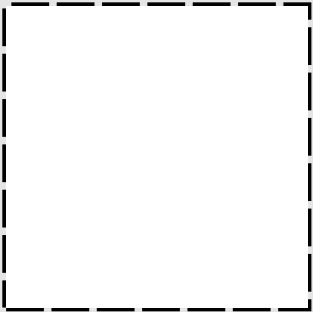
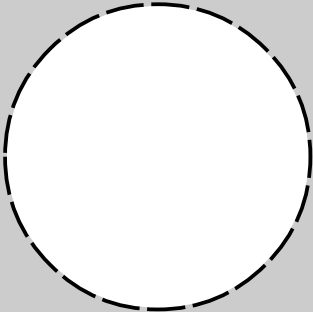
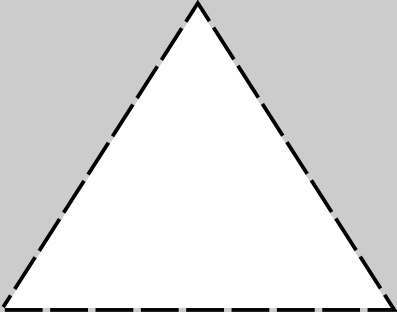
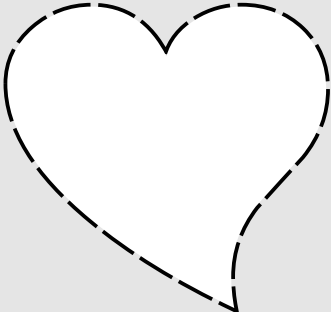
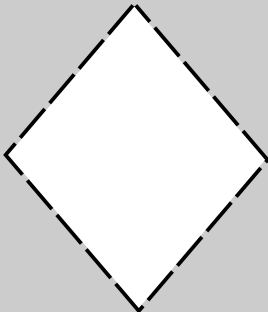
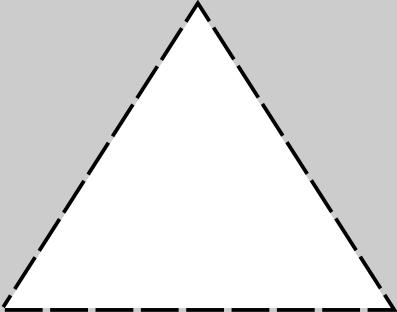
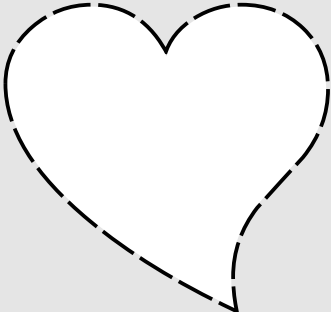
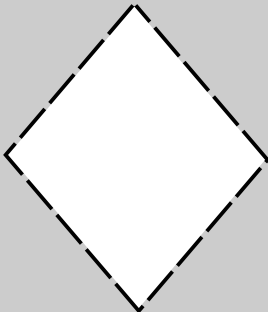


