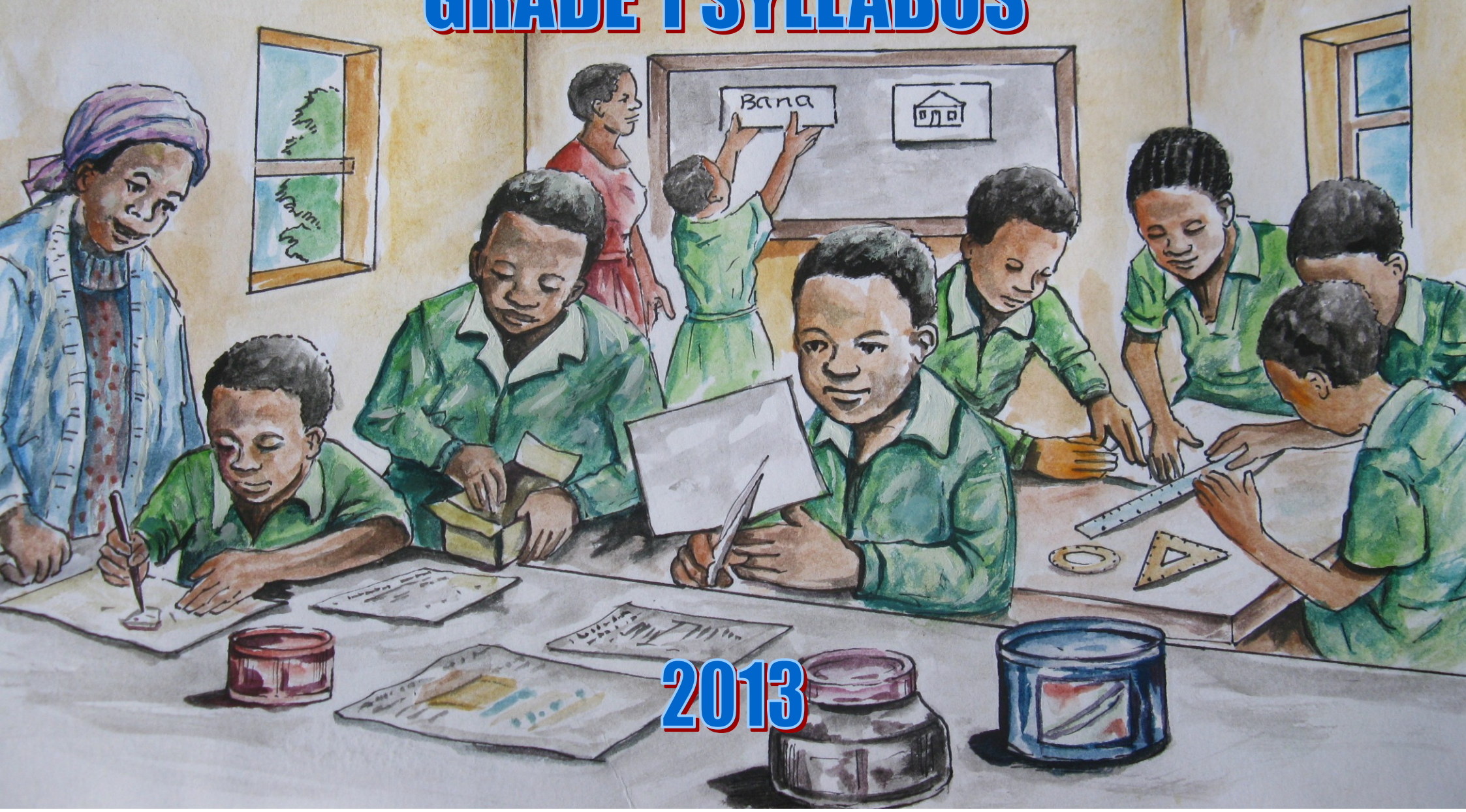


INTEGRATED PRIMARY CURRICULUM

GRADE 1 SYLLABUS



2013

Grade 1 Syllabus

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Introduction to the Integrated Syllabus for Grades 1 -3

This syllabus is part of a new integrated primary school curriculum, which is designed to respond to the changing needs of education in Lesotho and to deliver *Education for Individual and Social Development*, as laid out in the 2009 *Curriculum and Assessment Policy*, equipping both Basotho citizens and the nation as a whole to meet the challenges of the increasingly globalised world in which we live, whilst maintaining the core values and identity of Basotho culture and society. Syllabi and Teacher's Guides for Grades 1, 2 and 3 of the new curriculum have been developed by curriculum designers from the National Curriculum Development Centre (NCDC), in partnership with other stakeholders. These materials were pilot tested in 70 primary schools throughout Lesotho in 2012.

Integrated curriculum

An integrated curriculum draws together knowledge, skills, attitudes and values from different subject areas to develop a more powerful understanding of key ideas which can be connected and related in meaningful ways by both the learners and teachers. This involves the development of **thinking skills**, as opposed to basic, subject-based skills and rote learning. Thinking skills enable learners to realise their potential and become better learners, creative workers and active citizens. The integrated curriculum has many advantages over the traditional subject-based approach. The integrated curriculum:

- mirrors the way children think, understand and learn, taking in many things and processing or organising them holistically, rather than in fragmented pieces;
- builds and reinforces key concepts and skills;
- provides contexts in which to understand, use and apply subject-specific skills and concepts;
- builds on prior knowledge and experience, making connections across subject areas and supporting a holistic worldview to make learning more meaningful;
- makes learning more relevant, reflecting the “real world” and the ways children learn at home and in the community;
- offers coherence in learning between different subjects, unifying learning beyond individual subject areas.

Organisation, structure and rationale of the curriculum

Instead of traditional subjects, the curriculum is based on:

- **Curriculum Aspects**, which highlight the life challenges and contexts in which the learner is expected to function as an individual and a member of society. There are five of these: *Effective Communication; Awareness of Self and Others; Environmental Adaptation and Sustainable Development; Health and Healthy Living; and Production and Work-related Competencies.*
- **Learning Areas** (into which the traditional subjects have been grouped), which indicate a body of knowledge necessary to equip learners with the competencies necessary to address these challenges. The five Learning Areas are: *Linguistic and Literary; Numerical and Mathematical; Personal, Spiritual and Social; Scientific and Technological; and Creativity and Entrepreneurial.*

The curriculum aims to develop **Core Competencies**, which will enable learners to apply the knowledge and acquired skills, Values and Attitudes necessary to address both current and new situations: *Effective and functional communication, Problem solving, Scientific, technological and creative skills, Critical thinking, Collaboration and cooperation, Functional numeracy and Learning to learn.*

The ambitious and innovative interaction between **Curriculum Aspects** and **Learning Areas** in order to produce **Core Competencies** outlined above concern the whole of Basic Education in Lesotho. In Grades 1, 2 and 3 the foundations are laid for the rest of Basic Education. The syllabi for Grades 1,2 and 3 seek to enable young learners to take their first steps on a pathway of active, independent learning. Naturally, at these levels, Learning Outcomes and the activities designed to achieve them are age appropriate, designed to nurture young children's early development as learners and to foster positive, enthusiastic attitudes towards school and education, thus preparing them to become progressively more autonomous learners in the future. The emphasis is on practical activities, which develop the young learners holistically, stimulating their curiosity and fostering an active approach to learning. Teachers are encouraged to use a wide variety of teaching techniques, including group work, practical exercises and activities involving the wider community. The role of the teacher is seen as facilitating active learning by students, rather than a teacher-centred didactic approach.

Each grade of the syllabus is made up of four units, structured around thematic principles. Each unit includes material from the five Learning Areas, which has been thoroughly integrated, to reflect the way young children learn. The rationale and content for each unit is informed by the five Curriculum Aspects.

The units

Each grade contains the following four units:

- Unit 1: **“About myself”**. The learner becomes aware of his/her personal identity, within the context of the national culture (“who I am”) and of him/herself as an active learner with emerging competencies (“what I can do”).
- Unit 2: **“How I relate to others”**. The learner learns about his/her place and role within the communities of the family, the school and the wider society, and develops culturally appropriate social and linguistic behaviour.
- Unit 3: **“The world around me”**. The learner discovers the natural world and how to interact with it resourcefully, responsibly and sustainably.
- Unit 4: **“Looking after myself”**. The learner is introduced to principles of basic health, personal care, fitness, nutrition and safety, including the notions of disaster and risk reduction, as appropriate to a young child growing up within the specific context of Lesotho.

These themes recur throughout the three grades, with a **progressive spiralling** and **cumulative development** of the concepts and skills encountered over the course of three years.

The windows

In addition to the integrated syllabus, in order to ensure that learners achieve a high level of functional literacy and numeracy by the end of grade 3, each unit also contains **windows** dedicated to basic numeracy and literacy. Each week a significant period of classroom time will be spent on these **windows**, which are designed to complement and build on the integrated part of the syllabus, reinforcing and developing the skills and concepts of basic literacy and numeracy.

The **literacy window** comprises:

- a **Sesotho window**, designed to ensure that by the end of grade 3 learners achieve a high level of functional literacy in what is the initial language of instruction for most learners;
- an **English window**, which introduces English as a second language and future language of instruction.

The **numeracy window** gives learners the tools to apply numerical and mathematical skills and knowledge to real life situations, reinforcing concepts introduced in the integrated syllabus.

Layout and presentation of the syllabus

Each unit is presented as follows:

An initial table provides an **overview of the unit**, listing the targeted **learning outcomes** and giving a summary of the content of each of the **windows** (see, for the example, the overview of Unit 1 on pages 5 - 6).

A second much longer table provides an **activity plan** for the entire unit. For each targeted learning outcome, details are given of:

- the key **concepts, skills, Values and Attitudes** which underpin its successful attainment.
- a list of **suggested learning experiences** or activities which can be used by the teacher. This is not exhaustive and the teacher is free to use other complementary activities.

- assessment criteria, guiding the teacher in **what to assess**.
- a list of **suggested resources**. This is designed to help all teachers, however many or few resources may be available in their schools and communities.

A **Teacher's Guide** is available for each Grade. This gives pedagogic advice and background subject information to teachers. It contains an introduction which gives more details on the scope of the different **Learning Areas**.

Principles of assessment

Assessment and curriculum are closely integrated and mutually supportive. The 2009 *Curriculum and Assessment Policy* introduces continuous assessment (CASS) as a key strategy to reform education. Continuous assessment is an on-going system of monitoring and assessing learners' progress which is closely integrated with the teaching and learning process and actually supports learning. It is formative assessment, done in the school environment through daily teaching. It can also be achieved through projects, quizzes, tests, interviews and observations.

In the context of Lesotho, it has been decided to merge formative assessment and assessment for learning, moving away from the traditional ways of testing, which have been found to be severely limiting. Testing through examinations and tests provides learners with marks or grades, for example 7/10 or 12/20. However, it does not give any indication of what the learner is actually able to do. Instead of marks or grades, the new methods of assessment will generate statements about each learner's progress and ability. These will help learners, their teachers and future teachers, their parents and guardians, as well as education policy makers, to know exactly what a learner has learned and is capable of doing, also indicating areas where remedial work is needed. A further disadvantage of conventional testing is that teachers feel under pressure to "teach to the exam" and ignore aspects of the curriculum which will not be examined. This results in teaching focusing on an excessively narrow body of knowledge, which does not deliver a well-rounded education or prepare learners for the demands of the real world. The continual assessment which will be used to assess learners' progress in the new integrated curriculum will allow the teacher to teach and assess the whole curriculum.

The units of the syllabus are presented in such a way that, along with each learning outcome, **assessment criteria** guide the teacher in **what to assess** to determine whether the learning outcome has been successfully achieved, partially achieved or not yet achieved. The question of **how to assess** these learning outcomes is not explicitly addressed in the units. Rather it is presented in two other documents which are available to teachers: *a Guide to Continuous Assessment: implementing the curriculum and assessment policy and improving learning and achievement in Lesotho (ECOL January 2012)* and *Assessment Packages in Numeracy and Literacy for Grades 1 to 3*. Further advice on **how to assess** learning is contained in the Teacher's Guides. Teachers will be trained to understand and use these techniques and supported through the initial stages of their introduction.

Teachers will share learning outcomes and success criteria with learners, so that learners know what they are learning and the standards they are aiming for. They will provide feedback (which may be oral or written) that helps learners to identify improvement; both the teacher and the learner will reflect on learners' performance and learners will learn **self-assessment techniques** to discover areas for improvement. This promotes a more active approach to learning and recognizes both that motivation and self-esteem are crucial for effective learning and progress, and that these can be increased through effective assessment techniques. In addition to self-assessment, peer assessment is a useful tool which will be used as appropriate.

Just as there are many partners in promoting successful teaching and learning (the learner, their class teacher, other teachers in the school, the school principal, parents and guardians and the wider community), successful assessment includes people other than the learner and their teacher. In particular, parents and guardians are encouraged to take the time to understand the new process, to discuss it with their children and their teachers, follow their children's progress and support both learners and teachers in the new modes of assessment.

Definitions of terminology used

Learning outcome: statement in measurable terms of what a learner should know, understand or be able to do by the end of a particular unit. This is expressed as an “outcome” rather than an “objective”, since teachers are familiar with this usage from the previous syllabus (to differentiate “learning outcomes” from the “specific objectives” addressed by each subject).

Learning experiences: teaching and learning activities designed to enable learners to achieve a given learning outcome.

Concept: a general idea which emerges from a specific situation; once understood it can be applied to different contexts to promote understanding. For example, the concept of the family emerges from awareness of the familiar unit in which people live; it can be applied to groups of animals, plants or words which naturally belong together.

Skills: abilities which every learner is expected to acquire to help them learn and live well in society; they can be mental, physical or social.

Values: qualities which are considered to be important, worth preserving and transmitting to the younger generation. For example, Basotho consider honesty and respect to be essential values.

Attitudes: positions or opinions: what is appreciated or disliked by an individual or a group. For example, teachers tend to have a positive attitude towards learners who work hard at school.

Suggested resources: a list of possible items, materials, persons etc. which may be used to help achieve a given learning outcome.

Grade 1 Unit 1 “About myself”

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. describe themselves (name, age, boy/girl, clan). TG 2. draw doodles holding a stick or pencil using a comfortable and efficient pencil grip.* TG 3. sort themselves by age, height , gender (boy/girl), clan. 4. sort objects by size, colour and shape. TG 5. throw, catch and jump correctly. TG 6. state their roles and responsibilities in the family or the group in which they live. TG 7. match sets in terms of one to one correspondence. TG 8. introduce themselves in English. TG 9. identify people according to gender and family relationship in English. TG 10. identify external parts of the body. TG 11. understand the importance of grooming and demonstrate ways of grooming. TG 12. name external parts of the body in English. 13. count from 1 to 20. TG 	<p>Initial acquisition of basic literacy skills: recognition of single letter sounds, word formation.</p> <p>Introduction to listening and speaking skills.</p> <p>Appreciation of the basics of Basotho culture, with regard to greetings and respect for other people.</p>	<p>Introduction to the English language and acquisition of initial basic oral skills, with a focus on greetings, introductions and simple instructions.</p> <p>Acquisition of initial basic vocabulary, including parts of the body, common nouns used to describe people, days of the week and basic verbs.</p>	<p>Sorting and making sets of up to 10 members.</p> <p>Introduction to the value of numerals.</p> <p>Association of numbers with their names and symbols.</p>

<p>14. read numerals from 1 to 20. TG</p> <p>15. cite days of the week in order.* TG</p> <p>16. write numerals from 1 to 20. TG</p> <p>17. arrange numerals from 1 to 20 in sequence. TG</p> <p>18. order by size and shape.</p> <p>19. identify sets of up to five members.</p> <p>20. colour pictures of objects neatly using appropriate colours. TG</p> <p>21. add numbers within the range 1 to 10. TG</p> <p>22. identify and use correctly the signs plus (+) and equal (=). TG</p> <p>23. perform basic sewing and crochet stitches. TG</p>			
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 1 Unit 1 “About myself”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners’ ability to:	Suggested resources
1. describe themselves (name, age, boy/girl, clan).*	<p>Concepts Self Name (first name and surname) Age Gender (boy/girl) Clan</p> <p>Skills Communication Information finding Introducing Listening* Speaking*</p> <p>Values and Attitudes Confidence Appreciation Self- awareness Acceptance Respect Tolerance</p>	<ul style="list-style-type: none"> • Teacher asks learners to say their names. • Learners say their names and surnames. • Teacher calls learners by their names.* • Learners call one another by their names.* • Teacher writes each learner’s name on a card and lets them wear them. • Teacher makes reference to the story of creation where things were given names. • Discuss the importance of names with learners so as to avoid the use of diminutive names.* • Learners draw themselves and the teacher writes each learner’s name under their pictures. • Learners find out and say their ages. • Learners find out and say if they are boys or girls. • Learners find out and say their clans. • Learners introduce themselves (name, age, boy/girl, clan). • Teacher picks one learner 	<p>state their names and surnames.</p> <p>recognise their names and surnames.</p> <p>say their ages correctly.</p> <p>say if they are boys or girls.</p> <p>name their clans.</p> <p>introduce themselves (name, age, boy/girl, clan).</p> <p>introduce another learner correctly (name, age, boy/girl, clan).</p> <p>draw themselves</p>	<p>Name cards or badges</p> <p>Health booklet (<i>bukana ea bophelo</i>)</p> <p>Birth certificates</p> <p>Passport</p> <p>Baptismal certificate</p> <p>Photos</p> <p>Pre-school certificates</p> <p>Charts</p> <p>Markers</p>

		<p>and lets another introduce him/her.*</p> <ul style="list-style-type: none"> • Learners pick cards with their names out of a basket. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2. draw doodles holding a stick or pencil using a comfortable and efficient pencil grip.*</p>	<p>Concepts Doodle making</p> <p>Skills Handling/ coordination Manipulation Accuracy Observation Interpretation</p> <p>Values and Attitudes Commitment Persistence Neatness Appreciation Workmanship Aesthetics</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to hold a stick to make doodles on the ground. • Learners make doodles on the ground using sticks. • Teacher demonstrates how to handle a pencil and move the hand when making doodles. • Learners practise pencil handling and hand movement. • Learners practise drawing doodles on paper using pencils. • Learners display their work on the wall. • Learners talk about their doodles. • Teacher writes learners' names in their books and lets them trace them using their pencils.* 	<p>handle a pencil appropriately.</p> <p>make doodles.</p> <p>talk about doodles.</p> <p>begin to trace their names using a pencil.</p>	<p>Pencil</p> <p>Paper</p> <p>Sticks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. sort themselves by age, height , gender (boy/girl), clan.	<p>Concepts Sorting Age Height Gender (boy/girl) Clan</p> <p>Skills Sorting Observation Discussion Problem-solving Decision-making Identification</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher helps learners revise their names, ages, clans and say if they are boys or girls. Learners identify their age mates. Learners sort themselves according to their age. Learners identify others of similar height and sort themselves according to their height. Learners sort themselves according to gender. Learners sort themselves according to their clans. 	<p>sort themselves according to age.</p> <p>sort themselves according to their height.</p> <p>sort themselves according to gender.</p> <p>sort themselves according to their clans.</p>	Learners themselves

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4. sort objects by size, colour and shape.	<p>Concepts Sorting Size Colour Shape</p> <p>Skills Sorting Observation Discussion Problem-solving Decision-making Identification</p> <p>Values and Attitudes</p>	<ul style="list-style-type: none"> Teacher explains that sorting can be applied to objects, as well as people. Working in groups, learners: sort classroom objects by size. sort classroom objects by colour. sort classroom objects by shape. 	<p>sort objects correctly by size.</p> <p>sort objects correctly by colour.</p> <p>sort objects correctly by shape.</p>	<p>Shapes</p> <p>Linking blocks</p> <p>Balloons</p> <p>Coloured cards</p> <p>Coloured chalk</p> <p>Pencils</p> <p>Pens</p> <p>Coloured beads</p>

	Cooperation			Maths kit Bottle tops Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
5. throw, catch and jump correctly.	<p>Concepts Lead-up games: <i>Liketoana, mokou, marontase, cheko, libeke, mapei, khati, thusa, sekotompana</i></p> <p>Skills Observation Throwing Catching Jumping Targeting</p> <p>Values and Attitudes Competence Cooperation Patience Self-control</p>	<ul style="list-style-type: none"> Teacher explains lead-up games in preparation for playing other games. Teacher explains the benefits of lead-up games. Teacher and learners discuss and demonstrate lead-up games of throwing, catching and jumping. Resource persons demonstrate lead-up games. In groups, learners play lead-up games. 	<p>throw accurately using the correct movement.</p> <p>catch consistently.</p> <p>jump using the correct movement.</p>	<p>Balls</p> <p>Resource person (s)</p> <p>Small flat stones</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. state their roles and responsibilities in the family or the group in which they live.	<p>Concepts Roles and responsibilities The family</p> <p>Skills Communication Identification</p>	<ul style="list-style-type: none"> Teacher explains roles and responsibilities. Learners mention their roles and responsibilities in the family or the group in which they live. Learners match their roles 	<p>state their roles and responsibilities in the family or the group in which they live.</p> <p>match their roles with corresponding responsibilities.</p>	<p>Pictures</p> <p>Posters</p> <p>Teacher's Guide</p>

	Matching Values and Attitudes Self- awareness Responsibility	and responsibilities in the family or the group in which they live.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. match sets in terms of one to one correspondence.	Concepts Matching Skills Matching Problem-solving Discussion Identification Values and Attitudes Cooperation	<ul style="list-style-type: none"> Learners match similar objects into one to one correspondence. Learners match members of sets into one to one correspondence. Learners group themselves according to the villages they come from. 	match similar objects in one to one correspondence. match members of sets. match themselves in groups according to the villages they come from.	Objects from the local environment

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. introduce themselves in English.	Concepts Name Surname Age Gender (boy/girl) Skills Listening Speaking Observation Values and Attitudes Appreciation Acceptance Respect	<ul style="list-style-type: none"> Teacher introduces himself/herself to learners in English with emphasis on name and surname. Learners introduce themselves individually, under the guidance of the teacher. Teacher shows pictures of boys and girls and teaches the words "boy" and "girl", saying the names and ages of the children in the pictures. Teacher guides learners to 	say their names correctly in English in response to a prompt. say their age correctly in English in response to a prompt. say their gender correctly in English in response to a prompt. introduce themselves correctly in English, stating their names, age and gender unprompted.	Pictures of boys and girls

