



SECTION 1: Term 1, 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 one. 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 1.1 below shows the Specific Learning Outcomes for term 1 weeks 1 - 4.

Language and Literacy (LL)

Specific Learning Outcomes

- LL.1.1.1.1 follow the actions in a song, play games and respond to stories or instructions presented in the Mother Tongue, Pijin and English
- LL.1.2.1.1 explore language through story-telling, songs and poems, discussing pictures, games and drama
- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.4.1.1 express needs and wants using minimum one- or two-word utterances with gestures
- LL.1.5.1.1 enjoy listening to rhyming songs
- LL.1.5.1.2 practise hearing differences in the beginning sounds of words
- LL.2.1.1.1 enjoy catchy phrases of songs and rhymes and perform the actions
- LL.2.2.1.1 interpret content of a picture
- LL.2.3.1.1 link events in a text to learner's own experiences
- LL.2.4.1.1 match identical objects and shapes
- LL.2.5.1.1 identify print in activities and the environment
- LL.2.6.1.1 recognise own name from among other names
- LL.3.1.1.1 draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.1.1.2 experiment with free drawing with a variety of tools
- LL.3.1.1.3 form and build objects freely and creatively with a variety of manipulatives
- LL.3.2.1.1 adopt correct posture and pencil grip for drawing and writing
- LL.4.1.1.1 show interest in books through questioning and predicting how a story might continue

Mathematics (MA)

Specific Learning Outcomes

MA.1.1.1.1 recognise ways of counting 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.1.1.1.3 pattern, match, find and name using concrete materials, sounds, movements or drawings

MA.1.1.1.4 copy patterns using concrete materials and extending to drawing

MA.1.1.1.5 identify and extend patterns using concrete materials and extending to drawing

MA.1.1.1.6 use one-to-one correspondence when counting a variety of objects

MA.1.1.1.7 participate in counting in sequence up to ten understanding that the last number counted answers the 'how many' question

MA.1.3.1.1 use language to explore number: bigger, smaller, less than, more than; 'more', 'less', 'same as' and 'not the same as'

MA.2.1.1.1 experience joy in the discovery of basic mathematical ideas

MA.2.1.1.2 explore a variety of concrete objects and construction materials

MA.2.1.1.3 identify and label colours of various objects

Science (SC)

Specific Learning Outcomes

SC.1.1.1.1 recognise that all people are living things

SC.1.1.1.2 identify the basic needs of all people: air, food, shelter, warmth

SC.1.1.1.3 compare meeting basic needs of people at home and in the bush including traditional methods

SC.1.1.1.4 recognise that living things make babies

SC.1.2.1.1 listen to and enjoy custom stories explaining concepts of time, weather patterns and how things happen in the world

SC.1.3.1.1 sort and group clothing and building materials on the basis of observable properties – colour, feel, bendy

Social Studies (SS)

Specific Learning Outcomes

SS.1.1.1.1 talk about place of birth, home and family, understand the role of different family members and one's role within this unit

SS.1.1.1.2 identify activities one does 'as a family'

SS.2.1.1.1 order images and objects to show a sequence of significant personal events and milestones (when they began to walk and talk, at the birth of a sibling, moving house, when new teeth appear, on the first day of school)

SS.2.3.1.1 listen to custom stories about the local area or whole country

Sensory, Motor and Health (SM)

Specific Learning Outcomes

SM.1.1.1.1 build awareness of risks of incorrect use of medicines, chemicals, handling of food and water at home and school

SM.1.2.1.1 listen to stories about adventures and talk about how characters feel and react when taking risks

SM.1.2.1.2 explore how to keep the body safe through stories and real-life experiences

SM.2.2.1.1 build habits to take care of one's body and prevent sickness and disease through hand washing, face washing, nose blowing, safe coughing, teeth care, toilet routine

- SM.2.3.1.1** experience basic movement skills of running, jumping, body positions and balance
- SM.3.1.1.1** locate and identify parts of the body
- SM.3.1.1.2** move the parts of the body freely
- SM.3.2.1.1** walk, run, crawl, roll, hop, skip, jump and climb freely and on command **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

Social and Emotional Skills (SE)

Specific Learning Outcomes

- SM.2.3.1.1** experience basic movement skills of running, jumping, body positions and balance
- SM.3.1.1.1** locate and identify parts of the body
- SM.3.1.1.2** move the parts of the body freely
- SM.3.2.1.1** walk, run, crawl, roll, hop, skip, jump and climb freely and on command **SE.1.1.1.1** share about one's likes / dislikes, abilities, and interests
- SE.1.1.1.2** explore how they are the same or different from others and how this adds to the beauty of the group - unity in diversity
- SE.1.1.1.3** play with different friends throughout the week
- SE.1.2.1.1** identify and talk about feelings of characters in stories
- SE.1.2.1.2** express feelings through role taking and use of puppets – how would you feel if ...?
- SE.1.3.1.1** perform basic skills (dressing, cleaning up, putting things away) independently
- SE.1.3.1.2** talk about their work and activities with peers and others
- SE.2.1.1.1** express thoughts / ideas on the moral values that a story / rhyme / song portrays
- SE.2.1.1.1** express thoughts / ideas on the moral values that a story / rhyme / song portrays
- SE.2.1.1.2** define United, discuss ways we can show unity
- SE.2.1.1.3** define Peaceful, discuss ways we can show peace
- SE.2.1.1.4** define Responsible, discuss ways we can show responsibility
- SE.2.2.1.1** recognise different physical features, ethnic background, talents, competencies among peers and known adults
- SE.2.2.1.2** celebrate the variety and gifts that differences add to the class and community
- SE.2.3.1.1** demonstrate unity through cooperation, sharing, problem solving, working together, living in harmony
- SE.2.4.1.1** identify and follow classroom rules and routines and directions given at school
- SE.3.1.1.1** identify God the Father as eternal, the creator of the world and the source of all knowing
- SE.3.3.1.1** join in with Bible stories and activities

Table 1.2 below displays the 6 learning areas that make up the curriculum programme, followed by the 3 or 4 strands in each area.

| Code | Learning Area | Strands | Strand Theme |
|-------------|------------------------------|-------------------------------|--|
| LL | Language and Literacy | | |
| LL.1 | | Listening and Speaking | Promote effective communication and learning |
| LL.2 | | Reading | Basic concepts of print as language and meaning represented by symbols |

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

SECTION 2: Term 1, Weeks 1 - 4 Lessons

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.

TERM 1: WEEK 1: DAY 1

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| SE.2.4.1.1 Follow rules and routines SM. 2.2.1. 1 Healthy habits | <p>> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: introductions and school routines.</p> <p>The students will need to settle in so take this time to introduce yourself and have each learner introduce and say something about themselves. Walk around the classroom and talk together about where things are located and what the expectations will be about how equipment is used and put away. Go through Classroom Rules. Go through toilet routine.</p> | R 2 pg 38, Classroom Rules Chart |
| | Story Time 40 mins | |
| LL.2.2.1.1 Interpret picture LL.1.3.1.1 Respond to stories SE.2.1.1.2 Define unity | <p>> Introduce Theresa and her pictures (Theresa joins together – Values Character). Explain that Theresa will be visiting, telling the story and teaching about unity.</p> <p>> Story: The Tree and the Vegetables. Explore the vegetables picture and question learners about what they see and what they think the story will be about. Read and explore the story, clarifying vocabulary and understanding as you go. Question the learners about the story message, drawing out the ideas of working together and unity. Define unity and discuss what that might look like in our classroom.</p> | R 2 pg 2, Values Character R 3 pg 125, Finger Puppet R 1 pg 32, Story: The Tree R 3 pg 9, Vegetable Pictures |
| | Move Time 1 35 mins | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|--|
| MA.1.1.1.6 Counting one-to-one MA.1.1.1.7 Count in sequence SE.1.1.1.3 Play with different friends | > Game: Go outside and play the Fruit Salad game but use vegetables instead of fruits. Choose vegetables individually at first but then start choosing more than one e.g. cassava and cabbage together, encouraging learners to play with different children. | Game Fruit Salad R 1 pg 136, Hoop or object or object needed |
| | Think Time 45 mins | |
| MA 1.1.1.1 Counting across languages MA 1.1.1.6 One-to-one correspondence | > Topic: counting and sorting in Language and English. Provide the learners with a selection of pictures of vegetables (cut up from R3 and make more) and have each choose one vegetable that they can be. Talk about the names of the vegetables in different languages. Have the children sort the vegetables and then join together to count them with the teacher guiding and modelling. Pick up each vegetable as it is counted to help one-to-one correspondence. Count in other local languages noting that it means the same thing. | R 3 pg 9, Vegetable Pictures |
| | Try Time 45 mins | |
| LL.3.1.1.1 Draw to show meaning LL.2.6.1.1 Recognise own name | > Topic: Drawing and name writing. Give the learners some paper and have each draw their vegetable and colour it in. As they are working move around and write their name clearly and large enough at the top of their page. Ask the learner to trace over their name. Stick the pictures up on the wall and have the learners practice finding their name and saying the names of the vegetables in different languages. | Paper, crayons or pencils, tape |
| | Move Time 2 30 mins | |
| SM.2.3.1.1 Movement skills | > Role play and Game: Inside or outside, ask learners to take a role as a tree or vegetable from the story. Each child should tell who they are pretending to be. Ask them to show you how that plant might stand and move on spot, then to move across a space walking the way that it would walk. > Play the game "Who is knocking on my door?" | R 1 pg 125, Game |

TERM 1: WEEK 1: DAY 2

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Talk Time 40 mins | |
| SE.1.1.1.1 Share about self SE.1.1.1.2 Group identity SE.2.1.1.2 Define unity | <p>> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Myself and our group identity.</p> <p>Review names of teacher and children. Make a name game. Have learners think of something that they like to do. Invite learners to take turns sharing with the class. Prompt with questions if they are shy. Talk about how some like different things and some like the same things and that's good. All together we are interesting and can do a lot of things. That is unity. Remember Theresa joins together.</p> | R 2 pg 2, Values Character Unity, Theresa |
| | Story Time 40 mins | |
| SE.3.1.1.1 Identify God the Father | <p>> Use Bible Lesson plan T1 L1 God's Word is Eternal. Read bible verses. Follow the instructions. Use the lesson to show that God is the only thing that lasts forever. Flowers, leaves, grass, fruit and even people die because they are living things, but God is forever. Even the things we like to do and are good at doing do not last forever but we can have God in us forever.</p> | T1 L1 God's Word is Eternal R 1 pg 85, God's word is eternal Flower, leaf, piece of grass, piece of fruit |
| | Move Time 1 35 mins | |
| SM.2.3.1.1 Movement skills LL.1.2.1.1 Explore language | <p>> Movement for counting: Get children to draw 1 with finger pencil in the air, on the ground, on a friend's back. Then make the number one with their body – make it standing, make it lying down, make it with two people – wide or long. All say the number 1 in English and language.</p> <p>> Game: play rope games.</p> | R 1 pg 126, Rope Games |
| | Think Time 45 mins | |
| SM.2.2.1.1 Healthy habits LL.3.1.1.1 Draw to show meaning | <p>> Topic: Identity and Handwashing.</p> <p>Name basket – place all the names in the class in this basket. Hold it up and wait for quiet. Use it for choosing learners to sit on the share chair.</p> <p>Bring a child to the share chair.</p> <p>Ask and talk about what they like to do, the colour of their hair, eyes and skin and that there is only one of them. Celebrate that there is one (learner's name).</p> | Bucket, chair, basket/bag |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|--|
| SE.1.1.1.2 Group identity | Repeat with some other learners choosing names from basket, emphasising how they are different, there is only one of them in the world and celebrate they are in our class. Roleplay celebrating someone else e.g. get learners to congratulate each other, pat them on the back, smile at them, cheer 'horray' for them. > Handwashing – explain its importance. Model in front of the class making a poster about washing hands before eating, after the toilet. Send all learners to draw their own posters. | |
| | Try Time 45 mins | |
| MA 2.1.1.3 Identify colours LL 3.2.1.1 Pencil grip LL 2.6.1.1 Recognise own name MA 1.1.1.1 Counting | > Topic: Identity, colour red, writing skills, number 1 Give the learners some paper and have each draw a picture of themselves. Encourage them to include hair, eyes, hands etc. As they are working move around the class and write their name clearly and big enough at the top of the page. > Introduce the colour red and talk about things that are red in the room and outside. Use RED flash card. > Model correct pencil grip and correct as needed. Have the learners trace over their name with red. Introduce the number one and practice drawing it in the air and on each other's backs. Have the learners draw the number one on their page in front of their name. Gather the learners together and show some of the pictures as you point to the number and then the name. E.g. one Peter. | Paper, crayons or pencils R 3 pg 30, RED flash card |
| | Move Time 2 30 mins | |
| SM 2.3.1.1 Movement skills | > Balancing: Stand straight and very still. Close your eyes and listen to your breathing. Feel your breath move your body. Open your eyes and try to lift one knee slowly and balance. Try many different ways to balance. Get children to make up ways and show the class their idea. Repeat movements with eyes closed and still balance! > Now try these 6 balances in the Resource column. | |

