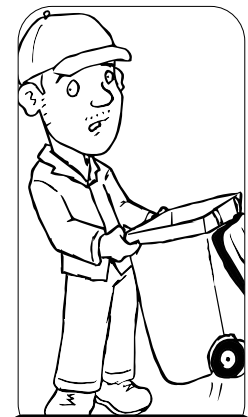
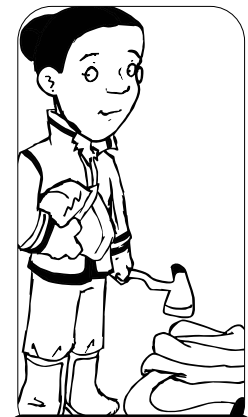
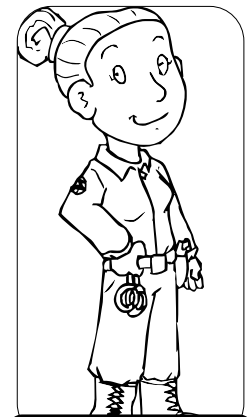
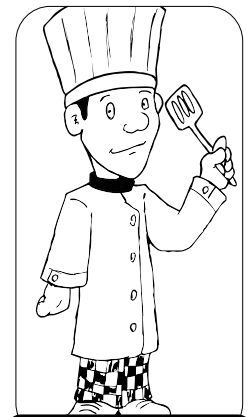


