




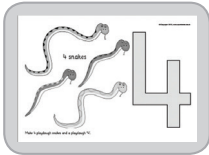
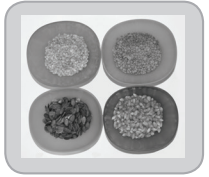


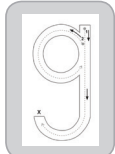








MONDAY

 Arrival 15-30 mins	Greet the learners and ask them about their weekend. Ask parents to send a fruit or vegetable to school tomorrow.
 Health check	
 Morning Circle 10-15 mins	<p>Introduce the theme, 'On The Farm' which will be investigated over the next two weeks. Look at the Grade R kit Poster called 'The Farm' and discuss the pictures with the learners. (For help on using posters, refer to LSF, Using Posters).</p> 
 Work Time Activities 30-35 mins	<p>Mathematics focus Learners make the numbers '1', '2', '3', '4', '5' and '6' from modelling clay. Play dough mats are available for free from 'Sparklebox'. (To learn more about 'Sparklebox', visit www.sparklebox.co.uk.)</p>  <p>Creative/Literacy focus Provide bowls of dried beans, mealies and lentils for learners to use to make patterns. When they have made their pattern they must copy it on paper.</p> 
 Small Group Time Activity 10-15 mins	<p>Literacy focus Introduce the letter 'g'. Identify initial sounds (these are the sounds at the beginning of words). Be careful to say the letter's sound and not its name; for example, 'gah' not 'gee'. The names of the letters are not taught at this stage. Learners will also sound out words into phonemes; for example, g-u-n. Ask learners to say words beginning with 'g'. Draw pictures on the board. Show the correct starting and ending points when writing the letter 'g'. Learners make the letter 'g' on different textures with their fingers, e.g. the carpet, learners' backs, sandpaper. (For tips on teaching phonics, refer LSF, Phonics).</p>  
 Tidy-up time	
 Hand washing	
 Snack time	
 Music and Movement Ring	Introduce the theme related song 'Farmer Mandla' to the learners on page 76 of this Teacher's Guide. You can also use the LEAP audio lesson Term 3-07 Sing along. The song can be sung every day of the teaching week
 Outdoor Play	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Revise positional language. Learners take their chairs outside. They can pretend the chair is a tractor. Get them to sit on/ stand behind/ in front of/ next to their 'tractor'. Learners describe the position of their bodies in relation to their 'tractors'.</p>
 Story Time	<p>Read the Big Book 2 story 'The Goats Eat Gogo's Garden' on page 18. Begin by letting learners look at the pictures and saying what they see. Ask learners the following questions for each picture: 'Who can you see?' 'Where is it happening?' 'What is the boy doing?' 'What is the granny doing?' 'What is the goat doing?' 'What do you think will happen next?' In this way, learners are building a story. (For help on using a Big Book, refer to LSF, Using The Big Book).</p>