

**TERM 2: WEEK 7: DAY 4**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.3.1.4</b> Suggest preferred games  <b>LL.2.5.1.3</b> Play with sounds	> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Suggest games, activities they are good at or prefer. Talk about what Police men and women are good at so David knows what to learn or practise. > Games with letter sounds – repeat previous games.	
	<b>Story Time 40 mins</b>	
<b>LL.1.5.1.3</b> Identify rhyming sounds <b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>SE.1.3.1.3</b> Recognise own uniqueness	> Read a new rhyme to children from resource book. Identify rhyming sounds and words. Use language and Pijin to translate to English. > Story: The Island of inventions as creating through imagination – focus on the value purposefulness. Define invention. Define studying. Notice that when working together we can better realise our dreams.	R 1 pg 1-18, Rhymes  R 1 pg 40, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement confident	> Walking: Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with learners. Practise language like “this is my cross-over walk, this is my leap.” > Define learning disposition: creator. Explain to learners.	
	<b>Think Time 45 mins</b>	
<b>SE.1.3.1.3</b> Recognise own uniqueness  <b>LL.2.2.1.4</b> Predict story	> Topic: Learning Dispositions. Make a chart. Write: Critical thinker, communicator, Collaborator Creator, Good Character and Good Citizen on chart. Explain that these are thinking skills. Talk about the meanings of each one with the children. > Draw: send children to draw 4 people who have these dispositions or thinking skills. They are <u>6 kinds of great thinking – the 6 Cs</u> . Use the Learning Dispositions definition notes in the introduction section of this guide. > Stimulus picture: Raining in Malaita – ask children to think	Six C's  R 2 pg 79, Picture

## &gt;&gt; continue from page 163

Specific Learning Outcomes (SLO)	Activity Time	Resources
	about what story they could tell about this picture if David was in the story. Share it with the class.	
	<b>Try Time 45 mins</b>	
<b>SC.1.2.1.5</b> Changes in weather <b>SC.3.2.1.2</b> Record information <b>SE.2.4.1.1</b> Follow rules and routines	<p>&gt; Topic: Record weather -Teacher sticks the symbol the children point out next to today's box on the weather chart. Children record information by drawing symbol in their books.</p> <p>&gt; Identify and follow class rules – e.g. rule: when we clean-up we all help. Congratulate children for how good they are at following this rule. Get them to give each other a happy cheer.</p>	R 2 pg 42, Chart
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.3.2.1.5</b> Throw, catch, strike	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check the accuracy of the learners' movements, explaining that they are making their brains smart.</p> <p>&gt; Throw, catch and strike – outside set up plastic bottles, full of water, lids on. Before class cut bamboo or soft straight branches from bush for each child. Children practise striking a bottle to knock it over, then stand it up and repeat. Play it again later in the day.</p>	R 1 pg 127-134, Exercises

**TERM 2: WEEK 7: DAY 5**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.  <b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 2: WEEK 8: DAY 1**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.1.1.5</b> National events  <b>LL.2.5.1.3</b> Play with sounds	<ul style="list-style-type: none"> <li>&gt; Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</li> <li>&gt; Topic: Celebrate national events -Talk about our Independence Day – what it means and how we celebrate it.</li> <li>&gt; Gather letter cards and hide around the room. Children should find cards and come back to tell them to you.</li> </ul>	R 2 pg 35, Flag  R 3 pg 69, Letter cards
	<b>Story Time 40 mins</b>	
<b>LL.2.2.1.4</b> Predict from a story <b>LL.2.2.1.5</b> Act out stories <b>SE.2.1.1.7</b> Define purposeful	<ul style="list-style-type: none"> <li>&gt; Big Book: Ants Can't Read – follow the shared book guidelines and focus on making predictions of what will happen next.</li> <li>&gt; Story: Bobby the Mountain Climber - draw out value of purposefulness and how Bobby showed it through his efforts to achieve his goal of reaching the top of the mountain. Role-play what happened to Bobby. Define encouraged and discouraged (see glossary). Explain how children can help encourage each other to reach their goals – like David who dreams of being a Police man.</li> </ul>	Sunshine book  R 1 pg 47, Story  R 2 pg 12, David Picture
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement confident <b>LL.2.5.1.3</b> Play with sounds	<ul style="list-style-type: none"> <li>&gt; Sound/letter cards: Practice all single sounds learned so far, mixing the cards up and holding up one at a time to whisper them, shout them, and sing them. Then name all cards by their letter name and sound.</li> <li>&gt; Stepping Stones game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others.</li> <li>&gt; In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time.</li> </ul>	R 3 pg 69, Letter cards
	<b>Think Time 45 mins</b>	

&gt;&gt; continue on page 167

&gt;&gt; continue from page 166

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SE.2.4.1.2</b> Care of property  <b>SE.2.3.1.6</b> Demonstrate purpose	<p>&gt; Topic: Take care of school and public property, Purposeful. Talk about this important topic. Then think of ways to decorate our classroom for Independence Day celebrations. Plan things to collect from home or bush for decorating.</p> <p>&gt; Tell children you will help them to demonstrate the value purposeful: Practise saying “purposeful” fast, three times. Ask: Why are you here on earth? Explain that God has a plan and a purpose for each person. Everyone can try saying: “I am important, I have great value to God. There is a good purpose for my life. I have gifts that will help others” Give learners examples like: Henry’s gift is helping. Kim’s gift is kindness, but she might also be good at singing or something else to help in church or at home.</p>	
	<b>Try Time 45 mins</b>	
<b>MA.2.2.1.6</b> Compare Volume <b>MA.2.2.1.7</b> Conservation of volume <b>MA.2.3.1.1</b> Language of comparison	<p>&gt; Topic: Conservation of volume – (this idea is from Piaget theory). Physical quantities (e.g. of water) are unchanged (conserved) when put in a different container. Help children to begin to understand this with the activities here and other examples.</p> <p>Measure water volume: Fill up an empty tuna can with water. Pour it into a cup. Put it back into the tin. Compare the containers talking about their differences. The amount of water (the volume) stays the same. Talk about this with learners. Use the word “unchanged” Help them to understand that the amount of water is unchanged (or does not change) from one tin to a cup.</p> <p>&gt; When weather is fine each child goes outside and does pouring to show conservation of volume – try sand as well as water.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.1.1.1</b> Enjoy rhymes <b>LL.2.2.1.5</b> Act out stories	<p>&gt; Sausage rolls, homolateral commando crawls, Homolateral flip flips - see Resource book for instructions and make sure very child tries to follow you, explaining that they are making their brains smart.</p> <p>&gt; Roleplay stories – act out Bobby trying to climb the mountain by going down the classroom on hands and feet. Roleplay a friend beside Bobby encouraging him that he can get to the top.</p> <p>&gt; Catchy songs and actions – sing and dance favourite songs.</p>	R 1 pg 127-134, Exercises

**TERM 2: WEEK 8: DAY 2**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.2.1.2</b> Celebrate differences  <b>LL.2.1.1.2</b> Meaning in language <b>SS.3.3.1.4</b> Sort rubbish	<p>&gt; Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>&gt; Topic: celebrate others. Teacher invites children to decide to celebrate and be happy for other class members with all the different things they are good at or like. Think of how to celebrate with someone else e.g. congratulate them, pat them on the back, smile at them, cheer 'hooray' for them. All practise in a small roleplay.</p> <p>&gt; Discuss what it means to recycle (see glossary) and what we can recycle – e.g. paper into paper bricks to use for our fires.</p>	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.1</b> Jesus as the Son of God  <b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.1.3.1.1</b> Respond to stories	<p>&gt; Christian education – Jesus forgives and heals a paralytic. Use languages and Pijin to support English understanding.</p> <p>&gt; Story: The Leaf House – talk about the way they joined together like Theresa using the value of Unity. Talk about their purposefulness to achieve their goal.</p> <p>&gt; Story: Charles has a Wish – Ask children do you have any wishes?</p> <p>&gt; Story: The Young Puppet Maker- he learnt and practised and never gave up thinking about how to get better. He was a lifelong learner. He was a critical thinker. Discuss what that is (See "Dispositions" at the beginning of this book.)</p>	<p>R 1 pg 101, Story</p> <p>R 1 pg 80, Story</p> <p>R 1 pg 82, Story</p> <p>R 1 pg 31, Story</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Confidence in movement  <b>SM.2.3.1.2</b> Strengthen muscles	<p>&gt; Go outside and do exercises with lots of energy.</p> <p>This is called a Burpee. Do these arm and legs exercises too.</p> <p>Do: Squat Jump Kick</p>	

&gt;&gt; continue on page 169

&gt;&gt; continue from page 168

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SS.3.2.1.2</b> Location and direction help us	<p>&gt; Topic: Map making, subtraction.</p> <p>Explain how location and directions help us to find important people or things. The class are going to make a big map together (about 2 yards long). A map is a picture that shows locations. Bring a list of directions to help children know what goes on the map. e.g.</p> <p>1) Mark the classroom, the playground, close by bush and any houses.</p> <p>Then go ahead and draw these on the map while children watch.</p> <p>2) Add trees, paths, dogs.</p> <p>Ask children to work in pairs to draw small pictures to go on the map, then stick them on. (do more tomorrow)</p>	
<b>MA.1.2.1.2</b> Add and subtract concept	<p>&gt; Subtraction concept – bring biscuits to class. Give each child one and ask them to break it into 4 pieces. Check each one and all count to 4. Everyone eats one piece. Count again to 3. Everyone eats one piece. Count again to 2. Ask: how many pieces did we start with? 4 How many times did you eat some? 2 times. How many do you have now? 2 pieces. Let's eat another piece. How many do you have now? 1 Let's eat the last piece. How many do you have now? None / zero.</p>	
	<b>Try Time 45 mins</b>	
<b>SC.1.3.1.2</b> Construct small structures	<p>&gt; Topic: data displays. Construct small structures: recycle – paper into paper bricks. (Suggest extra adult help to supervise this outside activity).</p>	
<b>MA.3.3.1.1</b> Use data displays	<p>&gt; Use data displays to answer questions – draw the table or a chart. Ask the question and then display the data.</p> <p>Question: How many ate biscuits in class today? How many were away today and missed out on a biscuit?</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls, - see Resource book for instructions and check accuracy of movements.</p>	

&gt;&gt; continue on page 170

&gt;&gt; continue from page 169

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SM.3.3.1.4</b> Exercises for dominance <b>SM.3.2.1.5</b> Throw, catch, strike	> Throw, catch and strike – outside set up plastic bottles, full of water, lids on. Before class cut bamboos or soft straight branches from bush for each child. Children practise striking a bottle to knock it over, then stand it up and repeat. > Find a soft surface like sand and try to do headstands.	R 1 pg 1-4, Exercises



**TERM 2: WEEK 8: DAY 3**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.1.1.5</b> Celebrate National events  <b>SE.2.2.1.2</b> Celebrate differences	<p>&gt; Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>&gt; Topic: Celebrate national events - Independence Day – talk about what will happen in our community this year on Independence Day. Teacher invites children to decide to celebrate other class members - Name basket – place all the names in the class in this basket. Choose a name to sit on a chair and receive kind words today e.g. children say things to that child such as – “You are good at running, or you are kind”, or “you help people”. Then all cheer “hooray!” and choose another name.</p>	R 2 Pg 35, Flag R 2 pg 36, Song
	<b>Story Time 40 mins</b>	
<b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.1.5.1.3</b> Identify rhyming sounds	<p>&gt; Story: The Seeds - over coming difficulties makes us strong. Use language and Pijin to support understanding in English Identify rhyming sounds and words and play games with letter sounds – use rhymes from Resource Book 1 that children love.</p>	R 1 pg 32, Story R 1 pg 1-18, Rhymes
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Confidence in movement <b>LL.1.2.1.4</b> Name common objects	<p>&gt; Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with learners. Practise language like “this is my cross-over walk, this is my leap.” Encourage children to be creative- that is to make up original ideas.</p>	
	<b>Think Time 45 mins</b>	
<b>SE.2.4.1.2</b> Care of property	<p>&gt; Topic: Care of property, names for things. Taking care of school and public property is important: Talk about why we should do this.</p> <p>&gt; Name common objects in English – that are part of school and public property. Write name labels and put them up around the classroom. Learners can colour them in. Advanced learners can help write name labels.</p>	

&gt;&gt; continue from page 171

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SE.1.1.1.5</b> National celebrations	> Make decorations for Independence Day for your classroom.	
	<b>Try Time 45 mins</b>	
<b>SS.3.2.1.2</b> Location and direction help us  <b>MA.1.1.1.1</b> Counting  <b>MA.3.2.1.2</b> Compare two groups	> Topic Map making Continue map making. Take the map outside and a pencil/ crayon. Stand in playground. Do some walking and counting, record some numbers on map: e.g. number of steps to walk length of classroom? Number of steps from edge of playground to bush? e.g 21 > Using data displays to answer questions Question: How many children brought things to decorate the class with? What did they bring that was not from a plant?	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.3.2.1.3</b> Cultural games	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check accuracy of movements. > Games from Other Cultures –ask children to try to find a new game by asking around your community for ideas. > Play sports.	R 1 pg 27-134, Exercises

**TERM 2: WEEK 8: DAY 4**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE 2.2.1.2</b> Celebrate differences <b>SE.1.2.1.9</b> Show affection	> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: celebrate others. Teacher invites children to decide to celebrate other class members - Name basket – place all the names in the class in this basket. Choose a name and invite that child to sit on a chair and receive kind words today e.g. children say things to that child such as – You are good at running, or you are kind, or you help people. Then all cheer “hooray!” and choose another name.	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories  <b>LL 2.1.1.1</b> Rhymes	> The Ticklish Kid – what seemed like a difference that Pete couldn't stop, turned out to show him his purpose in life – which was to become a clown and help others be happy. > Identify rhyming sounds and words – see noisy poems page in resources and repeat rhyming parts and enjoy sounds. Talk about how some songs are catchy.	R 1 pg 44, Story  R 1 pg 2-17, Poems
	<b>Move Time 1 35 mins</b>	
<b>SE.1.2.1.9</b> Show affection and acceptance	> Allow children time for free play. Remind them about Pete with his purpose in life – which was to become a clown and help others be happy. Ask them to help each other be happy while they play.	
	<b>Think Time 45 mins</b>	
<b>SC.1.1.1.9</b> Basic needs of animals <b>SC.3.2.1.3</b> Present information	> Topic: meeting basic needs. Compare animals and people meeting basic needs -both animals and people need what? What makes us different from animals? Present information from thinking together in a chart with two circles – one for people, one for animals.	
	<b>Try Time 45 mins</b>	
<b>LL.3.3.1.4</b> Letter forms	> Teachers write letter forms in exercise books. Learners trace letter forms that rise and fall between lines. Writing awareness – left to right, top to bottom, spaces.	R 2 pg 162, Sheet

&gt;&gt; continue from page 173

Specific Learning Outcomes (SLO)	Activity Time	Resources
LL.2.6.1.2 Print and sounds		
	<b>Move Time 2 30 mins</b>	
<b>SM 3.3.1.3</b> Exercise for reflexes <b>SM 3.3.1.4</b> Exercises for dominance <b>SM 3.2.1.5</b> Throw, catch, strike	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls, - see Resource book for instructions and check accuracy of movements.</p> <p>&gt; Throw, catch, strike – ask a child who really likes sport to demonstrate to others the skill of throwing and catching. Ask another child to demonstrate striking with a bat or stick. Ask the class to give a happy cheer to encourage those 2 children. Now everyone takes a turn striking on the ground (or in the air much harder).</p>	R 1 pg 127-134, Exercises

**TERM 2: WEEK 8: DAY 5**

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.  <b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**Monthly reflection**

1. Do I arrive to school on time and prepared every day? What am I going to do about it?
2. Are my assessment notes up to date? What am I going to do about it?
3. Am I neatly dressed? What am I going to do about it?
4. Am I a positive role-model for the learners? What am I going to do about it?
5. Have my learners achieved the S.L.O.s of the curriculum? What am I going to do about it?
6. Do my lessons keep learners busy and engaged? What am I going to do about it?
7. Is any learner not participating? What am I going to do about it?
8. Am I looking after students who have extra needs? What am I going to do about it?
9. What are my challenges in teaching? What am I going to do about it?
10. What are my strengths in teaching these lessons?
11. How did I involve parents and community members? What else am I going to do about it?
12. How did I involve other teachers in my teaching?



## SECTION 9: Term 3, Weeks 1 - 4

### Specific Learning Outcomes

The specific learning outcomes listed here are taken from the syllabus. These specific learning outcomes are planned to be covered in term three. All the lessons should focus on meeting these specific learning outcomes which will be assessed, using the template provided in Teacher's Guide 2.

Table 9.1 below shows the Specific Learning Outcomes for term 3 weeks 1 - 4.