		<p>say their ages and if they are boys or girls.</p> <ul style="list-style-type: none"> Learners say their names, and if they are boys or girls, individually, in pairs, in small groups and in front of the whole class. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>9. identify people according to gender and family relationship in English.</p>	<p>Concepts Gender (boy, girl, man, woman) Family relationship (brother, sister, father, mother)</p> <p>Skills Differentiation Matching Drawing Copying</p> <p>Values and Attitudes Respect Appreciation</p>	<ul style="list-style-type: none"> Learners draw pictures depicting family members. Teacher names each family member and says if they are a man, woman, boy or girl; learners repeat. Teacher introduces the words <i>brother, sister, father, mother</i>. Learners say the words, matching them to the pictures. Learners collect a variety of pictures depicting different family members. Learners describe pictures according to gender and family relationship. 	<p>draw pictures of family members.</p> <p>say who each picture represents, pronouncing the words correctly.</p>	<p>Pictures</p> <p>Charts</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
10. identify external parts of the body.	<p>Concepts External parts of the body: head, eyes, ears, nose, mouth, arms, legs</p> <p>Skills Observation Identification Singing Cutting Sticking</p> <p>Values and Attitudes Acceptance</p>	<ul style="list-style-type: none"> Teacher asks learners to name external parts of the body. Learners identify external parts of the body. Learners cut pictures of human beings out of magazines and stick them on a chart. Learners sing songs about external parts of the body. 	<p>name external parts of the body.</p> <p>identify external parts of the body.</p> <p>cut and stick correctly.</p>	<p>Dolls with external body parts</p> <p>Magazines</p> <p>Scissors</p> <p>Charts</p> <p>Drawing books</p> <p>Glue</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
11. understand the importance of grooming and demonstrate ways of grooming.	<p>Concepts Importance of grooming Ways of grooming: bathing, dressing, hair combing, brushing teeth, nail cutting</p> <p>Skills Observation Discussion</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher explains grooming. Teacher and learners discuss the importance of grooming. Teacher uses a doll to demonstrate: hair combing, brushing teeth, bathing, dressing, nail cutting. Learners role-play ways of grooming. Teacher and learners discuss alternative ways of grooming. Teacher sensitively inspects learners' grooming daily. 	<p>say why personal grooming is important.</p> <p>brush teeth correctly.</p> <p>dress hair correctly.</p> <p>come to school correctly groomed.</p>	<p>Washing basin</p> <p>Water</p> <p>Bar of soap</p> <p>Doll</p> <p>Nail Cutter</p> <p>Towel (face and bath)</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
12. name external parts of the body in English.	<p>Concepts Vocabulary of parts of the body (head, ear, eye, mouth, tooth, nose, hand, finger, shoulder, knee, toe, tongue).</p> <p>Skills Identification Naming Listening Speaking Singing</p> <p>Values and Attitudes Acceptance Appreciation</p>	<ul style="list-style-type: none"> Teacher calls learners in pairs or groups and helps them point at different parts of their bodies and say what they are in English. Learners sing a song about parts of the body, indicating the correct part as they sing. 	<p>name external parts of the body correctly in English.</p> <p>identify external parts of the body correctly.</p> <p>sing a song about parts of the body in English, indicating the correct part as they sing.</p>	<p>Pictures</p> <p>Charts</p> <p>Textbooks</p> <p>Word cards</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. count from 1 to 20.	<p>Concepts Counting</p> <p>Skills Counting</p> <p>Values and Attitudes Objectivity Accuracy</p>	<p>Learners:</p> <ul style="list-style-type: none"> recite numbers from 1 to 20. collect objects from the surroundings. count from 1 to 10 using the collected objects. recite numbers from 1 to 20. count from 1 to 20 using the collected objects. 	<p>recite numbers from 1 to 20.</p> <p>count objects from 1 to 20 in number.</p>	<p>Maths kit</p> <p>Objects from the environment</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
14.read numerals from 1 to 20.	<p>Concepts Numerals Reading numerals</p> <p>Skills Reading Identification</p> <p>Values and Attitudes Cooperation Objectivity Appreciation</p>	<ul style="list-style-type: none"> Teacher provides numerals 1 to 10 written on cards, gradually extending these to 20. <p>Learners read:</p> <ul style="list-style-type: none"> numerals on the cards. numerals from the board. numbers in groups. numerals from number strips. numerals from magazines. numerals from charts in the maths kit. 	recognise and read numerals from 1 to 20 fluently.	<p>Maths kit</p> <p>Cards</p> <p>Number strips</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15.cite days of the week in order.*	<p>Concepts Days of the week: Monday-Sunday*</p> <p>Skills Listening * Speaking Singing Writing</p>	<ul style="list-style-type: none"> Teacher and learners talk about days of the week.* Learners sing songs about days of the week.* Teacher writes days of the week on the board/chart.* Learners copy the days of the week. Learners find out the number of days in a week. 	<p>cite the days of the week in order.</p> <p>state the number of days in a week.</p> <p>copy the days of the week correctly.</p>	<p>Calendar</p> <p>Charts</p> <p>Markers</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
16.write numerals from 1 to 20.	<p>Concepts Numerals Writing numerals</p> <p>Skills Writing Manipulation Coordination Identification</p> <p>Values and Attitudes Neatness Objectivity Appreciation</p>	<ul style="list-style-type: none"> • Teacher provides numerals written on cards and learners revise their names. • Teacher shows learners how to form the numerals from 1 to 9 correctly. • Learners trace numerals. • Learners join up the dots to copy numerals. • Learners copy numerals freehand from the board. • Learners copy sequences of numerals. • Teacher says a number from 1 -9 and learners write it. • Learners say numbers from 1 to 9 in groups and practise writing them. • Learners fill in the missing numbers in sequences. • Learners write a number and hold it up for others to read. • Teacher gradually adds more numerals up to 20, repeating the activities above. 	write numerals from 1 to 20 neatly and recognisably.	<p>Maths kit</p> <p>Cards</p> <p>Blackboard</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
17.arrange numerals from 1 to 20 in sequence.	<p>Concepts Numerals Sequencing</p> <p>Skills Recognition Ordering Counting</p> <p>Values and Attitudes Appreciation Cooperation Accuracy</p>	<ul style="list-style-type: none"> • Teacher provides numbers written on cards. • Learners arrange numbers in sequence from 1 to 10. • Teacher provides dice to learners. • Learners throw dice and arrange numbers in a sequence from 1 up to 10. • Learners put numbers in sequence on a number strip. • Teacher gradually increases the range to cover 1 to 20. 	arrange numerals from 1 to 20 in sequence.	<p>Cards</p> <p>Dice</p> <p>Number strip</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
18.order by size and shape.	<p>Concepts Ordering Size Shape</p> <p>Skills Manipulation Problem-solving Critical-thinking Discussion Identification Decision- making</p> <p>Values and Attitudes Cooperation Objectivity Appreciation</p>	<ul style="list-style-type: none"> • In groups, learners arrange themselves according to height (from the tallest to shortest). • Learners sort their shoe sizes from the biggest to the smallest. • Learners order objects according to shape and size (from the smallest to the biggest). • Learners order numbers from 1 to 10. 	<p>order objects by shape.</p> <p>order objects by size.</p> <p>order themselves by height.</p> <p>order numbers from 1 to 10.</p>	<p>Shapes</p> <p>Objects from the local environment</p> <p>Learners' shoes</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
19. identify sets of up to five members.	<p>Concepts Sets Members of a set</p> <p>Skills Identifying sets Sorting</p> <p>Values and Attitudes Cooperation Objectivity</p>	<ul style="list-style-type: none"> • Learners form sets using members of their families. • Learners sort themselves according to the villages they come from. • Learners form sets using colours of their clothes. • Learners form sets of boys. • Learners form set of girls. 	form sets of up to five members correctly.	<p>Learners themselves</p> <p>Clothes learners are wearing</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
20. colour pictures of objects neatly using appropriate colours.	<p>Concepts Colour Natural colour of objects (blue sky, white lilies, green grass)</p> <p>Skills Colouring Neatness Coordination Recognition</p> <p>Values and Attitudes Appreciation Neatness Aesthetic beauty</p>	<ul style="list-style-type: none"> • Teacher checks learners' concept of colour names. • Teacher and learners discuss the colour of certain objects. • Teacher demonstrates colouring of simple objects. • Learners colour pictures of simple objects with appropriate colours. • Teacher introduces learners to multicolouring. • Learners practise multicolouring. • Learners display their work on the wall. 	<p>name colours correctly.</p> <p>colour objects neatly.</p> <p>perform multicolouring.</p>	<p>Coloured pencils</p> <p>Crayons</p> <p>Chart/paper with pictures of objects</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21.add numbers within the range 1 to 10.	<p>Concepts Addition</p> <p>Skills Addition Manipulation Problem-solving Decision-making Critical thinking Logical thinking</p> <p>Values and Attitudes Confidence Accuracy</p>	<ul style="list-style-type: none"> Learners practise counting using linking blocks. Learners are provided with concrete materials (counters, stones, bottle tops) to count. Two learners in a group are given a number of counters; they put them together and count to find how many they have altogether. Learners play addition games with the objects. 	<p>count objects within the range 1 to 10.</p> <p>solve real- life addition problems using numbers from 1 to 10.</p>	<p>Counters</p> <p>Linking blocks</p> <p>Textbooks</p> <p>Concrete objects</p> <p>Stones</p> <p>Bottle tops</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
22.identify and use correctly the signs plus (+) and equal (=).	<p>Concepts Signs and symbols: plus (+) equal (=)</p> <p>Skills Recognition Identification Addition Problem- solving Counting</p> <p>Values and Attitudes Accuracy Cooperation</p>	<ul style="list-style-type: none"> Learners perform addition using concrete objects. Teacher introduces the signs plus (+) and equal (=). Learners add numbers within the range 1 to 10, using number symbols and the signs plus and equal (3+2=5). Learners solve real- life addition problems using numbers within the range 1 to 10. 	<p>identify the signs plus (+) and equal (=) correctly.</p> <p>use the signs plus (+) and equal (=) correctly.</p> <p>add numbers within the range 1 to 10 using the signs plus (+) and equal (=) correctly.</p>	<p>Counters</p> <p>Work cards</p> <p>Number line</p> <p>Addition charts</p> <p>Domino cards</p> <p>Abacus</p> <p>Flash cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
LO23.perform basic crocheting stitches	<p>Concepts Crocheting stitches</p> <p>Skills Crocheting Counting</p> <p>Values Care Neatness Handling commitment</p>	<ul style="list-style-type: none"> • Teacher demonstrates how to handle crochet hook and yarn around the hand. • Learners imitate and practise handling the hook comfortably • Teacher demonstrates and assists learners to make knots such as slip knot. • Learners practice making the knot • Teacher demonstrates making stitches: chain, slip and double crochet. • Learners practice the stitches • Teacher emphasises the danger of crocheting tools 	<p>Handle crochet hook comfortably</p> <p>Yarn around the hand comfortably.</p> <p>Make basic crocheting stitches.</p>	<p>Wool</p> <p>Crochet hooks</p> <p>Children's scissors</p>

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. lumelisa le ho arabela tumeliso ka nepo le ka tlhompho.	<p>Moko-tabane Tumeliso: -Lumela 'mè/ ntate/ lebitso la motho -Lumelang ntate le 'mè/ metsoalle -Le/u phela joang?</p> <p>Karabo ea tumeliso : -E 'mè/ ntate. -Ke phela hantle uena u phela joang 'mè/ ntate?</p> <p>Litsebo-ketso Ho: bua, mamela</p> <p>Makhabane Tšebeliso-'moho Phelisano Tlhompho</p>	<ul style="list-style-type: none"> Lumelisa bana 'me u ba rute ho arabela ka nepo le ka tlhompho. Buisana le bana ka bohlokoa ba tumeliso. Buisana le bana ka phapang pakeng tsa ha ho lumelisoa motho a le mong leha ho lumelisoa ba bangata. Bana ba tšoantšise maemo ao ba lumelisoang ho 'ona. Ka lihlotšoana le ka bobeli, bana ba lumelisoane. 	<p>lumelisa le ho arabela tumeliso hantle ka tataiso ea tichere.</p> <p>lumelisa ka nepo ho latela bonngoe kapa bongata ba batho ka tataiso ea tichere.</p> <p>lumelisa ka nepo a sa tataiso.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. ngola mabitso a bona ka nepo. *	<p>Moko-tabane Mabitso</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> Buisana le bana ka bohlokoa ba mabitso e le ho qoba ho reana mabitso a hobosang. Bana ba bolele mabitso a bona. Bana ba bitsane ka mabitso a bona. Ngola lebitso la ngoana kareting u mo qhoaele eona. 	<p>ngola lebitso la hae ka nepo holim'a moo tichere e mo ngoletseng.</p> <p>kopitsa lebitso la hae ka nepo.</p> <p>ngola lebitso la hae hantle a qala ka tlhaku e kholo.</p>	<p>Likarete</p> <p>"Marker"</p> <p>"Teacher's Guide"</p>

	<p>Makhabane Tlhomphano</p>	<ul style="list-style-type: none"> • Ngolla bana mabitso a bona ka libukeng tsa bona ba a kopitse ka ho ngola holim'a 'ona. • Ngolla bana mabitso a bona ka libukeng tsa bona ba a kopitse ka ho ngola tlas'a moo u ngotseng. • Ngoana a ikhethela ngoana e mong hore a bolele lebitso la hae/ la e mong. • Qalong ea mosebetsi o mong le o mong o ngoloang, ngoana a ngole lebitso la hae. 	<p>ngola litlhaku tsohle holim'a mola ha a ngola lebitso la hae.</p> <p>bitsa ba bang ka mabitso a bona a nepahetseng.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. ipolela ka nepo (lebitso, fane, boemo, lilemo).*	<p>Moko-tabane Lebitso Fane Boemo (ngoanana/ moshanyana) Lilemo</p> <p>Litsebo-ketso Ho: mamela bua</p>	<ul style="list-style-type: none"> • Ipolele ho bana ka lebitso, fane, boemo le lilemo. • Buisana le bana ka boemo ba bona (moshanyana/ ngoanana). • Bana ba ikarole ka botona le botšehali ba bona. • Bana ba itlhophise ka lilemo tsa bona. • Bana ba itoroee ba be ba ngole mabitso a bona. • Buisana le bana ka bohlokoa ba ho bua haholo, ho ema ba otlohile, ho sheba letšoele, le ho se tšehe ba bang ha ba bua. • Ka bo-mong bana ba ipolele ka lebitso, fane, lilemo, le boemo. 	<p>ipolela lebitso le fane.</p> <p>bolela boemo ba hae(ngoanana/ moshanyana).</p> <p>ipolela lilemo tsa hae.</p> <p>ipolela ka botlalo (lebitso, fane, lilemo le boemo ka nako e le 'ngoe).</p> <p>bua a phahamisetse lentsoe.</p> <p>ema a otlohile ha a bua.</p> <p>sheba letšoele ha a bua.</p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. mamela lipale tse khutšoanyane ka sepheo sa ho araba lipotso tse botsang eng, mang, kae, neng le hobane'ng.	<p>Moko-tabane Ho: mamela -se kene motho hanong -araba lipotso eng, mang, kae, neng le hobane'ng ka nepo -bua ka nako e tšoanelang -tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang -toroea karoloana e itseng ea pale</p> <p>Litsebo-ketso Ho: mamela bua araba tšoantšisa</p>	<ul style="list-style-type: none"> Buisana le bana ka bohlokoa ba ho se kene motho hanong ha a bua. Buisana le bana ka bohlokoa ba ho bua ka nako e tšoanelang le ho se tšehe ba bang ha ba bua. Phetela bana pale e khutšoanyane, ba mamele ka hloko. Botsa bana lipotso tse batlang kutloisiso ea bona ea pale lipotso e be tse botsang "eng, mang, kae, neng le hobane'ng". Bana ba tšoantšise likaroloana tsa pale. 	<p>mamela a sa kene motho hanong.</p> <p>araba lipotso ka nepo.</p> <p>bontša hore na seo a se mametseng se mo ama joang maikutlong (<i>halefisoa</i>, <i>tšehisoa</i>, <i>hlomoloa</i>).</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang.</p> <p>toroea karoloana e itseng ea pale.</p> <p>bolela thuto e fumanoang paleng.</p> <p>se tšehe ba bang ha ba bua.</p>	<p>Libuka tsa lipale</p> <p>"BTL Kit readers"</p> <p>"Teacher's Guide"</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. phetha le ho fana ka taelo e le 'ngoe ka nako.	<p>Moko-tabane Litaelo</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa</p>	<ul style="list-style-type: none"> Faa bana litaelo 'me ba li phethe (koala monyako, phetla buka, koala mahlo, fiela). Buisana le bana ka liketso tseo ba sa li tsebeng. Bana ba fanane litaelo 'me ba li phethe. Buisana le bana ka ketso ea ho tšoantšisa/ ho etsa eka (<i>miming</i>) u be u ba fe mehlala. 	<p>botsa ha a sa utloisise.</p> <p>phetha taelo e le 'ngoe ka nako.</p> <p>tšoantšisa litaelo tseo a li fuoang.</p> <p>fana ka taelo e le 'ngoe ka nako.</p>	<p>Tikoloho</p>

		<ul style="list-style-type: none"> • Bana ba tšoantšise (<i>mime</i>) litaelo tseo ba li fuoang. • Buisana le bana ka bohlokoa ba ho phetha taelo. • Bana ba bapale papali ea ho fetisa molaetsa ka nepo. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. bontša tlhomphe boitšoarang le lipuong.*	<p>Moko-tabane Tlhomphe: Ho: kopa leboha kopa tšoarello ela hloko melao ea sekolo ipolela ha ba entse phoso se inkele lintho tsa ba bang</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa</p> <p>Makhabane Ho: kopa leboha kopa tšoarello hlompha</p>	<ul style="list-style-type: none"> • Buisana le bana ka bohlokoa ba ho kopa le ho leboha. • Buisana le bana ka bohlokoa ba ho kopa tšoarello esita le ho ipolela ha ba entse phoso. • Buisana le bana ka maemo a ka ba tlamang ho kopa le ho leboha. • Bana ba tšoantšise maemo ao ba kopang, lebohang, kopang tšoarello le ho ipolela ha ba entse phoso. • Buisana le bana ka bohlokoa ba ho boloka melao ea sekolo le tse ka ba hlahelang ha bas a e boloke. 	<p>kopa ha a hloka ntho.</p> <p>leboha ha a thusitsoe kapa a filoe ntho.</p> <p>kopa tšoarello ka tlhomphe ha a le phoso.</p> <p>ipolela ka hlomphe ha a entse phoso.</p> <p>se inkele lintho tsa ba bang ka bosholu kapa ka matla/ bompoli.</p> <p>boloka melao ea sekolo.</p>	“Teacher’s Guide”

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. hlalohanya melumo e bopiloeng ka tlhaku e le 'ngoe.	<p>Moko-tabana Melumo e bopiloeng ka tlhaku e le 'ngoe: <i>a, e, i, o, u, b, f, h, j, k, l, m,</i></p> <p>Litsebo-ketso Ho: mamela bua bala ngola hlalohanya bopa mantsoe</p> <p>Makhabane Makhethe Boikarabello</p>	<ul style="list-style-type: none"> Tichere e bontše bana setšoantšo 'me ba etse polelo ka sona. Tichere e eleloise bana lentsoe le nang le molumo oo ba tliil'o ithuta oona. Bana ba bope mantsoe ka molumo oo ba tliil'o ithuta oona ba be ba o qolle. Tichere e balle bana molumo 'me ba e etsise. Bana ba ngole litlhaku moeeng esita le fatše kantle. Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. Bana ba balle batsoali melumo 'me batsoali ba tekene ho bontša hore bana ba balile. 	<p>bopa polelo a ipapisitse le setšoantšo.</p> <p>bopa mantsoe ka molumo o khethiloeng.</p> <p>etsisa tichere ha a bitsa melumo.</p> <p>ipalla melumo a le mong.</p> <p>ngola melumo ka nepo.</p> <p>qolla molumo kahar'a lentsoe.</p>	<p>"BTL Kit"</p> <p>Buka ea bana</p> <p>Mahlaseli</p> <p>"Teacher's Guide"</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. bopa mantsoe a tlhaku li 'ne ka melumo e tlhaku e 'ngoe ka nepo.	<p>Moko-tabana Mantsoe a nang le melumo eo ba ithutileng eona</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p>	<ul style="list-style-type: none"> Ngolla bana mantsoe a tlhaku li 'ne ba a kopitse:mehlala(bana , lema, sila, bolo, fofa) Ngolla bana mantsoe a se nang lilumi, ba li tlatse. Faa bana molumo o le mong ka nako, ba bope mantsoe a qalang ka oona. Ka lihlotšoana, bana ba 	<p>kopitsa ka nepo.</p> <p>bopa mantsoe ka nepo.</p> <p>peleta mantsoe ka nepo.</p> <p>ngola tlhaku e 'ngoe le e 'ngoe holim'a mola.</p> <p>sebeta le ba bang hantle</p>	<p>"BTL Kit"</p> <p>Buka ea bana</p> <p>Mahlaseli</p>

	kopitsa Makhabane Tšebelisano-'moho Makhethe	bope mantsoe a nang le molumo o khethiloeng. <ul style="list-style-type: none"> • Bitsetsa bana mantsoe a nang le melumo e rutiloeng. • Bana ba bale mantsoe ka ho bitsa molumo ka mong, ba ntoo bitsa lentsoe le feletseng. • Bana ba balle batsoali mantsoe a nang le melumo e khethiloeng, batsoali ba tekene ha bana ba balile. • Thoholetsa makhethe. 	lihlotšoaneng.	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
9. pheta lithothokiso tsa bana tse amanang le tlhokomelo ea 'mele ka nepo ba qapolla mantsoe.	Moko-tabana Lithothokiso: Morethetho Tlhokomelo ea 'mele Litsebo-ketso Ho: mamela bua rethetha Makhabane Tšebelisano-'moho	<ul style="list-style-type: none"> • Phetela bana thothokiso 'me ba u etsise. • Bana ba phete thothokiso ka nepo ba bile ba etsa se boleloang ke eona. • Buisana le bana ka mantsoe a ba thatafallang. • Buisana le bana ka thothokiso ka 'ngoe ho fumana thuto/ molaetsa oa eona. • Bana ba phete lithothokiso ka lihlotšoana ba be ba tšoantšise se boleloang ke thothokiso. • Faa ngoana ka mong monyetla oa ho pheta thothokiso a le mong. 	pheta lithothokiso tseo a li phetetsoeng ka bolokolohi. bitsa mantsoe ka nepo. pheta thothokiso a le mong ka bolokolohi. tšoantšisa se boleloang ke thothokiso. bua a phahamisitse lentsoe. ema a otlohile ha a bua. sheba letšoele ha a bua. sebetsa le ba bang hantle lihlotšoaneng.	Litšoantšo Buka ea lithothokiso "Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10. bolela lijo tsa Sesotho.*	<p>Moko-tabana Lijo tsa Sesotho: Motoho, lehala, papa, nyekoe, sekele, qhubu</p> <p>Litsebo-ketso Ho: mamela bua ngola</p>	<ul style="list-style-type: none"> Bana ba bolele mabitso a lijo tsa Sesotho. Tichere e bua le bana ka lijo tsa Sesotho. Bana ba tle le lijo tsa Sesotho hae. Tichere e ka qapa pina e amanang le lijo, bana ba e bine. 	<p>bolela lijo tsa Sesotho.</p> <p>hlalohanya sejo ka seng ho tse ling.</p> <p>bina pina e amanang le lijo ka nepo.</p>	Lijo

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. lokolisa matsatsi a beke.	<p>Moko-tabana Matsatsi a beke: 'Mantaha, Labobeli, Laboraro, Labone, Labohlano, Moqebelo, Sontaha</p> <p>Litsebo-ketso Ho: mamela bua lokolisa</p>	<ul style="list-style-type: none"> Buisana le bana ka matsatsi a beke. Bana ba bine lipina tse lokolisang matsatsi a beke. Bana ba bolele matsatsi a beke. Ngolla bana matsatsi a beke chateng, u e behe moo ba tla e bona kamehla. 	<p>bolela matsatsi a beke ka nepo ha a hopotsoa.</p> <p>bolela matsatsi a beke ka tatellano a sa hopotsoe.</p>	<p>Chate</p> <p>"Marker"</p>

Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
1. greet and respond correctly.	<p>Concepts Greetings and responses: -Good morning -Good day -Good evening</p> <p>Skills Speaking Listening Accuracy</p> <p>Values and Attitudes Respect</p>	<ul style="list-style-type: none"> Teacher teaches learners the greetings used at different times of the day. Teacher greets learners at different times of the day, making sure that they give appropriate responses. Learners act out greeting each other at different times of the day. Learners listen to greetings being used on the radio. 	<p>recite the correct greeting and response guided by the teacher.</p> <p>use the correct response when given the greeting as a prompt.</p> <p>use the correct greeting unprompted.</p>	<p>Radio</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
2. introduce themselves.	<p>Concepts Name Surname Age Gender (boy/girl)</p> <p>Skills Listening Speaking</p> <p>Values Appreciation Acceptance Respect</p>	<ul style="list-style-type: none"> Learners introduce themselves individually under the guidance of the teacher, taking one concept at a time. Individually learners then say who they are, their age and if they are a boy or a girl in pairs, in small groups and in front of the whole class. 	<p>say their name correctly in response to a prompt.</p> <p>say their age correctly in response to a prompt.</p> <p>say whether they are a boy or a girl correctly in response to a prompt.</p> <p>introduce themselves correctly stating their name, age and if they are boys or girls, unprompted.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
3. use classroom requests appropriately.	<p>Concepts Requests: Please Madam/Sir, may I... May I borrow your ... Can I please use your ...</p> <p>Skills Listening Speaking</p>	<ul style="list-style-type: none"> Teacher introduces the concept of classroom requests and teaches the appropriate forms. Learners repeat the requests after the teacher. In pairs, learners role-play scenarios where one is the teacher and the other is a learner asking to go out. 	<p>repeat the request using correct pronunciation.</p> <p>request to go out during a role-play.</p> <p>request to go out unprompted when necessary.</p>	Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
4. identify different parts of the body.	<p>Concepts Parts of the body: head, ear, eye, mouth, tooth, nose, hand, finger, shoulders, knees, tongue, toes</p> <p>Skills Demonstration Listening Speaking</p>	<ul style="list-style-type: none"> Teacher teaches the names of different parts of the body. In groups or pairs, learners point at different parts of their bodies and name them. Learners look at pictures of parts of the body and name them. Learners draw pictures and the teacher labels their parts. Teacher sings <i>Head, shoulders, knees and toes</i>, performing the actions. Learners perform the actions as the teacher sings. Learners sing along as they perform the actions. Teacher sings other rhymes and learners sing along. 	<p>identify parts of their bodies in response to prompts.</p> <p>point at different parts of their bodies and name them correctly unprompted.</p> <p>sing given rhymes</p> <p>performing the appropriate actions when singing rhymes.</p> <p>pronounce words correctly whilst singing.</p>	<p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. name the days of the week in order.	<p>Concepts Days of the week: Monday – Sunday</p> <p>Skills Listening Speaking</p>	<ul style="list-style-type: none"> Learners brainstorm the days of the week to see which they already know. Learners chant them in order, with correct pronunciation. Learners learn and sing a song about days of the week. 	<p>recite the days of the week in order when prompted.</p> <p>recite the days of the week in order unprompted.</p>	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
6. identify people as boys, girls, men and women.	<p>Concepts Boy girl Man Woman</p> <p>Skills Differentiation Matching Drawing Copying</p> <p>Values and Attitudes Respect</p>	<ul style="list-style-type: none"> Teacher introduces the vocabulary of boy, girl, man and woman using pictures or other means. Learners match words with pictures. Learners draw pictures of a boy, girl, man and woman. Teacher labels them. Learners identify a variety of pictures, saying the words corresponding to each. 	<p>identify people <i>as boy, girl, man or woman</i> when prompted.</p> <p>use the words <i>boy, girl, man and woman</i> unprompted .</p> <p>match words with pictures.</p> <p>draw pictures of a boy, girl, man and woman</p>	<p>Pictures</p> <p>Word cards</p> <p>Charts</p> <p>Markers</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
7. give and follow simple instructions.	<p>Concepts Verbs (action words): come, go, sweep, eat, close, open, speak, sleep, read, write, sing, sit, stand.</p> <p>Skills Acting Listening Speaking</p>	<ul style="list-style-type: none"> Teacher explains unfamiliar action words using pictures or other means. Teacher gives learners instructions to carry out. Learners give one another instructions to carry out. 	<p>carry out instructions correctly when prompted.</p> <p>carry out instructions correctly without a prompt.</p> <p>give instructions correctly when prompted.</p> <p>give instructions correctly unprompted.</p>	<p>Pictures</p> <p>Broom</p> <p>Door</p> <p>Chair</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
8. identify people according to their job titles and places of work.	<p>Concepts Teacher – school Nurse – clinic Doctor – hospital Principal – school Chief – village</p> <p>Skills Listening Speaking Reading Viewing</p> <p>Values and attitudes Respect</p>	<ul style="list-style-type: none"> Teacher introduces job titles using pictures or other means to explain the different roles played by different people. Learners draw pictures depicting different people according to their job titles and work. Learners give the job titles for each picture in English. Learners role-play scenarios at different places of work (school, clinic, hospital, village). 	<p>draw pictures depicting job roles.</p> <p>role-play scenarios at different places of work/school.</p> <p>name people according to their job titles.</p>	<p>Charts</p> <p>Coloured pencils</p> <p>Pictures</p> <p>Teacher's Guide</p> <p>Drawing book</p>

Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>1.sort and make sets of up to 5 members.</p> <p>sort objects by colour, size and shape.</p> <p>form sets using concrete objects.</p> <p>compare sets using numbers of members/elements.</p> <p>make sets by number of elements.</p> <p>use the word <i>set</i> when referring to a group of objects.</p>	<p>Concepts Sets Sorting Number of members of a set Common properties</p> <p>Skills Number recognition Sorting Forming sets Describing sets Comparing numbers of elements Matching sets Estimation</p> <p>Values and Attitudes Importance of accuracy Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • sort concrete objects by colour. • sort concrete objects by size. • sort concrete objects by shape. • form sets using concrete objects (members of sets should range from 1 to 5). • describe the formed sets by a common property. • compare numbers of elements of two sets and say which set has more members. • match sets into one-to-one correspondence. 	<p>sort objects by colour, size and shape.</p> <p>form sets using concrete objects.</p> <p>compare sets using numbers of members/elements.</p> <p>make sets by number of elements.</p> <p>use the word <i>set</i> when referring to a group of objects.</p>	<p>Maths kit</p> <p>Coloured beads</p> <p>Maize</p> <p>Stones</p> <p>Rods</p> <p>Linking blocks</p> <p>Toys</p> <p>Shapes</p> <p>Number trays</p> <p>Strings</p> <p>Rings</p> <p>Bottle tops</p> <p>Paper strips</p> <p>Straws</p> <p>Sticks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
<p>2.understand the value of numerals and associate them with names and symbols.</p> <p>recognise numbers and their relationship within the range 1-20.</p> <p>count numbers 1-20.</p> <p>compare two numbers and say which is greater.</p> <p>identify cardinal and ordinal numbers (first, second, third).</p> <p>recognise that arrangement does not affect the quantity (conservation of a number).</p> <p>read and write numerals representing number of concrete objects.</p> <p>identify place value of 2 digit numbers.</p> <p>form families of numbers in the range 1 to 10.</p> <p>generate number bonds in the range 1-10.</p> <p>use the sign + (plus) and = (equal) correctly to solve real life problems.</p> <p>use number names in various</p>	<p>Concepts Value of numerals Names and symbols which represent numbers Conservation of a number Mathematical symbols (equal, addition) Place value (tens and units) Number facts/families Addition</p> <p>Skills Recognition of numerals Counting Comparison of numbers Sequencing of numbers Recognition of ordinals Addition Use of mathematical symbols (equal, addition) Correct use of mathematical terminology</p> <p>Values and Attitudes Importance of accuracy Appreciation of number use Aesthetic value of number Power of number Usefulness of mathematics and numeracy Universal language of numbers</p>	<ul style="list-style-type: none"> Learners recite poems depicting numbers 1 - 20. Learners count numbers 1 - 20. Learners read and write numbers 1 – 20. Learners play games to compare two numbers and say which is greater. Learners recognise the numerals in a sequence 1-20. Learners identify cardinal and ordinal numbers (first, second, third). Learners identify the next numbers in a sequence of numbers 1 to 20. Learners fill the missing numbers in a sequence. Learners arrange mixed numerals in a sequence. Learners change the order of objects to identify that arrangement does not affect the quantity (conservation of a number). Learners group objects in tens and units and write the number T and U. Learners use abacus to identify place value of 2 digit numbers. Learners represent numbers by strokes/bundles of tens and units. Learners form families of numbers in the range 1 – 	<p>recognise numbers and their relationship within the range 1-20.</p> <p>count numbers 1-20.</p> <p>compare two numbers and say which is greater.</p> <p>identify cardinal numbers (one, two, three...) and ordinal numbers (first, second, third...).</p> <p>recognise that arrangement does not affect the quantity (conservation of a number).</p> <p>read and write numerals representing number of concrete objects.</p> <p>identify place value of 2 digit numbers.</p> <p>form families of numbers in the range 1 to 10.</p> <p>generate number bonds in the range 1-10.</p> <p>use the sign + (plus) and = (equal) correctly to solve real-life problems.</p> <p>use number names in various real-life contexts.</p> <p>use own problem-solving</p>	<p>Maths kit</p> <p>Match boxes</p> <p>Number dominoes</p> <p>Number lines</p> <p>Charts</p> <p>Number strips</p> <p>Abacus</p> <p>Beads</p> <p>Linking blocks</p> <p>Counters</p> <p>Dice</p> <p>Bottle tops</p> <p>Beans and peas</p> <p>Maize</p>

<p>real-life contexts.</p> <p>use own problem-solving strategies to solve addition problems.</p>		<p>10.</p> <ul style="list-style-type: none"> • Learners manipulate numbers to identify number bonds in the range 1-10. • Learners use number line to model addition. • Learners recall addition facts of numbers 1-10 • Learners read telephone and cell phone numbers, house numbers and car registration plates. 	<p>strategies to solve addition problems.</p>	
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Grade 1 Unit 2 “How I relate to others”

Overview of unit

Learning Outcomes: at the end of this unit, learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. greet and respond correctly.*TG 2. identify the time of day in relation to the events of the day. 3. greet and respond correctly in English. 4. name their parents, siblings, friends, teachers, school and village or community.* 5. use correct kinship terms and titles to address people.*TG 6. use correct kinship terms to address people in English. 7. correctly use vocabulary of jobs/work to state what family members do to earn a living.TG 8. show respect in speech and behaviour.* 9. identify and take care of their personal possessions (property).TG 10. take care of school property.TG 11. demonstrate the correct use of telephones and cell phones.TG 12. demonstrate an understanding of the importance of giving, receiving and sharing.TG 13. recite a number of short thematic poems relating to giving, receiving and sharing. 14. sing and dance to thematic folk songs fluently and rhythmically.TG 	<p>Acquisition of basic language skills of listening, speaking, reading and writing.</p> <p>Introduction of the letter sounds: 'm, 'n, è, and diagraphs ea, oa, oe, ch, nk, ng, ph, sh, th, tl and ts.</p> <p>Introduction to sentence structure and basic grammar, with concentration on nouns, adjectives of colour and adverbs of time.</p> <p>Appreciation of Basotho culture: the tradition of reciting folklore and the message carried by the folklore <i>Maliepetsane le Limo</i> in relation to environmental</p>	<p>Ongoing development of oral skills, including elementary social graces and reciting short rhymes with a focus on rhythm and pronunciation.</p> <p>Ongoing acquisition and practice of elementary oral English (listening and speaking), with a focus on adding new vocabulary and the use of personal pronouns.</p> <p>Introduction to reading and writing the sounds represented by the letters of written English.</p> <p>Introduction to reading and copying simple, three-letter words.</p>	<p>Consolidation of the value of numerals from 1-20 and their association with names and symbols.</p> <p>Estimation, measurement and comparison using arbitrary units of measurement: length, weight, mass, volume and distance.</p>

<p>15. identify several traditional dishes.*</p> <p>16. identify Lesotho and RSA coins in circulation.</p> <p>17. measure length using arbitrary units such as body measurements. TG</p> <p>18. measure mass using arbitrary units. TG</p> <p>19. measure volume using arbitrary units.</p> <p>20. identify 2-dimensional shapes (triangle, rectangle, square and circle). TG</p> <p>21. sketch 2-dimensional shapes (triangle, rectangle, square and circle). TG</p> <p>22. paint given shapes, managing to stay within the lines. TG</p> <p>23. make prints of simple designs.</p> <p>24. subtract numbers within the range 1-10. TG</p> <p>25. identify and use correctly the sign minus (-). TG</p> <p>26. mention various names of the Supreme Being. TG</p> <p>27. identify different attributes associated with the Supreme Being. TG</p> <p>28. play and sing selected cultural games and songs fluently.*</p>	<p>adaptation and living together.</p> <p>Reinforcement of healthy relationships through <i>lipapali le lipina tsa Basotho</i> (games and related songs) and kinship terms.</p>		
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 1 Unit 2 “How I relate to others”

Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
1. greet and respond correctly.*	<p>Concepts Greetings* Cultural practice</p> <p>Skills Greeting</p> <p>Values and Attitudes Respect</p>	<ul style="list-style-type: none"> Teacher greets pupils and teaches them to respond appropriately.* Teacher together with learners discuss the cultural importance of greetings.* In groups, learners role-play greetings when they meet and when they part.* 	<p>repeat greetings and responses accurately.</p> <p>respond appropriately to greetings given as a prompt.</p> <p>greet and respond according to cultural practice, unprompted.</p>	Teacher’s Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
2. identify the time of the day in relation to the events of the day.	<p>Concepts Time of day: morning afternoon evening night</p> <p>Skills Identification Matching</p>	<ul style="list-style-type: none"> Teacher provides charts showing events of the day. <p>Learners:</p> <ul style="list-style-type: none"> match events with the correct times of the day. say when certain things happen (morning, afternoon, evening, night). correctly relate events to various times of the day. 	match events with correct time of the day.	Charts

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. greet and respond correctly in English.	<p>Concepts Greetings and responses: -Good morning -Good day -Good evening</p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Respect Accuracy</p>	<ul style="list-style-type: none"> Teacher greets learners at different times of the day, making sure that they give accurate responses. Learners act out greeting one another at different times of the day. 	<p>greet appropriately at different times of the day in English.</p> <p>respond appropriately to greetings at different times of the day in English.</p>	Textbooks

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. name their parents, siblings, friends, teachers, school and village or community.*	<p>Concepts Names of: parents, siblings, friends (at school and in the village or community), teachers, their villages, school</p> <p>Skills Self-awareness Communication</p> <p>Values and Attitudes Appreciation Acceptance Respect</p>	<p>Learners:</p> <ul style="list-style-type: none"> say the names of their parents, siblings, friends and teachers. draw their parents. identify friends at school and in the village. say names of their villages and school. 	<p>correctly give the names of their parents, siblings, friends and teachers.</p> <p>correctly give the names of their villages/communities and school.</p> <p>draw their parents.</p>	<p>Photos</p> <p>Drawing books</p> <p>Crayons</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. use correct kinship terms and titles to address people.*	<p>Concepts Kinship terms: mother, father, brother, sister, grand-mother, grand-father*</p> <p>Titles: teacher doctor nurse*</p> <p>Skills Listening* Speaking* Describing* Role-play*</p> <p>Values and Attitudes: Appreciation Respect</p>	<ul style="list-style-type: none"> Teacher discusses different relatives with learners, putting emphasis on who they are and how they are related to them.* <p>Learners:</p> <ul style="list-style-type: none"> individually tell the class who their relatives are.* role-play situations in which they name their relatives correctly.* describe their siblings as boys or girls.* find out the duties of a teacher, doctor and nurse.* match pictures of different people with the words that describe them.* role-play situations in which they address teachers, doctors and nurses by their titles. 	<p>identify people using appropriate kinship terms and titles.</p> <p>match people with their kinship terms and titles.</p> <p>use kinship terms and titles to address people unprompted.</p>	Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. use correct kinship terms to address people in English.	<p>Concepts Kinship terms: mother, father, guardian, aunt, uncle, brother, sister</p> <p>Skills Listening, Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher explains kinship terms in English. Learners act out roles played by different people at home. Learners individually tell the class who their relatives are, in order to show understanding of kinship terms. 	<p>identify people using appropriate kinship terms and titles in English.</p> <p>use kinship terms unprompted to designate their relatives.</p>	<p>Charts</p> <p>Coloured pencils</p> <p>Textbooks</p> <p>Colouring books</p>

	Values and Attitudes Respect Humility	<ul style="list-style-type: none"> Learners draw and colour pictures depicting different people in their colouring books. Learners choose some pictures from their drawings to display on the wall. Teacher labels the pictures using appropriate kinship terms. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. correctly use vocabulary of jobs/work to state what their family members do to earn a living.	Concepts Jobs Work Skills Information finding Reporting Communication Values and Attitudes Awareness Appreciation	<ul style="list-style-type: none"> Learners find out the types of work and jobs their parents do to earn a living. Learners report their findings, giving the correct name to each job. Teacher and learners list the types of work and jobs that people do to earn a living (maybe using pictures as prompts). Learners role-play the types of work and jobs that family members do to earn a living. 	state the work / jobs that their family members do. demonstrate understanding by role-playing the types of work that their family members do to earn a living. role-play types of work that family members do to earn a living.	Pictures representing jobs (for example from magazines) Costumes Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. show respect in speech and behaviour.*	Concepts Respect Skills Listening* Speaking*	<ul style="list-style-type: none"> Teacher and learners discuss what is meant by respect. Teacher and learners discuss the importance of 	explain what is meant by respect. demonstrate respect in speech and behaviour in different situations.	Costumes

	Values and Attitudes Requesting* Appreciation* Respect* Good behaviour*	respect. <ul style="list-style-type: none"> Learners, in groups, role-play different situations and scenarios where respect can be displayed. 	role- play different situations that show respect.	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. identify and take care of their personal possessions (property).	Concepts Possessions(property) at: home school Respect for possessions Skills Self- awareness Communication Identification Values and Attitudes Awareness Caring Appreciation Responsibility	Learners: <ul style="list-style-type: none"> mention their possessions (property) at home. mention their possessions (property) at school. mark their possessions. state ways of taking care of their possessions. 	identify their personal possessions. mark their possessions. state ways of taking care of their possessions. mention their possessions at school.	Objects of personal property Pictures of personal property with names or personalised marks

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. take care of school property.	Concepts School property Respect for property Vandalism Security Sense of ownership Skills	<ul style="list-style-type: none"> Teacher and learners discuss school property and its security. Teacher and learners take a tour around the school to identify school property. Teacher and learners discuss care of school 	take care of school property. mention ways of taking care of school property. state ways of preventing vandalism to school property.	School property Teacher's Guide

	<p>Critical thinking Caretaking Observation Discussion</p> <p>Values and Attitudes Care Responsibility Respect Honesty Loyalty</p>	<p>property. ✳</p> <ul style="list-style-type: none"> • Teacher explains vandalism. • Learners list examples of vandalism to school property. • Learners suggest ways of preventing vandalism to school property. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. demonstrate the correct use of telephones and cell phones.	<p>Concepts Making and receiving calls Phone parts</p> <p>Skills Manipulation Observation Handling</p> <p>Values and Attitudes Appreciation Caring Responsibility</p>	<p>Learners:</p> <ul style="list-style-type: none"> • identify external parts of cell phones and telephones. • mention uses of the external parts of a cell phone and telephone. • display how to make and receive a call. • discuss the etiquette of cell phone use (<i>not answering calls in class or when speaking to an adult</i>) with the teacher. 	<p>identify the external parts of telephones and the cell phones.</p> <p>use a phone correctly.</p> <p>use correct and acceptable phone etiquette.</p>	<p>Phones</p> <p>Models of cell phones and telephones</p> <p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. demonstrate an understanding of the importance of giving, receiving and sharing.	<p>Concepts Giving Receiving Sharing</p> <p>Skills Discovery</p>	<ul style="list-style-type: none"> • Teacher and learners discuss desirable traits and attributes of giving, receiving and sharing. • Learners role-play traits and attributes of giving, receiving and sharing. 	<p>demonstrate the traits and attributes of giving, receiving and sharing through role-play.</p>	<p>Costumes</p> <p>Teacher's Guide</p>

	Discussion Interpretation Values and Attitudes Appreciation Commitment			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
13. recite a number of short thematic poems relating to giving, receiving and sharing.	Concepts Poems/folk praises Giving Receiving Sharing Skills Reciting Memorising Values and Attitudes Appreciation of culture Patience Tolerance	<ul style="list-style-type: none"> Teacher and learners discuss thematic folk praises relating to giving, receiving and sharing from <i>Lifela tsa Sesotho</i>. Teacher invites resource person(s) to recite poems from <i>Lifela tsa Sesotho</i>. Learners practise reciting poems from <i>Lifela tsa Sesotho</i>. 	recite thematic poems from <i>Lifela tsa Sesotho</i> .	Resource persons Poems from <i>Lifela tsa Sesotho</i>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
14. sing and dance to thematic folk songs fluently and rhythmically .	Concepts Folk songs and dance on the themes of giving, receiving, sharing Skills Singing Dancing Values and Attitudes Patience	<ul style="list-style-type: none"> Teacher and learners discuss thematic folk songs relating to giving, receiving and sharing. Teacher invites resource person(s) to perform folk songs and dances. Learners practise folk songs and dances. 	sing thematic folk songs fluently. dance rhythmically to folk songs.	Resource person(s) Songs Teacher's Guide

	Commitment Cooperation			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. identify several traditional dishes*	<p>Concepts Traditional dishes: <i>lehala*</i> <i>papa*</i> <i>nyekoe*</i> <i>motoho*</i> <i>sekele*</i> <i>mafi-a-khoho*</i></p> <p>Skills Listening* Speaking* Identification</p>	<ul style="list-style-type: none"> Teacher discusses traditional dishes with learners. <p>Learners:</p> <ul style="list-style-type: none"> mention names of traditional dishes. identify traditional dishes. bring traditional dishes from home. sing songs related to traditional dishes. 	<p>name and identify traditional dishes.</p> <p>sing songs related to traditional dishes.</p>	<p>Word cards</p> <p>Traditional dishes</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16. identify Lesotho and RSA coins in circulation.	<p>Concepts Money Lesotho and RSA coins</p> <p>Skills Buying Selling Manipulation Identification</p> <p>Values and Attitudes Appreciation Cooperation Honesty</p>	<ul style="list-style-type: none"> Teacher provides real and improvised coins. <p>Learners:</p> <ul style="list-style-type: none"> identify colours of different coins. identify pictures on different coins. compare sizes of different coins. identify values of different coins. role-play selling and buying activities. 	<p>identify Lesotho and RSA coins by : colour, size, pictures and value.</p> <p>distinguish Lesotho and RSA coins by : colour, size, pictures and value.</p> <p>role- play buying and selling using the coins.</p>	<p>Real coins</p> <p>Improvised coins</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17. measure length using arbitrary units such as body measurements.	<p>Concepts Arbitrary units Measurement Body measurements</p> <p>Skills Measurement</p> <p>Values and Attitudes Cooperation Accuracy Willingness</p>	<ul style="list-style-type: none"> Teacher helps learners in groups to use hand-spans to measure their heights; use strides to measure the length of their classroom wall. Learners use other arbitrary units (paper strips, strings, sticks) to measure the same objects. 	measure using arbitrary units.	Arbitrary units Materials from the environment Paper strips Strings Sticks Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
18. measure mass using arbitrary units.	<p>Concepts Mass Arbitrary units</p> <p>Skills Measurement</p> <p>Values and Attitudes Cooperation Accuracy Willingness</p>	<ul style="list-style-type: none"> Teacher helps learners, in groups, to compare different weights: bean bags, sand bags, using phrases <i>heavier than</i> and <i>lighter than</i>. Learners play see-saw game and identify heavier and lighter pupils. 	measure and compare mass using arbitrary units.	See-saw Bean bags Sand bags Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
19. measure volume using arbitrary units.	<p>Concepts Volume Arbitrary units</p>	<ul style="list-style-type: none"> Teacher helps learners in groups to collect containers of different sizes. Learners compare volumes of different containers, 	measure and compare volumes of different containers using <i>holds more/holds less</i> .	Containers of different sizes Water Sand

	Skills Measurement Values and Attitudes Cooperation Accuracy Willingness	using soil, sand and liquids. <ul style="list-style-type: none"> Learners compare volumes of different sizes using the words <i>holds more/holds less</i>. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
20. identify 2-dimensional shapes (triangle, rectangle, square and circle).	Concepts Shapes (triangle, rectangle, square and circle) Properties of shapes Skills Pasting Tracing Creativity Coordination Manipulation Designing Values and Attitudes Appreciation Cooperation Neatness	Learners: <ul style="list-style-type: none"> identify triangles, rectangles, squares and circles. collect man-made materials/objects. trace objects on papers. name the traced shapes. paste different cut-out drawings on paper. colour the shapes. create designs/products of their own choice using the shapes. 	identify 2-dimensional shapes by name. trace shapes on paper neatly. cut out shapes and paste them on paper neatly. colour the shapes neatly, staying within the lines. create designs/products of their own choice.	Paper Paste Clay Straw Tracing paper Science kit Mathematics kit Crayons Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21. sketch 2-dimensional shapes (triangle, rectangle, square and circle).	Concepts Shapes (triangle, circle, rectangle and square) Skill Sketching	<ul style="list-style-type: none"> Teacher demonstrates how to sketch 2-dimensional shapes freehand. Learners practise sketching shapes. Learners cut out their 	sketch 2-dimensional shapes. cut out shapes neatly.	Pencils Markers Charts Scissors

