects or pictures of objects that start with **i**: pidipidi, sinki, tshipi, tsiri, pikiniki, phiri, pirinki, pinki

Week 2 Day 3

Whole class activities

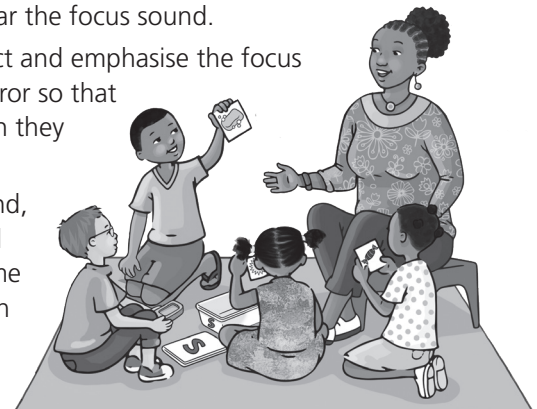
Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near/close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Ask learners to nod their heads when you make a true statement. Try a few examples together first: Lindi can run (nod head); A dog can run (nod head).
- 4 Explain to learners that when they hear something that is not true, they must shake their heads from side to side. For example: Lindi can fly (shake head); A table can fly (shake head). Now mix up the examples and remind learners to only nod for true statements.
 - ★ A boy can run. (nod head)
 - ★ A dog can fly. (shake head)
 - ★ A cow can fly. (shake head)
 - ★ A girl can fly. (shake head)
 - ★ A fish can run. (shake head)
 - ★ A fly can fly. (nod head)
 - ★ A goat can run. (nod head)
 - ★ A book can run. (shake head)
 - ★ A bike can fly. (shake head)
 - ★ A car can fly. (shake head)
 - ★ An aeroplane can fly. (nod head)
 - ★ A cat can run. (nod head)



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, for example: **pidipidi, sinki**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **i**." Let some learners trace over the letter on the lid with their fingers.





Lo tlile go tlhoka:

- Poleiti ya pampiri e nnye kgotsa papetlana ya khateboto e morutwana mongwe le mongwe a e segetsweng go nna sediko
- Dikherayone tse di mafura tsa jumbo le/ kgotsa pente
- Sephunya-phatlha sa go dira phatlha mo ntlheng ya poleiti ya pampiri
- Mogala
- Setulwana sa nawa kgotsa boloko

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

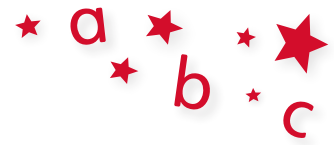
- 1 Dirisa dipoleiti tsa pampiri tse dinnye kgotsa thala didiko mo khatebotong o bo o di segolola. Kwala leina la morutwana mongwe le mongwe mo khatebotong kgotsa mo poleiting ya pampiri o bo o dirisa sephunya-phatlha go dira phatlha e nnye fa ntlheng e e kwa godimo ya khateboto kgotsa poleiti ya pampiri.
- 2 Botsa barutwana gore a ba a gopola gore Lindi o ne a na le bokgoni mo go eng – ee, go taboga! Tsamaya mo gare ga bana mo tlelaseng mme o ba botse gore ba na le bokgoni mo go eng (talente ya bone e e kgethegileng ke eng?).
- 3 Kopa morutwana mongwe le mongwe go batla khateboto kgotsa poleiti ya pampiri e e nang le leina la gagwe. Mo gare ga khateboto kgotsa poleiti ya pampiri, ba itshwantshe ba dira sengwe se ba nang le bokgoni mo go sone. Seno se tla nna mmentlele kgotsa leleme la bone.
- 4 Fa barutwana ba kgabisa mmentlele kgotsa leleme la bone, somela lenathwana la mogala ka phatlha. Tlhomamisa gore mogala o mo leele ka mo go lekaneng go ka somelwa mo tlhologong ya morutwana go bo go bofiwa lehuto.
- 5 Kwa bokhutlong jwa tirwana eno, naya morutwana mongwe le mongwe mmentlele wa gagwe.

Go reetsa medumo e go ithutwang yone

- 1 Bolelela barutwana gore ba tlile go nna ba dirile sediko ba bo ba fetisetsana setulo se segolo sa bolo.
- 2 Morutwana yo o tshwereng setulo se segolo sa bolo a bitse leina la gagwe fa botlhe ba reeditse.
- 3 Botsa bana mo tlelaseng gore leina lengwe le lengwe le simolola ka modumo ofe. Fa barutwana ba sena go araba, boeletsa leina le modumo o o simololang, jaana: "Ee, leina la ga Sindi le simolola ka modumo *ts!*." Morago ga moo morutwana a ka nna a fetisa setulo se segolo sa bolo.

Tirwana e sele: Tshameka mmimo o o iketlileng kwa tlase. Emisa mmimo nako le nako. Morutwana yo o tshwereng setulo se segolo sa bolo a bitse leina la gagwe le modumo o le simololang ka one.





You will need:

- A small paper plate or a piece of cardboard cut into a circle for each learner
- Jumbo wax crayons and/or paint
- A punch for making a hole on the edge of the paper plate
- String
- A bean bag or block

Week 2 Day 4

Whole class activities

Read and do

- 1 Use small paper plates or draw circles on cardboard and cut out. Write each learner's name on the cardboard or paper plate and use a punch to make a small hole on the top edge of the cardboard or paper plate.
- 2 Ask learners if they remember what Lindi was good at – yes, running! Go around the class and ask each learner what they are good at (what is their special talent?).
- 3 Let each learner look for the cardboard or paper plate with their name. In the middle of the cardboard or paper plate, they must draw a picture of themselves doing something that they are good at. This will be their medal or rosette.
- 4 While learners are decorating their medal or rosette, thread a piece of string through the hole. Make sure the string is long enough to loop over the learner's head and then tie a knot.
- 5 At the end of the activity, present each learner with their medal.

Listening for focus sounds

- 1 Tell learners they are going to sit in a circle and pass the bean bag around.
- 2 The learner holding the bean bag must say their name while everyone listens.
- 3 Ask the class what sound each name starts with. Once learners have answered, repeat the name and the beginning sound like this: "Yes, Sindi's name starts with the sound /s/." The learner can then pass the bean bag.

Variation: Play some gentle music in the background. Stop the music every now and again. The learner holding the bean bag must say their name and the sound it starts with.





Lo tlile go tlhoka:

- Shiti e kgolo ya pampiri
- Dipene tsa maraka
- Dikherayone tse di mafura tsa jumbo
- Mafoko a dinokontsi a amanang le kgang: taboga, gopola, lebelo, Ibrahim, koko, itumetse, moso, phaletšhe, metsi, mmentlele, itekanetse, kgethegileng, talente

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

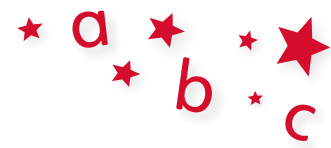
Reetsa le go dira

- 1 Bolelela barutwana gore o itumetse jang: *"Re tlile go na le kgaisano ya lebelo la taboga ya rona, fela jaaka Lindi! A re laletseng mogokgo wa rona go tla go bogela lebelo le go ntsha meputsa."*
- 2 Bua ka tshedimisetso e e botlhokwa thata go tsenngwa mo taletsong: leina la mogokgo; letsatsi le nako ya go lebelo, lefelo le kgaisano a tla tshwarelwang kwa go lone.
- 3 Kwala aterese mo taletsong: *"Go [kwala leina la mogokgo wa gago]"* mo papetlaneng e kgolo ya pampiri ka pene e kima ya mmaraka.
- 4 Mmogo le barutwana, dumalanang ka tshedimisetso e nngwe e lo batlang go e kwala mo taletsong: Letsatsi, Nako, Lefelo.
- 5 Kwala dikgopolo tse barutwana ba di tshishinyang.
- 6 Botsa barutwana jaana: *"Ke tshedimisetso efe e nngwe e tshwanetseng go e kwala mo taletsong?"* O ka tshitshinya dilo tse di latelang: *"Re go lebogela go tla kwa lebelong la rona le go ntsha meputso."*
- 7 Buisa taletso e e feletseng le barutwana, o supe lefoko lengwe le lengwe fa o le buisa.
- 8 Kopa barutwana bangwe go thala ditshwantsho gore ba kgabise taletso ka tsone ba dirisa dikherayone mme o rulaganyetse gore ba ye go e naya mogokgo.
- 9 Tlhomamisa gore o tshwara lebelo ka letlha le le dumalanweng, le ka nako e e kwadiweng mo taletsong.

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: **le | be | lo.**
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **le** (tlola gangwe) **be** (tlola gangwe) **lo** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.





You will need:

- A large sheet of paper
- Marker pens
- Jumbo wax crayons
- Multisyllabic words relating to the story: taboga, gopola, lebelo, Ibrahim, koko, itumetse, moso, phaletšhe, metsi, mmentlele, itekanetse, kgethegileng, talente

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Tell learners that you are very excited: *"We are going to have a running race for our class, just like Lindi! Let us invite our principal to come and watch the race and hand out prizes."*
- 2 Talk about the most important information to put on an invitation: the name of the principal; the day and time when the race will take place, and of course, the place where the race will take place.
- 3 Address the invitation: *"To [write the name of your principal]"* on a big piece of paper in a thick marker pen.
- 4 Together with learners, agree on the other information you need to write on the invitation: Event, Day, Time, Place.
- 5 Write down ideas as learners make suggestions.
- 6 Ask learners: *"What other information must we put on our invitation?"* You could suggest the following: *"Thank you for coming to our race and handing out prizes."*
- 7 Read the complete invitation together with the learners, pointing to each word as you read.
- 8 Ask some learners to draw pictures to decorate the invitation using crayons and then arrange for them to deliver it to the principal.
- 9 Make sure you hold the race on the agreed date, and at the time written on the invitation.

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: **le | be | lo**.
- 2 Choose a learner to stand up and jump for each of the syllables: **le** (one jump) **be** (one jump) **lo** (one jump).
- 3 Ask the learner to jump again, and this time learners must clap for each jump.
- 4 Let learners take turns to listen to a word from the list and jump as they break it into syllables.



★ Ali le pente

Kgang

Gompieno ke batla gore o kopane le Rre le Mme Ibrahim. Ba na le lebenkele le le rekisang dilo tse dintsi tse di kgalhisang. (A wa gopola gore lebelo la ga Lindi le simolotse fa lebenkeleng la ga Rre Ibrahim?) Letsatsi lengwe Mme Ibrahim o ne a tla gae a tsholetse bana ba gagwe ba babedi dimpho, Musa le Ali.

O ne a ntsha mpho ya ga Pule mo kgetsaneng. E ne e le popego e kgolo e e kgolokwe. Mme Katane a buisa karata. E ne e re: "Pule ngwanaka, Mama le Papa ba a go rata." O akanya gore mpho eo e ne e le eng? Pule a bula mpho ya gagwe. E ne e le kgwele e ntle e khibidu. Pule a re: "Ke a leboga, Mama!" a tsaya kgwele a tswela kwa ntle go ya go tshameka.

Musa a leba mpho ya gagwe. E ne e le lebokoso la popego e e khutlonne. Mme Katane a buisa karata. E ne e re: "Musa ngwanake, Mama le Papa ba a go rata." A tsaya mpho eno ya popego e e sekwere a e bula mme a fitlhela seno mo teng.

Go ne go na le borashe jwa pente le dijeke di le nne tsa pente – e khibidu, e e serolwana, e e pududu le e e tala. Musa o ne a itumetse thata ka gonne o rata go penta ditshwantsho. O ne a re: "Ke a leboga, Mama. Ke tla lo pentela setshwantsho wena le Papa."



Fa Musa a fetsa go penta, a busetsa dipente mo lebokosong mme a tswela kwa ntle go ya go tshameka le ditsala tsa gagwe. Fa a dule, ga sala go direga sengwe. Pule a tsena mo teng mme a bona lebokoso mo tafoleng. O ne a batla go bona gore go na le eng mo lebokosong ka jalo a kgoromeletsa setulo fa thoko ga tafole mme ... o akanya gore a dira eng? Pule a palama mo godimo ga setulo a bo a palama mo godimo ga tafole. A bula lebokoso mme a ntsha dipente tsotlhe.

O akanya gore o ne a dira eng morago ga moo? Ali a bula pente e tala mme a itshasa yone mo nkong. Mpontshe gore o ne a tshasa jang pente e tala mo nkong. Morago ga moo a bula pente e khibidu mme a itshasa yone mo mpeng. Mpontshe gore o tshasa pente e khibidu jang mo mpeng ya gago. Morago ga moo a bula pente e pududu mme a tshasa pente e pududu mo menwaneng yotlhe ya gagwe ya dinao. A o kgona go tshikhinya menwana ya gago ya dinao?

Jaanong Ali yo mmotlana o ne a na le pente e tala mo ... nkong; pente e khibidu mo ... mpeng; le pente e pududu mo ... menwaneng ya dinao. A o a itse gore go ne go setse pente ya mmala ofe mo lebokosong? Ee! Go ne go setse pente e e serolwana mo lebokosong. Mme Ali a se ka a tsaya pente e e serolwana ka gonne ka yone nako eo Mme Ibrahim o ne a tsena mme a mmona.

Ali a tshega a opa diatla. Mme Ibrahim a re: "Ali! O dirang?" Morago ga moo a nyeba mme a re: "Nko ya gago e tala. Mpa ya gago e khibidu. Menwana ya dinao tsa gago e pududu. Ke go rata o ntse o le jalo!"

Mme Ibrahim a ntshetsa Ali kwa ntle a tlhatswa nko ya gagwe, mpa ya gagwe le menwana ya dinao tsa gagwe. Morago ga moo a tsenya dipente mo teng ga khaboto gore Ali a se ka a di bona gape.



Kgang eno e felela fano.

★ Ali and the paint

Story

Today I would like you to meet Mr and Mrs Ibrahim. They own a shop selling many interesting things. (Do you remember Lindi's race started from Mr Ibrahim's shop?) One day Mrs Ibrahim came home with presents for her two children, Musa and Ali.

She took Ali's present out of her bag. It was a big, round shape. Mrs Ibrahim read the card. It said: "Dear Ali, Love from Mommy and Daddy." What do you think was in the present? Ali opened his present. It was a lovely red ball. Ali said: "Thank you, Mommy!" and he took the ball and went outside to play.

Musa looked at his present. It was a box with a square shape. Mrs Ibrahim read the card. It said: "Dear Musa, Love from Mommy and Daddy." He took the square shaped present and opened it and this is what he found. There was a paintbrush and four jars of paint – red, yellow, blue and green. Musa was so happy because he loved to paint pictures. He said: "Thank you, Mommy. I will paint a picture for you and Daddy."



When he had finished painting, Musa put the paints back in the box and went outside to play with his friends. While he was out, something happened. Ali came inside and saw the box on the table. He wanted to see what was inside the box so he pushed the chair next to the table and ... what do you think he did? Ali climbed onto the chair and then onto the table. Then he opened the box and took out all the paints.

And what do you think he did next? Ali opened the green paint and he rubbed some of it on his nose. Show me how he rubbed green paint on his nose. Then he opened the red paint and rubbed some of the red paint on his tummy. Show me how you rub red paint on your tummy. Then he opened the blue paint and rubbed the blue paint all over his toes. Can you wiggle your toes?

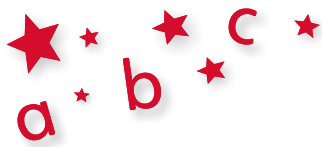
Now little Ali had green paint on his ... nose; red paint on his ... tummy; and blue paint on his ... toes. Do you know what colour paint was left in the box? Yes! The yellow paint was left in the box. But Ali did not take the yellow paint because just then Mrs Ibrahim came in and she saw him.

Ali laughed and clapped his hands. Mrs Ibrahim said: "Ali! What are you doing?" She sounded quite cross. But then she smiled and said: "Your nose is green. Your tummy is red. Your toes are blue. And I love you!"

Mrs Ibrahim took Ali outside and she washed his nose, his tummy and his toes. Then she put the paints inside the cupboard so Ali could not get them again.

And that is the end of the story.





Pina

Ali o ipenta nko e tala, tala, tala,
tala, tala, tala,
tala, tala, tala.
Ali o ipenta nko e tala, tala, tala,
bathong Ali!

Ali o ipenta mpa mme e khibidu, khibidu, khibidu,
khibidu, khibidu, khibidu,
khibidu, khibidu, khibidu.
Ali o ipenta mpa mme e
khibidu, khibidu, khibidu, bathong Ali!

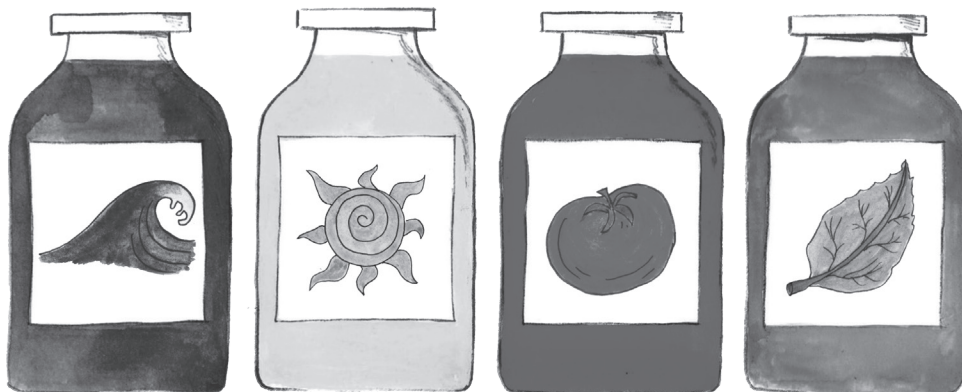
Ali o ipenta menwana ya dinao mme e pududu, pududu, pududu,
pududu, pududu, pududu,
pududu, pududu, pududu,
Ali o ipenta menwana ya dinao mme e pududu, pududu, pududu,
bathong Ali!

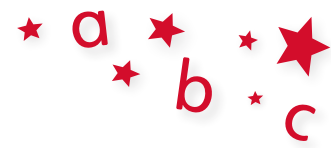


(E opeleng ka molodi wa "The Wheels of the bus" kgotsa itlhopheleng molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | pududu | tala | serolwana | khibidu | pentse | mphe |
|-------------------------|--------------------|----------|-----------|-----------|---------|--------|
| Mafoko a oketse-gileng: | borashe jwa pentse | kgolokwe | khutlonne | jeki | mpa | nko |
| | menwana ya dinao | palama | bula | tshikinya | mo teng | tshasa |





Song

Ali paints his nose and it's green, green, green,
 green, green, green,
 green, green, green.
 Ali paints his nose and it's green, green, green,
 Oh dear, Ali!

Ali paints his tummy and it's red, red, red,
 red, red, red,
 red, red, red.
 Ali paints his tummy and it's red, red, red,
 Oh dear, Ali!

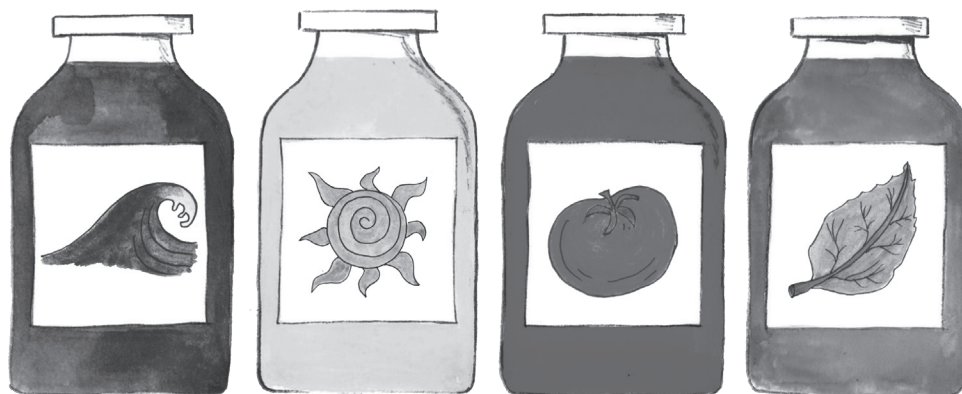
Ali paints his toes and they're blue, blue, blue,
 blue, blue, blue,
 blue, blue, blue.
 Ali paints his toes and they're blue, blue, blue,
 Oh dear, Ali!



(Sing to the tune of "The Wheels of the bus" or use your own tune.)

Vocabulary from the story

| Key-words: | blue | green | yellow | red | paint | present |
|--------------|------------|-------|--------|--------|--------|---------|
| Extra words: | paintbrush | round | square | jar | tummy | nose |
| | toes | climb | open | wiggle | inside | rub |





Lo tlile go tlhoka:

- Kgang: *Ali le pente*
- Dimpopi: Musa, Ali le Mme Ibrahim, dijeke di le nne tsa pente
- Didirisiwa: bolo e khibidi kgotsa setshwantsho sa bolo, lebokoso la khutlonne le le phuthetsweng jaaka e kete ke mpho, borashe jwa go penta, dikarata tse pedi tse di yang kwa basimaneng go tswa kwa go Mme le Rre, tiro ya go penta ya ga Musa, sekao mebala ya motshewagodimo.
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Bua ka malapa a barutwana mme o tlotle ka dingwaga tsa bomonnaabone le bomogoloabone.
- 1.3 E re: "*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng.*" Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai, kopa barutwana go rola ditlhako mme ba bontshe ba bangwe gore ba tshikhinya jang menwana ya dinao.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: "*Ke ipotsa gore Mmagwe Ali o tlile go dira eng fa a bona se a se dirileng.*"

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 nngwe go tswa mo kgannyeng

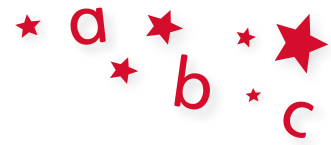
- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: "*o, ofe, opa. A lo utlwa modumo o re tlileng go ithuta one: ofe, opa? Ee, o nepile! Yotlhe e na le modumo /o/.*"
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka /o/: ole,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

Ditirwana tsa sethlopha se sennye

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.

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





You will need:

- Story: *Ali and the paint*
- Puppets: Musa, Ali and Mrs Ibrahim, four jars of paint
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives: Talk about learners' families and discuss the ages of their siblings.
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss the keywords from the vocabulary list, and show learners an object or a picture or do an action to show them what a word means. For example, ask learners to take off their shoes and show everyone how they wiggle their toes.

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners to predict what happens next in the story and involve them through open-ended questions, such as: *"I wonder what Ali's Mommy is going to do when she sees what he has done?"*

3 After you tell the story

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"o, ofe, opa. Can you hear the focus sound: ofe, opa? Yes, you are right! They all have the sound /o/."*
- 2 Listen carefully, here are some more words with /o/: ole, okotapase, olife, onto, phoophoo. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /o/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /o/: *"o-o-o"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

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

Stella a re:

Gopola go botsa barutwana gore a ba itse go bua mafoko a tlotlofoko ka puogae ya bone fa e le gore ba bua puo e nngwe e sele kwa gae.



Beke 1 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

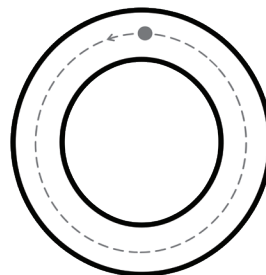
Go tlotla kgang le go opela

- 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

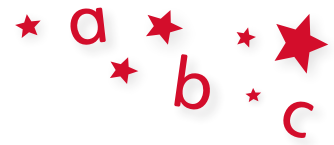
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /o/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /o/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba maketse mme ba dire sebopego sa 'o' ka diatla tsa bona mme ba di beye mo pele ga molomo o o golokilweng fa ba ntse ba re /o/.
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya o 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 kwa leronthong."
- 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 sethopho se senny

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

Stella says:

Remember to ask learners if they know how to say the vocabulary words in their language if they speak a different language at home.



Week 1 Day 2

Whole class activities

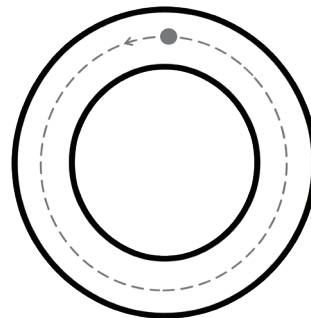
Storytelling and singing

- 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 /o/ or if they can think of any other words that start with the sound /o/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to be shocked and make an 'o' shape with their hand and put it in front of a rounded mouth while saying /o/.
- 3 Show learners how to write the letter o. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tlile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa: bolo e khibidi kgotsa setshwantsho sa bolo, lebokoso le le sekwere le le phuthetsweng jaaka e kete ke mpho, borashe jwa go penta, dikarata tse pedi tse di yang kwa basimaneng go tswa kwa go Mme le Rre, tiro ya go penta ya ga Musa, ke sekai: mebala ya motshegodimo
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **o**: oli, okotapase, olife, onto, foroko, boroso, borosolo, boroto, mogopo, mokoro, torokomogopo, toroko, botoro, komokomoro, borogo, toropokgolo, mokoko, molomo

Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

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

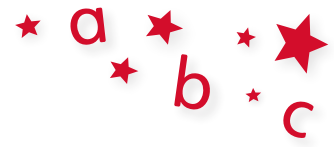
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **oli**, **onto**, **foroko**. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang o ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa setlhopha se senny

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
- Props: red ball or picture of a ball, a square box wrapped as a present, a paintbrush, two cards to the boys from Mom and Dad, Musa's painting, e.g. a rainbow painting
- A letter box containing objects or pictures of objects that start with **o**: oli, okotapase, olife, onto, foroko, boroso, borosolo, boroto, mogopo, mokoro, torokomogopo, toroko, botoro, komokomoro, borogo, toropokgolo, mokoko, molomo

Week 1 Day 3

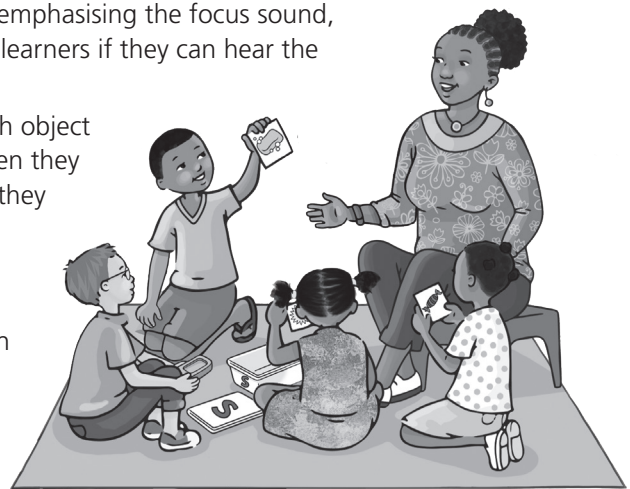
Whole class activities

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 a learner to put the paint inside the box; climb onto a chair.
- 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, for example: **oli**, **onto**, **foroko**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **o**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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





Lo tile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo

Stella a re:



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

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

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Opelang pina ka molodi wa pina e e reng "If you're happy and you know it".
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao o bo o ikobela kwa pele;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao.
- 2 Boeletsa seno ka medumo e mengwe e e farologaneng le go dira metsamao mengwe e e jaaka "go opa diatla", "go retologa", jalo le jalo.



Ditirwana tsa sethlopha se sennyane

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





You will need:

- Big sequence pictures

Week 1 Day 4

Whole class activities

Sequencing pictures

Stella says:



These are useful questions to ask about each picture:

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

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



Listening for focus sounds

- 1 Sing the following song to the tune of "If you're happy and you know it".
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as "clap your hands", "turn around", and so on.



