

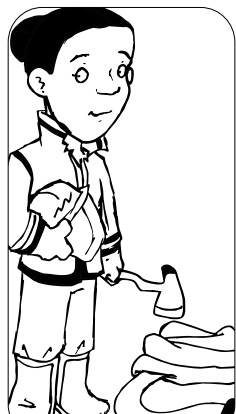
Teacher instruction:

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.

Baagi ba ba siameng



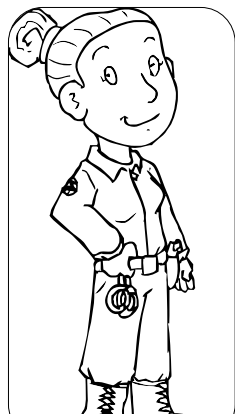
mophepafatsa-
mmila



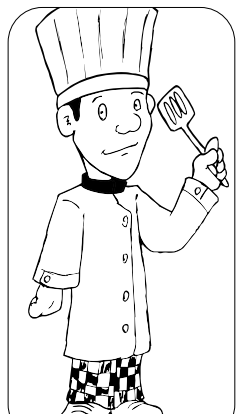
motima-molelo



raposo



lepodisi



moapei



ngaka ya
diphologolo



ngaka



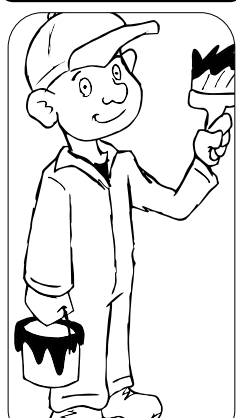
morutabana



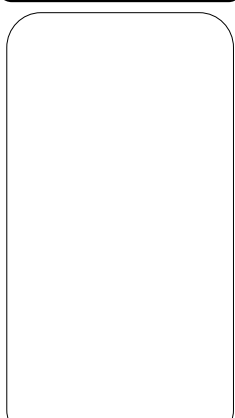
molaeborari



raposo



mopenti



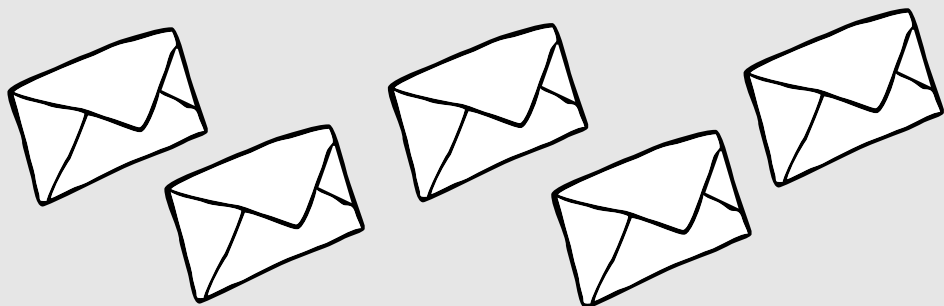
Go tla wena!
O thusa jang?

Teacher instruction:

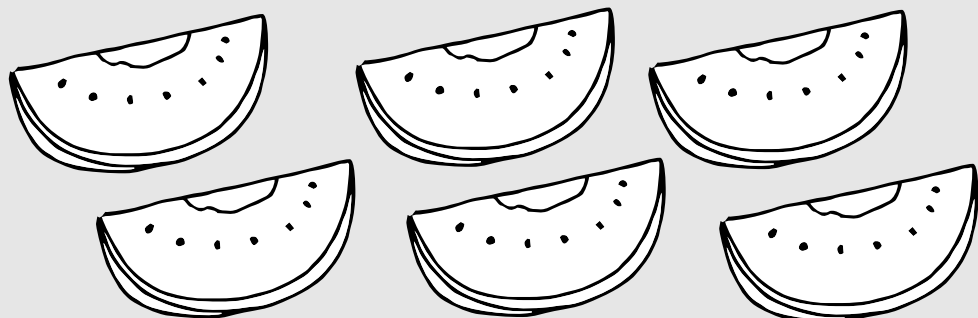
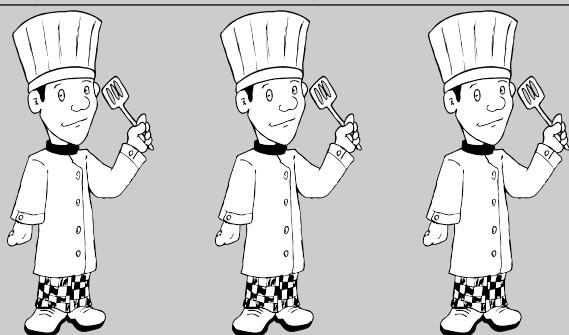
Ask the learners to share the items in the right-hand block equally with the people in the left-hand block.
Ask them after they have completed each one whether the people each have the same number of items and whether there are any left over.
This a visual discrimination exercise.

Palo e e nang le pedi jaaka seatisi le dipalomafeta

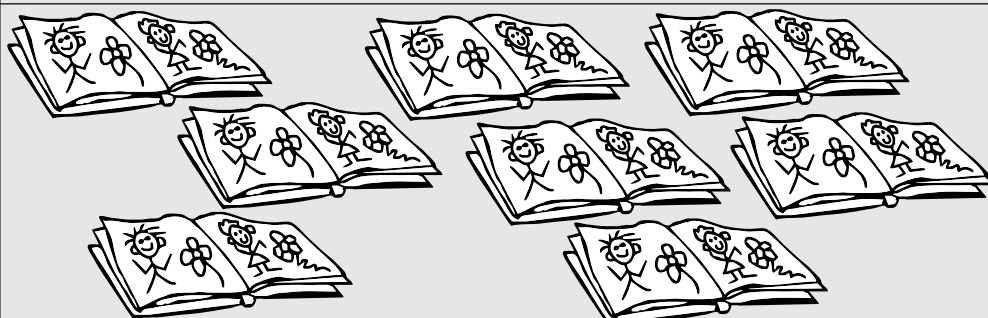
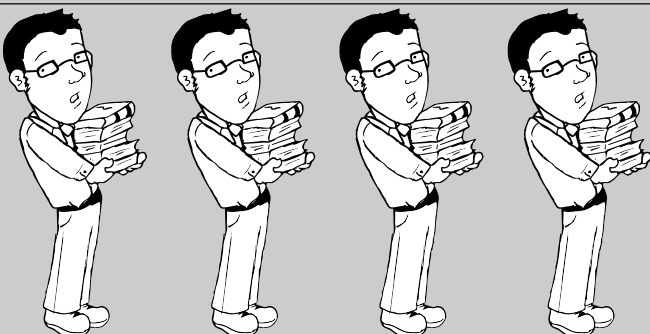
2 pedi



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.

Dikgatiso tsa menwana

Seatla sa molema

kgonojwe	supabaloi	monogare	podile	monnyennye

Seatla sa moja

kgonojwe	supabaloi	monogare	podile	monnyennye

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.

Godfrey pudi ya rona

