












# The Jobs People Do

## TUESDAY

|  |   |  |
|--|---|--|
|  <b>Arrival</b><br>15-30 mins                     | Greet each learner individually. Ask learners to tidy up after playing before morning circle today. Tell learners to place their items that begin with the letter 'm' on the sound table. (For tips on preparing a sound table, refer LSF, The Phonics Table.)  |  |
|  <b>Health check</b>                              |   |  |
|  <b>Morning Circle</b><br>10-15 mins              | Talk about the class as a community. Ask the learners, 'How do I help you?' Then ask, 'How do you help me?' Let them share their thoughts. Introduce the idea of teamwork. Talk about listening and talking sensitively to each other. Ask what they would like to do when they grow up.  |  |
|  <b>Work Time Activities</b><br>30-35 mins        | <b>Literacy focus</b><br>Make 'm' mobiles. Learners draw pictures beginning with 'm' and hang them from pieces of string attached to hangers.<br><br><b>Mathematics focus</b><br>Learners build puzzles (18-piece or more).   | <b>Creative/Life Orientation focus</b><br>Make 'charity' money boxes. Put small boxes, paint, textiles and glue on the table. Learners paint and decorate boxes. Make a slit in the top of each box. Learners will fill the boxes with modelling clay coins (see next activity). |
|  <b>Small Group Time Activity</b><br>10-15 mins | <b>Mathematics focus</b><br>Learners count to ten touching left ears with their right hands as they count. Repeat, touching right ears with left hands. (For help on counting with learners, refer LSF, Counting). Revise numerals 1-5 and the words 'one', 'two', 'three', 'four' and 'five'. Introduce the numeral '6' and the word 'six'. Ask learners to hold up six fingers. Give learners their name cards and ask them to count the letters in their name. Ask them to put up their hands if they have less/more than six or six letters in their names. Teach the correct number formation for the numeral 6. Learners trace the number in jelly trays. |  |
|  <b>Tidy-up time</b>                            |   |  |
|  <b>Hand washing</b>                            |   |  |
|  <b>Snack time</b>                              |   |  |
|  <b>Music and Movement Ring</b>                 | Learners pretend to be different people, as instructed, e.g., firefighters holding long, heavy hoses and spraying water on a burning building. Let them act out each 'job'.   |  |
|  <b>Outdoor Play</b>                            | Include the activity below as one of your daily outdoor activities.<br>Trace around each learners body on newsprint. (They can trace each other.) They cut them out and let them paint them. When dry, paint or print one letter of the words 'UBUNTU I HELP YOU AND YOU HELP ME' onto each one. Decorate an outside wall with these cut-outs.  |  |
|  <b>Story Time</b>                              | Big Book 2 story 'People Who Help' on page 6 using their own words.   |  |