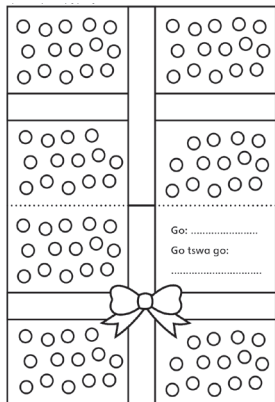
Small group activities

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 mpho** ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Dikere
- Lebokoso le le lengwe le le apesitsweng ka pampiri ya go apesa dimpho le le nang le karata ya dimpho e e kwadilweng e e manegilweng mo go lone
- Mafoko a dinokontsi a amanang le kgang: tafole, borashe, pente, tala, pampiri, serolwana, pududu



Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlotla kgang gape o dirisa dimpopi.
- 2 Ba bontshe "mpho" e e kgomareditsweng karata e e kwadilweng. Buisa karata: "Ali yo o rategang, ka lerato go tswa go Mama le Papa." kopa barutwana go akanya gore ke eng fa re fana dikarata le dimpho.
- 3 Naya morutwana mongwe le mongwe tsebe ya ditirwana mme o bontshe barutwana gore tsebe ya yone e menwa jang mo moleng wa marontho. Kopa barutwana go akanya ka seno e le mpho ya bone. Ba bontshe pampiri ya go phuthela dimpho le karata ya mpho. Tlotla ka dikgopolonyana dingwe tsa go dira dimpho. Ba neye metsotso e le mmalwa gore ba akanye ka mpho e ba ka e ratang.
- 4 Kopa barutwana go thala setshwantsho sa mpho ya bone ka fa letlhakoreng le le sa kwalelang sepe la pampiri.
- 5 Kopa barutwana go tshasa mmala mo pampiring e e phuthelang dimpho. Fa barutwana ba santse ba tshwaregile, tsamaya mo gare ga bone o botse mongwe le mongwe wa bone gore mpho ya bone e tswa kwa go mang. Ba kope go kwala leina mo karateng ya mpho. Ka sekai: "Go Lolo, Ka lerato go tswa go Mmemogolo" kgotsa "Go Ben, ka lerato go tswa go Malome".
- 6 Fa barutwana ba sena go fetsa, ba beye ka bobedi le bobedi mme ba bontshane le go bolelelana ka dimpho tsa 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: **se | ro | lwa | na**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **se** (tlole gangwe) **ro** (tlole gangwe) **lwa** (tlole gangwe) **na** (tlole gangwe). Kopa morutwana go tlole gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlole.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.

Ditirwana tsa sethlopha se sennye

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 **Present activity page** for each learner
- Jumbo wax crayons
- Scissors
- One box covered with wrapping paper with a written gift card attached to it
- A list of multisyllabic words relating to the story: tafole, borashe, pente, tala, pampiri, serolwana, pududu

Week 1 Day 5

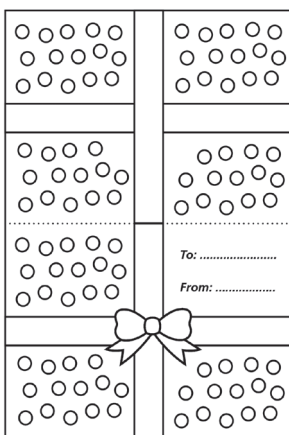
Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 Show the "present" with the written card attached. Read the card: "Dear Ali, Love from Mommy and Daddy." Ask learners to think about why we give gift cards with presents.
- 3 Give each learner an activity page and show learners how to fold the page on the dotted line. Ask learners to imagine that this is a present for them. Show them the wrapping paper and gift tag. Talk about some ideas. Give them a few minutes to think about a present they would like.
- 4 Tell learners to draw their present on the blank side of the paper.
- 5 Let learners colour in the wrapping paper. While learners are busy, walk around and ask each learner who their present is from. Let them write the name on the gift tag. For example: "To Lolo, Love from Granny" or "To Ben, Love from Uncle".
- 6 When learners are finished, put them in pairs and let them show and tell each other about their presents.

Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se** | **ro** | **lwa** | **na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **se** (one jump) **ro** (one jump) **lwa** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.





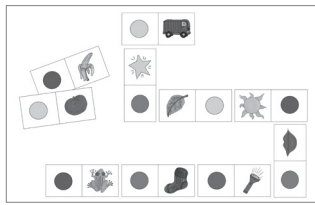

Small group activities

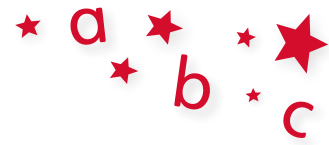
Remind learners about the small group activities, the rules for each activity and the tidy-up process.





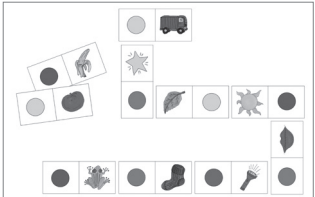



Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

| Lo tlike go tlhoka | Ditirwana |
|--|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo   <p><i>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</i></p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa 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. Ka sekai: <i>"A lo ratile karolo ya fa Ali a palamelela gore a fitlhelele pente?"</i> Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: <i>"Ali ... o palamela... mo ... O batla go bua lefoko lefe morago ga leno? Setulo. Ke tlike go kwala lefoko 'setulo'."</i> 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"> Sete ya dikarata tsa mmala tsa domino  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe palo e e lekanang ya dikarata. Morutwana mongwe o a simolola a bo a baya karata mo godimo ga tafole. Morutwana yo o latelang o a leba go bona gore a o na le setshwantsho se mmala wa sone o tsamaisanang le wa lerontho kgotsa mmalwa wa lerontho o o tsamaisanang le mmalwa wa setshwantsho. Fa mebala e tsamaisana, ba baya karata ya bone fa thoko ga setshwantsho kgotsa lerontho. Fa mebala e sa tsamaisane, ba tloelwa ke tirwana eo mme go latela morutwana yo o tlang morago ga bone. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse 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. |



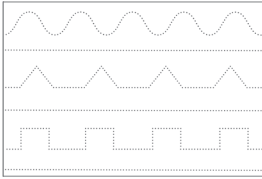
Small group activities for Week 1

| You will need | Activities |
|--|--|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons   <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Write the title of the story at the top of each learner's blank page before the lesson. Ask learners to point to the words of the title as you read them together. Ask learners what part of the story they liked best. Give some suggestions. For example: "Did you like the part when Ali climbed up to reach the paint?" 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. Some learners may only be able to say a few words about their picture. If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Ali ... climbed ... onto ... the ... What word did you want to say next? Chair. I am going to write the word 'chair'." Write exactly what learners tell you, word for word, or ask learners if they agree before making any changes to their wording. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the sentence with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> A set of Colour domino cards  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |



Lo tlile go tlhoka

- Fothokhopi ya **Tsebe ya tirwana ya pampiri ya go apesa dimpho** ya morutwana mongwe le mongwe
- matlapa, matlapana a a borethe, dibaga, sephapafatsa peipi



- Didirisiwa: mabokoso a a khabarilweng ka pampiri ya go phuthela dimpho, didirisiwa tsa phathi tse di jaaka dibalune le malente, dipoleiti tsa pampiri, dikopi tsa pampiri, dikerese tsa letsatsi la botsalo, mabotlolo a polasetiki a dinotsidi, jj., pampiri, dikherayone le dikere, tege ya motshameko



Ditirwana

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

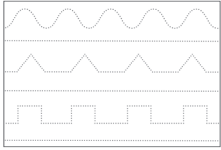

- Direla morutwana mongwe le mongwe fothokhopi ya tsebe ya ditirwana e e nang le mela e e tlhamaletseng le e e gogoropo.
- Tlhalosetsa barutwana gore ba tshwanetse go tlhopha maje, matlapana a a borethe, dikonopo, dibaga le diphephafatsa peipi gore ba di beye mo godimo ga mela go dira paterone e ntle.

Tirwana 5: Mantlwane

- Isa sethlopha kwa sekhutlong sa mantlwane mme ba tseye manno a bone ka bonako.
- Bala melawana ya sekhutlo sa mantlwane mme o ba bontshe didirisiwa tse di ntšha.
- Tlotla gore Musa le Ali ba ne ba neilwe dimpho ke mamaabone. A bana ba newa dimpho mo lelapeng la bone? Batho ba le bantsi ba naya ba bangwe dimpho fa go na le moletlo wa malatsi a botsalo kgotsa fa e le Keresemose kgotsa Eid kgotsa Ngwaga o Mosha.
- E re: "Gompieno lo tlile go tshameka motshameko wa 'ke moletlo!'"
- Jaanong simolola ka go re: "Go tlile go nna le moletlo mme baeng ba tloga ba tla. Mme bona, moletlo ga o ise o baakanyediwe! A go ntshitswe dijo? A go kgabisitswe? Dimpho di kae?"
- Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: O ka nna wa goroga fa go sone o bo o dira jaaka e kete o kokota fa kgorong o bo o re: "Dumelang! Ke nna yo! Ke itumelela go bo lo ntaleditse moletlong ono o o monate. Go gontle jang. Ke tlile ke tshotse mpho!"





| You will need | Activities |
|--|--|
| <ul style="list-style-type: none"> A photocopy of the Wrapping paper activity page for each learner Stones, pebbles, buttons, beads, pipe cleaners  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Photocopy the activity page with straight and curvy lines for each learner. Explain to learners that they must choose stones, pebbles, buttons, beads and pipe cleaners to put over the lines to make a beautiful pattern. |
| <ul style="list-style-type: none"> Props: boxes covered in wrapping paper, party equipment such as balloons and streamers, paper plates, paper cups, birthday candles, plastic cooldrink bottles, etc., paper, crayons and scissors, playdough  | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and settle them down quickly. Read the rules for the pretend play corner and show them the new props. Discuss that Musa and Ali were given presents by their mom. Do children get presents in their family? Many people give presents when there is a birthday or when it's Christmas or Eid or New Year. Say: <i>"Today you are going to play It's a party!"</i> Now start them off by saying: <i>"There is going to be a party and the guests are coming soon. But look, the party is not ready! Is the food all set out? Are the decorations up? Where are the presents?"</i> Visit the corner at least once to observe and encourage the learners' game. For example: You could arrive and pretend to knock at the door and say: <i>"Hello! Here I am! Thank you for inviting me to this lovely party. Oh, wow, everything looks beautiful. I have brought a present!"</i> |



Lo tšile go tšhoka:

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



Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditšhwantšho tse dingwe go di latelanya

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



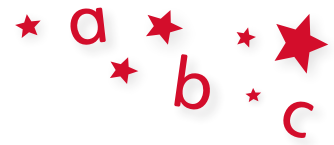
Tšenyeletsa modumo nngwe go tšwa mo kgannyeng

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

Ditirwana tsa setlhopha se senny

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





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures



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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “pente, popego, pududu, pentela, palama. Can you hear the focus sound: **pente**, **pududu**? Yes, you are right! The focus sound is /p/.”
- 2 Listen carefully, here are some more words with /p/: panana, peba, pelo, pene, podi, pidipidi. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /p/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /p/: “**p-p-p**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Lo tlile go tlhoka:

- Buka e Kgolo: *Ali le pente*
- 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.

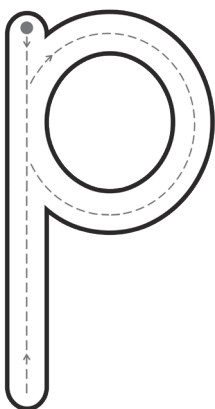


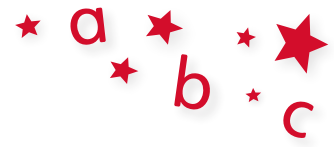
Go bopa tlhaka

- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /p/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /p/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dirisa menwana ya bona go dira sebopego sa pelo mme ba se beye mo sefubeng sa bona.
- 3 Botsa barutwana gore a ba a gopola gore tlhaka ya **p** e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tlhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "*Simolola fa leronthong, fologa go fitlha kwa tlase, boela kwa godimo 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.
- 5 Fa o sena go bontsha sekao sa gore tlhaka e kwalwa jang, tswela kwa ntle mme o neye morutwana mongwe le mongwe khontheina e e nang le metsi le borashe jwa go penta. Barutwana ba ka penta tlhaka mekgetho a le mantsi ka metsi mo bodilong.
- 6 Rotloetsa barutwana go bitsa modumo o tlhaka e o dirang fa ba ntse ba kwala tlhaka.

Ditirwana tsa sethlopha se sennyane

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





You will need:

- Big book: *Ali and the paint*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

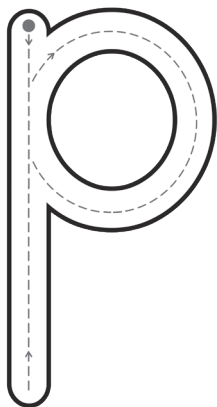
Shared reading – Big book

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



Forming the letter

- 1 Remind learners of the focus sound. Ask learners if anyone’s name starts with /p/ or if they can think of any other words that start with the sound /p/.
- 2 Teach learners an action associated with the sound. For example: Learners can use their fingers to make a heart shape and place this over their chest (pelo).
- 3 Show learners how to write the letter **p**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go all the way down, back up and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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:

- Fothokhopi ya **Tsebe ya tirwana ya dipopego** ya morutwana mongwe le mongwe
- Dikherayone di le tharo tsa mebala (khibidu, tala le pududu) ya morutwana mongwe le mongwe
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **p**: panana, peba, pelo, pene, podi, pidipidi, pula, pata, pere, pitsa

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Nnisa barutwana mo ditafoleng mme o dire gore mongwe le mongwe a tseye manno a gagwe mme phaposiborutelo e sisibale.
- 2 Simolola tirwana ya gompiano ya go reetsa ka go re: "A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikogileng ka kelotlhoko. Jaanong bolelela barutwana go bula matlho mme ba bue ka medumo e ba e utlwileng. Bua ka ga gore ke medumo efe e e leng gaufi le bone (e e kwa godimo thata) le gore ke efe e e leng kgakala le bone (e e kwa tlase). Bolelela barutwana gore ba tlile go dira tirwana e mo go yone ba tshwanetseng go reetsa ka kelotlhoko se o se buang.
- 3 Jaanong tsholetsa kherayone nngwe le nngwe mme o bitse leina la mmala wa yone. Kopa barutwana gore ba tshole kherayone fa pele ga bone e e nyalanang le e o e tshwereng. Bua ka lentswe le le utlwalang sentle, le le iketlileng.
- 4 Morago ga moo supa sekwere o bo o gakolola barutwana gore mpho ya ga Musa e ne e na le popego e e tshwanang le sekwere. Ba kope gore ba supe popego e e kgolokwe, jaaka bolo ya ga Ali. Morago ga moo ba botse gore a ope wa bone o itse popego e e khutlotharo.
- 5 Supa popego nngwe le nngwe mme o bue leina la popego eo. Morago ga moo ba neye ditaelo ka iketlo le ka tsela e e utlwalang sentle:
 - ★ "Tsaya kherayone ya gago e khibidu. Tshasa didiko mmala o mohibidu."
 - ★ "Tsaya kherayone ya gago e tala. Tshasa dikhutlotharo mmala o o tala."
 - ★ "Tsaya kherayone ya gago e pududu. Tshasa dikwere mmala o mohibidu."

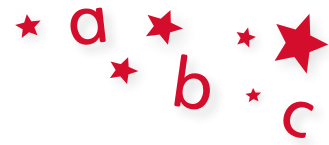
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **panana**, **peba**, **pelo**. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: "Tlhaka eno e bontsha ka fa re kwalang **p** ka gone." Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa setlhophu se sennyane

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





You will need:

- A photocopy of the **Shapes activity page** for each learner
- Three coloured crayons (red, green and blue) for each learner
- A letter box containing objects or pictures of objects that start with **p**: panana, peba, pelo, pene, podi, pidipidi, pula, pata, pere, pitsa

Week 2 Day 3

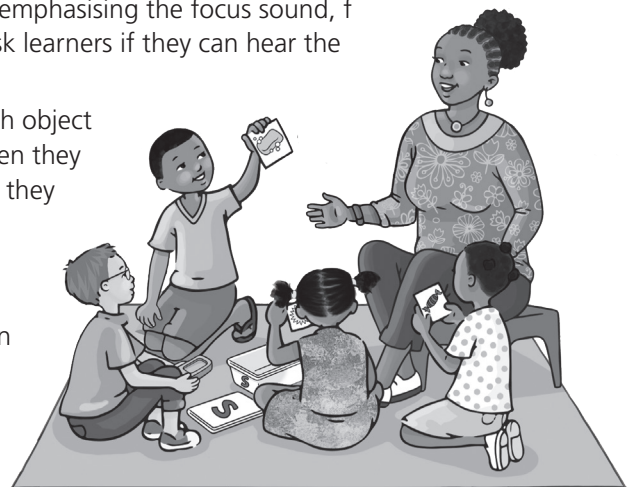
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Now hold up each crayon and say the name of the colour. Ask learners to pick up the matching crayon in front of them. Speak in a clear, steady voice.
- 4 Then point to the square and remind learners that Musa's present had a shape like a square. Ask them to point to a shape that is round, like Ali's ball. Then ask if anyone knows which shape is a triangle.
- 5 Point to each shape and say the name of the shape. Then give the instructions slowly and clearly:
 - ★ "Pick up your red crayon. Colour the circles red."
 - ★ "Pick up your green crayon. Colour the triangles green."
 - ★ "Pick up your blue crayon. Colour the squares blue."

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, f or example: **panana**, **peba**, **pelo**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **p**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Lo tšile go tšhoka:

- Manathwana a magolo a le mane a khateboto e tshweu kgotsa pampiri e e leibotsweng "khibidu", "pududu", "tala", le "serolwana" (kwala mafoko ano mo dikarateng tsa mmala wa one), setshwantsho sa selo ka mmala oo mo papetlaneng ya khateboto nngwe le nngwe
- Dimakasine
- Sekere
- Sekgomaretsi

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

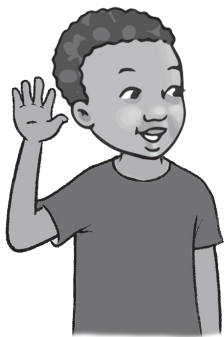
- 1 Bontsha barutwana diboto di le nne mme o ba kope go "buisa" lefoko le le nang le mmala mo botong nngwe le nngwe. Golaganyang lefoko leo le mebala ya pente mo kgannyeng. Botsa barutwana gore ke mmala ofe o o neng o sa ntse o le mo lebokosong (serolwana).
- 2 Bua ka dikai tsa ditshwantsho le gore di nyalana jang le mmala.
- 3 Tlhalosa gore o batla gore morutwana mongwe le mongwe a batle setshwantsho se le sengwe se se nang le mmala gore a se kgomaretse mo go nngwe le nngwe ya diboto tse di mebala.
- 4 Ba bontshe tsela ya go leba makasine otlhe go batla ditshwantsho gore di nyalane le mebala e le mene.
- 5 Tlhalosa gore fa barutwana ba bona setshwantsho se se nyalanang le mongwe wa mebala, ba se segolole.
- 6 Fa ba nnile le nako e ntsi, kopa barutwana ba ba nang le ditshwantsho tse di nyalanang le mmala o mohibidu gore ba tsholetse diatla. Kopa morutwana go kokoanya ditshwantsho tseno mme ba go thuse go di kgomaretsa ka sekgomaretsi mo botong e e nyalanang le tsone. Bua ka boto, o bitse dilo ka maina mme o akgole barutwana. Bua sengwe se se jaaka: "Bona fela, kolo e khibidu e e phatsimang! Ke mang yo o tlileng ka setshwantsho se? O dirile sentle Sara!"
- 7 Dirisa mokgwa o o tshwanang le mebala e mengwe.

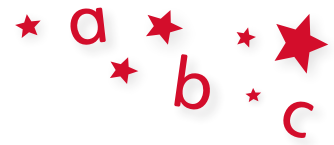
Go reetsa medumo e go ithutwang yone

- 1 Opelang pina ka molodi wa pina e e reng "If you're happy and you know it".
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao o bo o ikobela kwa pele;
 - ★ Fa leina la gago le simolola ka **/m/**, ema ka dinao.
- 2 Boeletsa seno ka medumo e mengwe e e farologaneng le go dira metsamao mengwe e e jaaka "go opa diatla", "go retologa", jalo le jalo.

Ditirwana tsa sethlopha se sennyane

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:

- Four large pieces of white cardboard or paper labelled “red”, “blue”, “green” and “yellow” (write these words on the corresponding colour cards), a picture of an object in that colour on each piece of cardboard
- Magazines
- Scissors
- Glue

Week 2 Day 4

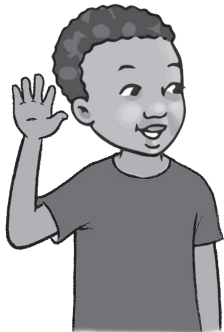
Whole class activities

Read and do

- 1 Show learners the four boards and ask them to “read” the colour word on each board. Make a connection to the paint colours in the story. Ask learners which colour was still in the box (yellow).
- 2 Talk about the example pictures and how they match the colour.
- 3 Explain that each learner must find one colour picture to paste on each of the colour boards.
- 4 Demonstrate how to look through a magazine to find pictures to match the four colours.
- 5 Explain that when learners have found a picture matching one of the colours, they must cut it out.
- 6 When they have had enough time, ask all learners with pictures that match the colour red to raise their hands. Ask a learner to collect these pictures and help you to glue them onto the matching board. Talk about the board, naming the objects and giving credit to learners. Say something like: “Look, a shiny red car! Who found this picture? Well done, Sara!”
- 7 Go through the same process with the other colours.

Listening for focus sounds

- 1 Sing the following song to the tune of “If you’re happy and you know it”.
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, then stand up;
 - ★ If your name begins with /m/, stand up and take a bow;
 - ★ If your name begins with /m/, then stand up.
- 2 Repeat with different sounds and movements, such as “clap your hands”, “turn around”, and so on.



Small group activities

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



Lo tile go tlhoka:

- Ditshwantsho le dibuka tse di bontshang metsheyagodimo e mentle
- Dipapetla tse dikgolo tse ditshweu tsa pampiri
- Pente ya mmala, dikhontheina tsa metsi, ditoulo
- Mafoko a dinokontsi a amanang le kgang: tafole, borashe, pente, tala, pampiri, serolwana, pududu

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

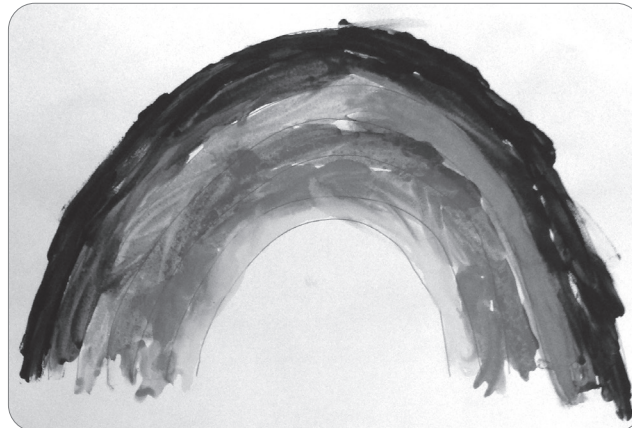
Bopa, thala le go kwala

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

Stella a re:



Go penta ka menwana go rotloetsa barutwana go ikamaganya le moanelwa Ali mo leinaneng. E ka nna tirwana e e bothaswa, ka jalo netefatsa gore barutwana ba direla mo karolong e e matshwanedi e e gaufi le dilo tsa go thapela



Go kopanya le go kgaoganya (dinoko)

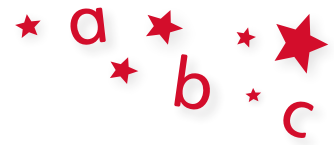
- 1 Kopa barutwana go nna mo mmetsheng. Bitsa lengwe la mafoko go tswa mo lenaaneng la mafoko a dinokontsi mme o dire sekai sa go le kgaoganya ka dinoko, ka sekai: **se | ro | lwa | na**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **se** (tlola gangwe) **ro** (tlola gangwe) **lwa** (tlola gangwe) **na** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.



Ditirwana tsa sethlopha se sennyane

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





You will need:

- Pictures or books showing beautiful rainbows
- Large white pieces of paper
- Coloured paint, water containers, towels
- A list of multisyllabic words relating to the story: tafole, borashe, pente, tala, pampiri, serolwana, pududu

Week 2 Day 5

Whole class activities

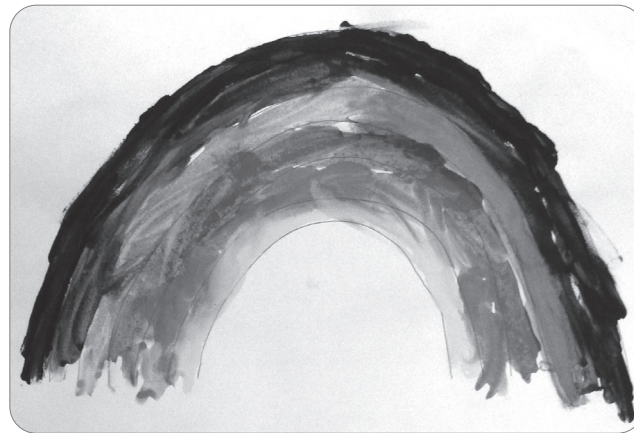
Make, draw and write

- 1 Ask learners to look at pictures of rainbows and to point to the colours of the paint in the story.
- 2 Tell learners that they are going to paint a rainbow on the big piece of paper.
- 3 Show learners that they will be painting with their fingers, like Ali did in the story.
- 4 Remind learners to use all the colours to make a rainbow, and not just one colour.
- 5 Encourage learners to use the whole page and to paint a big rainbow.

Stella says:



Finger painting encourages learners to identify with Ali's character in the story. It can be a messy activity, so make sure that learners are working in a suitable space with easy access to washing-up facilities.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **se | ro | lwa | na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **se** (one jump) **ro** (one jump) **lwa** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.




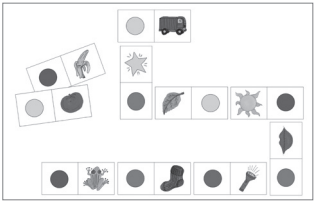

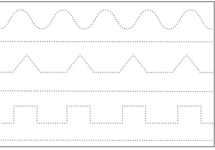

Small group activities

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






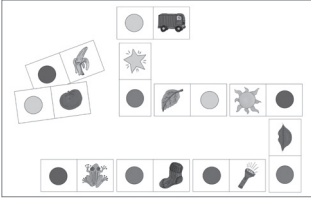

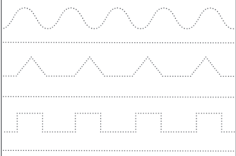

Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

| 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  <p><i>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</i></p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe pampitshana le dikherayone tsa mebala mme o ba tlhalosetse gore ba tlike go thala setshwantsho sa ga Ali Kopa barutwana go opela morumo le wena. Nko ya gago e tala, mpa ya gago e khibidu, menwana ya gago ya dinao e pududu, E bile ke a go rata. Ba botse gore a ba gopola dikarolo tsa mmele tse Ali a neng a di pentile le gore e ne e le ka mebala efe. Morago ga moo ba ka nna ba thala setshwantsho sa ga Ali. Fa ba lebala dikarolo tsa mmele le mebala, ba ka nna ba opela pina ya bana. Fa ba lebetse pina ya bana, ba ka nna ba leba tatelano ya ditshwantsho go ba kaela. |
| <ul style="list-style-type: none"> Sete ya dikarata tsa mmala tsa domino  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe palo e e lekanang ya dikarata. Morutwana mongwe o a simolola a bo a baya karata mo godimo ga tafole. Morutwana yo o latelang o a leba go bona gore a o na le setshwantsho se mmala wa sone o tsamaisanang le wa lerontho kgotsa mmalwa wa lerontho o o tsamaisanang le mmalwa wa setshwantsho. Fa mebala e tsamaisana, ba baya karata ya bone fa thoko ga setshwantsho kgotsa lerontho Fa mebala e sa tsamaisane, ba tlolewa ke tirwana eo mme go latela morutwana yo o tlang morago ga bone. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse 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 phetla ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |
| <ul style="list-style-type: none"> Fothokhopi ya Tsebe ya tirwana ya pampiri ya go apesa dimpho ya morutwana mongwe le mongwe  | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Direla morutwana mongwe le mongwe fothokhopi ya tsebe ya ditirwana e e nang le mela e e tlhamaletseng le e e gogoropo. Tlhalosetsa barutwana gore ba tshwanetse go tlhopha maje, matlapana a a borethe, dikonopo, dibaga le diphephafatsa peipi gore ba di beye mo godimo ga mela go dira paterone e ntle |
| <ul style="list-style-type: none"> Didirisiwa: mabokoso a a khabarilweng ka pampiri ya go phuthela dimpho, didirisiwa tsa phathi tse di jaaka dibalune le malente, dipoleiti tsa pampiri, dikopi tsa pampiri, dikerese tsa letsatsi la botsalo, mabotlolo a polasetiki a dinotsidi, jj., pampiri, dikherayone le dikere, tege ya motshameko | <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 tshameka mantlwane a moletlo le go aba dimpho. Etela sekhutlo go ya go bogela le go rotloetsa mantlwane a bana.  |





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><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of Ali. Ask learners to say the rhyme together with you: Your nose is green, Your tummy is red, Your toes are blue, And I love you. Ask them if they remembered what body parts Ali painted and what the colours were. They can then draw Ali. If they forget the body parts and colours, they can say the rhyme. If they forget the rhyme, they can look at the sequence pictures to guide them. |
| <ul style="list-style-type: none"> A set of colour domino cards  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Give each learner the same number of cards. One learner starts and places a card on the table. The next learner looks to see if they have a picture matching the colour of the dot or a dot matching the colour of the picture. If they do, they place their card next to the matching picture or dot. If they don't, they miss a turn and the next learner has a turn. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |
| <ul style="list-style-type: none"> A photocopy of the wrapping paper activity page for each learner  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Photocopy the activity page with straight and curvy lines for each learner. Explain to learners that they must use crayons to draw in between the lines to make beautiful coloured wrapping paper with stripes and curves. |
| <ul style="list-style-type: none"> Props: boxes covered in wrapping paper, balloons and streamers, paper plates, paper cups, birthday candles, cooldrink bottles  | <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 have a party and give presents. Visit the corner to observe and encourage the learners' pretend play. |



★ Go tlhabile sentle

Kgang

Go tlhabile sentle mo mosong wa Matlhatso mme letsatsi le tsena ka letlhabaphefo la ga Nicholas. Nicholas o a tsoga, o a ikotlolola a bo a re: "Go tlhabile sentle gompieno, e bile ke na le leano!" Nicholas o ya kwa go Mme a bo a mmotsa a re: "Mama, a re ka ya pikiniking gompieno? A re ka ya le tsala ya me Jacob? Ntšwa ya me yone, Fluffy?" Mme o botsa Rre mme a bo a dumela. Mme o paka dijo tse lelapa le di ratang thata mo serotong sa pikiniki mme Rre a bo a re o tla e tsholetsa.