	Values and Attitudes Awareness neatness	shapes. <ul style="list-style-type: none"> display their work on a display rack. 		Paper Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
22. paint given shapes, managing to stay within the lines.	Concepts Shapes Skills Handling Accuracy Observation Painting Values and Attitudes Commitment Persistence Tidiness Appreciation Workmanship Aesthetics	<ul style="list-style-type: none"> The teacher demonstrates how to handle a paint brush when painting. The teacher demonstrates how to doodle paint on a paper. Learners practise handling a paint brush when painting. Learners practise doodle painting on a paper. Teacher demonstrates how to paint within a given shape on a paper. Learners paint within shapes, trying to stay within the lines. 	display workmanship when using a paint brush. display workmanship when painting given shapes within the lines.	Paint Brushes Aprons Brush containers Shapes Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
23. make prints of simple designs.	Concepts Printing simple designs Skills Printing Observation Manipulation Values and Attitudes Workmanship Appreciation	<ul style="list-style-type: none"> Teacher demonstrates printing of simple designs. Learners make prints of their feet and hands on sand and/or soil. Learners practise finger, potato, leaf, feet and hand printing on a paper. 	display workmanship when making prints of simple designs.	Potatoes Leaves Paint Sand Paper

	Tidiness Perseverance Accuracy Commitment Aesthetics			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
24. subtract numbers within the range 1-10.	<p>Concepts Subtraction</p> <p>Skills Subtraction Problem-solving Logical thinking</p> <p>Values and Attitudes Appreciation Confidence</p>	<ul style="list-style-type: none"> Teacher demonstrates subtraction using concrete objects. <p>Learners:</p> <ul style="list-style-type: none"> use concrete objects to understand the concept of subtraction (one learner has five sticks and gives away two to his/her friend. How many are left?). play subtraction games using themselves. collect concrete objects and count them. play subtraction games with the objects. Learners solve real- life subtraction problems related to production. 	<p>count within the range 1 to 10.</p> <p>subtract within the range 1 - 10 using concrete objects.</p> <p>solve real- life subtraction problems within the range 1 - 10.</p>	<p>Maths kit</p> <p>Counters</p> <p>Linking blocks</p> <p>Sticks</p> <p>Concrete objects</p> <p>Learners themselves</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
25. identify and use correctly the sign minus (-)	<p>Concepts Signs and symbols Minus (-)</p> <p>Skills Recognition Identification</p>	<ul style="list-style-type: none"> Teacher provides concrete objects to learners to subtract. Learners demonstrate how subtraction is carried out. Teacher introduces the subtraction sign (-). 	<p>identify the sign minus (-) correctly.</p> <p>subtract within the range 1 – 10 using number symbols and the sign minus (-) correctly.</p>	<p>Maths kit</p> <p>Abacus</p> <p>Counters</p> <p>Paper</p>

	Subtraction Problem-solving Counting Values and Attitudes Accuracy Cooperation Appreciation Objectivity	<ul style="list-style-type: none"> Learners subtract using number symbols and the subtraction sign ($5 - 3 = 2$). 		Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
26. mention various names of the Supreme Being.	Concepts Names of the Supreme Being Skills Information finding Reporting Communication Values and Attitudes Respect Appreciation Acceptance	<ul style="list-style-type: none"> Teacher talks to learners about different names of the Supreme Being. Learners find out the different names of the Supreme Being. Learners report their findings. Learners mention names of the Supreme Being. 	mention names of the Supreme Being.	Reference books Resource person(s) Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
27. identify different attributes associated with the Supreme Being.	Concepts Attributes of the Supreme Being Skills Information finding Reporting Communication	<ul style="list-style-type: none"> Learners match the names with the attributes of the Supreme Being. 	mention various attributes of the Supreme Being. match the names with the attributes of the Supreme Being.	Reference books Resource person(s)

	Values and Attitudes Respect Appreciation Acceptance			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
28. play and sing selected cultural games and songs fluently.*	Concepts Cultural games and songs: <i>Mokhibo</i> * <i>Mohobelo</i> * <i>Tsipa koae</i> * <i>Kapi ea ngoana 'Noi</i> * Skills Playing Rhythm Values and Attitudes Cooperation Appreciation Patience	<ul style="list-style-type: none"> Teacher discusses traditional games that learners know. Teacher prompts learners with questions to get them to describe given cultural games. Learners collect relevant costumes for different games (<i>thebe, sekola, lechoba</i>).* Learners sing appropriate songs for different games.* Learners play different games and sing related songs in groups. Teacher discusses the importance of cooperation and taking turns with learners.* 	sing cultural songs fluently. correctly play cultural games and dances. identify appropriate costumes for different games and dances. play, sing and dance cooperatively.	Costumes

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. bitsa batho ka nepo ho latela kamano.	<p>Moko-tabane Kamano: 'mè ntate ausi abuti nkhono ntate-moholo</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa hlalosa itlhalosa</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka baamani bao ba sa ba tsebeng. Bana ba tšoantšise maemo ao ba bitsang baamani ka nepo. Tichere e fe bana litšoantšo tsa baamani ba li bapise le mantsoe a li hlalosing. Bana ba ngole baamani ba be ba bale seo ba se ngotseng. Bana ba toroee baamani le bona. 	<p>bitsa batho ka nepo ho latela kamano.</p> <p>ngola le ho bala baamani le bona .</p>	<p>Litšoantšo</p> <p>Lichate</p> <p>Likarete tsa mantsoe</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. mamela lipale ka sepheo sa ho bolela litaba tsa pale ka bokhutšoanyane	<p>Moko-tabane Ho mamela Pale</p> <p>Litsebo-ketso Ho: mamel bua araba tšoantšisa</p>	<ul style="list-style-type: none"> Buisana le bana ka bohlokoa ba ho se kene motho hanong ha a bua. Buisana le bana ka bohlokoa ba ho bua ka nako e tšoanelang le ho se tšehe ba bang ha ba bua. Phetela bana pale e khutšoanyane, ba mamele ka hloko. Botsa bana lipotso tse batlang kutloisiso ea bona ea pale lipotso e be tse botsang “eng, mang, kae, 	<p>mamela a sa kene motho hanong.</p> <p>araba lipotso ka nepo.</p> <p>bontša hore na seo a se mametseng se mo ama joang maikutlong (<i>halefisoa , tšehisoa, hlomoloa</i>).</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang.</p> <p>toroea karoloana e itseng ea</p>	<p>Libuka tsa lipale</p> <p>“BTL Kit readers)”</p>

		<p>neng le hobane'ng".</p> <ul style="list-style-type: none"> Bana ba phete litaba tsa pale ka bokhutšoanyane. Ba tataise ka lipotso ho fihlela sepheo. Bana ba tšoantšise likaroloana tsa pale. 	<p>pale.</p> <p>pheta litaba tsa pale ka bokhutšoanyane.</p> <p>se tšehe ba bang ha ba bua.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3.ngola lifane tsa bona ka nepo. *	<p>Moko-tabana Fane</p> <p>Litsebo-ketso Ho: mamela bua bala ngola</p> <p>Makhabane Tlhomphano</p>	<ul style="list-style-type: none"> Bana ba bolele lifane tsa bona. Ngolla bana lifane tsa bona ka libukeng tsa bona ba li kopitse ka ho ngola holim'a tsona. Ngolla bana mabitso le lifane tsa bona ka libukeng tsa bona ba li kopitse ka ho ingolla tlas'a moo u li ngotseng. Ngoana a ikhethela ngoana e mong hore a bolele lebitso le fane tsa hae/ tsa e mong. Qalong ea mosebetsi o mong le o mong o ngoloang, ngoana a ngole lebitso le fane tsa hae. 	<p>ngola fane ea hae ka nepo holim'a moo tichere e mo ngoletseng.</p> <p>kopitsa fane ea hae ka nepo.</p> <p>ngola fane ea hae hantle a qala ka tlhaku e kholo.</p> <p>ngola litlhaku tsohle li lula holim'a mola ha a ngola fane ea hae.</p>	Likarete "Marker"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4.ipolela ka nepo (lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha, motse).*	<p>Moko-tabana Lebitso Fane Boemo (ngoanana/ moshanyana)</p>	<ul style="list-style-type: none"> Bana ba ipolele ka lebitso, fane, boemo le lilemo. Botsa bana lipotso tse ba hlokang ho bolela liboko, sekolo, lihlopha le metse ea 	<p>ipolela lebitso le fane.</p> <p>bolela boemo ba hae(ngoanana/ moshanyana).</p>	

	<p>Lilemo Seboko Sekolo Sehlopha Motse</p> <p>Litsebo-ketso Ho: mamela bua</p>	<p>habo bona.</p> <ul style="list-style-type: none"> • Bana ba itlhophise ka liboko tsa bona. • Bana ba ikarole ka metse ea habo bona. • Ka bo-mong bana ba ipolele ka lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha le motse. • Bana ba itoroee ba be ba ngole mabitso a bona. 	<p>ipolela lilemo tsa hae.</p> <p>bolela seboko sa hae.</p> <p>bolela sekolo sa hae</p> <p>bolela sehlopha seo a se balang</p> <p>bolela motse oo a lulang ho oona.</p> <p>ipolela ka botlalo (lebitso, fane, lilemo le boemo, seboko, sekolo, sehlopha, motse ka nako e le 'ngoe).</p> <p>bua a phahamisitse lentsoe.</p> <p>ema a otlohile ha a bua.</p> <p>sheba letšoele ha a bua.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-taba, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. bitsa batho ka nepo ho latela mesebetsi ea bona.	<p>Moko-taba Mesebetsi: tichere ngaka mooki/nese</p> <p>Litsebo-ketso Ho: mamela bua tšoantšisa hlalosa itlhalosa</p>	<ul style="list-style-type: none"> • Bana ba fuputse mesebetsi ea tichere, ngaka le mooki/nese 'me ba tlahe mesebetsi oa bona sehlopheng. • Tichere e fe bana litšoantšo tsa batho ka ho fapana 'me ba li bapise le mantsoe a li hlalolang. • Bana ba tšoantšise mesebetsi ea tichere, ngaka le mooki. • Bana ba toroee batho ho latela mesebetsi ea bona ba be ba ngole lipoleloana tse 	<p>bitsa batho ho latela mesebetsi ea bona.</p> <p>hlalohanya batho ho latela mesebetsi ea bona.</p> <p>tšoantšisa mesebetsi ea tichere, ngaka le mooki.</p> <p>bapisa litšoantšo tsa batho ka ho fapana le mantsoe a li hlalolang.</p>	<p>Litšoantšo</p> <p>Buka ea ngoana</p>

		ba hlalosing.		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. pheta tšomo ea <i>'Maliepetsane le Limo</i> ka nepo.	<p>Moko-tabane Moetlo oa ho pheta tšomo: Qaleho: <i>Ba re e ne e re; qoi/e</i> Bohare: <i>E le...</i> Qetello: <i>Ke tšomo ka mathetho ho hloma lehlokoana hloohong</i></p> <p>Tšomo: <i>Limo le 'Maliepetsane</i></p> <p>Litsebo-ketso Ho: mamela botsa pheta araba</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka moetlo oa ho pheta tšomo. Tichere e phetele bana tšomo ea <i>'Maliepetsane</i> le <i>Limo</i>'me e e phelise ka ho tšoantšisa liketso tse teng tšomong. Tichere e buisane le bana ka mantsoe a ba thatafallang a hlahang tšomong. Tichere e fe bana nako ea ho botsa lipotso malebana le tšomo. Tichere e botse bana lipotso tse batlang kutloisiso ea bona ea tšomo. Bana ba phetelane tšomo ea <i>'Maliepetsane le Limo</i>. Tichere e buisane le bana ka thuto e fumanoang tšomong 'me khatello e be holim'a seo tšomo e se rutang ka tikoloho, phelisano, malebaleba a boipheliso, litholoana tsa ho se mamele, litholoana tsa bokhopo, le molemo oa ho tseba batho bao re phelang le bona hantle. Bana ba tšoantšise litaba tsa tšomo. 	<p>qala tšomo ka nepo ha a hopotsoa.</p> <p>qala tšomo ka nepo a sa hopotsoe.</p> <p>qetella tšomo ka nepo ha a hopotsoa.</p> <p>qetella tšomo ka nepo a sa hopotsoe.</p> <p>araba lipotso tse hlohang kutloisiso ea hae ea tšomo.</p> <p>tšoantšisa litaba tsa tšomo.</p> <p>bolela thuto ea tšomo ea <i>Limo le 'Maliepetsane</i>.</p> <p>pheta tšomo ea <i>Limo le 'Maliepetsane</i>.</p>	"Teacher's Guide"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7.rethetha ka nepo ha ba bapala lipapali tsa bochaba leha ba bina lipina tsa tsona.*	<p>Moko-tabane Lipapali le lipina: mokhibo mohobelo</p> <p>Litsebo-ketso Ho bapala Ho rethetha</p> <p>Makhabane Tšebeliso-’moho</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lipapali tseo ba li tsebang. Tichere e tataise bana ka lipotso ho hlalosa mokhibo. Bana ba tle le lintho tse sebelisoang ha ho bapaloe mokhibo le mohobelo (thebe, sekola le lechoba). Bana ba bine lipina tse binoang ha ho bapaloe papali ka ’ngoe. Tichere e buisane le bana ka bohlokoa ba tšebeliso-’moho ha ba bapala. Bana ba tsoele kantle ba bapale ka lihlotšoana. 	<p>hlalohanya lisebelisoa tsa lipapali.</p> <p>thusa ba sa tsebeng.</p> <p>se koate ha a hloleha.</p> <p>thahasella ho bapala le ba bang.</p> <p>se ikemisetse ho utloisa ba bang bohloko.</p> <p>bolela maikutlo a hae a sa utloise ba bang bohloko.</p> <p>tseba ho kopa tšoarelo ha a utloisitse ba bang bohloko.</p> <p>emela ho bapala ka nako ea hae.</p>	<p>Sethebe</p> <p>Sekola</p> <p>Lechoba</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8.hlahloanya melumo e tlhaku e ’ngoe le e bopiloeng ka sehonyetso.	<p>Moko-tabane Melumo e tlhaku e ’ngoe <i>n, p, q, r, s, t</i> Melumo e bopiloeng ka sehonyetso: <i>’m, ’n le è</i></p> <p>Litsebo-ketso Ho: mamela bua bala kopitsa</p>	<ul style="list-style-type: none"> Tichere e bontše bana setšoantšo ’me ba etse polelo ka sona. Tichere e eelloise bana lentsoe le nang le molumo oo ba tlii’o ithuta oona. Bana ba bope mantsoe ka molumo oo ba tlii’o ithuta oona ba be ba o qolle. Tichere e balle bana molumo ’me ba e etsise. Bana ba ngole litlhaku moeeng esita le fatše 	<p>bopa polelo a ipapisitse le setšoantšo.</p> <p>bopa mantsoe ka molumo o khethiloeng.</p> <p>etsisa tichere ha e bitsa melumo</p> <p>ipalla melumo a le mong</p> <p>ngola melumo ka nepo</p> <p>qolla molumo kahar’a lentsoe.</p>	<p>“BTL Kit”</p> <p>Buka ea bana</p> <p>Mahlaseli</p>

	peleta ngola hlalohanya Makhabane Makhethe Boikarabello	kantle. • Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. • Bana ba balle batsoali melumo 'me batsoali ba tekene ho bontša hore bana ba balile.		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
9.bitsa mabitso a lintho ka nepo.	Moko-tabana Lintho tse fumanoang hae: nkho, pitsa, khaba, thipa, lesokoana, sekotlolo, poleiti, lefielo Litsebo-ketso Ho: mamela bua bala ngola toroea kelo-hloko	<ul style="list-style-type: none"> • Tichere e buisane le bana ka lintho tseo ba li bonang. • Bana ba bapise mabitso a lintho le litšoantšo tsa tsona • Bana ba toroea lintho tse fumanoang hae. • Bana ba etse lipolelo ka lintho tse fumanoang hae. • Bana ba phete lithothokiso ka lintho tse fumanoang hae. 	<p>bapisa litšoantšo le mantsoe a li hlahosang ka nepo.</p> <p>toroea lintho tse fumanoang hae.</p> <p>bitsa mabitso a lintho a lintho tse fumanoang hae ka nepo.</p> <p>etsa lipolelo ka lintho tse fumanoang hae.</p>	Tikoloho Libuka tsa bana

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10.ngola lipolelo ka nepo.	Moko-tabana Lipolelo tse khutšoanyane Litsebo-ketso Ho:	<ul style="list-style-type: none"> • Tichere e ngolle bana lipolelo tse khutšoanyane, ba li kopitse. E be lipolelo tse nang le melumo eo ba ithutileng eona. 	<p>kopitsa lipolelo ka nepo</p> <p>bala lipolelo ka nepo.</p> <p>tlatsa likheo ka nepo ha ba</p>	“BTL Kit” Buka ea bana Mahlaseli

	<p>mamela bua bala kopitsa peleta ngola hlalohanya bopa lipolelo</p> <p>Makhabane Makhethe</p>	<ul style="list-style-type: none"> • Bana ba bale lipolelo tseo ba li ngotseng. • Bana ba etse lipolelo ba shebile litšoantšo. • Tichere e ngolle bana lipolelo tse nang le likheo ba li tlatse. 	<p>qetela lipolelo.</p> <p>bopa lipolelo ka litšoantšo.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. pheta lithothokiso tsa bana tse buang ka botsoa ka nepo ba qapolla mantsoe.	<p>Moko-tabane Lithothokiso Morethetho Botsoa</p> <p>Litsebo-ketso Ho: mamela, bua, rethetha</p> <p>Makhabane Tšebeliso-’moho</p>	<ul style="list-style-type: none"> • Phetela bana thothokiso ’me ba u etsise. • Bana ba phete thothokiso ka nepo ba bile ba etsa se boleloang ke eona. • Buisana le bana ka mantsoe a ba thatafallang. • Buisana le bana ka thothokiso ka ’ngoe ho fumana thuto/ molaetsa oa eona. • Bana ba phete lithothokiso ka lihlotšoana. • Tichere e fe ngoana ka mong monyetla oa ho pheta thothokiso a le mong. 	<p>bitsa mantsoe ka nepo.</p> <p>pheta thothokiso a le mong ka bolokolohi.</p> <p>tšoantšisa litaba tsa thothokiso.</p> <p>pheta lithothokiso tseo a li phetetsoeng a bitsa mantsoe ka nepo.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. hlalohanya mebala.	<p>Moko-tabane Mebala: tala</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mebala e fapaneng. • Ka lihlotšoana bana ba tle le 	<p>hlophisa lintho ka mebala ea tsona</p>	<p>Lichate</p> <p>Tikoloho</p>

	<p>tšehla ntšo khubelu tšoeu</p> <p>Litsebo-ketso Ho: mamela bua bala ngola hlophisa bapisa</p>	<p>lintho tsa mebala e fapaneng.</p> <ul style="list-style-type: none"> • Tichere e bontše bana mebala e fapaneng ba e bolele. • Tichere e behe lintho tsa mebala e fapaneng 'moho bana ba li hlophise ka mebala ea tsona. • Bana ba bapise mebala le mantsoe a e hlalosang. • Tichere e ngolle bana mebala e fapaneng ba e take. • Bana ba ka taka mebala ba be ba ngole mantsoe a e hlalosang. • Bana ba sebelise mebala lipolelong tsa boiqapelo ba bona ho hlalosa lintho. 	<p>bapisa mebala le mantsoe a e hlalosang</p> <p>taka mebala e fapaneng.</p> <p>ngola mantsoe a hlalosang mebala ka nepo.</p> <p>sebelisa mantsoe a hlalosang mebala ka nepo polelong.</p> <p>hlalohanya mebala.</p>	
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Literacy window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. express requests, apologies and thanks.	<p>Concepts Requests: Please may/can I... Apologies: I'm sorry that ... Thanks: Thank you for...</p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Cooperation Respect Tolerance Honesty</p>	<ul style="list-style-type: none"> Teacher models requests, apologies and thanks and helps learners repeat them accurately. Learners express their requests, apologies and thanks to others (controlled practice). Teacher emphasises the importance of honesty and appreciation of apologies. In groups learners role-play situations in which they can practise the expressions learned. 	<p>make requests when prompted, using correct pronunciation.</p> <p>make apologies when prompted, using correct pronunciation.</p> <p>express thanks when prompted, using correct pronunciation.</p> <p>use requests, apologies and thanks without being prompted.</p>	<p>Textbooks</p> <p>Charts</p> <p>Tape recorder</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. use correct kinship terms to address people.	<p>Concepts Kinship terms: mother, father, guardian, aunt, uncle, brother, sister</p> <p>Skills Listening Speaking Viewing Matching</p> <p>Values and Attitudes Respect Humility</p>	<ul style="list-style-type: none"> Learners act out roles played by different people at home. Learners individually tell the class who their relatives are in order to show understanding of the kinship terms. Learners draw and colour pictures depicting different people. 	<p>use kinship terms appropriately when prompted.</p> <p>identify their relatives using the appropriate terms, unprompted.</p>	<p>Charts</p> <p>Coloured pencils</p> <p>Textbooks</p> <p>Colouring books</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3.utter letter sounds.	<p>Concepts Single letter sounds: a, e, i, o, u b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</p> <p>Skills Speaking Listening</p>	<ul style="list-style-type: none"> • Teacher shows learners a labelled picture of an object and helps them to name it. • Teacher focuses learners' attention on the sound of the day. • Learners utter the sound after the teacher. • Learners identify words with the focus sound from a chart. • As learners identify words, teacher writes them on the board. • Teacher helps learners to read the identified words. • Learners copy the identified words into their exercise books. • Learners use the identified words in sentences. • Learners sing all the single-letter sounds on a daily basis to internalise them. 	<p>say the name of an object on the picture when prompted.</p> <p>say the name of an object on the picture without a prompt.</p> <p>point at the words which has the sound of the day.</p> <p>read the identified words using correct pronunciation.</p> <p>copy the identified words correctly.</p> <p>utter letter sounds correctly.</p>	<p>Textbooks</p> <p>Word cards</p> <p>Teacher's Guide</p> <p>Word chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4.write letters of the alphabet in lower cases.	<p>Concepts Letters of the alphabet Writing patterns</p> <p>Skills Listening Speaking Reading</p>	<ul style="list-style-type: none"> • Teacher writes all letters of the alphabet, revising their sounds. • Learners practise "writing" the letters in the air, saying the sounds aloud. • Learners copy all letters of 	<p>copy letters of the alphabet using small letters.</p> <p>read letters of the alphabet.</p> <p>identify and write initial letters of English words.</p>	<p>Alphabet chart</p>

	Writing	<p>the alphabet.</p> <ul style="list-style-type: none"> • Learners identify and write initial letters of English words they know. • Learners write the initial letter sounds of words dictated by the teacher. • Learners copy their own names. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. read three-letter words.	<p>Concepts Word formation Pronunciation</p> <p>Skills Speaking Listening Reading</p>	<p>Teacher helps learners to:</p> <ul style="list-style-type: none"> • read three-letter words, starting with those with a vowel between consonants and say them out; first uttering the sounds (blending) and then the whole words. • pronounce words correctly by blending them. • copy three-letter words. • fill in correct vowel in given three-letter words. • match pictures with three-letter words. 	<p>read three- letter words.</p> <p>pronounce three-letter words correctly.</p> <p>copy three-letter words.</p> <p>fill in correct vowel in given three-letter words.</p>	<p>Word cards</p> <p>Charts</p> <p>Textbooks</p> <p>Pictures</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. recite children's rhymes using correct rhythm and pronunciation.	<p>Concepts Rhymes</p> <p>Skills Pronunciation Reciting</p>	<ul style="list-style-type: none"> • Teacher recites rhymes and learners sing along. • Learners recite rhymes on their own and act out where possible. 	<p>recite rhymes using correct rhythm and pronunciation .</p>	<p>Teacher's Guide</p>

