



The Talking Dictionary Companion Course

FACILITATOR & PARENT'S GUIDE

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THE TALKING DICTIONARY CLASS

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1. Background and Context

The Talking Dictionary Project (Level 1) aims to motivate Afrikaans parents to see the value in being able to communicate with the native black people in their mother tongue/ language and to enroll their children in the program. Afrikaan children aged between 6 to 8 years will sign up for these classes to finally use the opportunity to learn the North Sotho language and interact with mother-tongue speakers of the said language. Teachers and learners will use the Talking Dictionary book and the call finder to learn the North Sotho language through observation, guidance, support and practice both in class with the teacher and at home with parents. The entire class will learn one language (although the tool can be used to learn multiple languages). The classes have been developed in a way that they can be adapted to learn any of the languages included in the tool (one language at a time). Students are encouraged to purchase the Talking Dictionary and call finder to keep learning, even after the classes are over.

Due to a limited budget, classes will take place in the school library or any available class as renting a studio or specific space is not feasible. The space will thus vary from school to school. The course material will include props / posters / stickers / puppets /dolls etc. to simulate the environment that is being learned in each class (for instance terms related to food, family, colors, and action etc.).

During Level 1, students will attend a 45-minute class to keep within the attention span of children (including 10 min before teaching commences, to settle in). Since language is learned by repeating, memorizing and practicing there could be one class per week with activities designed for practice at home using the Classting LMS.

2. Cognitive Apprenticeship and the Talking Dictionary Course

The cognitive apprenticeship model is aimed primarily at teaching the problem-solving processes that experts use to handle complex tasks. Generally, cognitive apprenticeship models of teaching involve a series of six teaching procedures:



(Collins, Brown & Newman, 1998)

1. Students will first observe their teacher who will **model** the new words and phrases in North Sotho in the class in an environment similar to where these exchanges will occur.
2. The teacher will then **coach** students through recitations, feedback, modeling scenarios (using puppets and dolls)
3. Conceptual **scaffolding** will be provided with the student performing as much of the task as possible, although this external support is gradually **faded** as the student gains proficiency.
4. Students will **articulate** their knowledge and understanding of the task which will be assessed through formative assessments on Classting (Homework that will be completed and uploaded as videos on the LMS)
5. Students will **reflect** upon their understanding based on the feedback provided in their homework and during feedback in class
6. Students will be encouraged to **explore** new ways in which the knowledge or skill can be used through sticker sheets they will explore at home using the Call finder and the Dictionary (using **Scaffolding and Fading**)

3. Lesson Plan & Framework

Entrance password	One-on-one review activity to earn a call finder. At every class, students will greet the teacher at the door before entering the class. Every week a new phrase needs to be added after the greet. For instance: “Hello teacher. My name is...” Then the following week: “Hello teacher, I am 6 years old...” “After the child says the sentences, he/she earns a call finder and enters the class. - <i>Scaffolding and Fading</i>
Gain Attention: Word hun	Laminated cards with pictures from the Talking Dictionary will be distributed on tables throughout the room. Some of the cards will be activated with the call finder coding so that one can hear the word when pointing a call finder to a card. Every week 5-8 new cards will be activated and by the end of the course, all cards will be activated. The purpose of the word hunt is for students to search for the newly activated words. Thus, reviewing occurs naturally as they collaboratively search for, listen to, and decide if it is a new word or not. - <i>Exploring and Practicing</i>
Lesson	Naturally review previous words and phrases, Present new topic (words from word hunts and how to use them in new and old phrases) - <i>Modeling and Scaffolding</i>
Elicit response	Recite and Repeat activity such as a song, rhyme, counting, etc. to practice new words and phrases. - <i>Articulation and Coaching</i>
Practice and Feedback	Authentic role-play activity. Props are used to role-play made up sentences. e.g. I like cats Vs I like apples. - <i>Articulation and Fading</i>
Explore	Children can search for words in the Talking Dictionary. At the end of each lesson, children earn stickers of new words they have learnt. They can paste these in their sticker books (the coursebook has spaces for the words learned each lesson). (They don’t have to bring the sticker book to class - they just take the stickers home). - <i>Exploration</i>

- **Formative Assessments:** All homework assignments will be graded and will be counted as Formative assessments
- **Summative Assessment:** The class will have one Summative Assessment which will be based on the children’s participation and involvement in activities during the Fun Meet.
- **The Fun Meet:** The fun meet will be designed by class facilitators. Facilitators will prepare the songs, dance and puppet routines during class which will be enacted during the Fun meet by all students in groups. Students will be graded based on their performance during these group activities.

4. The Facilitator Guide

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 1: How to Greet				
Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance password: Thobela (Good morning/afternoon/evening)</p>	<p>The facilitator will stand at the door and greet each child by saying Tobela. She takes a callfinder from the box and points it at the greeting card so the child can hear Thobela. She asks the child to repeat the word in order to greet her back. <i>(In this way the facilitator demonstrates how to use the callfinder.)</i></p> <p>The facilitator writes the name of the child on his/her Word Hunt list.</p>	<p>Each student will respond to the teacher by repeating the word heard from the card which is the Entrance Password for the week: Thobela. The child earns the callfinder and a Word Hunt list and enters the class.</p>	<p>Callfinders (one per child) and Level 1 Word Hunt list</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Nna ke (me/I am),</p> <p>Lena le (you are (you=many people)),</p> <p>Wena o (you are (you = one person)),</p> <p>Yena o (he/she is),</p> <p>Rena re (we are),</p> <p>Ke (that is) (second meaning of <i>ke</i>)</p>	<p>Before class the facilitator packs out 6 active + 6 inactive cards on tables. The cards that are activated with sound is:</p> <p>Nna ke (me/I am),</p> <p>Lena le (you are (you=many people)),</p> <p>Wena o (you are (you = one person)),</p> <p>Yena o (he/she is),</p> <p>Rena re (we are),</p> <p>Ke (that is) (second meaning of <i>ke</i>).</p> <p>The facilitator hands out pencils and gives the following instructions:</p>	<p>Students search for the activated cards by pointing their callfinders at the cards. When they find an active card they listen to the word, try to say and memorise it and tick it off on their Word Hunt lists.</p> <p>When the time runs out the students need to collect the cards and hand them to the facilitator, hand in their Word Hunt lists and take their seats. They keep their word lists until the end of the review part of the Lesson.</p>	<p>Activated cards:</p> <p>Nna ke (me/I am),</p> <p>Lena le (you are (you=many people)),</p> <p>Wena o (you are (you = one person)),</p> <p>Yena o (he/she is),</p> <p>Rena re (we are),</p> <p>Ke (that is) (second meaning of <i>ke</i>)</p> <p>Inactive cards:</p>

10 min

Lesson: Learn How to Greet

1. Clarify word's meaning
2. Lesson: Greet dialogue (demonstrate with puppets)

Every week the class will start with a word hunt. Every week different cards with images representing words will be placed around the class. Some of the cards will be activated with callfinder technology which enables the callfinder to pronounce the word on the card. You need to find the activated cards by pointing your callfinder at the cards. When you find an active card, listen to the word and try to repeat and remember it. Then make a tick mark in the box provided next to that image on your Word Hunt list. You have 5 minutes. See how many words you can find, say and try to remember.