#### Language and Literacy (LL)

##### Specific Learning Outcomes

- LL.1.1.1.4 describe communication methods between the Islands e.g. radio, newspaper, telephone, post, coconut news
- LL.1.1.1.5 use familiar greetings (good morning) across languages
- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.4 name some common objects in the classroom
- LL.1.2.1.5 recall the names of the days of the week
- LL.1.2.1.6 use pictures as clues to talk about the meaning of simple words or phrases
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.7 use appropriate tone and volume to communicate meaning (speaking in a polite manner)
- LL.1.3.1.9 share personal experiences with others in simple sentences
- LL.1.4.1.5 make up oral sentences about pictures
- LL.1.5.1.1 enjoy listening to rhyming songs and poems
- LL.1.5.1.4 play with initial consonants and rhymes and attempt to produce rhyming words
- LL.1.5.1.5 explore pronunciation of words with a 'sh' sound
- LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.1.1.3 match one spoken word to one written word
- LL.2.2.1.5 act out events from songs, poems and stories
- LL.2.3.1.1 link events in a text to learner's own experiences

- LL.2.3.1.4** respond to a simple message and main idea of a conversation or story through gesturing (nodding or pointing) and appropriate facial expression
- LL.2.4.1.4** demonstrate awareness of the starting point, left to right, top to bottom, spacing of letters, words and sentences
- LL.2.4.1.5** sort objects according to beginning sound
- LL.2.5.1.4** orally play with the sounds of several small letters within words in the following sequence (more than one sound): c, g, s, a, e, i, o, u, y
- LL.3.1.1.1** draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.1.1.5** imitate and produce a design using a variety of materials: copy and form a circle, triangle, rectangle, square, directed patterns practising left to right, up and down, lines, curves, diagonals
- LL.3.2.1.2** demonstrate awareness that marks represent ideas and spoken words, words are written left to right, top to bottom, spaces between words
- LL.4.1.1.1** show interest in books through questioning and predicting how a story might continue
- LL.4.1.1.2** request favourite stories and rhymes
- LL.4.3.1.1** identify parts of a book, turning pages, care of pages, storing books
- LL.4.3.1.2** retell, draw or role-play (act) traditional stories or characters
- LL.4.3.1.4** explain that some texts are real and some are imaginary

## Mathematics (MA)

### Specific Learning Outcomes

- MA.1.1.1.1** count in local languages and across cultures through listening to stories featuring counting in sequence
- MA.1.1.1.2** explore a variety of personally and culturally relevant concrete materials
- MA.1.1.1.18** change a pattern to different form using the same objects
- MA.1.1.1.19** create original patterns
- MA.1.2.1.4** connect the mathematical symbols + and – to the mathematical concepts.
- MA.1.3.1.3** compare and order items of like and unlike characteristics using words and giving reasons for answers
- MA.1.3.1.4** use terms such as ‘first’ and ‘second’ to indicate ordinal position in a sequence.
- MA.2.1.1.1** explore a variety of concrete objects and construction materials
- MA.2.1.1.6** analyse and describe the common properties of a group of objects
- MA.2.1.1.7** select objects with a particular property
- MA.2.2.1.8** recite and identify the days of the week
- MA.2.2.1.9** link specific days of the week to familiar events
- MA.2.3.1.2** interpret everyday language of location and direction.
- MA.3.1.1.3** answer and pose yes/no questions to collect information about themselves and familiar objects and events
- MA.3.2.1.5** compare two groups of real objects using real graphs

## Science (SC)

### Specific Learning Outcomes

- SC.1.1.1.12** identify main elements of the earth: land, rocks, plants, rivers, sea
- SC.1.1.1.13** identify the basic needs of plants: air, soil, water, sun
- SC.1.1.1.14** identify different parts of a plant: flower, stem, leaves, roots
- SC.1.1.1.15** compare meeting basic needs of plants in a garden or in the bush
- SC.1.2.1.6** experiment with seed planting and observe changes over time



**SC.3.2.1.1** take turns in class discussions

**SC.3.2.1.2** record information by drawing or constructing with a variety of materials

**SC.3.2.1.3** present information through role-play, song, dance and explanation

### Social Studies (SS)

#### Specific Learning Outcomes

**SS.1.3.1.1** compare, identify and accept differences in family stories

**SS.2.1.1.3** appreciate one's village and its traditional significance – what is special about your village?

**SS.2.1.1.4** talk about special holidays or occasions in one's village / community

**SS.2.1.1.5** talk about certain holidays observed throughout the Solomon Islands

**SS.2.1.1.6** ask questions of how festivals are celebrated - how traditional meals / desserts are prepared

**SS.2.3.1.3** appreciate traditional customs regarding - celebrations, traditions, local foods, laws / rules, hunting

### Sensory, Motor and Health (SM)

#### Specific Learning Outcomes

**SM.1.2.1.4** talk about safety practices eg. not climbing high trees, not playing with matches, that some animals are harmful

**SM.1.3.1.2** identify people to whom one can go to for help. eg. police, nurse, teacher, parents, grandparents, Sunday School teacher

**SM.2.2.1.3** demonstrate habits to take daily care of one's body washing with soap and water, washing and brushing hair daily, cutting finger nails and toe nails short

**SM.2.3.1.2** strengthen hand and leg muscles

**SM.2.3.1.3** develop confidence and experience in movement and coordination

**SM.2.3.1.4** obey game rules to ensure enjoyment and participation for all

**SM.3.2.1.2** build hand-eye and fine motor skills through threading, knotting, cutting and tracing

**SM.3.2.1.3** participate in games from other cultures

**SM.3.2.1.4** hop from one foot to another and jump backwards

**SM.3.2.1.6** participate in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes

**SM.3.3.1.3** participate in exercises to inhibit early reflexes. eg. sausage rolls, homolateral commando crawls

**SM.3.3.1.4** participate in exercises to establish dominance. eg. homolateral flip flops

### Social and Emotional Skills (SE)

#### Specific Learning Outcomes

**SE.1.2.1.10** use appropriate language and actions to communicate feelings in different situations

**SE.1.2.1.11** speak respectfully to others

**SE.1.3.1.7** use positive self-talk

**SE.2.1.1.8** discuss ways we can be fair

**SE.2.1.1.9** discuss ways we can obey

**SE.2.3.1.7** demonstrate fairness through seeking justice, honesty, lack of bias, admitting a mistake, standing up for what is right

**SE.2.4.1.1** identify and follow classroom rules and routines and directions given at school

**SE.2.4.1.2** take care of school and public property

**SE.2.4.1.3** understand the nature of consequences, feelings in others, making it right again

**SE.3.2.1.2** talk about the key teachings of Jesus

**SE.3.3.1.3** verbalise some ideas about Jesus

Table 9.2 displays the 6 learning areas that make up the curriculum programme, followed by the 2, 3 or 4 strands in each area. This is inserted here to assist teachers in their lesson planning with a quick reference to strands that they will want to notate in their lesson plan template. This is for weeks 1 - 4 of term 3.

Table 9.2 below shows the Learning Areas and Strands in the Pre-primary year programme.

Code	Learning Area	Strands	Strand Theme
<b>LL</b>	<b>Language and Literacy</b>		
<b>LL.1</b>		<b>Listening and Speaking</b>	Promote effective communication and learning
<b>LL.2</b>		<b>Reading</b>	Basic concepts of print as language and meaning represented by symbols
<b>LL.3</b>		<b>Writing</b>	Emerging writing skills to convey meaning through print
<b>LL.4</b>		<b>Literature</b>	Purpose of written text
<b>MA</b>	<b>Mathematics</b>		
<b>MA.1</b>		<b>Number and Operations</b>	The use of simple symbols to represent numbers and emerging concepts
<b>MA.2</b>		<b>Shape and Measurement</b>	Simple shapes and forms of measurement
<b>MA.3</b>		<b>Statistics</b>	Simple statistics
<b>SC</b>	<b>Science</b>		
<b>SC.1</b>		<b>Science Knowledge</b>	Information to gather and organise
<b>SC.2</b>		<b>Science Skills</b>	Personal skills to explore concepts and ideas
<b>SC.3</b>		<b>Science for Others</b>	Patterns and changes that can help others
<b>SS</b>	<b>Social Studies</b>		
<b>SS.1</b>		<b>Social Studies Knowledge</b>	Personal community and history
<b>SS.2</b>		<b>Social Studies Skills</b>	People and events can be significant
<b>SS.3</b>		<b>Social Studies for Others</b>	Serve and protect
<b>SM</b>	<b>Sensory, Motor and Health</b>		
<b>SM.1</b>		<b>Safety</b>	Safe practices for work and play
<b>SM.2</b>		<b>Health</b>	Make healthy choices and habits
<b>SM.3</b>		<b>Movement</b>	Movement for health and cognitive ability

Code	Learning Area	Strands	Strand Theme
<b>SE</b>	<b>Social and Emotional Skills</b>		
<b>SE.1</b>		<b>Identity</b>	Awareness of personal identity
<b>SE.2</b>		<b>Values</b>	Values in daily life
<b>SE.3</b>		<b>Christian Education</b>	A sense of Christian Identity

Lessons are planned daily and are organised according to the six learning activity times. The specific learning outcomes are being unpacked into concepts to be achieved at the end of the teaching activity times. Resources to support teaching during the activity times are listed daily under the resources column.

Value Theme – Fairness, Francis is fair.

**» continue on page 183**

&gt;&gt; continue from page 182

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.1.3.1.2</b> Stories for enjoyment <b>SE.2.1.1.8</b> Define fair	them. > Introduce the new values character – Francis. What can we learn from the picture of Francis? > Read through the Story – Francis is Fair – Sharing Bananas. Use Mother Tongue and Pijin to support meaning in English. Use the story to define fair. Talk about other ways we can be fair in the classroom and in the playground.	R 2 pg 14, Picture Francis R 1 pg 25, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination <b>MA.1.3.1.3</b> Compare and order	> Play the game – Don't Wake the Dragon. The learners have to pretend that they are all living in a village captured by a dragon who is sleeping. The learners can cross the village in order of their height. The challenge is that the learners have to arrange themselves according to their heights without talking to each other. Once they think they are standing in the right order they have to shout, "Boo!" at the dragon who checks to see if they are right.	
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.4</b> + and – symbols <b>MA.1.1.1.2</b> Explore concrete materials	> Topic: Addition and subtraction Use real bananas if possible or use concrete materials to represent bananas. Make + and – cards. Sit the learners in a circle on the floor and talk about the two cards. When we do + we get more. When we do – we have less. Use the bananas to tell addition stories and take away stories and have the learners identify which card they talk about. e.g. Donny put 4 bananas in the basket and then Martin put 3 bananas in the basket. They put them together in the basket. Are Donny and Martin making more bananas in the basket or less bananas? Which sign will this be? (+) Repeat for many examples of adding and taking away.	Make + and – cards
	<b>Try Time 45 mins</b>	
<b>SC.1.2.1.6</b> Seed planting <b>MA.2.3.1.2</b> Language of location <b>LL.3.1.1.1</b> Draw to show meaning	> Topic: Seed planting Use the Song / rhyme – I am a Little Flower as a link in to the next activity. Enjoy the rhyme and then talk about where flowers come from, how do they start to grow? Provide some seeds for the learners to plant. (NOTE – plant an extra seed or two that you can dig up later.) Talk and decide with the learners about where to plant the seeds. Use location words such as beside, near, close to, far away from, under, etc. > Then invite the learners to draw a picture of the seed in the	R 1 pg 11, Song  R 2 pg 76, Plant

&gt;&gt; continue on page 184

## &gt;&gt; continue from page 183

Specific Learning Outcomes (SLO)	Activity Time	Resources
	ground. More able learners can copy the words – “my seed” – onto a page while the teacher writes it for the others. The children can colour the pictures and write their names.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.2.1.4</b> Hop and jump <b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls. – continue exercises.</p> <p>&gt; Hop and jump – play some music from someone’s phone or computer or a guitar. All pat your knees to feel the beat of the music. Jump across the room/playground in time to the music. Hop around in a circle. Jump backwards without bumping into anyone.</p> <p>Repeat later in the day, as well as some songs.</p>	R 1 pg 127-134, Exercises

Value Theme – Fairness. Francis is fair.

**>> continue on page 186**

## &gt;&gt; continue from page 185

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.1.1.1.12</b> Main features on earth <b>SC.3.2.1.1</b> Class discussions <b>LL.1.2.1.6</b> Pictures for meaning	<p>&gt; Topic: Main features of the earth.</p> <p>Use the Stimulus Picture – Raining in Malaita as a discussion starter. Identify the natural things in the picture especially noting the land, sea and sky.</p> <p>Songs / Rhymes – The Moon; Why Does the Moon; Twinkle, Twinkle; God Made the Earth; Star Light; Airplanes; Turn on the Sun; Good Morning. Enjoy the songs and rhymes and use them to explore the different features of the earth as they are mentioned – ground, sky, sun, moon, stars.</p> <p>&gt; Make labels for each feature and explore the names in Mother Tongue and Pijin. Put them on the wall to practise in English.</p>	<p>R 2 pg 79, Picture</p> <p>R 1 pg 2-17, Songs</p>
	<b>Try Time 45 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills <b>LL.3.1.1.5</b> Copy a drawn design	<p>&gt; Topic: Writing skills.</p> <p>Check growth of seeds.</p> <p>Choose any hand-eye activities from the Resource Book. Then look at the Pre-writing Sheet (cat and mouse) and talk about where to start on the page and how to follow the lines down the page. Everyone should attempt to write their name. Those who can write should attempt to write the names cat and mouse.</p>	<p>R 2 pg 167, Sheet</p>
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Leaders and Followers – Children are in pairs outside. One child leads, moving high, low, walking, running and turning. Other child follows and copies. Swap over roles.</p> <p>&gt; Continue with more rhymes about the land, sea and sky.</p>	<p>R 1 pg 127-134, Exercises</p> <p>R 1 pg 10, Rhymes</p>



Value Theme – Fairness. Francis is fair.

**» continue on page 188**

## &gt;&gt; continue from page 187

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs <b>LL.1.5.1.4</b> Play with rhyming words	<p>&gt; Topic: Rhyming words</p> <p>Songs / rhymes – Here is a Tree; Two Little Dicky Birds; Hickory Dickory Dock.</p> <p>&gt; Formally introduce the idea of rhyming words. We have listened for beginning sounds before but this time we are listening for words that sound the same at the end. Repeat and enjoy the rhymes. Identify the rhyming words by doing something special e.g. stand up and turn around when you hear a word that rhymes with dock.</p>	R 1 pg 12, 13, Rhymes
	<b>Try Time 45 mins</b>	
<b>LL.2.4.1.5</b> Sort by beginning sound <b>MA.1.1.1.2</b> Explore concrete materials <b>MA.1.1.1.18</b> Change a pattern <b>MA.2.1.1.6</b> Properties of a group <b>LL.1.4.1.5</b> Oral sentences about pictures	<p>&gt; Topic: patterns and grouping.</p> <p>Check growth of seeds.</p> <p>Choose a variety of objects from around the classroom or from the concrete materials (blocks, counters, games). Explore the objects in a variety of ways – hear and identify the beginning sounds of their names, describe common properties (e.g. they are all hard, they all have round bits on them, they are all used with paper) and create patterns with them (e.g. marker pen, book, slipper). Encourage the learners to use the same objects to make a different pattern.</p> <p>&gt; Invite the learners to suggest things they do with their mummy or daddy. They can choose one idea and draw a picture of it. Then help the children to create oral sentences about the picture. Aim for complete sentences, not just words or phrases. Can they speak them in langaugae and pijin? Advanced learners can write their sentences.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.2.1.6</b> Games responding to stimuli <b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance	<p>&gt; Think of different ways of moving a ball, using different body parts – throw it, kick it, push it, knee it, elbow it, head butt it.</p> <p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Practice all of the sounds learned so far. Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team.</p>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 1: DAY 4**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.1.1.5</b> Familiar greetings <b>LL.2.5.1.4</b> Orally play with sounds	> Children should listen and talk actively.....Share news. > Topic: Review and practise the greetings from yesterday, remembering that this is something polite that Paul would do. > Use Two sets of Letter cards of all sounds learnt up to this time. Review the letter cards briefly, especially focussing on the /c/, /g/ and /s/.	R 3 pg 69, Cards
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.2</b> Stories for enjoyment <b>LL.2.3.1.4</b> Respond to main idea with expressions	> Story – The Frog and the Frying Pan. Explain to the learners that we are going to share a story and that we use our faces to show what we think of the things in the story. Practise some face expressions with them, e.g. show me your face if we read something sad, something silly, etc. Read through the story using Mother Tongue and Pijin to support understanding in English. At certain points in the story, ask the learners to show you the face that shows what they think of what has happened. After the story talk about the meaning of the story and how it might apply to the learners and ask the learners to share in words what they thought of the story.	R 1 pg 35, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Play rubbers and count. Game - Baton Changing Relay – play again.	R 1 pg 136, Games
	<b>Think Time 45 mins</b>	
<b>SM.1.2.1.4</b> Avoid risky play	> Topic: Avoid risky play – Talk together about risk – doing something that might be dangerous. Compare to safe practices. > Read Story: John wants to Fly. Think of play that would be risky or likely to have danger and you might get hurt. Think of ways to tell your friend that it is not a good idea and you won't join in. Is there a caring way to say that?	R 1 pg 78, Story
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.1</b> Counting	> Topic: maths comparing items. Check growth of seeds.	

&gt;&gt; continue on page 190

&gt;&gt; continue from page 189

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.2.1.1.1</b> Explore concrete objects <b>MA.1.3.1.3</b> Compare and order items	<p>&gt; Use Counting Blocks to review counting forwards and backwards in English and any other languages. Put the blocks in order of size from smallest to biggest and then biggest to smallest.</p> <p>&gt; Go to small groups. Give each group one counting block. (Each group should receive a block that is different in size from other groups.) Allow time for them to find something in the room that is the same length as their counting block – you may have to help with this. Bring all of the found objects together and put them in order of size from biggest to smallest and then smallest to biggest. Hold objects together to compare sizes with counting blocks and each other's objects.</p>	R 2 pg 134-135, Counting blocks
<b>Move Time 2 30 mins</b>		
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Divide the learners into two groups. Each group stands in a line one behind the other. One set of letter cards is in front of the first person. When the teacher says go, the first person in line picks up one card, says the sound, then passes it over their head to the next person and then picks up the next card. The second person says the sound and passes it over their head to the next person. Each person says the sound and passes it over their head. The last person in each line collects the cards. The teacher should listen as each sound is said and correct or help as needed. The first team to say and collect all of the cards is the winner.</p>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 1: DAY 5**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p><b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 3: WEEK 2: DAY 1**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>MA.2.2.1.8</b> Days of the week <b>LL.1.2.1.5</b> Recall days of the week <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: Rhymes, letter /a/</p> <p>Songs / rhymes – 7 Days, Days of the Week. Teach and enjoy them. Identify the names of the days of the week and identify the beginning sounds from the Days of the Week Labels. Help the learners to put them in order. Put them up on the wall to practise.</p> <p>&gt; Introduce the sound /a/ using the letter card. Teach the learners how to position the mouth to make the two sounds and practise them together. (There are more than two sounds for this letter but the short and long sounds give us a good start.) Make sure the learners drop their chin down to make a very open short sound /a/. Then they pull their mouths wider to make the long sound /a/. This will take practice as the /a/ sound is often confused with the /u/ sound. Draw a simple picture of an ant. Say the word /ant/ and then the short sound /a/. Talk about the word /amen/. Say the word /amen/ and then the long sound /a/. Use the terms 'short sound' and 'long sound' to help the learners pick the difference in sounds.</p>	<p>R 1 pg 15, Rhymes</p> <p>R 3 pg 62, Card Days of the week</p> <p>TG 2 Section 2.8 Phonics</p>
	<b>Story Time 40 mins</b>	
<b>LL.3.2.1.2</b> Marks represent spoken words <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<p>&gt; Story – Slowcoach Pawpaw Tree</p> <p>Talk with the learners about the story you are about to read. What is a word? How do I know when I get to the end of a word? What is a sentence? How do I know when I get to the end of a sentence? Why do we read stories?</p> <p>&gt; Then share the story with the learners using Mother Tongue and Pijin to support understanding in English. Talk about the boy in the story. What was the problem? What should the boy have done? What will we do about our seeds?</p>	R 1 pg 31, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Have the learners stand in a large circle. Each must say a number counting in turn and kneel down on the ground listening to the rest of the learners. When they reach 24 all the learners jump up again and the next person starts at number one again	
	<b>Think Time 45 mins</b>	