	Values and Attitudes Confidence			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. cite seasons of the year in order.	<p>Concepts Seasons of the year: Spring Summer Autumn Winter</p> <p>Skills Speaking Pronunciation</p>	<ul style="list-style-type: none"> Teacher recites seasons of the year, identifying them using pictures. Learners recite the seasons, indicating the appropriate picture. Learners sing a song about seasons of the year. Teacher discusses what happens in each season with learners. Learners make simple sentences about what happens in each of the seasons. 	<p>recite the seasons using correct pronunciation.</p> <p>make simple sentences about what happens in each of the seasons.</p>	Pictures illustrating seasons of the year

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. name things around them.	<p>Concepts Noun (naming word) Home objects: chair, table, stove, bed, shoes School objects: pen, pencil, desk, chair</p> <p>Skills Listening Speaking Matching Reading</p>	<ul style="list-style-type: none"> Teacher names objects and learners repeat after her/him. Learners match words with pictures. Teacher writes names of objects on the board and learners read them. In groups, learners classify objects according to where they are found. 	<p>name a set of familiar objects unprompted, using acceptable pronunciation.</p> <p>match words with pictures.</p> <p>read words which are written on the board.</p> <p>classify objects according to where they are found.</p>	<p>Pictures</p> <p>Real objects</p> <p>Teacher's Guide</p>

	Classifying Pronunciation			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9.distinguish between opposites.	<p>Concepts Opposites: boy – girl mother – father hot – cold come – go short – tall closed – open clean – dirty small – big black – white</p> <p>Skills Listening Speaking Drawing Differentiation</p>	<ul style="list-style-type: none"> Teacher explains the concept of opposites by providing examples. Learners draw pictures depicting opposites: a tall man and a short man. Learners act out opposites where possible. Learners match words with their opposites correctly. 	<p>give the opposite of the given word.</p> <p>use correctly vocabulary of opposites as taught.</p> <p>match words with their opposites.</p>	<p>Objects</p> <p>Coloured pencils</p> <p>Textbooks</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10.use personal pronouns in short sentences.	<p>Concepts Subject pronouns: I, you, he, she, it, we, they Object pronouns: me, you, him, her, it, us, them</p> <p>Skills Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> After introducing personal pronouns in context, teacher creates situations in which learners point at the object or person referred to by the word. Learners fill in correct personal pronouns. Using verbs already encountered, learners use different personal pronouns to form 	<p>use <i>I, you, he, she, it, we, they</i> correctly in short sentences.</p> <p>Use <i>me, you, him, her, it, us and them</i> correctly in short sentences.</p>	<p>Pictures</p> <p>Textbooks</p> <p>Word cards</p> <p>Objects</p>

		sentences.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. listen for information and respond.	<p>Concepts Instructions</p> <p>Skills Listening Speaking Critical thinking</p>	<ul style="list-style-type: none"> Teacher tells/reads sentences using personal pronouns and vocabulary known to learners and asks learners to match them with pictures. Learners carry out brief instructions given by the teacher. 	<p>listen and match utterances with pictures.</p> <p>demonstrate understanding of brief instructions by responding appropriately.</p>	<p>Story books</p> <p>Audio</p> <p>Teacher's Guide</p>

Numeracy window

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>1. deepen knowledge of the value of numerals 1-20 and associate them with names and symbols.</p> <p>understand numbers within the range 1-20 and their relationship.</p> <p>compare two numbers and say which one is greater.</p> <p>consolidate the cardinal and ordinal numbers (first, second, third).</p> <p>write numerals representing number of concrete objects.</p> <p>identify place value of two digit numbers.</p> <p>form families of numbers in the range 1 to 20.</p> <p>know number bonds in the range 1-20.</p> <p>consolidate use of the sign + (plus) and = (equal) correctly to solve real life problems.</p> <p>use the sign – (minus) correctly to solve real life problems.</p>	<p>Concepts Value of numerals Names and symbols which represent numbers Conservation of a number Mathematical symbols (equal, addition, subtraction) Place value (tens and units) Number facts/families Addition Subtraction</p> <p>Skills Recognition of numerals Comparison of numbers Sequencing of numbers Recognition of cardinal and ordinal numbers Addition Subtraction Correct use of mathematical terminology</p> <p>Values and Attitudes Importance of accuracy Appreciation of number use Aesthetic value of number Power of number Usefulness of mathematics and numeracy Universal language of numbers</p>	<p>Learners:</p> <ul style="list-style-type: none"> • read numbers from 1 up to 20. • recite poems depicting numbers 1 to 20. • play games to compare two numbers and say which is greater. • recognise the numerals in a sequence 1-20. • arrange the ordinal numbers (first, second, third). • identify the next number in a sequence of numbers 1 to 20. • arrange mixed numerals in a sequence. • change the order of objects to identify that arrangement does not affect the quantity (conservation of a number). • write numerals representing number of concrete objects. • group objects in tens and units and write the T and U (1-20). • use two spike abacus to identify place value of two digit numbers (1-20). • represent numbers (1-20) by strokes/bundles of tens and units. • manipulate numbers to 	<p>consolidate numbers and their relationship within the range 1-20.</p> <p>compare two numbers and say which one is greater.</p> <p>consolidate the cardinal and ordinal numbers (first, second, third).</p> <p>write numerals representing number of concrete objects.</p> <p>identify place value of two digit numbers.</p> <p>form families of numbers in the range 1 to 20.</p> <p>know number bonds in the range 1-20.</p> <p>consolidate use of the sign + (plus) and = (equal) correctly to solve real- life problems.</p> <p>use the sign – (minus) correctly to solve real- life problems.</p> <p>use number names (1 – 20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant</p>	<p>Maths kit</p> <p>Match boxes</p> <p>Number dominoes</p> <p>Number lines</p> <p>Charts</p> <p>Number strips</p> <p>Two spike abacus</p> <p>Beads</p> <p>Linking blocks</p> <p>Counters</p> <p>Dice</p> <p>Bottle tops</p> <p>Beans and peas</p> <p>Maize</p>

<p>use number names (1 – 20) in various authentic contexts.</p> <p>use own problem-solving strategies to find relevant solutions related to use of basic operations (addition and subtraction).</p>		<p>identify number bonds in the range 1-20.</p> <ul style="list-style-type: none"> • use number line to model addition and subtraction. • recognise the number values of coins. 	<p>solutions related to use of basic operations (addition and subtraction).</p>	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>2.estimate, measure and compare using arbitrary units of measurement, length, weight, mass, volume and distance.</p> <p>correctly use words: long, tall, short, thick, thin, heavy, light, near and far.</p> <p>correctly use words: longer, taller, shorter, thicker, thinner, heavier, lighter, nearer and further.</p>	<p>Concepts Measurement Comparison Estimation Length Weight Mass Distance Volume</p> <p>Skills Measuring Comparing Estimating</p> <p>Values and Attitudes Appreciation Decision making Honesty Cooperation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • measure the lengths of various objects using arbitrary measures (string, hand spans, foot strikes, sticks, cubits and other informal units of measure). • identify the larger, smaller, taller and shorter of two objects in a given setting. • estimate and find out how many of a smaller container can fill a larger container. • recognise containers (teaspoons, measuring cups and others of differing sizes). • use estimation in comparing liquids, using containers of various volumes. • use estimation activities in measuring mass. 	<p>correctly use words: long, tall, short, thick, thin, heavy, light, near and far.</p> <p>correctly use words: longer, taller, shorter, thicker, thinner, heavier, lighter, nearer and further.</p>	<p>Containers of different sizes</p> <p>Charts</p> <p>Chart paper</p> <p>Pens and pencils</p> <p>Concrete objects collected from the environment (sticks, strings, stones)</p> <p>Measuring cups</p> <p>Teaspoons</p>

Grade 1 Unit 3 “The world around me”

Overview of unit

Learning Outcomes: at the end of this unit, learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. identify things (plants, animals, insects, soil, water) that are found in their immediate environment. TG 2. identify at least three uses of soil. TG 3. identify plants in terms of colour, structure of leaves, odour, name and places of origin. 4. identify domestic animals and livestock by name. * 5. distinguish various sounds from the environment. TG 6. encode and decode the first triad in music. TG 7. demonstrate proper basic exercising movements. TG 8. identify and name sets of up to five objects in their environment. TG 9. identify shapes (triangle, rectangle, square and circle) in their environment. 10. do tessellation using squares, rectangles and triangles. 11. identify different weather conditions (windy, sunny, rainy, cold, hot, cloudy, snowy). TG 12. identify different times of the day (morning, noon, afternoon, evening, night).* 13. cite months of the year in order. TG 14. cite seasons of the year (Spring, Summer, Autumn, Winter).* 	<p>Ongoing study of sentence structure and grammar: introduction of adjectives of number, nouns (domestic animals), adverbs of time and punctuation (use of full stops and capital letters at the beginning of a sentence).</p> <p>Enriching vocabulary by reciting months and seasons of the year, using opposites and giving and following directions.</p> <p>Introduction to composition writing through copying and filling in coherent sentences and reading what they have written.</p> <p>Appreciation of the diagraphs: ue, hl, ll, mp, and ng.</p>	<p>Ongoing acquisition and practice of elementary oral English (listening and speaking), with an increasing vocabulary, including adjectives of colour, and grammar, including use of the indefinite articles.</p> <p>Introduction of the verb to be.</p> <p>Reinforcement of recognition and use of letters; formation and recognition of three-letter words.</p> <p>Reinforcement of writing letters and onset of writing simple three-letter words.</p>	<p>Investigation of shapes in learners’ immediate environment and relation of basic mathematical shapes to everyday life.</p> <p>Investigation and estimation of time in relation to everyday life.</p>

<p>15. use the calendar to identify months of the year and days of the week.</p> <p>16. demonstrate ways of caring for the natural environment.</p> <p>17. demonstrate ways to making use of agricultural waste. TG</p> <p>18. demonstrate reuse of materials for sustainable development.</p> <p>19. state signs and symbols found at home and at school. TG</p> <p>20. state national symbols used in Lesotho (national flag, anthem, coat of arms).</p> <p>21. demonstrate appreciation of national anthem.</p> <p>22. make signs and symbols for road safety.</p> <p>23. find the missing numbers in addition number facts within the range 1-10. TG</p> <p>24. find the missing numbers in subtraction number facts within the range 1-10. TG</p>			
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 1 Unit 3 “The world around me”

Activity Plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
1. identify things (plants, animals, insects, soil, water) that are found in their immediate environment.	<p>Concepts Natural environment: plants, animals, insects, soil, water, rocks, air The immediate environment: home and school Natural resources</p> <p>Skills Observation Communication Sketching Reporting Sorting</p> <p>Values and Attitudes Appreciation Respect</p>	<ul style="list-style-type: none"> Teacher explains the immediate environment. <p>Learners:</p> <ul style="list-style-type: none"> observe and explore the natural environment at home. report their findings. observe and explore the natural environment at school. report their findings. sketch things that are found in the home and school environment. identify natural resources. list natural resources found in their local environment. take a field trip to explore locally available resources. discuss the importance of natural resources. 	<p>identify things found in their immediate environment.</p> <p>record and report their findings.</p>	<p>Posters</p> <p>Pictures</p> <p>Natural environment</p> <p>Plants</p> <p>Animals</p> <p>Insects</p> <p>Soil</p> <p>Water</p> <p>Teacher’s Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
2. identify at least three uses of soil.	<p>Concepts Uses of soil</p> <p>Skills Observation Listing</p>	<p>Learners:</p> <ul style="list-style-type: none"> observe plants grown in the soil. inspect mud houses, observing how soil was used in making them. observe clay utensils. 	<p>list three uses of soil.</p> <p>draw one use of soil.</p>	<p>Soil</p> <p>Water</p> <p>Garden with plants</p> <p>Clay utensils</p>

	Values and Attitudes Appreciation	<ul style="list-style-type: none"> list different uses of soil. draw one use of soil. 		Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. identify plants in terms of colour, structure of leaves, odour, name and places of origin.	<p>Concepts Types of plants Differences and similarities in plants Plant structure</p> <p>Skills Observation Smelling Collection Identification Sorting Recording</p> <p>Values and Attitudes Appreciation of the natural environment Responsibility Caring</p>	<p>Learners:</p> <ul style="list-style-type: none"> observe as many different types of plants (or parts of plants) as they can. identify plants by name, colour, places where they grow, how they smell and the nature of their leaves (are they thin or broad?). name at least five of the plants. collect as many different types of plants (or plant parts) as possible. observe and note places where plants are collected. note the names of the plants. sort collected plants (or parts of plants) by colour, shape of leaves and smell. record the observed specimens by tracing around them, drawing, pasting or sticking on paper, drying and making leaf prints. name the recorded specimens. 	<p>identify plants in terms of colour, structure of leaves odour, name and place of origin.</p> <p>collect, sort and record plants.</p> <p>name recorded specimens.</p>	<p>Plants of different types in the natural surroundings</p> <p>Tools for digging</p> <p>Containers for carrying materials</p> <p>Sellotape</p> <p>Glue</p> <p>Paper</p> <p>Pencils</p> <p>Cardboard</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. identify domestic animals and livestock by name.*	<p>Concepts Domestic animals Livestock</p> <p>Skills Listening Speaking Reading Writing Matching</p>	<ul style="list-style-type: none"> Learners mention names of domestic animals and livestock. Learners imitate sounds made by different animals.* In groups, learners discuss the importance of each animal.* Teacher writes names of animals and learners copy them.* In groups, learners read names of animals.* Learners match names with pictures of animals.* Teacher dictates names of animals while learners write, ensuring correct spelling of words. 	<p>name animals studied.</p> <p>read names of animals correctly.</p> <p>match names with pictures of animals.</p> <p>write names of animals correctly</p>	<p>Chart</p> <p>Marker</p> <p>Pictures of animals</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. distinguish various sounds from the environment.	<p>Concepts Sounds in the environment</p> <p>Skills Listening Imitating Identifying</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher and learners explore sounds in the environment. Learners identify various sounds in the environment. Learners imitate sounds from the environment. Teacher and learners discuss the sounds and say whether they are loud or soft; high or low; long or short. Learners sort the sounds 	<p>distinguish various sounds from the environment.</p> <p>name various sounds.</p>	<p>Teacher's Guide</p>

		according to whether they are loud or soft; high or low; long or short.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. encode and decode the first triad in music.	<p>Concepts First triad (<i>doh, me</i> and <i>soh</i>) Encoding first triad Decoding first triad</p> <p>Skills Interpretation Listening Decision -making Differentiating</p> <p>Values and Attitudes Appreciation Persistence Competence</p>	<ul style="list-style-type: none"> Teacher discusses how music is made up of sounds from the environment. In groups, learners make and interpret various sounds. Teacher introduces the first triad. Teacher demonstrates hand signs and sings the tonic solfa names <i>doh, me</i> and <i>soh</i> using hand signs. <p>Learners:</p> <ul style="list-style-type: none"> sing the correct note in response to hand signs. sign correctly the note they hear. sing and sign the first triad in chorus. sing and sign the first triad individually. 	<p>sing the correct note in response to hand signs.</p> <p>sign correctly the note they hear.</p> <p>sing and sign the first triad in chorus.</p> <p>sing and sign the first triad individually.</p>	<p>Curwen's hand sign chart</p> <p>Tuning fork</p> <p>Pitch pipe</p> <p>Recorder</p> <p>Melodic or keyboard</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. demonstrate proper basic exercising movements.	<p>Concepts Non-locomotor exercise Keeping our bodies fit through exercise(physical fitness)</p> <p>Skills</p>	<ul style="list-style-type: none"> Teacher explains benefits of keeping our bodies fit through exercise. <p>Learners:</p> <ul style="list-style-type: none"> do rhythmic bending activities of their fingers, waist and knees. 	<p>demonstrate proper basic exercising movements of bending.</p> <p>demonstrate proper basic exercising movements of stretchingng.</p>	<p>Towels</p> <p>Training attire</p> <p>Skipping ropes</p> <p>Mats</p>

	Bending Stretching Pulling Pushing Swinging Turning Twisting Running Values and Attitudes Appreciation Satisfaction Confidence Responsibility	<ul style="list-style-type: none"> stand up and stretch both hands upwards and sideways. lie down with their arms and legs spread sideways. stand up straight, moving both arms to the left and right. bend the trunk and move the left arm or right arm upwards. 	demonstrate proper basic exercising movements of bending, stretching and twisting.	Cones Tins Sticks Batons Hula hoops Teacher's Guide
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. identify and name sets of up to five objects in their environment.	Concepts Sets Skills Manipulation Classification Critical thinking Values and Attitudes Cooperation	<ul style="list-style-type: none"> Learners collect objects from the environment. In small groups, learners sort objects according to colour, size and shape. Teacher introduces the naming of sets. Learners name each set. Learners describe each set. Learners identify sets in real life. 	identify sets of objects in the environment. name sets of objects. describe sets.	Collected objects Charts Crayons Textbook Papers Maths kit Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. identify shapes (triangle, rectangle, square and circle) in their environment.	Concepts Shapes: triangle rectangle	Learners: <ul style="list-style-type: none"> identify triangles, rectangles, squares and circles in the environment 	identify shapes in the environment. trace, cut out, paste and colour	Objects from the environment in the form of shapes Papers

	<p>square circle Properties of shapes</p> <p>Skills Pasting Tracing Printing Manipulation Designing</p> <p>Values and Attitudes Appreciation Cooperation Creativity</p>	<ul style="list-style-type: none"> • collect man-made materials/objects of these shapes. • trace objects on paper. • name the traced shapes. • paste different cut-out drawings on paper. • colour the shapes. • print different objects on paper, cloth and clay. • create designs/products of their own choice using the shapes. 	<p>objects accurately.</p> <p>name shapes.</p> <p>create designs or products using shapes.</p>	<p>Paste</p> <p>Tracing paper</p> <p>Science kit</p> <p>Mathematics kit</p> <p>Crayons</p>
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: teachers should assess learners' ability to:	Suggested resources
10. make tessellation using squares, rectangles and triangles.	<p>Concepts Shapes Tessellation</p> <p>Skills Manipulation Identification Decision -making Problem- solving</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher gives learners ready-made shapes to make tessellation. • Learners use ready-made shapes to make tessellation. • Learners use shapes of their choice to make tessellation. 	make tessellation using squares, rectangles and triangles.	<p>Maths kit</p> <p>Shapes</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. identify different weather conditions (windy, sunny, rainy, cold, hot, cloudy, snowy).	<p>Concepts Weather conditions</p> <p>Skills Observation Identification Reporting Interpretation</p> <p>Values and Attitudes Responsibility Appreciation</p>	<p>Learners:</p> <ul style="list-style-type: none"> observe different weather conditions. name and record different weather conditions observed for a period of a week. discuss different weather conditions. match pictures of different weather conditions with words that describe them. 	<p>identify different weather conditions.</p> <p>name weather conditions.</p> <p>record weather conditions.</p>	<p>Environment</p> <p>Weather chart</p> <p>Pictures</p> <p>Drawing books</p> <p>Crayons</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. identify different times of the day (morning, noon, afternoon, evening, night).*	<p>Concepts Times of the day</p> <p>Skills Listening Speaking Drawing</p> <p>Values and attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss differences between given times of the day. Learners, in groups, mention things seen at different times (sun, moon, stars, shadows). Learners sing songs about different times of the day. Learners individually mention different times of the day. Learners draw things seen at different times of the day. Learners tell different times of the day in relation to their shadows . Teacher makes learners aware that a single daylight and night constitute one 	<p>identify different times of the day.</p> <p>identify things found at different times of the day.</p>	<p>Chart</p> <p>Marker</p>

		day.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13.cite months of the year in order.*	<p>Concepts Months of the year</p> <p>Skills Listening* Speaking* Reciting* Sequencing* Writing Reading</p>	<ul style="list-style-type: none"> • Teacher cites months of the year in different lessons and learners imitate him/her.* • Learners sing songs about months of the year.* • Learners recite months of the year.* • Teacher writes months on the chart and displays them on the wall* • Learners copy months. • Learners sequence months of the year written on cards. 	<p>cite the months of the year in order.</p> <p>state the number of months in a year.</p> <p>copy the months of the year correctly.</p>	<p>Charts</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
14.cite seasons of the year. *	<p>Concepts Seasons of the year: Spring, Summer, Autumn, Winter</p> <p>Skills Listening Speaking Reading Writing Singing</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> • Learners individually recite seasons of the year. • Learners sing songs that depict seasons of the year. • Learners arrange season of the year in the correct order. • Teacher writes seasons of the year on board and learners copy them. 	<p>recite the seasons of the year.</p>	<p>Chart</p> <p>Marker</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15.use the calendar to identify months of the year and days of the week.	<p>Concepts Time Calendar</p> <p>Skills Identification Communication</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> Teacher explains the calendar. <p>Learners:</p> <ul style="list-style-type: none"> name months of the year and days of the week . group themselves according to months of their birthdays. use the calendar to find the number of months in a year. use to calendar to find the number of days in a week. 	<p>use the calendar to identify days of the week.</p> <p>use the calendar to identify months of the year.</p>	<p>Calendar</p> <p>Chart</p> <p>Marker</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16.demonstrate ways of caring for the natural environment.	<p>Concepts Conservation of water and soil Protection of plants, insects and animals</p> <p>Skills Action competence Cooperation Protection Conservation</p> <p>Values and Attitudes Caring Responsibility</p>	<ul style="list-style-type: none"> Teacher explains the importance of caring for the natural environment. <p>Learners:</p> <ul style="list-style-type: none"> mention ways of caring for the natural environment at home and school. identify and carry out activities that conserve water or soil. identify and carry out activities that protect plants and animals. 	<p>mention ways of caring for the natural environment at home and school.</p> <p>carry out one activity to conserve water or soil.</p> <p>carry out one activity to protect plants and animals.</p>	<p>Posters</p> <p>Pictures</p> <p>The natural environment</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17.demonstrate ways of making use of agricultural waste.	<p>Concepts Agricultural waste Storage of fuels Recycling</p> <p>Skills Identification Classification</p> <p>Values and Attitudes Appreciation Tidiness Conservation</p>	<p>Learners:</p> <ul style="list-style-type: none"> • explore the local environment to identify dung. • collect dung to prepare it for drying. • dry dung to make fuel (<i>Mapharao</i>). • store dried fuel. • discuss the importance and advantages of reusing agricultural waste. 	<p>recycle agricultural waste.</p> <p>explain the importance and advantages of reusing agricultural waste.</p>	Dung/ droppings

