















# Transport

## TUESDAY

 <b>Arrival</b> 15-30 mins	Greet each learner individually.	
 <b>Health check</b>		
 <b>Morning Circle</b> 10-15 mins	Look at the Grade R kit Poster II called Transport and discuss the pictures with the learners.	 <p>Discuss why and when different forms of transport are used. Ask: 'When do we fly in an aeroplane?' Learners may reply: 'When we have to travel to another country'. Ask: 'If I want to go to the shops, will I use an aeroplane or a taxi?'</p>
 <b>Work Time Activities</b> 30-35 mins	<b>Literacy focus</b> Learners form the letter 'n' using paint, paint brushes and paper.	<b>Creative focus (Part 4)</b> Learners make cars from toilet Learners assemble their cars using glue and split pins.
 <b>Small Group Time Activity</b> 10-15 mins	<b>Mathematics focus</b> Learners count to ten, tapping their feet as they count. (For help on counting with learners, refer LSF, Counting.) Revise the numeral and word flash cards. Provide learners with chunky bottle tops. Ask them to roll them. They must make them roll and slide. They achieve this by putting the bottle tops on their sides or on their tops.	 
 <b>Tidy-up time</b>		
 <b>Hand washing</b>		
 <b>Snack time</b>		
 <b>Music and Movement Ring</b>	Learners sit on the floor across from each other, legs spread far enough apart so that they can hold hands. One learner pulls his/her partner towards him/herself, then he/she leans forward and has his/her partner lean back. Continue the rocking motion, forward and back, as you sing the familiar song 'Row, Row, Row Your Boat'.	
 <b>Outdoor Play</b>	Include the activity below as one of your daily outdoor activities. Play 'I Spy'. They pass an object around the circle while music plays. When the music stops, the learner holding the object gets a turn to say 'I spy with my little eye something that is (a colour)'. The other learners guess what it is and when someone guesses correctly, they follow an instruction, e.g. stand and jump three times.	
 <b>Story Time</b>	Look at the Transport poster again. Learners find flash cards from the theme table and use them to label the different transport types in the poster.	