&gt;&gt; continue on page 193

&gt;&gt; continue from page 192

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.1.1.1.13</b> Basic needs of plants  <b>SC.3.2.1.1</b> Class discussions	<p>&gt; Topic: Basic needs of plants.</p> <p>Story What Did They Do? – predict and sequence the story. Read it carefully to the learners and ask them about what was happening. Talk about the different things that the children did, draw a small picture of each thing on pieces of paper and then have the learners put them in order from the start to finish. Put them on the wall.</p> <p>&gt; Look at the Stimulus Picture – Working in the Garden. What information can we get from the picture? What are the children doing? Learn the Song / rhyme – I am a Little Flower. From the story, the picture and the rhyme, what are the basic needs of plants?</p>	<p>R 1 pg 79, Story</p> <p>R 2 pg 68, Picture</p> <p>R 1 pg 11, Rhyme</p>
	<b>Try Time 45 mins</b>	
<b>MA.3.1.1.3</b> Yes/no questions <b>MA.3.2.1.5</b> Compare using graphs <b>SC.1.2.1.6</b> Seed planting <b>SC.3.2.1.2</b> Record information	<p>Topic: Record information through graphs.</p> <p>&gt; Prepare a piece of chart paper with squares ruled on it ready for making a graph. With the learners, make a graph of two columns. One column is 'yes' and one column is 'no'. Ask each learner to check on the growth of their seed and provide the answer 'yes' or 'no' if it is growing. For each answer colour a square on the 'yes' or 'no' column. When all recorded talk about the results on the graph.</p> <p>&gt; Write a sentence under the sequence pictures - Plants need soil, water, air and sun to grow. Point to words and get children to try to read them. Advanced learners write the sentence.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.3.2.1.3</b> Cultural games  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue with exercises.</p> <p>&gt; Games from other culture – choose 1 from resource book 1.</p> <p>&gt; Make copies of the letter cards /c/; /g/; /s/ and /a/ so that you have six copies altogether. Divide the class into six groups. Each group stands in a small circle. One set of the /c/; /g/; /s/; /a/ cards is on the ground in the middle of the circle so they can see them. The teacher stands in a place that is the same distance away from each group. The teacher calls out the two sounds of one letter and a learner from each group must quickly pick up the correct sound and run to give it to the teacher. First correct one wins a point for their team. Continue to practise the sounds many times.</p>	<p>R 1 pg 127-134, Exercises</p>

**TERM 3: WEEK 2: DAY 2**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.2.1.5</b> Recall days of the week  <b>SE.1.2.1.11</b> Speak respectfully  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: respectful talk.</p> <p>Review the days of the week from yesterday and practise the rhymes to help memory.</p> <p>&gt; Read the Story – Teary Joe using Mother Tongue and Pijin to support understanding in English. Talk about the way Joe treated the people around him. Was he respectful? Was he fair? Try some different ways to speak respectfully to others and role-play this in the classroom. Remind the learners about the letters that have more than one sound.</p> <p>&gt; Introduce the sound /e/ using the letter card. Show the flashcard and teach the learners how to position the mouth to make the two sounds and practise them together. Again, there is a short sound and a long sound. It will take practice to learn to hear these sounds as the /e/ sound is often confused with the /i/ sound. Draw a simple picture of an egg. Say the word /egg/ and then the short sound /e/. Talk about the word /even/. Say the word /even/ and then the long sound /e/. Use the terms 'short sound' and 'long sound' to help the learners pick the difference in sounds.</p>	<p>R 1 pg 34, Story</p> <p>R 3 pg 69, Letter Cards</p> <p>TG 2 Section 2.8 Phonics</p>
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.3</b> Ideas about Jesus <b>LL.1.3.1.1</b> Respond to stories	<p>&gt; Parable of the Soils Mark 4:1-20 Many will hear the Word, but only those who allow it to take root deep within their hearts will produce a crop. Many of us hear the Word regularly, but we must choose how we will respond. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>&gt; Big Book – I Can Be Your Mummy.</p> <p>Use the Shared Book Guidelines and focus on identifying beginning sounds from words within the book. Are there any rhyming words?</p>	<p>R 1 pg 103, Story</p> <p>Sunshine books, "I can be your mummy"</p>
	<b>Move Time 1 35 mins</b>	
<b>LL.2.1.1.2</b> Meaning in language	<p>&gt; Roleplay – make a drama from the story today – Parable of the soils. Get all children acting out different roles. Use Language or Pijin and English.</p> <p>&gt; Set hearing challenges for the learners. Clap your hands when you hear a word that starts with the /r/ sound.</p>	

&gt;&gt; continue on page 195



&gt;&gt; continue from page 194

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.2.4.1.5</b> Sort by beginning sound <b>LL.1.5.1.1</b> Enjoy songs	Jump up and down when you hear a rhyming word. > Play with the Songs / rhymes – Two Little Hands; Rosy Red Apple; Friday; Here is a Tree; I Can Clap High; Swing Your Arms.	R 1 pg 3-17, Rhymes
	<b>Think Time 45 mins</b>	
<b>SS.2.1.1.3</b> Features of home village <b>SS.2.1.1.4</b> Special holidays <b>LL.1.1.1.4</b> Communicate between islands	Topic: My home village. > Talk about what learners think is good about their own village. What special occasion has just happened or is coming soon? How will the community celebrate this? How could we tell another village about how good our village is? > Encourage learners to draw a picture showing something good about their village. As you move around the learners, invite them to tell you about their picture. Help them to write a sentence underneath to explain what is good. > Gather the pictures up into a basket or envelope. After school, deliver the pictures to someone (someone in another village?) and ask them to give you a response to write down and read to the children	
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.2</b> Explore concrete materials <b>MA.1.1.1.18</b> Change a pattern <b>MA.2.1.1.7</b> Choose object by property	Topic: Changing patterns. > Divide the class into three groups. Use the Bird pictures from the Resource Book and give a set of birds to each group. Use properties of the birds to have the learners make a selection e.g. find a bird that has a pink stripe; find a bird with blue wings, etc. > Make a pattern for the learners to copy and invite them to explain the pattern. Ask them to change the pattern and describe how it has been changed. > Get learners to help you to make copies of the letter cards /c/; /g/; /s/; /a/ and /e/ so that you have six copies altogether.	R 3 pg 5, Picture
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.2.3.1.3</b> Movement and coordination	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls. – continue exercises. > Divide the class into six groups. Each group stands in a small circle. One set of the /c/; /g/; /s/; /a/; /e/ cards is on the ground in the middle of the circle so they can see them. The teacher stands in a place that is the same distance away from each group. The teacher calls out the two sounds of one letter and a learner from each group must quickly pick up the correct sound and run to give it to the teacher.	R 1 pg 127-134, Exercises

&gt;&gt; continue on page 196

&gt;&gt; continue from page 195

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.2.5.1.4</b> Orally play with sounds	First correct one wins a point for their team. Continue to practise the sounds many times.	

**TERM 3: WEEK 2: DAY 3**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.1.1.5</b> Familiar greetings <b>LL.1.5.1.5</b> Pronounce 'sh' sound <b>LL.1.4.1.5</b> Oral sentences about pictures <b>LL.2.5.1.4</b> Orally play with sounds	<ul style="list-style-type: none"> <li>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</li> <li>&gt; Topic: Greetings. Review greetings used in English. Mother Tongue and Pijin and rehearse these again.</li> <li>&gt; Look at the 'sh' Page and introduce the sound. Practise using the /sh/ sound correctly. All of the teeth should be touching, the lips should be pushed out and the learner should blow. There is no voice in this sound. Practise the sound with the pictures.</li> <li>&gt; Invite the learners to make up a sentence about each picture and practise saying the sound within the sentence.</li> </ul>	R 2 pg 142, /sh/ sound  R 2 pg 143, Picture [chin]  TG 2 Section 2.8 Phonics
	<b>Story Time 40 mins</b>	
<b>LL.2.3.1.1</b> Link to experiences  <b>LL.2.5.1.4</b> Orally play with sounds	<ul style="list-style-type: none"> <li>&gt; Small Book – Just Like Me. Follow the Shared Book Guidelines. Notice the words that are used often in the book – like, me, just. Read through the story allowing learners to join in where they want to. Explain or ask questions to make sure learners are following and understanding. Explore some key words from English in other languages and re-read the book using those words instead. (E.g. frogs, jumping, monkeys, climbing.)</li> <li>&gt; Identify and make the sound for /j/ and verbally sound the words jam, jab, job, jet, jog.</li> <li>&gt; Story – Betty's Favourite Game. Predict what Betty will say when her brother puts his dirty hands in his mouth; predict if Betty will get tired of the game. Why? Think about the two stories. What things do you pretend to do? Who pretends to do something that you do?</li> </ul>	UNICEF book, "Just like me"  R 1 pg 79, Story
	<b>Move Time 1 35 mins</b>	
<b>SE.1.2.1.10</b> Respectful words <b>SM.2.3.1.3</b> Movement and coordination	<ul style="list-style-type: none"> <li>&gt; Role play saying sorry and making it right.</li> <li>&gt; Go outside and do energetic exercises.</li> <li>&gt; Game: See Chinese cultural games</li> </ul> Check growth of seeds.	R 1 pg 137-138, Cultural games
	<b>Think Time 45 mins</b>	

&gt;&gt; continue from page 197

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.1.2.1.4</b> + and – symbols  <b>SE.2.4.1.3</b> Consequences	<p>&gt; Topic: + and – symbols. Tell addition and take away stories. Use picture drawing to help understand what you said. Start as a whole class activity done together and progress to learners drawing their own pictures. e.g. tell the following story – “Father had 7 pieces of firewood. (Stop and draw the 7 pieces of firewood.) He used 2 pieces to cook dinner. (Cross off the 2 pieces of firewood used.) Will the number of pieces of firewood be bigger or smaller now?” Continue telling small addition and take away stories and cross off or draw more as needed by the story.</p> <p>&gt; Use this to link to the next activity – “Anna had 4 eggs. I bumped her and knocked 4 eggs onto the dirt and they broke. I felt bad.” (Draw the pictures to show what happens as before.)</p> <p>&gt; Talk about the consequences of what has happened: “Now Anna has no eggs. She cannot make her cakes. Her money is wasted. She has to clean up a mess of broken eggs.”</p> <p>Ask the children to help you think what to do now? What would be fair? (e.g. A good and kind and fair thing to do is to say sorry and then try to make it right again by trying to get some more eggs for Anna.) Explore some different ideas of how it could be made right for Anna.</p>	
	<b>Try Time 45 mins</b>	
<b>LL.2.5.1.4</b> Play with beginning sounds  <b>SM.3.2.1.2</b> Fine motor skills <b>LL.3.1.1.5</b> Copy a drawn design	<p>&gt; Topic: Reading and writing skills. Choose any eye-tracking activities from the Resource Book.</p> <p>&gt; Introduce the sound /i/ using the letter card. Show the flashcard and teach the learners how to position the mouth to make the two sounds and practise them together. Again, there is a short sound and a long sound. It will take practice to learn to hear these sounds as the /i/ sound is often confused with the /e/ sound. Talk about the word /in/. Say the word /in/ and then the short sound /i/. Teacher should draw a simple picture of an island. Say the word /island/ and then the long sound /i/. Write the word beside the picture Use the terms ‘short sound’ and ‘long sound’ to help the learners pick the difference in sounds.</p> <p>&gt; Then look at the Pre-writing Sheet and talk about where to start on the page and how to follow the lines down the page. Trace over the lines with a finger to get the idea of the movement. Ask the learners to trace over the lines with a pencil or crayon, slowly and carefully, trying to stay on the lines. Those who finish quickly can trace again using a different colour.</p> <p>&gt; Look at the next Pre-writing Sheet. This one gives an example on the top line for the learners to trace. On the other lines the learners should try to draw the same lines by themselves.</p>	<p>R 1 pg 135, Eye exercises</p> <p>R 3 pg 69, Letter Cards</p> <p>TG 2 Section 2.8 Phonics</p> <p>R 2 pg 146-179, Sheet</p>

&gt;&gt; continue on page 199

&gt;&gt; continue from page 198

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds	<ul style="list-style-type: none"> <li>&gt; Sausage rolls, homolateral commando crawls. Homolateral flip flops – continue exercises.</li> <li>&gt; Select the two sounds that the learners have the most difficulty with. Go outside and divide the class into two groups. Each group makes a circle and a Flashcard is given to one person in each circle, e.g. /i/. When the teacher says go, the other learners must call out the sound and the person with the card runs to one of them, gives them the card and takes their place in the circle and sits down. That person then runs to someone else who is calling out the sound. The game continues until everyone in the circle has had the card and is sitting down. You can run two circles at the same time and the fastest circle wins.</li> </ul>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 2: DAY 4**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.4.1.1.2</b> Request stories  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: Enjoying stories, reading letters.</p> <p>Invite the learners to choose one or two favourite stories for the teacher to read to them. Allow them to join in as they wish and invite them to share what they enjoy about the books.</p> <p>Use Two set of letter cards of all sounds learnt up to this time.</p> <p>Review the letter cards briefly, especially focussing on the /c/, /g/, /s/, /a/, /e/ and /i/.</p>	R 3 pg 69, Letter Cards
	<b>Story Time 40 mins</b>	
<b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.4.3.1.2</b> Retell stories  <b>LL.2.1.1.3</b> Match spoken to written word	<p>&gt; Small Book – Can I Get On? Follow the Shared Book Guidelines. Notice the words that are used often in the book – on, I, you, said, the, can, yes, no, are, get. Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning.</p> <p>&gt; Explore some key words and make labels for them to go on the wall – giraffe, bear, gorilla, walrus, hippo (short form of hippopotamus), elephant, zebra, ant, heavy.</p> <p>&gt; Identify and make the sound for /c/ and verbally sound the words can, cat, cap, cup, cot.</p>	Sunshine book, "Can I get on"
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Play ball games and practise skills of rolling and throwing and catching. If you have no balls throw or roll something else.	
	<b>Think Time 45 mins</b>	
<b>SM.1.3.1.2</b> People who help <b>SE.1.2.1.10</b> Use appropriate language	<p>&gt; Topic: Thinking about how people help us.</p> <p>&gt; Role-play the story from the Small Book – Can I Get On? but change it a little bit. Ask the learners to imagine that they are going to start a whole new village or community. Use a rope to mark out on the ground your boat. Then ask the learners to think of the different people who help us that we might need to take to the new village with us. Make a label for each 'person who helps us' e.g. nurse, pastor, mummy) and then role play the story speaking in English e.g. "I am a nurse. Can I get on?"</p>	Sunshine book, "Can I get on"

&gt;&gt; continue from page 200

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.1</b> Counting <b>LL.3.1.1.1</b> Draw to show meaning <b>LL.3.2.1.2</b> Demonstrate awareness of writing conventions	<p>&gt; Topic: counting skills.</p> <p>Discuss: Count how many people were on your boat? Count how many 'people who help us' were on your boat.</p> <p>&gt; Draw: Ask each learner to choose one person who helps us and draw that person. As you move around the room, invite each learner to tell you about their picture. Put the 'People who help us' labels on the board. Write the sentence on the board – "A _____ helps us." Assist the learners to copy the sentence onto their picture, copying the name of their helper in the space. Advanced learners write their own sentence.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls. - continue exercises.</p> <p>&gt; Divide the learners into two groups. Each group stands in a line one behind the other. One set of letter cards is in front of the first person. When the teacher says go, the first person in line picks up one card, says the sound, then passes it over their head to the next person and then picks up the next card. The second person says the sound and passes it over their head to the next person. Each person says the sound and passes it over their head. The last person in each line collects the cards. The teacher should listen as each sound is said and correct or help as needed. The first team to say and collect all of the cards is the winner.</p> <p>&gt; Go outside for free play.</p>	

**TERM 3: WEEK 2: DAY 5**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p><b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	



**TERM 4: WEEK 3: DAY 1**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>MA.2.2.1.8</b> Days of the week <b>LL.1.2.1.5</b> Recall days of the week <b>MA.2.2.1.9</b> Link days to events  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: Days of the week.</p> <p>&gt; Review and enjoy the Songs / rhymes – 7 Days; Days of the Week. Review the names of the days from the rhymes and the Days of the Week Labels. Help the learners to put them in order leaving space under each one. Talk about the familiar events of the week, such as church, sport, etc and use play dough to make models of the activities. Place the models under the day they belong to (e.g. A church under Sunday.)</p> <p>&gt; Introduce the sound /o/ using the flashcard. Teach the learners how to position the mouth to make the two sounds drawing the lipstogether for the longer sound. Practise them together. Again, there is a short sound and a long sound. Show the picture of the colour orange and the word. Say the word / orange/ and then the short sound /o/. Talk about the word / open/. Say the word /open/ and then the long sound /o/. Use the terms 'short sound' and 'long sound' to help the learners pick the difference in sounds.</p>	<p>R 1 pg 2-17, Songs</p> <p>R 3 pg 62, Day labels</p> <p>R 1 pg 140, Recipe</p> <p>R 3 pg 69, Letter cards</p> <p>R 3 pg 30-34, Picture card orange</p>
	<b>Story Time 40 mins</b>	
<b>LL.4.1.1.1</b> Interest in books <b>LL.1.2.1.4</b> Name common objects	<p>&gt; Small Book – Shark in a Sack. Follow the Shared Book Guidelines. Notice the words that are used often in the book – here, I, am, said, the, go. Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning. Explore some key words and make labels for them to go on the wall with small pictures – spider, bear, snake, tiger, wolf, crocodile, man.</p> <p>&gt; Identify and make the sound for /m/ and find words that end with this sound. Verbally sound the words: [ am, yam, mum, yum.]</p>	<p>Sunshine book, "Shark in a sack"</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination.	<p>&gt; Games: Take the labels just made for animals and use them as team names. Play "Number Teams, In and Out Lines, and Arch Relay".</p>	<p>R 1 pg 136, Games</p>