Rre, Mme, lesea la bone la mosetsana, Jacob, Nicholas le ntšwa ya gagwe e leng Fluffy botlhe ba fologela ka thota. Ba thaboaya ba bua ka boitumelo ka metshameko e ba tlleng go e tshameka kwa nokeng.

Fa ba fitlha kwa nokeng, Rre a re: "A re nneng fano gore re kgone go le bona fa le tshameka mo teng ga metsi mme kgaitsadialona o tla gagaba mo tlhageng."

Nicholas, Jacob le Fluffy ba a taboga ba bo ba tolela mo teng ga metsi a a tsiditsana. *Phasha, phasha, phasha!* "A re lelekisaneng," Jacob a rialo.



Fa ba sena go tshameka lobaka, basimane ba tswa mo teng ga metsi ka gonne ba tshwerwe ke tlala thata. Ba nna mo godimo ga kobo le Mme le Rre. Botlhe ba ja disementšhisi tsa tamati le kase le dipanana le diapole ba bo ba nwa matute a namune. Mme o naya Fluffy nngwe ya disementšhisi tsa gagwe, le ene o tshwerwe ke tlala! Lesea la bone le leka go ja malomo. Rre a bo a re: "Nnyaa tlhe ngwanake, o ka se je malomo!"

Go nna bosigo. Bana ba ne ba itumeletse letsatsi e bile ba lapile. Ke nako ya go ya gae. Botlhe ba thusana go phutha dilo. Basimane ba mena kobo, Mme o belega lesea mme botlhe ba ya gae. "Sala sentle, Nicholas. Ke itumeletse letsatsi le le monate," Jacob a rialo. "Tsamaya sentle, Jacob," Nicholas o araba jalo.

Go lefifi kwa ntle mme loapi lo tletse dinaledi, ke nako ya gore lelapa le robale. Ka bonako ke fa Nicholas le Fluffy ba thulametse e bile ba lora ka letsatsi le ba nnileng le lone.

Kgang eno e felela fano.



★ A beautiful day

Story

It is a beautiful Saturday morning and the sun is shining into Nicholas's window. Nicholas wakes up, stretches and says: "It's a sunny day today, and I have a plan!" Nicholas finds his mother and asks: "Mommy, can we go for a picnic today? And can my friend Jacob come too? And what about my dog, Fluffy?" Mommy asks Daddy and he says yes. Mommy packs the family's favourite food into the picnic basket and Daddy says he will carry it.

Daddy, Mommy, baby sister, Nicholas, Jacob and Fluffy the dog all walk down the hill. They talk happily about the games they will play in the river.

When they get to the river, Daddy says: "Let's sit here so that we can see you playing in the water and your sister can crawl in the grass."

Nicholas, Jacob and Fluffy run and jump into the cool water. Splash, splash, splash! "Let's chase each other," says Jacob.

After lots of playing, the boys get out of the water because they are so hungry. They sit on the blanket with Mommy and Daddy. They all eat tomato and cheese sandwiches and bananas and apples and they drink fruit juice. Mommy gives Fluffy one of her sandwiches, he is hungry too! Baby sister tries to eat flowers. Daddy says: "No my darling, you can't eat flowers!"



It is getting late. The children have had a fun day and are feeling tired. It is time to go home. Everyone helps to tidy up. The boys fold the blanket, Mommy puts the baby on her back and they all walk home. "Good bye, Nicholas. Thank you for a fun day," says Jacob. "Go well, Jacob," answers Nicholas.

It is dark outside and the sky is full of stars, time for the family to sleep. Soon Nicholas and Fluffy are fast asleep and dreaming of their fun day out.

And that is the end of the story.





Pina

Re ya pikiniking, pikiniking, pikiniking
 Re ya pikiniking
 Go tlabile sentle.

A re pakeng seroto, seroto, seroto
 A re pakeng seroto
 Go tlabile sentle.

A re tloleleng mo teng ga metsi, metsi, metsi
 A re tloleleng mo teng ga metsi
 Go tlabile sentle.

Re ja monate wa disementšhisi, disementšhisi,
 disementšhisi
 Re ja monate wa disementšhisi
 Go tlabile sentle.

A re yeng gae go robala, go robala, go robala
 A re yeng gae go robala
 Re nnile le letsatsi le le monate!

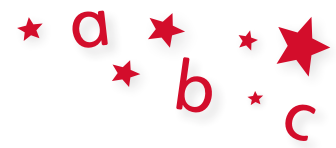


(E opeleng ka molodi wa "Here we go round the mulberry bush" kgotsa ithopheleng molodi wa lona.)

Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | pikiniki | seroto | tlala | noka | kobo | sementšhisi |
|---------------------------|----------|--------|-------|--------|--------|--------------|
| Mafoko a a oketse-gileng: | leungo | panana | apole | mutate | lelomo | lelekisa |
| | phasha | tlola | thuma | paka | thota | ratang thata |





Song

We're going on a picnic, a picnic, a picnic
We're going on a picnic
On this sunny day.

Let's pack a basket, a basket, a basket
Let's pack a basket
On this sunny day.

Let's jump in the river, the river, the river
Let's jump in the river
On this sunny day.

We're eating yummy sandwiches, sandwiches,
sandwiches
We're eating yummy sandwiches
On this sunny day.

Let's go home to sleep now, to sleep now, to sleep now
Let's go home to sleep now
We had a lovely day!



(Sing to the tune of "Here we go round the mulberry bush" or use your own tune.)

Vocabulary from the story

| Key-words: | picnic | basket | hungry | river | blanket | sandwiches |
|--------------|--------|--------|---------|---------|---------|------------|
| Extra words: | fruit | banana | apple | juice | flower | chase |
| | splash | jump | wake up | pack up | hill | favourite |





Lo tile go tlhoka:

- Kgang: *Go tshabile sentle*
- Dimpopi: Mme, Rre, Nicholas, Jacob, seroto sa pikiniki, Nnake wa mosetsana le ntša e e bidiwang Fluffy
- Didirisiwa: seroto, leungo la mmatota kgotsa la mantlwane, mmetshe, ntša ya mantlwane, dithunya tsa mmatota kgotsa tsa mantlwane
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana: Bua ka malapa a barutwana mme o tlotle ka dingwaga tsa bomonnaabone le bomogoloabone.
- 1.3 E re: *"Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlieng go a bona mo kgannyeng."* Tlotla ka mafoko a a botlhokwa a a mo lenaaneng la tlotlofoko, mme o bontshe barutwana selo sengwe kgotsa setshwantsho kgotsa o etsise lefoko go bontsha bokao jwa lone. Ka sekai, ntsha kobo ya pikiniki le seroto le poleiti ya dijo.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tthagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: *"O akanya gore bana ba tla dirang fa ba fitlha kwa nokeng? Dijo tsa bone tsa motshegare e tla nna eng? O akanya gore ba tla dirang fa ba fitlha kwa gae?"*

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?"*

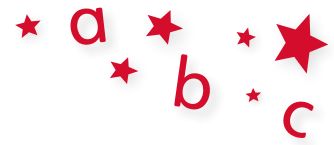
Tsenyeletsa modumo nngwe go tswa mo kgannyeng

- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"bile, botsa, bona, botlhe, bua, Boitumelo, basimane, bosigo, bonako. A lo utlwa modumo o re tlieng go ithuta one: bile, **b**otsa, **b**ona, **b**otlhe, **b**ua, **B**oitumelo, **b**asimane, **b**osigo, **b**onako? Ee, o nepile! Yotlhe e na le modumo **/b/**."*
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a, a a simololang ka **/b/**: buka, baki, bata, bera, bese, baesekele. (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo **/b/** ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo **/b/**: **"b-b-b"**. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa setlhopha se sennye

Tlhalosa gore barutwana ba tile go dira ka dithopha 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: *A beautiful day*
- Puppets: Mother, Father, Nicholas, Jacob, picnic basket, baby sister and Fluffy the dog
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

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: *"Have you ever been on a picnic? What do you do when you go on a picnic? Where can you have a picnic? What kind of food do you eat on a picnic?"*
- 1.3 Say: *"Before we begin, I want to tell you the meaning of some new words which we will find in the story."* Discuss keywords from the vocabulary list and show learners objects to help them understand what words mean. For example, put out a picnic blanket with a basket and a plate with food.

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 the children will do when they get to the river? What will they have for lunch? What do you think they will do when they get home?"*

3 After you tell the story

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

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: *"bile, botsa, bona, botlhe, bua, Boitumelo, basimane, bosigo, bonako. Can you hear the focus sound: **b**ile, **b**otsa, **b**ona, **b**otlhe, **b**ua, **B**oitumelo, **b**asimane, **b**osigo, **b**onako? Yes, you are right! They all have the sound /b/."*
- 2 Listen carefully, here are some more words with /b/: buka, baki, bata, bera, bese, baesekele. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /b/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /b/: *"b-b-b"*. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



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



Lo tšile go tlhoka:

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



Beke 1 Letsatsi 2

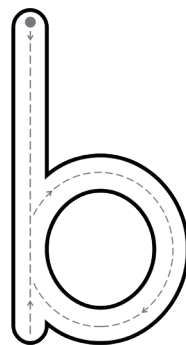
Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go opela

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

Go bopa tlhaka

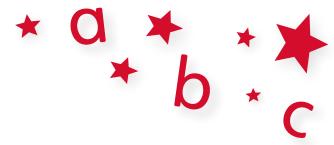
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /b/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /b/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba lebeletse ka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



Ditirwana tsa sethlopha se sennye

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

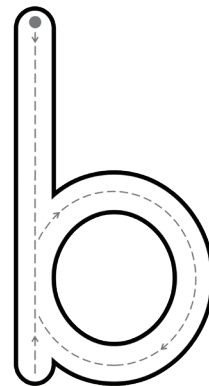
Whole class activities

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 /b/ or if they can think of any other words that start with the sound /b/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to look through a telescope or binoculars. Ask them what they see (**bonang**).
- 3 Show learners how to write the letter **b**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go down, half way up again, and then around."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tšile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa: seroto, leungo la mmatota kgotsa la mantlwane, mmetshe, ntša ya mantlwane, dithunya tsa mmatota kgotsa tsa mantlwane
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **b**: buka, baki, bata, bera, bese, baesekele, baluni, bebetsididi, bisikiti, bolao, bookelo, boroso, boratšhe, boroto, bobowa, borotho, bokoso



Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

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

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **buka, baki, bata**. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang **b** ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.



Ditirwana tsa setlhopha se senny

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
- Props: basket, real or pretend fruit, a blanket, a toy dog, real or pretend flowers
- A letter box containing objects or pictures of objects that start with **b**: buka, baki, bata, bera, bese, baesekele, baluni, bebetsididi, bisikiti, bolao, bookelo, boroso, boratšhe, boroto, bobowa, borotho, bokoso



Week 1 Day 3

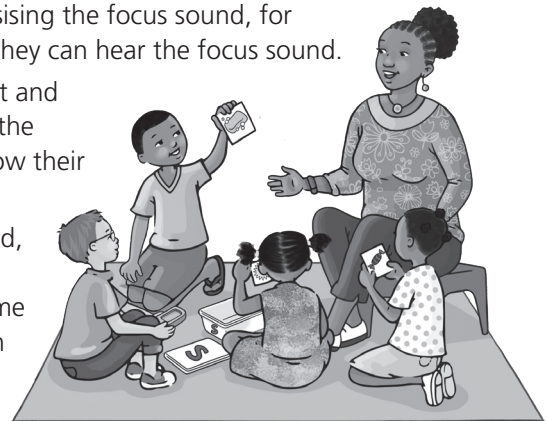
Whole class activities

Storytelling and role play

- 1 Sing the song.
- 2 Ask learners if they can remember the meaning of words from the vocabulary list. For example: *“When learners jumped into the river, they made a big ... Yes, the word is ‘splash’.”*
- 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, for example: **b**uka, **b**aki, **b**ata. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write **b**.”* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dimpopi tsa kgang kgotsa dilo kgotsa ditshwantsho tsa dilo dingwe tsa kgang

Stella a re:



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

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

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

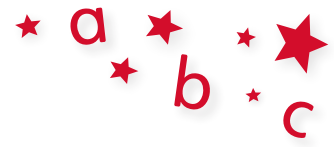
- 1 Tlhalosetsa barutwana gore lo tlile go tshameka "Ke tlhola ..." ka dimpopi ke didirisiwa tsa kgang ya Go tlhabile sentle. Ba kope go leba dimpopi tse di tlleng go dirisiwa, dilo le ditshwantsho.
- 2 Tlhopha sengwe go tswa mo kgannyeng kwantle ga go bolelela barutwana gore o akanya ka eng. Morago ga moo, ka tsela e e utlwalang, naya barutwana modumo wa ntlha wa lefoko o o tla ba thusang go bona karabo. Ka sekai: Fa o akanya ka "panana," e re: "Ke tlhola ka matlho a me sengwe se se simololangka /p/."
- 3 Barutwana ba lebe dilo tse di tlleng go dirisiwa go bona dilo tse di simololang ka modumo oo. Fa ba fopholetsa "panana" sentle, ke nako ya bone ya go leba sengwe ba bo ba re: "Ke tlhola ...".



Ditirwana tsa sethlopha se sennyane

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





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

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 play "I spy ..." with puppets and props from the story *A beautiful day*. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of a "panana", say: "I spy with my little eye something that starts with /p/."
- 3 Learners must look at the display for things that start with that sound. If they guess "panana" correctly, it is their turn to look for something and say: "I spy ...".



Small group activities

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



Lo tlile go tlhoka:

- Papetla ya pampiri ya A4 ya morutwana mongwe le mongwe KGOTSA fothokhopi ya **Tsebe ya tirwana ya mmetshe wa pikiniki le Tsebe ya tirwana ya manathwana a masesane a go logwang ka one** ya morutwana mongwe le mongwe
- Dikherayone tse di mafura tsa jumbo
- Dikere, tluluu
- Dimakasine kgotsa mo dibukaneng tsa lebenkele ka ditshwantsho tsa dijo
- Mafoko a dinokontsi a a amanang le kgang: sentle, dipanana, ditamati, disementšhisi, noka, lelomo, tsamaya sentle, pikiniki, seroto, Fluffy

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Tlotla kgang gape o dirisa dimpopi.
- 2 Fa go kgonega, tlaya le mmetshe kgotsa kobo go tla go bontsha bana mo tlelaseng, kgotsa bontsha barutwana ditshwantsho tsa mebetsehe e e farologaneng. Bua ka dipaterone tse di farologaneng le/kgotsa mebala ya mmetshe.
- 3 Tlhalosetsa barutwana gore ba tlile go itirela mmetshe wa bone wa pikiniki ka go o thala mo papetlaneng ya pampiri.
- 4 Fa barutwana ba feditse "mmetshe" wa bone, ba ka nna ba thala ditshwantsho tse di segolotsweng tsa dijo tsa pikiniki mo dimakasineng kgotsa mo dibukaneng ba bo ba kgomaretsa ditshwantsho tseo mo mmetsheng wa bone.

KGOTSA

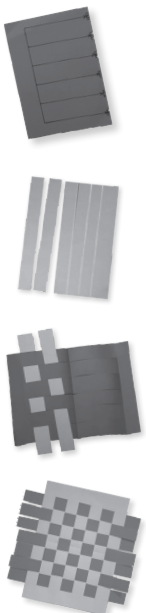
- 1 Tlhalosetsa barutwana gore ba tlile go itogela mmetshe wa bone wa pikiniki ba dirisa manathwana a masesane pampiri. Bontsha barutwana sekai mme o tlhalosa ka fa manathwana a masesane a a farologaneng a go logwang ka one a dirang dipaterone tse di farologaneng ka gone.
- 2 Naya morutwana mongwe le mongwe **Tsebe ya tirwana ya mmetshe wa pikiniki mmogo le Tsebe ya tirwana ya manathwana a masesane a go logwang ka one.**
- 3 **Tsebe ya tirwana ya mmetshe wa pikiniki:** Bontsha barutwana tsela ya go sega mola wa marontho mo shiting ya tirwana fa e mennwe. Tlhomamisa gore ba tlogela go sega fa ba fitlha fa moleng o mokima. Barutwana ba bula tsebe eno fa ba feditse go sega.
- 4 **Tsebe ya tirwana ya manathwana a masesane a go logwang ka one:** Barutwana ba tshasa manathwana mmala ba bo ba a sega.
- 5 Dira pontsho ya go loga manathwana a masesane a mmala le ka fa tlase ga mesego e e segilweng mo tsebeng ya tirwana ya mmetshe wa pikiniki. Lenathwana lengwe le lengwe le tshwanetse go logelelwa ka go tsenngwa mo teng ga mosego o tla o tlodisa o mongwe gore o tlhame mologo.
- 6 Fa barutwana ba feditse "mmetshe wa bone wa pikiniki", ba ka nna ba segolola ditshwantsho tsa dijo tsa pikiniki mo dimakasineng kgotsa mo dibukaneng ba bo ba kgomaretsa ditshwantsho tseo mo mmetsheng wa 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: **pi | ki | ni | ki.**
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **pi** (tlola gangwe) **ki** (tlola gangwe) **ni** (tlola gangwe) **ki** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.

Ditirwana tsa sethlopha se sennyane

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





You will need:

- An A4 piece of paper for each learner OR a photocopy of the **Picnic blanket activity page** and the **Weaving strips activity page** for each learner
- Jumbo wax crayons
- Scissors, glue
- Magazines or shopping brochures with pictures of food
- A list of multisyllabic words relating to the story: sentle, dipanana, ditamati, disementshisi, noka, lelomo, tsamaya sentle, pikiniki, seroto, Fluffy

Week 1 Day 5

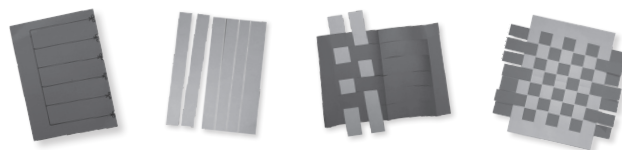
Whole class activities

Make, draw and write

- 1 Retell the story using the puppets.
- 2 If possible, bring a blanket to show the class, or show learners pictures of different blankets. Talk about the different patterns and/or colours on the blanket.
- 3 Explain to learners that they are going to create their own picnic blanket by drawing it on a piece of paper.
- 4 Once learners have completed their “blanket”, they can draw or cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.

OR

- 1 Explain to learners that they are going to weave their own “picnic blanket” using strips of paper. Show learners an example and talk about how different coloured strips make a weaving pattern.
- 2 Give each learner a folded **picnic blanket activity page** as well as a **weaving strips activity page**.
- 3 **Picnic blanket activity page:** Show learners how to cut along each dotted line on the activity sheet while it is folded. Make sure they stop cutting at the solid line. Learners open up this page once they have finished cutting.
- 4 **Weaving strips activity page:** Learners colour in the strips and cut them up.
- 5 Demonstrate how to weave the coloured strips over and under the slits that have been cut on the picnic blanket activity page. Each strip needs to be woven through alternate slits to create a weave.
- 6 When learners have completed their “picnic blanket”, they can cut out pictures of picnic foods from magazines or brochures and paste the pictures onto their blanket.



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: **pi | ki | ni | ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pi** (one jump) **ki** (one jump) **ni** (one jump) **ki** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word on the list and jump as they break it into syllables.



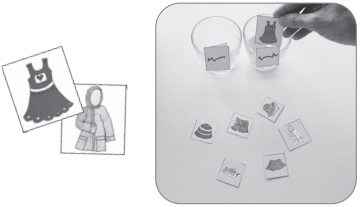
Small group activities

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





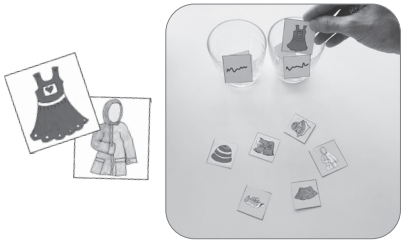




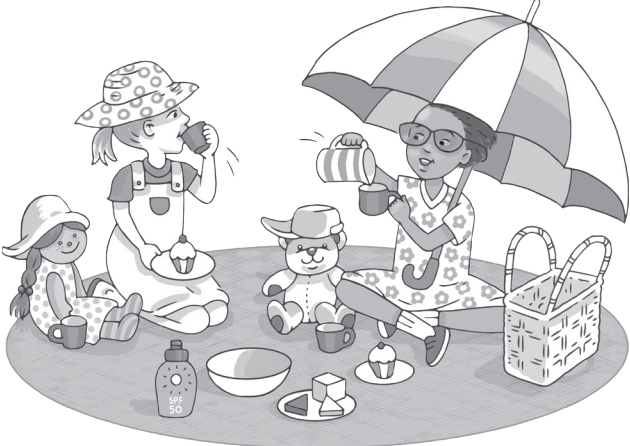
Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

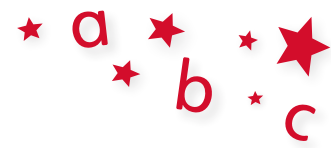
| Lo tšile go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="210 688 569 1025" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Ke batla go tshameka le Fluffy.</p>  </div> <div data-bbox="222 1037 562 1302" style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;">  <p>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</p> </div> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Kwala setlhogo sa 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 tsothle. Ba neye ditshitshinyo dingwe. Ka sekai: "A o ratile nako ya fa Nicholas, Jacob le Fluffy ba ne ba tlolela mo teng ga metsi?" Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsothle ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Fluffy ... o ne a tlolela ... mo teng ... ga ... O ne o batla go bua lefoko lefe le le latelang? ... Ee, 'metsi'. Ke tšile go kwala lefoko 'metsi'." 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"> Sete ya dikarata tse di nang le ditshwantsho tsa diaparo tse di mebalabala tsa selemo le tsa mariga Dikhontheina tse pedi tsa polasetiki – ya majerine kgotsa ya yokate (khontheina e nngwe e kgomareditswe letshwao le le reng Selemo le setshwantsho sa seaparo sa selemo se kgomareditswe ka fa pele; khontheina e nngwe e kgomareditswe lefoko le le reng Mariga le seaparo sa mariga se kgomareditswe ka fa pele) <div data-bbox="217 1769 574 1976" style="border: 1px solid gray; padding: 10px; margin: 10px 0;">  </div> | <p>Tirwana 2: Malepa le metshameko</p> <p>Baya dikarata tse di nang le ditshwantsho tsa diaparo tsa mariga le tsa selemo o di ribegile mo tafoleng.</p> <p>Motshameko wa go baya dilo ka ditlhopha</p> <ol style="list-style-type: none"> Khontheina e nngwe e kgomareditswe lefoko le le reng Selemo le setshwantsho sa seaparo sa Selemo se kgomareditswe ka fa pele; khontheina e nngwe e kgomareditswe lefoko le le reng Mariga le seaparo sa Mariga se kgomareditswe ka fa pele.) Morutwana mongwe le mongwe o na le tšhono ya go tlhophisa karata, go leba setshwantsho, go se bitsa ka leina a bo a e tsenha mo khontheineng e e tshwanetseng. <p>Motshameko wa go kgona go gakologelwa</p> <ol style="list-style-type: none"> Morutwana mongwe le mongwe o na le tšhono ya go pitikolola dikarata di le pedi. Fa ditshwantsho tsa dikarata tse pedi di tshwana (ka bobedi e le diaparo tsa selemo kgotsa diaparo tsa mariga), ba tshola dikarata tseo mo go bone. Fa di sa tshwane (seaparo sa selemo le sa mariga), dikarata tseo di bewa di ribegilwe. |



Small group activities for Week 1

| You will need | Activities |
|--|---|
| <ul style="list-style-type: none"> • A blank A4 page for each learner • Jumbo wax crayons <div data-bbox="230 645 552 929" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>I want to play with Fluffy.</p>  </div> <div data-bbox="222 958 562 1199" style="background-color: #f8d7da; padding: 10px; margin: 10px 0;">  <p>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</p> </div> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> 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. For example: "Did you like the part when Nicholas, Jacob and Fluffy jumped into the water?" 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. Some learners may only be able to say a few words about their picture. 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "Fluffy ... jumped ... into ... the ... What word did you want to say next? ... Oh yes, 'water'. I am going to write the word 'water'." 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"> • A set of colour picture cards with summer and winter items of clothing • Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.) <div data-bbox="187 1584 586 1825" style="margin: 10px 0;">  </div> | <p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> 1 One container has a label with the word Summer and a picture of a Summer item of clothing stuck on the front; the other container has a label with the word Winter and a picture of a Winter item of clothing stuck on the front. 2 Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> 1 Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. 2 If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn. |

| Lo tšile go tlhoka | Ditirwana |
|---|---|
| <ul style="list-style-type: none"> Dibuka, dimakazine, dibukana tse mennweng, Dibuka tse Dikgolo le dipampitšana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makazine kgotsa pampitšana 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 tlophhe 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"> Letsopa kgotsa tege ya motshameko le boto kgotsa mmetshe  | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe bolo ya letsopa kgotsa tege ya motshameko le popego-tlhaka e e segolotsweng. Kopa barutwana go dira seroto se sennye le maungo ka letsopa le ka tege ya motshameko. Bontsha barutwana tsela ya go potoka manathwana a tege ya motshameko gore e nne dithupana tse di tshesane le go di tlatlaganya go dira seroto ka tsone, kgotsa go potoka bolo e kgolo o bo o e gonya. Barutwana ba ka potoka tege ya motshameko go dira popego e e tshwanang le panana, kgotsa go dira bolo e e emelang leungo le le jaaka apole kgotsa dinamune. |
| <ul style="list-style-type: none"> Didirisiwa: seroto, dijo tsa mantlwane, dikomiti le dipoleiti tsa polasetiki, mmetshe, digalase tsa letsatsi, dihutshe, sekhukhu, le setlolo sa go itshireletsa mo letsatsing | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa mantlwane mme ba tseye manno a bone ka bonako. Bala melawana ya sekhutlo sa mantlwane mme o ba bontshe didirisiwa tse di ntšha. Tlhalosa gore ba tšile go nna le pikiniki ya matshamekwane. Ba tla paka dijo, go ya go iphokisa phefo, go ala mmetshe le go itumelela pikiniki mmogo. Gape ba ka nna ba tsaya leeto go ya pikiniking golo gongwe: kwa losing lwa lewatle, kwa phakeng, gaufi le tshingwana kgotsa letamo. Etela sekhutlo bobotlana gangwe go ya go bogela le go rotloetsa barutwana go tshameka. Ka sekai: o ka nna wa fitlha mme wa re: <i>"Dumelang! Ke nna yo! Ke lebogela go ntaletsa ga lona mo pikiniking e e monate e. Leno ke lefelo le le ntle tota la pikiniki. Le pakile eng mo serotong?"</i> Kopa barutwana go tla ka senonnori kgotsa setshamekisi se se boruma se ba se ratang thata fa ba tla mo pikiniking beke e e tlang.  |



You will need

- Books, magazines, folded little books, Big Books and leaflets



Activities

Activity 3: Independent reading

- 1 Lead the group to the book corner or give the group a pile of books.
- 2 To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read.
- 3 Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading.
- 4 Visit the corner to observe and encourage the learners' reading.

