

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.***Baahi ba molemo**

mofielatsela



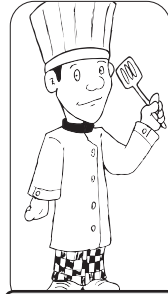
setimamollo



mojaraposo



lepolesa



seapehi

ngaka ya
diphoofole

ngaka



titjhere



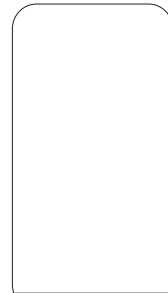
molaeborari



mojaraposo

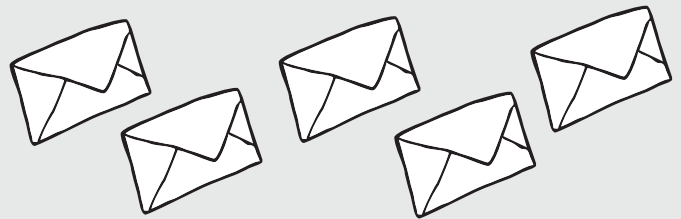
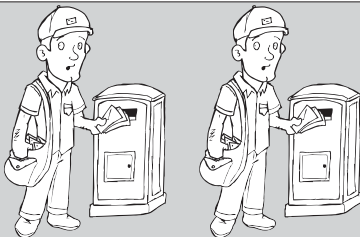
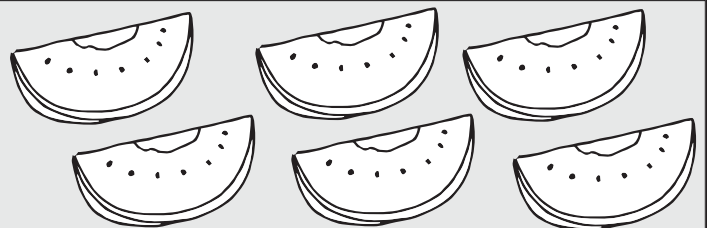
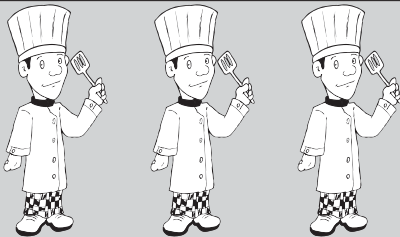
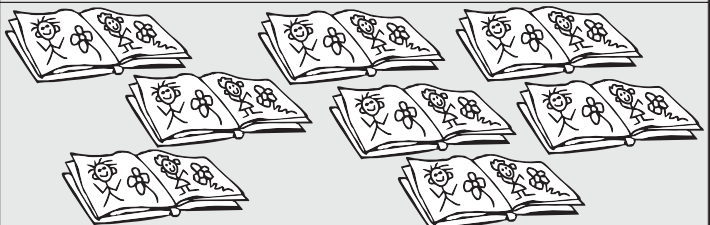
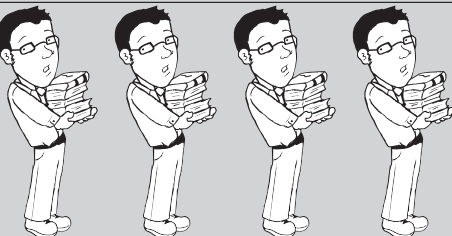


sepentane

Ke wena jwale!
O kathusa jwang?**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.***Tse lekanang le tse sa lekaneng****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.***Kgatiso tsa menwana**

Letsoho le letshehadi

monwana o
motonamonwana wa
tshupane

monwana o hare

monwana wa
rengmonwana o
monnyane

Letsoho le letona

monwana o
motonamonwana wa
tshupane

monwana o hare

monwana wa
rengmonwana 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.***Podi eso Godfrey**