## &gt;&gt; continue from page 203

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SS.2.3.1.3</b> Traditional customs <b>LL.1.2.1.6</b> Pictures for meaning	<p>&gt; Topic: Traditional customs.</p> <p>Look at the small Story - One Sunday Morning. Why do you think there is a feast? What are the traditional customs of your village or community? What kinds of things happen in these traditional customs? Choose one traditional custom that the learners are all familiar with. (e.g. a wedding, Easter Sunday)</p> <p>&gt; Put large pieces of paper over a wall to create a mural or use a piece of wall with different colours of chalk. Have the learners identify everything that would be happening with that custom, then have everyone contribute to the mural to build a picture that has as much information as possible in it about the custom.</p>	R 1 pg 79, Story
	<b>Try Time 45 mins</b>	
<b>MA.2.2.1.3</b> Compare height <b>MA.2.2.1.2</b> Non-standard measure <b>SC.3.2.1.2</b> Record information	<p>&gt; Topic: Measurement.</p> <p>Go outside to track how much the seeds have grown. Have the children use the counting blocks to measure how high the seeds have grown. Is it as tall as the 3 block? Is it as tall as the 7 block? They will need to work together to do this so briefly remind them about Francis. How would Francis do this activity? Once the seeds have been measured ask the learners to draw a picture of the growing seed with the measuring block. Write on the board: "My seed is ____ blocks tall." Invite the more able learners to copy the sentence and fill in the space while you go around and put the sentence in other learners' books.</p>	R 2 pg 134-135, Template counting blocks
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Sing and Dance.</p> <p>&gt; Select the two sounds that the learners have the most difficulty with. Go outside and divide the class into two groups. Each group makes a circle and a Flashcard is given to one person in each circle, e.g. /i/. When the teacher says go, the other learners must call out the sound and the person with the card runs to one of them, gives them the card and takes their place in the circle and sits down. That person then runs to someone else who is calling out the sound. The game continues until everyone in the circle has had the card and is sitting down. You can run two circles at the same time and the fastest circle wins. &gt; Advanced learners can use key word cards in their circle group.</p>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 3: DAY 2**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.3.1.7</b> Positive self-talk  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: self-talk.</p> <p>Talk to the learners about self-talk. Self-talk is all the things we say or think to ourselves. If we have troubles we often use bad self-talk (e.g. I am no good at anything.) That does not help. It just makes us feel worse. What would Francis say? He would say that we need to be fair to ourselves. We need to practise good self-talk. (I am having trouble but I am trying hard so that's good.) (I can do this better than last time.) (I can't do it yet but I will keep working on it.) Have the children practise some good self-talk lines, then role-play some times when good self-talk may be needed. Remind the learners about using good self-talk during the next activity.</p>	R 3 pg 125-127, Puppet
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.3</b> Ideas about Jesus <b>LL.1.3.1.2</b> Stories for enjoyment	<p>&gt; Christian Education – Shining the Light of God's Word</p> <p>Scripture: Mark 4:21-23. The disciples were not only responsible for receiving God's Word, allowing it to take root in their hearts, but sharing this Word with others and thus producing fruit. As God's Word takes root in the soil of our hearts, He desires for us to bring forth fruit through spreading His Word. Use the lesson provided in the Resource Book.</p>	R 1 pg 104, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Play the game – Don't Wake the Dragon. The learners have to pretend that they are all living in a village captured by a dragon who is sleeping. The learners can cross the village in order of their height. The challenge is that the learners have to arrange themselves according to their heights without talking to each other. Once they think they are standing in the right order they have to shout, "Boo!" at the dragon who checks to see if they are right.</p>	
	<b>Think Time 45 mins</b>	
<b>SC.1.1.1.14</b> Parts of a plant	<p>&gt; Topic: Parts of plants. Dig up one of the extra plants you planted earlier so you can look at all of the parts of the plant. Discuss together. Help the learners to identify the roots, stem, leaves using the Parts of a Plant chart to help.</p>	R 2 pg 76, Chart Plant

## &gt;&gt; continue from page 205

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.3.2.1.1</b> Class discussions	> Learn the Parts of a Plant poem and use it to talk about the job of each part.	
	<b>Try Time 45 mins</b>	
<b>LL.2.4.1.5</b> Sort by beginning sound  <b>MA.3.1.1.3</b> Yes/no questions <b>MA.3.2.1.5</b> Compare using graphs <b>MA.1.1.1.2</b> Explore concrete materials <b>MA.1.3.1.4</b>   'first', 'second', etc	> Topic: Parts of plants. Draw a quick picture of the four parts of a plant on four separate pieces of paper and put them in four different areas outside. (roots, stem, leaves, flower) Tell the children that they must run to the object that starts with the sound /s/. Bring them back and repeat the game for all of the sounds several times (s,r,l,f), mixing them up. > Ask each learner to find a plant to stand next to and look at. Ask them to collect a leaf from their plant. Ask them to check if there is a flower on their plant. Prepare a piece of chart paper with squares ruled on it ready for making a graph. With the learners, make a graph of two columns. One column is 'yes' and one column is 'no'. Ask each learner to if their plant had a flower on it and provide the answer 'yes' or 'no'. For each answer colour a square on the 'yes' or 'no' column. When all learners' answers are recorded talk about the outcome of the results on the graph. > Use the leaves that were collected to sort and create patterns. Ask the learners to point to the first leaf in the pattern, the third leaf, etc to rehearse ordinal numbers.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.3</b> Movement and coordination <b>LL.2.5.1.4</b> Orally play with sounds	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises. > Introduce the sound /u/ using the flashcard. Show the flashcard and teach the learners how to position the mouth to make the three sounds and practise them together. Everyone stands up. Use hand actions to help the memory (Point "up" /u/, point out "you" /u/, point to belly "put" /u/.) Again, there is a short sound and a long sound and there is an extra sound. Show the picture of the umbrella. Say the word /umbrella/ and then the short sound /u/. Everyone pretend to put up and umbrella and walk around. > Talk about the word /uniform/. Say the word /uniform/ and then the long sound /u/. Everyone pretend to put on a uniform and walk around. > Talk about the word /put/. Say the word /put/ and then the extra sound /u/. Everyone pretend to put slippers on. Use the terms 'short sound', 'long sound' and 'extra sound' to help the learners pick the difference in sounds.	R 1 pg 127-134, Exercise  TG 2 section 2.8 Phonics

**TERM 3: WEEK 3: DAY 3**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.5</b> Oral sentences about pictures  <b>LL.2.5.1.4</b> Orally play with sounds	> Children should listen and talk actively.....Share news. > Topic: Pictures tell stories. Stimulus Picture – Giant Tree California, USA. Talk about what can be seen. Try to gather as much information as possible from the picture. Then ask the learners to create sentences about the picture. They may start using some Mother Tongue or Pijin but help them say the same thing in English and then practise each child's sentence together. (e.g. The tree is very big. The Children love the tree.)	R 2 pg 78, Picture
	<b>Story Time 40 mins</b>	
<b>LL.2.1.1.3</b> Match spoken to written word  <b>SE.3.2.1.2</b> Teachings of Jesus	> Story: Parable of the mustard seed– Bible Verse Matthew 13:31-32 which talks about faith as a mustard seed. Over time it grows and grows and even helps those around them. Read it to the learners and talk about what it means. > Show the Picture – Mustard Seed and allow the learners to talk about the size. > Hold up the Bible Reading – Matthew 13:31-32 and point to the words, one at a time, as you read the words again, helping learners to see that the spoken word matches the written word.	R 2 pg 34, Story  R 2 pg 33, Picture
	<b>Move Time 1 35 mins</b>	
<b>SM.1.3.1.1</b> Disaster songs <b>SE.1.3.1.2</b> Identify people to help	> Sing songs: The Wise Man. > Practise disaster drill for earthquake. Talk about who will help us if there is a disaster at school or while at home.	R 1 pg 17, Song
	<b>Think Time 45 mins</b>	
<b>SM.1.3.1.2</b> People who help	> Topic: People who help us, subtraction. Song / rhyme – Trust. Use rhyme to begin to talk about people who help us. This was started last week when we talked about who we would need to take in the boat with us to a new village. Talk about each of those people do and why they are so important to us. Remember to include the mother and father as people we can go to for help also. Choose different children to pretend to be the people who help us and choose places for their place of work (e.g. nurse).	R 1 pg 17, Song

&gt;&gt; continue on page 208

&gt;&gt; continue from page 207

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.1.2.1.4</b> + and – symbols	<p>Then allow some play time for the children to visit and interact with the people who help us. If they use Mother Tongue or Pijin, help them find English words to use and practise.</p> <p>&gt; Tell addition and take away stories. Use picture drawing to help understand. Start as a whole class activity done together and progress to learners drawing their own pictures. e.g. tell the following story – Daddy had 8 pieces of bread. (Stop and draw the 8 pieces of bread.) He ate 2 pieces at breakfast. (Cross off the 2 pieces of bread eaten) Will the number of pieces of bread be bigger or smaller now?</p> <p>&gt; Use the + and – cards to show what is happening in each story. Continue telling small addition and take away stories and cross off or draw more as needed by the story.</p>	R 1 pg 2-17, Song
	<b>Try Time 45 mins</b>	
<b>LL.3.1.1.5</b> Copy a drawn design <b>SM.3.2.1.2</b> Fine motor skills  <b>MA.2.1.1.1</b> Joy in math ideas <b>MA.1.3.1.3</b> Compare and order items	<p>&gt; Topic: Writing skills.</p> <p>Look at the Pre-writing Sheets (in, on and under) and talk about where to start on the page and how to follow the lines down the page. These ones give an example on the top line for the learners to trace. Trace over the lines with a finger first. Draw their own with a pencil or crayon, slowly, trying to stay on the lines. Those who finish quickly can trace again using a different colour. Advanced learners can help others and write a sentence.</p> <p>&gt; Allow the learners some time to use the construction materials. Recall the people who help us and talk about where we would find each one, e.g. the nurse is at the clinic, the teacher is at the school, the policeman is at the police station. Invite the learners to use the materials to make the building that the people who help us come from. Compare the sizes of what they have made. Help them to put the constructions in order of size from biggest to smallest.</p>	R 2 pg 182, Sheet
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Use Two set of Letter cards of all sounds learnt up to this time. Review the letter cards briefly. Divide into two groups. Each group stands in a line one behind the other. One set of letter cards is in front of the first person. When the teacher says go, the first person in line picks up one card, says the sound, then passes it over their head to the next person and then picks up the next card. Each person says the sound and passes it over</p>	R 1 pg 127-134, Exercises  R 3 pg 69, Letter cards

&gt;&gt; continue on page 209

» continue from page 208

Specific Learning Outcomes (SLO)	Activity Time	Resources
<p><b>LL.2.5.1.4</b> Orally play with sounds</p>	<p>their head. The last person in each line collects the cards. The teacher should listen as each sound is said and correct or help as needed. The first team to say and collect all of the cards is the winner. Repeat the game but this time the learners should pass the card under their legs. Add some letters that make two sounds, and also /sh/ to the game.</p> <p>&gt; Play freely outside.</p>	

**TERM 3: WEEK 3: DAY 4**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences <b>LL.2.5.1.4</b> Orally play with sounds <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: Phonemic awareness - means being aware of the sounds in a language.</p> <p>Two sets of letter cards. Use of all sounds that have been learnt up to this time. Review the letter cards briefly, especially focussing on the letters that make more than one sound. Ensure that hand actions are used with the more challenging sounds like /u/. Give letter names as well as sounds.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.4.3.1.2</b> Retell stories <b>LL.1.3.1.2</b> Stories for enjoyment	<p>&gt; Look at the Story – The Greedy Cloud. Talk about the meaning of 'greedy'. What would Francis think of someone who was greedy? Stop from time to time to ask questions and check for details and understanding. Review the story, identifying the main events in the story and putting them in order.</p> <p>&gt; Divide the learners into small groups. Choose one learner in each group to retell the story to the others in the group. Repeat the retell, choosing other learners to have a turn. Then ask learners to share what they liked about the story.</p>	R 1 pg 40, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Practise balances.</p> <p>Creative thinking – ask children to work in pairs to create new movement skills.</p> <p>balances. Then show the class.</p>	
	<b>Think Time 45 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs <b>LL.1.5.1.4</b> Play with rhyming words	<p>&gt; Topic: Rhyming words.</p> <p>Review and enjoy any Songs / rhymes about the sun and rain. Focus especially on identifying rhyming words. On the board, write down pairs of rhyming words, talking about the beginning sounds and also the rhymes. Try to think of other words to add to the rhymes. Use Fitzroy books to help find rhyming words.</p>	R 1 pg 2-17, Rhymes  R 1 pg 2-17, Songs

&gt;&gt; continue on page 211



&gt;&gt; continue from page 210

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.1</b> Counting <b>LL.3.1.1.1</b> Draw to show meaning <b>MA.1.2.1.4</b> + and - symbols	<p>&gt; Topic: concept of addition and subtraction.</p> <p>Review counting forwards to 30 in any languages you have explored this in and also review counting backwards from 10-0.</p> <p>&gt; Give each learner a small piece of paper and a number (e.g. 8).</p> <p>Ask each learner to draw that number of raindrops on the paper. Move around asking each learner to count their drops for you and helping them with one-to-one correspondence as needed.</p> <p>&gt; Use the + and – cards and the learners' rain drop pictures to do some addition and take away stories.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Literacy Games: Divide the learners into two groups. Each group stands in a line one behind the other. One set of letter cards is in front of the first person. When the teacher says go, the first person in line picks up one card, says the sound, then passes it over their head to the next person and then picks up the next card. The second person says the sound and passes it over their head to the next person. Each person says the sound and passes it over their head. The last person in each line collects the cards. The teacher should listen as each sound is said and correct or help as needed. The first team to say and collect all of the cards is the winner. Repeat the game but this time the learners should pass the card under their legs.</p> <p>&gt; Play Cat and Mouse.</p>	R 1 pg 127-134, Exercsie

**TERM 3: WEEK 3: DAY 5**

Value Theme – Fairness, Francis is fair.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p><b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 3: WEEK 4: DAY 1**

Value Theme – Obedience, Olivia obeys.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.3.1.1</b> Link to experiences  <b>SE.2.1.1.9</b> Define obedient  <b>LL.2.5.1.4</b> Orally play with sound	<p>&gt; Children should listen and talk actively.....Share news. &gt; Topic: Obedience.</p> <p>Look at the Stimulus Picture – Child in Trouble. Talk about what is happening in the picture. What is happening? Why is the parent angry? What do you think the child did? Invite the learners to share experiences of times when they have got into trouble. What kinds of things do we get in trouble for? Trouble usually comes when we do not do what we are told to do. Why do people tell us what to do? Usually it is good for us or keeps us safe.</p> <p>&gt; Introduce the sound /y/ using the flashcard. Give letter name as well as sounds. This one is a challenging one because it has four sounds to learn. Use arms actions or make up a dance to help remember these four sounds. Show the picture of yellow. Say the word /yellow/ and then the beginning sound /y/. Talk about the word /hymn/. Say the word /hymn/ and then the second sound /y/. Talk about the word /cry/. Say the word /cry/ and then the third sound /y/. Talk about the word /happy/. Say the word /happy/ and then the fourth sound at the end of the word /y/.</p> <p>&gt; Put a picture of /y/ somewhere on the wall. Anytime someone goes up and taps it during the day everyone should stand up and say the sound while doing the dance. Make copies of the more difficult letter cards so that you have six copies altogether. Give letter names as well as sounds.</p>	TG 2 Section 2.8 Phonics
	<b>Story Time 40 mins</b>	
<b>LL.2.1.1.2</b> Meaning in language <b>SE.2.1.1.9</b> Define obedient  <b>LL.2.1.1.3</b> Match spoken to written word	<p>&gt; Introduce the new Values Character – Olivia. What can we learn from the picture of Olivia? Read through the Story – Olivia Obeys. Use Mother Tongue and Pijin to support meaning in English. Use the story to define obey. Talk about other ways we should obey at home and at school. Why should we obey?</p> <p>&gt; Hold up a copy of the paragraph from Olivia Obeys and point to the words, one at a time, as you read the words again. Invite learners to come up and point to each word as you read it to them, allowing them to join in as they wish (Make a big photocopy or copy a paragraph onto a chart).</p>	R 2 pg 16-17, Olivia  R 1 pg 26, Olivia story

&gt;&gt; continue from page 213

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination <b>SE.2.3.1.8</b> Demonstrate obedience	<p>&gt; Hopping Games Hopping Travel: Each child puts one of their slippers down beside them. Spread out around room or outside. Children should hop through all the spaces without touching the slippers. On 'Home' command, hop home to your own slipper without touching other slippers or people.</p> <p>&gt; Rivers and Puddles: set up an obstacle course where children have to hop over 'rivers' and hop around 'puddles'. Hop: to these patterns: RRR, LLL, or RLRRLL (R = right foot, L = left foot). Children should design their own hopping patterns.</p>	
	<b>Think Time 45 mins</b>	
<b>SC.1.1.1.15</b> Plants in garden versus bush  <b>MA.3.3.1.1</b> Data displays	<p>&gt; Topic: plants in a garden and plants in the bush. Take a walk to a garden close to the classroom. It can be flowers or vegetables but should be a garden that has been made. Explore how it is being looked after – how does it get water (if it doesn't rain), how do the weeds stay away, how does each plant grow in the right place?</p> <p>&gt; The move to a place where plants are growing by themselves and compare how they grow. How do they get water, what about weeds and where the plants grow?</p> <p>&gt; In the classroom, make a chart using the example in the Resource Book. One column should be plants in a garden and the other should be plants in the bush. Complete the chart to compare how they grow.</p>	R 2 pg 41, Chart Template
	<b>Try Time 45 mins</b>	
<b>MA.2.2.1.2</b> Non-standard measure <b>SC.3.2.1.2</b> Record information <b>SC.3.2.1.3</b> Present information <b>LL.3.1.1.1</b> Draw to show meaning	<p>&gt; Topic: Recording and presenting information. Go outside to track how much the seeds have grown. Are they growing like plants in a garden or plants in the bush? Have the children use the counting blocks to measure how high the seeds have grown now. Is it as tall as the 3 block? Is it as tall as the 7 block? They will need to work together to do this so briefly remind them that you expect them to work nicely together. How would Olivia react to this instruction?</p> <p>&gt; Once the seeds have been measured ask the learners to draw a picture of the growing seed with the measuring block. Write on the board – "My seed is ____ blocks tall." Invite the more able learners to copy the sentence and fill in the space while you go around and put the sentence in other learners' books.</p> <p>&gt; Divide the learners into small groups and ask each learner to take a turn to present their picture and explain the information in it to the group.</p>	