Facilitator will clarify what the words on the cards mean: *The active cards today represent words for people. The words you hear today is for Me, You, He, She, We and a word that means "That is".*

In Sesotho Leboa a word for a person (a pronoun) is always followed by a link word in a sentence. Each pronoun has a specific link word. So the words you heard are a person-word and the link word that goes with that person-word. The reasons why we start here are because these person-words and link-words are the first building blocks for making sentences. This will help you make your own sentences. Let's see who can remember the words and answer first!

The Facilitator holds up the cards and asks students who can remember how to say the word. She picks a child and he/she says the word. The facilitator says if it is correct or incorrect and clarifies what the meaning of the card is. She lets the whole class say the word together. She does this with all the cards:

Students all repeat the words on the card.

Children must mimic the voices of the puppets after the Facilitator demonstrates it a few times

Bell/Alarm on phone to ring when time runs out.

Puppets

Nna ke (Nna means **I** and Nna ke means **I am**),

Lena le (Lena means **you** when there are many people e.g. “You searched for words”, meaning **you all**. Lena le means **You are**),

Wena o (Wena means **you** and Weno o means **you are**, meaning one person e.g. You are a boy),

Yena o (Yena is used for **he** or **she**, Yena o means **he is** or **she is**),

Rena re (**Rena** means we, Rena re means **we are**),

Ke (Ke has two meanings. It’s used with or alone to mean **I** e.g. Nna ke Suzan (I am Suzan) . It’s second meaning is **That is** e.g. Ke katse (That is a cat).

The facilitator takes in the Word Hunt lists.

The facilitator demonstrates how to greet and introduce oneself using two puppets.

Use Greet dialogue:

Puppet 1: Thobela.

Puppet 2: Thobela.

Puppet 1: Le kae?

Puppet 2: Go lokile.

Puppet 2: Wena o kae?

Puppet 1: Go lokile.

Puppet 1: Sala gabotse.

Use Greet dialogue:

Puppet 1: Thobela.

Puppet 2: Thobela.

Puppet 1: Le kae?

Puppet 2: Go lokile.

Puppet 2: Wena o kae?

		Puppet 2: Sala gabotse.	Puppet 1: Go lokile. Puppet 1: Sala gabotse. Puppet 2: Sala gabotse.	
10 min	Elicit: Recite and Repeat activity	Facilitator teach class a song: (On the tune of Vader Jacob / Frere Jacques) Class divides in two groups: Group 1: Thobela. Group 2: Thobela. Group 1: Le kae? Group 2: Go lokile. Group 2: Wena o kae? Group 1: Go lokile.	Group 1: Thobela. Group 2: Thobela. Group 1: Le kae? Group 2: Go lokile. Group 2: Wena o kae? Group 1: Go lokile.	Smart device and bluetooth speaker, Backtrack with Vader Jacob / Frere Jacques tune on repeat.
10 min	Practice and Feedback: Authentic role play activity	Facilitator will act out the greeting with the two puppets but the students need to make the voices. The facilitator puts up 3 posters: The Volume, Pitch and Speed sliders. The children need to adjust the voices according to the settings of the sliders. Use Greet dialogue: Facilitators may use the fun mimicking activity using a "Volume board" and change the volume of the repeating activity. (http://alliekluchinski.weebly.com/2.html)	Students practice with the facilitator by mimicking the voice. Their voices change accordingly to the facilitator's volume, pitch, and speed sliders.	Volume, Pitch and Speed slider posters Puppets
5 min	Wrapping Up: Free explore	Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.	Children use callfinders to explore words in the Talking Dictionary.	Talking dictionary (1 copy per 2 children)

	Exist password	<p>Facilitator greets the student in Sesotho: Sala gabotse</p> <p>The class is adjourned for the Day.</p>	<p>Child repeats the greeting and hands back the call finder and dictionary. Children leave saying goodbye in North Sotho:</p> <p>Sala gabotse</p>	
Time Varies	<p>Challenge 1 and extra resources: Posted in Classting in the space provided.</p>	<p>Facilitator will post the Challenge 1 and extra resources on Classting using the following suggested format</p> <p>Parent note: <i>Today, in class we learned:</i></p> <p><i>To greet one another as well as the pronouns and link words as the first building blocks to create our own sentences.</i></p> <p>A video of the puppets greeting one another is posted on Classting.</p> <p>A song (tune and words) is uploaded in the “Posts” in Classting. Practice the song.</p> <p>Challenge 1:</p> <p>Please take a video of your child doing the greeting dialogue with someone. Upload the video in Posts.</p> <p>* Be sure to select the topic “No.1-How to greet” before you click the “post” button.</p>	<p>Students have to perform the greet dialogue with someone in the family, and upload the video.</p>	<p>Space for parent to upload the video on Classting LMS</p> <p>Video of puppets</p> <p>Greeting song</p>

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 2: Introduce Yourself

Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance pass: Thobela, Le kae, Go lokile (Good morning/afternoon/evening, how are you? I am fine)</p>	<p>Facilitator stands outside the class and greets the child by saying: Thobela.</p> <p>The child needs to say Thobela back. The facilitator says:</p> <p>Le kae? (how are you?).</p> <p>The child has to respond with Go lokile (I am fine)</p>	<p>Children say the word Thobela in response and understand the phrase Le kae? And respond with Go lokile.</p> <p>Students receive the earned call finder and his/her Word Hunt list.</p>	<p>Callfinders (one per child), The Word Hunt lists.</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Tee (one), Pedi (pedi), Tharo (three), Nne (four), Hlano (five), Tshela (six), Supa (seven), Seswai (eight), Senyane (nine), Lesome (ten)</p>	<p>Before class the facilitator packs out 10 new active, 3 previously active and 5 inactive cards on tables. The new cards that are activated with sound is:</p> <p>Tee (one), Pedi (pedi), Tharo (three), Nne (four), Hlano (five), Tshela (six), Supa (seven), Seswai (eight), Senyane (nine), Lesome (ten) Additional previously activated cards (<i>informal revision</i>):</p> <p>Nna ke (me/I am),</p> <p>Lena le (you are (you=many people)),</p> <p>Wena o (you are (you = one person)),</p> <p>The facilitator hands out pencils and gives the following instructions:</p> <p><i>It's time for the Word Hunt. Today 10 new cards will be activated and a few of the previous active cards from last week. Search for the new cards by pointing your callfinder at the cards. When you find an active</i></p>	<p>Students search for the new activated cards by pointing their callfinders at the cards. When they find an active card they listen to the word, try to say and memorise it and tick it off on their Word Hunt lists. They try to find all the words in the time provided. When they encounter a card that they have seen before they try to say it before pointing the callfinder at it and then listen if they remembered correctly,</p> <p>When the time runs out the students need to take in their seats.</p>	<p>Activated cards:</p> <p>Tee (one), Pedi (pedi), Tharo (three), Nne (four), Hlano (five), Tshela (six), Supa (seven), Seswai (eight), Senyane (nine), Lesome (ten)</p> <p>Nna ke (me/I am),</p> <p>Lena le (you are (you=many people)),</p> <p>Wena o (you are (you = one person)),</p> <p>Inactive cards</p>