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
18.demonstrate reuse of materials for sustainable development.	<p>Concepts Reusing Sustainable development</p> <p>Skills Observation Manipulation Reusing Creativity</p> <p>Values and Attitudes Commitment Tolerance Competence Appreciation Tidiness</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the importance of reusing materials to make crafts for the sake of sustainable use of resources. <p>Learners:</p> <ul style="list-style-type: none"> • list materials that can be reused. • collect materials that can be reused. • Reuse materials to make various craft items . 	<p>list materials that can be reused.</p> <p>make craft items using reusable materials.</p>	<p>Materials</p> <p>Paper</p> <p>Plastics</p> <p>Seeds</p> <p>Grass</p> <p>String</p> <p>Wire</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
19.state signs and symbols found at home and at school.	<p>Concepts Signs and symbols</p> <p>Skills Observation Communication Reporting</p> <p>Values and Attitudes Appreciation Patience Cooperation</p>	<ul style="list-style-type: none"> Teacher explains the concept of signs and symbols. <p>Learners:</p> <ul style="list-style-type: none"> say the signs and symbols they know which are found at home and at school. collect pictures of signs and symbols found at home and at school. sort the signs and symbols they have collected. discuss signs and symbols. sketch pictures of signs and symbols. find out where signs and symbols are found. 	<p>form a collection of signs and symbols provided by the teacher identify those found at home.</p> <p>form a collection of signs and symbols provided by the teacher and identify those found at school.</p> <p>sketch pictures of signs and symbols.</p>	<p>Posters</p> <p>Pictures of different signs and symbols</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
20.state national symbols used in Lesotho.	<p>Concepts National symbols: national flag, anthem, coat of arms</p> <p>Skills Observation Communication Reporting Drawing Colouring</p> <p>Values and Attitudes Appreciation Awareness Patriotism</p>	<ul style="list-style-type: none"> Teacher presents and explains national symbols. <p>Learners:</p> <ul style="list-style-type: none"> mention places where national symbols are found. undertake excursions to places where national symbols are found. report their findings. draw the national flag and colour it in the correct colours. 	<p>mention Lesotho national symbols.</p> <p>mention places where national symbols are found.</p> <p>draw and colour national flag.</p>	<p>Posters</p> <p>Pictures of national symbols</p> <p>Charts</p>

	Respect			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21.demonstrate appreciation of national anthem.	<p>Concepts National anthem</p> <p>Skills Observation Communication Singing</p> <p>Values and Attitudes Appreciation Awareness Patriotism Loyalty</p>	<ul style="list-style-type: none"> Teacher explains the key words in the national anthem. Teacher and learners discuss the meaning and importance of the national anthem. Learners appropriately sing the national anthem daily. 	<p>mention the key words of the national anthem.</p> <p>sing the national anthem appropriately.</p> <p>give the meaning and importance of the national anthem.</p>	<p>Posters</p> <p>National anthem</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
22.make signs and symbols for road safety.	<p>Concepts Signs and symbols for road safety</p> <p>Skills Drawing Interpretation Observation Communication Writing</p> <p>Values and Attitudes Appreciation Tidiness</p>	<ul style="list-style-type: none"> Teacher discusses road signs and symbols with learners. Teacher and learners explore road signs and symbols. Learners practise making existing road signs and symbols. Learners explain what their symbols mean. Learners label their road signs and display them on the wall. 	<p>make copies of existing signs and symbols for road safety.</p> <p>explain what their symbols mean.</p>	<p>Paper</p> <p>Cardboard</p> <p>Pencil</p> <p>Scissors</p> <p>Coloured pencils</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
23.find the missing numbers in addition number facts within the range 1-10.	<p>Concepts Addition number facts Addition</p> <p>Skills Critical thinking Problem-solving Addition</p> <p>Values and Attitudes Appreciation Cooperation</p>	<ul style="list-style-type: none"> • Teacher gives learners concrete objects to perform addition of numbers within the range 1-10 in groups. • Learners find the missing numbers in mathematical statements. • Learners work out real- life problems using addition. 	find missing numbers in addition number facts within the range 1-10.	Concrete objects

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
24.find the missing numbers in subtraction number facts within the range 1-10.	<p>Concepts Subtraction number facts Subtraction</p> <p>Skills Critical thinking Problem-solving Subtraction</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher gives learners concrete objects to perform subtraction of numbers within the range 1-10 in groups. • Learners find the missing numbers in mathematical statements. • Learners work out real- life problems using subtraction. 	find missing numbers in subtraction number facts within the range 1-10.	Concrete objects

Literacy Window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. bitsa linomoro ka mantsoe.	<p>Moko-tabane Linomoro: 'ngoe peli tharo 'ne hlano tšelela supa robeli robong leshome</p> <p>Litsebo-ketso Ho mamela, bua hlalosa</p>	<ul style="list-style-type: none"> • Tichere e ngolle bana linomoro letlapeng/ chateng. • Tichere e bitse linomoro bana ba e etsise. • Ka bomong, bana ba bitse linomoro ka tatellano. • Bana ba bale ba phahamisa menoana. • Tichere e lobokanye linomoro bana ba li hlophise ka tatellano. • Bana ba bapise linomoro le lintho tse lekanang le tsona ka palo ka ho nepahala. • Bana ba hlalosa lintho a sebelisa lipalo ka nepo. 	<p>bitsa linomoro ka mantsoe.</p> <p>bitsa linomoro ka tatellano.</p> <p>bapisa linomoro le lintho tse lekanang le tsona.</p> <p>hlalosa lintho a sebelisa lipalo ka nepo.</p>	<p>Chate</p> <p>“Marker”</p> <p>Lintho tse ka balehang</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. hlalohanya mabitso a liphoofolo tsa hae.	<p>Moko-tabane Liphoofolo tsa hae: katse ntja Mehlape: poli nku khomo pere pokola</p> <p>Litsebo-ketso</p>	<ul style="list-style-type: none"> • Bana ba bolele mabitso a liphoofolo, khatello e be holim'a tsa hae. • Bana ba etsise melumo ea liphoofolo tseo. • Ka lihlotšoana, bana ba fuputse mesebetsi ea phoofolo ka 'ngoe, ba nt'o tlaleha. • Tichere e ngolle bana mabitso a liphoofolo tsa hae, ba a kopitse. 	<p>bitsa mabitso a liphoofolo tsa hae.</p> <p>bitsa mabitso a mehlape ka nepo.</p> <p>bapisa mabitso a liphoofolo le litšoantšo tsa tsona.</p> <p>kopitsa mabitso a liphoofolo ka nepo.</p>	<p>Litšoantšo</p> <p>Likarete tsa mantsoe</p>

	Ho: mamela bua bala ngola bapisa tlatsa likheo	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba ballane mabitso a liphoofolo. • Bana ba bapise mabitso a liphoofolo le litšoantšo tsa tsona. • Tichere e bitsetse bana mabitso a liphoofolo. 	bala mabitso a liphoofolo ka nepo. ngola mabitso a liphoofolo.	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. hlalosa metsoalle ea bona (lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha, motse).	Moko-tabane Lebitso Fane Boemo (ngoanana/ moshanyana) Lilemo Seboko Sekolo Sehlopha Motse Litsebo-ketso Ho: mamela bua	<ul style="list-style-type: none"> • Bana ba fuputse lintlha tsa bohlokoa tse hlahlang metsoalle ea bona (lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha, motse). • Botsa bana lipotso tse ba hlokang ho hlalosa metsoalle ea bona ka lebitso, fane, boemo, lilemo, seboko, sekolo, sehlopha le motse. • Ka bo-mong bana ba hlalose metsoalle ea bona ka botlalo. • Bana ba toroee metsoalle ea bona ba be ba ngole mabitso a eona. 	hlalosa metsoalle oa hae ka botlalo (lebitso, fane, lilemo, boemo seboko, sekolo, sehlopha le motse ka nako e le 'ngoe) ka tataiso ea tichere. hlalosa metsoalle oa hae ka botlalo (lebitso, fane, lilemo, boemo seboko, sekolo, sehlopha le motse ka nako e le 'ngoe) a sa tataiso. bua a phahamisitse lentsoe. ema a otlohile ha a bua. sheba letšoele ha a bua.	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. hlalohanya melumo e bopiloeng ka tlhaku tse peli.	Moko-tabane Melumo e bopiloeng ka tlhaku tse peli:	<ul style="list-style-type: none"> • Tichere e bontše bana setšoantšo 'me ba etse polelo ka sona. 	bopa polelo a ipapisitse le setšoantšo.	"BTL Kit" Buka ea bana

	<p><i>ea, oa, oe, ch, nk, nt, ng, ph, sh, th, tl, ts</i></p> <p>Litsebo-ketso Ho: mamela bua bala kopitsa peleta ngola hlalohanya bopa mantsoe</p> <p>Makhabane Makhethe</p>	<ul style="list-style-type: none"> • Tichere e elelloise bana lentsoe le nang le molumo oo ba tlil’o ithuta oona. • Bana ba bope mantsoe ka molumo oo ba tlil’o ithuta oona ba be ba o qolle. • Tichere e balle bana molumo ’me ba e etsise. • Bana ba ngole lithaku moeeng esita le fatše kante. • Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. • Bana ba balle batsoali melumo ’me batsoali ba tekene ho bontša hore bana ba balile. 	<p>bopa mantsoe ka molumo o khethiloeng.</p> <p>etsisa tichere ha e bitsa melumo.</p> <p>ipalla melumo a le mong.</p> <p>ngola melumo ka nepo.</p> <p>qolla molumo kahar’a lentsoe.</p>	Mahlaseli
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5.sebelisa mantsoe a hananang lipolelong.	<p>Moko-tabana Mantsoe a hananang: chesa – bata koala – bula ema – lula bua – thola ’mè – ntate holimo – tlaase seba – hooeletsa</p> <p>Litsebo-ketso Ho: mamela bua hlalosa bala ngola</p>	<ul style="list-style-type: none"> • Tichere e buisane le bana ka mantsoe a hananang le litlhaloso tsa ’ona. • Tichere e fe bana lipolelo ’me ba fetole mantsoe a seheletsoeng. • Moo ho lumellehang, bana ba etse liketso tse hananang. • Tichere e fe bana litšoantšo tse bontšang khanyetsano ba li hlalose ka mantsoe. • Bana ba toroee litšoantšo tse bontšang khanano ea mantsoe. • Bana ba ingolle lipolelo tse nang le mantsoe a fanoeng. 	<p>toroea litšoantšo tse bontšang khanano ea mantsoe.</p> <p>bapisa mantsoe a bontšang khanano ka nepo.</p> <p>hlalosa litšoantšo ba sebelisa mantsoe a hananang.</p> <p>toroea litšoantšo tse bontšang khanano ea mantsoe.</p> <p>sebelisa mantsoe a hananang lipolelong.</p>	<p>Tikoloho</p> <p>Chate</p> <p>“Marker”</p> <p>Litšoantšo</p>

		<ul style="list-style-type: none"> Bana ba bapise mantsoe a bontsang khanyetso ka nepo. 		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6.pheta lithothokiso tsa bana tse buang ka tikoloho ka nepo ba qapolla mantsoe.	<p>Moko-tabana Lithothokiso: Morethetho Tikoloho</p> <p>Litsebo-ketso Ho: mamela bua rethetha</p> <p>Makhabane Tšebeliso-'moho</p>	<ul style="list-style-type: none"> Phetela bana thothokiso 'me ba u etsise. Bana ba phete thothokiso ka nepo ba bile ba etsa se boleloang ke eona. Buisana le bana ka mantsoe a ba thatafallang. Buisana le bana ka thothokiso ka 'ngoe ho fumana thuto/ molaetsa oa eona. Bana ba phete lithothokiso ka lihlotšoana. Faa ngoana ka mong monyetla oa ho pheta thothokiso a le mong. 	<p>pheta lithothokiso tseo a li phetsetsoeng a etsisa tichere.</p> <p>bitsa mantsoe ka nepo.</p> <p>tšoantšisa se boleloang ke thothokiso.</p> <p>sebelisa mantsoe a macha lipolelong.</p> <p>pheta thothokiso a le mong ka bolokolohi.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7.bolela linako tsa letsatsi ka nepo.*	<p>Moko-tabana Linako tsa letsatsi: hoseng motšhare mantsiboea shoalane bosiu</p> <p>Litsebo-ketso Ho: mamela</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka phapang lipakeng tsa bosiu le motšhare; hoseng le mantsiboea. Ka lihlotšoana, bana ba bolele lintho tse bonoang motšhare le tse bonoang bosiu. Bana ba toroee lintho tse fumanoang ka linako tse fapaneng tsa letsatsi 	<p>bolela lintho tse bonoang motšhare le tse bonoang bosiu.</p> <p>toroea lintho tse fumanoang ka linako tse fapaneng tsa letsatsi</p> <p>bolela linako tsa letsatsi a ipapisitse le meriti/seriti sa hae.</p> <p>bolela linako tsa letsatsi ka nepo.</p>	<p>Tikoloho</p> <p>Chate</p> <p>“Marker”</p> <p>“Teacher’s Guide”</p>

	bua toroea Makhabane Tšebelisano-'moho	(letsatsi, khoeli le linaledi). <ul style="list-style-type: none"> • Bana ba bine lipina tse buang ka linako tsa letsatsi. • Ka bomong, bana ba bolele linako tsa letsatsi. • Bana ba tsoele kantle 'me ba bolele linako tsa letsatsi ba ipapisitse le meriti/liriti tsa bona. • Tichere e elleloise bana hore letšehare le bosiu li bopa letsatsi le le leng. • Bana ba hlalose tse etsahalang ka linako tse fapaneng tsa letsatsi. 	hlalosa tse etsahalang ka linako tse fapaneng tsa letsatsi.	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8.bolela likhoeli tsa selemo ka tatellano ea tsona.	Moko-tabane Likhoeli tsa selemo: Pherekhong Tlhakola Tlhakubele 'Mesa Motšeanong Phuptjane Phupu Phato Loetse Mphalane Pulungoana Tšitoe Litsebo-ketso Ho mamela Ho bua	<ul style="list-style-type: none"> • Tichere e buisane le bana ka likhoeli tsa selemo. • Tichere e bitse likhoeli tsa selemo ka bonngoe bana ba e etsise. • Bana ba bine lipina tse lokolisang likhoeli tsa selemo. • Bana ba bolele likhoeli tsa selemo. • Tichere e ngolle bana likhoeli tsa selemo chateng, e e behe moo ba tla e bona kamehla. • Tichere e elleloise bana hore likhoeli tse leshome le metso e 'meli li etsa selemo. 	bolela likhoeli tsa selemo ka tatellano ka tataiso ea tichere. bina lipina tse lokolisang likhoeli tsa selemo. bolela likhoeli tsa selemo ka tatellano ka tataiso ea tichere.	Chate "Marker"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
9.bolela linako tsa selemo.	<p>Moko-tabane Linako tsa selemo: selemo hlabula hoetla mariha</p> <p>Litsebo-ketso Ho: mamela bua hlophisa</p>	<ul style="list-style-type: none"> Tichere e phetele bana linako tsa selemo. Bana ba phete linako tsa selemo ka bomong. Bana ba bine lipina tse nang le linako tsa selemo. Tichere e lobokanye linako tsa selemo bana ba li hlophise. 	<p>bina lipina tse nang le linako tsa selemo.</p> <p>bitsa linako tsa selemo ka tatellano ka tataiso ea tichere.</p> <p>bitsa likhoeli tsa selemo a sa tataiso.</p> <p>hlophisa linako tsa selemo ka ho nepahala.</p>	<p>Chate</p> <p>“Marker”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
10.rethetha ka nepo ha ba bapala lipapali tsa bochaba.*	<p>Moko-tabane Lipapali le lipina: tsipa koe kapi ea ngoan'a 'noi</p> <p>Litsebo-ketso Ho bapala Ho rethetha</p> <p>Makhabane Tšebeliso-'moho</p>	<ul style="list-style-type: none"> Tichere e buisane le bana ka lipapali tse ba li tsebang. Tichere e tataise bana ka lipotso ho hlalosa 'tsipa koe' le' kapi ea ngoan'a 'noi'. Bana ba bine lipina tse binoang ha ho bapaloa papali ka 'ngoe. Tichere e buisane le bana ka bohlokoa ba tšebeliso-'moho ha ba bapala. Bana ba tsoele kante ba bapale ka lihlotšoana. 	<p>hlalosa lipapali tse khethiloeng ka tataiso ea tichere.</p> <p>hlalosa lipapali tse khethiloeng a sa tataiso.</p> <p>rethetha ka nepo ha a bapala lipapali tsa bochaba.</p> <p>se utloise ba bang bohloko.</p> <p>bapala ka nako ea hae.</p>	

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
11. latela le ho fana ka litšupiso.	<p>Moko-tabana Litšupiso: -lehojeng -leqeleng -hare -tlas'a -holim'a -tlaase -holimo</p> <p>Litsebo-ketso Ho: mamela, bua, latela tšupiso, fana ka tšupiso, taka</p>	<ul style="list-style-type: none"> Bana ba mamele litšupiso 'me ba li latele. Ka bobeli kapa lihlotšoana, bana ba fanane litšupiso 'me ba li latele. Bana ba bapale lipapali le lipina tse nang le litšupiso (<i>Tlaase popoiki</i>). Bana ba toroee ho bontša kutloisiso ea litšupiso. Bana ba bolele moo lintho li leng teng ba sebelisa litšupiso. 	<p>latela litšupiso tsa libaka tse fanoeng ka tataiso ea tichere.</p> <p>botsa ha a sa utloisise.</p> <p>latela litšupiso tsa libaka tse fanoeng a sa tataiso.</p> <p>hlalosa moo ntho e leng teng ka tšebeliso ea litšupiso.</p> <p>fana ka litšupiso ka tataiso ea tichere.</p> <p>fana ka litšupiso a sa tataiso.</p>	<p>Tikoloho</p> <p>Litšoantšo</p> <p>Libuka tsa bana</p> <p>Mahlaseli</p> <p>Limakasine</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
12. sebelisa matšoao ka nepo lipolelong.	<p>Moko-tabana Lipolelo tse khutšoanyane</p> <p>Matšoao: Khutlo (.) Potso (?) Tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela bua bala ngola bopa lipolelo</p> <p>Makhabane</p>	<ul style="list-style-type: none"> Tichere e ngolle bana lipolelo tse khutšoanyane, ba li kopitse, e be lipolelo tse nang le melumo eo ba ithutileng eona. Bana ba bale lipolelo tseo ba li ngotseng. Bana ba etse lipolelo ba shebile litšoantšo. Tichere e bontše bana tšebeliso ea letšoao le le leng ka nako. Bana ba ngole lipolelo ba ela hloko tšebeliso ea matšoao. 	<p>sebelisa khutlo qetellong ea polelong.</p> <p>sebelisa letšoao la potso qetellong ea polelo e botsang.</p> <p>sebelisa tlhaku e kholo ka nepo qalong ea polelong.</p> <p>sebelisa tlhaku e kholo qalong ea lebitso la motho.</p>	<p>“BTL Kit”</p> <p>Buka ea bana</p> <p>Mahlaseli</p> <p>“Teacher’s Guide”</p>

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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
13.ngola moqoqo o tataisitsoeng ka lipolelo le likheo (mela e 8) ba sebelisa matšoao ka nepo.	<p>Moko-tabane Moqoqo oa boitlhaloso: lebitso, fane lilemo, seboko, botona/botšehali sehlopha, sekolo, motse</p> <p>Matšoao: Tlhaku e kholo Khutlo</p> <p>Litsebo-ketso Ho: mamela bu bala ngola tlatsa likhe</p>	<ul style="list-style-type: none"> • Itlhalose ho bana 'me bona ba mamele ka hloko. • Botsa bana lipotso tse batlang hore ba itlhalose 'me ba li arabe. Lipotso li amane le lebitso, fane, lilemo, seboko, botona/botšehali, sehlopha, sekolo le motse. • Ka lihlotšoana, bana ba botsane lipotso tsa boitlhaloso 'me ba li arabe. • Bana ba ka bina pina ea boitlhaloso. • Ngolla bana lipolelo tse nang le likheo tseo ba lokelang ho li tlatsa. • Bana ba kopitse lipolelo 'me ba tlatsa likheo ka nepo. • Bana ba balle batsoali meqoqo ea bona 'me batsoali ba tekene. • Bana ba itoroee ba be ba ngole meqoqo ea boitlhaloso tlas'a litšoantšo tsa bona. 	<p>kopitsa lipolelo ka nepo.</p> <p>arola mantsoe ka nepo.</p> <p>sebelisa mantsoe a nepahetseng ho tlatsa likheo.</p> <p>ela hloko tšebeliso ea matšoao.</p> <p>qala tse latelang ka tlhaku e kholo:</p> <ul style="list-style-type: none"> • Lebitso • Fane • Seboko • Motse • Sekolo <p>bala lipolelo tseo a li kopilitseng a supa lentsoe ka leng leo a le balang.</p>	<p>Chate</p> <p>“Marker”</p> <p>“Teacher’s Guide”</p>

Literacy Window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. utter letter sounds correctly.	<p>Concepts Single letter sounds: a, e, i, o, u b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z</p> <p>Skills Speaking Listening</p>	<ul style="list-style-type: none"> Teacher shows learners a labelled picture of an object and helps them to name it. Teacher focuses learners' attention on the sound of the day. Learners utter the sound after the teacher. Learners identify words with the focus sound from a chart. As learners identify words, teacher writes them on the board. Teacher helps learners to read the identified words. Learners copy the identified words into their exercise books. Learners use the identified words in sentences. Learners sing all the single-letter sounds on a daily basis to internalise them. 	<p>say the name of an object on the picture when prompted.</p> <p>say the name of an object on the picture without a prompt.</p> <p>point at the words which has the sound of the day.</p> <p>read the identified words using correct pronunciation.</p> <p>copy the identified words correctly.</p> <p>utter letter sounds correctly.</p>	<p>Letter sounds chart</p> <p>Word cards</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. form three-letter words.	<p>Concepts Word formation Pronunciation</p> <p>Skills</p>	<p>Learners:</p> <ul style="list-style-type: none"> Write three-letter words, starting with those with a vowel between consonants and utter them out; first 	<p>form three- letter words.</p> <p>read and pronounce three-letter words correctly by blending.</p>	<p>Word cards</p> <p>Textbooks</p>

	Listening Speaking Writing Reading	<p>uttering the individual sounds (blending) and then the whole words.</p> <ul style="list-style-type: none"> • Write any three-letter words they are familiar with, placing vowels anywhere accurate. • Pronounce words correctly by blending them. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. use <i>a</i> or <i>an</i> appropriately before nouns.	<p>Concepts Indefinite articles: <i>a</i> <i>an</i> Nouns (naming words)</p> <p>Skills Listening Speaking Copying Reading Writing</p>	<ul style="list-style-type: none"> • Learners bring some objects to class and teacher helps them use <i>a</i> or <i>an</i> correctly when referring to those items. • Teacher gives the rule. • Learners say <i>a</i> or <i>an</i> appropriately with nouns they already know. • Learners say <i>a</i> or <i>an</i> appropriately with new nouns. 	<p>use <i>a</i> before nouns which begin with a consonant.</p> <p>use <i>an</i> before nouns which begin with vowels.</p>	<p>Classroom objects</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. give and follow simple directions.	<p>Concepts Directions: left right up down</p>	<ul style="list-style-type: none"> • Learners march (left -right) in order to distinguish between left and right. • Teacher gives learners directions to follow, differentiating left and right, up and down. 	<p>distinguish between left and right.</p> <p>distinguish between up and down.</p> <p>give directions using left, right,</p>	

	Skills Acting Listening Reading Differentiation Values and Attitudes Cooperation	<ul style="list-style-type: none"> In groups, learners display cooperation in giving and following directions. 	up and down. follow directions using left, right, up and down.	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. use <i>am, are</i> and <i>is</i> correctly in the present tense	Concepts am are is Skills Differentiation Speaking Listening Reading Writing	<ul style="list-style-type: none"> Teacher presents the verb <i>to be</i> in context. Learners construct short sentences using <i>am, are</i> and <i>is</i>. Learners use <i>am, are</i> and <i>is</i> in given sentences. 	fill in gaps in sentences using <i>am, are, is</i> correctly. use <i>am, are</i> and <i>is</i> correctly to talk about now.	