&gt;&gt; continue on page 215

» continue from page 214

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Move Time 2</b> 30 mins	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.3</b> Movement and coordination	<ul style="list-style-type: none"> <li>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</li> <li>&gt; Play running games and sports.</li> </ul>	R 1 pg 127-134, Exercise

**TERM 3: WEEK 4: DAY 2**

Value Theme – Obedience, Olivia obeys.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.5</b> Oral sentences about pictures  <b>LL.2.5.1.4</b> Orally play with sounds	<p>➤ Children should listen and talk actively.....Share news.</p> <p>➤ Topic: Get information from pictures.</p> <p>Use the Stimulus Picture – Storm on Galilee and talk about what can be seen. Try to gather as much information as possible from the picture. Then ask the learners to create sentences about the picture (Tell learners they will hear the whole story soon in the story time). They may start using some Mother Tongue or Pijin but help them say the same thing in English and then practise each child's sentence together. (e.g. Jesus is very powerful. The disciples were afraid.)</p> <p>➤ Briefly rehearse the letter cards for all of the letter sounds you have already covered and then spend some time on /y/. Practise saying the sound and make up 4 dance moves that remind of the 4 sounds. Then invite small groups of children to come up to perform for a show and each group should say the sounds and do the dance for the class.</p>	R 2 pg 30, Picture
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.3</b> Ideas about Jesus  <b>LL.4.1.1.2</b> Request stories	<p>➤ Christian Education – “Jesus Calms the Storm” Scripture: Mark 4:35-41 The faith of the disciples is tested and Jesus Christ's authority as God is displayed. Jesus is God, and He desires for us to have steadfast faith in the knowledge of who He is. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>➤ Allow learners to request a favourite book for you to read to them.</p>	R 1 pg 105, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>➤ Hopping Games Hopping Travel: Each child puts one of their slippers down beside them. Spread out around room or outside. Children should hop through all the spaces without touching the slippers. On 'Home' command, hop home to your own slipper without touching other slippers or people.</p> <p>➤ Rivers and Puddles: set up an obstacle course where children have to hop over 'rivers' and hop around 'puddles'. Hop: to these patterns: RRR, LLL, or RLRLL (R = right foot, L = left foot). Children should design their own hopping pattern.</p>	

» continue on page 217

&gt;&gt; continue from page 216

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SE.2.4.1.1</b> Follow rules and routines  <b>SM.2.2.1.3</b> Care of one's body	<p>&gt; Topic: Following rules and taking care of our bodies. Talk briefly about the rules of the classroom. Refer to the Rules Chart from the beginning of the year. Discuss: Why do we have these rules? (e.g. To do things that are good for us, to keep us safe and to make sure everyone gets to have their part) Remind the children of the rules and Olivia. What would she do?</p> <p>&gt; Provide brief reminders as needed for following class rules during the activity.</p> <p>&gt; Talk briefly about taking care of our bodies and keeping sickness away. One way to do this is to wash our hands. Take the learners outside to some water and provide some soap. Guide the learners in how to properly wash their hands and talk about getting rid of germs after playing, working, toileting and before eating and drinking.</p>	R 2 pg 38, Rule Chart or the one you made for your class
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.2</b> Explore concrete materials <b>MA.1.1.1.19</b> Create original patterns <b>MA.1.3.1.4</b> 'first', 'second'	<p>&gt; Topic: Language to describe shapes and patterns.</p> <p>&gt; Provide each learner with some play dough and lead them to make a pattern using shapes (square, triangle, etc.) Ask the learners to say the beginning sound of each shape you use. They may like to find each sound from the collection of letter cards.</p> <p>&gt; Ask the learners to point to the first shape in the pattern, the third shape, and so on to rehearse ordinal numbers. Invite learners to create their own pattern. Move around the room asking learners to describe their patterns using first, second, third, etc.</p>	R 1 pg 140, Recipe play dough
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>&gt; Play "Leaders and Followers" with children in pairs.</p> <p>&gt; Drumming: Every child gets two sticks to drum with. Bring things outside and choose outside surfaces. Play rhythms for fun. Teachers shows rhythms and patterns that children can copy. Invite a community member to help.</p>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 4: DAY 3**

Value Theme – Obedience, Olivia obeys.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences  <b>LL.2.5.1.4</b> Orally play with sounds	<p>&gt; Children should listen and talk actively.....Share news. Topic: Use the short Story – Stephen’s Problem as a start for talking together. Talk about what Stephen was asked to do. Why was he asked to do it? Was it important? What did he do wrong? Has something like this ever happened to you? What would Olivia do? Is there any way to make the problem better now?</p> <p>&gt; Rehearse the letter card sounds with the learners and then focus on /u/ and /y/. Give letter names as well as sounds. Practise the actions or dance that goes with each.</p>	R 1 pg 80, Story  R 3 pg 69, Letter cards
	<b>Story Time 40 mins</b>	
<b>LL.2.1.1.2</b> Meaning in language <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<p>&gt; Small Book - Spider, Spider Follow the Shared Book Guidelines. Notice the words that are used often in the book – is, my, like, a, by, me.</p> <p>&gt; Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning.</p> <p>&gt; Explore some key words from English in other languages and re-read the book using those words instead. (E.g. face, painted, cat, dog, tiger, rabbit, butterfly, clown.) Notice that some words are bigger - if we clap them we can break them up into smaller bits (e.g. but – ter – fly).</p> <p>&gt; Identify and make the sound for /b/ and verbally sound the words bat, ban, bid, bad, bit.</p>	Sunshine book, “Spider, spider”
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.5</b> Throw and catch  <b>SE.1.2.1.11</b> Speak respectfully	<p>&gt; Throwing and Catching – Activities. Remind children to speak respectfully to one another when play games.</p> <p>Sock Toss: A fun game is to let your child practice tossing rolled socks into a basket. Each time they get a sock into the basket, have them step back a step for their next shot. Remember to ask them to bring socks for this!</p> <p>&gt; Teddy Bear Knock Out: Set a stuffed animal or pillow friend or other toy on a stool and let the children throw a ball and try to knock it over.</p> <p>&gt; Ring the Bottles: Cut the middles out of some old large lids for rings. Then set up some plastic bottles (full or empty) and let your child and her friends take turns trying to toss the ring over the top of the bottles.</p>	



&gt;&gt; continue from page 218

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SS.1.3.1.1</b> Differences in family stories <b>SE.2.4.1.2</b> Care of property <b>SE.2.3.1.8</b> Demonstrate obedience	<p>&gt; Topic: social studies of our families.</p> <p>Compare Family Stories – can you think of something that your family did to care for someone's property? Maybe the church or school or clinic? E.g. slashed the garden there, or swept the floor? Why would your family want to do that?</p> <p>&gt; How can you show respect for property? Olivia obeys. Would Olivia have any rules about caring for her classroom that she should obey?</p>	
	<b>Try Time 45 mins</b>	
<b>LL.3.1.1.5</b> Copy a drawn design <b>SM.3.2.1.3</b> Cultural games <b>MA.1.2.1.4</b> + and - symbols	<p>&gt; Topic: Writing skills.</p> <p>Look at the Pre-writing Sheet ( loops) and talk about where to start on the page and how to follow the lines down the page. Try writing own names. Advanced learners write friends names too.</p> <p>&gt; Fingers Out Game from the Resource Book. Then change the game as follows. Everyone counts to three and puts out any number of fingers on one hand.</p> <p>&gt; The teacher then holds up the + or – card and says one number between 0 and 5. The learners must then use their other hand to either add the number or take away from their first hand.</p>	<p>R 2 pg 156, Sheet</p> <p>R 1 pg 137, Chinese games</p>
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.2.1.5</b> Act out stories <b>SM.2.3.1.2</b> Strengthen muscles	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>Roleplay a story of a family caring for their home.</p> <p>&gt; Drumming: Every child gets two sticks to drum with. Bring things outside and choose outside surfaces. Play rhythms for fun. Teachers shows rhythms that children copy. Children must play the teacher's rhythm then extend it with their own counting 4 beats.</p>	<p>R 1 pg 127-134, Exercise</p>

**TERM 3: WEEK 4: DAY 4**

Value Theme – Obedience, Olivia obeys.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences <b>LL.2.5.1.4</b> Orally play with sounds	> Children should listen and talk actively.....Share news. > Topic: recognising sound cards. Briefly review the Letter cards using actions or dances to help the memory.	R 3 pg 69, Letter cards
	<b>Story Time 40 mins</b>	
<b>LL.4.3.1.4</b> Some texts are imaginary <b>LL.1.2.1.2</b> Ideas across languages	> Big Book – The Dog Who Tricked the Pig (Pijin and English) Use the Shared Book Guidelines and focus on identifying beginning sounds from words within the book. Look at words that are similar and a few that are different between Pijin and English. Decide the things in the story that could be real and the things that are imaginary.	LASI book, "The Dog Who Tricked the Pig"
	<b>Move Time 1 35 mins</b>	
<b>SM 3.2.1.5</b> Throw and catch	> Throwing and Catching – Activities. Sock Toss: Play again. A fun game is to let your child practice tossing rolled socks into a basket. Each time they get a sock into the basket, have them step back a step for their next shot. > Teddy Bear Knock Out: play again. Set a stuffed animal or pillow friend or other toy on a stool and let the children throw a ball and try to knock it over. > Ring the Bottles: Play again. Cut the middles out of some old large lids for rings. Then set up some plastic bottles (full or empty) and let your child and her friends take turns trying to toss the ring over the top of the bottles	
	<b>Think Time 45 mins</b>	
<b>LL.1.2.1.4</b> Name common objects <b>SM.2.3.1.4</b> Obey game rules	> Topic: Rule in games, value of obedience. Review the definition of obey and what we have learned from Olivia. > Story – The Little Boat. Read and use Mother Tongue and Pijin to ensure understanding in English. How did the little boat disobey? Why did the big boats make the rule for the little boat? What happened when the little boat did not obey?	R 1 pg 76, Story

&gt;&gt; continue on page 221

&gt;&gt; continue from page 220

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SE.2.1.1.9</b> We can obey	> Review the rules of the classroom and then discuss rules in games. Why are there rules in games? What would Olivia and Francis say about obeying the rules in games? > Choose two games that you know and review the rules before playing the games, making sure to play the way Olivia and Francis would want us to.	
	<b>Try Time 45 mins</b>	
<b>SM.2.2.1.3</b> Care of one's body  <b>SM.3.2.1.2</b> Fine motor skills	> Topic: Healthy habits, keeping clean. Go outside to the water and soap and practise handwashing again as a way to keep sickness and disease away. Review the reasons and the times we should wash our hands. Go on and talk about our hair, finger nails and toe nails. These places get germs in them too. We need to keep them clean. If our hair is combed and our nails are cut short it is harder for the dirt and germs to get in there. > Have copies of the Finger / Toe Nail Pictures to give to the learners. Have them colour the nails to make them dirty and then cut the ends off to help get them clean. Count the pictures of dirty and clean nails.	R 2 pg 82, Picture Scissors
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.4</b> Orally play with sounds  <b>LL.2.1.1.1</b> Enjoy songs	> Sausage rolls, homolateral commando crawls Homolateral flip flops – continue exercises. > Play the Dog and the Bone game to review the sounds. This example is with 20 children but you can play with more or less. Divide the class into two sides. Ten people stand on one side facing the middle. Ten people stand on the other side facing the middle. Lay every Sound Flashcard in a line down the middle between the two teams. These are the bones. On the first team give every person a number from one to ten. On the other team give everyone a number from ten to one. The children are acting as the dogs. The teacher calls out one number (e.g. 4) and a Sound Flashcard. The children on each team who are number four should come out to the middle and try to get the bone. If one picks it up they must run back to their place to win a point. If the other one tags them they do not get the point. > Sing songs.	R 1 pg 127-134, Exercise

**TERM 3: WEEK 4: DAY 5**

Value Theme – Obedience, Olivia obeys.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time</b> 40 mins	
	Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.  <b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?	
	<b>Story Time</b> 40 mins	
	Revise...	
	<b>Move Time 1</b> 35 mins	
	Revise...	
	<b>Think Time</b> 45 mins	
	Revise...	
	<b>Try Time</b> 45 mins	
	Revise...	
	<b>Move Time 2</b> 30 mins	
	Revise...	

**Monthly reflection**

1. Do I arrive to school on time and prepared every day? What am I going to do about it?
2. Are my assessment notes up to date? What am I going to do about it?
3. Am I neatly dressed? What am I going to do about it?
4. Am I a positive role-model for the learners? What am I going to do about it?
5. Have my learners achieved the L.O.s of the curriculum? What am I going to do about it?
6. Do my lessons keep learners busy and engaged? What am I going to do about it?
7. Is any learner not participating? What am I going to do about it?
8. Am I looking after students who have extra needs? What am I going to do about it?
9. What are my challenges in teaching? What am I going to do about it?
10. What are my strengths in teaching these lessons?
11. How did I involve parents and community members? What else am I going to do about it?
12. How did I involve other teachers in my teaching?



## SECTION 11: Term 3, Weeks 5 - 8

### Specific Learning Outcomes

The specific learning outcomes listed here are taken from the syllabus. These specific learning outcomes are planned to be covered in term three. All the lessons should focus on meeting these specific learning outcomes which will be assessed, using the template provided in Teacher's Guide 2.

Table 11.1 below shows the Specific Learning Outcomes for term 3 weeks 5 - 8.

#### Language and Literacy (LL)

##### Specific Learning Outcomes

- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.6 use pictures as clues to talk about the meaning of simple words or phrases
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.8 use voice levels appropriate to a situation, e.g. inside voices, outside voices
- LL.1.3.1.9 share personal experiences with others in simple sentences
- LL.1.4.1.3 experiment with simple who, what, where, when, why and how questions
- LL.1.4.1.4 participate in and present oral activities, retells and recounts
- LL.1.5.1.1 enjoy listening to rhyming songs and poems
- LL.1.5.1.4 play with initial consonants and rhymes and attempt to produce rhyming words
- LL.1.5.1.6 explore pronunciation of words with a 'ch' sound
- LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.2.1.5 act out events from songs, poems and stories
- LL.2.2.1.6 recall sequence from a story
- LL.2.2.1.7 sequence some events in a story (by drawing or putting pictures in the correct sequence)
- LL.2.3.1.1 link events in a text to learner's own experiences
- LL.2.3.1.3 make inferences about a character's feelings
- LL.2.5.1.5 listen for and orally select first sounds in words and associate sound and symbol
- LL.2.5.1.6 orally push letter sounds together to form CV and VC words: it, in, is, if, on, of, up, us, as, am, an, at)

- LL.2.6.1.3** recognise familiar words in the classroom and on labels
- LL.3.1.1.1** draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.1.1.4** describe the sequence of events from pictures
- LL.3.2.1.3** understand that printed letters can form meaningful words and sentences
- LL.3.3.1.5** desire to write: write a story through drawing and dictating it to the teacher to write, child may choose to copy it.
- LL.4.1.1.1** show interest in books through questioning and predicting how a story might continue
- LL.4.1.1.2** request favourite stories and rhymes
- LL.4.2.1.2** identify and talk about details in a story (objects, time, causes, results)
- LL.4.3.1.5** explain that the purpose of some texts is to give information

## Mathematics (MA)

### Specific Learning Outcomes

- MA.1.1.1.1** count in local languages and across cultures through listening to stories featuring counting in sequence
- MA.1.1.1.20** connect number names, numerals and quantities, including zero, initially up to 10 and then beyond
- MA.1.2.1.5** show simple division by sharing equally through games and concrete materials
- MA.2.2.1.10** compare intervals of time e.g. a short time until lunch, a long time until bed
- MA.2.2.1.11** sequence familiar routines and events in time
- MA.3.2.1.6** compare three groups of real objects using real graphs
- MA.3.3.1.1** use data displays to answer simple questions such as 'how many students had brown hair?'

## Science (SC)

### Specific Learning Outcomes

- SC.1.1.1.16** explore earth elements as solids and liquids: rocks and water
- SC.1.2.1.6** experiment with seed planting and observe changes over time
- SC.1.2.1.7** explore changing states: dissolve sugar or salt in water to become a liquid, freeze water to make it solid, cook egg to go from liquid to solid
- SC.1.3.1.3** compare different materials used for clothing around the world
- SC.2.2.1.1** explore cause and effect through activities eg. combining sand and water
- SC.3.1.1.3** discuss the responsibilities people have to look after the environment eg. land and water
- SC.3.2.1.1** take turns in class discussions
- SC.3.2.1.2** record information by drawing or constructing with a variety of materials
- SC.3.2.1.3** present information through role-play, song, dance and explanation

## Social Studies (SS)

### Specific Learning Outcomes

- SS.1.3.1.2** use language associated with family histories and locations - old, new, younger, older, safe, unsafe, different, outside, inside, special, not special
- SS.1.3.1.3** identify the roles and responsibilities of people such as the chief, pastor, doctor, nurse, teacher, etc. in the community
- SS.2.2.1.1** listen to recounts from visiting grandparents and elders
- SS.2.2.1.2** compare objects from the past with those of the present and consider how places have changed over time
- SS.3.1.1.5** learn the name of a few places different from one's own village or community



- SS.3.2.1.3** use language related to the history and present day in a community eg. before, at present, yesterday or today
- SS.3.3.1.5** name and discuss some resources people use for various reasons: trees, sea / river, sand, water, plants, animals
- SS.3.3.1.6** understand the benefit of these resources to people and the need to ensure they last for a long time

### Sensory, Motor and Health (SM)

#### Specific Learning Outcomes

- SM.2.1.1.4** observe the transformation (change) of food from one form to another through cooking and rotting
- SM.2.3.1.2** strengthen hand and leg muscles
- SM.2.3.1.3** develop confidence and experience in movement and coordination
- SM.2.3.1.4** obey game rules to ensure enjoyment and participation for all
- SM.2.3.1.5** respect property and social boundaries
- SM.3.1.1.5** describe ways the body is growing and changing
- SM.3.1.1.6** identify private body parts, the need to keep them private and people to seek if uncomfortable
- SM.3.1.1.7** move the body in relation to objects
- SM.3.2.1.2** build hand-eye and fine motor skills through threading, knotting, cutting and tracing
- SM.3.2.1.3** participate in games from other cultures
- SM.3.2.1.5** throw, catch, strike a ball or object
- SM.3.3.1.3** participate in exercises to inhibit early reflexes – sausage rolls, homolateral commando crawls
- SM.3.3.1.4** participate in exercises to establish dominance – homolateral flip flops

### Social and Emotional Skills (SE)

#### Specific Learning Outcomes

- SE.1.1.1.6** listen to recounts from grandparents and elders of local history
- SE.1.3.1.5** describe personal qualities and strengths
- SE.1.3.1.6** identify personal progress, improvements and the effect of effort
- SE.2.1.1.1** express thoughts or ideas on the moral values. eg. a story, rhyme or song that portrays values
- SE.2.1.1.10** discuss things we can be thankful for
- SE.2.2.1.2** celebrate the variety and gifts that differences add to the class and community
- SE.2.2.1.5** explore ways of creating unity among people
- SE.2.3.1.8** demonstrate obedience through accepting and respecting authority, dingo as told, following instructions
- SE.2.3.1.9** demonstrate thankfulness through showing gratitude, gratefulness, appreciation, appreciating beauty
- SE.3.2.1.2** understand key teachings of Jesus
- SE.3.3.1.3** verbalise some ideas about Jesus

Table 11.2 displays the 6 learning areas that make up the curriculum programme, followed by the 2, 3 or 4 strands in each area. This is inserted here to assist teachers in their lesson planning with a quick reference to strands that they will want to notate in their lesson plan template. This is for weeks 5 - 8 of term 3.

