














## THURSDAY

 <b>Arrival</b> 15-30 mins	Welcome each learner. Place a picture card in each locker. (The picture cards need to represent opposites, e.g. thin and fat, short and tall, night and day.) Tell learners to bring their card to Morning Circle.		
 <b>Health check</b>			
 <b>Morning Circle</b> 10-15 mins	Each learner will get a turn to hold up their card and 'read' it aloud. The learner who has the matching opposite card then stands up and 'reads' out their card. Continue until all learners have had a turn.		
 <b>Work Time Activities</b> 30-35 mins	<b>Creative focus 1</b> Learners paint using fat and thin strings to make paint trails on pieces of paper.	<b>Mathematics focus</b> Learners make balloons (ovals) from modelling clay.	<b>Literacy focus</b> Learners write their name on page 21 of Workbook 1. They read the sentence, 'My name is...'.
	<b>Creative focus 2</b> Learners use various hard and soft materials to create a collage.		
 <b>Small Group Time Activity</b> 10-15 mins	<b>Life Orientation focus</b> Talk about how things can change from hard to soft or from soft to hard. Can learners think of any examples of this? Have a boiled egg and a raw egg. Ask about what happened to the egg after it was boiled – did it change from hard to soft or from soft to hard? Another example is bread to toast. Have some raw pasta and cooked pasta. Let the learners touch it. Have other examples of foods that change from hard to soft like popcorn, raw and fried onions, raw and cooked carrots and pumpkin.		
 <b>Tidy-up time</b>			
 <b>Hand washing</b>			
 <b>Snack time</b>			
 <b>Music and Movement Ring</b>	The learners sing along to the theme related song 'Listening, Reading, Writing' to the learners on page 66 of this Teacher's Guide. Line up the chairs to make a bus. Choose one learner to be the driver. Ask each learner for the opposite of a word, e.g. hard-soft, big-small, clean-dirty, etc. After answering correctly, the learner can go sit on the bus. Continue until all the learners are on the bus. When the bus is full, the driver chooses a place to go to. All learners help to make the motor sound until the bus driver stops and 'drops the learners off at school'. Select a new bus driver and start again.		
 <b>Outdoor Play</b>	Include the activity below as one of your daily outdoor activities. Place a box filled with classroom items on the playground. Let learners play with these items, pretending they are teaching, learning and so on.		
 <b>Story Time</b>	Make a Big Book focussing on opposites and the sentence frame 'I have a... in my bag'. Guide the learners, e.g. say 'I have a big ball in my bag'. Learners give the opposite sentence, e.g. 'I have a small ball in my bag'. Write the sentences on facing pages and ask learners to help with the drawing on each page. 'Read' the Big Book together as a whole class.		