- Clay or playdough and a board or mat



Activity 4: Fine motor skills and handwriting

- 5 Give each learner a ball of clay or playdough.
- 6 Learners must make a small basket and some fruit from the clay or playdough. Show learners how to roll pieces of playdough into thin strands and place them over each other to make a basket, or roll a big ball and hollow it out.
- 7 Learners can roll playdough to make a shape like a banana, or make a ball to represent fruit like apples or oranges.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

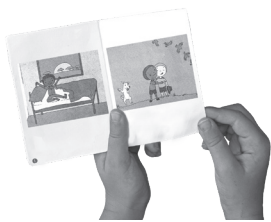
- 1 Lead the group to the pretend play corner and settle them down quickly.
- 2 Read the rules for the pretend play corner and show them the new props.
- 3 Explain that they are going to have a pretend picnic. They can pack the food, go on a walk, set out the blanket and enjoy a picnic together. They could also travel to somewhere for their picnic: to the beach, a park, a nearby garden or pool.
- 4 Visit the corner at least once to observe and encourage the learners' pretend play. For example, you could arrive and say: *"Hello! Here I am! Thank you for inviting me to this lovely picnic. What a beautiful place for a picnic. What have you packed in your basket?"*
- 5 Invite learners to bring a teddy bear or favourite soft toy to join in the picnic next week.





Lo tlile go tlhoka:

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



Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditshwantsho tse dingwe go di latelanya

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

Stella a re:



O ka bua ka ditlhaka le medumo nako nngwe le nngwe mo thulaganyong ya gago ya letsatsi le letsatsi, segolobogolo ka dinako tsa fa lo tshamekela kwa ntle le tsa fa lo fetela kwa serutweng se sengwe (fa ba eme fa moleng ka fa ntle ga ntlwanaboithusetso, fa o baakanyetsa nako ya dijo tsa motshegare, jalo le jalo). Dirisa ditshono tsa go ba bontsha ditlhaka mo tikologong mme o botse barutwana gore ba bona ditlhaka dife mo tikologong ya bone. Seno se thusa barutwana go bona gore re dirisa ditlhaka jang jaaka bosupi jwa dilo tsa mmatota mo tikologong ya rona.



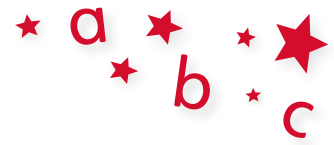
Tsenyeletsa modumo nngwe go tswa mo kgannyeng

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

Ditirwana tsa setlhopho se sennyane

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.





You will need:

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

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Stella says:



You can focus on letters and sounds at any time in your everyday routine, particularly during outdoor play and transition times (lining up outside the toilet; preparing for lunch time and so on). Use opportunities to point out letters in the environment and ask learners what letters they see around them. This helps learners to see how we use letters as clues to read things around us.

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: "mosong, Matthatso, Mama, mosetsana, metshameko, metsi, matute, malomo, mena, monate. Can you hear the focus sound: **Matthatso**, **mosetsana**, **metsi**, **malomo**? Yes, you are right! The focus sound is /m/."
- 2 Listen carefully, here are some more words with /m/: mogopo, meno, mašwi, morubisi, madi. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /m/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /m/: "m-m-m". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tlile go tlhoka:

- Buka e Kgolo:
Go tlhabile sentle
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

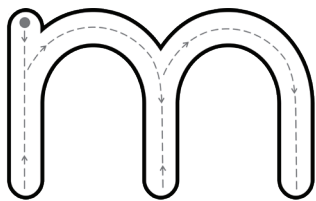
Puisokopanelo – Buka e Kgolo

- 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

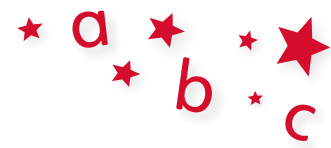
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /m/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /m/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira e kete ba letsa meropa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



Ditirwana tsa sethlopha se sennye

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





You will need:

- Big book: *A beautiful day*
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

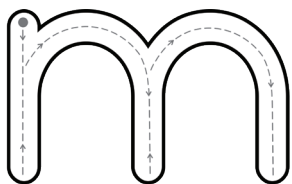
Shared reading – Big book

- 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 /m/ or if they can think of any other words that start with the sound /m/.
- 2 Teach learners an action associated with the sound. For example: Learners can pretend to beat drums while saying “**mo-ro-pa**”.
- 3 Show learners how to write the letter **m**. Praise their attempts, then write a large letter on the board or in the air while saying the following: “*Start at the dot, go down, up, over, down, up, over and down again.*”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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:

- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **m**: meno, mašwi, metsi, madi, malea, matute, mogala, mogope, mogopo, mokoro, molemo, morubisi, mosamo, moropa, molagodimo

Stella a re:



Ke kakanyo e ntle go nna le ditshwantsho fa o dira tirwana e go thusa barutwana go gakologelwa dilo le go ba naya dikakanyo tsa se ba ka se buang.

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- Nnisa barutwana mo ditafoleng mme o dire gore mongwe le mongwe a tseye manno a gagwe mme phaposiborutelo e sisibale.
- Simolola tirwana ya gompiano ya go reetsa ka go re: "A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikologileng ka kelotlhoko." Jaanong bolelela barutwana go bula matlho mme ba bue ka medumo e ba e utlwileng. Bua ka ga gore ke medumo efe e e leng gaufi le bone (e e kwa godimo thata) le gore ke efe e e leng kgakala le bone (e e kwa tlase). Bolelela barutwana gore ba tlile go dira tirwana e mo go yone ba tshwanetseng go reetsa ka kelotlhoko se o se buang.
- Raya barutwana o re: *Mo kgannyeng e e kaga go ya pikiniking, Mama o ne a paka seroto sa pikiniki se tletse dijo. Re tlile go tshameka motshameko re bo re akanya ka dilo tse re ka di tsenyang mo serotong sa pikiniki. Reetsang, ke tla simolola ka go re: 'Re ne ra ya pikiniking mme ra paka diapole mo serotong.'* Jaanong, re tlile go tla mo go mongwe le mongwe mo sedikong gore a bolele gore nee o pakile eng mo serotong sa pikiniki."
- Fa morutwana mongwe le mongwe a sena go bua, o ka nna wa tswelela ka motshameko, mme mo nakong eno, barutwana ba tshwanetse go leka go gakologelwa gore go setse go pakilwe eng mo serotong pele go tsenngwa selo se sengwe. Tswelela ka tsela eno go fitlha go tsenngwa dillwana tse dingwe gape tse tlhano mo serotong.

Leele: Fa barutwana ba palelwa ke go akanya ka dilo dingwe, dilo dingwe ke tse: disementšhisi, namune, dipanana, matute a maungo, metsi, ditamati, tšhisi, maši, dibisikiti

Mabokoso a ditlhaka

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

Ditirwana tsa sethlopha se sennyane

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





You will need:

- A letter box containing objects or pictures of objects that start with **m**: meno, mašwi, metsi, madi, malea, matute, mogala, mogope, mogopo, mokoro, molemo, morubisi, mosamo, moropa, molagodimo

Stella says:



It is a good idea to have pictures when you do this activity to help learners remember the items and give them some ideas of what to say.

Week 2 Day 3

Whole class activities

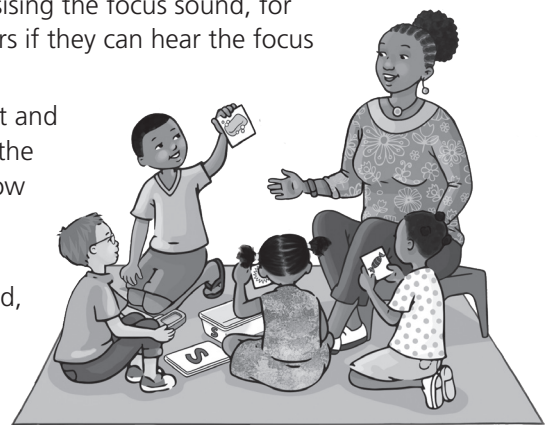
Learning to listen

- 1 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say. Say to learners: "In the story about going on a picnic, Mommy packed a picnic basket full of food. We're going to play a game and think of things to put in a picnic basket. Listen, I'll start by saying: 'We went on a picnic and packed apples in our basket.' Now, we're going to go around the circle and each person will get a chance to say what they packed in the picnic basket."
- 2 Once each learner has had a turn, you can continue the game, but this time learners should try to remember what has already been packed in the basket before adding another item. Continue like this for five more items in the basket.

Tip: If learners struggle to think of things, here are some ideas: sandwiches, an orange, bananas, fruit juice, water, tomatoes, cheese, milk, biscuits.

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, for example: **m**eno, **m**adi, **m**okoro. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **m**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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





Lo tlile go tlhoka:

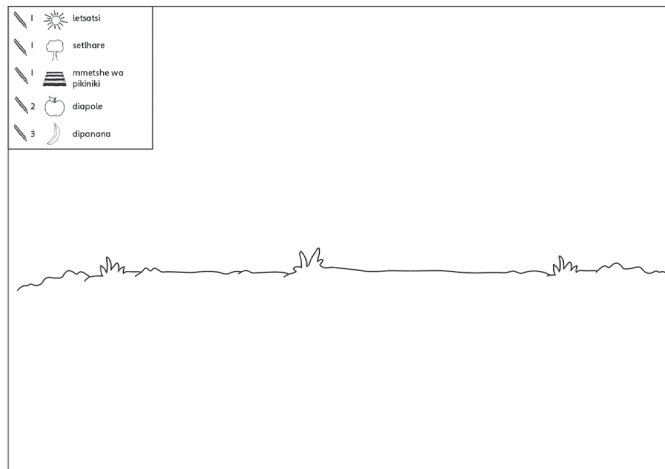
- Tsebe ya tirwana ya buisa o bo o dira ya morutwana mongwe le mongwe
- Dimpopi tsa kang kgotsa dilo kgotsa ditshwantsho tsa dilo dingwe tsa kang

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go buisa le go dira

- 1 Kopa barutwana bo leba lenaane la tsebe ya tirwana mme ba bue ka se ba se bonan (dipalo, ditshwantsho le mafoko).
- 2 Bolelela barutwana gore jaanong ba tlile go dira tirwana e e monate e e bidiwang "buisa o bo o dira". Ba tshwanetse go buisa polelo nngwe le nngwe ba bo ba dira se e se buang ba dirisa sebaka se se sa kwalelang sepe mo tsebeng eo.
- 3 Buisang polelo ya ntlha mmogo. Botsa gore a go na le barutwana bape ba ba ka "buisang" se se tshwanetsenggo dirwa morago ga moo mo lenaaneng; ba thale setshwantsho sa setlhare se le sengwe.
- 4 Tswelela ka tsela eno mo go nngwe le nngwe ya ditaelo.
- 5 Jaanong buisa nngwe le nngwe ya ditaelo gape o bo o raya barutwana o re: "Thalang letsatsi le le lengwe. Fa lo feditse, le tshwayeng mo lenaaneng la lona."
- 6 Barutwana ba tswelela ba ntse ba thala ditshwantsho le go tshwaya taelo nngwe le nngwe go fitlha kwa bokhutlong jwa lenaane.



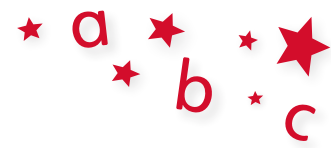
Go reetsa medumo e go ithutwang yone

- 1 Tlhalosetsa barutwana gore lo tlile go tshameka "Ke tlhola ..." ka dimpopi ke didirisiwa tsa kang ya "Go tlhabile sentle". Ba kope go leba dimpopi tse di tileng go dirisiwa, dilo le ditshwantsho.
- 2 Tlhopha sengwe go tswa mo kgannyeng kwantle ga go bolelela barutwana gore o akanya ka eng. Morago ga moo, ka tsela e e utlwalang, naya barutwana modumo wa ntlha wa lefoko o o tla ba thusang go bona karabo. Ka sekai: Fa o akanya ka "panana," e re: "Ke tlhola ka matlho a me sengwe se se simololangka *lp!*"
- 3 Barutwana ba lebe dilo tse di tileng go dirisiwa go bona dilo tse di simololang ka modumo oo. Fa ba fopholetsa "panana" sentle, ke nako ya bone ya go leba sengwe ba bo ba re: "Ke tlhola ...".

Ditirwana tsa setlhopha se senny

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:

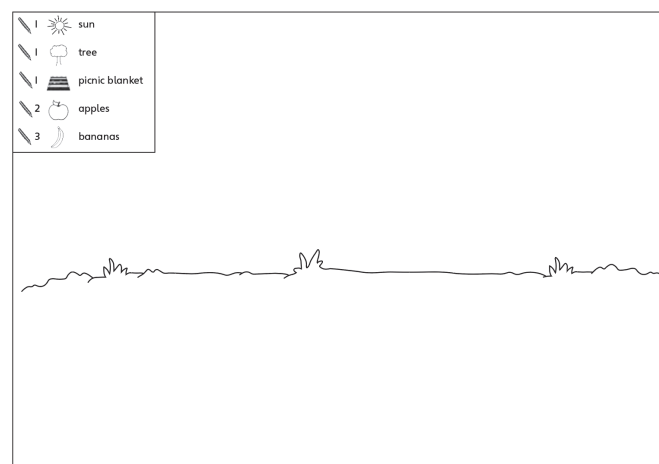
- A photocopy of the **Read and do activity page** for each learner
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

Read and do

- 1 Tell learners to look at the list on the activity page and talk about what they see (numbers, pictures and words).
- 2 Tell learners they are now going to do a fun activity called “read and do”. They must read each line and do what it says using the blank space on the page.
- 3 Read the first line together. Ask if any learners can “read” what to do next on the list; they must draw one tree.
- 4 Continue in this way with each of the instructions.
- 5 Now read each of the instructions again and say to learners: “*Draw one sun. When you are finished, then tick that on your list.*”
- 6 Learners must continue drawing and ticking each instruction until the end of the list.



Listening for focus sounds

- 1 Explain to learners that you are going to play “*I spy ...*” with puppets and props from the story “*A beautiful day*”. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of a “panana”, say: “*I spy with my little eye something that starts with /p/*”.
- 3 Learners must look at the display for things that start with that sound. If they guess “panana” correctly, it is their turn to look for something and say: “*I spy ...*”.

Small group activities

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





Lo tile go tlhoka:

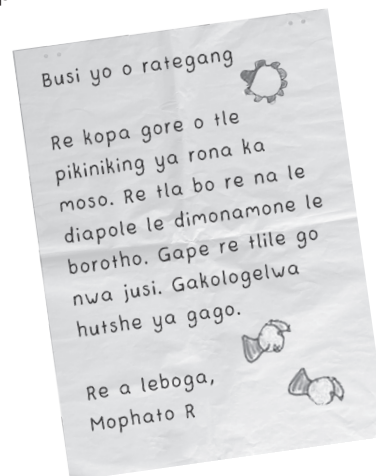
- Pampiri ya tšhate e e phetlhwang
- Mafoko a dinokontsi a a amanang le kgang: sentle, dipanana, ditamati, disementšhisi, noka, lelomo, tsamaya sentle, pikiniki, seroto, Fluffy

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Raya barutwana o re: "A re rulaganyeng pikiniki ya mo tleaseng re bo re laletsa tlelase e nngwe kgotsa mogokgo wa sekolo kgotsa leloko le lengwe la badiri go tla go e ja le rona. A lo ka nthusa go dira taletso ya go ba bolelela ka pikiniki?"
- 2 Dirisa pampiri ya tšhate e e phetlhwang go kwala dikgopolo tsa barutwana fa o tlotla le bone ka taletso. Simolola ka go tlhalosa gore fa re laletsa batho, gantsi re a re "... yo o Rategang". Morago ga moo re ka nna ra bua sengwe se se tshwanang le: "Re kopa o tle pikiniking ya rona."
- 3 Botsa barutwana gore go ka kwalwa eng gape mo taletsong, mme ba go bone o kwala mafoko a bone. Bua gore lo tile go nna le pikiniki lkeng, e tla nna nako mang le gore ba tle ka eng.
- 4 Isa taletso kwa mothong mme o ba rotloetsa go araba ba bue gore ba tla tla pikiniking. Buisetsa barutwana karabo.
- 5 Rulaganya pikiniki le barutwana, mme ka letsatsi la yone, a ba ye kwa "lefelong la pikiniki" mme ba tshware pikiniki.



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: **pi | ki | ni | ki**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **pi** (tlola gangwe) **ki** (tlola gangwe) **ni** (tlola gangwe) **ki** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.

Ditirwana tsa setlhopha se sennyane

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:

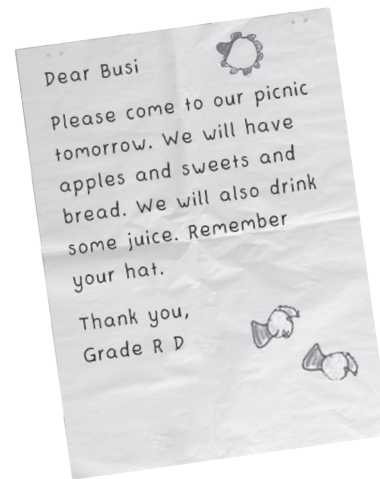
- Flipchart paper
- A list of multisyllabic words relating to the story: sentle, dipanana, ditamati, disementšhisi, noka, lelomo, tsamaya sentle, pikiniki, seroto, Fluffy

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Say to learners: "Let us plan a class picnic and invite the other class or the school principal or another member of staff to join us. Can you help me make an invitation to tell them about the picnic?"
- 2 Use a piece of flipchart paper to write down learners' ideas as you discuss the invitation. Begin by explaining that when we invite people, we usually say "Dear ...". Then we can say something like: "Please come to our picnic."
- 3 Ask learners what else to write in the invitation, and let them see you writing their words. Talk about when you will have the picnic, what time it will be and what to bring.
- 4 Deliver the invitation to the person and encourage them to reply to say that they will join you for the picnic. Read the reply to learners.
- 5 Plan the picnic with learners, and on the day, let them take their packed lunches to a "picnic spot" and have a picnic.



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: **pi** | **ki** | **ni** | **ki**.
- 2 Choose a learner to stand up and jump for each of the syllables: **pi** (one jump) **ki** (one jump) **ni** (one jump) **ki** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.

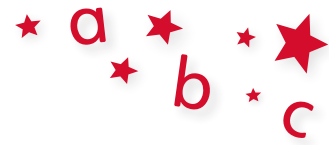
Small group activities

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 tšile 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 jumb  <p><i>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</i></p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Barutwana ba thale setshwantsho lenaane la dijo tse ba ka ratang go tla ka tsone kwa pikiniking. 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 dileibole tsa dijo tse ba di thadileng kgotsa gore a ba ka rata gore wena o ba kwalele tsone. Kwala se barutwana ba go bolelelang sone, lefoko ka lefoko. Gopola go kwala ka mokwalo o o bothakga o o balegang sentle. Fa o feditse go kwala, kopa barutwana go buisa mafoko le wena. Supa lefoko lengwe le lengwe fa o le buisa mme ba akgolele maiteko a bone. |
| <ul style="list-style-type: none"> Sete ya dikarata tse di nang le ditshwantsho tsa diaparo tse di mebalabala tsa selemo le tsa mariga Dikhontheina tse pedi tsa polasetiki – ya majerine kgotsa ya yokate (khontheina e nngwe e kgomareditswe letshwao le le reng Selemo le setshwantsho sa seaparo sa selemo se kgomareditswe ka fa pele; khontheina e nngwe e kgomareditswe lefoko le le reng Mariga le seaparo sa mariga se kgomareditswe ka fa pele)  | <p>Tirwana 2: Malepa le metshameko</p> <p>Baya dikarata tse di nang le ditshwantsho tsa diaparo tsa mariga le tsa selemo o di ribegilwe mo tafoleng.</p> <p>Motshameko wa go baya dilo ka ditlhopha</p> <ol style="list-style-type: none"> Morutwana mongwe le mongwe o na le tšhono ya go tlhopho karata, go leba setshwantshole go e tsenya mo khontheineng e e tshwanetseng. <p>Motshameko wa go kgona go gakologelwa</p> <ol style="list-style-type: none"> Morutwana mongwe le mongwe o na le tšhono ya go pitikolola dikarata di le pedi. Fa ditshwantsho tsa dikarata tse pedi di tshwana (ka bobedi e le diaparo tsa selemo kgotsa diaparo tsa mariga), ba tshola dikarata tseo mo go bone. Fa di sa tshwane (seaparo sa selemo le sa mariga), dikarata tseo di bewa di ribegilwe  |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse 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

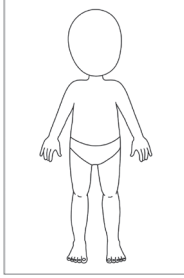
| You will need | Activities |
|---|--|
| <ul style="list-style-type: none"> A blank A4 page for each learner Jumbo wax crayons  <p><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Learners must draw a list of foods they would like to take on a picnic. Make a comment or ask each learner to tell you about their drawing. Ask learners if they would like to write labels for the food they have drawn or if they would like you to write for them. Write exactly what learners tell you, word for word. Remember to write neatly and clearly. When you have finished writing, encourage learners to read the words with you. Point to each word as you read and acknowledge their efforts. |
| <ul style="list-style-type: none"> A set of colour picture cards with summer and winter items of clothing Two plastic containers – margarine or yoghurt tubs (One container has a label with the word Summer and a picture of a summer item of clothing stuck on the front; the other container has a label with the word Winter and a winter item of clothing stuck on the front.)  | <p>Activity 2: Puzzles and games</p> <p>Place cards with pictures of winter and summer clothes face down on the table.</p> <p>Sorting game</p> <ol style="list-style-type: none"> Each learner has a chance to pick up a card, look at the picture, name it and place it in the correct container. <p>Memory game</p> <ol style="list-style-type: none"> Each learner has a chance to turn over two cards. If the pictures on both cards match (both clothes for summer or both clothes for winter), they keep the cards. If they don't match (one summer and one winter), cards are then placed face down back on the table and the next learner has a turn.  |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |





Lo tlile go tlhoka

- Fothokhopi ya tsebe ya tirwana ya Go apara ya morutwana mongwe le mongwe.
- Manathwana a a farologaneng a leslea kgotsa manathwana a dipampiri tsa mebalabala tse di farologaneng, manathwana a kgole
- Dikere
- Tluluu



Ditirwana

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

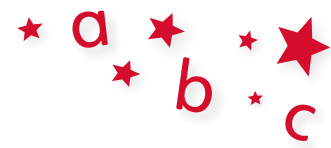
- 1 Naya morutwana mongwe le mongwe shiti ya tirwana e e nang le molantle wa mmele wa ngwana mme o bue ka dikarolo tse di farologaneng tsa mmele.
- 2 Bolelela barutwana gore ba tlile go apara fela jaaka Nicholas a ne a apere mo kgannyeng. Ba tshwanetse go segolola manathwana a mannye a letsela (kgotsa pampiri e e mebala) mme ba a kgomaretse mo tsebeng go dira diaparo tsa mariga kgotsa tsa selemo.
- 3 Ba ka nna ba thala setshwantsho sa matlho, ditsebe, nko le molomo, ba bo ba kgomaretsa mogala go nna moriri.

- Didirisiwa: seroto, dijo tsa mantlwane, dikopi tsa polasetiki le dijana, kobo, digalase tsa letsatsi, dihutshe, sekhukhu, setlolo sa go itshireletsa mo letsatsing.

Tirwana 5: Mantlwane

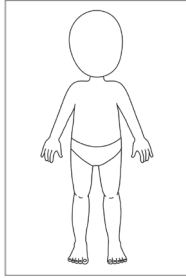
- 1 Gakolola barutwana ka ga dilo tse di kwa sekhuthwaneng sa go tshameka sa maitirelo mme o ba rotloetse go tswelela go tloga ka Beke 1 fa ba tshameka mantlwane a pikiniki. Etela sekhutlo go ya go bogela le go rotloetsa mantlwane a bana.





You will need

- A photocopy of the **Getting dressed activity page** for each learner
- Pieces of different kinds of fabric or pieces of different coloured paper, pieces of string
- Scissors
- Glue



Activities

Activity 4: Fine motor skills and handwriting

- 1 Give each learner an activity sheet with an outline of a child's body and talk about the different parts of the body.
- 2 Explain to learners that they will be dressing themselves. They must cut out small pieces of fabric (or coloured paper) and then stick them onto the page to make winter or summer clothes.
- 3 They can draw eyes, ears, nose and a mouth, and stick on string for hair.

- Props: basket, pretend food, plastic mugs and plates, a blanket, sunglasses, hats, an umbrella, suntan lotion

Activity 5: Pretend play

- 1 Remind learners about the props in the pretend play corner and encourage them to continue their pretend play from Week 1 when they pretended to go on a picnic. Visit the corner to observe and encourage the learners' pretend play.



★ Morutabana Akinyi

Kgang



Leina la me ke Mandisa mme yo ke tsala ya me, Thabo. Yo ke morutabana wa rona. Leina la gagwe ke Morutabana Akinyi mme o re rata thata. Morutabana Akinyi o re ruta dilo tse dintsi thata.

Ka Mosupologo re ithuta maina a mebala le dipopego tse di farologaneng: “Kepese eno e serolwana, hutshe e pududu, sediko se se tala mme namune ya mmala wa namune.” Re lebaleba mo phaposing go bona mebala e mengwe le dipopego tse dingwe.

Ka Labobedi, Morutabana Moloto a re: “Gompieno ke tlile go lo bolelela dikgang tsa batho ba ba kgethegileng ba ba botlhokwa.” Re tlile ka ditshwantsho mo phaposing gore re bue ka batho ba ba kgethegileng ba ba botlhokwa mo matselong a rona. Thabo o tlile ka setshwantsho sa ga Rre Mandela mme nna ke tlile ka setshwantsho sa ga Rre a mpuisetsa kgang e e monate.

Ka Laboraro re ithuta ka mefuta ya dipalangwa tse batho ba neng ba di palama go ya mafelong a a kgakala. Re ithuta ka fa batho ba neng ba ya tironng kgotsa ba ya sekolong ka gone. Kwa sekolong ka tekesi. Thabo a re: “Ke tsamaya ka bese fa ke etela koko ka malatsi a boikhutso.”

Ka Labone, Morutabana Moloto a re: “A rotlhe re tsweleng kwa ntle gore re ithute ka temo le go jala mmidi.” Re epa mosima o monnye, re tsenya motshotelo re bo re jala peo ya mmidi. Ke tsaya kgamele ya metsi gore ke nosetse semela sa mmidi.

Ka Labotlhano re tlotlela bana mo phaposing dikgang tsa rona. Thabo o tlotla kgang ya gagwe: “Ke ne ke na le apole mo kgetseng ya me mme podi ya leka go e utswa!” Bana botlhe mo phaposing ba thubega ka setshego ba re: “Hahahahaha-heehee!”

Morutabana Moloto ke morutabana yo o ba gaisang botlhe mo lefatsheng. Ke mo rata thata. Fa ke gola, ke batla go nna morutabana fela jaaka ene.

Kgang eno e felela fano.



★ Teacher Akinyi

Story



My name is Mandisa and this is my friend, Thabo. This is our teacher. Her name is Teacher Akinyi and she loves us very much. There are many different things that Teacher Akinyi teaches us.

On Monday we learn the names of different colours and shapes: "This cap is yellow, the boot is brown, the circle is purple and the orange is orange." We look around the room for more of these colours and shapes.

On Tuesday, Teacher Akinyi says: "Today I am going to tell you stories of special and important people." We have brought pictures to class so we can talk about special and important people in our lives. Thabo brought a picture of Mr Mandela and I brought the photo of my dad reading a nice story to me.

On Wednesday we learn about the kinds of transport that people use to travel to far away places. We learn about how people get to work or school. I take a bus to school. Thabo says: "I take a taxi when I go to my grandmother for a holiday."

On Thursday, Teacher Akinyi says: "Let us all go outside so that we can learn about farming and how

to plant mealies." We dig a small hole, add some compost and plant a mealie seed. I carry a bucket of water to water the mealie plant.