TERM 1: WEEK 1: DAY 3

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| | Talk Time 40 mins | |
| SE.1.1.1.1 Share about self SM.2.2.1.1 Healthy habits | > Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively. Share news. > Topic: Things we don't like: Choose any stimulus picture to promote talking and describe something they don't like – Try English: "he doesn't like the food", or "she doesn't like singing". > Review toilet routine make sure everyone is washing hands. | R 2 pg 45-56, Stimulus pictures |
| | Story Time 40 mins | |
| SC.1.1.1.2 Basic needs SM.1.2.1.2 Body safety LL 1.3.1.1 Respond to stories | > Picture: <i>Show picture</i> - Man with vegetables -Tell children that there are basic needs for all people. They are: Air, food, water, house/shelter, warmth. Make a class picture – write the 5 needs and draw pictures to illustrate them. > Roleplay these 5 needs -pretend to prepare food and drink water, pretend to shelter under something, rub arms warm... > Draw – get children to draw pictures of the 5 basic needs. > Big Book: Rainbows – discuss colours and housing needs. Use the shared book guidelines. | R 2 pg 71, Picture R 1 pg 68, Clean Water Sunshine book Shared Book TG 2, section 2, Guidelines |
| | Move Time 1 35 mins | |
| SE. 2.1.1.2 Define united SM.3.1.1.2 Move freely | > Song: Sing and role-play "The Ants Go Marching". Talk about Unity – marching together, define united (pg 10 this guide). Rhyme: Blue. > Games: Play rope games again. | R 1 pg 16, Song R 1 pg 126, Game |
| | Think Time 45 mins | |
| MA.1.1.1.1 Counting SE.1.1.1.2 Group identity | > Story Theresa joins together. "The First Day of School". Read through the story with the learners and use the number cards and colour cards as they appear in the story. Rehearse the counting and the colours. Talk about making friends and bringing people together. | R 1 pg 18, Story Theresa R 3 pg 30, Colour cards R 3 pg 47, Number cards |
| | > Try Time 45 mins | |
| MA.2.1.1.2 Construction | Topic: basic needs of all people. Collage materials: Put out paper, glue, scissors and things to stick to paper. | Paper, glue, scissors |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| MA.1.1.1.2 Explore concrete materials | <ul style="list-style-type: none"> > Children make a collage picture about basic needs. e.g. glue leaves for a shelter, stick strips of paper coloured blue for water, etc. Play dough - can also be made to model into basic needs things like houses, clothes. > Free drawing: remind children of how Theresa and friends were drawing together. Let them draw anything in small groups. | R 1 pg 140, Play dough recipe |
| | Move Time 2 30 mins | |
| SM.1.2.1.2 Body safety LL.1.1.1.1 Action songs | <ul style="list-style-type: none"> > Story John Wants to Fly - about safe play: movement and about whether John can fly. > Action songs, in various languages – English: The Ants Go Marching” song again, and sing any language song that includes numbers. > Games: What’s the Time Mr Wolf, Guess the Numbers. | R 1 pg 78, John wants to fly R 1 pg 5, Language R 1 pg 16, The ants go marching R 1 pg 135, Mr. Wolf |

TERM 1: WEEK 1: DAY 4

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|--|
| | Talk Time 40 mins | |
| SE 1.1.1.1 Share about self SM 1 2.1.2 Body safety | > Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Things I can do: Ask each child to talk about what they can do e.g. walk, talk, dance, sing. > Stimulus picture: a home-made slide - About safe play –. I can run and jump in the river. Is it safe? They should listen and talk actively. | R 2 pg 90, Picture of slide |
| | Story Time 40 mins | |
| MA.1.1.1.1 Counting MA.1.1.1.6 One-to-one MA.1.1.1.7 Count in sequence LL. 2.3.1.1 Link to experiences SS. 1.1.1.1 Talk about family | > Rhymes: number 3 – 3 little monkeys, 3 jellyfish, 3 little sailing boats. > Small book: My Family – follow the shared book guidelines. Teach the English language pattern: “this is my”. Talk about the pronoun “my”. Walk outside and try saying “this is my tree... basket, classroom....” Everyone should talk. Then inside – read the book again. > Big Book: Rainbows – read again. | R 1 pg 12, 15, 14, Rhymes Sunshine book, “Rainbows” |
| | Move Time 1 35 mins | |
| SM 3.2.1.1 Move on command | > Games: What's the Time Mr Wolf, Guess the Numbers. | R 1 pg 135, Game |
| | Think Time 45 mins | |
| MA.2.1.1.3 Identify colours MA.1.1.1.3 Pattern, match SM.2.2.1.1 Healthy habits | > Topic: Counting number 3, Colour green, Clean hands. Flash cards: Numbers 1,2, 3. Count objects. Play game in small groups “Guess my number”. Every child has a turn. > Flash cards: Show colours red, blue, green. Animal group cards – show the cards. Learners must find the card with only three animals. Learners must identify today's 3 colours on the animal cards. Draw around an object 3 times (e.g. shell or your hand,) then colour it in green. 4 Rhymes – “one, two three”, “Two Little Hands” about handwashing – “Clean hands”, “Wash wash wash your hands”. > Teacher describes small germs we can't always see and can make us sick. Practise washing hands. | R 1 pg 3, 4, 17 Rhyme |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|--------------------------|
| | Try Time 45 mins | |
| SS. 1.1.1.1 Talk about family LL. 3.1.1.2 Free drawing | <p>➤ Topic: My birth place</p> <p>Talk about who was born in our village, in a clinic, far away. Use things to mark three places (use something like baskets, slippers or sticks) to show three different birth places. Move position: Children go and stand beside the one that represents their birth place. Children should count the number in each group.</p> <p>Talk: Groups practise English “ we were born at _____”</p> <p>➤ Draw on loose paper, about “My Family”. Teacher writes under drawing “This is my _____.” Later, Teacher joins everyone’s pictures together to make a class book.</p> | Bag, slippers, A4 papers |
| | Move Time 2 30 mins | |
| LL.1.1.1.1 Action songs SM.3.1.1.2 Move freely | <p>➤ Moving around the room: Teacher leads and children copy. 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.</p> <p>➤ Action songs – choose a song with skipping or clapping in it.</p> <p>➤ Game: Play Follow the Leader. Teacher leads and then invites any brave children to lead. Teachers should talk about the value of being united and help children understand how to demonstrate this in their lives.</p> | R 1 pg 2 – 17, |

TERM 1: WEEK 1: DAY 5

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|---|-----------|
| | Talk Time 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. Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today? | |
| | Story Time 40 mins | |
| | Revise... | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 30 mins | |
| | Revise... | |

TERM 1: WEEK 2: DAY 1

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources | | | | | | | | |
|--|---|----------------------------------|---------------------------------|--|---|--------|--|----------|--|--|
| | Talk Time 40 mins | | | | | | | | | |
| SE.1.1.1.1 Share about self SE.1.1.1.2 Group identity | > Children should listen and talk actively.....Share news. > Topic:_Things I like to do: Class discussion - each child should identify things they like to do as an individual. We all have our own likes and dislikes. Theresa values story: Different and the Same Read the story, talk about: Theresa looks Chinese and others don't want to include her at first. The story talks about basic needs that make us all the same. Then the other children include her. Theresa demonstrates unity. The definition is "Theresa joins together". | R 1, pg 18, Story about Theresa | | | | | | | | |
| | Story Time 40 mins | | | | | | | | | |
| LL.1.2.1.2 Use language to help Eng. meaning LL.2.3.1.1 Link to experiences | > Big book: Jeff's Magic Hook- about fishing with the family. Use the shared book guidelines focusing on using Pijin and Vernacular to support vocabulary in English. Focus on learners retelling the story to the teacher across languages. English vocabulary: splish, splash. Can you please ____? Comment on Jeff's patience, working together with his family (unity). | UNICEF book, "Jeff's magic hook" | | | | | | | | |
| | Move Time 1 35 mins | | | | | | | | | |
| SM.3.1.1.2 Move freely | > Allow children free play time. | | | | | | | | | |
| | Think Time 45 mins | | | | | | | | | |
| SC.1.1.1.3 Compare basic needs SM.1.1.1.1 Awareness of risks | > Topic: People have basic needs. First day focus on home side of chart. Help learners understand that there are different ways to meet our basic needs. Teachers draws pictures and some words on a chart, in two columns. Chart compares: needs being met at home compared to travelling. E.g. Basic needs: air, water, food, shelter. | R 2, pg 41, Basic Needs Chart | | | | | | | | |
| LL.1.5.1.1 Enjoy songs | <table><tr><th>needs being met at home</th><th>needs being met when travelling</th></tr><tr><td>Food: Eat Taio at our house – draw a picture of this</td><td>when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this</td></tr><tr><td>Water:</td><td></td></tr><tr><td>Shelter:</td><td></td></tr></table> > Rhymes: This Little Pig, Moving Hands - count how many things, count to four. | needs being met at home | needs being met when travelling | Food: Eat Taio at our house – draw a picture of this | when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this | Water: | | Shelter: | | R 1 pg 13, 4, Rhymes R 3 pg 47, Number card |
| needs being met at home | needs being met when travelling | | | | | | | | | |
| Food: Eat Taio at our house – draw a picture of this | when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this | | | | | | | | | |
| Water: | | | | | | | | | | |
| Shelter: | | | | | | | | | | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Try Time 45 mins | |
| MA.1.1.1.1 Counting MA.1.1.1.6 Counting one-to-one MA.1.1.1.7 Count in sequence | > Topic: Number 4. Flash card: Number 4, Activity. Outline a shape on the classroom floor with chalk or rope or anything. Put the #4 flash card inside. Learners bring 4 of something the same to put inside. E.g. stones, leaves, pencils. Count the objects. Return things to places. Repeat with each child bringing different objects. | Flash card/ stones/ leaves/ pencil |
| | Move Time 2 30 mins | |
| SM.2.2.1.1 Healthy habits SM.1.1.1.1 Awareness of risks MA.2.1.1.3 Identify colours | > Face washing – tell it is healthy, everyone does outside. Flash Card: Colour yellow. > Story: Yellow Balls - about safety with medicine. Teacher retells story in language. Focus on using medicine correctly and colour yellow. Make yellow balls from coloured in scrunched up paper. > Games outdoors – show stimulus picture and talk about it, play tunnel ball (use yellow paper balls) or similar game. > Role play – things from “Jeff’s Magic Hook” book | R 3 pg 30, Colour Yellow R 1 pg 43, Story Yellow Balls R2, pg 51, Picture yellow ball UNICEF book, “Jeff’s magic hook” |

Value Theme – Unity, Theresa joins together.