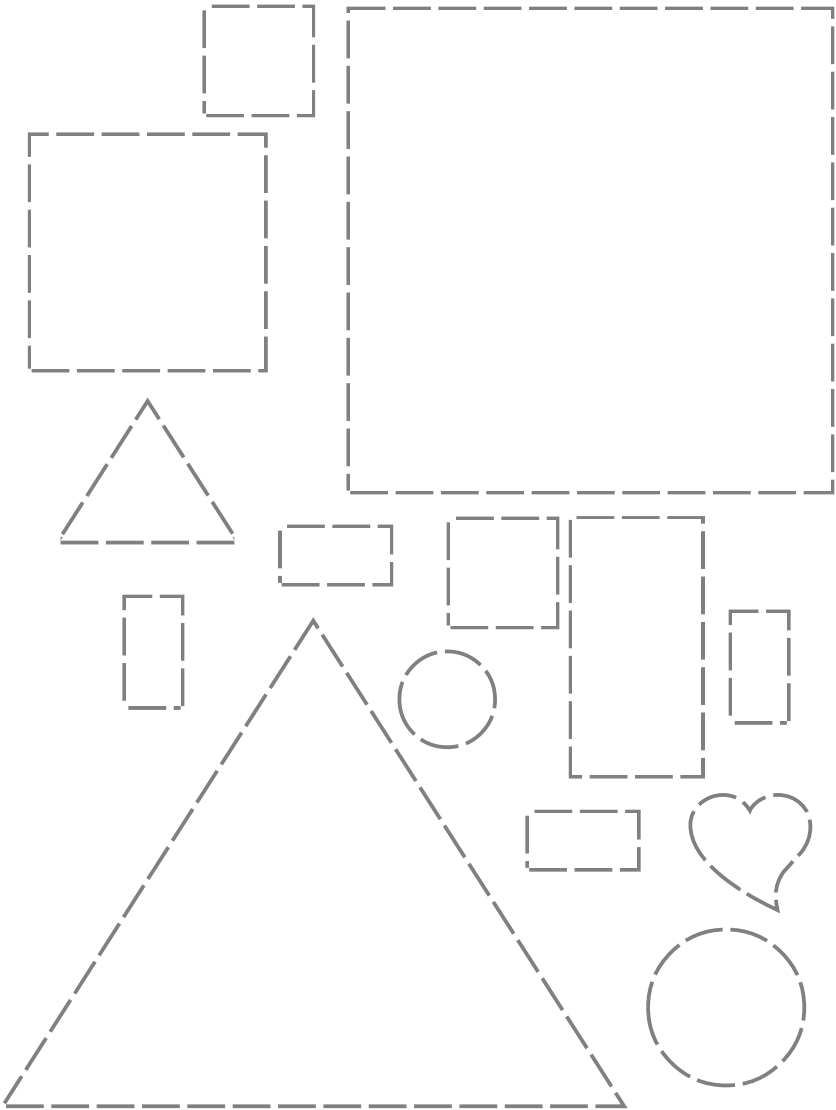
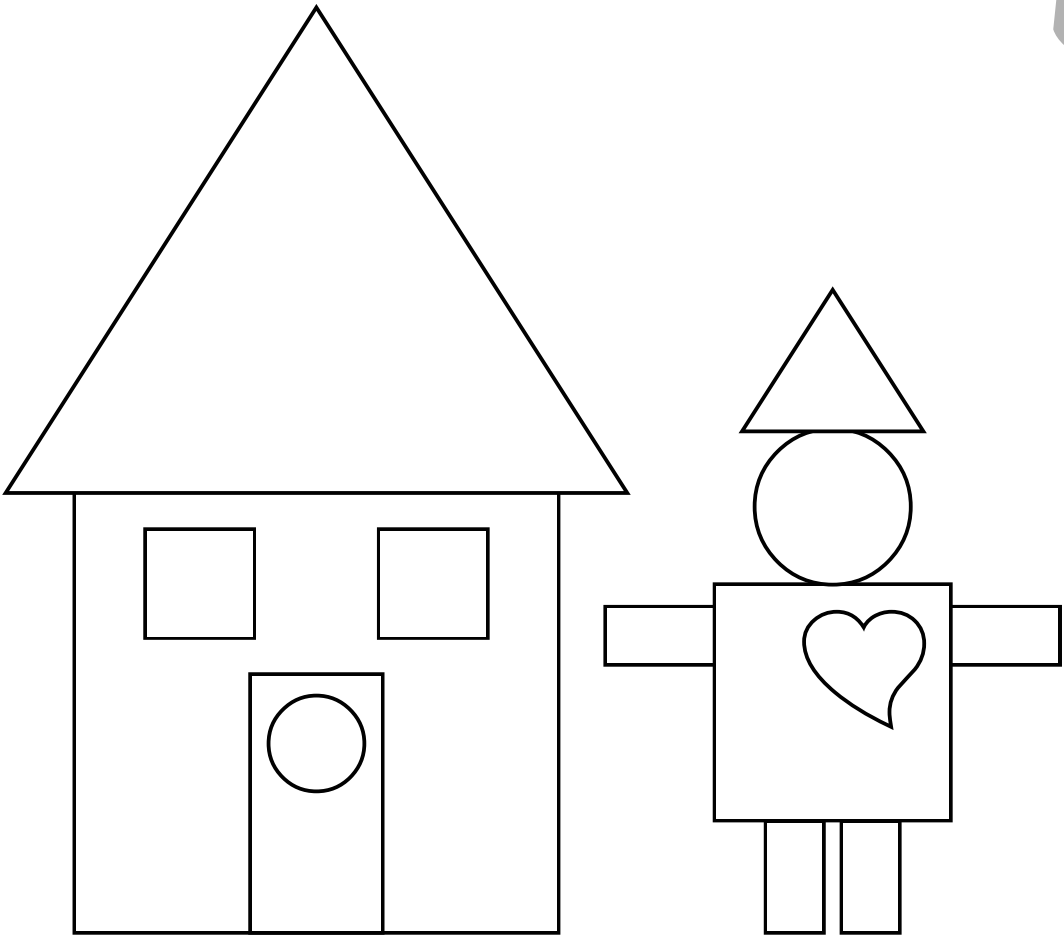
Teacher instruction:
Revise the shapes and colours covered in this theme. Read the text in each block and get learners to read the text back to you.
They can then colour in the shapes as described.
The blocks can then be cut out and pasted onto folded sheets, to make a little book of shapes and colours.
This is a visual discrimination and auditory memory activity.

