



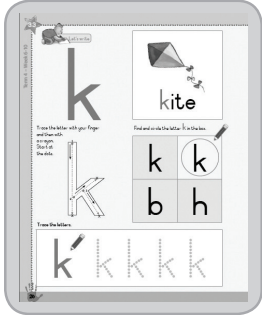









## WEDNESDAY

 <b>Arrival</b> 15-30 mins	<p>Welcome each learner.</p> <p>In each locker place a card with a picture of a wild animal on it.</p>
 <b>Health check</b>	
 <b>Morning Circle</b> 10-15 mins	<p>Look at Poster 18 again and ask learners to name all the carnivores (meat eaters)/herbivores (plant eaters)/omnivores (meat and plant eaters). Help learners identify at least one food chain in the poster, e.g. the mouse eats nuts, the snake eats the mouse, the bird eats the snake or the buck eats grass, the lion eats the buck.</p>
 <b>Work Time Activities</b> 30-35 mins	<div> <p><b>Literacy focus</b> Learners complete page 26 of Workbook 4.</p>  <p><b>Creative focus (Part 2)</b> Learners make drums out of empty coffee cans. Learners wrap and glue the print they made around the tin.</p> </div>
 <b>Small Group Time Activity</b> 10-15 mins	<p><b>Literacy focus</b> Learners will need the Alphabet Chart at the back of Workbook 4 and counters. Hold up an animal from the theme table and have learners name it. They then clap the syllables in each animal name, e.g. lion – li-on. Ask learners to place a counter on the letter that the animal's name starts with.</p>
 <b>Tidy-up time</b>	
 <b>Hand washing</b>	
 <b>Snack time</b>	
 <b>Music and Movement Ring</b>	<p>Learners use their drums they made to accompany animal movements. Divide half the class into drummers and the other half into animals. Ask learners to move like a giraffe stretching high to reach a leaf on a very tall tree; a lion lapping up water from a waterhole; a zebra prancing around, playing with its young; monkeys swinging from tree to tree; elephants at the drinking hole, etc.</p>
 <b>Outdoor Play</b>	<p>Include the activity below as one of your daily outdoor activities.</p> <p>Play the 'Who Am I?' game. Tape an animal picture to each learner's back without letting them see what animal you have given them. They get clues from other learners to find out what animal they are. They can only ask each learner one question and then move on to another learner. The other learners can only answer 'yes' or 'no'. They can ask questions like, 'Do I have a beak?'; 'Do I eat meat?'; 'Do I fly?'</p>
 <b>Story Time</b>	<p>Let learners retell the story they made yesterday. Then, divide them into groups and have each group illustrate a page of the story. Glue the sentence strips onto the bottom of each page.</p>