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| Specific Learning Outcomes (SLO) | Activity Time | Resources | | | | | | | | |
|---|--|----------------------------|---------------------------------|--|---|--------|--|----------|--|---|
| <p>SC.1.1.1.3 Compare basic needs</p> <p>SM.2.2.1.1 Healthy habits</p> <p>LL 1.1.1.1 Action songs</p> <p>LL 1.5.1.2 Hear beginning sounds</p> | <p>home compared to travelling. E.g. Basic needs: air, water, food, shelter</p> <table><tr><th>needs being met at home</th><th>needs being met when travelling</th></tr><tr><td>Food: Eat Taio at our house – draw a picture of this</td><td>when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this</td></tr><tr><td>Water:</td><td></td></tr><tr><td>Shelter:</td><td></td></tr></table> <p>Rhyme – the Bark Cloth – how to make tapa cloth for clothes. Phonemic awareness: sound /h/ in “hammer”. > Story: Lovelyn’s teeth. Talk about the story and tooth care. Rhyme – brush your teeth. We use our teeth in speaking. Play with sounds that use teeth: /s/, /z/, /v/, /f/.</p> | needs being met at home | needs being met when travelling | Food: Eat Taio at our house – draw a picture of this | when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this | Water: | | Shelter: | | <p>R 1 pg 8, Rhyme R 1 pg 72, Story R 1 pg 4, Rhyme</p> |
| needs being met at home | needs being met when travelling | | | | | | | | | |
| Food: Eat Taio at our house – draw a picture of this | when boat travelling we fish or find clams; when walking we pick nuts and climb for coconuts – draw a picture of this | | | | | | | | | |
| Water: | | | | | | | | | | |
| Shelter: | | | | | | | | | | |
| | Try Time 45 mins | | | | | | | | | |
| <p>LL.3.1.1.3 Build freely</p> <p>SM.3.2.1.2 Fine motor skills</p> | <p>> Make sheep – insert small sticks into kapok (pillow) tree balls, glue small seeds or shells for eyes. Use fine motor skills. Notice sheep’s wool is white. Describe Jesus as our shepherd. Explain that in cold countries wool is used for making clothes. > Rhyme – the Bark Cloth again. For phonemic awareness teach the sound: /h/ in “hammer”.</p> | <p>Sticks,kapok, glue</p> | | | | | | | | |
| | Move Time 2 30 mins | | | | | | | | | |
| <p>SM. 3.2.1.1 Move on command</p> <p>LL.1.2.1.1 Explore language through stories and drama</p> | <p>> Pattern in movement: teacher beats a stick on floor or drum in a steady 4 beats. Children listen to the pattern. Teacher accents beat 1. Children start to copy by patting a hand on their chests. Now teacher jumps on first beat, pats her chest on other beats (2,3,4). Children start to copy. Teacher invites a child to create a new movement pattern. > Role play being sheep - crawl, speak pattern: ba, ba, ba (breath), ba, ba, ba (breath).</p> | <p>Sticks/tins/ bamboo</p> | | | | | | | | |

TERM 1: WEEK 2: DAY 3

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Talk Time 40 mins | |
| LL.1.2.1.1 Explore language MA.1.1.1.3 Patten, match LL 1.5.1.2 Hear beginning sounds | <p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Imagination.</p> <p>What did they do?" story– Teacher reads "What did they do?" (R 1) and asks children to close their eyes and see what is happening in their imagination. Read again. Children should now tell the teacher what they saw.</p> <p>➤ Patterns with sounds: teacher beats a stick on floor or drum in a steady 4 beats. Children listen to the pattern. Teacher accents beat 1. Children start to copy by clapping. Now teacher makes 4 sounds with their mouth in a steady beat: b,b,b,s b,b,b,s, accenting first /b/. Children start to copy sound patterns, joining together</p> | R 1 pg 79, Story |
| | Story Time 40 mins | |
| LL1.2.1.2 Use language to help Eng. meaning LL.2.2.1.1 Interpret picture | <p>➤ Small book: A Fat Cat. Use the shared book guidelines. Remember to discuss pictures. Pg i – ignore, pg ii- teach the sound and the word, but not the letter. Read pg iii to children. Ignore pg iv. Support meaning with mother tongue or Pijin.</p> | Fitzroy book 1, "A fat cat" |
| | Move Time 1 35 mins | |
| MA.1.1.1.1 Counting LL.1.5.1.1 Enjoy songs | <p>➤ Play games: Who is knocking on my door, Soft and Loud.</p> | R 1 pg 125, |
| | Think Time 45 mins | |
| MA.2.1.1.3 Identify colour SM.1.1.1.1 Awareness of risks MA.2.1.1.3 Identify colour | <p>➤ Topic: Number 1-5, colours, Safety in food handling. Review numbers – use plastic bottle tops with numbers on them. Every child to order some tops.</p> <p>➤ Rhymes - 5 Little Students – talk about joining together = unity, and review other number rhymes.</p> <p>➤ Review colours – Red, Blue, Green, Yellow, White – through pictures and real objects: green and yellow pineapple, white rice, red tomatoes, blue plate.</p> <p>➤ Link to: Safety in food handling – we don't like dirty food, it's not safe.</p> | R 3 pg 47, Number cards R 3 pg 30, Color cards R 1 pg 3, Rhymes |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Small germs can't be seen. Wash your hands before eating. Possibly eat together e.g. wash a star fruit, cut in 4 and share to eat. Remember to wash hands first. Identify print in activities – teacher asks children to point to any print in pictures. | R 3 pg 30, Colour cards, Fruit and vegetables |
| | Try Time 45 mins | |
| LL.2.5.1.1 Identify print MA.1.1.1.3 Pattern, match MA1.1.1.6 Count one-to-one | > <u>Topic:</u> Patterns with materials – use <u>concrete materials</u> (counters)– copy several teacher-made patterns with shells and sticks (e.g. shell, shell, stick; shell, shell, stick), define pattern using language. > <u>Use counting to help explain patterns:</u> child throws a dice and sees number e.g. 5. Another child uses plastic bottle tops with numbers on them to make the pattern 4-5-6. Or child throws a 2. Another child uses tops with numbers to make the pattern 1-2-3. | R 2 pg 136-137, Patterns in maths |
| | Move Time 2 30 mins | |
| SM.3.1.1.2 Move freely SM.3.2.1.3 Cultural games LL.1.1.1.1 Action songs | > Pattern in movement: teacher beats a stick on floor or drum in a steady 4 beats. Children listen to the pattern. > Rhyme – Head and shoulders. > Games from other cultures – teacher to choose a game from another village or province. Action songs (include languages) - teacher to choose. | R 1 pg 4, Rhymes R 1 pg 2-17, Actions Songs |

Value Theme – Unity, Theresa joins together.

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | Always know where your water comes from – safe sources, keep your water clean by covering it, washing hands and washing cups. | |
| | Try Time 45 mins | |
| MA.1.1.1.5 Extend patterns SS.1.1.1.2 Family activities LL.2.5.1.1 Identify print | <p>> Topic: Extend patterns with materials - use concrete materials (counters) – copy several teacher-made patterns with shells and sticks (e.g. shell, shell, stick; shell, shell, stick), children continue pattern on. This is a practical activity. Learners who need extra can do the pattern drawing activities from R 2.</p> <p>> Identify activities to do with a family: Use stimulus pictures of church, visiting the nurse/clinic, washing clothes – talk about being part of a family identity and doing these things together because we belong together, we care about each other. Link to value of Unity.</p> <p>> Identify print in activities – look for any print on stimulus picture and around room.</p> | <p>R 2 pg 136-137, Patterns in maths</p> <p>Pictures R 2 church pg 53 clinic pg 54</p> |
| | Move Time 2 30 mins | |
| SM.3.1.1.2 Move freely LL.1.1.1.1 Action songs | <p>> Rhyme - Head and shoulders and other body part rhymes. Action songs in various languages – teacher should choose.</p> | <p>R 1 pg 4 - 7, Rhyme</p> |

TERM 1: WEEK 2: DAY 5

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|--|-----------|
| | Talk Time 40 mins | |
| | <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> | |
| | Story Time 40 mins | |
| | Revise... | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 30 mins | |
| | Revise... | |

TERM 1: WEEK 3: DAY 1

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| LL.1.4.1.1 Express needs SE.1.1.1.1 Share about self SM.2.2.1.1 Healthy habits | <p>> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Things that make me feel happy Stimulus picture – show and discuss picture – celebration, feast. Who is there? Why are they wearing leis? What could have happened? What would make me smile that way? Finger puppet – Theresa joins together – give children finger puppets. Teacher models Theresa puppet to talk to another character about what makes her happy. All children use finger puppets to talk.</p> <p>> Healthy habits: Nose blowing – personal habits and good hygiene – teacher to talk to class about. Include about very small germs that we can't see.</p> | <p>R 2 pg 56, Picture</p> <p>R 3 pg 125, Puppet</p> |
| | Story Time 40 mins | |
| LL.4.1.1.1 Interest in books SE.2.3.1.1 Demonstrate unity | <p>> Story about unity: Strong Together. Teacher can encourage learners to anticipate the next part of the story. Demonstrates unity: Go outside and do the activity from the story about sticks. Ask Children to talk about other things that might work better if we do them together e.g. moving something heavy, games.</p> <p>> Big Book: Rainbows – read again.</p> | <p>R 1, pg 79, Story Unity</p> <p>Sunshine book, "Strong together"</p> |
| | Move Time 1 35 mins | |
| MA.1.1.1.1 Counting MA.1.1.1.6 Counting one-to-one | <p>> Games: play these number games: Number Teams, Snake Race, Chain Tag.</p> | <p>R 1 pg 135, Games</p> |
| | Think Time 45 mins | |
| MA.1.1.1.7 Count in sequence MA.2.1.1.3 Identify colours | <p>> Topic: Count 6, colour brown, living things make babies Flash card, numberline: Number 6 – Put a number line rope or number line chart paper across the class. Place flash cards 1-6 beside those marks on the numberline. Place counters beside the numbers. All count forwards and backwards slowly pointing at the line. Walk 6 slow steps up and down the line counting again. Find 6 slippers to put by 6. Find 4 books to put by 4, etc. > Flash card: colour brown – look for the colour in the classroom, then outside.</p> | <p>R 3 pg 47, Number card</p> <p>R 2 pg 122, Number line</p> |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| SC.1.1.1.4 Living things make babies SM.2.2.1.1 Healthy habits | <p>Children will use English sentences to name things that are coloured brown e.g. “the table is brown, so is the tree.” Everyone talks.</p> <p>> Living things make babies – talk about who has a baby in their house. Teacher chooses a custom song about a baby to sing and rhymes “Mama darling”, “This is the Father” .</p> <p>> Roleplay: Teacher uses a lava lava to make a pretend wrapped up baby. Talks about how baby came from its mummy. This is what living things do. Ask: What needs does the baby have? Invite discussion.</p> | <p>R 3 pg 30, Colour card</p> <p>R 1 pg 3, Number rhyme</p> <p>R 1 pg 2, Rhymes</p> |
| | Try Time 45 mins | |
| MA.1.1.1.3 Patten, match LL.3.1.1.3 Build freely | <p>> Topic: Extending patterns Make dice from templates. Teacher draws, children cut out and push together. Teacher tapes.</p> <p>In small groups, each child throws a dice and sees number (e.g. 5). Another child uses plastic bottle tops with numbers on them to make a pattern of that number with a number before and after it. (E.g 4-5-6).</p> <p>> Drawing: Teacher draws lots of small pictures of things on chart or board e.g. fruit, plants, shells, toys, cups. Ask children to draw three small things in a pattern e.g. Then work in pairs. Each child extends their pattern by adding their friend’s pattern to their drawing. Then count the 6 pictures drawn.</p> <p>> Match shapes - Flash card: square - count 4 straight sides, 4 corners. Look for the shape in our classroom.</p> <p>> Draw: Show pictures comparing shape sizes in R2.. Invite children to draw these.</p> <p>Cleaning up – while children are putting things away, link to their identity by praising them for their skills. Help them to feel good about what they can do. Model words like “I feel good about these things I can do”.</p> | <p>R 3 pg 12-13, Dice template</p> <p>R 3 pg 37, Square card</p> <p>R 2 pg 131, Squares inside squares</p> |
| | Move Time 2 30 mins | |
| SE.1.3.1.1 Basic skills | <p>> Make shapes – In pairs Children take their drawing pattern from Try Time and use their bodies to make the shapes like their drawings. They might be standing, bending or on the floor to</p> | <p>R 1 pg 136, Games</p> |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--------------------------------------|---|---------------------|
| SM.2.3.1.1 Movement skills | make their body shapes. Make the shapes in a pattern. ➤ Game: In and Out Lines. ➤ Number Rhymes – review number rhymes that include 6. E.g. Once I caught a fish alive. | R 1 pg 3, Rhymes |
| | | |