On Friday we tell the class our own stories. Thabo tells his story: "I had an orange in my pocket and the goat tried to steal it!" The whole class bursts out laughing: "Hahahahaha-heeheehee!"

Teacher Akinyi is the best teacher in the whole world. I love her very much. When I grow up, I want to be a teacher just like her.

And that is the end of the story.





Pina

Malatsi a le supa ka beke, malatsi a le supa ka beke

A re a baleng otlhe, a re a baleng otlhe

Mosupologo, Labobedi, Laboraro

Labone, Labotlhano, LaMatlhatso

Latshipi ke letsatsi le le kgethegileng

Malatsi a le supa ka beke.

(E opeleng ka molodi wa "Three Blind Mice" kgotsa itlhopheleng molodi wa lona.)



Tlotlofoko go tswa mo kgannyeng

| Mafoko a konokono: | morutabana | tsala | kgethegile | botlhokwa | sepalangwa | gola |
|--------------------------|------------|-----------|------------|-----------|------------|--------------|
| Mafoko a a oketsegileng: | namune | serolwana | phepole | phifadu | temo | kwa ntle |
| | kgamelo | tshegisa | tshega | kgetse | podu | gaisa botlhe |





★ a ★
★ b ★
★ c ★

Song

Seven days a week, seven days a week
Let's count them all, let's count them all
Monday, Tuesday, Wednesday
Thursday, Friday, Saturday
Sunday is a special day
Seven days a week.

(Sing to the tune of "Three Blind Mice" or use your own tune.)



Vocabulary from the story

| | | | | | | |
|-------------------|----------------|---------------|----------------|------------------|------------------|----------------|
| Key-words: | teacher | friend | special | important | transport | grow up |
| Extra words: | orange | yellow | purple | brown | farming | outside |
| | bucket | funny | laugh | pocket | goat | best |





Lo tilele go tlhoka:

- Kgang: *Morutabana Akinyi*
- Dimpopi: Mandisa, Thabo, phousetara ya ga Papa a buisetsa Mandisa, phousetara ya ga Nelson Mandela, tekesi, bese, semela sa mmidi, nkgo
- Didirisiwa: didirisiwa kgotsa ditshwantsho tsa kepese e e serolwana, butshu e e phifadu, sediko se se phepole le sa mmala wa namune, nkgo, semela se sennye mo teng ga khontheina, bese ya mantlwane le sefofane
- Dilo kgotsa dikarata tsa ditshwantsho tsa mafoko mangwe go tswa mo lenaaneng la tlotlofoko

Beke 1 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

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

Go tlotla dikgang le go aga tlotlofoko

1 Pele o tlotla kgang

- 1.1 Bolelela bana setlhogo sa kgang mme o ba bolelele gore baanelwa mo go bone ke bomang o dirisa dimpopi.
- 1.2 Dira gore kgang e tsamaisane le matshelo a barutwana ka go ba botsa o re: “*Ke labokae gompieno? Ka moso e tla bo e le labokae? Re tla sekolong ka letsatsi lefe? O ya jang sekolong?*”
- 1.3 E re: “*Pele re simolola, ke batla go lo bolelela bokao jwa mafoko mangwe a mantšha a re tlileng go a bona mo kgannyeng.*” Pele ga thuto o ka botsa badiri-ka-wena kgotsa batsadi gore mafoko mangwe a bidiwa jang ka puo e barutwana ba e buang kwa gae. Seno se tla thusa barutwana go tshaloganya mafoko a a nang le dikgopolo tse di sa tshaloganyesegeng motlhofo jaaka “kgethegileng”.

2 Fa o ntse o tlotla kgang

- 2.1 Tlotla kgang ka tsela e e tlhagafetseng mme o fetofetole lentswe.
- 2.2 Etsisa mafoko mme o dirise dimpopi le didirisiwa.
- 2.3 Kopa barutwana go bolelelepele gore go latela eng mo kgannyeng mme o ba akaretse mo motlotlong ka go dirisa dipotso tse di tlhokang tlhaloso, jaaka: “*O akanya gore Thabo o ya sekolong jang? Peo e tlhoka eng gore e gole sentle? Ke eng fa o akanya gore potla ya ga Thabo e gagogile?*”

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 nngwe 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: “*Akinyi, apole, rata, thata, tala, bana. A lo utlwa modumo o re tlileng go ithuta one: apole, rata, bana? Ee, o nepile! Yotlhe e na le modumo /a/.*”
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a simololang ka /a/: akanya, Ali, araba, apara, abokato. (Gatelela modumo o o simololang fa o bitsa mafoko ano).
- 3 Bitsa modumo /a/ ka tsela e e utlwalang mme o kope barutwana go leba molomo wa gago ka kelotlhoko.
- 4 Kopa barutwana go bitsa modumo /a/: “*a-a-a*”. Dira tiro eno go nna e e monate: O biletseng kwa tlase, kwa godimo, kwa leboteng, kwa siling lo bo lo o bitsa lo lebane.

Ditirwana tsa sethlopha se sennye

Tlhalosa gore barutwana ba tilele 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.





You will need:

- Story: *Teacher Akinyi*
- Puppets: Teacher Akinyi, Mandisa, Thabo, poster of Dad reading to Mandisa, poster of Nelson Mandela, taxi, bus, mealie plant, bucket
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- Objects or picture cards for some of the words from the vocabulary list

Week 1 Day 1

Whole class activities

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

Two eyes to see

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

Storytelling and building vocabulary

1 Before you tell the story

- 1.1 Tell learners the title of the story and introduce the characters using the puppets.
- 1.2 Relate the story to learners' lives by asking: "*What day is today? What day will it be tomorrow? Which days do we come to school? How do you get to school?*"
- 1.3 Say: "*Before we begin, I want to tell you the meaning of some new words which we will find in the story.*" Before the lesson you could ask colleagues or parents how you say some of the words in the language learners speak at home. This will help learners to understand abstract words like "special".

2 While you tell the story

- 2.1 Tell the story in a lively way and use different voices.
- 2.2 Do actions and make use of the puppets and props.
- 2.3 Ask learners what day comes after each day in the week as you tell the story. Ask them to predict what happens next in the story and involve them through open-ended questions, such as: "*How do you think Thabo gets to school? What does a seed need so it can grow well? Why do you think Thabo's pocket is torn?*"

3 After you tell the story

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

Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully to you. Say these words from the story: "*Akinyi, apole, rata, thata, tala, bana. Can you hear the focus sound: **apole, rata, bana?** Yes, you are right! They all have the sound /a/.*"
- 2 Listen carefully, here are some more words with /a/: akanya, Ali, araba, apara, abokato. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /a/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /a/: "**a-a-a**". Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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





Lo tšile go tšhoka:

- Dimpopi tša kgang
- Mmino le ditšhwantšho tša didirisiwa tša pina



Beke 1 Letsatsi 2

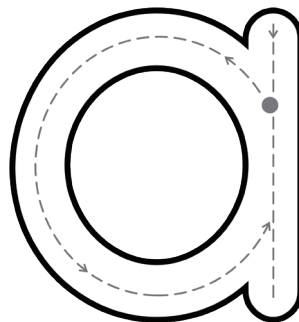
Ditirwana tša botlhe mo phaposiborutelong

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 tša 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 tša yone.
- 5 Dirisa ditšhwantšho kgotsa didirisiwa kgotsa etsisa mafoko go thusa barutwana go tšhaloganya 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 tšhaka

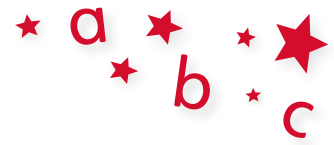
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /a/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /a/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka dira lebole ka seatla sa bona mme ba dira e kete kea pole. Ba ka re /a/ nako nngwe le nngwe fa ba e ja.
- 3 Botsa barutwana gore a ba a gopola gore tšhaka ya a e kwalwa jang. Ba akgolele maiteko a bone, o bo o kwala tšhaka e kgolo mo botong kgotsa mo moweng o ntse o bua mafoko a a latelang: "Simolola fa leronthong, dikologela ka kwa molemeng ka fa mojang, o bo o tšhatšhogela kwa godimo, fologela kwa tlase."
- 4 Kopa barutwana go ithuta go bopa tšhaka mo moweng, mo mmetsheng, ba bangwe ka fa mekwateng ya ba bangwe kgotsa mo diatleng tša bone. Gape ba ka nna ba leka go dirisa mebele ya bone go kwala tšhaka.
- 5 Fa o sena go bontsha sekao sa gore tšhaka e kwalwa jang, rotloetsa barutwana go dirisa letšhokwa go kwala tšhaka mo mmung.
- 6 Rotloetsa barutwana go bitsa modumo o tšhaka e o dirang fa ba ntse ba kwala tšhaka.



Ditirwana tša setšhapha se senny

Gakolola barutwana ka ditirwana tša ditšhapha 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

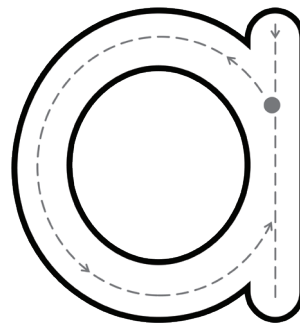
Whole class activities

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 /a/ or if they can think of any other words that start with the sound /a/.
- 2 Teach learners an action associated with the sound. For example: Learners can make a fist with their hand and pretend it is an apple. They can say /a/ each time they take a bite.
- 3 Show learners how to write the letter **a**. Praise their attempts, then write a large letter on the board or in the air while saying the following: "Start at the dot, go round, then up and down."
- 4 Let learners practise the letter formation in the air, on the carpet, on each other's backs or on their hands. They can also try using their bodies to make the letter.
- 5 Once you have modelled how to write the letter, go outside and encourage learners to use a stick to write the letter in the sand.
- 6 Encourage learners to say the sound the letter makes as they write the letter.



Small group activities

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



Lo tšile go tlhoka:

- Dimpopi tsa kgang
- Didirisiwa: didirisiwa kgotsa ditshwantsho tsa kepeše e e serolwana, butshu e e phifadu, sediko se se phepole le sa mmala wa namune, nkgo, semela se sennye mo teng ga khontheina, bese ya mantlwane le sefofane
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololangka **a**: apole, abokato, alemanaka, katara, panana, haraka, magagana, katsana, gagaba, tsamaya

Beke 1 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go tlotla kgang le go etsisa mafoko

- 1 Opelang pina.
- 2 Botsa barutwana gore a ba gopola bokao jwa mafoko a a mo lenaaneng la tlotlofoko. Ka sekai: *"A re bitseng mebala yotlhe e re e itseng. Mmala wa namune ke ofe? Ke mang yo o gopolang gore mmala wa butshe e ne e le ofe?"*
- 3 Tlhopha barutwana ba ba tla tshamekang baanelwa ba ba mo kgannyeng.
- 4 Bua ka moanelwa mongwe le mongwe yo o mo kgannyeng. Bolelela barutwana gore ba tšile go nna bomang fa ba tshameka kgang mme o ba bontshe didirisiwa tse di tla dirisediwang go tlotla kgang.
- 5 Tlhalosetsa barutwana gore wena (morutabana) o tšile go nna mmoledi wa kgang, yo gape a bidiwang moanedi. Barutwana ba ba tshamekang kgang ba tšile go etsisa mafoko otlhe a o a buang. Ba thuse go rulaganya moo ba tšileng go ema gone.
- 6 Simolola go tlotla kgang me o rotloetse barutwana go etsisa mafoko a o a buang fa bana botlhe mo phaposiborutelong ba lebeletse se ba se dirang.
- 7 Fa nako e letla, o ka nna wa batla go boeletsa motshameko ka bana ba bangwe.

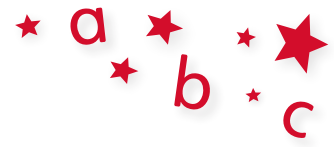
Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **apole**, **abokato**, **alemanaka**. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang a ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa sethlopha se sennye

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





You will need:

- Puppets for the story
- Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange, bucket, little plant in a container, toy taxi and aeroplane
- A letter box containing objects or pictures of objects that start with **a**: apole, abokato, alemanaka, katara, panana, haraka, magagana, katsana, gagaba, tsamaya

Week 1 Day 3

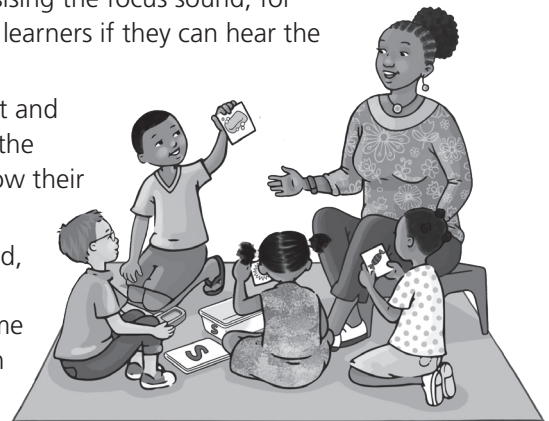
Whole class activities

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: *“Let’s name all the colours that we know. What colour is an orange? Who can remember what colour the boot was?”*
- 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, for example: **a**pole, **a**bokato, **a**lemanaka. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: *“This letter is how we write **a**.”* Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Lo tlile go tlhoka:

- Tatelano ya ditshwantsho tse dikgolo
- Dimpopi tsa kgang kgotsa dilo kgotsa ditshwantsho tsa dilo dingwe tsa kgang

Stella a re:



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

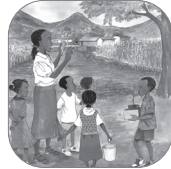
- "O bona mang?" (baanelwa)
- "O dira engle dira eng?" (madiiri le go dira ditiro)
- "O bona eng gape?" (ba leba gape)
- "... e kwa kae?" (bitsa mafelo/boemo)
- "Ke eng fa o akanya gore ...?" (bokgoni jwa go akanya, jwa go tlhalosa megopolo)

Beke 1 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

Go latelanya ditshwantsho

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



Go reetsa medumo e go ithutwang yone

- 1 Tlhalosetsa barutwana gore lo tlile go tshameka "Ke tlhola ..." ka dimpopi ke didirisiwa tsa kgang ya Go tlhabile sentle. Ba kope go leba dimpopi tse di tlileng go dirisiwa, dilo le ditshwantsho.
- 2 Tlhopha sengwe go tswa mo kgannyeng kwantle ga go bolelela barutwana gore o akanya ka eng. Morago ga moo, ka tsela e e utlwalang, naya barutwana modumo wa ntlha wa lefoko o o tla ba thusang go bona karabo. Ka sekai: Fa o akanya ka "namune," e re: "Ke tlhola ka matlho a me sengwe se se simololangka **lnl**."
- 3 Barutwana ba lebe dilo tse di tlileng go dirisiwa go bona dilo tse di simololang ka modumo oo. Fa ba fopholetsa "namune" sentle, ke nako ya bone ya go leba sengwe ba bo ba re: "Ke tlhola ...".
- 4 Fa lo sena go tshameka motshameko ono ka dimpopi le ka didirisiwa go tswa mo kgannyeng, raya barutwana o re: "Jaanong re tlile go tshameka motshameko ono gape, mme lebang gotlhe mo phaposing. Reetsang ka kelotlhoko: "Ke tlhola ka matlho a me sengwe se se simololang ka **lkg!**" Ee, ke kgoro!" Naya barutwana tšhono ya go batla sengwe mo phaposiborutelong mme ba re: "Ke tlhola ...".

Ditirwana tsa sethlopha se sennyane

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





You will need:

- Big sequence pictures
- Puppets from the story or objects or pictures of some of the things from the story

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 play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "namune", say: "I spy with my little eye someone whose name starts with **nl**."
- 3 Learners must look at the display for things that start with that sound. If they guess "namune" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with **lkg!** Yes, it's a kgoro!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

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



Lo tlile go tlhoka:

- Pampiri ya tšhate e e phetlhwang
- Mafoko a dinokontsi a amanang le kgang: koko, sepalangwa, temo, Akinyi, morutabana, apole, tshegisa, kgamelo, buisa, dikgang

Beke 1 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Laletsa mongwe go tla go neela barutwana puo e khutshwane. (O ka nna wa kopa leloko lengwe la badiri kgotsa mogokgo, kgotsa mongwe go tswa mo baaging.) Ba kope gore ba bue le barutwana ka mongwe yo o kgethegileng mo botshelong.
- 2 Morago ga puo, kwalelang motho yono lekwalo la tebogo mmogo.
- 3 Raya barutwana o re: "A re kwaleng karata ya tebogo go mo raya re re re lebogela go re etela ga gago le go re bolelela kgang ka mongwe yo o kgethegileng. A lo ka nthusa go dira karata ya tebogo go tlhalosa ka fa re itumeletseng thata ka gone go reetsa kgang?"
- 4 Dirisa papetlana ya karata kgotsa pampiri go kwala dikgopolo tsa barutwana fa o tlotla le bone gore go kwalwe eng mo karateng ya tebogo. Simolola ka go tlhalosa gore fa re leboga batho, gantsi re a re "...yo o Rategang". Morago ga moo re ka nna ra bua sengwe se se tshwanang le: "Re lebogela go tla ga gago go tla go bua le rona."
- 5 Botsa barutwana gore go ka kwalwa eng gape mo karateng, mme ba go bone o kwala mafoko a bone. Ba botse gore ba itumeletse eng ka puo mme o dire ditshitshinyo tsa go tokafatsa dikgopolo tsa bone.
- 6 Buisa katata e e feletseng le barutwana, o supe lefoko lengwe le lengwe fa o le buisa. Kopa barutwana bangwe go thala ditshwantsho gore ba kgabise karata ba dirisa dikherayone mme o rulaganyetse gore ba ye go e naya mogokgo.



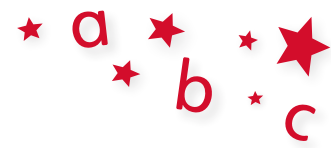
Go kopanya le go kgaoganya (dinoko)

- 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: **mo | ru | ta | ba | na**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **mo** (tlola gangwe) **ru** (tlola gangwe) **ta** (tlola gangwe) **ba** (tlola gangwe) **na** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tlola.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.

Ditirwana tsa setlhopha se senny

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





You will need:

- A large piece of flipchart paper
- A list of multisyllabic words relating to the story: koko, sepalangwa, temo, Akinyi, morutabana, apole, tshegisisa, kgamele, buisa, dikgang

Week 1 Day 5

Whole class activities

Make, draw and write

- 1 Invite someone to come and give a short talk to the learners. (You could ask another staff member or the principal, or someone from the community.) Ask them to speak to the learners about someone special in their life.
- 2 After the talk, write a thank you letter together to the person.
- 3 Say to learners: "Let us write a thank you card to say thank you for visiting us and telling us a story about someone special. Can you help me make a thank you card to say how much we enjoyed listening to the story?"
- 4 Use a piece of card or paper to write down learners' ideas as you discuss what to put on the thank you card. Begin by explaining that when we thank people, we usually say "Dear ...". Then we can say something like: "Thank you for coming to talk to us."
- 5 Ask learners what else to write in the card, and let them see you writing their words. Ask them what they enjoyed about the talk and make suggestions to help them express their ideas.
- 6 Read the complete card together with the learners, pointing to each word as you read. Ask some learners to draw pictures to decorate the card using crayons and then arrange for them to deliver it to the person.



Blending and segmenting (syllables)

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables. For example: **mo | ru | ta | ba | na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **mo** (one jump) **ru** (one jump) **ta** (one jump) **ba** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.




Small group activities

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





Ditirwana tsa ditlhopha tse dinnye tsa Beke 1

| Lo tlile go tlhoka | Ditirwana |
|--|---|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo <div data-bbox="204 700 578 1230">  <p><i>Fa barutwana ba simolola go tlhaloganya thulaganyo ya mokwalo, ba ka nna ba eletsa thata go kwala dikgopolo tsa bone. Go tlwaelegile gore mokwalo wa bone o akaretse mekgwarinyo, ditlhaka, dipalo le dipopego. Fa go itiragalela fela gore morutwana a kgwarinye kgotsa a leka go kwala, mo kope go go bolelela gore o kwadilwe eng mme o dumalane le maiteko a bone.</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. Ka sekai: "A o ratile nako ya fa podi e ne e leka go utswa apole ya ga Thabo?". Rotloetsa barutwana go thala setshwantsho sa karolo e ba e ratang go di gaisa tsotlhe ya kgang. Dira tshwaelo ka setshwantsho sa morutwana mongwe le mongwe kgotsa mo kope go go bolelela ka sone. Botsa barutwana gore a ba ka rata go kwala sengwe ka setshwantsho sa bone kgotsa a ba ka rata gore wena o ba kwalele sengwe. Fa barutwana ba batla gore o ba kwalele, dira le bone o ba kope go bitsa mafoko ka iketlo fa o a kwala. Buela dipolelo tsa bone kwa godimo fa o ntse o di kwala. Ka sekai: "Podi ... e ne ya leka ... go ... utswa ... O ne o batla go bua lefoko lefe le le latelang? ... Ee, 'apole'. Ke tlile go kwala lefoko 'apole'". 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. <div data-bbox="864 1283 1256 1591"> </div> |
| <ul style="list-style-type: none"> Diphazele | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Barutwana ba tshwanetse go kopanya manathwana a malepa go dira setshwantsho go tswa mo kgannyeng. Ba ka nna ba leba tatelano ya ditshwantsho go batla setshwantsho mme ba se dirise jaaka kaelo fa ba dira malepa. <div data-bbox="1260 1651 1524 2008"> </div> |





Small group activities for Week 1

You will need

- A blank A4 page for each learner
- Jumbo wax crayons

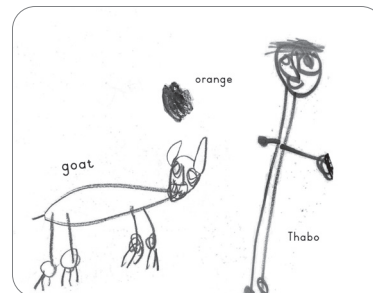


As learners begin to understand the writing process, they may be more willing to write their own ideas. It is normal for their writing to include scribbles, letters, numbers or shapes. If a learner spontaneously scribbles or tries to write, ask them to tell you what they have written and affirm their efforts.

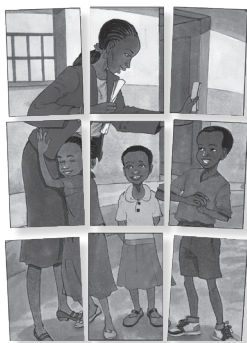
Activities

Activity 1: Drawing and emergent writing

- 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. For example: "Did you like the part where the goat tried to steal Thabo's orange?"
- 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. Some learners may only be able to say a few words about their picture.
- 7 If learners would like you to write for them, keep them involved by asking them to say the words slowly as you write them down. Think aloud as you write their sentence. For example: "The goat ... tried ... to ... steal ... the ... What word did you want to say next? ... Oh yes, 'orange'. I am going to write the word 'orange'."
- 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.



• Puzzles



Activity 2: Puzzles and games

- 1 Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle.



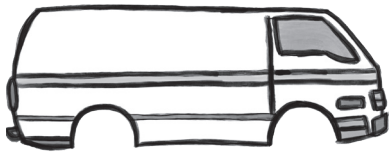


Lo tlele go tlhoka

- Dibuka, dimakasine, dibukana tse mennweng, Dibuka tse Dikgolo le dipampitshana



- Tekesi ya Tsebe ya tirwana ya ga Thabo



- Didirisiwa: dilo kgotsa ditshwantsho tsa kepele e e serolwana, butshe e e phifadu, sediko se se phepole le mmala wa namune

Ditirwana

Tirwana 3: Go buisa ka bongwe

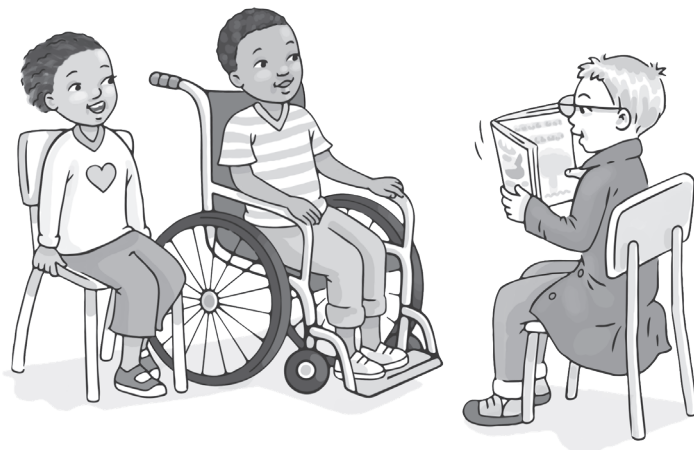
- 1 Isa setlhophha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka.
- 2 Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa
- 3 Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana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

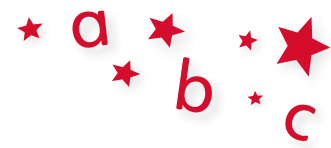
Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla


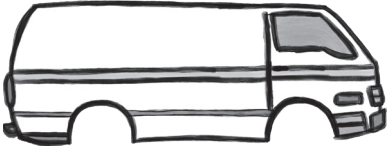

- 1 Morutwana mongwe le mongwe o newa shiti ya tirwana e e nang le khombi e e senang maotwana le difensetere.
- 2 Barutwana ba thale setshwantsho sa difensetere di le nne le maotwana a mabedi mo khumbing le setshwantsho sa ga Thabo a ntse fa fensetereeng.

Tirwana 5: Mantlwane

- 1 Isa setlhophha kwa sekhutlong sa mantlwane mme ba tseye manno a bone ka bonako.
- 2 Bala melawana ya sekhutlo sa mantlwane mme o ba bontshe didirisiwa tse di ntšha.
- 3 Tlhalosetsa barutwana gore mo bekeng eno ba tlele go tshameka morutabana-morutabana. Ba ka nna ba tsaya ditulo b abo ba di tlhomaganya ka mela gore di tshwane le tlelase. "Moruabana" a ka dirisa didirisiwa (dilo tsa mebala e e farologaneng) go "ruta" ka mebala. "Morutabana" gape a ka nna a dira jaaka e kete o "buisetsa" tlelase kgang.





| You will need | Activities |
|---|--|
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |
| <ul style="list-style-type: none"> A photocopy of the Taxi for Thabo activity page  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Each learner gets an activity sheet with a minibus without wheels and windows. Learners must draw four windows and two wheels on the minibus and a picture of Thabo at the window. |
| <ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange | <p>Activity 5: Pretend play</p> <ol style="list-style-type: none"> Lead the group to the pretend play corner and settle them down quickly. Read the rules for the pretend play corner and show them the new props. Explain to learners that this week they are going to play teacher-teacher. They can take chairs and place them in rows to represent the class. The "teacher" can use props (objects that are different colours) to "teach" colours. The "teacher" could also pretend to "read" a story to the class.  |





Lo tlile go tlhoka:

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



Beke 2 Letsatsi 1

Ditirwana tsa botlhe mo phaposiborutelong

Ditshwantsho tse dingwe go di latelanya

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



Tsenyeletsa modumo nngwe go tswa mo kgannyeng

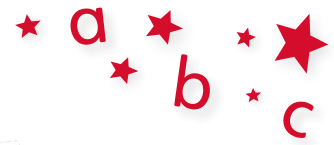
- 1 Kopa barutwana go nna mo mmetsheng mme ba go reetse ka kelotlhoko. Bua mafoko ano a a tswang mo kgannyeng: *"eno, epa, etela, Kepese, senepe. A lo utlwa modumo o re tlileng go ithuta one: epa, etela, senepe? Ee, o nepile! Yotlhe e na le modumo /e/."*
- 2 Reetsa ka kelotlhoko, mafoko a mangwe ke a,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



Ditirwana tsa setlhopha se sennyane

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 child

Week 2 Day 1

Whole class activities

More sequencing pictures

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



Introducing a sound from the story

- 1 Ask learners to sit on the mat and listen carefully. Say these words from the story: “eno, epa, etela, Kepese, senepe. Can you hear the focus sound: **epa, etela, senepe**? Yes, you are right! The focus sound is /e/.”
- 2 Listen carefully, here are some more words with /e/: eie, erekisi, enfelopo, kerese, sekere, epa, enjene, enta, ethimola. (Emphasise the focus sound as you say these words.)
- 3 Say the sound /e/ clearly and tell learners to watch your mouth carefully.
- 4 Ask learners to say the sound /e/: “**e-e-e**”. Make this fun: Say it softly, loudly, to the wall, to the ceiling and to each other.