*Table 11.2 below shows the Learning Areas and Strands in the Pre-primary year programme.*



Code	Learning Area	Strands	Strand Theme
<b>LL</b>	<b>Language and Literacy</b>		
<b>LL.1</b>		<b>Listening and Speaking</b>	Promote effective communication and learning
<b>LL.2</b>		<b>Reading</b>	Basic concepts of print as language and meaning represented by symbols
<b>LL.3</b>		<b>Writing</b>	Emerging writing skills to convey meaning through print
<b>LL.4</b>		<b>Literature</b>	Purpose of written text
<b>MA</b>	<b>Mathematics</b>		
<b>MA.1</b>		<b>Number and Operations</b>	The use of simple symbols to represent numbers and emerging concepts
<b>MA.2</b>		<b>Shape and Measurement</b>	Simple shapes and forms of measurement
<b>MA.3</b>		<b>Statistics</b>	Simple statistics
<b>SC</b>	<b>Science</b>		
<b>SC.1</b>		<b>Science Knowledge</b>	Information to gather and organise
<b>SC.2</b>		<b>Science Skills</b>	Personal skills to explore concepts and ideas
<b>SC.3</b>		<b>Science for Others</b>	Patterns and changes that can help others
<b>SS</b>	<b>Social Studies</b>		
<b>SS.1</b>		<b>Social Studies Knowledge</b>	Personal community and history
<b>SS.2</b>		<b>Social Studies Skills</b>	People and events can be significant
<b>SS.3</b>		<b>Social Studies for Others</b>	Serve and protect
<b>SM</b>	<b>Sensory, Motor and Health</b>		
<b>SM.1</b>		<b>Safety</b>	Safe practices for work and play
<b>SM.2</b>		<b>Health</b>	Make healthy choices and habits
<b>SM.3</b>		<b>Movement</b>	Movement for health and cognitive ability
<b>SE</b>	<b>Social and Emotional Skills</b>		
<b>SE.1</b>		<b>Identity</b>	Awareness of personal identity
<b>SE.2</b>		<b>Values</b>	Values in daily life
<b>SE.3</b>		<b>Christian Education</b>	A sense of Christian Identity



&gt;&gt; continue from page 228

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.1.2.1.2</b> Use languages to help Eng. meaning	If the speaker talks in Mother Tongue or Pijin, also explore some of the key words in English. Explore words such: "as now, then, today, yesterday, a long time ago".	
	<b>Move Time 1 35 mins</b>	
<b>SM 3.2.1.5</b> Throw and catch	<p>&gt; Practice throwing for distance in these games. If you have no balls throw something else.</p> <p>Force Back: In pairs face each other and throw as far as you can towards the other. Partner retrieves the ball and throws from the spot where it landed.</p> <p>&gt; Scatterball: the children are divided into 2 teams, throwers and fielders. One at a time, throwers take turns throwing 3 balls (any sort) as far away as possible bring the ball back.</p>	
	<b>Think Time 45 mins</b>	
<b>LL.1.3.1.2</b> Stories for enjoyment  <b>SC.1.2.1.6</b> Seed planting  <b>LL.3.1.1.1</b> Draw to show meaning	<p>&gt; Topic: skills I have, recording changes.</p> <p>Share the Small Book – I Can Run using the Shared Book Guidelines. Allow the learners to join in with the reading as they wish. Talk with the learners about the things they could do when they were very small compared to the things they can do now, noting the change that is taking place.</p> <p>&gt; Check the growth of the seeds, focusing on the changes in the plants. They are growing taller but what other changes are happening? Ask the learners to draw a picture of their seed now including all the changes. Invite several learners to speak about their pictures and the changes. Invite the learners to predict what will happen next.</p>	Fitzroy book 7, "I can run"
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.20</b> Connect names, numerals and quantities	<p>&gt; Topic: Writing numerals.</p> <p>Make copies of Number Trace Sheet (2) making it as large as you can on the piece of paper. Begin by introducing the number names to the learners using the Number Name Letter cards. Look at the beginning sounds – they do not always say what they should because some words have come from other languages. Which ones use the beginning sound properly and which ones don't? Use several examples to show that the numeral (2) and the name (two) all mean the same. Trace over the numeral and the number name on their sheet and then draw one orange. Then trace over the numeral and the number name two on their sheet and then draw two ants. Demonstrate how to draw each number, so they learn to form it correctly.</p>	<p>R 2 pg 114, Number trace</p> <p>R 2 pg 115, Cards</p>

&gt;&gt; continue on page 230

&gt;&gt; continue from page 229

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.1.1.1</b> Enjoy rhymes	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises. > Sing some catchy songs with actions. Free play outside.	R 1 pg 127-134, Exercise

**TERM 3: WEEK 5: DAY 2****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.8</b> Voice levels <b>LL.1.5.1.6</b> Pronounce 'ch' sound	<p>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: 'inside voices' and 'outside voices'. Talk with the learners about the difference between 'inside voices' and 'outside voices'. When we are inside in a smaller space we only need a quiet voice but when we are outside we can use a big voice if we want to.</p> <p>&gt; Do the following activity inside first to practise the 'inside voices'. 'ch' Pronunciation Sheet. Use this page to practise using the /ch/ sound correctly. All of the teeth should be touching and the lips should be pushed out to make the sound. There is no voice in this sound. Practise the sound with the pictures. Then invite the learners to make up a sentence about each picture and practise saying the sound within the sentence. Now go outside and practise the page again using 'outside voices'.</p>	<p>R 2 pg 143, Ch sound</p> <p>TG 2 Section 2.8 Phonics</p>
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.3</b> Ideas about Jesus <b>LL.1.3.1.1</b> Respond to stories	<p>&gt; Christian Education – Jesus Heals the Woman Who Believed Mark 5:21-34 Jesus shows great love and grace in healing and cleansing a woman who has faith in Him. In grace and love, Jesus heals and cleanses those who have faith in Him. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p>	<p>R 1 pg 106-108, Story</p>
	<b>Move Time 1 35 mins</b>	
<b>SM 3.2.1.5</b> Throw and catch	<p>&gt; To practice throwing for distance: Force Back.</p> <p>&gt; In pairs face each other and throw as far as you can towards the other. Partner retrieves the ball and throws from the spot where it landed.</p> <p>&gt; Scatterball.</p> <p>The children are divided into 2 teams, throwers and fielders. One at a time, throwers take turns throwing 3 balls (any sort) as far away as possible. The fielders bring the ball back.</p>	
	<b>Think Time 45 mins</b>	

&gt;&gt; continue from page 231

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.1.1.1.16</b> Solids and liquids <b>SC.3.2.1.1</b> Class discussions <b>MA.1.1.1.1</b> Counting	<p>&gt; Topic: Science experiments of solids and liquids. Provide four jars or bottle with lids and identify with the learners that our earth is really made up of air, land and water.</p> <p>&gt; Catch some air and seal it in one jar, fill the second jar with rocks and the third with water. Label each jar.</p> <p>&gt; Look at the rocks and together explore and describe what rocks are like. Look at the water and describe what it is like. Compare rocks and water.</p> <p>&gt; Use the last jar to do an experiment. Fill up the jar about half way with water. Use a marking pen or a piece of tape to mark how high the water goes. Then watch what happens to the water when you add a bunch of rocks. Count the rocks as they are added and see how many it takes to make the water go to the top of the jar. Mark the new level with the marking pen or tape. Explain that the rocks push the water out of the way.</p>	
	<b>Try Time 45 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills <b>LL.3.1.1.1</b> Draw pictures	<p>&gt; Topic: Painting skills. Divide the class into two groups. The first group can do water play. Provide them with items to play with in the water which allow them to pour, splash, drip and squirt.</p> <p>&gt; The other group can make a pet rock by painting on a face and gluing calico on as clothes. Provide time for the children to have a turn at both activities.</p>	
	<b>Move Time 2 30 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>SE.3.3.1.3</b> Ideas about Jesus	<p>&gt; Role-play: Make a class drama from today's bible story. Choose Jesus, disciples, Jairus, the sick woman and crowd members. Get everyone to remember Jesus' words: "Who touched my robe?". "Daughter, your faith has made you well. Go in peace. Your suffering is over."</p>	

**TERM 3: WEEK 5: DAY 3****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.5.1.5</b> Identify first sound in words <b>LL.1.4.1.4</b> Oral activities <b>LL.3.1.1.6</b> Describe missing part in a sequence identify first	> Children should listen and talk actively.....Share news. > Topic: Identify first sound in words Look at the Pre-reading Sheet. (f, j, l, m) On each line there is a sound and some pictures. Work with the learners to say the sound. Then they should say the name of each small picture. If the beginning sound of the picture is the same as the sound at the start of the line they should draw a circle around it. Pictures may be coloured when the page is finished.	R 2 pg 139, Sheet
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.1.3.1.2</b> Stories for enjoyment <b>LL.4.2.1.2</b> Details in a story	> Read the Small Book - Dr Sprocket Makes a Rocket using the Shared Book Guidelines. Use Mother Tongue and Pijin to support understanding in English and focusing on the keys words 'She makes it from...'. Allow the learners to join in with the reading as they wish. Take some time to identify details in the story and how the rocket changes from the beginning to the end. > Allow the class to work together to make their own rocket. Collect some resources from around the local area and classroom and think together about how to put it all together. Remind them of how our values characters would work together. > Then make your own oral story together. (e.g. PPY makes a rocket. We make it from .... We make it from ... etc.)	Sunshine book, "Dr Sprocket Makes a Rocket"  Teachers' Guide 2 section 2  Things to make a rocket
	<b>Move Time 1 35 mins</b>	
<b>SM 3.2.1.5</b> Throw and catch	> Games: Tunnel Ball, Over and Under – get the lettercards and number cards and use for playing these two games.	R 2 pg 48, Picture Playing Games
	<b>Think Time 45 mins</b>	
<b>LL.2.5.1.5</b> Identify first sound in words	> Topic: understand sequencing items. Show pictures 'Two children and a canoe, a drink of water' and explain the own "sequence". Use the Stimulus Picture – Milestones in Growing. It shows a Solomons Baby and Solomons Girl. Help the learners to gather as much information as they can from the pictures and explain what is happening in them.. How do bodies grow and change as we grow?	R 2 pg 98-101,  R 2 pg 43, Parts of body

**>> continue from page 233**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<p>&gt; Show “Parts of body” in R 2 or on a chart you have made. Help learners make parts. e.g. ears.</p>	
	<b>Try Time 45 mins</b>	
<p><b>LL.3.1.1.4</b> Sequence events from pictures</p> <p><b>SM.3.1.1.5</b> Growing body</p> <p><b>SM.3.2.1.2</b> Fine motor skills</p>	<p>&gt; Topic: Bodies that grow. Use the Body template and trace one off for each learner.</p> <p>&gt; Have the learners cut them out, providing help as needed. Ask the learners to lay out the pieces on the table or floor and put them in the right places to make a whole body.</p> <p>&gt; Give each learner four extra strips of narrow paper. Show the learners how to fold the strips of paper, one fold forward, one fold backward, one fold forward, one fold backward until you get this shape of paper. ^^^^^^ Have the learners replace the arms and legs of the paper body with these folded strips. Stick them together with glue, tape or staples. Allow the learners to colour their paper body and demonstrate how they grow by pulling the arms and legs out longer from the paper folds.</p>	<p>R 2 pg 43, Activity sheet Scissors Folded paper</p> <p>Folded paper</p>
	<b>Move Time 2 30 mins</b>	
<p><b>SM.3.3.1.4</b> Exercises for dominance</p> <p><b>SM.2.3.1.3</b> Movement and coordination</p> <p><b>SM.3.2.1.5</b> Throw, catch, strike</p>	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises. Play games with balls or anything you make into a ball. Use bats or sticks to strike them.</p> <p>&gt; Striking game: Hang things on strings outside. Also find 4 things like drums. Find 4 bats or sticks for striking.</p> <p>&gt; Game: Make 4 teams, sitting down. Children should take turns. Get the bat, run to the hanging object and strike it. Run to the drum and strike it. Run back to team and pass bat on. The first team finished wins.</p>	<p>R 1 pg 127-134, Exercises</p>



**TERM 3: WEEK 5: DAY 4****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.5.1.6</b> Pronounce 'ch' sound  <b>SE.1.3.1.5</b> Personal qualities and strengths	<p>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: sounds and what I like.</p> <p>/ch/ Pronunciation Sheet. Use this page to review using the /ch/ sound correctly. All of the teeth should be touching and the lips should be pushed out to make the sound. There is no voice in this sound. Practise the sound with the pictures.</p> <p>&gt; Provide each learner with a copy of the "All About Me" Sheet. Guide the learners to complete each section by drawing a picture, e.g. I like to eat <input type="text"/>. (e.g. Draw a picture of the food you like to eat in the box). When the page is finished, divide the learners into small groups. Each learner should take a turn at describing themselves using the page to guide them. Teachers can keep these for learner portfolios.</p>	<p>R 2 pg 143, /Ch/ sound</p> <p>R 2 pg 145, Sheet</p>
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.1.3.1.2</b> Stories for enjoyment <b>LL.2.3.1.3</b> Character	<p>&gt; Big Book – My Ukulele.</p> <p>Read through the story using the Shared Book Guidelines. As you read ask the learners to look carefully at the pictures. Try to look for extra information that is not said in the words and focus on the kinds of feelings the people would be feeling.</p> <p>Read Francis is Fair story again.</p>	<p>UNICEF book, "My ukulele"</p> <p>TG 2 Section 2, Shared book</p> <p>R 1 pg 25, Story</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Walking.</p> <p>Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, invite children to be creative and laugh with learners. Practise language like "this is my high walk, this is my leap. I am a good creator."</p>	
	<b>Think Time 45 mins</b>	
<b>LL.4.1.1.1</b> Interest in books	<p>&gt; Topic: Dividing and sharing fairly.</p> <p>Review the story of Francis and the Bananas. Introduce the division concept as sharing evenly between people and compare</p>	R 1 pg 25, Story Francis

## &gt;&gt; continue from page 235

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.1.2.1.6</b> Pictures for meaning  <b>MA.1.2.1.5</b> Division as sharing	this with what Francis did in the story.(e.g.The boy shared six bananas equally between three baskets.) Cut up a carton into pieces all the same size to look like navy biscuits. Talk about sharing the navy biscuits and start by giving some to one, one biscuit to another and then the rest have nothing. Ask if this is fair and why they think so. Explore other ways of sharing out biscuits until everyone has the same number. Put any left-over ones aside. > In groups, invite the learners to try sharing from collections of stones, shells and bottle tops.	
	<b>Try Time 45 mins</b>	
<b>LL.2.6.1.3</b> Recognise familiar words	> Topic: Sharing. Picture and Word Matching Cards. Go through the picture cards identifying the pictures and looking for clues in the words so that the word can be matched to the picture. Do this altogether as a class the first time. > Then, divide the learners into four groups. Demonstrate sharing the cards out between the groups, making sure that everyone gets the same number of cards. Encourage the groups to look for sounds to match the pictures. Move the cards on to another group for more practise	R 3 pg 39-46, Matching Cards
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.2</b> Strengthen muscles	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises. > Strengthen hand and leg muscles with sports. > Choose a song everyone likes. Sing it without words – only use vocal sounds e.g. humming, whistling, clicking tongue or meowing!	R 1 pg 127-134, Exercises

**TERM 3: WEEK 5: DAY 5****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p>Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 3: WEEK 6: DAY 1****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.3</b> Question words  <b>LL.2.5.1.5</b> Identify first sound in words <b>LL.2.5.1.6</b> Orally push sounds together	<p>&gt; Children should listen and talk actively.....Share news. Topic: Ask WH questions.</p> <p>&gt; Form 'who' questions – model 'who' questions in English, e.g. Who obeys? Olivia obeys. Who ate biscuits this morning? Then encourage children to use who questions with each other.</p> <p>&gt; Divide the class into four teams. Show a Letter card and the first one to call out the sound earns a point for their team. Include sound /ch/</p> <p>Use Letter cards and 2 children gradually moving together, until the sounds are pushed together into a word. (See TG 2, for a full description of pushing sounds together.)</p>	R 3 pg 79-82, Pushing two sounds TG 2 Section 2, Phonics: Reading words
	<b>Story Time 40 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs  <b>LL.1.5.1.4</b> Play with rhyming words	<p>&gt; Story: The Wicked Prince – this story focuses on the value of telling the truth – Honesty.</p> <p>&gt; Choose two rhymes from the Resource Book 1 and enjoy saying them together.</p>	R 1 pg 52, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Follow the leader.</p> <p>In small groups, one person leads the group, one behind the other, on a hopping journey over, on and through obstacles. Play Hopscotch.</p>	
	<b>Think Time 45 mins</b>	
<b>SC.1.2.1.6</b> Seed planting <b>SC.3.2.1.2</b> Record information <b>LL.3.2.1.3</b> Print makes meaning	<p>&gt; Topic: Record information about seeds.</p> <p>Track growth of seeds – observe changes over time as the seed grows into a plant. Record information: draw the growing plant as it is today. Help children to understand that print carries meaning by asking each child what you can write beside their picture e.g. The plant is bigger, Leaves have grown, etc. Then write their sentence and get them to read it to you and to a friend. Advanced learners write their own sentence.</p>	