TERM 1: WEEK 3: DAY 2

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| | Talk Time 40 mins | |
| LL.1.4.1.1 Express needs SE.1.1.1.1 Share about self SM.3.2.1.3 Cultural games | > Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively..... Share news. > Topic: Things that make me feel sad – Why might someone feel sad? Get children talking and then using values puppets so Theresa can talk to other characters about feeling sad then feeling better. > Games from other cultures – play Chinese game “Fingers out” in pairs, standing up. (go outside if too noisy) | R 1 pg 137, Cultural games |
| | Story Time 40 mins | |
| SE.3.1.1.1 God the Father SE.3.3.1.1 Bible stories | > Christian Education: Story: Our God is Mighty - Use bible lesson from the resource book and follow instructions provided. > Small Book: My Family – enjoy reading it again. Encourage children to point at and name a word they recognise. | R 1 pg 87, Story Sunshine Book |
| | Move Time 1 35 mins | |
| MA.1.1.1.3 Patten, match | > Topic: Making shapes. Children in small groups holding hands. Ask them to stand in these shapes: circle, oval, square, triangle, heart, diamond, the whole class makes a flower with their small groups with a small circle in middle and ovals extending out. | |
| | Think Time 45 mins | |
| LL.2.4.1.1 Match objects MA.1.1.1.3 Patten, match | > Topic: Identifying shapes. Show the Shape flash cards. Small Book: Building Blocks – follow Shared Book Guidelines. Focus on pointing out repeated words and speaking phrases together. In the book, look for the square, circle, colour orange. Count the number of shapes on the book pages. > Match picture and word cards e.g. Match picture of circle to its name card. > See Colour Cards: Colour – orange; Number card: 7 – learners can write with orange crayons. Patterns with drawing. Children all draw three different objects to yesterday in a pattern. | R 3 pg 35-38, Shape cards and their names R 3 pg 30, Colour cards |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---------------------|
| | Work in pairs to extend your friend's pattern again in the drawing. Count the 6 pictures you have drawn and then add the next item in the pattern and count to 7. | |
| | Try Time 45 mins | |
| LL.3.1.1.3 Build freely SE.1.3.1.1 Basic skills | <p>> Topic: Identifying shapes, I can do things.</p> <p>Construction –build with blocks (or any recycled materials or bush materials you can find to build with). Teacher should talk to each learner to look for squares and circles, colours and counting numbers in their constructions.</p> <p>> Putting things away – link to S.E. identity, my skills – Teacher asks “what do we need to do to clean up?” Listens for answers, then the class cleans up. Then teacher says something like “we feel good about these things we can do”.</p> | |
| | Move Time 2 30 mins | |
| SM.2.3.1.1 Movement skills LL.1.1.1.1 Action songs SM.3.1.1.1 Parts of the body | <p>> Shape Game – In pairs, children take yesterday's drawing pattern and use their bodies to make the 3 shapes from their picture and 3 more from someone else's picture. They might be standing, bending or on the floor to make their body shapes. Repeat the 3 shapes in a pattern, moving from one shape to another rhythmically . Each one can teach to another two children.</p> <p>> Do action songs and rhymes naming parts of the body e.g. Two Little Hands, Moving Hands, Heads and Shoulders, and others you know.</p> | R 1 pg 2-17, Rhymes |

TERM 1: WEEK 3: DAY 3

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| | Talk Time 40 mins | |
| LL.1.2.1.2 Use language to help Eng. Meaning LL.2.3.1.1 Link to experiences LL.1.4.1.1 Express needs SE.2.1.1.2 Define United | <p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively Share news. Topic: Things I love to do with family.</p> <p>➤ Big book: I love it when: Follow guidelines for shared reading and focus on things that the learners love to do with family. Things that make me excited – teacher asks for examples from each child and requests how it feels and how their faces would look. Children to show faces. Teacher uses Theresa finger puppet and talks to other values characters puppets and to children about feeling excited.</p> <p>➤ Story: The Rebellious Ant – talk about obedience and working together and being proud of what we can achieve together.</p> <p>➤ Stimulus picture: Digging together. 2 young men digging beside a string line building, working together with white man. Are the men building an ant house? No? What then? Discuss the value of unity when building. Remind children Theresa joins together.</p> | <p>UNICEF book “I love it”</p> <p>R 3 pg 125, Finger Puppet</p> <p>R 1 pg 34, Ant Story</p> <p>R 2 pg 52, Digging picture</p> |
| | Story Time 40 mins | |
| LL.1.3.1.1 Respond to stories LL.1.2.1.1 Explore language | <p>➤ Noisy poems: Sounds that are exciting - Old Macdonald had a Farm, There was an Old Lady – see others. Enjoy and show interest in noisy poems and the pattern of sounds. Teachers can write their own noisy song or poem on board asking for class ideas.</p> | R 1, pg 9, Poems |
| | Move Time 1 35 mins | |
| SM.3.1.1.2 Move freely | <p>➤ Action songs – different languages – teacher chooses different songs and dances to use.</p> | |
| | Think Time 45 mins | |
| MA.1.1.1.5 Extend patterns MA.1.1.1.6 Counting one-to-one MA.1.1.1.7 Count in sequence | <p>➤ Topic: Grouping things in different ways with the same number Flash card: Number 8 – teacher draws groups of 8 in different ways on board/chart. Learners use things to copy the groups and count contents – use stones, shells, leaves, dominoes, dice, blocks, sticks to group 8 in different patterns, Extension activity: R 2 pg 132 grouping tens.</p> | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| MA.1.1.1.1 Counting SM.2.2.1.1 Healthy habits | > Show card colour: Purple - then go outside and look for purple leaves and flowers. Safe coughing - personal habits and good hygiene – teacher to talk to class about coughing into inside of elbow. Talk about not spreading small germs that we can't see. | R 2 pg 120-121, Grouping examples R 3 pg 30, Colour cards |
| | Try Time 45 mins | |
| LL.3.1.1.3 Build freely MA.1.1.1.3 Patten, match MA.1.1.1.5 Extend patterns | > Topic: How do we build an ant house? Construction: Go outside and try to build a house together that ants might want to come and live in. What size do they need? What materials should we use? > Flash card:triangle: Introduce the triangle and matching word card. Count 3 sides. Patterns with drawing. Children to trace over the shapes, circle, square etc, then continue more shapes. Teacher draws pattern in exercise books for each child or on chart paper for small groups to do together. | R 3 pg 35 - 38, Shape cards |
| | Move Time 2 30 mins | |
| SM.2.3.1.1 Movement skills | > Shape: Children take their drawing pattern from yesterday and choose one favourite shape and use their body to make the shape. They might be standing, bending or on the floor to make their body shape. Line up children in a row of eight, then a circle and square of 8 shapes. All make their shape, showing the class a pattern of shapes. Take turns with all the class participating. > Class Shape Challenge: Teacher calls out shape (triangle, square or circle) all children work together to show shape as a class while holding hands. | R 2 pg 136-137, Extending Shapes |

TERM 1: WEEK 3: DAY 4

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Talk Time 40 mins | |
| LL.1.4.1.1 Express needs SE.1.1.1.1 Share about self | <p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively Share news.</p> <p>➤ Topic: Things that make me angry.</p> <p>Stimulus picture - why is this girl angry? Get children talking. Teacher uses values puppets so Theresa can talk to other characters about feeling angry, calming down, working together and feeling better. Note that expressing needs and wants resolves angry feelings e.g. "I feel angry because I want to play in the sand too." Get children to use values puppets and pillow friends so they can practise expressing needs and wants.</p> | <p>R 2 pg 46, Angry Girl</p> <p>R 3 pg 125, Puppets</p> |
| | Story Time 40 mins | |
| LL.2.5.1.1 Identify print SS.2.3.1.1 Custom stories | <p>➤ Small Book: A Big Pig. Use shared book guide lines. Focus on /i/ sound found in big, pig. Frequent words: A, a. See list in the book pg iii.</p> <p>➤ Custom story – teacher to tell a local custom story. Talk to children about how the story is about a local area and how they are part of that place.</p> | Fitzroy reader 2, "A big pig" |
| | Move Time 1 35 mins | |
| SM.3.2.1.2 Fine Motor Skills | ➤ Threading and knotting with palm tree leaves – make small balls and small crosses to build fine motor skills. Throw balls onto number mat. One child calls the number and 3 children around the mat throw from 5 steps away. Take turns. | R 2 pg 126, Number mat |
| | Think Time 45 mins | |
| MA.1.1.1.1 Counting MA.1.1.1.6 Counting one-to-one MA.1.1.1.7 Count in sequence MA.2.1.1.3 Identify colours SM.3.2.1.3 Cultural games | <p>➤ Topic: Numbers and colours.</p> <p>Flash card: Use number cards 1-9. When teacher shows a card, children run into a group of that size. Colour matching using clothes pegs – see R 1.</p> <p>Children use pegs with coloured ends (teacher please colour them) and put on the card to colour match. See resource book example.</p> <p>Domino cards with black dots – Play games with domino card sets.</p> <p>➤ Games from other cultures – choose from Resource Book 1 or a Solomon Islands game from another place.</p> | <p>R 3 pg 47, Number cards</p> <p>R 1 pg 147, Colour matching</p> <p>R 3 pg 30, Colour cards</p> <p>R 3 pg 14-17, Dominoes cards</p> <p>R 1 pg 137, Games</p> |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|---|
| | Try Time 45 mins | |
| MA.1.1.1.3 Patten, match | <p>> Topic: rectangle shape</p> <p>Flash card: rectangle - Match shape cards with their name cards.</p> <p>Patterns with drawing – extending, Children to draw over the pattern from resource book that includes shapes and then continue it. Teacher either draws pattern in exercise books for each child or draws it on chart paper for small groups to do together. (includes shapes from the last week).</p> | R 3 pg 35, Rectangle R 2 pg 136-137, Pattern extending |
| | Move Time 2 30 mins | |
| SM.2.3.1.1 Movement skills SE.1.3.1.1 Basic skills LL.1.1.1.1 Action songs | <p>> Shape: Children take yesterday's favourite body shape. Line up children in a row of 8. Now bend the row in a wave pattern and turn some children to face other directions. All make their shape, showing the class a changed pattern of shapes. Take turns with all the class participating.</p> <p>> Dressing up – play competitive games but demonstrate unity. Teacher brings 4 lava lavas. Divide children into 4 even teams. Rules: put on a lava lava a certain way (teacher shows a way). Child runs up to a tree and back. Child passes lava lava to next child to put on. First team sitting down with all members having run is the winning team.</p> | |

