

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.***Vhadzulapo vhavhuḽi**mukunakisi wa
zwiṭaraṭa

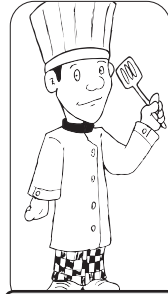
zwidzima mulilo



raposo



pholisa



mubiki

dokotela wa
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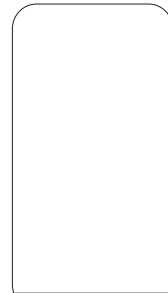
dokotela



mudededzi

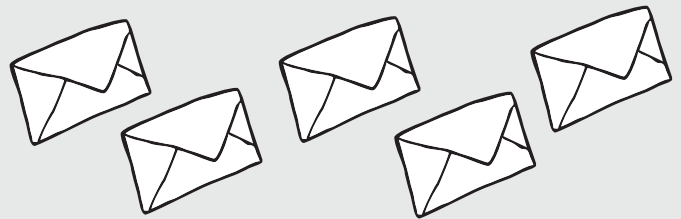
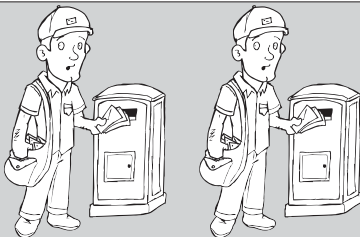
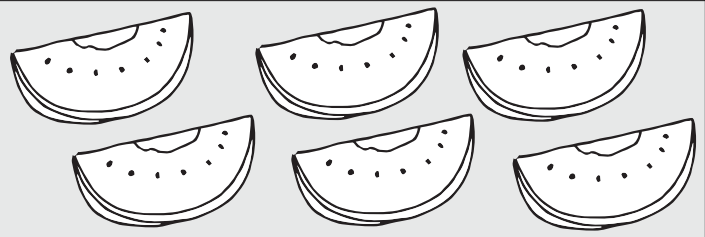
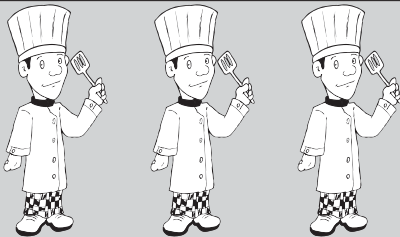
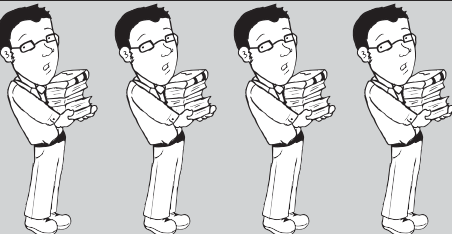
muthu o no
shuma laburari

raposo

muthu o no
penndaZwino ndi tshifhinga
tshaḽu!
Ni thusa nga ndila-ḽe?**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.***Lingana / Tshiṭahe****2** vhavhili**3** vhararu**4** vhaṇa

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.

U gandisa munwe

tshanda tsha monde

gunwe

munwe wa
u sumba

munwe wa vhukati

munwe wa rinngi

munwe mutuku

tshanda tsha u la

gunwe

munwe wa
u sumba

munwe wa vhukati

munwe wa rinngi

munwe mutuku

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.

Mbudzi yashu Godfrey