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. use <i>on, in, under, near</i> correctly in sentences.	Concepts on in under near Skills Listening Speaking Reading	<ul style="list-style-type: none"> Teacher provides pictures/charts showing prepositions in use (location). Learners act out situations in which they use prepositions such as sitting <i>under</i> the table and others saying where she/he is. Learners construct short 	use <i>on, in, under, near</i> correctly in sentences.	Pictures Charts

	Writing Observation Acting	sentences using appropriate prepositions.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7.name the colours of things around them.	<p>Concepts Colours: black, white, green, yellow, blue, red, orange, purple, grey, brown</p> <p>Skills Differentiation Sorting Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners cut shapes of different colours from pictures and name the colours. Learners identify words which show colour in given sentences. Learners sort items according to different colours. Learners colour pictures with the appropriate. Learners match pictures with words which describe their colours. 	<p>sort items according to different colours.</p> <p>colour pictures with the appropriate colours.</p> <p>recognise and use words which show colour correctly.</p> <p>write words that show colour correctly and match them with pictures.</p>	<p>Pictures</p> <p>coloured pencils</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8.listen for information and respond appropriately.	<p>Concepts Simple stories Simple rhymes Simple instructions Simple directions</p> <p>Skills Listening Speaking Critical thinking</p>	<ul style="list-style-type: none"> Teacher tells/reads simple stories/rhymes and asks learners questions. Learners listen to different instructions and directions and carry them out. Learners give one another instructions to carry out. 	<p>respond appropriately to oral information.</p> <p>carry out oral instructions.</p> <p>give out oral instructions</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. speak clearly and confidently.	<p>Concepts Story telling Rhymes Sentence construction</p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners tell stories from given pictures. Teacher asks questions and learners answer to display confidence. Learners tell their own simple stories. 	<p>answer questions confidently.</p> <p>tell short stories confidently from pictures.</p>	Pictures

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. cite seasons of the year in order.	<p>Concepts Seasons of the year: Spring Summer Autumn Winter</p> <p>Skills Speaking Pronunciation</p>	<ul style="list-style-type: none"> Teacher recites seasons of the year, identifying them using pictures. Learners recite the seasons, indicating the appropriate picture. Learners make simple sentences about what happens in each of the seasons. 	<p>recite the seasons in order.</p> <p>make simple sentences about what happens in each of the seasons.</p>	Pictures illustrating seasons of the year

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. read for information and enjoyment and respond appropriately .	<p>Concepts Reading: Stories Pictures Sentences</p>	<ul style="list-style-type: none"> Learners match written words with pictures. Learners read by pointing at words. Learners tell simple stories 	<p>match written words with pictures.</p> <p>pronounce written words correctly.</p>	<p>Word cards</p> <p>Pictures</p> <p>Textbooks</p>

	Skills Reading Viewing Speaking Listening	about different pictures. <ul style="list-style-type: none"> Teacher writes sentences, learners pick and respond as sentences command. 	read simple words	Readers
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. fill in gaps in written sentences with information about themselves.	Concepts Guided composition about myself: name, surname, age, gender, school, class, home Drawing pictures Skills Listening Speaking Reading Writing	<ul style="list-style-type: none"> Teacher asks learners questions about themselves and they answer. In groups, learners ask one another questions about themselves. Learners fill in their personal information. Learners read their sentences to the rest of the class. 	use capital letters at the beginning of their names, surnames, school and home. write guided compositions. read their sentences to the rest of the class.	

Numeracy Window

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>1.investigate shapes in their immediate environment and relate basic mathematical shapes to everyday life.</p> <p>identify shapes (circle, triangle, square, rectangle).</p> <p>sketch shapes found in their surroundings.</p> <p>use shapes to form patterns.</p>	<p>Concepts Shapes Spatial concepts of shapes</p> <p>Skills Sketching shapes Identifying shapes and their properties Associating shapes with their names Identifying shapes in the environment Making patterns</p> <p>Values and Attitudes Appreciation Recognition of the value of shapes Aesthetic value of shapes Workmanship in dealing with shapes</p>	<p>Learners:</p> <ul style="list-style-type: none"> • observe various shapes found at home and at school. • sketch shapes found in their surroundings. • sketch man-made shapes: houses, windows, walls, balls. • trace given shapes using drawing books and tracing paper. • model shapes using clay or plasticine. • use any simple shapes to make patterns by repetition, using ink blobbing, potato printing and tessellation. • identify 2 dimensional shapes: circle, triangle and square, and observe similar shapes in their environment. • observe local blankets of different designs and <i>Seshoeshoe</i>. • cut and colour shapes. 	<p>identify shapes (circle, triangle, square, rectangle).</p> <p>sketch shapes found in their surroundings.</p> <p>use shapes to form patterns.</p>	<p>Shapes from the environment (footbridges, etc.)</p> <p>Maths kit</p> <p>Charts</p> <p>Potatoes</p> <p>Drawing books</p> <p>Chart paper</p> <p>Tracing paper</p> <p>Basotho patterns (<i>litema</i>)</p> <p>Magazines</p> <p>Clay</p> <p>Plasticine</p> <p>Ink or paint</p> <p>Pens and pencils</p> <p>Scissors</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>2.investigate and estimate time in relation to everyday life.</p> <p>understand the sequential nature of time in relation to days, weeks and months of the year.</p> <p>correctly use phrases 'longer time' and 'shorter time'.</p>	<p>Concepts Measurement Comparison Estimation Time Sequence of events</p> <p>Skills Measuring Comparing Estimating</p> <p>Values and Attitudes Appreciation Decision-making</p>	<p>Learners:</p> <ul style="list-style-type: none"> estimate time according to events that take place at a particular time of the day and estimate their duration using 'longer than' and 'shorter than'. associate various months with school activities, birthdays and holidays. identify the months of the year and the days of the week focusing on sequential nature of time. use calendar in class and refer to the appropriate time, noting special days: Moshoeshoe's Day, Heroes' Day, Christmas Day, New Year's Day, King's Birthday. 	<p>understand the sequential nature of time in relation to days, weeks and months of the year.</p> <p>correctly use phrases 'longer time' and 'shorter time'.</p>	<p>Calendars</p> <p>Pictures depicting events</p> <p>Chart paper</p> <p>Pens and pencils</p>

Grade 1 Unit 4 “Looking after myself”

Overview of unit

Learning outcomes: at the end of this unit learners should be able to:	Literacy window		Numeracy window
	Sesotho	English	
<ol style="list-style-type: none"> 1. promote cleanliness at home and at school. 2. identify basic human needs. 3. express the link between rights and responsibilities of children. TG 4. identify and play indigenous games that promote healthy living. TG 5. identify mathematical concepts found in indigenous games. 6. identify domestic uses of some plants (as food, medicine and dye) 7. identify at least eight common food crops: cabbage, beans, maize, wheat, pumpkins, beetroot, potatoes, carrots. 8. identify four types of seeds: beans, peas, pumpkin and maize. 9. identify five fruits: peach, pear, apricot, apple and plum. 10. apply addition and subtraction to solve real-life problems. 11. identify the components of a balanced diet. 12. identify how traditional dishes can be part of a balanced diet.* 13. identify methods of preserving food. 14. demonstrate drying of leafy vegetables. TG 	<p>Reinforcement of sentence structure, with emphasis on punctuation, word formation, sentence construction, meaning and spelling.</p> <p>Reinforcement of the basics of composition writing, through copying and filling in sentences, with a focus on instilling a strong sense of social identity.</p> <p>Introduction to free writing, enhancing vocabulary, punctuation, word formation and sentence structure.</p> <p>Reinforcement of listening, speaking, reading and writing skills.</p>	<p>Development of confident oral expression: construction of whole sentences and guided telling of very short stories.</p> <p>Reinforcement of sentence structure, particularly in the use of indefinite articles and adjectives.</p> <p>Copying and reading of three letter words.</p> <p>Introduction to punctuation: use of capital letters at the beginning of sentences and full stops at the end.</p> <p>Use of capital letters when writing proper nouns, days of the week and months of the year.</p>	<p>Handling of simple data relating to learners themselves and their immediate surroundings.</p> <p>Reading and interpreting simple pictographs.</p>

<p>15. identify two indigenous vegetables that promote healthy living.</p> <p>16. identify two indigenous medicinal herbs (<i>mohalakane, lengana</i>).</p> <p>17. recognise infectious diseases and their signs. TG</p> <p>18. discuss precautions against infectious diseases (measles and chicken pox). TG</p> <p>19. identify proper ways of controlling litter. TG</p> <p>20. use tally marks to record litter in the environment. TG</p> <p>21. use pictograms to give information about real- life contexts. TG</p> <p>22. interpret pictograms that represent health, environment and cultural issues. TG</p> <p>23. identify warning signs to help to prevent injuries and diseases. TG</p> <p>24. demonstrate a preparedness plan for snowfall. TG</p> <p>25. identify different ways of protecting people and their property during snowfall. TG</p> <p>26. dramatise appropriate behaviour after snowfall.</p> <p>27. demonstrate a preparedness plan for fire.</p> <p>28. demonstrate proper behaviour and precautions during fire.</p> <p>29. demonstrate proper use of the First Aid Kit. TG</p>			
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TG indicates that a Learning Outcome is guided in the Teacher's Guide

Grade 1 Unit 4 “Looking after myself”
Activity plan

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
1.promote cleanliness at home and at school.	<p>Concepts Cleanliness (home and school)</p> <p>Skills Observation Cleaning</p> <p>Values and Attitudes Responsibility Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss proper ways of keeping their surroundings clean. Teacher demonstrates sweeping, dusting, washing and mopping. Learners clean their classroom and the teacher supervises them. Teacher explains and encourages proper use of toilets. 	<p>explain cleanliness at home and at school.</p> <p>contribute to keeping their classroom clean.</p> <p>contribute to keeping the school surroundings clean.</p>	<p>Brooms</p> <p>Feather dusters</p> <p>Mops</p> <p>Dustbins</p> <p>Detergent</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners’ ability to:	Suggested resources
2.identify basic human needs.	<p>Concepts Human needs Human wants</p> <p>Skills Discussion Identification Critical thinking</p> <p>Values and Attitudes Responsibility Respect Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher explains needs, such as food, water, shelter, clothes, education, healthcare and love. Teacher and learners discuss the difference between needs (things which are essential) and wants (non-essential things we desire). Learners bring pictures and classify them according to needs and wants. Teacher and learners display pictures on the wall. 	<p>list basic human needs.</p> <p>explain basic human needs.</p> <p>explain the difference between needs and wants.</p>	<p>Pictures</p> <p>Chart</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3. express the link between rights and responsibilities of children.	<p>Concepts Rights of children and their responsibilities: right to a name and nationality and responsibility to know one's name and nationality right to nutrition and responsibility not to waste food right to play and responsibility to play well and cooperate with others.</p> <p>Skills Self-awareness Communication</p> <p>Values and Attitudes Awareness Appreciation Responsibility</p>	<ul style="list-style-type: none"> Teacher explains rights and responsibilities. Teacher and learners discuss rights and responsibilities. <p>Learners:</p> <ul style="list-style-type: none"> Mention three rights they learned. State their names and nationality. State different kinds of food they eat. State what they can do in order to learn. Match rights and their responsibilities. 	<p>mention three rights.</p> <p>mention three responsibilities.</p> <p>match rights and corresponding responsibilities.</p>	<p>Universal Declaration of Human Rights booklets</p> <p>Posters</p> <p>UNICEF booklets on children's rights</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4. identify and play indigenous games that promote healthy living.	<p>Concepts Indigenous games: <i>ho kalla, lesokoana, morabaraba, cheko, liketoana, khati</i></p> <p>Skills Communication Running Throwing</p>	<ul style="list-style-type: none"> Teacher explains what is meant by healthy living. Teacher introduces indigenous games. Learners mention games they play at home and school. Learners play selected games to promote healthy living. 	<p>identify indigenous games.</p> <p>play indigenous games that promote healthy living.</p> <p>mention games they play at home and school.</p>	<p>Skipping rope</p> <p>Flat stones</p> <p>Tin</p> <p>Small sticks</p> <p>Small pieces of stone</p> <p>Cardboard</p>

	Values and Attitudes Responsibility Appreciation			Bottle tops Maize or sorghum stalks
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5. identify mathematical concepts found in indigenous games.	<p>Concepts Sequencing Counting</p> <p>Skills Manipulation Classification Counting Drawing Critical thinking</p> <p>Values and Attitudes Cooperation Self-control Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners use games to sequence numbers. Learners connect dots to form sequences. Learners group numbers in 2s, 3s, 4s and 5s. Learners count in 2s, 3s, 4s and 5s. 	<p>use games to sequence numbers.</p> <p>group numbers in 2s, 3s, 4s and 5s.</p> <p>count in 2s, 3s, 4s and 5s.</p>	<p>Games: <i>Liketoana</i></p> <p><i>Cheko</i></p> <p><i>Khathi</i></p> <p><i>Moraba-raba</i></p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6. identify domestic uses of some plants (as food, medicine and dye).	<p>Concepts Uses of plants</p> <p>Skills Sorting</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher explains the importance of identifying plants correctly, as certain plants can be dangerous. <p>Learners:</p> <ul style="list-style-type: none"> Mention different uses of plants. Collect different kinds of plants. Identify plants collected. sort collected plants according to their uses. 	<p>identify medicinal, edible and usable plants.</p> <p>state domestic uses of some plants.</p>	<p>Plants</p> <p>Tin cans</p> <p>Water</p> <p>Pieces of cloth</p> <p>Paper</p> <p>Bottles</p>

		<ul style="list-style-type: none"> Use word cards to group plants according to their domestic uses. 		Tools
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7. identify at least eight common food crops: cabbage, beans, maize, wheat, pumpkins, beetroot, potatoes, carrots.	<p>Concepts Food crops</p> <p>Skills Identification Listening Speaking Listing Critical thinking</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners list common food crops. Learners bring foods from home. Teacher helps learners say names of food crops on the chart. Learners play a game using food items to learn their names. Teacher tells folktales using some food crops. Teacher and learners play riddles using food crops. 	<p>name and identify eight food crops.</p> <p>make up riddles using food crops.</p>	<p>Food crop chart</p> <p>Samples of food items</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8. identify four types of seeds: beans, peas, pumpkin and maize.	<p>Concepts Seeds Crops</p> <p>Skills Identification Matching Drawing</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher brings different kinds of seeds. Learners select beans, peas, pumpkin and maize in turns. Learners play a game matching seeds with drawings or pictures of the crop they would grow into. Learners illustrate the four seeds by drawing the crops they will grow into. 	<p>name and identify four types of seeds.</p> <p>match four seeds with their drawings or pictures.</p>	<p>Seeds</p> <p>Charts</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
9. identify five fruits: peach, pear, apricot, apple and plum.	<p>Concepts Fruits</p> <p>Skills Identification Matching Drawing Writing</p> <p>Values and Attitudes Appreciation</p>	<ul style="list-style-type: none"> Teacher brings examples of the five fruits. <p>Learners:</p> <ul style="list-style-type: none"> Mention fruits they usually have in their gardens or villages. Name fruits brought by the teacher or other pupils. Match fruits with the drawings on the chart or pictures. Draw and label the five fruits. 	<p>name and identify five fruits.</p> <p>match five fruits with their drawings or pictures.</p>	<p>Fruits</p> <p>Charts or pictures</p> <p>Fruit cards</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10. apply addition and subtraction to solve real-life problems.	<p>Concepts Addition Subtraction</p> <p>Skills Manipulation Problem-solving Decision-making</p> <p>Values and Attitudes Appreciation Confidence</p>	<ul style="list-style-type: none"> Learners solve real-life addition and subtraction problems using fruits and other foods. Learners role-play a mock shop to apply addition and subtraction skills 	<p>use addition and subtraction to solve real-life problems.</p>	<p>Improvised money</p> <p>Shop items (fruits)</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
11. identify the components of a balanced diet.	<p>Concepts Balanced diet Components of a balanced diet</p> <p>Skills Decision-making Observation Sorting</p> <p>Values and Attitudes Commitment Competence Cooperation</p>	<ul style="list-style-type: none"> Teacher and learners discuss the need for a balanced diet. Teacher and learners discuss the components of a balanced diet (body building foods, protective foods, energy-giving foods). Teacher displays pictures of various food stuffs. Learners bring samples of food stuffs. In groups, learners sort food stuffs into components. 	<p>state the components of a balanced diet.</p> <p>sort food stuffs into components of a balanced diet.</p>	<p>Food stuffs</p> <p>Food stuff pictures</p> <p>Charts</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
12. identify how traditional dishes can be part of a balanced diet.*	<p>Concepts Balanced diet Traditional dishes</p> <p>Skills Listening Speaking Matching</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher and learners identify the ingredients of traditional dishes. Teacher organises a display of traditional dishes.* Learners mention names of traditional dishes (<i>Lehala*</i>, <i>Lepu*</i>, <i>Nyekoe*</i>, <i>Motoho*</i>, <i>Sekele*</i>, <i>Mafi- a- khoho*</i>, <i>Likahare</i>). <p>Learners:</p> <ul style="list-style-type: none"> match names with traditional dishes. sing songs related to food.* classify foods into three different types (body building foods, protective foods, energy-giving foods). 	<p>identify traditional dishes.</p> <p>classify foods into different types.</p> <p>explain how foods contribute to a balanced diet.</p>	<p>Chart</p> <p>Markers</p> <p>Pictures of traditional dishes</p>

		<ul style="list-style-type: none"> explain how the traditional dishes contribute to a balanced diet. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
13. identify methods of preserving food.	<p>Concepts Food preservation methods Seasonal foods</p> <p>Skills Observation</p> <p>Values and Attitudes Appreciation Awareness</p>	<ul style="list-style-type: none"> Teacher explains seasonal foods and food preservation. Learners visit nearest shops to explore various preservation methods (canning, bottling, freezing and drying). Learners report the foods and methods they identified. 	<p>mention ways of food preservation.</p> <p>match foods with preservation methods.</p>	<p>Shop</p> <p>Food stuffs</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
14. demonstrate drying of leafy vegetables.	<p>Concepts Food preservation Drying of leafy vegetables</p> <p>Skills Identification Observation Manipulation</p> <p>Values and Attitudes Cleanliness Appreciation Responsibility Preparedness</p>	<p>Learners:</p> <ul style="list-style-type: none"> explore the local environment to identify edible leafy vegetables suitable for drying. collect leafy vegetables from the local environment. prepare leafy vegetables for drying. dry leafy vegetables. store dried leafy vegetables. 	<p>identify edible leafy vegetables suitable for drying.</p> <p>dry leafy vegetables.</p> <p>store dried leafy vegetable.</p>	<p>Leafy vegetables</p> <p>Empty sacks</p> <p>Plastic sheet</p> <p>Corrugated iron</p> <p>Covering nets</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
15. identify two indigenous vegetables that promote healthy living.	<p>Concepts Indigenous vegetables: <i>theepe</i> and <i>seruoe</i></p> <p>Skills Discussion Communication Identification</p> <p>Values and Attitudes Responsibility Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the importance of identifying plants correctly, as certain plants can be dangerous. Teacher and learners discuss indigenous vegetables that promote healthy living. Learners mention indigenous vegetables they know, including <i>theepe</i> and <i>seruoe</i>. Learners collect <i>theepe</i> and <i>seruoe</i> from their immediate environment. Learners mount <i>theepe</i> and <i>seruoe</i> onto charts. 	<p>identify two nutritious indigenous vegetables (<i>theepe</i> and <i>seruoe</i>).</p> <p>mount <i>theepe</i> and <i>seruoe</i> onto charts.</p>	<p>Plants (<i>theepe</i> and <i>seruoe</i>)</p> <p>Charts</p> <p>Glue</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
16. identify two indigenous medicinal herbs.	<p>Concepts Medicinal plants: <i>mohalakane</i>, <i>lengana</i></p> <p>Skills Discussion Communication Identification</p> <p>Values and Attitudes Responsibility Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher explains the importance of identifying plants correctly, as certain plants can be dangerous. Teacher and learners discuss indigenous plants that have medicinal properties. Teacher and learners discuss the properties of <i>mohalakane</i> and <i>lengana</i>. Learners identify <i>mohalakane</i> and <i>lengana</i>. Learners collect <i>mohalakane</i> and <i>lengana</i> from their immediate 	<p>identify two indigenous medicinal herbs (<i>mohalakane</i> and <i>lengana</i>).</p> <p>explain the properties of <i>mohalakane</i> and <i>lengana</i>.</p>	<p>Plants (<i>mohalakane</i>, <i>lengana</i>)</p> <p>Charts</p> <p>Glue</p>

		<p>environment.</p> <ul style="list-style-type: none"> Learners paste <i>mohalakane</i> and <i>lengana</i> onto chart paper. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
17. recognise signs of infectious diseases.	<p>Concepts Infectious diseases: measles and chicken pox Signs of infectious diseases</p> <p>Skills Observation Identification Drawing</p> <p>Values and Attitudes Responsibility Awareness</p>	<ul style="list-style-type: none"> Teacher and learners discuss infectious diseases: measles and chicken pox. Teacher and learners discuss signs of measles or chicken pox. Teacher and learners discuss how measles and chicken pox are spread. Learners draw pictures of patients to illustrate the signs of measles and chicken pox. 	<p>mention at least one infectious disease.</p> <p>mention signs of at least one infectious disease.</p>	<p>Pictures</p> <p>Chart</p> <p>Coloured pencils</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
18. discuss precautions against infectious diseases (measles and chicken pox).	<p>Concepts Precaution against infectious diseases</p> <p>Skills Discussion Identification</p> <p>Values and Attitudes Responsibility Empathy Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss precautions against infectious diseases. Teacher shows learners safe behaviour during high infection rate. Teacher explains dangers of touching the sores of someone with measles or chicken pox with bare hands. Learners simulate proper and safe behaviour during an epidemic of measles or 	<p>mention precautions against infectious diseases.</p> <p>simulate safe behaviour during an epidemic of measles or chicken pox.</p>	<p>Pictures</p> <p>Charts</p> <p>Markers</p>

		chicken pox.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
19. identify proper ways of controlling litter.	<p>Concept Litter Ways of controlling litter</p> <p>Skills Observation Decision-making Discussion</p> <p>Values and Attitudes Responsibility Caring Tidiness</p>	<ul style="list-style-type: none"> Learners explore the environment to identify litter. Learners collect litter. Learners sort litter according to its nature. Teacher and learners discuss ways of controlling litter. Teacher uses posters to show ways of controlling litter. 	<p>mention proper ways of controlling litter.</p> <p>sort litter according to its nature.</p>	<p>Gloves</p> <p>Bin bags</p> <p>Clean plastic bags</p> <p>Dustbins</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
20. use tally marks to record litter in the environment.	<p>Concepts Tally marks Frequency/mode</p> <p>Skills Counting Critical thinking Observation Problem-solving</p> <p>Values and Attitudes Cooperation Awareness Appreciation</p>	<ul style="list-style-type: none"> Teacher and learners discuss litter in their environment. Learners collect concrete objects that litter their school environment. Teacher and learners use tables to present numbers of each type of litter. Learners present their findings in graphs to identify the common types of litter. Teacher and learners discuss solutions to reduce environmental litter. 	<p>use tally marks to record collected litter in their environment.</p> <p>present their findings in graphs.</p> <p>suggest solutions to reduce environmental litter.</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
21. use pictograms to give information about real- life contexts.	<p>Concepts Pictograms</p> <p>Skills Interpretation Sorting/classification Matching Counting Decision-making Logical thinking</p> <p>Values and Attitudes Cooperation Appreciation</p>	<ul style="list-style-type: none"> Learners collect concrete objects that litter their school environment. Learners identify collected objects. Learners form groups of similar objects. Teacher introduces the term pictogram. Teacher and learners draw a pictogram of the groups of objects. Teacher guides learners in interpreting the pictogram formed. 	interpret pictograms.	Charts Paste Markers Objects Textbooks Bottle tops Shapes Maths kit Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
22. interpret pictograms that represent health, environment and cultural issues.	<p>Concepts Pictograms</p> <p>Skills Interpretation Counting Critical thinking Observation Problem-solving</p> <p>Values and Attitudes Cooperation Self-control Awareness</p>	<ul style="list-style-type: none"> Teacher helps learners to interpret pictorial graphs representing numbers of people with infectious diseases to bring awareness of the importance of taking precautions. Learners make pictograms depicting types of domestic animals found at their homes. Learners interpret and explain pictograms to the rest of the class. 	interpret pictograms of: health, environment, and cultural issues.	Pictorial graphs Teacher's Guide