TERM 1: WEEK 3: DAY 5

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|--|-----------|
| | Talk Time 40 mins | |
| | <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> | |
| | Story Time 40 mins | |
| | Revise... | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 30 mins | |
| | Revise... | |

TERM 1: WEEK 4: DAY 1

Value Theme – Unity, Theresa joins together.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | Talk Time 40 mins | |
| SE 2.1.1.3 Define peaceful SE 1.2.1.2 Feelings in role play | > Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively in talk time. Share news. > Topic today: Peace -Things that make me feel calm and peaceful – start a conversation about things helping me to become peaceful. If they feel angry or upset they can use these strategies to make themselves feel peaceful again, e.g. sitting hugging my aunty, putting my feet in the cold river, drinking a coconut, listening to a nice story, singing. Get children to share their ideas. Also, children to practise English and Language to meet their needs like: “Aunty, I feel sad, can I hug you?” > Stimulus picture: Quiet boy sits on white chair – use the picture to stimulate conversation about today’s topic. | R 2 pg 50, Quiet Boy picture |
| | Story Time 40 mins | |
| SE.2.1.1.3 Define peaceful SC.1.2.1.1 Custom stories | > Introduce to children the value peace and the character - Peter brings peace. Define Peaceful. Read to the children “Peter brings Peace” story and show the pictures of Peter. > Custom story about how things happen in the world (e.g.time, weather). Teacher should tell a custom story or invite a visitor to come and tell one. Help the children to notice how the story includes information about time or weather. | R 2 pg 4, Peter pictures R 1 pg 19, Peter Story |
| | Move Time 1 35 mins | |
| MA.1.1.1.1 Counting MA.1.1.1.6 Counting oneto-one MA.1.1.1.7 Counting in sequence | > Game: Play rubbers in small groups, use counting. Send children for free play for 15 mins but ask them to use the maths language “bigger and smaller” in their play and show them you are listening for the words. > Game: Soft and Loud | TG 2, section 3.7 and 3.10 R 1 pg 125, Game |
| | Think Time 45 mins | |
| MA.1.3.1.1 Use maths language LL.1.1.1.1 Action songs | > Topic: Maths language for sorting - bigger, smaller. See TG2 section 2.10 for advice. Teacher puts a lot of different sized things in front of children. Compare things placed next to each other, while practising using words bigger and smaller. | R 1 pg 3, Maths songs |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|------------------------------------|
| | Send children in pairs to compare the sizes of things in the classroom. Maths songs: Once I caught a fish alive; 10 Little Solomon Children – sing forward and backwards through the numbers. | |
| | Try Time 45 mins | |
| SC.1.3.1.1 Sort and group | <ul style="list-style-type: none"> > Topic: Counting things in a story, sorting and grouping. Role play - Act out Peter brings peace story – choose a confident boy or girl to be Peter. Stop reading every time you come to a number and make the number using blocks or stones. > Sort clothing – sort and group the learners by the clothes they wear by colour, and by skirts and shorts. Teacher can invite children to decide which group they belong in, rather than sending them to a group. Teacher models English then children copy, to describe their group e.g. “Our group is red clothes”, or “I’m wearing black and green. I’m in the green group”. > Flash card: Shape: Oval - children draw 10 eggs and count them. | R 3 pg 35, Oval Flash card, Crayon |
| | Move Time 2 30 mins | |
| SM.2.3.1.1 Movement skills SE.2.1.1.3 Define peaceful | <ul style="list-style-type: none"> > Running games: Baton changing relay, arch relay. > Movement to calm down: Stand straight and very still. Close your eyes and listen to your breathing. Feel your breath moving your body. Lie on the floor very straight, tell them to close your eyes but listen to your voice. Tell them to feel their breath moving their body. They should be quiet and relaxed. Tell them they are all very peaceful. They should slowly move their head from side to side a few times. Rest for 5 more minutes. Then get up very slowly and all smile. | R 1 pg 136, Game |

TERM 1: WEEK 4: DAY 2

Value Theme: Peace - Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| SE.1.1.1.1 Share about self | <ul style="list-style-type: none"> > Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic today: What things have I learned to do? Build discussion from Stimulus pictures - Girl and Boy on Tyre, Girls play shop or bottle games. Teacher asks about what they see in the picture. What can they do by themselves? Are any parents helping them? Can you do that? (e.g. I can play, I can dress myself, I can walk around the edge of a tyre). <p>Finger puppets – everyone should have a puppet. Learners stand up and move around room talking to different friends through puppet.</p> | <p>R 2, pg 45, pg 97, Pictures</p> <p>R 3 pg 125, Puppets</p> |
| | Story Time 40 mins | |
| SE.3.1.1.1 God the Father SE.3.3.1.1 Bible stories LL.2.1.1.1 Enjoy rhymes LL.2.2.1.1 Interpret picture | <ul style="list-style-type: none"> > Christian Education Story: Our God of Wisdom – Use bible lesson from resource book and follow instructions provided reading (Isaiah 40: 13-14 The Israelites trusted in God's perfect wisdom and we can trust him too) and making play dough – see recipe. > Rhymes – 1,2 put on my shoe – encourage children to enjoy saying and acting out rhyme in English. Use other languages to support meaning. > Big Book: 7 Things – follow the shared book guidelines. Focus on drawing meaning from pictures and 2 phrases: "I like, I learn". | <p>R 1 pg 88, Christian Story R 1 pg 140, Recipe R 1 pg 3, Rhyme</p> <p>UNICEF book Shared book, TG 2 section 2.</p> |
| | Move Time 1 35 mins | |
| MA.1.1.1.1 Counting MA.1.3.1.1 Use maths language | <ul style="list-style-type: none"> > Game: Play rubbers in small groups, use counting. Play elastics and use in and out song about England. | <p>R 3 pg 47, Number Cards TG 2, section 2, Game</p> |
| | Think Time 45 mins | |
| MA.1.1.1.7 Count in sequence MA.1.3.1.1 Use maths language | <ul style="list-style-type: none"> > Numbers 6-10 revision and practice –get children to use sets of animal and numeral cards for grouping and counting, matching animal to numeral in one-to-one correspondence and playing game "guess my number". Repeat phrases from the Peter brings Peace story e.g. "9 is bigger than 6". | <p>R 3 pg 47, Number cards</p> |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | <p>Send children to practise using maths language: bigger, smaller while comparing various objects in the room.</p> <p>Take children for a walk outside to look at bigger and smaller things e.g. leaves, trees, muddy puddles.</p> <p>> Story: Big and Small – read the short story and go over the concepts.</p> | <p>Leaves/stones/sticks/shells</p> <p>R 1 pg 80, Story</p> |
| | Try Time 45 mins | |
| <p>MA.2.1.1.2 Construction</p> <p>MA.1.1.1.3 Patten, match</p> | <p>> Topic: Shapes</p> <p>Construction – use play dough: make numbers, make counters to add together to a number like 6.</p> <p>Shape: diamond - use play dough to make diamonds. Make a diamond flash card.</p> <p>Worksheet – “Shape Roll and Trace”. Make a small ball of playdough. Roll it along the edge of each shape. Then draw along shape with a pencil.</p> | <p>R 3 pg 35, Diamond</p> <p>R 2 pg 146-178, Shape trace</p> |
| | Move Time 2 30 mins | |
| <p>SM.2.3.1.1 Movement skills</p> <p>SE.2.1.1.3 Define peaceful</p> <p>MA.1.1.1.1 Counting</p> | <p>> Movement to calm down – peace – begin by walking on the spot quickly. Reduce speed to very slow then stop. Standing, close eyes and breath slowly. Open eyes. (As teacher tells the children what to do their voice must be relaxed, gentle and slow.) Ask them to lift one foot a bit and gently shake their leg. Repeat on other leg. Then raise one arm a bit and gently shake the arm. Repeat on with the other arm. Gently lift their shoulders up toward their ears and lower. Repeat. Slowly lift arms above their head while breathing in. Slowly lower arms while breathing out. Get everyone to say: “I feel peaceful”. Repeat a few times. Lie down quietly and rest 5 mins.</p> <p>> Revise numbers 1-10 through finger counting (see TG 2, section 2.6 for help); and through movement – children make numeral shapes with bodies in pairs, play games running into groups of called numbers.</p> | |

TERM 1: WEEK 4: DAY 3

Value Theme: Peace - Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| SE.1.1.1.3 Play with different friends LL.1.5.1.1 Enjoy Rhymes | > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic today: What activities do I do with my friends? Teacher encourages children to discuss. > Rhymes – Open Shut Them, When the Rain is Falling Down, Humpty Dumpty, Ten Little Solomons, Clean Hands. Encourage children to do actions. Use other languages to support English. | R 1 pg 2-17, Rhymes R 2 pg 44, Open Shut Them chart |
| | Story Time 40 mins | |
| SC.1.2.1.1 Custom stories LL.1.2.1.2 Use languages to help Eng. meaning | > Custom story – how things happen in the world (time, weather, or something else) Teacher should again tell a custom story or invite a visitor to tell one. Help the children to notice how the story includes information about time or weather or something else on their island. Encourage children to show interest in local stories. from their culture. > Story: The Big Match –read to children in English, translate to languages. Focus on theme of unity being linked to peace, personal pride and working together. Invite responses e.g. what did you like about this story? | R 1 pg 39, Story |
| | Move Time 1 35 mins | |
| MA.1.1.1.6 Counting one-to-one | > Game: Play rubbers in small groups, use counting. > Draw some number lines (see advice TG2 section 3 maths and picture here) or use ropes and mark numbers. Try to shoot rubbers the full-length of number line. Children count numbers as they walk to collect their rubbers. Action songs – teacher to choose from those everyone knows and enjoys about numbers. | Rubber ban/ropes |
| | Think Time 45 mins | |
| MA.1.1.1.7 Count in sequence | > Topic: Counting, maths language and choosing good building materials. Numbers 1-10 review and practice - get children to point at numeral cards. Count up and down, count on fingers and do number card activities (see TG2, section 3 maths). Draw some number lines (see advice TG2 section 3 maths) or use ropes and mark numbers. | R 3 pg 47, Number/ropes |

>> continue from page 37

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| MA.1.3.1.1 Maths language SC.1.3.1.1 Sort and group MA.1.1.1.3 Patten, match | Children put numeral cards beside line. Hop up and down calling out numbers. Send children to use sets of animal and numeral cards for grouping and counting, matching animal to numeral in one-to-one correspondence and playing game “guess my number”. Maths language in English: bigger, smaller – ask children to make their bodies smaller in a crouch and then grow bigger and taller. Invite 5 children to make a group and hold hands. Invite a different 3 children to make a group and hold hands. Ask the rest of the class which group is bigger, and which one is smaller? Talk about number size. > Send children to practise using maths language: bigger, smaller while comparing various objects in the room. > Talk about choosing good building materials. Ask learners: Is calico okay as a building material? No water goes through it. Will leaves work – yes the right ones from Sago palm. Show pictures and discuss the building. | Game TG 2, Section 3 maths R 2 pg 108-113, Building pictures R 3 pg 56-59, Animal Numeral Cards See TG 2 section 3.6, 3.8 for teaching strategies |
| | Try Time 45 mins | |
| MA.1.1.1.6 Counting one-to-one MA.1.1.1.7 Count in sequence | > Topic: counting, reading numbers and numerals > Games – maths domino cards – teacher should make extra sets of dominoes from template in resource book. (Use cardboard or wood or off cuts of carpet). Use dominoes to practise counting, ordering, grouping and matching. Tracing – trace car lines and read numbers. Trace numerals and numbers then write a line of number words. | R 3 pg 14-17, Domino cards R 2, pg 114-115, Number tracing |
| | Move Time 2 30 mins | |
| SE.2.1.1.3 Define peaceful SM 3.1.1.2 Move freely | > Game: What’s the time Mr Wolf? > Movement to calm down – peace – Walk quickly around the room in a big circle, then run slowly. Gradually slow to stop. Lie on the floor very straight, close eyes but listen to teacher’s voice. Tell them to feel their breath moving their body. Be quiet and relaxed. Tell them they are all very peaceful. Ask them to squeeze their fingers and toes tight, then let them go soft. Repeat. With arms resting on floor, twist wrists around slowly. Very slowly move head side-to-side. Get up very slowly. Lean over to touch your toes and hang forward for a time. | R 1 pg 135, Game |