		<p>card, listen to the word and try to repeat and remember it. Then make a tick mark in the box provided next to that image on your Word Hunt list. If it is a card that we covered last week, try to say the word before pointing the callfinder at it and see if you remembered correctly. You have 5 minutes. See how many words you can find, say and try to remember.</p>		<p>Bell/Alarm on phone to ring when time runs out.</p>
<p>10 min</p>	<p>Lesson: Review and introduce a new topic:</p> <p>Review greeting lesson</p> <ol style="list-style-type: none"> 1. Thobela (Good morning/ afternoon/evening). 2. Le kae? (How are you?) 3. Go lokile (I am fine) 4. Wena o kae? (And how are you?) 5. Go lokile (I am fine) <p>New topic: Introduce yourself and say how old are you:</p> <ol style="list-style-type: none"> 1. Leina la gago ke mang? 2. Leina la ka ke... 3. I am ... years old 	<p>Facilitator will clarify what the words on the cards mean: <i>The active cards today represent words for numbers. The words you hear today are for the number 1 to 10. You will learn to count up to 10 today in order to learn to say how old they are. Let's see who can remember the words and answer first!</i></p> <p>The Facilitator holds up the cards and asks students who can remember how to say the word. She picks a child and he/she says the word. The facilitator says if it is correct or incorrect and clarifies what the meaning of the card is. She lets the whole class say the word together. She does this with all the cards.</p> <p>Facilitator tells the children how to introduce yourself:</p> <ol style="list-style-type: none"> 1. Leina la gago ke mang? (What is your name?) 2. Leina la ka ke _____ (My name is _____) 3. O mo ho lo hakae? (How old are you?) 4. Ke na le _____ (I am _____ years old) 	<p>Each child listens to the number with the call finder and repeats the word and passes on the card.</p> <p>The cards are placed on the board.</p>	<p>Cards with numbers activated</p>

10 min

Elicit: Recite and Repeat activity

Facilitator teach class a counting song: (On the tune of Rooi Motortjie)

Tee (one), **Pedi** (pedi), **Tharo** (three), **Nne** (four), **Hlano** (five), **Tshela** (six), **Supa** (seven), **Seswai** (eight), **Senyane** (nine), **Lesome** (ten)

Facilitator teaches class a song to practice the introduce phrases as the second verse of the song they learned in Class 1:

(tune of Vader Jacob / Frère Jacques)

With the last count (**Tee Phedi Tharo** (1, 2, 3)), the person who just introduced him or herself can point their hand once, twice and a third time to other children in the circle. The last person he/she points to should introduce him/herself next.

Everyone sings:

1, 2, 3 x 2

What is your name x 2

Chosen child sing:

My name is... x 2

Everyone sings:

1,2,3 x 2

Everyone sings:

Tee, Phedi, Tharo x 2

Leina la gago ke mang? x 2

Chosen child sing:

Leina la ka ke ... x 2

Everyone sings:

Tee Phedi Tharo x 2

Students sing the song in a circle and repeat the 3 lines and add their own name.

Children count according to the volume and pitch slider poster

Everyone sings:

1, 2, 3 x 2

What is your name x 2

Chosen child sing:

My name is... x 2

Everyone sings:

1,2,3 x 2

Everyone sings:

Tee, Phedi, Tharo x 2

Leina la gago ke mang? x 2

Chosen child sing:

Leina la ka ke ... x 2

Everyone sings:

Tee Phedi Tharo x 2

Backtrack with Vader Jacob / Frere Jacques tune on repeat. The song should be downloaded on the Facilitator's smartphone and played through a Bluetooth speaker.

10 min	<p>Practice and Feedback: Authentic role play activity</p>	<p>Facilitator coordinates the activity: Facilitator will move between children, observe activities and coach and provide feedback as she goes.</p>	<p>Game 1: Number order line up.</p> <p>Each child gets a card but must hide it (Only the children will know what the number is on the card).</p> <p>Now everyone says their numbers in Sesotho and without saying any other words in English or Afrikaans they need to order themselves from lowest number to highest number.</p> <p>Game 2: Introduce yourself and say your age dialogue practice.</p> <p>Students form two circles, one inside the other. The inner circle rotates while the music plays and when it stops they have to do the “introduce yourself and say your age” dialogue with the person in front of them.</p>	<p>Music on smart device and bluetooth speaker.</p>
5 min	<p>Wrapping Up: Free explore Exist password</p>	<p>Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.</p> <p>Facilitator greets the student in Sesotho: Sala gabotse</p> <p>The class is adjourned for the Day.</p>	<p>Children use callfinders to explore words in the Talking Dictionary.</p> <p>Child repeats the greeting and hand back the call finder and dictionary: Children leave saying goodbye in North Sotho:</p> <p>Sala gabotse</p>	<p>Talking dictionary (1 copy per 2 children)</p>

Time
Varies

Challenge 2 & extra resources: must be posted in Classting in the space provided.

Facilitator will post **Challenge 2** and extra resources on Classting using the following suggested format

Parent note: Today, in class we learned: how to introduce oneself along with how to count from 1 to 10. With the key expressions, students learned how to say their age and name.

A counting song (tunes and words). Practice to count for next week's entrance password.

The second verse of the Greeting song (introduce yourself section) (tune and words) is uploaded to **Classting**. Practice the song with your child by putting in family member's names.

Challenge 2: Take a video of you and your child having the **"introduce yourself and say your age"** dialogue and upload on **Classting LMS**. Upload the video in "Posts".

* Be sure to select the topic "No.2-Introduce yourself" before you click the "post" button.

Students have to perform the **"introduce yourself and say your age"** dialogue.

Space for parent to upload the video on **Classting LMS**

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 3: Who is in your family?

Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance password: Count to 10</p> <p>Tee (one), Pedi (pedi), Tharo (three), Nne (four), Hlano (five), Tshela (six), Supa (seven), Seswai (eight), Senyane (nine), Lesome (ten)</p>	<p>Facilitator stands outside the class and greets the child by saying: Thobela.</p> <p>The child needs to say Thobela back. The facilitator asks the child to count as far as he or she can.</p> <p>The facilitator helps the child to count to 10 if he/she stops or makes an error before that.</p>	<p>Children say the word Thobela in response and count to 10.</p> <p>Students receive the earned callfinder and his/her Word Hunt list.</p>	<p>Callfinders (one per child), The Word Hunt lists.</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Tate(father) Mma (mother) Morwarre (brother) Kgaetsedi (sister) Rrakgolo (grandfather) Koko (grandmother)</p>	<p>Before class the facilitator packs out 6 new active, 3 previously active and 5 inactive cards on tables. The new cards that are activated with sound is:</p> <p>Tate(father), Mma (mother),Morwarre (brother), Kgaetsedi (sister), Rrakgolo (grandfather),Koko (grandmother)</p> <p>Additional previously activated cards (<i>informal revision</i>):</p> <p>Supa (seven), Seswai (eight), Senyane (nine)</p> <p>The facilitator hands out pencils and gives the following instructions:</p> <p><i>It's time for the Word Hunt. Today 7 new cards will be activated and a few of the previous active cards from last week. Search for the new cards by pointing your</i></p>	<p>Students need to search for the activated cards by pointing their callfinders at the cards. They need to place all the activated cards in the front of the class on a table or stick them on the board. The children need to identify the 6 new ones.</p>	<p>Cards (10 deactivated and 5 activated).</p> <p>Activated cards:</p> <p>Tate</p> <p>Mma</p> <p>Morwarre</p> <p>Kgaetsedi</p> <p>Rrakgolo</p> <p>Koko</p> <p>Supa (seven)</p> <p>Seswai (eight)</p>

		<p><i>callfinder at the cards. When you find an active card, listen to the word and try to repeat and remember it. Then make a tick mark in the box provided next to that image on your Word Hunt list. If it is a card that we covered last week, try to say the word before pointing the callfinder at it and see if you remembered correctly. You have 5 minutes. See how many words you can find, say and try to remember.</i></p>		<p>Senyane (nine)</p>
<p>10 min</p>	<p>Lesson: Review and introduce a new topic:</p> <p>Review:</p> <p>Sing count song</p> <p>Sing introduce song</p> <p><i>New Lesson:</i></p> <p>New phrases:</p> <p>Ke (That is)</p> <p>Ya ka (My)</p> <p>Ke Tate: This is father</p>	<p>Facilitator will clarify what the words on the cards mean: The active cards today represent words for members of the family. You will learn how to say sentences about your family. Let's see who can remember the words and answer first!</p> <p>The Facilitator holds up the cards and asks students who can remember how to say the word. She picks a child and he/she says the word. The facilitator says if it is correct or incorrect and clarifies what the meaning of the card is. She lets the whole class say the word together. She does this with all the cards.</p> <p>Review Class 1's Word Hunt:</p> <p>Nna ke (me/I am)</p> <p>Lena le (you are (you=many people))</p> <p>Wena o (you are (you = one person))</p> <p>Yena o (he/she is)</p>	<p>Student guesses what family member the facilitator is demonstrating.</p> <p>Review the Word Hunt</p> <p>Nna ke (me/I am)</p> <p>Lena le (you are (you=many people))</p> <p>Wena o (you are (you = one person))</p> <p>Yena o (he/she is)</p> <p>Rena re (we are)</p> <p>Ke (that is) (second meaning of <i>ke</i>)</p>	<p>Word cards</p>

Ke Mma: This is mother

Ke Ntate wa ka: (That is my father)

Ke Mma wa ka: (That is my mother)

Ke koko wa ka: (That is my grandmother)

Where is father?: **Ntate o kae?**

Where is mother?: **Mme o kae?**

O Kae Ntate wa ka?:
Where is your father

Ntake wa ha o kae?: Is that your father?

Rena re (we are)

Ke (that is) (second meaning of *ke*)

The facilitator asks the children to think how they would say: *That is father.*

The first child who gets it right can take the first turn with the props later. She demonstrate how to say

Ke Tate (That is father)

Ke Mma (That is mother)

Ke Morwarre (That is brother)

Ke Kgaetsedi (That is sister)

Ke Rrakgolo (That is grandfather)

Ke Koko (That is grandmother)

Re Bana (Those are children)

New phrases:

1. _____ **o kae?** (Where is _____?)

Tate o kae? (Where is father?)

Mma o kae? (Where is mother?)

Morwarre o kae? (Where is brother?)

Kgaetsedi o kae?(Where is sister?)

Rrakgolo o kae?(Where is grandfather?)

Koko o kae?(Where is grandmother?)

2. **Ke _____ wa ka** (That is my _____)

Ke Ntate wa ka (That is my father)

Ke Mma wa ka (That is my mother)

Ke Morwarre wa ka (That is my brother)

Ke Tate (That is father)

Ke Mma (That is mother)

Ke Morwarre (That is brother)

Ke Kgaetsedi (That is sister)

Ke Rrakgolo (That is grandfather)

Ke Koko (That is grandmother)

Re Bana (Those are children)

Learn new phrases

10 min

Elicit: Recite and Repeat activity

Ke Kgaetsedi wa ka (That is my sister)

Ke Rrakgolo wa ka (That is my grandfather)

Ke Koko wa ka (That is my grandmother)

3. **O kae _____ wa ka?** (Where is your _____?)

O kae tate wa ka? (Where is father?)

O kae mma wa ka? (Where is mother?)

O kae morwarre wa kae? (Where is brother?)

O kae kgaetsedi wa ka?(Where is sister?)

O kae rrakgolo wa ka?(Where is grandfather?)

O kae koko wa ka?(Where is grandmother?)

Facilitators coordinate a dance activity and ask children to enact different family members when they hear that family member's word. The children need to act the correct person when hearing the word. (Tune of "Ek's 'n dapper muis")

O kae _____ wa ka (Where is your _____?) x 2

(Children pulls up shoulders and hands as if to ask where and look around)

Ke _____ wa ka (That is my _____) x 2

(Children need to act like the person the song sayed).

For example:

Mom sways her hips and pouts.

Dad stamps his feed hard

Sister runs on her toes

Students listen for the family members' names and act accordingly.

For example:

Mom sways her hips and pouts. Dad stamps his feed hard

Sister runs on her toes

Brother makes crazy and wild movements

Grandma moves slow

Grandpa does everything crooked.