&gt;&gt; continue from page 238

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills <b>MA.1.1.1.20</b> Connect names, numerals and quantities	<p>&gt; Topic: Practise skills for writing. Teacher explains tracing activity sheet and provides an example by tracing with his/her finger. Teacher draws the car diagram in exercise book or on paper then allows children to try to trace the car diagram reading numbers in English in sequence to create the car outline.</p> <p>&gt; Connect number names and numerals: Tell the learners –“Numbers have names e.g. zero, five or seven. Numerals – means numbers written e.g.0, 5, 7 (not five, seven)”.</p> <p>&gt; Quantity means – how many. You can show this with maths materials or numbers or numerals.</p> <p>&gt; On the floor lay a big number line on chart paper. Ask a child to bring 5 things and lay it beside the line, another child to bring 7 things. Ask questions to help the children understand how to write a number and a numeral for 0, 5 and 7 on the right places on a number line, beside the things brought beside the line. Get the children to write them on. Remember to talk about zero too. Everyone write the numerals and numbers in their books.</p> <p>&gt; Extension: Capable learners count in a pattern of odd numbers along numberline: 1,3,5,7...</p>	<p>R 2 pg 116, Car trace</p> <p>R 2 pg 124-125, Number lines</p>
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SE.2.3.1.8</b> Demonstrate obedience	<p>&gt; Sausage rolls, homolateral flip flops, homolateral commando crawls – continue exercises.</p> <p>&gt; Tell children that they will demonstrate obedience through accepting and respecting authority and following instructions. If you give an instruction, they can show obedience by listening and obeying.</p> <p>&gt; Today they will move their bodies in relation to objects: move under, over and around things. Teacher calls instructions e.g. go under the tables, over the blocks, go around the chairs, right around the outside of the classroom.</p> <p>&gt; Move into groups of 5 and 7 children.</p>	<p>R 1 pg 127-134, Exercises</p>

**TERM 3: WEEK 6: DAY 2****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.3</b> Question words <b>LL.1.4.1.4</b> Oral activities  <b>LL.1.5.1.6</b> Pronounce 'ch' sound	<p>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>&gt; Topic: Use WH questions. Form 'what' questions – model 'what' questions in English, e.g. What does Olivia do? Olivia obeys.; What did you eat this morning? Then encourage children to use 'what' questions with each other.</p> <p>&gt; Review: Focus on /ch/ sound and check learner pronunciation. All of the teeth should be together and the lips should stick out. The tip of the tongue moves.</p> <p>&gt; Discussion: Ask 'Who went to church this weekend?' At church what do you call the leader? Is it Pastor, or what?</p>	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.3</b> Ideas about Jesus <b>LL.1.3.1.1</b> Respond to stories <b>LL.2.3.1.1</b> Link to experiences	<p>&gt; Christian Education – Jesus Heals Jairus's Daughter Mark 5:21-24; 35-43 Jesus demonstrates His power over death and the importance of belief in Him. Jesus is the only one who can save us because He alone has power over death; He desires for us to believe and trust in Him. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>&gt; Look at the Big Book – My Wonderful Daddy. Read through the book with the learners and allow them to join in as they wish.</p> <p>&gt; Work with the learners to make extra pages for the book. Invite the learners to suggest other things they do with their daddy. Choose one and sketch a picture of it. Then help the children to create oral sentences about the picture. Aim for complete sentences, not just words or phrases. Repeat with several of the learners' suggestions.</p>	<p>R 1 pg 108-109, Story</p> <p>UNICEF book, "My wonderful daddy"</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Have the learners stand in a large circle. Each must say a number counting in turn and kneel down on the ground listening to the rest of the learners. When they reach 24 all the learners jump up again and the next person starts at number one again.</p>	

&gt;&gt; continue from page 240

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SC.1.2.1.7</b> Changing solids and liquids <b>SC.3.2.1.1</b> Class discussions	> Topic: Explore changing states – dissolve sugar and then salt into water. Discuss changing states. Where did the solid go? It has changed states and has now become a liquid. Invite children to contribute to class discussion –	
	do they dissolve sugar in their cup of tea? Write 'dissolve' and help them to read it, segmenting (pulling apart) the sounds.	
	<b>Try Time 45 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills <b>MA.1.1.1.1</b> Counting <b>LL.3.1.1.1</b> Draw to show meaning	> Topic: practise patterning skills. (Threading string and card tube). > Fine- motor coordination – plan a threading pattern activity. > Rehearse counting and colours in different languages as you thread. Then draw the threading pattern and write the counting numerals on the pattern.	Example of threading a pattern with cardboard and straw
	<b>Move Time 2 30 mins</b>	
<b>LL.2.2.1.5</b> Act out stories <b>LL.2.5.1.6</b> Orally push sounds together	> Role-play/Make a drama the story of Jesus healing Jairus's Daughter. > Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team Push sounds – cv (consonant-vowel), vc (vowel-consonant) words. > Using Letter sound cards and 2 children gradually moving together until the sounds are pushed together into a word. (See TG 2 for full description.)	R 1 pg 108-109, Story Mark 5: 21-43  TG 2, section 2.8 Phonics: Reading words

**TERM 3: WEEK 6: DAY 3****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.3</b> Question words  <b>LL.2.5.1.6</b> Orally push sounds together	> Children should listen and talk actively.....Share news. > Topic: Asking 'wh' questions. Model 'where' questions in English, e.g. Where does Olivia go to sleep? At her house. Where did you swim this morning? At the water pipe/river/bucket. Then encourage children to use 'where' questions with each other or the puppets and pillow friends. > Push together new sounds and CV (consonant-vowel) and VC words together again, dividing the class into four teams.	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.4.2.1.2</b> Details in a story <b>LL.2.6.1.3</b> Recognise familiar words <b>LL.3.1.1.4</b> Sequence events from pictures	> Invite a visitor to come and tell a custom story. Ask children to recount some details from the story. > Recognise familiar words on classroom labels and move around reading them with a friend. > Sequence three pictures- teacher chooses from resources any 3-5 pictures and models putting them in sequence. Teacher puts out pictures for small groups of children to sequence.	
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Throwing and Catching Activities: Sock Toss A fun game is to get learners to practice tossing rolled socks into a basket. Each time they get a sock into the basket, have them step back a step for their next shot. > Teddy Bear Knock Out - Set a stuffed animal or other toy on a stool and let the children throw a ball and try to knock it over. > Ring the Bottles- Cut the middles out of some old large lids for rings. Then set up some plastic bottles (full or empty) and let your child and her friends take turns trying to toss the ring over the top of the bottles.	

&gt;&gt; continue on page 243



&gt;&gt; continue from page 242

Specific Learning Outcomes (SLO)	Activity Time	Resources								
	Think Time 45 mins									
<b>SC.1.2.1.7</b> Changing solids and liquids <b>SM.2.1.1.4</b> Cooking and rotting food	<p>&gt; Topic: Science: Solids can turn to liquids. Explore changing states by cooking an egg. Make a cooking fire outside. Look inside a raw egg and then fry it to see the change. Write down the time when you start cooking.</p> <p>&gt; Then again when it is cooked and out on a plate.</p>									
	Try Time 45 mins									
<b>MA.2.2.1.10</b> Compare time  <b>MA.2.2.1.11</b> Sequence routines	<p>&gt; Topic: recording information. Compare intervals of time – this time cook a sausage or sweet potato. Write down the time when you start cooking. Then again when it is cooked and out on a plate. Record this on a t-chart: Sequence familiar routines: First you wash it, then you cook it or fry it, then you serve it to family to eat.</p> <table><tr><td>Food</td><td>Time to Cook</td></tr><tr><td>Egg</td><td></td></tr><tr><td>Sausage</td><td></td></tr><tr><td>Sweet Potato</td><td></td></tr></table>	Food	Time to Cook	Egg		Sausage		Sweet Potato		
Food	Time to Cook									
Egg										
Sausage										
Sweet Potato										
	Move Time 2 30 mins									
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.1.1.1</b> Enjoy rhymes	<p>&gt; Sausage rolls, Homolateral flip flops crawls. &gt; Sing favourite songs and do the actions.</p>	R 1 pg 127-134, Exercises								

**TERM 3: WEEK 6: DAY 4****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources		
	<b>Talk Time 40 mins</b>			
<b>LL.1.4.1.3</b> Question words  <b>SE.1.3.1.6</b> Personal progress  <b>SE.1.3.1.5</b> Personal qualities and strengths	<p>&gt; Children should listen and talk actively.....Share news.</p> <p>&gt; Topic: Use WH questions.</p> <p>Model ‘when’ questions in English, e.g. When does Olivia collect water? In the morning. When did you swim? Last night. When is Grannie coming to visit? Next month. Then encourage children to use ‘when’ questions with each other or the puppets and pillow friends.</p> <p>&gt; Identify personal progress and effort – what have I learnt this year? Use a t-chart labelled :</p> <table><tr><td>before PPY class</td><td>now</td></tr></table> <p>&gt; Help Children to recognise that they have changed. e.g. The old me didn’t know letter sounds, the new me knows lots of letter sounds. Before – counted to 5, now I count to 30.</p>	before PPY class	now	R 3 pg 125-127, Puppet
before PPY class	now			
	<b>Story Time 40 mins</b>			
<b>LL.4.2.1.2</b> Details in a story <b>LL.4.3.1.5</b> Some texts give information <b>LL.4.1.1.2</b> Request stories	<p>&gt; Big Book: Tik! Follow guidelines for shared books and focus on how doctors and nurses help us and vaccinations are good and help us.</p> <p>&gt; Invite children to request a story and read it to them.</p>	UNICEF book, “Tik”		
	<b>Move Time 1 35 mins</b>			
<b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Game - Baton Changing Relay – play again.</p> <p>&gt; Game: Duck duck goose goose.</p> <p>&gt; Play rubbers and count.</p>			
	<b>Think Time 45 mins</b>			
<b>SM.3.1.1.6</b> Private body parts <b>SE.2.1.1.1</b> Express thoughts on values	<p>&gt; Topic: Express thoughts on values.</p> <p>Identify parts of body that are private, how to keep private, people to seek if uncomfortable – have a short, sensitive talk to the children about this.</p> <p>&gt; Invite children to express thoughts on values – ask how they can demonstrate obedience, responsibility and peace e.g. if someone was obedient they would....., doing ... would be very</p>			

&gt;&gt; continue on page 245

&gt;&gt; continue from page 244

Specific Learning Outcomes (SLO)	Activity Time	Resources
	responsible, if you see someone being mean to someone else you could bring peace by doing what?	
	<b>Try Time 45 mins</b>	
<b>SS.1.3.1.3</b> Roles in the community	> Topic: Doctors role in our communities. Roles of key community people: Doctors – read the information text. Show the pictures of a first aid kit and a girl pretending to be a doctor. Trace some of the colouring in pictures to chart paper or exercise books for children to colour in. Invite children to pretend play as Doctors.	R 1 pg 66, Text
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance  <b>LL.2.5.1.6</b> Orally push sounds together  <b>LL.2.1.1.1</b> Enjoy rhymes	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and assist learners with the accuracy of their movements, explaining that they are making their brains smart. > Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team Push sounds – cv (consonant-vowel), vc (vowel-consonant) words. > Using Letter sound cards and 2 children gradually moving together until the sounds are pushed together into a word. (See Teaching and Learning Guide for full description.) > Catchy songs and actions: Old MacDonald had a Farm, Busy Police (wo)man, A Hunting We Will Go, When He (She) was a Doctor – share, sing and do actions.	R 1 pg 127-134, Exercises  R 3 pg 69-76, Letter cards  R 1 pg 2-17, Songs

**TERM 3: WEEK 6: DAY 5****Value Theme – Obedience, Olivia obeys.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p>Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 3: WEEK 7: DAY 1****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.3</b> Question words  <b>SS.1.3.1.2</b> Language of family history	> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Ask WH questions. Model 'why' questions in English, e.g. Why does Olivia collect water? Because.... Why did you swim? Because.... Why is Grannie coming to visit? Because.... Then encourage children to use 'why' questions with each other or the puppets and pillow friends. > Language – vocabulary that is associated with family histories, and locations (e.g. old, new, different) – in language talk about life for our grandparents in this village or town and in another part of the province. Introduce English words: 'old, new, different, compare' and also use language or Pijin words for these things.	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.2.3.1.1</b> Link to experiences <b>SE.2.1.1.10</b> Thankful	> Introduce the Values character Thelma, and how Thelma says thank you, then read the story. Talk about how the printed words have meaning and it's fun to understand letters and words. > Big Book: A New Friend. Follow the shared book guidelines and also focus on the way that we can all make new friends. Talk about how to do that. Invite children to share experiences that link to the book.	R 2 pg 18-19, Character R 1 pg 27-28, Story UNICEF book, "A new friend"
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.3</b> Participate in games	> Choose active games to play. > Allow free play outside.	
	<b>Think Time 45 mins</b>	
<b>SE.2.1.1.10</b> Discuss thankful <b>SS.1.3.1.3</b> Roles in the community <b>LL.2.3.1.1</b> Link to experiences <b>LL.1.3.1.9</b> Share experiences in sentences	> Topic: Value of thankfulness. Discuss and define thankful – see definitions page 10 of this book. Explain ideas to children. Thankful people notice the things that are good and are happy about them. Ask them to tell you things that Thelma might be thankful for. > Track growth of seeds – check up and talk about seed growth again. > Doctors – read the information text again and ask children to talk more about how nurses and doctors help us.	R 2 pg 18-19, Character          R 1 pg 65-67, Text

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time</b> 45 mins	
<p><b>MA.1.1.1.20</b> Connect names, numerals and quantities</p> <p><b>LL.3.3.1.5</b> Desire to write</p> <p><b>LL.3.2.1.3</b> Print makes meaning</p>	<p>&gt; Topic: Connect number names and numerals. Remind the learners. Numbers have names e.g. zero, five or seven. Numerals – means numbers written e.g. 0, 5, 7 (not five, seven) Quantity means – how many. You can show this with maths materials or numbers or numerals.</p> <p>&gt; On the floor lay a big number line on chart paper. Ask a child to bring 5 things and lay it beside the line, another child to bring 7 things. Ask questions to help the children understand how to write a number and a numeral for 0, 5 and 7 on the right places on a number line, beside the things brought beside the line. Get children to write them on. Remember to talk about zero too.</p> <p>&gt; Desire to write – Use the resource book with the elephant and numbers. Read the written numbers together, trace around the written numbers with fingers, then with pencils. Trace over the name elephant and then each child can try to write it again underneath. Advanced learners write a sentence.</p>	<p>R 2 pg 122-124, Number lines</p> <p>R 2 pg 117, Picture</p>
	<b>Move Time</b> 2 30 mins	
<p><b>SM.3.3.1.3</b> Exercises for reflexes</p> <p><b>SM.3.3.1.4</b> Exercises for dominance</p> <p><b>SM.3.1.1.7</b> Move with objects</p> <p><b>LL.2.5.1.6</b> Orally push sounds together</p>	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check accuracy of learner movements.</p> <p>&gt; Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team</p> <p>&gt; Play CV and VC word games – see TG 2 for list of words we are using. Teacher uses letter sound flash cards. Lay the cards spread out on floor. Share children around the cards</p>	<p>R 1 pg 124-133, Exercises</p> <p>TG 2 Section 2.8 Phonics</p>

**TERM 3: WEEK 7: DAY 2****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SS.1.3.1.3</b> Roles in the community <b>LL.1.4.1.3</b> Question words	> Children should listen and talk actively.....Share news. Topic: Roles in the community. > Talk about the roles of chiefs and of pastors. Discuss what they do in our communities. How do you become a pastor? Model 'how' questions in English, e.g. How does Olivia collect water? With.... How often do you swim? Each day.... How is Grannie coming to visit? On a boat... Then encourage children to use 'how' questions with each other or the puppets and pillow friends.	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.2</b> Teachings of Jesus <b>SE.3.3.1.4</b> Christian practices <b>LL.1.3.1.1</b> Respond to stories	> Christian Education – Jesus Feeds the 5000 and Walks on Water Explain that the purpose of some texts is to help us. The bible is one of those texts. Mark 6:33-52 Jesus shows His power as God once more, and the disciples hearts are revealed as blind. Jesus is God. He desires for our hearts to see clearly who He is, never forgetting and allowing our hearts to grow blind. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.	R 1 pg 109-111, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills  <b>SE.2.3.1.9</b> Demonstrate thankfulness	> Remind learners to be thankful for their strong bodies. Encourage them to say, "I am thankful." > Practise balances of different kinds. > Hand-eye coordination – tie simple knots with string or vines.	

&gt;&gt; continue on page 250

&gt;&gt; continue from page 249

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SC.2.2.1.1</b> Cause and effect	<p>&gt; Topic: Understand cause and effect.</p> <p>If you do something it has an effect. Talk about if you soak a sponge in water, how does it change? (wet, bigger, softer) Bring a sponge, wet it, let them feel it. Explore combining sand and water, explore adding water to dry things. eg, calico, bread. Be creative about this lesson.</p>	
	<b>Try Time 45 mins</b>	
<b>SC.3.2.1.2</b> Record information	<p>&gt; Topic: record information.</p> <p>This is an outside activity. In small groups race the fastest to use coconut shells to move water from one container (bucket) to another container a distance away.</p> <p>&gt; Other children record information: Every coconut shell full of water carried by the team is recorded by adding another block to the pile of blocks. The blocks are counted at the end and the number of full shells is shared.</p>	Buckets Coconut shells Blocks
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.2.1.5</b> Act out stories <b>LL.2.5.1.6</b> Orally push sounds together <b>SE.2.3.1.9</b> Demonstrate thankfulness	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check accuracy of learner movements, explaining that they are making their brains smart.</p> <p>&gt; Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team. Push sounds – cv (consonant-vowel), vc (vowel-consonant) words.</p> <p>&gt; Using Letter sound cards and 2 children gradually moving together until the sounds are pushed together into a word. (See Teaching and Learning Guide for full description.)</p> <p>&gt; Role-play/make a drama with “Jesus feeds the 5000” story. Include Jesus, disciples, boy, crowd. Get crowd to say how thankful they are for the miracle of food.</p>	R 1 pg 127-134, Exercises  R 3 pg 69-76, Letter cards



**TERM 3: WEEK 7: DAY 3****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SS.3.1.1.5</b> Name places away from village  <b>LL.1.5.1.6</b> Pronounce 'ch' sound	> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Naming different places (not my village). Fishing photo of a wharf and people fishing. Talk about who they might be and where they might be. Talk about how you get to other villages and name some. > Pronounce /ch/ words – use English “children change” – ask learners to stand up and do an action. Listen carefully, the teacher says children ch, ch, ch. When he/she says ‘change’ they should do a different action. Let children take turns leading and calling “children ch ch ch change”.	R 2 pg 88, Picture
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.4.2.1.2</b> Details in a story	> Story: The Little Forest by the Sea – talk about looking after the land and trees and the benefit of all our resources. Talk about how we have planted small seeds in class and discuss what plants are growing from them. Talk about how to plant a tree from a seed or a cutting.	R 1 pg 37-38, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Follow the leader In small groups, one person leads the group, one behind the other, on a hopping journey over, on and through obstacles. > Play Hopscotch.	
	<b>Think Time 45 mins</b>	
<b>SC.3.1.1.3</b> Responsibility for land and sea <b>SS.3.3.1.5</b> Natural resources <b>LL.2.6.1.3</b> Recognise familiar words	> Topic: Responsibility for land and water. Discuss: We must look after the land and water because they meet our needs. If we make our river water dirty we cannot drink it. If we make our sea water dirty the fish will die and we cannot eat fish. > Draw: pictures of picking up plastic rubbish and burning it. > Recognise familiar words – Ask learners: Which words can you read in our classroom? Can you tell me a word and then I will send you to point at it?	