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
23. identify warning signs to help to prevent injuries and diseases.	<p>Concepts Warning signs Signs warning against injuries and diseases</p> <p>Skills Critical thinking Observation Creativity Problem-solving</p> <p>Values and Attitudes Preparedness Responsibility Cautiousness</p>	<ul style="list-style-type: none"> Teacher and learners discuss importance of warnings and signs warning against injuries and diseases. Teacher and learners take a field trip to explore their immediate surroundings and identify warning signs. Learners design warning signs that show directions and give information. Learners role-play warning signs. 	<p>mention warning signs that prevent injuries.</p> <p>mention warning signs that prevent diseases.</p> <p>design warning signs that show directions.</p> <p>design warning signs that give information.</p>	<p>Signs</p> <p>Card</p> <p>Markers</p> <p>Scissors</p> <p>Glue</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
24. state ways of preparing for snowfall.	<p>Concepts Early warning signs of snowfall Ways of preparing for snowfall : collection of fuel, animal feed, and warm clothes, preparing indoor games and storing food</p> <p>Skills Identification Observation Discussion Creativity</p> <p>Values and Attitudes</p>	<ul style="list-style-type: none"> Teacher and learners discuss early warning signs of snowfall. Teacher invites a resource person(s) to relate a story including early warning signs of snowfall. Teacher and learners discuss ways of preparing for snowfall. Learners collect pictures of preparing for snowfall. Learners prepare their own indoor games. Learners role-play ways of 	<p>list early warning signs of snowfall.</p> <p>mention ways of preparing for snow fall.</p> <p>role- play ways of preparing for snowfall.</p> <p>prepare indoor games.</p>	<p>Resource person(s)</p> <p>Posters</p> <p>Pictures</p> <p>Teacher's Guide</p>

	Responsibility Caring Cooperation	preparing for snowfall.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
25. identify different ways of protecting people and their property during snowfall.	<p>Concepts Ways of protecting people and property during snowfall</p> <p>Skills Observation Communication Problem-solving Cooperation Dramatisation</p> <p>Values and Attitudes Awareness Caring</p>	<p>Learners:</p> <ul style="list-style-type: none"> brainstorm ways of protecting people and other things during snowfall. mention different ways of protecting people and property from snowfall. role- play different ways of protecting people and property during snow. 	<p>mention ways of protecting people, animals and other property from snowfall.</p> <p>role-play different ways of protecting people, animals and other property during snowfall.</p>	<p>Pictures</p> <p>Environment</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
26. dramatise appropriate behaviour after snowfall.	<p>Concepts Response after snowfall</p> <p>Skills Acting Communication Listening Creativity</p> <p>Values and Attitudes Commitment Competence Sense of humour</p>	<ul style="list-style-type: none"> Teacher tells a story about appropriate behaviour after snowfall. Learners dramatise the story using role- play or puppets. 	<p>role-play appropriate behaviour after snowfall.</p>	<p>Costumes</p> <p>Puppets</p>

	Cooperation Empathy			
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
27. demonstrate a preparedness plan for fire.	<p>Concepts Hazards/causes of fire at home Preparedness plan for fire Early warning signs of fire: smoke, flames, smell</p> <p>Skills Identification Observation Planning Communication Discussion</p> <p>Values and Attitudes Responsibility Caring</p>	<ul style="list-style-type: none"> Learners brainstorm on the causes of fire at home. Learners brainstorm different ideas to prepare for or prevent fire. Learners compile and share ideas. Teacher helps learners to make two lists. Teacher and learners discuss early warning signs of fire using the senses of sight and smell. Teacher and learners identify different ways of protecting people and property from fire. Teacher and learners discuss the appropriate preparedness plan for fire. Learners simulate the preparedness plan for fire. 	<p>mention early warning signs of fire.</p> <p>mention causes of fire at home.</p> <p>identify ways of protecting people and property from fire.</p> <p>role- play the preparedness plan.</p>	<p>Charts</p> <p>Video</p> <p>Tape aids</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
28. demonstrate proper behaviour and precautions during fire.	<p>Concepts Impact of fire at home: damage to property and life Ways of extinguishing fire : with soil, water, wet sacks, branches of green trees or</p>	<ul style="list-style-type: none"> Teacher and learners discuss the impact of fire at home. Learners mention property and living things that can be destroyed by fire. 	<p>mention the impact of fire at home.</p> <p>mention proper behaviour during fire.</p>	<p>Charts</p> <p>Posters</p> <p>Pictures</p>

	shrubs Precautions during fire Skills Identification Demonstration Discussion Cooperation Values and Attitudes Responsibility Caring	<ul style="list-style-type: none"> • Teacher shows learners appropriate behaviour or actions during fire. • Learners discuss appropriate behaviour or actions during fire. • Teacher and learners discuss different ways of extinguishing fire. • Learners role-play ways of extinguishing fire. • Learners simulate appropriate behaviour during fire. 	list different ways of extinguishing fire. role-play ways of extinguishing fire. simulate appropriate behaviour during fire.	
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
29. demonstrate proper use of the First Aid Kit.	Concepts First Aid First Aid Kit Skills Observation Discussion Values and Attitudes Responsibility Appreciation Cleanliness Perseverance	<ul style="list-style-type: none"> • Teacher explains first aid. • Teacher shows learners basic items to be found in the First Aid Kit. • Teacher explains the importance of keeping the contents clean (and not opening sterile items). • Teacher shows learners how to use the First Aid Kit. • Learners simulate the use of the First Aid Kit (using improvised items, not the items from the school kit) 	list proper uses of the First Aid Kit. simulate the use of the First Aid kit.	First Aid Kit Improvised first aid kit items Teacher's Guide

Literacy window: Sesotho

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
1. pheta lithothokiso tsa bana tse buang ka bohloeki ka nepo ba qapolla mantsoe.	<p>Moko-tabane Lithothokiso Morethetho Bohloeki</p> <p>Litsebo-ketso Ho: mamela bua rethetha</p> <p>Makhabane Tšebeliso-’moho</p>	<ul style="list-style-type: none"> Phetela bana thothokiso ’me ba u etsise. Bana ba phete thothokiso ka nepo ba bile ba etsa se boleloang ke eona. Buisana le bana ka mantsoe a ba thatafallang. Buisana le bana ka thothokiso ka ’ngoe ho fumana thuto/ molaetsa oa eona. Bana ba phete lithothokiso ka lihlotšoana. Faa ngoana ka mong monyetla oa ho pheta thothokiso a le mong. 	<p>pheta lithothokiso tseo a li phetetsoeng ka bolokolohi.</p> <p>bitsa mantsoe ka nepo.</p> <p>pheta thothokiso a le mong ka bolokolohi.</p>	<p>Litšoantšo</p> <p>Buka ea lithothokiso</p> <p>“Teacher’s Guide”</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
2. mamela lipale tse khutšoanyane ka sepheo sa ho bolela litaba tsa pale ka bokhutšoanyane le ho bolela thuto e fumanoang paleng	<p>Moko-tabane Ho: mamela, se kene motho hanong, araba lipotso ka nepo, bua ka nako e tšoanelang, tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang, toroea karoloana e itseng ea pale, bolela litaba tsa pale ka bokhutšoanyane, bolela thuto e fumanoang paleng</p> <p>Litsebo-ketso Ho:</p>	<ul style="list-style-type: none"> Buisana le bana ka bohlokoa ba ho se kene motho hanong ha a bua. Buisana le bana ka bohlokoa ba ho bua ka nako e tšoanelang. Phetela bana pale e khutšoanyane, ba mamele ka hloko. Botsa bana lipotso tse batlang kutloisiso ea bona ea pale lipotso e be tse botsang “eng, mang, kae, neng le hobane’ng”. 	<p>mamela a sa kene motho hanong.</p> <p>araba lipotso ka nepo.</p> <p>bontša hore na seo a se mametseng se mo ama joang maikutlong (<i>halefisoa</i>, <i>tšehisoa</i>, <i>hlomoloa</i>).</p> <p>tšoantšisa ka nepo likaroloana tsa pale eo a e pheteloang.</p>	<p>Libuka tsa lipale</p> <p>“BTL Kit readers”</p>

	mamela bua araba tšoantšisa	<ul style="list-style-type: none"> • Bana ba tšoantšise likaroloana tsa pale. • Ka lihlotšoana bana ba phete litaba tsa pale ka bokhutšoanyane. • Buisana le bana ka thuto e fumanoang paleng. 	toroea karoloana e itseng ea pale. pheta litaba tsa pale ka bokhutšoanyane. bolela thuto e fumanoang paleng.	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
3. hlalohanya melumo e bopiloeng ka tlhaku tse peli.	<p>Moko-tabane Melumo e bopiloeng ka tlhaku tse peli: <i>ue, hl, ll, mp, ng</i></p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa mantsoe</p> <p>Makhabane Makhethe Boikarabello Thahasello</p>	<ul style="list-style-type: none"> • Tichere e ngole melumo letlapeng, e e balle bana. • Bana ba mamele 'me ba phete melumo ka nepo. • Bana ba ngole melumo libukeng tsa bona, ba e balle tichere. • Bana ba balle batsoali melumo 'me batsoali ba tekene ho bontša hore bana ba balile. • Tichere e bitsetse bana melumo, ba e ngole. • Tichere e ngolle bana mantsoe a nang le melumo e tlhaku li peli ba a kopitse • Tichere e bitsetse bana mantsoe a nang le melumo e fanoeng ba a ngole. • Bana ba ingolle mantsoe a nang le melumo eo ba ithutileng eona. 	etsisa tichere ha a bitsa melumo. ipalla melumo a le mong. ngola melumo ka nepo. qolla molumo kahar'a lentsoe.	<p>"BTL Kit"</p> <p>Mahlaseli</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
4. bopa mantsoe a bopiloeng ka melumo e tlhaku li peli.	<p>Moko-tabana Mantsoe a bopiloeng ka melumo e tlhaku li peli</p> <p>Litsebo-ketso Mamela, bua, bala, ngola</p>	<ul style="list-style-type: none"> Tichere e ngolle bana mantsoe a nang le melumo e fanoeng ba a kopitse. Tichere e bitsetse bana mantsoe a nang le melumo e fanoeng ba a ngole. Bana ba qolle mantsoe a nang le melumo e rutiloeng lipolelong. Bana ba balle batsoali mantsoe 'me batsoali ba tekene ho bontša hore bana ba balile. Tichere e fe bana lipolelo ba qolle mantsoe a nang le melumo eohle eo ba ithutileng eona. Bana ba ngole lipolelo tse nang le mantsoe a nang le melumo e tlhaku li peli. 	<p>ngola mantsoe a nang le melumo e tlhaku li peli.</p> <p>qolla mantsoe a nang le melumo e rutiloeng lipolelong.</p> <p>bopa mantsoe ka melumo e tlhaku li peli.</p> <p>ngola lipolelo ka nepo ba ela hloko tšebeliso ea khutlo le tlhaku e kholo.</p>	"BTL Kit"

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
5. sebelisa matšoao ka nepo lipolelong.	<p>Moko-tabana Lipolelo tse khutšoanyane</p> <p>Matšoao: Khutlo (.) Potso (?) Tlhaku e kholo</p> <p>Litsebo-ketso Ho: mamela, bua, bala, kopitsa, peleta, ngola, hlalohanya, bopa</p>	<ul style="list-style-type: none"> Tichere e ngolle bana lipolelo tse khutšoanyane, tse nang le matšoao a latelang: tlhaku e kholo, potso, le khutlo 'me ba li kopitse. Tichere e hlalositse bana tšebeliso ea letšoao le le leng ka nako. Bana ba etse lipolelo ba shebile litšoantšo. Bana ba ngole lipolelo ba 	<p>kopitsa polelo ka nepo.</p> <p>sebelisa tlhaku e kholo ka nepo.</p> <p>sebelisa khutlo qetellong ea polelo.</p> <p>bala polelo e nang le letšoao la potso hantle.</p>	<p>"BTL Kit"</p> <p>Mahlaseli</p>

	lipolelo Makhabane Makhethe	ela hloko tšebeliso ea matšoao ba be ba li bale.		
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
6. hlalosa litšoantšo a sebelisa mebala, lipalo le litšupiso	Moko-tabana Ho bua Ho ngola Ho hlalosa litšoantšo Litsebo-ketso Ho mamela Ho bua Ho hlalosa	<ul style="list-style-type: none"> Tichere e fe bana litšoantšo ba li hlahlobe. Tichere e fe bana nako ea ho botsa lipotso moo litšoantšo li sa hlakang. Tichere e tataise bana ka lipotso ho hlalosa litšoantšo. Ka lihlotšoana, bana ba buisane ka litšoantšo ba be ba ngole mantsoe a li hlalolang a mebala, lipalo le litšupiso. Bana ba ngole lipolelo tse hlalolang litšoantšo. Bana ba itoroefe ba be ba hlalose litšoantšo tsa bona. 	<p>hlalohanya lintho tse litšoantšong.</p> <p>sebelisa mebala ka nepo ha a hlalosa.</p> <p>sebelisa mantsoe a bontšang tšupiso ka nepo.</p> <p>sebelisa mantsoe a bontšang palo ka nepo.</p> <p>bitsa mantsoe ka nepo ha a bua.</p> <p>peleta mantsoe hantle ha a ngola.</p>	<p>Litšoantšo</p> <p>Limakasine</p> <p>Libuka</p>

Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabana, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
7. ngola moqoqo o tataisitsoeng ka lipolelo le likheo (mela e 8) ba sebelisa matšoao ka nepo.	Moko-tabana Moqoqo oa boithaloso: lebitso, fane, lilemo, seboko, botona/botšehali, sehlopha, sekolo, motse Matšoao: Tlhaku e kholo Khutlo (.)	<ul style="list-style-type: none"> Tichere e itlhalose ho bana 'me bona ba mamele ka hloko. Tichere e botse bana lipotso tse batlang hore ba itlhalose 'me ba li arabe. Lipotso li amane le lebitso, fane, lilemo, seboko, botona/botšehali, sehlopha, sekolo le motse. 	<p>kopitsa lipolelo ka nepo.</p> <p>arola mantsoe ka nepo.</p> <p>sebelisa mantsoe a nepahetseng ho tlatša likheo.</p> <p>ela hloko tšebeliso ea matšoao</p>	<p>Chate</p> <p>“Marker”</p>

	<p>Litsebo-ketso Ho: mamela, bua, bala, ngola, tlatsa likheo, araba, toroea</p>	<ul style="list-style-type: none"> • Ka lihlotšoana, bana ba botsane lipotso tsa boithaloso 'me ba li arabe. • Bana ba ka bina pina ea boithaloso. • Bana ba itoroe ba be ba ngole mabitso a bona. • Ngolla bana lipolelo tse nang le likheo tseo ba lokelang ho li tlatsa. • Bana ba kopitse lipolelo 'me ba tlatse likheo ka nepo. • Bana ba balle batsoali meqoqo ea bona 'me batsoali ba tekene. 	<p>qala tse latelang ka tlhaku e kholo:</p> <ul style="list-style-type: none"> • Lebitso • Fane • Seboko • Motse • Sekolo <p>bala lipolelo tseo a li kopilitseng a supa lentsoe ka leng leo a le balang.</p>	
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Sepheo: qetellong ea karoloana ena, bana ba be ba ka:	Moko-tabane, litsebo-ketso le makhabane	Tse ka etsoang	Se hlahlojoang: tichere e hlahlobe tsebo ea ngoana ea ho:	Lithusa-thuto
8. bala le ho fumana melaetsa e fetisoang ka mantsoe kapa litšoantšo.	<p>Moko-tabane Ho bala</p> <p>Litsebo-ketso Ho: mamela bua bala bapisa</p>	<ul style="list-style-type: none"> • Bana ba ikhethela libuka tseo ba ka li balang ho "BTL Kit". • Bana ba hlalose seo ba se balileng ka mantsoe a bona. • Bana ba bale Mahlaseli ba nt'o pheta hakhutšoanyane ka mantsoe a bona. • Tichere e fe bana litšoantšo ba ingolle meqoqo ka tsona. • Bana ba balle batsoali meqoqo ea bona 'me batsoali ba tekene. 	<p>bala molaetsa o fetisoang ka litšoantšo.</p> <p>bitsa mantsoe ka nepo.</p> <p>khefutsa moo ho nang le letšoao.</p> <p>hlalosa seo ba se balileng ka mantsoe a bona.</p> <p>hlalosa litšoantšo ka ho ngola.</p>	<p>"BTL Kit"</p> <p>Mahlaseli</p> <p>"Teacher's Guide"</p>

Literacy Window: English

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
1. use <i>a</i> and <i>an</i> correctly in sentences.	<p>Concepts a an</p> <p>Skills Listening Speaking Reading Writing Copying</p>	<ul style="list-style-type: none"> Teacher and learners bring some new objects to class; teacher teaches vocabulary and helps them use <i>a</i> and <i>an</i> correctly when referring to those items. Teacher provides some other new words and learners talk about them using <i>a</i> and <i>an</i> correctly. 	<p>use <i>a</i> before words which begin with consonants.</p> <p>use <i>an</i> before words which begin with vowels.</p>	<p>Objects</p> <p>Word cards</p> <p>Charts</p> <p>Markers</p> <p>Textbooks</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
2. write letters of the alphabet in both lower and upper cases.	<p>Concepts Letters of the alphabet</p> <p>Skills Speaking Listening Reading Writing</p>	<ul style="list-style-type: none"> Teacher writes all letters of the alphabet in both capital and small letters and helps learners understand the difference between them and when they are used. Learners copy all letters of the alphabet in both capital and small letters. Learners write their names and surnames, beginning with capital letters. 	<p>copy letters of the alphabet using both capital letters and small letters.</p> <p>write their names and surnames, beginning with capital letters</p>	<p>Charts</p> <p>Textbooks</p> <p>Alphabet sets</p> <p>Word cards</p> <p>Teacher's Guide</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
3.name the months of the year in order.	<p>Concepts Months of the year: January – December</p> <p>Skills Listening Speaking Reading Writing Copying</p>	<ul style="list-style-type: none"> • Teacher asks learners which of the months of the year they know. • Learners say those they know. • Teacher supplies others and writes the names on the board, pointing out that they all begin with capital letters. • Learners practise reciting months using correct pronunciation. • Learners copy the months, focusing on correct spelling and use of capital letters. • Learners play a game asking one another to identify the missing month in a sequence. 	<p>recite the months of the year in order.</p> <p>write the months using correct spelling and capital letters.</p> <p>identify the missing month in a sequence.</p>	<p>Word cards</p> <p>Charts</p> <p>Markers</p> <p>Textbooks</p> <p>Calendar</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
4.write short sentences using capital letters and a full stop.	<p>Concepts Capital letters Sentence construction Full stop (.)</p> <p>Skills Reading Writing Accuracy</p> <p>Values and Attitudes Tidiness</p>	<ul style="list-style-type: none"> • Teacher writes sentences and explains the use of capital letters and a full stop (.) • Learners copy the sentences. • Learners are provided with unpunctuated sentences and they fill in capital letters and full stops where appropriate. • Learners construct their 	<p>punctuate sentences using capital letters and a full stop.</p> <p>write short sentences using capital letters and a full stop correctly.</p>	<p>Charts</p> <p>Word cards</p> <p>Textbooks</p>

		own sentences and teacher helps them punctuate them correctly.		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
5.use <i>and</i> and <i>or</i> to join words.	<p>Concepts Joining words: And Or</p> <p>Skills Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Learners fill in <i>and</i> or <i>or</i> in sentences appropriately. Learners construct their own short sentences using <i>and</i> or <i>or</i>. Teacher creates situations in which learners identify items/people using <i>and</i> or <i>or</i>. 	<p>join words accurately using <i>and</i> or <i>or</i>.</p> <p>form short sentences using <i>and</i> or <i>or</i>.</p>	<p>Word cards</p> <p>Textbooks</p> <p>Charts</p> <p>Objects</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
6.describe the number, colour and size of things around them.	<p>Concepts describing words of number: one-ten</p> <p>describing words of colour: black, white green, yellow, blue, red</p> <p>describing words of size: big, small thin, fat, tall, short</p> <p>Skills Differentiation Sorting Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> Teacher writes describing words of number, colour and size on a chart for learners to refer to when necessary and displays it on the wall. Learners cut pictures of different colours from magazines and label them. Learners underline describing words of number, colour and size in given sentences. Learners count objects in the classroom and talk about the number of those things. 	<p>describe the number of things .</p> <p>describe the colour of things.</p> <p>describe the size of things.</p> <p>sort items according to different colours and sizes</p>	<p>Charts</p> <p>Coloured pencils</p> <p>Textbooks</p> <p>Word cards</p> <p>Objects</p> <p>Magazines</p>

		<ul style="list-style-type: none"> Learners sort items according to different colours and sizes. Learners of different height stand in front of the class and others use describing words of size to talk about them. 		
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Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
7.listen for information and respond.	<p>Concepts Stories Rhymes Instructions Directions</p> <p>Skills Listening Speaking Critical thinking</p>	<ul style="list-style-type: none"> Teacher tells/reads stories and asks learners questions. Learners listen to different instructions and follow them. Learners carry out different directions given by teacher. 	<p>listen to different instructions and follow them.</p> <p>listen for information and respond.</p>	<p>Story books</p> <p>Audio</p>

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
8.speak clearly and confidently.	<p>Concepts Story telling Rhymes</p> <p>Skills Speaking Listening</p> <p>Values and Attitudes Confidence</p>	<ul style="list-style-type: none"> Learners tell their own short stories about a given topic. Learners tell stories from given pictures. Teacher asks questions and learners answer, displaying confidence. 	<p>speak audibly.</p> <p>display confidence when facing the class.</p> <p>tell a story logically using appropriate language.</p>	<p>Teacher's Guide</p>

Learning Outcomes: at the end	Concepts, skills, values and	Suggested learning experiences	What to assess: the teacher	Suggested resources
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of this unit, learners should be able to:	attitudes		should assess learners' ability to:	
9.read for information and enjoyment and respond appropriately.	Concepts Stories Pictures Skills Reading Speaking Listening	<ul style="list-style-type: none"> Learners match words with pictures. Learners read without pointing at words Learners tell stories about different pictures. 	read words and show understanding. tell stories about pictures.	Story books Pictures

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
10.copy sentences and fill in the missing words.	Concepts Guided composition about myself: name, surname, age, gender, clan, school, class, home Skills Listening Speaking Reading Writing	<ul style="list-style-type: none"> Teacher asks learner questions about themselves and they provide answer. In groups, learners ask one another questions about themselves. Learners fill in their personal information: Learners read their sentences to the rest of the class. 	copy sentences correctly, writing legibly and using capital letters and full stops. fill in missing words correctly	Charts Textbooks

Numeracy Window

Learning Outcomes: at the end of this unit, learners should be able to:	Concepts, skills, values and attitudes	Suggested learning experiences	What to assess: the teacher should assess learners' ability to:	Suggested resources
<p>handle simple data relating to themselves and their immediate surroundings.</p> <p>read and interpret simple pictographs</p> <p>collect, organise and interpret information in practical situations.</p> <p>form graphs from real data.</p> <p>read and interpret information from graphs (pictograms).</p>	<p>Concepts Graphs Pictograms Data collection and handling</p> <p>Skills Visual representation of numerical information Identifying and reading information from graphs and pictograms</p> <p>Values and Attitudes Appreciation of use of graphs in representing information Rigour and method</p>	<p>Learners:</p> <ul style="list-style-type: none"> • collect data on environmental issues such as littering in the school, and personal information, such as birth dates, favourite fruits, and shoe sizes. • represent information using pictograms. • read and interpret information represented by pictograms. • identify and collect pictograms from other sources (magazines) and interpret information represented. • make general statements and conclusions based on information collected. 	<p>read and interpret simple pictographs.</p> <p>collect, organise and interpret information in practical situations.</p> <p>form graphs from real data.</p> <p>read and interpret information from graphs (pictograms).</p>	<p>Chart paper</p> <p>Cut out pictures</p> <p>Magazines</p> <p>Local newspapers</p> <p>Maths kit</p> <p>Maths chart</p> <p>Pens and pencils</p> <p>Paper</p>