Song with family member's words. (Tune of "Eks 'n dapper muis")

		<p>Brother makes crazy and wild movements Grandma moves slow Grandpa does everything crooked.</p>		
10 min	<p>Practice and Feedback: Authentic role play activity</p>	<p>Facilitator coordinates the activity: Facilitator will move between children, observe activities and coach and provide feedback as she goes.</p> <p>Chairs are placed in a circle. There is 1 prop on each chair representing a family member. One of these chairs has an additional mark (sticker/ribbon on). Children walk around the chairs in a circle while the music plays. When the music stops the children must put on the prop on the chair in front of them. The student in front of the chair with the ribbon on must say: Ke ____ wa ka (That is my _____) and point at the person he added (<i>So he needs to say the correct word for the correct person he is pointing at</i>). The person he chose needs to say: O kae _____ wa ka? (Where is your _____?) (any family member's word can be added. Then the whole group must point at the correct person. And the music starts again.</p>	<p>Musical chairs:</p> <p>Props of family members are placed on chairs. Children circle the chairs and when the music stops they have to put the props on at the chair where they stopped. They have to say in the voice of the family member:</p> <p>I am father etc.</p>	<p>Props box: Glasses for grandmother, bib for baby, wig with long hair for sister, cap for brother, tie for daddy, apron for mommy..</p>
5 min	<p>Wrapping Up: Free explore Exit password</p>	<p>Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.</p> <p>Facilitator greets the student in Sesotho at the end of the class: Sala gabotse</p> <p>The class is adjourned for the Day.</p>	<p>Children use a callfinder to explore words in the Talking Dictionary.</p> <p>Children repeat the greeting and hand back the callfinder and dictionary. Children leave saying goodbye in North Sotho:</p> <p>Sala gabotse</p>	<p>Talking dictionary (1 copy per 2 children)</p>

Time
Varies

Challenge 3 and extra resources: must be posted in Classting in the space provided.

Facilitator will post the Homework and other details on Classting using the following suggested format.

Parent note: Today, in class we learned family words **Tate**(father), **Mma** (mother),**Morwarre** (brother), **Kgaetsedi** (sister), **Rrakgolo** (grandfather),**Koko** (grandmother)

Challenge 3:

Please take a video of you and your child doing a little role-play activity with the picture of your family. In the video, you and your child will take turns and explain the person, using the key expressions: **Tate**(father), **Mma** (mother),**Morwarre** (brother), **Kgaetsedi** (sister), **Rrakgolo** (grandfather),**Koko** (grandmother)

___ **o kae?** (Where is ___?)

Ke ___ **wa ka** (That is my ___)

O kae ___ **wa ka?** (Where is your ___?)

Upload the video in “Posts”.

***Be sure to select the topic “No.3-Who is in your family” before you click the “post” button.**

Students, with the help of their parents, will create a video of how they greet the Parent or someone else and introduce him or herself. This must be uploaded on Classting LMS

Provide space for parents to upload the video on Classting.

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 4: Animals

Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance password: Thobela (Good morning/afternoon/evening/How are you/I am fine)</p> <p>Leina la gago ke mang? (What is your name?)</p> <p>Leina la ka ke _____ (My name is _____)</p>	<p>Facilitator stands outside the class and greets the child by saying: Thobela.</p> <p>The child needs to say Thobela back. The facilitator says: Leina la gago ke mang? (What is your name?).</p> <p>The child needs to respond:</p> <p>Leina la ka ke _____ (My name is _____)</p>	<p>Children say the word Thobela in response and understand that he is being asked what his/her name is and respond with Leina la ka ke _____ (My name is _____)</p> <p>Students receive the earned call finder and his/her Word Hunt list.</p>	<p>Callfinders (one per child), The Word Hunt lists.</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Mpsa (dog), katse (cat), kgogo (chicken), nonyana (bird), pere (horse), nku (sheep), kgomogadi (cow), hlapi (fish), kolobe (pig)</p>	<p>Before class the facilitator packs out 9 new active, 3 previously active and 3 inactive cards on tables. The new cards that are activated with sound is:</p> <p>Mpsa (dog), katse (cat), kgogo (chicken), nonyana (bird), pere (horse), nku (sheep), kgomogadi (cow), hlapi (fish), kolobe (pig)</p> <p>Additional previously activated cards (<i>informal revision</i>):</p> <p>Morwarre (brother), Kgaetsedi (sister), Rrakgolo (grandfather)</p> <p>The facilitator hands out pencils and gives the following instructions:</p> <p><i>It's time for the Word Hunt. Today 9 new cards are activated and there are a few of the previous active cards from last week. Search for the new cards by</i></p>	<p>Students need to search for the activated cards by pointing their callfinders at the cards. They need to place all the activated cards in the front of the class on a table or stick them on the board. The children need to identify the 9 new ones.</p>	<p>Cards (10 deactivated and 9 activated).</p> <p>Activated cards:</p> <p>Mpsa (dog), katse (cat), kgogo (chicken), nonyana (bird), pere (horse), nku (sheep), kgomogadi (cow), hlapi (fish), kolobe (pig), Morwarre (brother), Kgaetsedi (sister), Rrakgolo (grandfather)</p>

		<p><i>pointing your callfinder at the cards. When you find an active card, listen to the word and try to repeat and remember it. Then make a tick mark in the box provided next to that image on your Word Hunt list. If it is a card that we covered last week, try to say the word before pointing the callfinder at it and see if you remembered correctly. You have 5 minutes. See how many words you can find, say and try to remember.</i></p>		
10 min	<p>Lesson: Review and introduce a new topic:</p> <p>Review greeting lesson</p> <p>Sing greet song</p> <p>Sing count song</p> <p>New phrases:</p> <p>I like a..</p> <p>I don't like a...</p> <p>That/This is a..</p> <p>I am a...</p> <p>I have a...</p>	<p>Facilitator will add the word ke (this is a) when pointing to the animal.</p> <p>Review family members:</p> <p>Teacher holds family members' cards up one at a time and says a sentence about the card in English/Afrikaans like: This is mother. The children need to repeat: "Ke Mma"</p> <p>Ke mpsa, Ke katse, Ke kgogo..</p> <p>This is a cat..This is a dog...</p> <p>E kae katse?: Where is the cat?</p> <p>Ke ya e rata katse: I like the cat</p> <p>Ha ke rata katse: I don't like the cat</p> <p>Ke na le katse: I have a cat</p> <p>Ha ke na katse: I don't have a cat</p>	<p>Children will repeat ke (this is a) and point to the animal picture.</p> <p>Ke mpsa, Ke katse, Ke kgogo..</p> <p>This is a cat..This is a dog...</p> <p>E kae katse?: Where is the cat?</p> <p>Ke ya e rata katse: I like the cat</p> <p>Ha ke rata katse: I don't like the cat</p> <p>Ke na le katse: I have a cat</p> <p>Ha ke na katse: I don't have a cat</p>	<p>Animal picture cards (need not be activated)</p>
10 min	<p>Elicit: Recite and Repeat activity</p>	<p>Facilitator will sing the Song on the tune of "Eendjies eendjies stap in 'n ry"...</p> <p>Mpsa x 2 / Woof x 4 / Katse x 2 / Maauw x 4 / Kgogo x 2 Cheap x 3 / Nku x 2 / Meh x 3 / Kgomogadi x 1 / Mo x 3 / Kolobe x 1 / Oink x 3 /</p>	<p>Children will repeat the song on the tune of "Eendjies eendjies stap in 'n ry"... and sing:</p>	<p>Tune "Eendjies eendjies stap in 'n ry"..</p>