Small group activities

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



Lo tšile go tšhoka:

- Buka e Kgolo: Morutabana Akinyi
- Metsi mo dikhontheineng le maborashe a go penta a morutwana mongwe le mongwe

Beke 2 Letsatsi 2

Ditirwana tsa botlhe mo phaposiborutelong

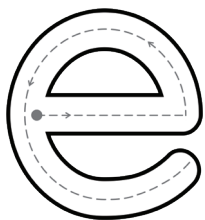
Puisokopanelo – Buka e Kgolo

- 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 dinomore 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

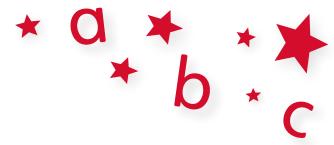
- 1 Gopotsa barutwana ka modumo o go ithutwang one. Botsa barutwana gore a go na le yo leina la gagwe le simololang ka /e/ kgotsa gore a ba ka akanya ka mafoko a mangwe a a simololang ka modumo wa /e/.
- 2 Ruta barutwana tsela ya go etsisa modumo. Ka sekai: Barutwana ba ka ntshetsa matsogo a bona kwa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



Ditirwana tsa sethlopha se sennye

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





You will need:

- Big book: Teacher Akinyi
- Water containers and a paintbrush for each learner

Week 2 Day 2

Whole class activities

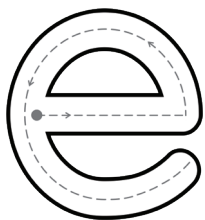
Shared reading – Big book

- 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 /e/ or if they can think of any other words that start with the sound /e/.
- 2 Teach learners an action associated with the sound. For example: Learners can put their arm out in front of them with their palm facing forward while saying “ema”.
- 3 Show learners how to write the letter e. Praise their attempts, then write a large letter on the board or in the air while saying the following: “Start at the dot, go straight, over and around.”
- 4 Let learners practise the letter formation in the air, on the carpet, on each other’s backs or on their hands.
- 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:

- Didiko le disekwere tse di sa lekaneng ka bogolo tse di segolotsweng mo khatebotong le ditshwantsho tsa dilo tsa pope\ ya sekwere kgotsa sediko
- Mabokoso a ditlhaka le le nang le dilo kgotsa ditshwantsho tsa dilo tse di simololang ka **e**: eie, kerese, sekere, selepe, terebe, ferekekere, enjene, fensetere, esele, phensele, helemete, seretse

Beke 2 Letsatsi 3

Ditirwana tsa botlhe mo phaposiborutelong

Go ithuta go reetsa

- 1 Nnisa barutwana mo ditafoleng mme o dire gore mongwe le mongwe a tseye manno a gagwe mme phaposiborutelo e sisibale.
- 2 Simolola tirwana ya gompiano ya go reetsa ka go re: *"A re tswaleng matlho re didimaleng metsotso e le mmalwa mme re reetseng medumo e e re dikologileng ka kelotlhoko."* Jaanong bolelela barutwana go bula matlho mme ba bue ka medumo e ba e utlwileng. Bua ka ga gore ke medumo efe e e leng gaufi le bone (e e kwa godimo thata) le gore ke efe e e leng kgakala le bone (e e kwa tlase). Bolelela barutwana gore ba tlile go dira tirwana e mo go yone ba tshwanetseng go reetsa ka kelotlhoko se o se buang.
- 3 Gopotsa barutwana popego ya sekwere. Ba botnshe ditshwantsho tsa dikwere tse di sa lekaneng mme o umake gore ga ithutile ka dikwere mo kgannyeng ya ga Ali le pente. Morago ga moo ba bontshe ditshwantsho tsa didiko. Botsa jaana: *"Di farologana jang?"* (Sekwere se na le dikhutlo di le nne mme sediko sone ga se na dikhutlo.) Kopa barutwana go supa didiko le dikwere mo phaposing. Morago ga moo ba bontshe ka diatla gore sediko se dirwa jang, le sekwere o dirisa ditla le mabogo.
- 4 Bolelela barutwana gore fa o ba bontsha setshwantsho sa sediko kgotsa fa o bua lefoko *"sediko"*, ba dire sediko ka mabogo a bone. Fa o re *"sekwere"*, kgotsa fa o ba bontsha setshwantsho sa sekwere, ba dire popego ya sekwere ka diatla le mabogo.

Mabokoso a ditlhaka

- 1 Kopa barutwana go nna mo mmetsheng mme o ba bontshe dilo le ditshwantsho 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, ka sekai: **eie, kerese, sekere**. 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. Dirisa seipone gore ba bone gore melomo ya bone e tsamaya jang fa ba dira modumo.
- 5 Fa barutwana ba setse ba ithutile go bitsa modumo o mo ntšha, ba bontshe tlhaka mo lebokosong la ditlhaka mme o re: *"Tlhaka eno e bontsha ka fa re kwalang e ka gone."* Kopa barutwana bangwe go latedisa tlhaka ka menwana mo godimo ga sekhurumelo.

Ditirwana tsa setlhopho se senny

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:

- Different size circles and squares cut out of cardboard and pictures of objects that are the shape of a square or circle
- A letter box containing objects or pictures of objects that start with **e**: eie, kerese, sekere, selepe, terebe, ferekekere, enjene, fensetere, esele, phensele, helemete, seretse

Week 2 Day 3

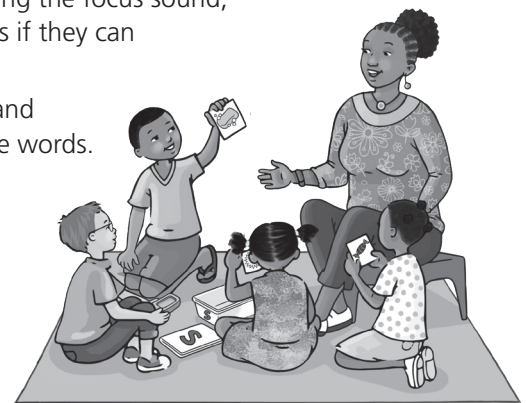
Whole class activities

Learning to listen

- 1 Seat learners at tables and settle everyone down so that the class is quiet and calm.
- 2 Begin today's listening activity by saying: "Let's close our eyes and be quiet for a few minutes while we listen carefully to the sounds around us." Now tell learners to open their eyes and talk about the sounds they heard. Talk about which sounds are near or close to them (louder) and which ones are far away (softer). Tell learners that they are going to do an activity where they must listen carefully to what you say.
- 3 Remind learners of the shape of a square. Show them pictures of different size squares and mention that they learnt about squares in the story of Ali and the paint. Then show them pictures of circles. Ask: "How are they different?" (A square has four corners and a circle has no corners.) Ask learners to point out circles and squares around the room. Then demonstrate how to make a circle with your arms, and a square using your hands and forearms.
- 4 Say to learners that when you show them a picture of a circle or say the word "circle", they must make a circle with their arms. When you say "square" or show them a picture of a square, they must make a square shape using their hands and forearms.

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, for example: **eie**, **kerese**, **sekere**. 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. Use a mirror so that they can see how their mouths move when they make the sound.
- 5 Once learners have practised the new sound, show them the letter on the letter box and say: "This letter is how we write **e**." Let some learners trace over the letter on the lid with their fingers.



Small group activities

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



Lo tlile go tlhoka:

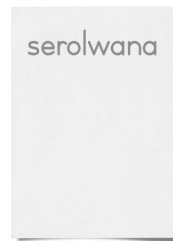
- Manathwana a pampiri a a nang le lefoko la mmala le le kwadilweng ka mmala oo
- Dilo ka mebala ya mafoko a a kwadilweng mo pampiring
- Dimpopi tsa kgang kgotsa dilo kgotsa ditshwantsho tsa dilo dingwe tsa kgang

Beke 2 Letsatsi 4

Ditirwana tsa botlhe mo phaposiborutelong

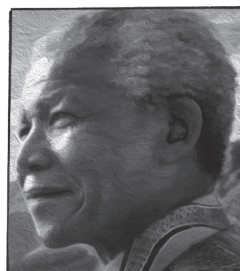
Go buisa le go dira

- 1 Kgaoganya barutwana ka ditlhophha mme o neye setlhophha sengwe le sengwe lenathwana la pampiri le le nang le leina la mmala o o kwadilweng mo pampiring. Ba batle dilo tse di nyalanang le mmala mme ba di kwale mo tsebeng.
- 2 Tlotla ka mebala e e farologaneng.



Go reetsa medumo e go ithutwang yone

- 1 Tlhalosetsa barutwana gore lo tlile go tshameka "Ke tlhola ..." ka dimpopi ke didirisiwa tsa kgang ya *Morutabana Akinyi*. Ba kope go leba dimpopi tse di tlileng go dirisiwa, dilo le ditshwantsho.
- 2 Tlhophha sengwe go tswa mo kgannyeng kwantle ga go bolelela barutwana gore o akanya ka eng. Morago ga moo, ka tsela e e utlwalang, naya barutwana modumo wa ntlha wa lefoko o o tla ba thusang go bona karabo. Ka sekai: Fa o akanya ka "panana," e re: "Ke tlhola ka matlho a me sengwe se se simololangka /p/."
- 3 Barutwana ba lebe dilo tse di tlileng go dirisiwa go bona dilo tse di simololang ka modumo oo. Fa ba fopholetsa "panana" sentle, ke nako ya bone ya go leba sengwe ba bo ba re: "Ke tlhola ...".
- 4 Fa lo sena go tshameka motshameko ono ka dimpopi le ka didirisiwa go tswa mo kgannyeng, raya barutwana o re: "Jaanong re tlile go tshameka motshameko ono gape, mme lebang gotlhe mo phaposing." Reetsang ka kelotlhoko: "Ke tlhola ka matlho a me sengwe se se simololang ka /k/." Ee, ke kgoro!" Naya barutwana tshono ya go batla sengwe mo phaposiborutelong mme ba re: "Ke tlhola ...".



Ditirwana tsa setlhophha se sennye

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:

- Pieces of paper with the word of a colour written in that colour
- Objects in the colours of the words written on paper
- Puppets from the story or objects or pictures of some of the things from the story

Week 2 Day 4

Whole class activities

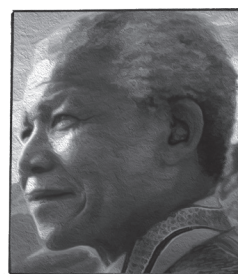
Read and do

- 1 Divide learners into groups and give each group a piece of paper with the name of a colour written on the paper. They must find objects to match the colour and place them on the page.
- 2 Discuss the shades of colours.



Listening for focus sounds

- 1 Explain to learners that you are going to play "I spy ..." with puppets and props from the story of Teacher Akinyi. Let them look at the displayed puppets, objects and pictures.
- 2 Choose something from the story without telling learners what you are thinking of. Then, very clearly, give learners the first sound of the word as a clue. For example: If you are thinking of the picture of "panana", say: "I spy with my little eye someone whose name starts with /p/."
- 3 Learners must look at the display for things that start with that sound. If they guess "Mr Mandela" correctly, it is their turn to look for something and say: "I spy ...".
- 4 Once you have played this game with puppets and props from the story, say to learners: "Now we are going to play this game again, but look all around the room. Listen carefully: I spy with my little eye something that starts with /k/. Yes, it's a kgoro!" Give learners a chance to look for something in the classroom and say: "I spy ...".



Small group activities

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





Lo tile go tlhoka:

- Dipitsa tse dinnye. Mmu, metsi, peo (tafole ya setlhopha ka nngwe)
- Pampiri ya tšhate e e phetlhwang
- Mafoko a dinokontsi a amanang le kgang: koko, sepalangwa, temo, Akinyi, morutabana, apole, tshagisa, kgamelo, buisa, dikgang

Beke 2 Letsatsi 5

Ditirwana tsa botlhe mo phaposiborutelong

Bopa, thala le go kwala

- 1 Simolola ka go bontsha gore peo e jalwa jang go dirisiwa khontheina, peo, mmu le metsi.
- 2 Fa o ntse o jala peo, bua ka kgato nngwe le nngwe.
- 3 Kgaoganya barutwana ka ditlhopha tsa ba le barataro nme setlhopha senqwe le senqwe se jale peo mo nkgwaneng.
- 4 Tlhalosetsa barutwana gor o ka rata gore ba go thuse ka lenaane la dikgato tsa ntlha tsa go bontsha gore peo e jalwa jang.
- 5 Kwala setlhogo se se latelang mo pampiring ya tšhate e e phetlhwang: Tsela ya go jala peo.
- 6 Botsa barutwana gore ba simolotse ka go dira eng, mme o kwale seno fa thoko ga palo 1 mo pampiring ya tšhate e e phetlhwang. Buela kwa godimo fa o ntse o kwala le go thala setshwantsho se se motlhofo fa thoko ga kgato e o e kwadileng.
- 7 Tswelela ka dikgato tse dingwe mme fa o feditse go kwala, kopa barutwana go "buisa" dikgato le wena.



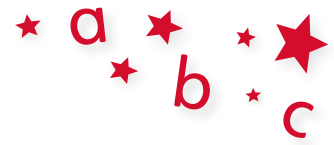
Go kopanya le go kgaoganya (dinoko)

- 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: **mo** | **ru** | **ta** | **ba** | **na**.
- 2 Tlhopha morutwana gore a eme mme a tlole nako le nako fa go bidiwa noko: **mo** (tlola gangwe) **ru** (tlola gangwe) **ta** (tlola gangwe) **ba** (tlola gangwe) **na** (tlola gangwe). Kopa morutwana go tlola gape, mme mo nakong eno barutwana ba ope diatla nako le nako fa a tloa.
- 3 Kopa barutwana go refosana ka go reetsa lefoko le le mo lenaaneng mme ba tlole fa ba le kgaoganya ka dinoko.

Ditirwana tsa setlhopha se senny

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:

- Small containers, soil, water, seeds (per table group)
- Flipchart paper
- A list of multisyllabic words relating to the story: koko, sepalangwa, temo, Akinyi, morutabana, apole, tshegis, kgameo, buisa, dikgang

Week 2 Day 5

Whole class activities

Make, draw and write

- 1 Begin by demonstrating how to plant a seed using a container, a seed, soil and water.
- 2 While you are planting the seed, talk about each step.
- 3 Divide learners into groups of six and each group plants a seed in a pot.
- 4 Explain to learners that you would like them to help you write a list of steps showing how to plant a seed.
- 5 Write the following heading on flipchart paper: How to plant a seed.
- 6 Ask learners what they did first, and write this next to number 1 on the flipchart paper. Talk aloud as you write and draw a simple picture next to the step you have written.
- 7 Continue with the other steps and when you are finished writing, ask learners to "read" the steps with you.



Blending and segmenting (syllables)




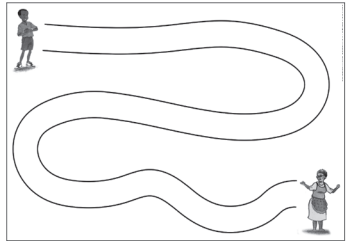

- 1 Ask learners to sit on the mat. Say one of the words from the list of multisyllabic words and model how to break it into syllables, for example: **mo | ru | ta | ba | na**.
- 2 Choose a learner to stand up and jump for each of the syllables: **mo** (one jump) **ru** (one jump) **ta** (one jump) **ba** (one jump) **na** (one jump). Ask the learner to jump again, and this time learners must clap for each jump.
- 3 Let learners take turns to listen to a word from the list and jump as they break it into syllables.

Small group activities

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




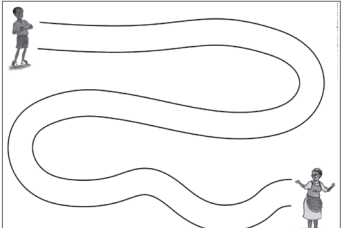



Ditirwana tsa ditlhopha tse dinnye tsa Beke 2

| Lo tlile go tlhoka | Ditirwana |
|---|--|
| <ul style="list-style-type: none"> Tsebe ya A4 e e sa kwalelwang sepe ya morutwana mongwe le mongwe Dikherayone tse di mafura tsa jumbo  <p><i>Fa barutwana ba tlhoka thusoka ga se ba ka sethalang, ba bontshe tatelano ya ditshwantsho go ba fa maele.</i></p> | <p>Tirwana 1: Go thala setshwantsho le go ithuta go kwala</p> <ol style="list-style-type: none"> Naya morutwana mongwe le mongwe pampitshana le dikherayone tsa mebala mme o tlhalose gore ba tlile go thala setshwantsho sa mongwe yo ba akanyang gore o kgethegile thata e bile a le botlhokwa – e ka tswa ele mongwe mo lelapeng, tsala kgotsa mongwe yo ba sa mo itseng yo ba akanyang gore o kgethegileng e bile o botlhokwa. Dira tshwaelo kgotsa kopa morutwana mongwe le mongwe go go bolelela ka setshwantsho sa bone se ba se thadileng mme o tlhalose gore ke eng fa mongwe a ka tswa a se thadile ka tsela e e kgethegileng jaana. Kopa barutwana go leka go kwala leina la motho yoo. Fa morutwana a thatafalelwa ke go kwala leina, ba kwalele leina leo |
| <ul style="list-style-type: none"> Diphazele  | <p>Tirwana 2: Malepa le metshameko</p> <ol style="list-style-type: none"> Barutwana ba tshwanetse go kopanya manathwana a malepa go dira setshwantsho go tswa mo kgannyeng. Ba ka nna ba leba tatelano ya ditshwantsho go batla setshwantsho mme ba se dirise jaaka kaelo fa ba dira malepa. |
| <ul style="list-style-type: none"> Dibuka, dimakasine, dibukana tse mennweng, Dibuka tse Dikgolo le dipampitshana  | <p>Tirwana 3: Go buisa ka bongwe</p> <ol style="list-style-type: none"> Isa setlhopha kwa sekhutlong sa dibuka kgotsa naya barutwana mokowa wa dibuka. Ka nna wa tlhoka go simolola ka go kopa barutwana go itlhophelela dibuka, makasine kgotsa pampitshana e ba ka ratang go e buisa. Ba bontshe mkgwa wa go bula buka le go phetlha ditsebe tsa yone. Bontsha barutwana ditshwantsho dingwe o bo o rotloetsa barutwana gore mongwe le mongwe wa bone a tlhophe sengwe se a ka ratang go se buisa. Etela sekhutlo go ya go bogela le go rotloetsa barutwana go buisa. |
| <ul style="list-style-type: none"> Tsebe ya tirwana ka ga tsela e e motsopodia¹  | <p>Tirwana 4: Kgono ya go tsamaisa dikarolo tsa mmele le mokwalo wa seatla</p> <ol style="list-style-type: none"> Morutwana mongwe le mongwe o newa shiti ya tirwana ya tsela e e motsopodia go tswa kwa sekhutlong sa tsebe go ya kwa go se sengwe. Barutwana ba latelele tsela go tswa go Thabo go ya kwa ntlong ya ga nkoko ka mmalwa o le mongwe. Ba dirise mmala o sele fa ba tla gae. Ba ele tlhoko gore ba se fapoge tsela e e motsopodia. Fa ba boela "gae", ba ka nna ba thala ditshwantsho tsa dilo tsothe tse ba di lemogileng fa thoko ga tsela, jaaka diphologolo, ditlhare, batho. |
| <ul style="list-style-type: none"> Didirisiwa: dilo kgotsa ditshwantsho tsa kepele e e serolwana, butshe e e phifadu, sediko se se phepole le mmala wa namune | <p>Tirwana 5: Mantlwane</p> <ol style="list-style-type: none"> Gakolola barutwana ka ga dilo tse di kwa sekhutlhaneng sa go tshameka sa maitirelo mme o ba rotloetse go tselela go tloga ka Beke 1 fa ba ne ba dira e kete ba tshameka morutabana-morutabana.  |



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><i>If learners need help thinking of what to draw, show them the sequence pictures to give them ideas.</i></p> | <p>Activity 1: Drawing and emergent writing</p> <ol style="list-style-type: none"> Give each learner a piece of paper and coloured crayons and explain that they are going to draw a picture of someone they think is very special and important – it could be someone in their family, a friend or somebody they don't know but who they think is very special and important. Make a comment or ask each learner to tell you about their drawing and explain why the person they have drawn is so special. Ask learners to try and write the person's name. If the learner struggles to write the name, write it for them. |
| <ul style="list-style-type: none"> Puzzles  | <p>Activity 2: Puzzles and games</p> <ol style="list-style-type: none"> Learners must put the puzzle pieces together to make a picture from the story. They can look at the sequence pictures to find the picture and use this as a guide when they are doing the puzzle. |
| <ul style="list-style-type: none"> Books, magazines, folded little books, Big Books and leaflets  | <p>Activity 3: Independent reading</p> <ol style="list-style-type: none"> Lead the group to the book corner or give the group a pile of books. To begin with, you may need to help learners to choose a book, magazine or leaflet that they would like to read. Demonstrate opening a book and paging through it. Show learners some of the pictures and then encourage learners to each choose something to enjoy reading. Visit the corner to observe and encourage the learners' reading. |
| <ul style="list-style-type: none"> A photocopy of the Winding road activity page  | <p>Activity 4: Fine motor skills and handwriting</p> <ol style="list-style-type: none"> Each learner gets an activity sheet of a road winding from one corner of the page to another. Learners must follow the road from Thabo to Grandmother's house in one colour. They must use a different colour when they come home. They must be careful not to go off the windy road. When they get back "home", they can draw pictures of all the things they noticed next to the road on the way, such as animals, trees, people. |
| <ul style="list-style-type: none"> Props: objects or pictures of a yellow cap, a brown boot, a purple circle and an orange | <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 play teacher-teacher. Visit the corner to observe and encourage the learners' pretend play.  |

★ Kgweditsharo 1: Sekao sa rekoto e e tsweleng pele ya tekolo (lenaanethathobo)

| Mokwalo wa Seatla le Tshimololo ya go kwala | O dira e kete o a kwala mo maemong a go tshamekiwang mo go one: o kwala molaetsa o o amogetsweng wa founo, o kwala tuedisokotlhao ya pharakano, jj. O kopolola mafoko a a kwadilweng mo tikologong fa a ntse a tshameka. | | | | |
|---|--|--------------|--|--|--|
| | O dira maiteko 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 boelang. | | | | |
| | O thala kgotsa o penta ditshwantsho go fetisa melaetsa. | | | | |
| | O neelana ka dikakanyo ka go thala ditshwantsho le go tsenyeletsa dipolelo mo mokwalong o o kwadilweng mo phaposiborutelong. | | | | |
| | 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 letlhakoreng le le siameng. | | | | |
| | O tshwara dikherayone sentle a dirisa mekgwa o o amogelesegang wa go tshwara pensele. | | | | |
| | O ithuta go laola mesifa e mennye a dirisa sekere go segolola ditshwantsho tse di nang le ntlha ya botsho jo bo tseneletseng, dipopego, jj. | | | | |
| Ditumatlhaka, Go buisa le Go Leba | O 'buisa' mekwalo e e godisitsweng jaaka maboko, dibuka tse dikgolo le diphousetara jaaka phaposiborutelo yotlhe le morutabana (Puisokopanelo). | | | | |
| | O 'buisa' dibuka a le nosi go ijesa monate mo laeboraring kgotsa mo sekhutlong sa phaposiborutelo sa go buisa. | | | | |
| | O lemoga leina la gagwe le maina mangwe a barutwana ba bangwe. | | | | |
| | O etsisa mafoko a bontlhannngwe jwa kang, a pina kgotsa a morumo. | | | | |
| | Ga a kgonamise buka e bile o phetlha ditsebe sentle. | | | | |
| | 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 bitsa palo ya dinoko (o opa diatla) mo maineng a bana mo phaposiborutelong. | | | | |
| | O simolola go lemoga gore mafoko a dirilwe ka medumo: o bitsa modumo o o simololang leina la gagwe. | | | | |
| 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. | | | | |
| | O botsa dipotso. | | | | |
| | O opela dipina tse di motlhofo le go etsisa mafoko a pina (ka go thusiwa). | | | | |
| | O reetsa dikgangkhutshwe ka kgatlhego a bo a kopanela mo dikhoraseng ka nako e e tshwanetseng. | | | | |
| | O reetsa ditaello tse di motlhofo a bo a dira go ya ka tsone. | | | | |
| Fitlheletswa ✓ O batile o fitlhelelwa × Ga o ise o fitlhelelwe | Letlha | Maina | | | |

★ Term 1: Exemplar record of continuous assessment (checklist)

| | | | | | | |
|--|---|--------------|--|--|--|--|
| Handwriting and Emergent writing | Role-plays writing in play situations: takes a telephone message, writes a traffic fine, etc.; copies print from the environment while playing. | | | | | |
| | Makes an attempt to write letters using squiggles, scribbles and “reads” own writing: “reads” what squiggles say. | | | | | |
| | Draws or paints pictures to convey messages. | | | | | |
| | Contributes ideas by means of drawings and contributes sentences to a class piece of writing. | | | | | |
| | Forms letters in various ways using finger-painting, paintbrushes, wax crayons, etc. starting at the right point and following the correct direction. | | | | | |
| | Holds crayons correctly using an acceptable pencil grip. | | | | | |
| | Develops fine motor control using scissors to cut out bold outlined pictures, shapes, etc. | | | | | |
| Phonics, Reading and Viewing | “Reads” enlarged texts such as poems, Big Books and posters as a whole class with the teacher (Shared Reading). | | | | | |
| | “Reads” independently books for pleasure in the library or classroom reading corner. | | | | | |
| | Recognises own name and some names of other learners. | | | | | |
| | Acts out part of a story, song or rhyme. | | | | | |
| | Holds the book the right way up and turns pages correctly. | | | | | |
| | 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. | | | | | |
| Listening and Speaking | Begins to recognise that words are made up of sounds: gives the beginning sound of own name. | | | | | |
| | Uses language to think and reason: matches things that go together and compares things that are different. | | | | | |
| | Asks questions. | | | | | |
| | Sings simple songs and does actions (with help). | | | | | |
| | Listens to short stories with enjoyment and joins in choruses at the appropriate time. | | | | | |
| | Listens to simple instructions and acts on them. | | | | | |
| ✓ Achieved • Almost × Not yet | | | | | | |
| | Date | Names | | | | |

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

| Mokgwa wa tekolo | Level 1 Ga o a fithelelwa | Level 2 Phithhelelo e e mo magareng | Level 3 Phithhelelo e e lekaneng | Level 4 Phithhelelo e kgolo go di feta |
|---|--|--|---|---|
| <p>Go tlotla dikgang le go tlotla dikgang gape ka mafoko a gagwe</p> | <p>Ga a kgone go tlotla dikgang le go tlotla dikgang gape; o kgona go bua mafoko a le mmalwa fela.</p> | <p>Go tlotla kgang gape ka tsela e e lekanyeditsweng; o akaretsa ditiragalo dingwe fela; tatelano e ka tswa e sa nepagala; o dirisa dipolelo tse di khutshwane le tlotlofoko e e motlhofo.</p> | <p>O kgona go tlotla gape bontsi jwa ditiragalo tse di mo kgannyeng ka go dirisa tshimologo, mmele le bokhutlo jwa kgang mme ka dintlha tse di seng dintsi thata; o tlhoka mafoko a a mo thusang a a jaaka: 'mme morago ga moo...'; 'ga diregang morago ga moo?; o simolola go dirisa dipolelo tse di telele.</p> | <p>Kgang e latelana ka tsela e e siameng e bile e na le tshimologo, mmele le bokhutlo; baanelwa le maemo a tiragalo di 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.</p> |
| <p>O rulaganya ditshwantsho di le mmalwa ka mokgwa o o dirang gore di bope kgang le ditiragalo ka tatelano ya tsone fa di buiwa ka molomo a bo a tlotla kgang e a e tlhamileng</p> | <p>Ga a kgone go rulaganya sete ya dikarata ka tatelano e e siameng.</p> | <p>O rulaganya sete ya dikarata ka tatelano e e siameng mme ga a kgona go tlotla kgang.</p> | <p>O rulaganya sete ya dikarata ka tatelano e e siameng mme o kgona go tlotla kgang e e motlhofo.</p> | <p>O rulaganya sete ya dikarata ka tatelano e e siameng mme o kgona go tlotla kgang ka dintlha tse di maleba.</p> |

★ Term 1: Listening and speaking rubric 1 and 2

| Assessment criteria | Level 1 Not achieved | Level 2 Moderate achievement | Level 3 Adequate achievement | Level 4 Outstanding achievement |
|--|--|---|--|---|
| 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. |
| 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 1: Ditumatlhaka, Go Buisa le Go Leba Lenaanethalo 1-3

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

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

| Assessment criteria | Level 1 Not achieved | Level 2 Moderate achievement | Level 3 Adequate achievement | Level 4 Outstanding achievement |
|--|---|--|---|---|
| Recognises aurally and visually some consonants and vowels | Is not able to recognise any letters and say the sounds that these letters make. | Is able to recognise 1–3 letters and say the sounds that these letters make. | Is able to recognise 4–6 letters and say the sounds that these letters make. | Is able to recognise 7–8 letters and say the sounds that these letters make. |
| 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. |
| Makes up own story by reading the pictures | Not able to use pictures to predict what the story is about; describes pictures using very limited language. | Uses pictures to predict and describe the story, but with assistance. | Uses pictures to predict what the story is about; might adopt a “reading voice”. | Uses pictures to predict what the story is about; shows an understanding that pictures and words are related, but different; adopts a “reading voice”; points to text when “reading”. |

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

| Mokgwa wa tekolo | Level 1 Ga o a fitlhelelwa | Level 2 Phitlhelelo e e mo magareng | Level 3 Phitlhelelo e e lekaneng | Level 4 Phitlhelelo e kgolo go di feta |
|---|---|---|---|--|
| 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 dirilweng 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 tsela e e motlhofo. |
| O thala ditshwantsho tse di supang kgopolo ya konokono ya kgang | Setshwantsho se se thadilweng ga se lemotshege kgotsa o akaretsa fela mekgwarinyo kgotsa didiko tse di nang le mela. | Setshwantsho se se thadilweng se a lemotshega mme ga se amane le kgang, pina kgotsa morumo. | O thala setshwantsho se se mebala se se amanang le kgang; ditshwantsho tsa baanelwa ba bagolo di na le dingwe tsa dilo tse di latehang: 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. |
| O a tthaloganya 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 tthaloganya 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 tthaloganya gore go kwala le go thala setshwantsho go go tshwane mme o simolola go 'kwala' ka go tswakanya dithaka tse a di kopolotseng le mela e e motsopodia; a ka nna a kopolola dithaka le dipalo go tswa mo phaposiborutelong fa a dira maiteko a go kwala. |

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

| Assessment criteria | Level 1 Not achieved | Level 2 Moderate achievement | Level 3 Adequate achievement | Level 4 Outstanding achievement |
|--|--|--|---|--|
| 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. |
| 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. |
| Understands that writing and drawing are different: pretend writing represented using squiggles | Not able to represent ideas through drawing or writing. | Represents ideas through drawing, but no evidence of pretend writing or scribbles. | Understands that writing and drawing are different: pretends to write using squiggles. | Understands that writing and drawing are different and begins to “write” using a mixture of copied letters and squiggles; may copy letters and numbers from the classroom environment in own writing attempts. |

★ Dira tege ya motshameko

Lo tlile go tlhoka

- ★ 1 kopi ya folouru
- ★ ¼ kopi ya letswai
- ★ ½ kopi ya metsi a a bothitho
- ★ 5 ya marothodi a go fetola dijo mmala



Dikgato

- 1 Tlhakanya folouru le letswai.
- 2 Tlhakanya ½ 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 o duba folouru ka diatla go fitlha folouru e tlhakane gotlhelele. Fa tege e kgomarela thata, tsenya folouru e nngwe gape go fitlha e sa tlhole e kgomarela gotlhelele.
- 4 Boeletsa dikgato tseno ka mmala ope fela o o batlang go o dirisa.