A re bontšhe mebala

Ye ke khuto nnehwii 	Ye ke nkgokolo 	Ye khutlonne 
Ke ye khwibidu 	Ke ye tala lerata 	Ke serolwana 
Ye ke khutlo tharo 	Ye ke sebopego sa pelo 	Ye ke taamane 
Ke ye mmala wa namune	Ye ke pinki	Ye ke perese

Teacher instruction:
Learners examine the picture on the left. Ask what shapes the picture is made up of. Get learners to count the squares, the circles, rectangles etc.
Call out instructions to colour in the house, e.g. colour the roof blue, the walls red.
Learners then carefully cut out each shape and assemble them to recreate the picture on the left.
This is a visual memory, auditory discrimination and figure ground activity.

Kopolla pobego



Teacher instruction:

Count to 6. Get learners to jump, hop, clap six times. Learners trace the numbers 1 to 6 in the air, on the table and on the carpet.

Revise the names of the colours. Read the key and help learners to match the numbers and colours.

They can then work their way through the table, colouring in each block according to the key.

Learners can then see what picture they have made. *This is a fine-motor co-ordination exercise.*

Kopolla dipopego

1	1	1	1	1	1	1	1	1
1	5	2	2	3	2	2	5	1
1	5	2	2	3	2	2	5	1
1	5	5	5	3	5	5	5	1
1	5	5	5	3	5	5	5	1
1	5	6	4	6	4	6	4	1
1	5	4	6	4	6	4	5	1
1	5	5	4	4	4	5	5	1
1	5	5	5	5	5	5	5	1
1	1	1	1	1	1	1	1	1

1 - serolwane

2 - serolwane

3 - khwibidu

4 - tala morogo

5 - tala leratadima

6 - Phepholo

Teacher instruction:

Revise the letter y and the sound it makes. Learners cut out the puzzle pieces and assemble them to make the picture.

The puzzle can be pasted into their books. They then trace the letter 'y' with their finger before using crayons.

This is a visual discrimination and figure ground activity.

It is also a fine-motor co-ordination exercise.

Kopanya diripana