TERM 1: WEEK 4: DAY 4

Value Theme: Peace - Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | Talk Time 40 mins | |
| SS.1.1.1.2 Family activities SS.2.1.1.1 Order events LL.2.2.1.1 Interpret picture | <p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Milestones in growing—see stimulus picture – Ask children questions about the picture; talk about the way we change as we grow older.</p> <p>Do energiser.</p> <p>> Topic : What do I do to help at home? Teacher encourages children to discuss (e.g. get water, play with little brother, carry for mummy). Send children to roleplay these things with a partner around the classroom.</p> | R 2 pg 69, Picture |
| | Story Time 40 mins | |
| LL.2.5.1.1 Identify print LL.4.1.1.1 Interest in books | <p>> Small Book: The Storm - follow guidelines for shared reading and focus on the English language pattern: “See the...” Predict what they will see using pictures as clues.</p> <p>Big Book: 7 Things – share again.</p> <p>> Shows interest in books – invite children to take any small book with a friend and sit and look at it together. Teacher should move around the room pointing out the book cover and page numbers and encourage children to comment on a picture to each other.</p> | Sunshine Book Guidelines TG 2, section 2 UNICEF book “The storm” |
| | Move Time 1 35 mins | |
| MA.1.1.1.7 Count in sequence | <p>> Game: Play rubbers in small groups, use counting</p> <p>Numbered groups game – ask children to find a few friends and sit in a small circle. There will be a few groups in the room. Tell the children you will now move them around to form bigger groups of 10 in a circle. Then tell them you will move them again to make smaller groups of 6 in a circle. Then smaller groups of 5 in a line. See how fast they can rearrange themselves when you hold up a number card.</p> | See TG 2 sections maths R 3 pg 47, Number Cards |
| | Think Time 45 mins | |
| MA.1.1.1.1 Counting MA.1.3.1.1 Use maths Language | <p>> Topic: counting.</p> <p>Numbers 1-10 review and practice - get children to count on fingers and do number card activities for numbers 1 – 10 (see TG2, section 3 maths). Send children to use sets of animal and numeral cards for grouping and counting, matching animal</p> | See TG 2 sections maths |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| MA.1.1.1.2 Explore concrete materials | to numeral in one-to-one correspondence and playing game “guess my number”. > Ten frames and sets of ten – make ten frames on card. Learners to fill with counters. Extension activity – counting sets of 5, then 10. Maths language: bigger, smaller. > Recall the story about Peter brings peace and ask children to read aloud parts like – “9 is smaller than 10” | R 3 pg 56-57, Animal numeral cards R 2 pg 128, Ten Frames R 2 pg 121, Grouping 10 R 1 pg 19, Peter story |
| | Try Time 45 mins | |
| MA.1.3.1.1 Maths language MA.1.1.1.2 Explore concrete materials LL.1.5.1.1 Enjoy Rhymes | > Topic: Maths language Send children to choose a material like stones or bottle tops to count and group with a friend. Encourage them to make different kinds of groups through colour, shape, weight and pattern. Teacher moves around using the vocabulary “bigger” and “smaller” and other maths words. > Rhymes – Tall Tree, Johnny Johnny, This Is the Father Good and Kind, Mama Darling Encourage children to enjoy rhymes. > Send children with a partner to get a book from the basket/shelf and read together. | R 1, pg 11, Rhymes |
| | Move Time 2 30 mins | |
| LL.1.1.1.1 Action songs MA.1.1.1.1 Counting | > Action songs – Choose a song known locally that is about peace - any language or English. Add actions if they don’t already exist. Practise for any presentation time. > Games – “Guess the Numbers” class maths game, “Guess my number” - small group maths game. > The number mat – see mat games. | Song about Peace R 1 pg 135, Game See TG 2 Section 3 |

TERM 1: WEEK 4: DAY 5

Value Theme: Peace - Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|--|-----------|
| | Talk Time 40 mins | |
| | <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> | |
| | Story Time 40 mins | |
| | 7 Things - Big Book The Storm Review, extend | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 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 3: Term 1, 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 one. 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 3.1 below shows the Specific Learning Outcomes for term 1 weeks 5 - 8.

Language and Literacy (LL)

Specific Learning Outcomes

- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.3 listen to the ideas of others in conversations and discussions
- LL.1.3.1.4 share personal experiences with others in simple phrases
- LL.1.5.1.2 practise hearing differences in the beginning sounds of words
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.2.1.2 recall important details from a story
- LL.2.3.1.2 respond to stories with facial expression
- LL.2.4.1.2 point to the first word on a page of a story to indicate where the teacher should start reading
- LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages (e.g. mi – rei – lara)
- LL.3.3.1.1 produce simple handwriting movements as preparation for writing
- LL.3.3.1.2 use symbols to represent ideas (draw circle for moon, triangle or rectangle for a sandwich)
- LL.4.2.1.1 talk about a favourite character in a story or favourite part of a story
- LL.4.3.1.1 identify parts of a book, turning and care of pages, storing books
- LL.4.3.1.2 retell, draw or role-play (act) traditional stories or characters
- LL.4.3.1.3 explain that the purpose of some texts is to entertain

Mathematics (MA)

Specific Learning Outcomes

- MA.1.1.1.8 recognise that the arrangement of objects does not affect how many there are
- MA.1.1.1.9 arrange sets of objects in order according to number
- MA.1.1.1.10 observe and copy the written form of numbers using a variety of tools

- MA.1.2.1.1** count on from a given number between one and ten
- MA.1.3.1.1** use language to describe number
- MA.2.1.1.4** observe and describe properties of objects according to shape, size, weight, pattern, colour, texture
- MA.2.2.1.1** make comparisons of size, shape, colour and detail
- MA.2.2.1.2** compare length and height using non-standard units
- MA.2.2.1.3** compare and order objects according to length or height
- MA.2.3.1.1** use language of comparison. e.g. longer, shorter, thin, thick
- MA.3.1.1.1** count and record height, gender, colour of hair, clothes of members of class
- MA.3.2.1.1** use simple displays to represent responses to questions
- MA.3.3.1.1** use data displays to answer simple questions. e.g. 'How many students had brown hair?'

Science (SC)

Specific Learning Outcomes

- SC.2.1.1.1** identify the senses of sight, smell, touch, hearing and taste
- SC.2.1.1.2** identify and describe various objects through sight
- SC.2.1.1.3** identify objects or the source of the smell through sense of smell only
- SC.3.1.1.1** investigate the tools needed for people to meet their basic needs
- 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.3.1.1.1** build awareness of maps, globes and models as representations of places
- SS.3.1.1.2** recognise that other children and people live on different islands and in different countries
- SS.3.2.1.1** use language related to locations and directions eg. between, near, far, above, below, beside, opposite
- SS.3.3.1.1** talk about ways to care for the land and sea
- SS.3.3.1.2** identify some consequences of not caring for the land and sea
- SS.3.3.1.3** use rubbish bins around the home and school

Sensory, Motor and Health (SM)

Specific Learning Outcomes

- SM.2.1.1.1** discuss favourite foods one likes to eat. Identify healthy and fresh foods
- SM.2.1.1.2** understand simple nutrition in terms of 'always foods' and 'sometimes foods', the importance of plenty of water
- 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.3.3.1.1** follow two actions in correct sequence
- SM.3.3.1.2** identify the missing part in a sequence of two actions

Social and Emotional Skills (SE)

Specific Learning Outcomes

- SE.1.2.1.3** show concern by asking how others are feeling
- SE.1.2.1.4** roleplay how to help people in need

- SE.1.2.1.5** talk about connections between feelings, body reactions and body language
SE.1.2.1.6 recognise that others may feel differently about the same situation
SE.2.1.1.3 discuss ways we can show peace
SE.2.1.1.4 discuss ways we can show responsibility
SE.2.3.1.2 demonstrate peace through gentleness, respect, cooperation, citizenship, connecting with others, reconciling, feeling calm
SE.2.3.1.3 demonstrate responsibility by keeping promises, being on time, helping the community and environment
SE.3.1.1.1 identify God the Father as eternal, the creator of the world and the source of all knowing
SE.3.3.1.1 join in with Bible stories and activities

Table 3.2 displays the 6 learning areas that make up the curriculum programme, followed by the 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 1.

Table 3.2 below shows the Learning Areas and Strands in the Pre-primary year programme.

| Code | Learning Area | Strands | Strand Theme |
|-------------|------------------------------|---------------------------------|--|
| LL | Language and Literacy | | |
| LL.1 | | Listening and Speaking | Promote effective communication and learning |
| LL.2 | | Reading | Basic concepts of print as language and meaning represented by symbols |
| LL.3 | | Writing | Emerging writing skills to convey meaning through print |
| LL.4 | | Literature | Purpose of written text |
| MA | Mathematics | | |
| MA.1 | | Number and Operations | The use of simple symbols to represent numbers and emerging concepts |
| MA.2 | | Shape and Measurement | Simple shapes and forms of measurement |
| MA.3 | | Statistics | Simple statistics |
| SC | Science | | |
| SC.1 | | Science Knowledge | Information to gather and organise |
| SC.2 | | Science Skills | Personal skills to explore concepts and ideas |
| SC.3 | | Science for Others | Patterns and changes that can help others |
| SS | Social Studies | | |
| SS.1 | | Social Studies Knowledge | Personal community and history |
| SS.2 | | Social Studies Skills | People and events can be significant |

| Code | Learning Area | Strands | Strand Theme |
|------|-----------------------------|---------------------------|---|
| SS.3 | | Social Studies for Others | Serve and protect |
| SM | Sensory, Motor and Health | | |
| SM.1 | | Safety | Safe practices for work and play |
| SM.2 | | Health | Make healthy choices and habits |
| SM.3 | | Movement | Movement for health and cognitive ability |
| SE | Social and Emotional Skills | | |
| SE.1 | | Identity | Awareness of personal identity |
| SE.2 | | Values | Values in daily life |
| SE.3 | | Christian Education | A sense of Christian Identity |

SECTION 4: Term 1, Weeks 5 - 8

Lessons

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.