10 min	<p>Practice and Feedback: Authentic role play activity</p>	<p>Noyana x 1 /Tweet x 3</p> <p>Facilitators use a bag to keep cards that have animal pictures on it. All animal cards are thrown in a bag. The facilitator will ask every child to pick 2 cards. She will instruct the children to hide the front of the card so no one can see what they picked.</p> <p>The children take turns to act out the animal. The other children must guess what animal he/she is by shouting out the Sesotho word.</p> <p>The first one to guess and pronounce correctly should use the animal word in a sentence for instance: He/She is a chicken or I like the chicken / That is a chicken. After getting feedback from the facilitator the entire class says it the correct way out loud together. It is now the turn of the child who spoke to act out his/her animal card.</p>	<p>The children will pick cards from the bag. They will hide the front of the card so no one can see what they picked.</p> <p>The children take turns to act out the animal. The other children must guess what animal he/she is by shouting out the Sesotho word.</p> <p>The first one to guess and pronounce correctly should use the animal word in a sentence for instance: He/She is a chicken or I like the chicken / That is a chicken. After getting feedback from the facilitator the entire class says it the correct way out loud together. It is now the turn of the child who spoke to act out his/her animal card.</p>	Cards with animal pictures (need not be activated).
5 min	<p>Wrapping Up: Free explore Exit password</p>	<p>Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.</p> <p>Facilitator greets the student in Sesotho while they leave: Sala gabotse and adds an animal word afterwards.</p> <p>For instance: “Goodbye dog”. The child needs to make the sound of the animal, she says. Child answer: Whoof Whoof.</p>	<p>Children use a callfinder to explore words in the Talking Dictionary.</p> <p>Children repeat the greeting and hand back the callfinder and dictionary. Children leave saying goodbye in North Sotho:</p> <p>Sala gabotse</p>	Talking dictionary (1 copy per 2 children)

		<p>The class is adjourned for the Day.</p>		
	<p>Challenge 4 and extra resources: must be posted in Classting in the space provided.</p>	<p>Facilitator will post the homework and other details on Classting using the following suggested format:</p> <p>Parent note: Today, in class we learned:</p> <p>Parent note: In class we learned...Animal song uploaded to Classting. Practice with your child.</p> <p>Additional animal words are uploaded.</p>	<p>Students have to film a video with the help of the parents, and upload it on Classting</p>	<p>Space for parents to upload the video</p>
<p>Time</p>				
<p>Varies</p>		<p>Challenge 4</p> <p>Take a video of the child and a real animal. The child needs to say something in Sesotho about or to the animal.</p> <p>Upload the video in “Posts”.</p> <p>* Be sure to select the topic “No.4-Animals” before you click the “post” button.</p>		

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 5: What are you doing?

Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance password: Thobela (Good morning/afternoon/evening/How are you/I am fine)</p> <p>O mo ho lo hakae? (How old are you?)</p> <p>Ke na le _____ (I am _____ years old)</p>	<p>Facilitator stands outside the class and greets the child by saying: Thobela.</p> <p>The child needs to say Thobela back. The facilitator says: O mo ho lo hakae? (How old are you?)</p> <p>The child needs to respond: Ke na le _____ (I am _____ years old)</p>	<p>Children say the word Thobela in response and understand the phrase O mo ho lo hakae? (How old are you?)</p> <p>The child needs to respond: Ke na le _____ (I am _____ years old).</p> <p>Students receive the earned call finder and his/her Word Hunt list.</p>	<p>Callfinders (one per child), The Word Hunt lists.</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Bolela (talk), Dula (sit), Ema (stand), Sepela (walk), Kitima (run), Robola (sleep), Bina (dance), Taboga (jump)</p>	<p>Before class the facilitator packs out 9 new active, 3 previously active and 3 inactive cards on tables. The new cards that are activated with sound is:</p> <p>Bolela (talk), Dula (sit), Ema (stand), Sepela (walk), Kitima (run), Robola (sleep), Bina (dance), Taboga (jump)</p> <p>Additional previously activated cards (<i>informal revision</i>):</p> <p>kgogo (chicken), nonyana (bird), kgomogadi (cow)</p>	<p>Students need to search for the activated cards by pointing their callfinders at the cards. They need to place all the activated cards in the front of the class on a table or stick them on the board. The children need to identify the 6 new ones.</p>	<p>Cards (10 deactivated and 5 activated).</p> <p>Activated cards:</p> <p>Bolela (talk), Dula (sit), Ema (stand), Sepela (walk), Kitima (run), Robola (sleep), Bina (dance), Taboga (jump)</p> <p>Additional previously activated cards (<i>informal revision</i>):</p> <p>kgogo (chicken),</p>

				nonyana (bird), kgomogadi (cow)
10 min	<p>Lesson: Review and introduce a new topic:</p> <p>Review greeting lesson:</p> <p>Review:</p> <p>Sing Animal song from previous lesson</p> <p>New topic:</p> <p>He/She/They/We + action word</p>	<p>Facilitator clarifies what the card's meanings are.</p> <p>Facilitator explains how to say sentences.</p> <p>Game: She says and points:</p> <p>I sit: Ke a dula You sit: Wena o a dula We sit: Re a dula Re a ema (We stand) Re a bolela (We talk) Re a bina (We dance) They/Many sit: Ba a dula O e tsang?: What are you doing?</p>	<p>Students listen to the cards with the call finders and repeat the words and hand the card to the next child.</p> <p>I sit: Ke a dula You sit: Wena o a dula We sit: Re a dula Re a ema (We stand) Re a bolela (We talk) Re a bina (We dance) They/Many sit: Ba a dula O e tsang?: What are you doing?</p>	
10 min	<p>Elicit: Recite and Repeat activity</p>	<p>The facilitator repeats the game with all the children in class. :</p> <p>I sit: Ke a dula You sit: Wena o a dula We sit: Re a dula Re a ema (We stand) Re a bolela (We talk) Re a bina (We dance) They/Many sit: Ba a dula O e tsang?: What are you doing?</p>	<p>Students repeat the activity - listen to cards with callfinders and repeat the words and hand the card to the next child.</p>	
10 min	<p>Practice and Feedback:</p> <p>Authentic role play activity</p>	<p>Facilitator will coordinate the game - Mime game</p> <p>Split children into 3 teams. To each team, the facilitator will show pictures of action words. Animal cards will be presented as well for the review. (Cards -</p>	<p>Children will listen to the game instruction, and ask questions.</p>	<p>Cards with the picture describing “talk, sit, stand, walk, run, sleep, dance, jump, dog, cat,</p>