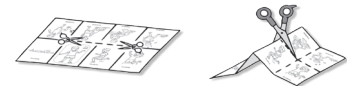
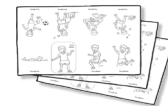
Thuthafatsa tege ya motshameko ka go e tamusa mo diatleng tsa gago. Eno ke thutiso e e siametseng thata mesifa ya bana ya diatla. Paka tege ya motshameko mo dikgetsang tsa polasetiki go e boloka e foreše mme o e boloke mo teng ga foritšhi, fa go kgonega, kgotsa mo lefelong le le tsiditsana.



★ Dira bukana

Dikgato

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



★ 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.

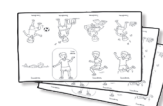
Warm up the playdough by squeezing it in your hands. This is a good exercise for learners' hand muscles. Pack the playdough into plastic bags to keep it fresh and store it in the refrigerator, if possible, or in a cool place.

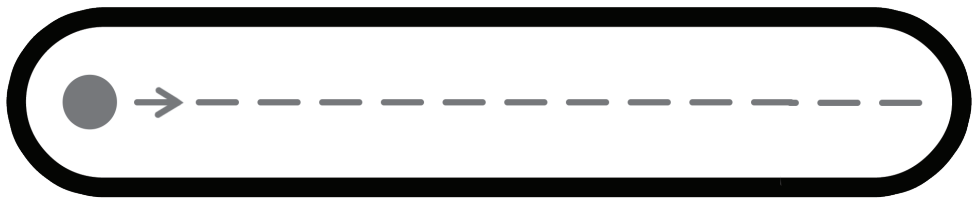
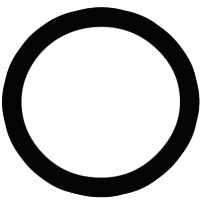
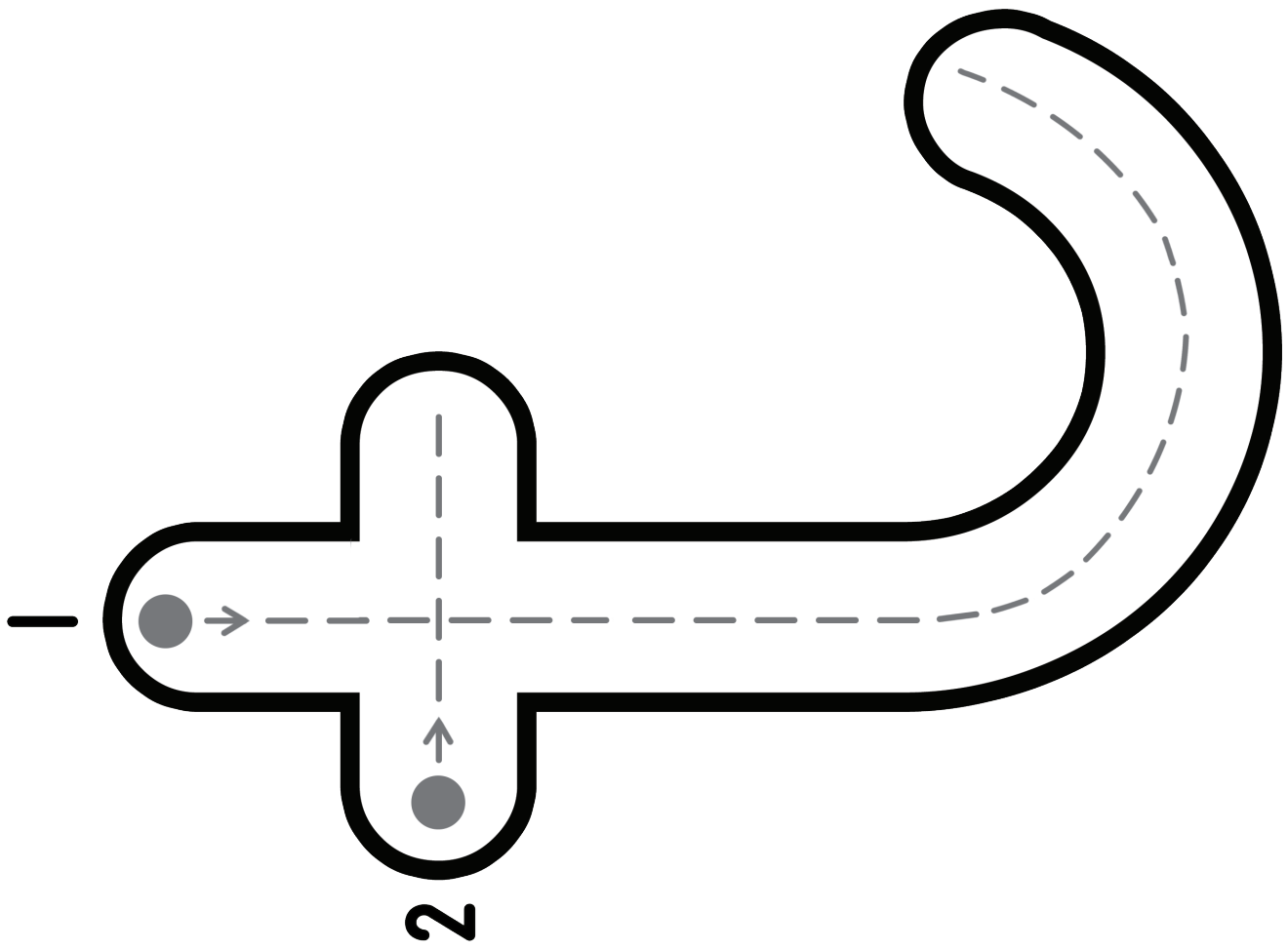


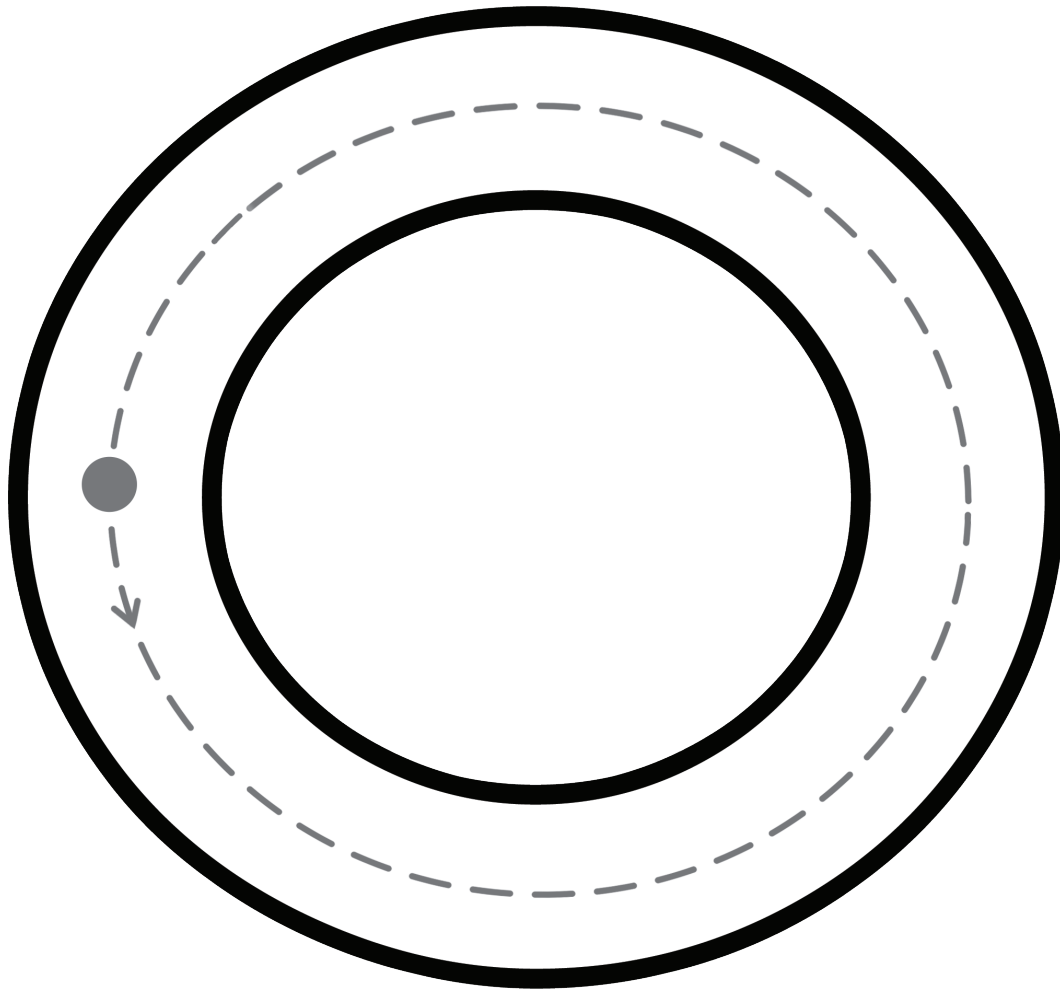
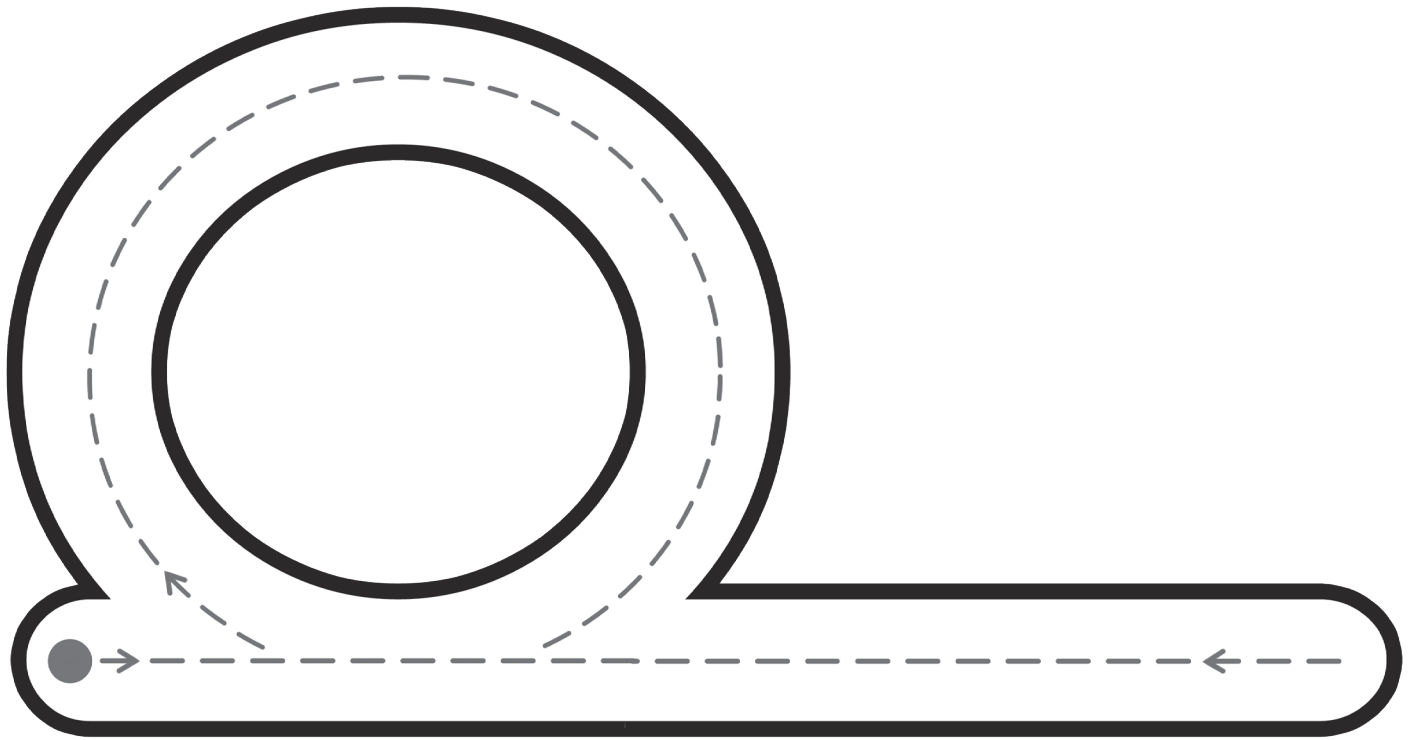
★ How to make a little book

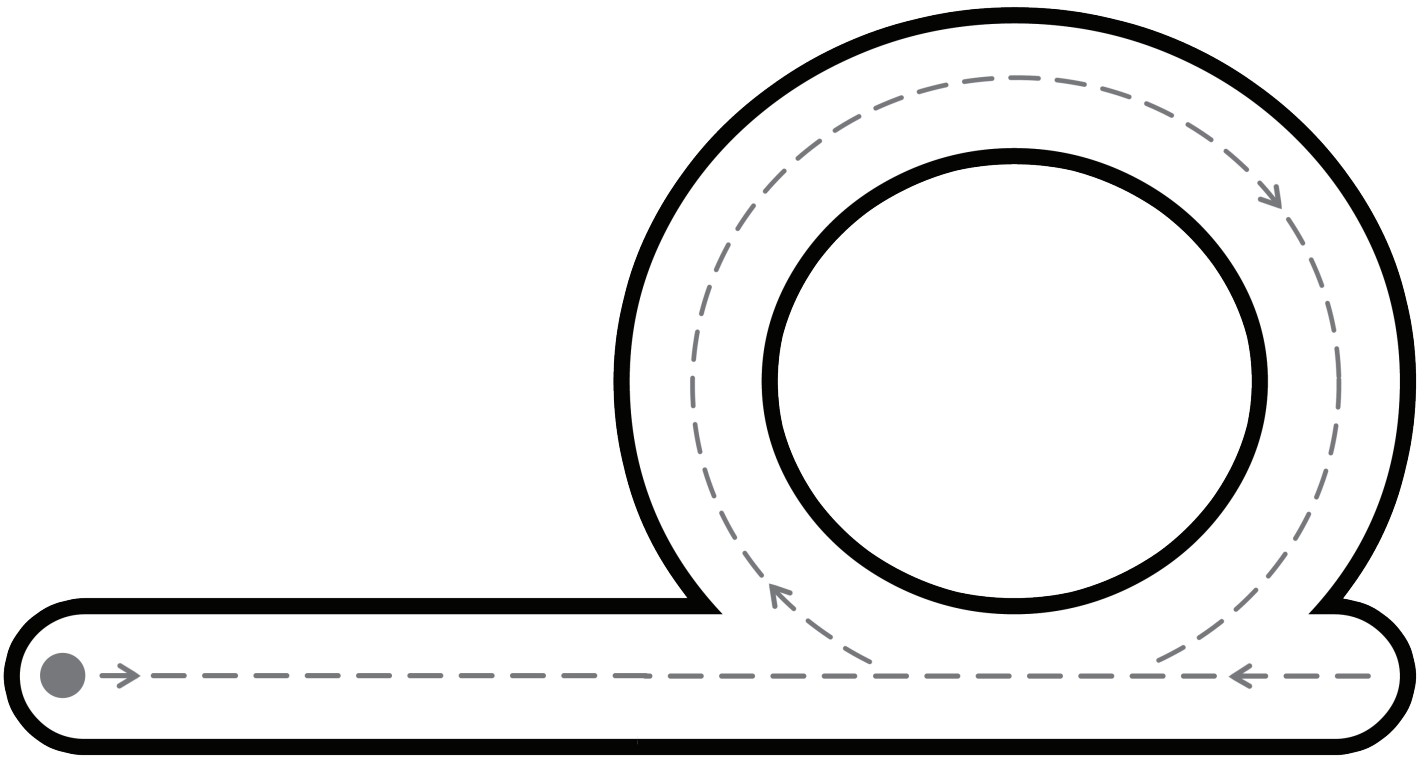
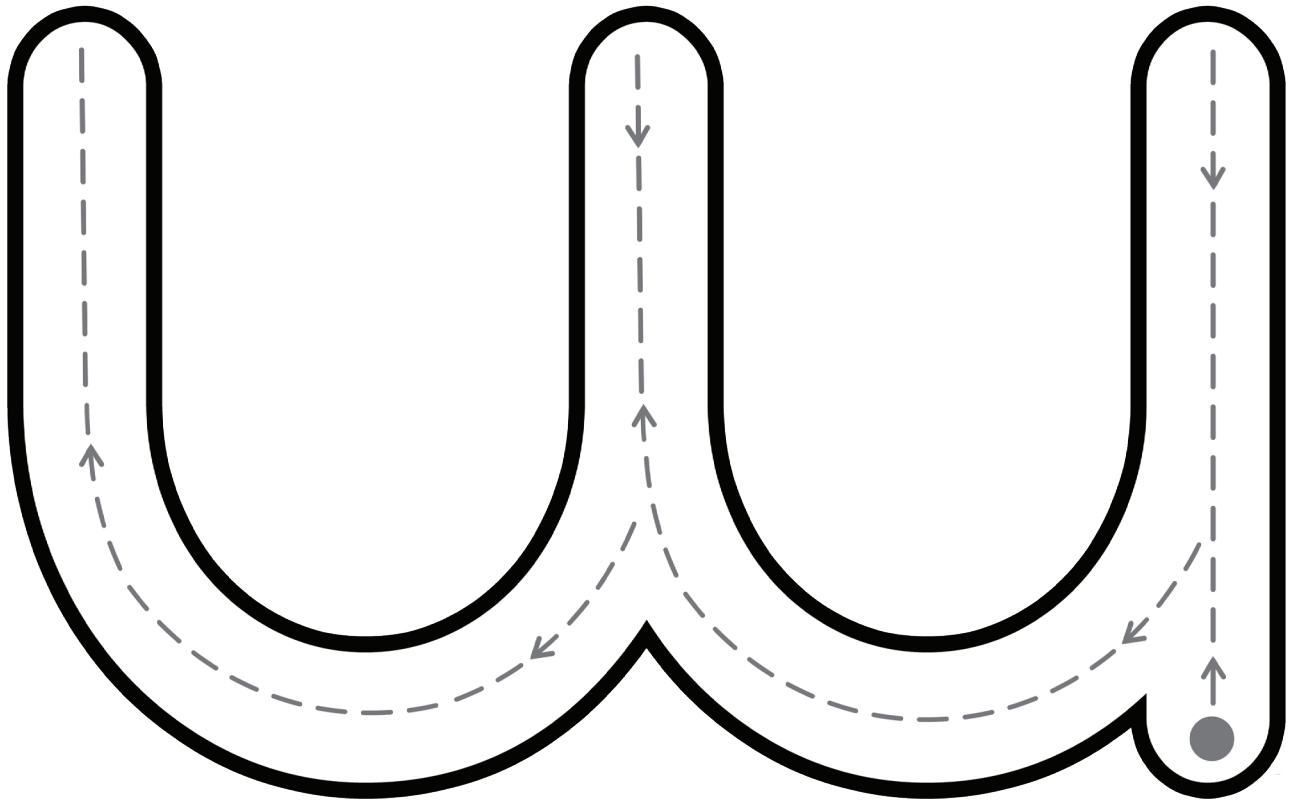
Steps

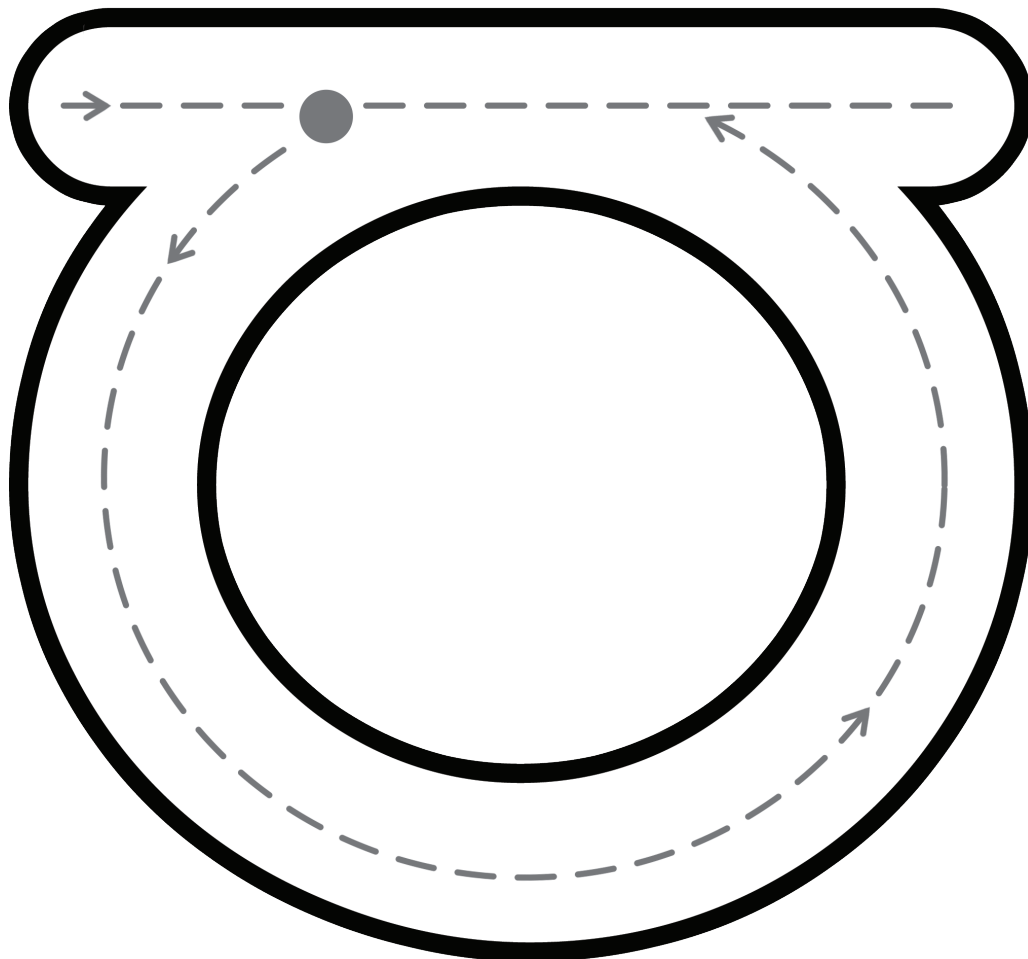
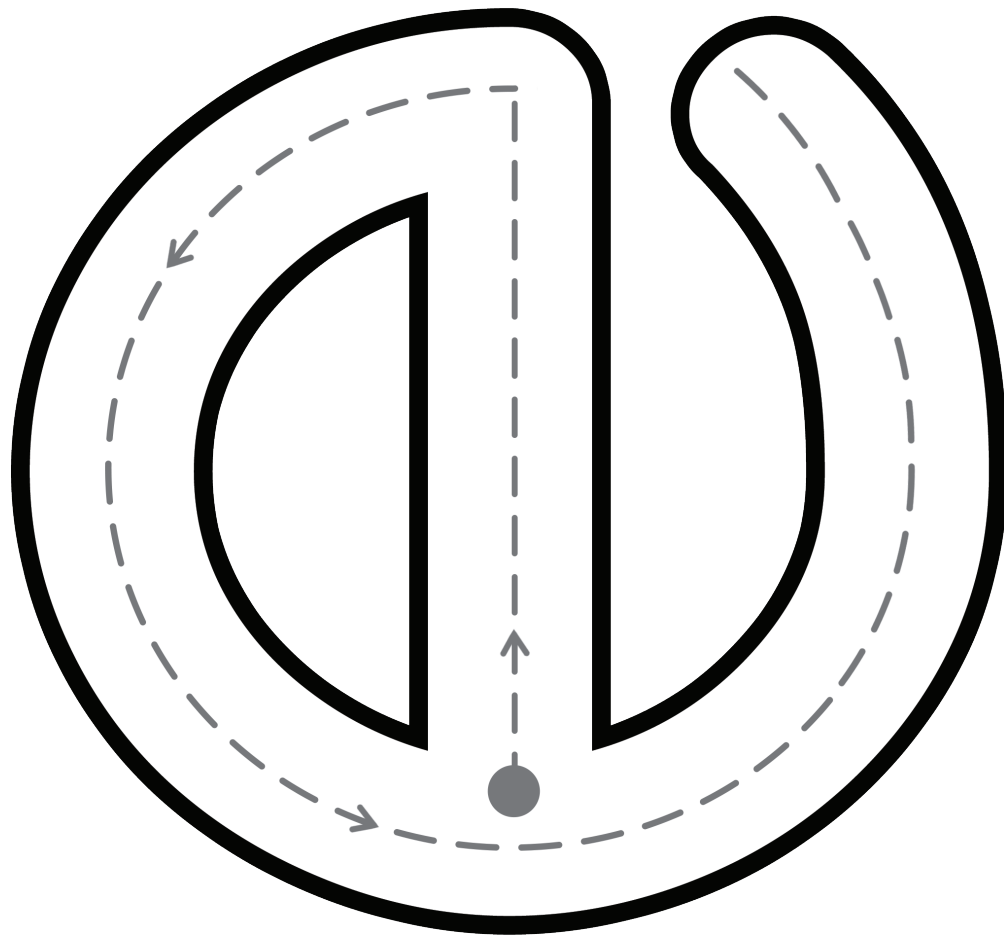
- 1 Make photocopies of the little book you need.
- 2 With the pictures facing up, fold the page into eight sections. Unfold.
- 3 Fold the page in half, down the centre.
- 4 Cut on the middle fold, as indicated on the illustration alongside and by the dotted lines on the page.
- 5 Hold the page between 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!