TERM 1: WEEK 5: DAY 1

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| | Talk Time 40 mins | |
| SC.2.1.1.2 Identify through sight LL.2.1.1.2 Join in rhymes | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively. Share news</p> <p>➤ Topic: 5 senses.</p> <p>We can use our 5 senses to explore and learn about the world. Today talk about identifying objects by sight. Teacher has three pieces of paper with very small holes in them. Hide an object behind. Ask children what might be there? Change the paper to one with a bigger hole. Ask them to look again and try to see what it is. Now change to a third appear with a larger whole and children should be able to identify what is behind. Then show the object. Ask children to speak in whole sentences.</p> <p>Rhymes - I can Draw a Circle, I Have Two Eyes.</p> | R 1, pg 14, Rhymes |
| | Story Time 40 mins | |
| LL.2.4.1.2 Point to first word in story LL.1.5.1.2 Hear beginning sounds SS.3.1.1.1 Awareness of maps | <p>➤ Big Book: 7 Things – share again.</p> <p>➤ Small Book: Bug on a Rug – invite children to point to first word in story, use shared reading guidelines and focus on describing properties of objects in the pictures – colour, shapes and numbers of things in pictures, see the words used on pg iii.</p> <p>Also build awareness of beginning sounds /b/, /o/ and /r/</p> <p>➤ Build awareness of map of SI – Discuss what the map represents – land and sea. Look for their islands.</p> | UNICEF book, “7 things” Fitroy book 3, “Bug on a rug” Solomon Islands map |
| | Move Time 1 35 mins | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| LL.1.2.1.1 Explore language through songs SS.2.3.1.1 Custom stories | > Sing National Anthem of Solomon Islands. Sing songs with custom dances. | R 2 pg 36, Song |
| | Think Time 45 mins | |
| MA.1.1.1.10 Written numbers MA.1.1.1.9 Arrange objects in order MA.1.1.1.8 Arrange objects LL.3.3.1.2 Use symbols | > Topic: Use symbols to represent ideas Number 11 Flash cards – write 11 with finger in air, on floor, on hand, group stones into sets of 11. Use two tens frames to see group of ten and 1 extra. Follow number strategies activities and games in TG 2 for developing number knowledge. > Symbols can represent ideas – describe this concept/idea. Some symbols that communicate are -. the Cross communicates about Jesus saving us from the penalty of our sins. You can have a symbol that means a girl. Theresa from our Unity theme has globe on her shirt. A globe is a symbol that tells about the shape of the whole world and maps where the countries are - show globe picture. ✓ tick – means you are correct. | R 3 pg 47, Number cards Make a symbols chart e.g.: R 3, pg 129, Globe picture |
| | Try Time 45 mins | |
| LL.3.3.1.2 Use symbols LL 3.3.1.1 Handwriting movements | > Topic: Symbols Today we will try to make symbols to tell about noisy actions. Our noisy actions are: clap, snap, pat, stamp. Read the instructions with the Noisy Actions symbols chart. Teacher makes chart and makes flash cards of 4 symbols chosen by learners. All do the action when the flash card is held up by someone. Try different orders. > Fine motor skills – develop skills in drawing through using a finger to draw a circle on your hand, in the air, then on your friend's back. Worksheet: 5 Shapes - roll around, trace, join dots and colour in shapes; Talk about the shapes: How many sides? How many corners? Are there any curved lines? | R 2 pg 44, Noisy Actions R 2 pg 146-178, R Shape trace |
| | Move Time 2 30 mins | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---------------------------------|
| <p>SM.3.3.1.1 Follow actions in sequence</p> | <p>➤ Respond to sight with movements – show symbol on flash card for noisy action and children should do the action. Children make more sets of cards – 8 sets. In groups of 4 – 8 they take cards and place in a sequence. Then the group tries to do the action sequence. Then children choose a new sequence for their group.</p> | <p>R 2 pg 44, Noisy Actions</p> |

TERM 1: WEEK 5: DAY 2

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---------------------------------------|
| | Talk Time 40 mins | |
| SC.2.1.1.3 Sense of smell SM.2.1.1.1 Favourite and fresh foods LL.2.1.1.2 Enjoy rhymes SM.3.2.1.2 Fine motor skills | <ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic today: Identify and describe 3 objects by smell. Game: Blindfold some children. They must stand 5 metres away from the object and try to say what it is. Then teacher moves to 2 metres and blindfolded children try to say what it is. Then teacher moves up close and they try again. Bad smelling food: Talk about keeping ourselves safe by eating good food. What does bad smelling food tell us? > Rhymes - I can Draw a Circle, I Have Two Eyes. > Fine motor – develop skills in drawing through using a finger to draw a circle on your hand, a finger to draw a circle and waves in the air, then a pencil in the air. | R 1 pg 14, 5, Rhymes |
| | Story Time 40 mins | |
| SE.3.1.1.1 God the Father SE.3.3.1.1 Bible stories LL.1.3.1.2 Enjoy stories | <ul style="list-style-type: none"> > Christian Education – “There is no one like God”. Use bible lesson from resource book 1 and follow instructions provided. Isaiah 40: 18 – 20, 25. There is no one like God, so all of our hearts and worship should be for him. The Storm – share book again. | R 1 pg 89, Story Sunshine book |
| | Move Time 1 35 mins | |
| SM.3.3.1.1 Follow actions | <ul style="list-style-type: none"> > Shell Toss - Set out some plastic plates, (or just about anything) on the grass or floor. Have the children stand back a few feet and attempt to toss the shells onto the plates. 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.) > Ring the Bottles - Cut the middles out of some old large lids for rings. Then set up some plastic bottles (full or empty) and get learners to take turns trying to toss the ring over the top of the bottles. | |
| | Think Time 45 mins | |
| SS.3.1.1.1 Awareness of maps | <ul style="list-style-type: none"> > Topic: Maps – revise map of S.I. Then create a map to represent an outdoor area in our school. Teacher | R 3 pg 128, Map |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| SC.3.2.1.2 Record information | explains, demonstrates and seeks input from learners, taking chart paper outside to look at area. Together they choose symbols to place on map e.g. a square to represent the classroom. > Record information by constructing: Learners use construction materials in small groups to make something to represent the map. e.g. sticks, boxes, coconuts, rocks. This is challenging. Praise and encourage attempts. | |
| | Try Time 45 mins | |
| LL.3.3.1.1 Handwriting movements LL.2.6.1.2 Sounds between languages MA.1.1.1.8 Arrange objects MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers | > Topic: Pre-writing skills, number 12. > Hand-eye coordination development exercises: Eye-tracking exercises, Opposite knee taps and Marching Thumbs. Pre-writing handwriting movements - hold a pencil in the air and draw circles, then waves. Guide learners in how to hold a pencil. See pencil grip chart. Worksheet: Trace hands with a pencil. > Connect languages – identify number words across languages e.g. [one], [wun], [tahi]. Use board or chart paper by showing them side-by-side. Number 12, (flashcard) make sets of 12 with materials, arrange groups of 12 in different ways. Throw two dice and try to show 12 with two 6 faces. Model writing 12. Send children to follow your model with materials and also to use dominoes to make different groups of 12. | R 1 pg 126, 135 exercises R 2 pg 40, Pencil Chart R 2 pg 146, Tracing hands R 3 pg 47, Number Cards |
| | Move Time 2 30 mins | |
| SC.2.1.1.1 Sense smell SM.3.3.1.1 Follow actions in sequence | > We can use our 5 senses to explore and learn about the world. Another sense is smell. Ask children what they can smell in the air today e.g. smoke, rain, flowers, fish. > Respond to smell with movements: Teacher can help children decide on a movement to represent each thing e.g. they smell smoke – the movement might be - fly across the room. Make a sequence of 4 movements – see Movement Lesson Ideas. > Noisy actions sequence – get the action flash cards out that you made yesterday. Small groups choose and sequence actions e.g. clap, stamp, etc differently to yesterday. Repeat the sequence many times. Invite children to now work in pairs with 4 cards and choose a new sequence and show the class. | R 2, pg 44, Noisy Actions See TG 2, section 4 Movement Lesson Ideas R2, pg 44, Noisy Actions See TG 2, section 4 Movement Lesson Ideas |

TERM 1: WEEK 5: DAY 3

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | Talk Time 40 mins | |
| SC.2.1.1.1 Identify the senses LL.2.6.1.2 Sounds between languages SM.3.2.1.2 Fine motor skills | <p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Identify and describe objects by touch.</p> <p>> Teacher will get a basket (a bag that can close) and put 1 object inside that a child can reach in and touch and tell what it is. Children to use whole sentences, try in language or Pijin, then English. Practise phrases in English e.g. "I touched the mango." Repeat with different objects.</p> | R 1 pg 6, Mangoes |
| | Story Time 40 mins | |
| LL.1.3.1.2 Stories for enjoyment LL.1.3.1.4 Share experiences | <p>> Small Book: Bug on a Rug – share again.</p> <p>> Big book: I Love to Read. Remind children that they can listen to stories for enjoyment. Use shared book guidelines and also focus on the English Phrase "I love to read". Ask children to speak the phrase and add their own ending e.g. I love to play with cars. Look at the English word [like] in other sentences they could speak. e.g. I like bananas. Model: "Do you like _? Yes I like _. No I don't." Invite children to practise sentences in English using "I" with a partner, then with the values finger puppets.</p> | Sunshine book UNICEF book, "I love to read" Fitzroy book 3, "Bug on the rug" |
| | Move Time 1 35 mins | |
| SM.3.3.1.1 Follow actions | > Games: Walk or Run, On the Beach In the Sea. | R 1 pg 136, Games |
| | Think Time 45 mins | |
| MA.1.1.10 Group and write numbers SC.3.1.1.1 Tools to meet needs | <p>> Topic: number 13, people need shelter.</p> <p>> Flash card: Number 13 – Teacher can model - write 13, make sets of 13 with stones, re-arrange groups of 13 into 5, 5, 3, then show on fingers. Get children to use finger counting. Send children to counters and games to sort, group and count. Write 13 in books. Each learner to draw 2 Ten frames and colour in 13 spaces. Draw groups of things see TG 2 pg 130-131.</p> <p>> Discuss how to shelter from rain – umbrella, custom umbrella, leaf roof, metal roof, tree, cave.</p> | R 3 pg 47, Number Cards R 2 pg 128, Ten Frames |
| | Try Time 45 mins | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|--------------------|
| SC.3.1.1.1 Tools to meet needs SC.3.2.1.1 Contribute to discussions SS.3.1.1.2 Different islands SC.3.2.1.2 Record information | > Topic: Tools to meet people's needs - stick to dig, bottle or bamboo to collect water, coconut shell to start fire. Teacher draws on chart as children make suggestions. > Stimulus picture: Passing Down the Tin At wharf, Dad hands roofing Iron down to son on boat – Teacher can help learners understand that we use boats to transport materials to another island to meet their basic needs for shelter. > Draw freely based on picture and discussion. | R 2 pg 94, Picture |
| | Move Time 2 30 mins | |
| SM.3.3.1.1 Follow actions in sequence | > We can use our 5 senses to explore and learn about the world. We can respond to touch with movement: Stand in a line along the length of classroom. When the teacher or another child touches your elbow respond with the two actions in sequence: 1) reach up high with one hand, 2) touch the ground with the other hand. 3) Then touch the elbow of the next person in the line for their turn. > Repeat this activity with a variation e.g. stand in 2 circles, change to reach out and behind. | |

TERM 1: WEEK 5: DAY 4

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|--|
| | Talk Time 40 mins | |
| SC.2.1.1.1 Identify the senses LL.2.6.1.2 Sounds between languages | <ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Identify things by hearing - Teacher can hide some things behind a lava lava. When the teacher makes a noise with something children should listen and say what the thing is e.g. rattling seeds, water shaking in a bottle. Talk about what the language name is for rattle and water and bottle. Compare to English and add more language examples. | Lavalava/chart paper |
| | Story Time 40 mins | |
| LL.2.1.1.2 Meaning in stories LL.1.3.1.2 Stories for enjoyment | <ul style="list-style-type: none"> > Small Book: Under the Sea. Use shared book guidelines and also focus on high frequency words and beginning sound /s/ - try to speak other words that begin with this initial sound /s/. > Rhymes: Two little eyes, small and special and any others. | Sunshine book R 1 pg 5, 13-14, Rhymes |
| | Move Time 1 35 mins | |
| SM.3.2.1.2 hand-eye and fine motor skills | <ul style="list-style-type: none"> > Hand-eye coordination development exercises: Eye-tracking exercises, Opposite knee taps and Marching Thumbs. > Game: Who is Knocking on My Door? Game: Soft and Loud – let many children have a turn. | R 1 pg 126, 135 exercises R 1 pg 125, Game |
| | Think Time 45 mins | |
| MA.1.1.1.8 Arrange objects MA.1.1.1.10 Written numbers | <ul style="list-style-type: none"> > Topic: number knowledge. Number 14 Flash card – write, sets of, arrangement Teacher can model - write 14, make sets of 14 with stones, rearrange groups of 14 into 5, 5, 4, then show on fingers. Get children to use finger counting. Send children to counters. > Put out a big number line and demonstrate putting counters beside each number then grouping them to 14. Invite children to try using numberline. Write 14 in books. Guide -TG2 section 3 for more number line activities. > Game: Soft and Loud – do again– let many children have a turn again. | R 3, pg 47, Number Cards R 1 pg 125, Game |
| | Try Time 45 mins | |
| | <ul style="list-style-type: none"> > Topic: Mapping – Awareness of maps. | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| SS.3.1.1.2 Different islands SS.3.1.1.1 Awareness of maps SC.3.1.1.1 Tools to meet needs SC.3.2.1.2 Record information | > Stimulus picture: Boat on the water – Talk about picture and recognise children live on other islands, Mapping – Create a map to represent our island. Show map of SI and point out our island, then teacher can redraw our island simply on chart paper. Make 5 copies. > Talk about meeting people's basic needs- this other island must have water and food growing and tools or no one could live on it. Children work in small groups to colour sections of Island map to represent river, trees and houses and gardens. Help children to know they are recording information through their drawing. | R 2 pg 93, Picture R 3 pg 128, Map R 2 pg 41, Basic needs |
| | Move Time 2 30 mins | |
| SM.3.3.1.1 Follow actions in sequence | > Action Song: You do the Hokey Pokey. Explore sequences in this song. > Do other action songs. | R 1 pg 5, Song |