		<p>talk, sit, stand, walk, run, sleep, dance, jump, dog, cat, chicken, bird, horse, sheep, cow, fish)</p> <p>One player from each group will turn his/her back from the picture so that he/she cannot see it, and look toward the teammates who can see the card. Teammates will mime the picture without saying anything, and the player will guess what the word is. When they can't guess, they shout "pass!" and only 2 passes are allowed in each team.</p> <p>Once the player says the correct word out loud, another teammate will come to the front to be the player, taking turns. Facilitator will switch the cards to each player.</p> <p>The team who gets the highest score in 2 minutes gets the reward.</p>	<p>Before playing the game, students will listen and repeat to the facilitator's pronunciation to make sure they can say all the words correctly.</p> <p>In each round, one player will come to the front and turn their back against the facilitator. Looking at the card, other teammates will mime the word. Player child will guess what the word is, and say the word in Northern-Sotho. Once the player gets the correct answer, the player is switched.</p>	<p>chicken, bird, horse, sheep, cow, fish"</p>
5 min	<p>Wrapping Up: Free explore Exist password</p>	<p>Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.</p> <p>Facilitator greets the student in Sesotho while they leave: Sala gabotse.</p> <p>The class is adjourned for the Day.</p>	<p>Children use a callfinder to explore words in the Talking Dictionary.</p> <p>Children repeat the greeting and hand back the callfinder and dictionary. Children leave saying goodbye in North Sotho:</p> <p>Sala gabotse</p>	<p>Talking dictionary (1 copy per 2 children)</p>
Time Varies	<p>Challenge 5 and extra resources: must be posted in Classting in the space provided.</p>	<p>Facilitator will post the Homework and other details on Classting using the following suggested format:</p> <p>Parent note: Today, in class we learned: list of verbs and actions</p>	<p>Students, with the help of their parents, will create a video of the action words being play acted. This must be uploaded on Classting LMS</p>	<p>provide space for parents to upload the video on Classting.</p>

Challenge 5:

Take a video of the child acting the action words learnt in class. The child needs to say in Sesotho and enact it

I sit: Ke a dula

You sit: Wena o a dula

We sit: Re a dula

Re a ema (We stand)

Re a bolela (We talk)

Re a bina (We dance)

They/Many sit: Ba a dula

O e tsang?: What are you doing?

Upload the video in “Posts”.

* Be sure to select the topic “No.5-What are you doing” before you click the “post” button.

The Facilitator's Guide: The Talking Dictionary Course (Level 1): Class No. 6: What's Cooking/In the Kitchen

Time	Event	Facilitator Action	Student Action	Resources Required
5 min	<p>Entrance password: Thobela (Good morning/afternoon/evening/How are you/I am fine)</p>	<p>Facilitator stands outside the class and greets the child by saying: Thobela.</p> <p>The child needs to say Thobela back. The facilitator says:</p> <p>Le kae? (how are you?).</p> <p>The child has to respond with Go lokile (I am fine)</p>	<p>Children say the word Thobela in response and understand the phrase Le kae? And respond with Go lokile.</p> <p>Students receive the earned call finder and his/her Word Hunt list.</p>	<p>Callfinders (one per child), The Word Hunt lists.</p>
5 min	<p>Gain attention: Word hunt:</p> <p>Dijo: Food, Apole: Apple, Banana: Banana, Namune: Orange, Diterebe: Grape, Tamati: tomato, Komkomoro: Cucumber, Letapola: Potato, Metsi: Water, Maswi: Milk</p>	<p>Facilitator packs out 15 cards on tables. 6 of the cards are activated with sound</p>	<p>Students need to search for the activated cards by pointing their callfinders at the cards. They need to place all the activated cards in the front of the class on a table or stick them on the board</p>	<p>Cards (9 deactivated and 6 activated).</p> <p>Activated cards:</p> <p>Dijo: Food, Apole: Apple, Banana: Banana, Namune: Orange, Diterebe: Grape, Tamati: tomato, Komkomoro: Cucumber, Letapola: Potato, Metsi: Water, Maswi: Milk</p>
10 min	<p>Lesson: Review and introduce a new topic:</p> <p>Review greeting lesson</p>	<p>Facilitator shows the cards one by one and asks students to say the word out loud.</p> <p>“Let's see who remembers the words well with the card review!”</p>	<p>Students look at the picture of the card, listen to the pronunciation with the callfinder and then say the Northern-Sotho words</p>	<p>Picture cards with corresponding Northern-Sotho words:</p> <p>Dijo: Food, Apole: Apple, Banana:</p>

	<p>Review the action words with the mini game</p> <p>1) Card review</p> <p>2) “Simon says”</p> <p>Action words (options: running, walking, sitting, standing, cooking, buying, picking up, putting in)</p>	<p>If the facilitator says only action words like “Walk!,” then students must remain silent. But if the facilitator says the action words with “Simon says ___!,” then students must mime the gesture.</p> <p>E kae apole?: Where is the apple? Ke apole: This is an apple Di kae apole?: Where are the apples? Ke di apole?: This is the apples Ke ya e rata apole: I like the apple Ke ya di rata di apole: I like the apples Ha ke rata apole: I don't like the apple Ke na le apole: I have a apple Ha ke na apole: I don't have a apole Nna ke ja apole: I eat an apple O ja apole: You eat an apple Re di ja di apole: We eat apples Ba ja di apole: They/many eat apples Ke nwa metsi: I drink water O nwa metsi: You drink water Re nwa metsi: We drink water Ba nwa wetsi: They/many drink water Ke swerwe ke tlala: I am hungry Re swerwe ke tlala: We are hungry Ke swerwe ke le nyorwa: I am thirsty Re swerwe ke le nyorwa: We are thirsty Ba swerwe ke la nyorwa: They/many are thirsty</p>	<p>Instruction with the “Simon says,” students mimes the action word.</p> <p>Instruction without the “Simon says,” students remain silent.</p>	<p>Banana, Namune: Orange, Diterebe: Grape, Tamati: tomato, Komkomoro: Cucumber, Letapola: Potato, Metsi: Water, Maswi: Milk</p>
10 min	Elicit: Recite and Repeat activity	Facilitator shows a little part of the picture and asks the students to guess what the picture is.	Students try to guess what the food is.	Powerpoint slide (Slides contain pictures of the foods and fruits)

	<p>Learning game - Guess what?</p>	<p>Gradually the picture is revealed.</p> <p>If one student gets the answer right, then teach them the words in the target language.</p> <p>After learning all the words, then mix the picture and check the student's understanding repeatedly.</p> <p>In the practice sentences, phrases like “I eat/drink/want...” will be used.</p>	<p>Students repeat the word.</p> <p>Check their understanding of the words.</p>	<p>that are hidden at first and gradually revealed with the clicks.)</p>
<p>10 min</p>	<p>Practice and Feedback: Authentic role play activity</p> <p>Interactive game: Fruit salad.</p>	<p>The facilitator will hand out different fruit toys to the students. Then have everyone set up chairs in a circle. One chair must be missing so that one student is standing in the circle. The one who is standing will say one random fruit word.</p> <p>If one says “I eat/want an apple,” then all the students that have an apple card will stand up and change seats. Everyone else will sit and one student is left standing. That student then has to say the fruit to mix everyone up.</p> <p>When you call “fruit salad,” everyone must get up and change seats.</p>	<p>Students receive random toy cards. The chairs are set in a circle and one chair gets taken out.</p> <p>Students play the game while saying and listening to the key expressions.</p>	<p>Different fruit and food toys. Chairs</p>
<p>5 min</p>	<p>Wrapping Up:</p> <p>Free explore</p> <p>Exist password</p>	<p>Facilitator hands out 1 copy of the Talking Dictionary to a pair of children.</p> <p>Facilitator greets the student in Sesotho while they leave: Sala gabotse.</p>	<p>Children use a callfinder to explore words in the Talking Dictionary.</p> <p>Children repeat the greeting and hand back the callfinder and dictionary. Children leave saying goodbye in North Sotho:</p>	<p>Talking dictionary (1 copy per 2 children)</p>

Time
Varies

Homework: must be posted in Classting in the space provided.