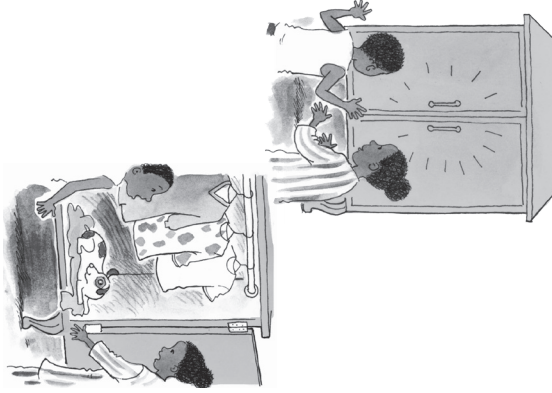




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Mosese o Motala



Wordworks
Changing lives through literacy

Buka eno ke ya ga:

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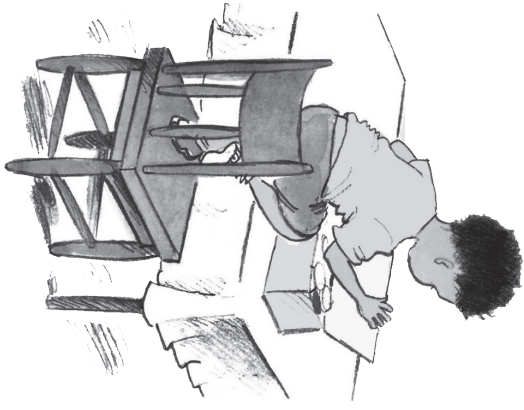
Taboga, Lindi,
Taboga!

Buka eno ke ya ga:

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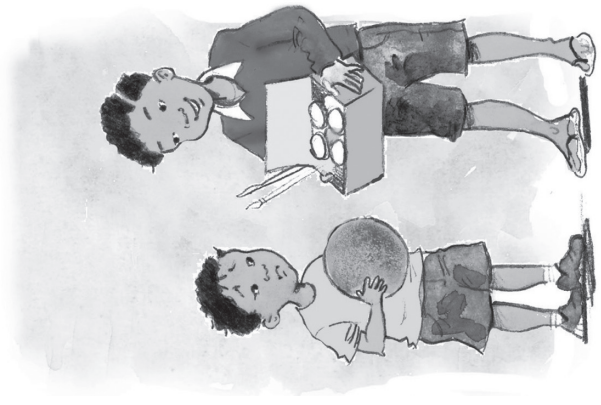
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Ali le pente



Wordworks
Changing Lives Through Literacy

Buka eno ke ya ga:

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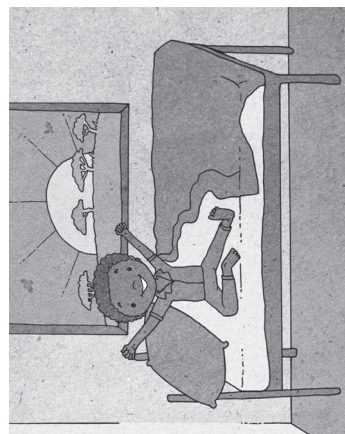




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Go tshabile sentle

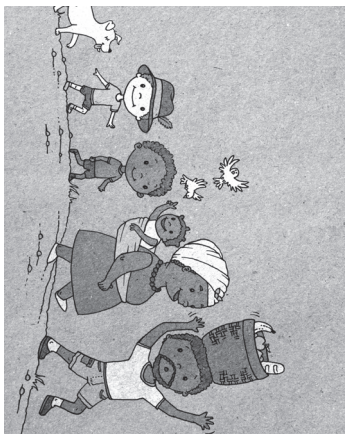


b o o k
d a s h

Buka eno ke ya ga:

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Morutabana Akinyi

African Storybook.org

Buka eno ke ya ga:

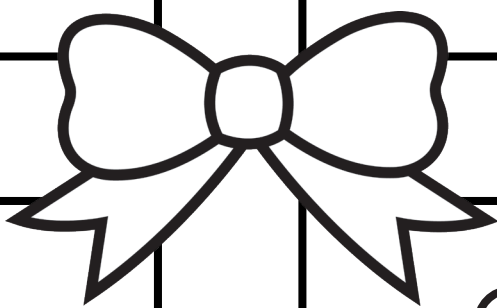
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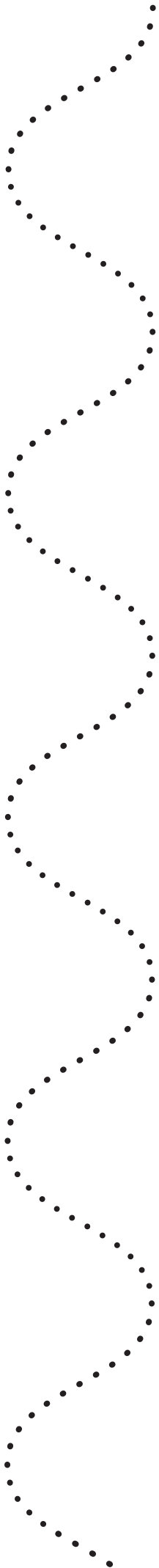
Ali le pente: Tsebe ya tirwana ya mpho

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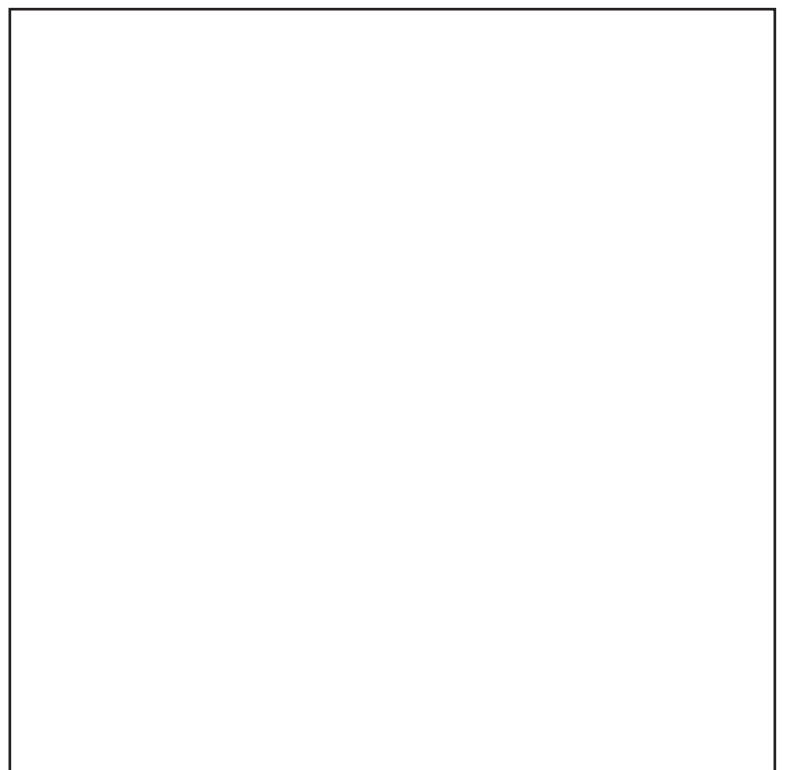
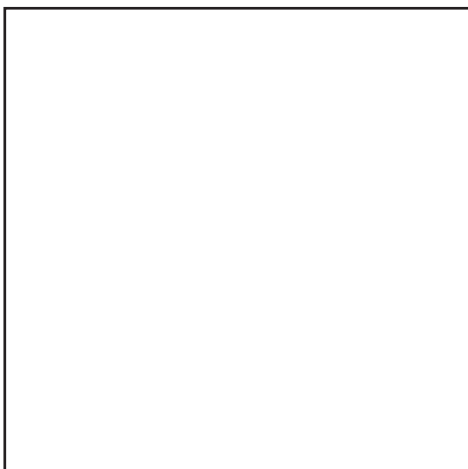
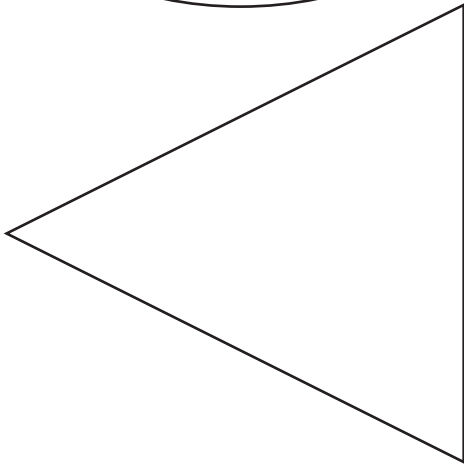
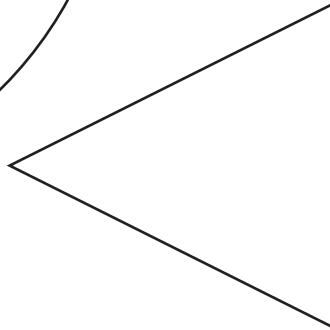
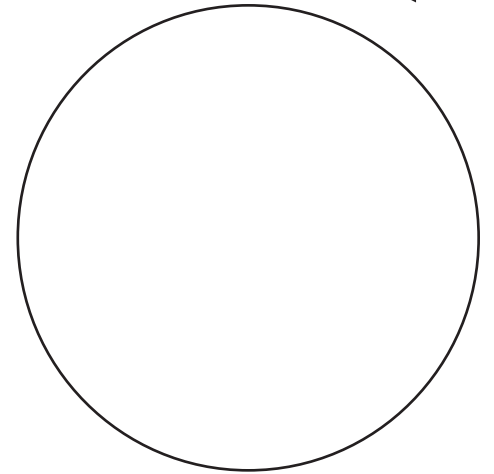
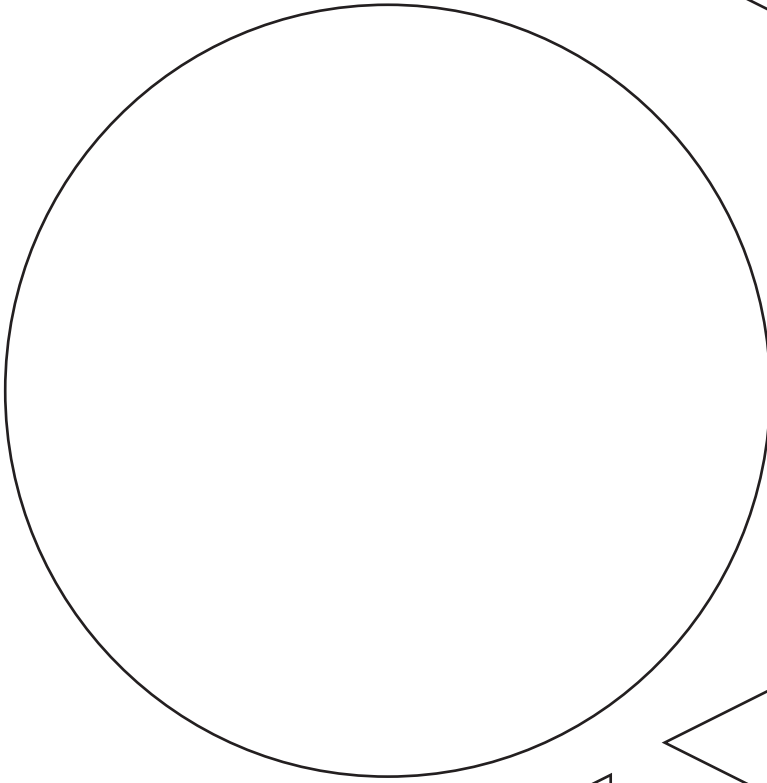
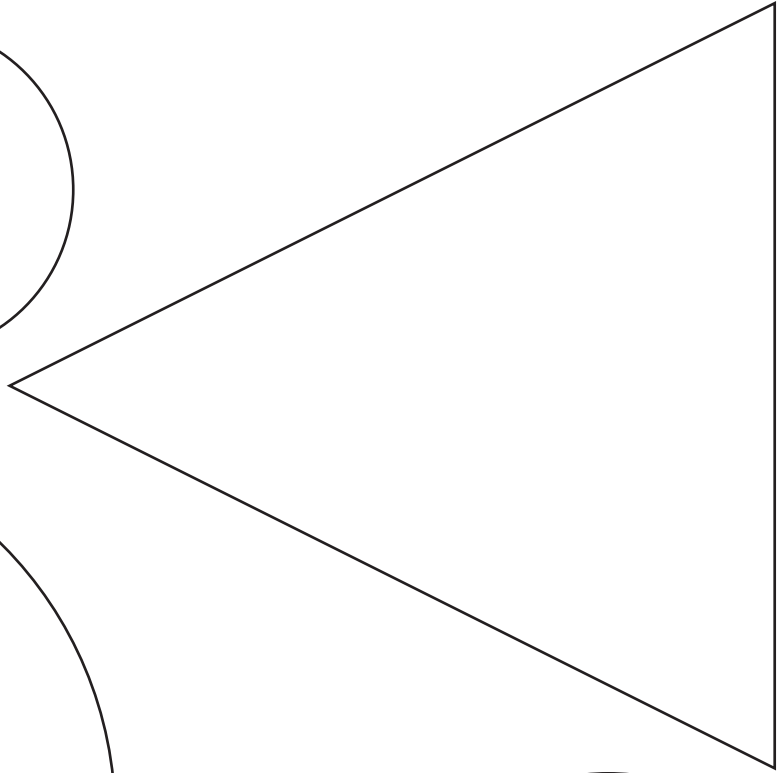
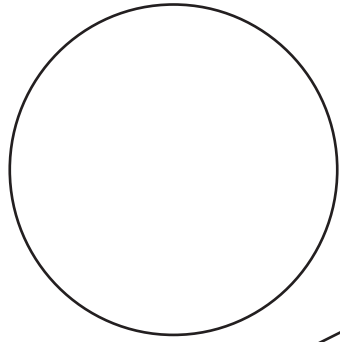
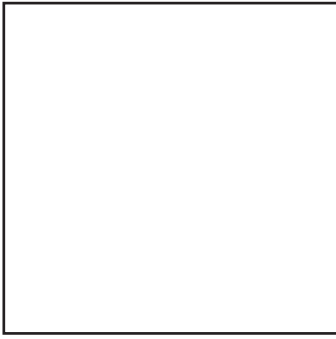


Ali le pente: Tsebe ya tirwana ya pampiri ya go apesa dimpho



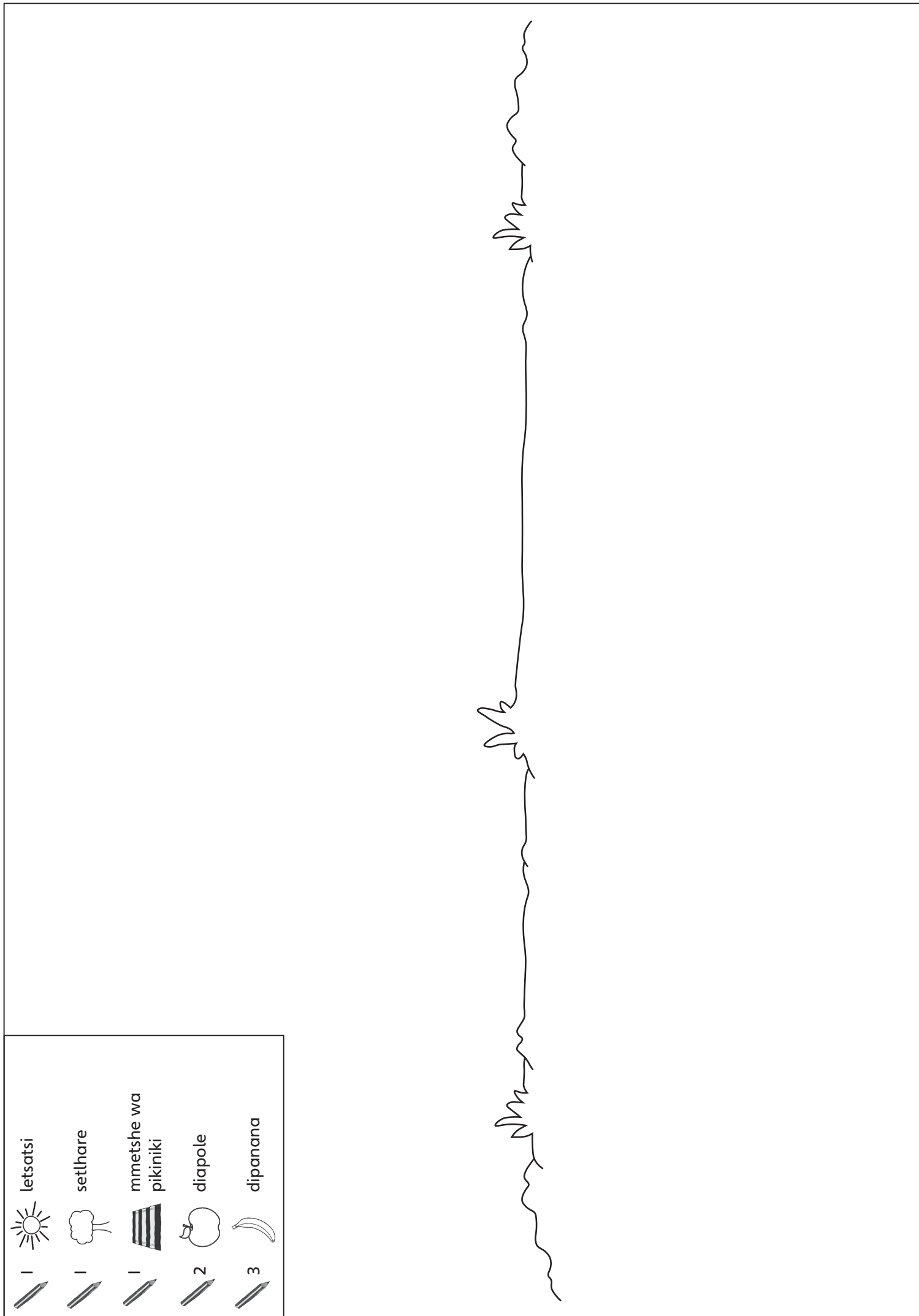












Ali le pente: Tsebe ya tirwana ya dipopego





Ali le pente: Tsebe ya tirwana ya buisa o bo o dira

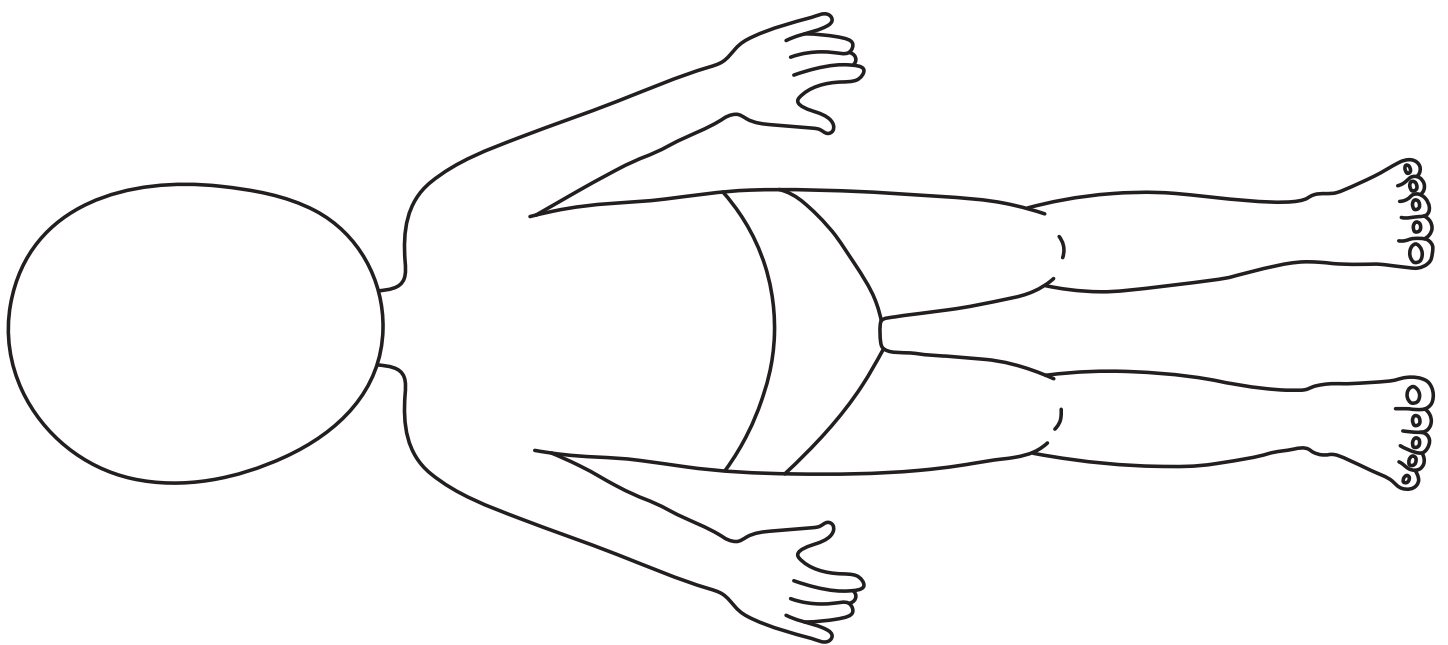
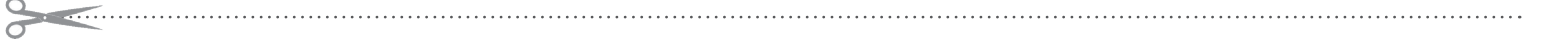
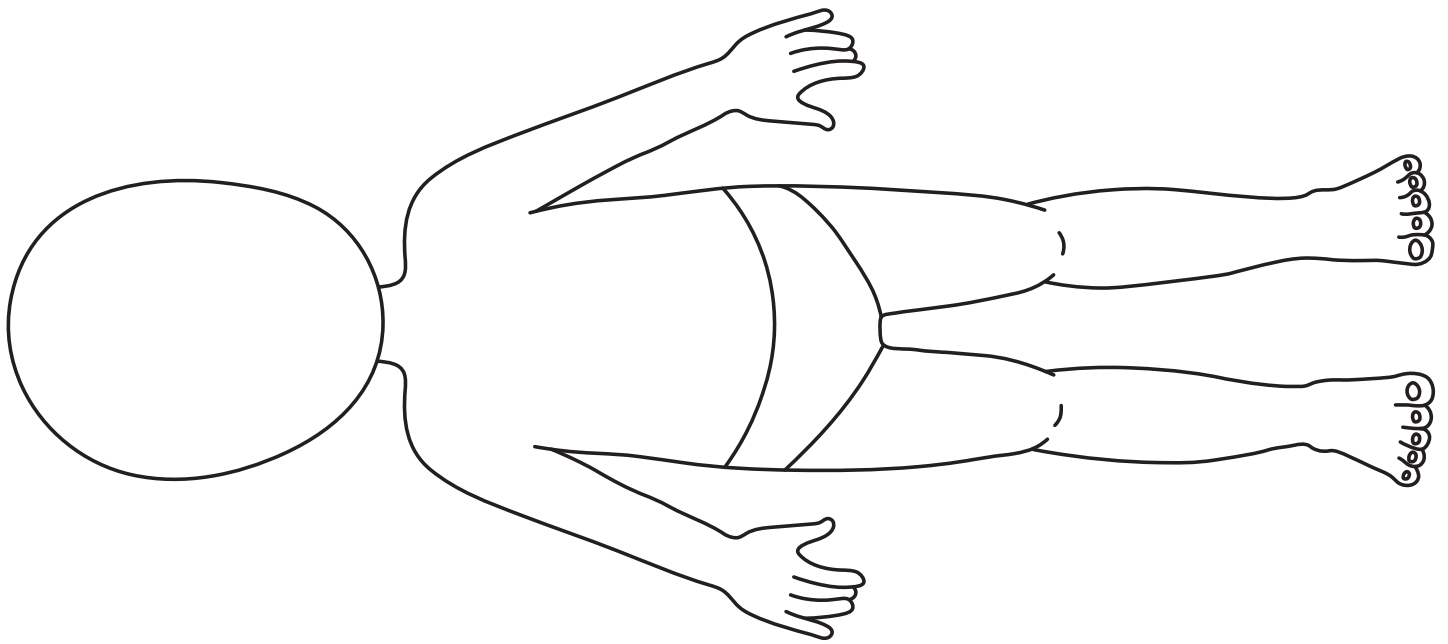


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|  | 1 |  | letsatsi |
|  | 1 |  | setlhare |
|  | 1 |  | mmetshe wa pikiniki |
|  | 2 |  | diapole |
|  | 3 |  | dipanana |





Go tshabile sentle: Tsebe ya tirwana ya apara





Go tshabile sentle: Tsebe ya tirwana ya mmetshe wa pikiniki



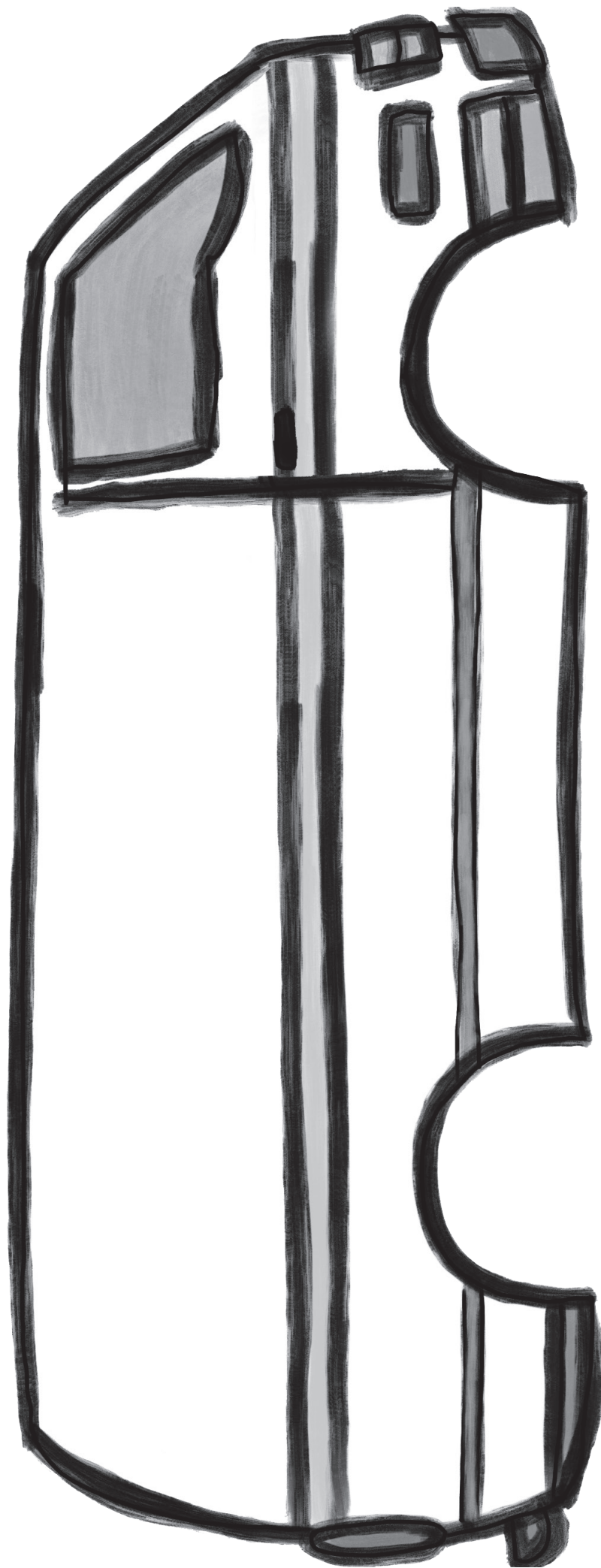
↓ Mena fa ↓

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Morutabana Akinyi: Tekesi ya Tsebe ya tirwana ya ga Thabo





Morutabana Akinyi: Tsebe ya tirwana ka ga tsela e e motsopodia