&gt;&gt; continue from page 251

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.1</b> Counting  <b>MA.2.2.1.11</b> Sequence routines  <b>LL.2.2.1.6</b> Recall sequence	<p>&gt; Topic: Counting in languages. Counting across languages – compare words for numbers across English and languages. Count together. Teacher writes some numbers in English and language and learners say which writing is English.</p> <p>&gt; Picture Woman Weaving -Sequence familiar routines – if someone is weaving a mat like the picture, what do they have to do first? (e.g. cut the leaf, then...) Help learners to understand the sequence of this task and then other simple tasks like drinking a cup of tea.</p> <p>&gt; Find sequence pictures to give children to order. Ask different ones to tell you about the sequence they made.</p>	<p>R 2 pg 96, Picture</p> <p>R 2 pg 98-101</p>
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.6</b> Orally push sounds together	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check the accuracy of learner movements, explaining that they are making their brains smart.</p> <p>&gt; Push sounds – 2 letters - cv (consonant-vowel), vc (vowelconsonant) into words - Using letter sound cards and 2 children gradually moving together until the sounds are pushed together into a word.</p> <p>&gt; Actions game: - ask learners to stand up and do an action you show them. Listen carefully, when the teacher says “children ch, ch, ch.” When he/she says “change” they should do a different action. Let children stand in small groups to do actions and take turns leading and calling “children ch ch ch change”.</p>	<p>R 1 pg 127-134, Exercises</p> <p>R 3 pg 69-76, Cards</p> <p>TG 2 Section 2.8, Phonics: first words</p>

**TERM 3: WEEK 7: DAY 4****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.2.1.2</b> Celebrate differences  <b>LL.1.2.1.2</b> Use languages to help Eng. Meaning  <b>SE.2.3.1.9</b> Demonstrate thankfulness	> Children should listen and talk actively.....Share news. Topic: Celebrate the variety and gifts that differences add to class and community. > Use the name basket to choose 3 children. > Share chair – a seat that a child is invited to sit in at the front of the class. Ask the other children to give a kind word to the child in the “share chair”. Tell the children to think of something good they have noticed about that child and use it in saying thank you. (e.g. thank you for playing nicely with everyone, thank you for helping others or me, thank you for picking up maths things, thank you for walking to school with me, thank you for sharing.)	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.4.3.1.5</b> Some texts give information <b>LL.4.1.1.1</b> Interest in books	> Small Book: The Picnic. Follow the guidelines for shared books and also focus on – what does the word picnic mean? Ask the children what happened at this picnic? What activities did they do? > Use pages iii and the teacher’s page in the Sunshine book to show you points to teach.	Sunshine book, “The picnic”
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Throw through the hoop. Hang a hoop with some string or rope from a tree or door frame, so children can throw objects through it. Buy from Honiara or make from Locane. > Snow ball clean up - Prior to the game ask children to scrunch up paper “snowballs”. Make sure they are well sellotaped into balls. Mark a dividing line between two groups of children using a rope. Have a basket of “snowballs” set up at the side of each area. When the signal is given to start the game, children throw “snowballs” over the line. After approximately 30 seconds stop and see who has the least number of “snowballs” on their side. Swap teams and play again. > To clean up the area encourage the children to throw the “snowballs” into baskets as a target.	

&gt;&gt; continue from page 253

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SM.2.3.1.5</b> Respect boundaries  <b>MA.1.2.1.5</b> Division as sharing	<p>&gt; Topic: Respect property and social boundaries. Get the cars out (or make from plastic bottles and lids). Set boundaries for the cars by putting bamboo or wooden boards along two sides to make a track or road. Try pushing the cars along this track and letting them go. They will stay inside the boundaries. Explain that we are like the cars. We need boundaries to keep us safe and on the right track.</p> <p>&gt; Division concept – division is sharing equally. Bring 3 baskets and 6 bananas to class. Ask the children how to share the bananas around the baskets? Get them to help you to share them out equally. Talk about how many bananas are in each basket (2). Repeat again using 6 books.</p>	<p>Teacher must collect or make cars and boards before class</p> <p>Baskets Bananas</p>
	<b>Try Time 45 mins</b>	
<b>MA.1.2.1.5</b> Division as sharing	<p>&gt; Topic: Division. Ask the children to draw 3 circles as baskets. Get them to find 6 stones or counters and share the stones evenly on top of the basket pictures.</p> <p>&gt; Ask the children to draw 2 circles. Get them to find 6 stones or counters and share the stones evenly on top of the basket pictures.</p> <p>&gt; Ask the children to draw 5 circles. Get them to find 10 stones or counters and share the stones evenly on top of the basket pictures.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.2</b> Strengthen muscles <b>LL.2.5.1.6</b> Orally push sounds together	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check the accuracy of learner movements, explaining that they are making their brains smart.</p> <p>&gt; Play running games outside.</p> <p>&gt; Play CV and VC (vowel-consonant) games pushing together sounds. Make sure you choose new words to try. Choose some on the words from today's story - The picnic.</p>	R 1 pg 127-134, Exercises

**TERM 3: WEEK 7: DAY 5****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p><b>Also ask yourself:</b> What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**TERM 3: WEEK 8: DAY 1****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.3.1.9</b> Demonstrate thankfulness <b>LL.1.3.1.9</b> Share experiences in sentences <b>LL.1.5.1.1</b> Enjoy songs <b>LL.1.5.1.4</b> Play with rhyming words	> Children should listen and talk actively.....Share news. > Topic: Be thankful. Invite children to see how much good is in their lives and share something they are thankful for. > Enjoy rhymes – do finger play rhymes and make sure children are speaking as well as doing actions. > Play with rhymes – use the “noisy poems”.	R 1 pg 2-17, Poems
	<b>Story Time 40 mins</b>	
<b>LL.2.2.1.6</b> Recall sequence <b>LL.1.3.1.1</b> Respond to stories	> Story: That's Enough. Talk about the themes of patience and sacrifice that are found in this story. > Read “The Picnic” again (small book). First ask children to recall the sequence of things in the story by using the pictures. Then read the words.	R 1 pg 47, Story  Sunshine book, “The picnic”
	<b>Move Time 1 35 mins</b>	
<b>SE.2.2.1.5</b> Explore unity <b>SM.2.3.1.2</b> Strengthen muscles	Allow children to play freely outside. But everyone should try to play with a new friend or someone they are not usually with. Try to enjoy learning more about a new friend.	
	<b>Think Time 45 mins</b>	
<b>SC.1.2.1.6</b> Seed planting <b>LL.3.2.1.3</b> Letters have meaning	> Topic: Reading gives us information. Track growth of seeds by comparing: number of leaves now compared to before. Make a T- chart showing – now/before > Talk about how printed letters form meaningful words and sentences. If we can understand how to read them we can learn information or enjoy stories. If we can form letters we can rewrite information and stories. Ask what skills we have learnt to help us to read? (e.g.recognising sounds and letters, pushing sounds together to make words, blending sounds together, recognising names in the classroom, some familiar words in books.) Ask what skills we have learnt to help us to write? (e.g. tracing, forming letters, writing our names, drawing stories).	TG 2 Section 2, Information here to support teachers

&gt;&gt; continue on page 257

&gt;&gt; continue from page 256

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>SE.2.3.1.9</b> Demonstrate thankfulness  <b>LL.3.3.1.5</b> Desire to write <b>SC.3.2.1.2</b> Record information through drawing	<p>&gt; Topic: Demonstrate thankfulness.</p> <p>Divide the class into 2 groups. Group 1 children will do a kind thing for group 2 children. Group 2 children will say thank you and smile. Then they will swap over. e.g. bring some water to drink or tell them to sit and rest while they tidy up the classroom or tell them in what ways they are kind people.</p> <p>Children should draw a picture of something they are thankful for e.g. river to swim in, friends, family, nice food. Then tell the teacher a sentence to write about it. As the teacher slowly writes on someone's picture, the child can name letters or words. If children want to they can copy the words under the teacher's writing. Advanced learners write their own story.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>LL.2.5.1.6</b> Orally push sounds together  <b>MA.1.1.1.20</b> Connect names, numerals and quantities	<p>&gt; Sausage rolls, Homolateral flip flops, Homolateral commando crawls – continue exercises.</p> <p>Play CV and VC word games – see resource book for list of words we are using. Teacher uses letter sound flash cards. Lay the cards spread out on floor. Share children around the cards. Teacher says one of 2 letter words, children work out which 2 children have to stand up and run together to make that word.</p> <p>&gt; Use cards and make extra of number names and numerals. Sit children in teams all holding various number names or numerals. Call out quantities (e.g. 6) Children with that name or numeral must run to you. First one gets a team point.</p>	<p>R 1 pg 127-134, Exercises</p> <p>TG 2 section 2.8, Phonics: First words</p>

**Value Theme – Thankfulness, Thelma says thank you.**

**>> continue on page 259**



&gt;&gt; continue from page 258

Specific Learning Outcomes (SLO)	Activity Time	Resources
	important it is to look after resources that we need to live, ask them what had to grow to make us able to build this classroom. Talk about how trees take a very long time to grow, when we cut one down, we must replant another one from a seed or cutting.	
	<b>Try Time 45 mins</b>	
<b>SM.3.2.1.2</b> Fine motor skills <b>MA.1.1.1.1</b> Counting <b>LL.3.2.1.4</b> Copy words	> Topic: counting. Hand-eye coordination – do finger play songs and rhymes > Counting across languages – review any counting songs in language and English. Sing them with the children. > Write two letter words [at], [am] showing pushing lines.	R 1 pg 2-17, Rhymes  R 3 pg 78-82, Pushing sounds
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.4</b> Exercises for dominance  <b>LL.2.5.1.6</b> Orally push sounds together <b>LL.2.2.1.5</b> Act out stories <b>SC.3.2.1.3</b> Present information	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check the accuracy of learner movements, explaining that they are making their brains smart. > Play CV and VC word games again. > Roleplay: get children to act out someone cutting down trees and another person coming to explain they need to plant a new one and helping them to plant it.	R 1 pg 127-134, Exercises

**TERM 3: WEEK 8: DAY 3****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.6.1.3</b> Recognise familiar words <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	> Children should listen and talk actively.....Share news. Topic: Compare language and English. Recognise familiar words – speak some English words and ask children to tell you the language name for that word. Invite children to sit in a circle and pass a book around and say ‘thank you’ as they receive it.	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.4.3.1.5</b> Some texts give information	> Small Book: My Pup. Follow the shared book guidelines and also focus on the letters and words we know listed in the front and back of the book. > Ask children to identify details in the story like names and things that happened.	Fitzroy book, “My pup”
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination <b>SM.2.3.1.4</b> Obey game rules	> Throwing and Catching Activities: Sock Toss: Get children to practice throwing rolled socks into a basket. Each time they get a sock into the basket, have them step back a step for their next shot. Teddy Bear Knock Out: Set a stuffed animal or other toy on a stool and let the children throw a ball and try to knock it over. Ring the Bottles: Cut the middles out of some old large lids for rings. Then set up some plastic bottles (full or empty) and let your child and her friends take turns trying to toss the ring over the top of the bottles.	
	<b>Think Time 45 mins</b>	
<b>LL.4.2.1.2</b> Details in a story <b>LL.2.1.1.2</b> Meaning in language <b>SC.1.3.1.3</b> Compare clothing around the world	> Topic: Compare materials for clothing. Read the Information Text: clothing materials. Compare materials for clothing – talk about what clothes are made from in SI and around the world. e.g. cotton, wool, animal skin, silk, bamboo. > Children can look at the labels inside their clothes and identify the material e.g. polyester, cotton, rayon.	R 1 pg 69, Text

&gt;&gt; continue on page 261

&gt;&gt; continue from page 260

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>SC.3.2.1.3</b> Present information <b>MA.3.2.1.6</b> Compare three groups in graphs <b>MA.3.3.1.1</b> Use data displays	> Topic: Compare materials for clothing – Prepare a piece of chart paper with squares ruled on it ready for making a graph. For each answer colour a square on the 'yes' or 'no' column. > Each child chooses one kind of material/calico they like the best. "Do you like cotton, wool or bamboo?" As they answer teacher or learner colours squares. When all learners' answers are recorded talk about the outcome of the results on the graph.	R 2 pg 41, Chart
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance <b>SM.2.3.1.3</b> Movement and coordination <b>LL.2.5.1.6</b> Orally push sounds together	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check the accuracy of learner movements, explaining that they are making their brains smart. > Practise the weaving game: "In and Out Lines" > Play CV and VC word games – see resource book for list of words we are using. Teacher uses letter sound flash cards. Lay the cards spread out on floor. Share children around the cards. Teacher says one of 2 letter words, children work out which 2 children have to stand up and run together to make that word.	R 1 pg 127-134, Exercises R 1 pg 134, Game  TG 2 Section 2.8, Phonics: First words R 3 pg 78-82, Pushing sounds

**TERM 3: WEEK 8: DAY 4****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.2.1.5</b> Create unity  <b>SE.2.3.1.9</b> Demonstrate thankful	> Children should listen and talk actively.....Share news. > Topic: Explain ways of creating unity. Unity means joining together and treating everyone as equal and special. (see Theresa join together). It means stopping people from bullying others. > Discuss being thankful. Help children think of some words they could say to someone to show they are thankful to them. Use Share Chair and use name basket.	R 2 pg 2-3, Character Theresa
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.2.3.1.3</b> Character feelings <b>LL.4.1.1.2</b> Request stories	> Great Balls of Fire – S.I. missionary story – teacher should retell the story in local language or Pijin. In this story about Jonah Alasifiona God protects him from being killed by angry relatives. Eventually they all give their lives to God. Focus on how God warned him and protected him and how thankful he must have been to God. Be thankful God still does this today. > Invite children to request custom songs or rhymes to sing.	R 1 pg 56, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	> Follow the leader In small groups, one person leads the group, one behind the other, on a hopping journey over, on and through obstacles.	
	<b>Think Time 45 mins</b>	
<b>LL.1.2.1.6</b> Pictures for meaning	> Topic: pictures share meaning with people. Pictures for meaning – draw some pictures, write simple words and a sentence on the board/chart paper. > Help children to use the picture and look at the words and be able to read and understand the words. e.g. Draw a picture of a hen with drips of water around it, write “a hen is wet” help children look back between picture and text to link them. Draw a picture of a pig with a fan beside it, write “a pig is hot” help children look back between picture and text to link them.	

&gt;&gt; continue on page 263

&gt;&gt; continue from page 262

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.20</b> Connect names, numerals and quantities  <b>MA.3.3.1.1</b> Use data displays	> Topic: Maths number concepts. Teacher should make large number lines on chart paper and write numbers from 0 up to 12. Get small groups of children to take turns walking each number while they say it. > Now get small groups to put the right number of children beside a number. Introduce the "zero" group on the number line, where there are no children. > Help children to draw number lines in their books, add numbers.	R 2 pg 122-124, Number Lines
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.3</b> Exercises for reflexes <b>SM.3.3.1.4</b> Exercises for dominance  <b>LL.2.5.1.6</b> Orally push sounds together  <b>SM.3.2.1.3</b> Cultural games	> Sausage rolls, Homolateral flip flops, Homolateral commando crawls. - see Resource book for instructions and check the accuracy of learner movements, explaining that they are making their brains smart. > Play CV and VC word games – see Teacher Guide 2 for list of words we are using. Teacher uses letter sound flash cards. Lay the cards spread out on floor. Share children around the cards. Teacher says one of 2 letter words, children work out which 2 children have to stand up and run together to make that word. > Games from other islands – teacher should find out about a game to use beforehand. Tell the children you want them to obey game rules.	R 1 pg 127-134, Exercises R 3 pg 78-82, Pushing sounds Phonics: First words

**TERM 3: WEEK 8: DAY 5****Value Theme – Thankfulness, Thelma says thank you.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
	<p>Teachers should use this day to review any work that proved challenging for learners. They may use this time to allow students to pursue extra investigation or extension in areas of interest. This day can also be used to catch up on any activity that was missed during the week or if a day was lost due to bad weather. If many days are lost because of bad weather, all Fridays across the next few weeks can be used to catch up on what was missed.</p> <p>Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today?</p>	
	<b>Story Time 40 mins</b>	
	Revise...	
	<b>Move Time 1 35 mins</b>	
	Revise...	
	<b>Think Time 45 mins</b>	
	Revise...	
	<b>Try Time 45 mins</b>	
	Revise...	
	<b>Move Time 2 30 mins</b>	
	Revise...	

**Monthly reflection**

1. Do I arrive to school on time and prepared every day? What am I going to do about it?
2. Are my assessment notes up to date? What am I going to do about it?
3. Am I neatly dressed? What am I going to do about it?
4. Am I a positive role-model for the learners? What am I going to do about it?
5. Have my learners achieved the L.O.s of the curriculum? What am I going to do about it?
6. Do my lessons keep learners busy and engaged? What am I going to do about it?
7. Is any learner not participating? What am I going to do about it?
8. Am I looking after students who have extra needs? What am I going to do about it?
9. What are my challenges in teaching? What am I going to do about it?
10. What are my strengths in teaching these lessons?
11. How did I involve parents and community members? What else am I going to do about it?
12. How did I involve other teachers in my teaching?