The class is adjourned for the Day.

A nursery rhyme with the food words is posted on Classting. Let the child listen and repeat the song.

The song (tune and words) is uploaded to Classting. Practice the song with your child by putting in food names

Facilitator will post the Homework and other details on Classting using the following suggested format:

Parent note: In class we learned: post a list of food words.

Activity: (Homework suggested verbiage): Parents have to take a video of the child, eating a fruit or food and saying a sentence related to the situation

Upload the video in “Posts”.

* Be sure to select the topic “No.6-What’s cooking/Kitchen” before you click the “post” button.

Sala gabotse

Students have to make a sentence to his or her parents or to the mother tongue Sesotho speaker.

Space for parents to upload the video on Classting.

5. Parent's Guide

The Parents' Guide: The Talking Dictionary Course (Level 1) Class No. 1

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
<p>Thobela (Good morning/afternoon/evening), Nna ke (me/I am) Lena le (you are (you=many people)), Wena o (you are) Yena o (he/she is), Rena re (we are), Ke (that is</p>	<p><i>Today, in class we learned: To greet one another as well as the pronouns and link words as the first building blocks to create our own sentences.</i></p> <p>A video of the puppets greeting one another is posted on Classting.</p> <p>A song (tune and words) is uploaded to Classting. Practice the song with your child</p>	<p>Challenge 1: Please take a video of your child doing the greeting dialogue with someone:</p> <p>Use the link sent to you in your email to access Classting. Use your email to create a profile and access the class.</p>	<p>Access Classting LMS Provide link to Classting: Classting</p> <p>Video: use cell phone or any other device to record and upload your child's homework video one classting LMS</p>

The Parents' Guide: The Talking Dictionary Course (Level 1) Class no. 2

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
<p>Tee (one), Pedi (pedi), Tharo (three), Nne (four), Hlano (five), Tshela (six), Supa (seven), Seswai (eight), Senyane (nine), Lesome (ten)</p>	<p>Parent note: Today, in class we learned: how to introduce oneself along with how to count from 1 to 10.</p> <p>A counting song, The second verse of the Greet song is uploaded to Classting. Practice the song with your child by putting in family member's names.</p>	<p>Challenge 2: Take a video of you and your child having the "introduce yourself and say your age" dialogue and upload on Classting LMS. Upload the video in "Posts".</p>	<p>Access Classting LMS Provide link to Classting</p> <p>Video: use your cell phone or any other device to record and upload the video</p>

The Parents' Guide: The Talking Dictionary Course (Level 1) Class no. 3

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
Tate (father), Mma (mother), Morwarre (brother) , gaetsedi (sister) Rrakgolo (grandfather) Koko (grandmother)	Parent note: Today, in class we learned family words: Tate (father), Mma (mother), Morwarre (brother), Kgaetsedi (sister), Rrakgolo (grandfather), Koko (grandmother)	Challenge 3: Parents have to take a video of how the child greets the Parent or someone else and introduce him or herself. Upload the video in “Posts”. * Be sure to select the topic “No.3- Who is in your family” before you click the “post” button.	Access Classting LMS Provide link to Classting Video: use your cell phone or any other device to record and upload your child’s homework video one classting LMS

The Parents’ Guide: The Talking Dictionary Course (Level 1) Class no. 4

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
Mpsa (dog), katse (cat), kgogo (chicken), nonyana (bird), pere (horse), nku (sheep), kgomogadi (cow), hlapi (fish), kolobe (pig)	Parent note: Today, in class we learned: Mpsa (dog), katse (cat), kgogo (chicken), nonyana (bird), pere (horse), nku (sheep), kgomogadi (cow), hlapi (fish), kolobe (pig) The Animal song uploaded to Classting. Practice with your child.	Challenge 4: Take a video of the child and a real animal. The child needs to say something in Sesotho about or to the animal. Upload the video in “Posts”. * Be sure to select the topic “No.4- Animals” before you click the “post” button.	Access Classting LMS Provide link to Classting Video: use your cell phone or any other device to record and upload your child’s homework video one classting LMS

The Parents’ Guide: The Talking Dictionary Course (Level 1) Class no. 5

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
<p>Bolela (talk), Dula (sit), Ema (stand), Sepela (walk), Kitima (run), Robola (sleep), Bina (dance), Taboga (jump)</p>	<p>Parent note: Today, in class we learned: list of verbs and actions</p> <p>Activity: Take a video of the child playacting the action words learnt in class. The child needs to say in Sesotho and enact it:</p> <p>I sit: Ke a dula You sit: Wena o a dula We sit: Re a dula Re a ema (We stand) Re a bolela (We talk) Re a bina (We dance) They/Many sit: Ba a dula O e tsang?: What are you doing?</p>	<p>Challenge 5: Practice the action words with your child. Ask your child to play act the action words learnt in class today and upload the video of your child on Classting</p>	<p>Access Classting LMS Provide link to Classting</p> <p>Video: use your cell phone or any other device to record and upload your child’s homework video one classting LMS</p>

The Parents’ Guide: The Talking Dictionary Course (Level 1) Class no. 6

Words/Phrases learnt in Class - Cards activated	Notes on Classting	Activity to be completed in Classting LMS	Resources Required
<p>Dijo: Food, Apole: Apple, Banana: Banana, Namune: Orange, Diterebe: Grape, Tamati: tomato, Komkomoro: Cucumber, Letapola: Potato, Metsi: Water, Maswi: Milk</p>	<p>A nursery rhyme with the food words is posted on Classting. Let the child listen and repeat the song.</p> <p>The song (tune and words) is uploaded to Classting. Practice the song with your child by putting in food names</p> <p>Facilitator will post the Homework and other details on Classting using the following suggested format:</p> <p>Parent note: In class we learned: post a list of food words.</p>	<p>Challenge 6: Practice the song with your child by putting in food names and upload the video of your child on Classting</p>	<p>Access Classting LMS Provide link to Classting: Classting</p> <p>Video: use your cell phone or any other device to record and upload your child’s homework video one classting LMS</p>