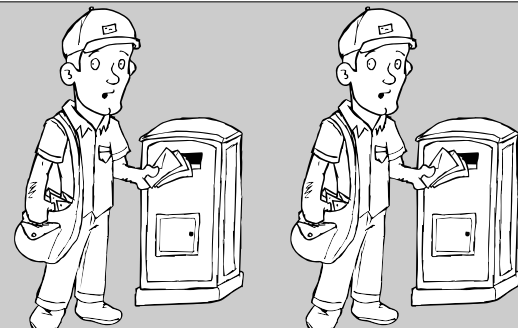
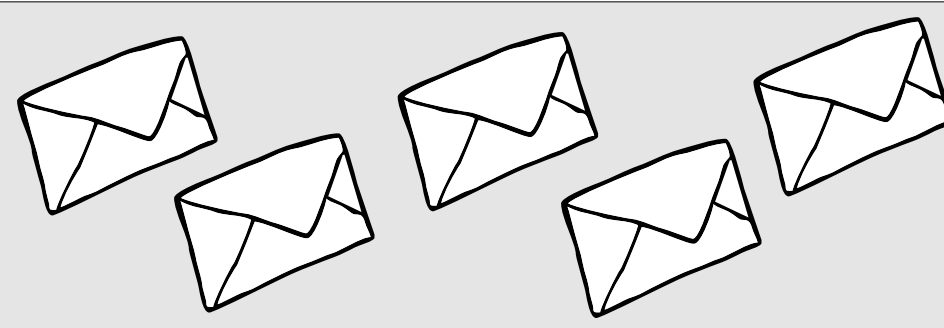
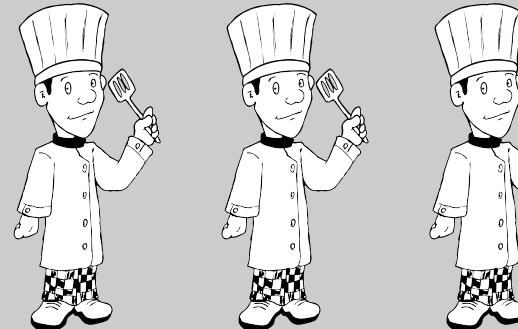
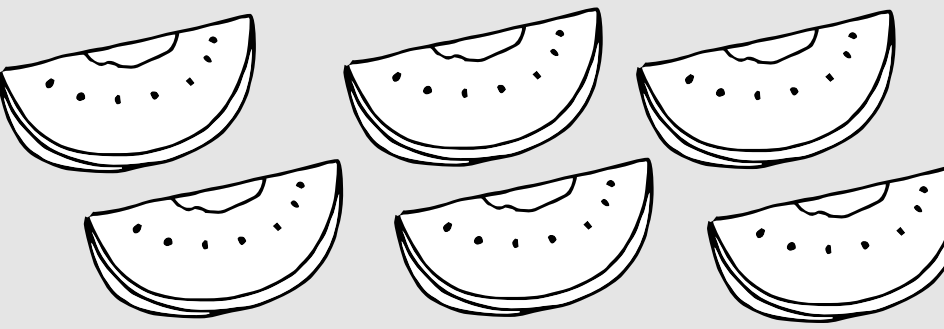
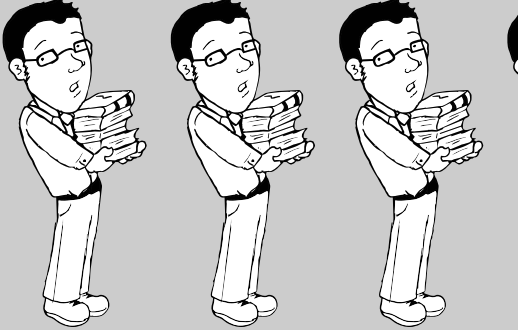
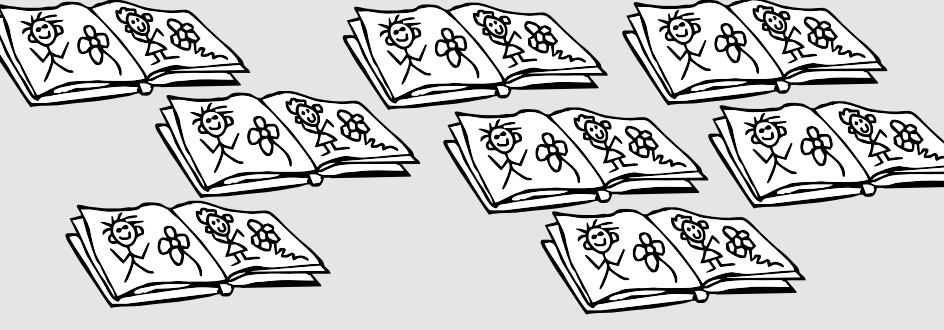
Teacher instruction:
Discuss each community worker on the cards.
Ask learners to describe what each of these people do and where they work.
Learners can cut out their cards, combine them and play Snap! with a partner.
This a visual discrimination exercise.

Badudi ba ba lokilego ba naga

 molalola bokgobapuku	 motimamollo	 mmaposo	 lephodisa	 moapei	 ngaka ya diphofolo
 ngaka	 morutiši	 molalola bokgoba-puku	 mofofiši	 moagi	Ke sebaka sa gago! A o thuša bjang?

Teacher instruction:
Ask the learners to share the items in the right-hand block equally with the people in the left-hand block.
Ask them after they have completed each one whether the people each have the same number of items and whether there are any left over.
This a visual discrimination exercise.

Dinomoro tše feletsego le tše sa felelago

2 pedi		
3 tharo		
4 nne		

Teacher instruction:
Learners take their fingerprints.
They must be sure to make a print of each finger in the correct box.
This is a fine-motor and visual sequencing exercise.

Dikgatišo tša menwana

letsogo la ntsogošo/mpati

monwana o mogolo	monwana wa go šupa/tšhupane	monwana wa gare	monwana wa palamonwana	monwnana o monnyane

Letsago la mpati

monwana o mogolo	monwana wa go šupa/tšhupane	monwana wa gare	monwana wa palamonwana	monwnana o monnyane

Teacher instruction:
Read Our goat Godfrey to the learners.
Then let them cut out the cards and sequence them in the correct order.
This is a reasoning and visual sequencing exercise.

Pudi ya rena Godfrey.