TERM 1: WEEK 5: DAY 5

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|--|-----------|
| | Talk Time 40 mins | |
| | <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> | |
| | Story Time 40 mins | |
| | Small Book: Bug on a Rug Small Book: Under the Sea Revise... | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 30 mins | |
| | Revise... | |

TERM 1: WEEK 6: DAY 1

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| | Talk Time 40 mins | |
| LL.2.6.1.2 Sounds between languages LL.1.3.1.3 Listen to others LL.1.3.1.4 Share experiences SC.3.2.1.1 Class discussions | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Share experiences.</p> <p>Story - The Angry Brothers – introduce the story by talking about brothers and sisters, how they get along and how sometimes they do not get along. Encourage learners to share their experiences. Read the story, using Mother Tongue and / or Pijin to ensure understanding. Use a collection of shells or stones to represent the toys in the story (or real toys if you have them) and get learners to help you divide and join them according to the story. Invite learners to give their thoughts on the behaviour of the two boys and then apply what they have learned to the value of peace.</p> | R 1 pg 41, Story |
| | Story Time 40 mins | |
| SS.3.2.1.1 Location and direction LL.2.2.1.2 Recall details LL.1.5.1.2 Hear beginning sounds | <p>➤ Small Book: Bug on a Rug – share again. Follow teachers notes in the book.</p> <p>➤ Big Book – A New Friend.</p> <p>Follow the shared book guidelines giving particular attention to details about all the places that the girl looked. Play with the starting sound of each place she looked so learners start to identify beginning sounds. Model and use language such as near and far to describe her searching. Invite the learner to explain how they liked the story. Ask them, "What helped to give the girl peace at the end of the story?"</p> | Fitzroy book UNICEF book Guidelines, Teachers' Guide 2, section 2 |
| | Move Time 1 35 mins | |
| LL.1.5.1.2 Hear beginning sounds LL.2.6.1.2 Awareness of features of print SM.3.3.1.2 Missing part in a sequence | <p>➤ Flash card 13 letter sounds – go over sounds - 5 short vowels /a e i o u/, and consonants /j t g p h n d g b d c f x/. (The sequence pictures will use these sounds.)</p> <p>➤ Use the word sequence cards. Sequence the animal pictures to make words: Teacher demonstrates putting one sequence set in order first. Then in small groups learners sequence animal picture-word cards to show the animals and spell the small words.</p> <p>➤ Then groups should make up an action or roleplay to show their word. For example, for group that has the cat picture, 3 children act as the head, the body, and the tail. Groups present roleplays to class, so class can guess the word.</p> | R 3 pg 69, Letter cards R 3 pg 39-55, Animal word sequence cards |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Think Time 45 mins | |
| MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers | <ul style="list-style-type: none"> > Topic: Number 15. Introduce Number 15 using flashcard. Use counters for each learner to make a set of 15. Move around talking about the different sets around the room. Ask the children to re-arrange their 15 objects and count them again to discover that the number remains the same. > Count on fingers in 5s. Draw 2 Ten Frames in exercise books and put 15 counters on them, then colour 15 spaces. Write the number 15 or get learners to write it under the Ten Frames. > Give learners number line exercises to complete for 15. pg 134 | R 3 pg 47, Number R 2 pg 122, Number lines |
| | Try Time 45 mins | |
| MA.2.2.1.1 Compare objects MA.2.3.1.1 Language of comparison SM.3.2.1.2 Fine motor skills | <ul style="list-style-type: none"> > Topic: shapes and cutting out. Learners should receive copies of shapes on paper or cardboard – square, triangle, rectangle, circle, oval. Teachers should make them in different sizes. Learners should be invited to colour the shapes using paint or crayons (teacher's choice) and then cut them out. Teacher should supervise closely and talk with the learners about the colours they have chosen and the names of the shapes. > Come together as a group and compare the shapes in terms of colour, shape and size. > Demonstrate making glue. Learners glue shapes on a chart. | R 2 pg 122, Number lines R 1 pg 140, Glue recipe |
| | Move Time 2 30 mins | |
| SM.3.3.1.2 Missing part in a sequence | <ul style="list-style-type: none"> > Action Song: You do the Hokey Pokey. Explore sequences in this song. Leave something out. Then get learners to identify the missing part in the movement sequence - asking what did we leave out this time? > Game: teachers choice. | R 1 pg 5, Song |

TERM 1: WEEK 6: DAY 2

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| | Talk Time 40 mins | |
| LL.2.6.1.2 Sounds between languages SM.3.2.1.2 Fine motor skills SE.2.3.1.2 Demonstrate peace | <ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Speaking key words in different languages. Read the Big Book from yesterday – A New Friend. This time focus on exploring key words from the story in Mother Tongue and Pijin and then practising them in English. Think of some different places the girl could have looked and ask small groups of children to draw a simple picture of each extra place. Add words below each picture to add several more pages to the book. Later in the day, read the book back to the class with the extra pages. > Talk about how we can demonstrate peace. | UNICEF Book, "A new friend" |
| | Story Time 40 mins | |
| SE.3.1.1.1 God the Father SE.3.3.1.1 Bible stories LL.2.2.1.2 Recall details | <ul style="list-style-type: none"> > Christian Education – God's Strength is Everlasting Use bible lesson from resource book and follow instructions provided. Isaiah 40:27-31 The Israelites' suffering is not hidden from the Everlasting God; Isaiah reminds the Israelites that God does not grow weary or tired; therefore, they can place their full trust in His strength. > Small Book: Under the Sea – share again. | R 1 pg 91, Bible story Sunshine book, "Under the sea" |
| | Move Time 1 35 mins | |
| LL.2.2.1.2 Recall story details SM.3.3.1.1 Follow actions | <ul style="list-style-type: none"> > Roleplay the story "A new friend". Let boys also be the main characters. Puppets: Give everyone a finger puppet to tell the story with. With a finger pencil, draw big waves in the air, then a big number 16. > Mirror movement: Pairs face each other and one copies the other's big trace and number movements like a mirror. Then other movements to also be copied. Swap turns at leading and copying. | |
| | Think Time 45 mins | |
| MA.1.1.1.8 Arrange objects | <ul style="list-style-type: none"> > Topic: Number knowledge Introduce Number 16 using flashcard. Use counters for each learner to make a set of 16 arranging them in the shape of a circle. Count the objects and then arrange them in the shape of | R 3 pg 47, Number cards |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|-----------|
| MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers | a square. > Count the objects and then arrange them in the shape of a triangle. Repeat for oval and rectangle. Important teaching point: discover that the number remains the same even if the way the counters are laid out is different. > Practise writing the number 16 in exercise books. | |
| | Try Time 45 mins | |
| SE.2.3.1.2 Demonstrate peace LL.3.3.1.1 Handwriting movements | > Topic: Define peace (see beginning of this book for definition), Pre-writing skills. Review the definition of peace, what it looks like and how it feels. Encourage them to demonstrate peace every day. > How to correctly hold a pencil - Take some time to instruct the learners. Go around the room and check / correct as needed. > Introduce the squiggle pre-writing sheet. Explain that the learners must try to trace over the top of the dotted line. Encourage them to go slowly and carefully, re-tracing over the top several times. > Introduce the snake pre-writing sheet. Again, encourage the learners to trace over the shape very slowly and carefully, trying to stay on the lines. Learners may colour their completed picture and write their name on the back or top of the page. Take some time to play with the beginning sound – ssss for snake. | |
| | Move Time 2 30 mins | |
| SM.3.3.1.2 Missing part in a sequence | > The Outcome is to identify missing a part in a movement sequence: Teacher demonstrates a movement sequence for 4 of the places that the girl searched for her dog – e.g. run and look on floor, creep and look around corner, jump and look up in a tree, turn and turn as you look. Children learn teacher's 4 movement sequence together. Then teacher asks children to sit while she shows them the sequence again but only does 3 movements. Teacher asks them what is the missing part in the movement sequence she just did? (e.g. turning). > Children in small groups, practise the 4 movement sequence, then take one thing out. Show the class and let them guess what is missing. > Songs: teachers choose known songs and dances to do. | |

TERM 1: WEEK 6: DAY 3

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| LL.1.3.1.4 Share experiences | <ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Share experiences about dance. <p>Stimulus Picture –Men Dancing. Encourage the learners to identify as many things as they can from the picture, e.g. Question them - Where do you think they are? Why are they all men? What are they doing? How do you think they feel? Get children to share experiences about dance.</p> | R 2 pg 92, Picture |
| | Story Time 40 mins | |
| LL.2.4.1.2 Point to first word in story LL.2.2.1.2 Recall details LL.1.3.1.2 Stories for enjoyment | <ul style="list-style-type: none"> > Small Book: Under the Sea – share again. Before you start reading, learners should show you where to begin reading by pointing to the very first word (this is teaching concepts in print). > Big Book – A New Friend- share again. > Story – Sparky Hooves, Resource book. Define ‘sparky’ (shiny) and ‘hooves’ (the feet of a bull cow or horse). Invite the learners to tell you what the story might be about – it does not matter if they are correct or not, the point is to get them thinking about the story. Use Mother Tongue or Pijin to explain English. At the end, talk about what Sparky did to bring peace to his situation. Invite the learners to share what they could do like this. | Sunshine book, “Under the sea” R 1 pg 42, Story |
| | Move Time 1 35 mins | |
| SM 3.3.1.1 Movement sequences SS.2.3.1.4 Explore culture | <ul style="list-style-type: none"> > Custom dance – invite a parent or community member to talk about custom dance on this island and on another island. Get them to teach two dance sequences to children. | |
| | Think Time 45 mins | |
| MA.1.1.1.8 Arrange objects MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers | <ul style="list-style-type: none"> > Topic: comparing 16 to 17, comparing shapes. Introduce Number 17 using flashcard. <p>Use concrete objects (counters) to compare 16 to 17, noticing that it is one more.</p> <p>Group 10 and 6, 10 and 7 on a tens frame.</p> <ul style="list-style-type: none"> > Go outside - Game: Guess the Numbers, rehearsing the counting sequence. > Number line – lay out a rope with peg markers. Give some learners number cards and ask | R 3 pg 47, Use number cards R 1 pg 135, Game R 2 pg 122, Number line |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| LL.1.5.1.2 Hear beginning sounds | <p>“where do these numbers belong on the number line?” Then focus on numbers 15,16,17,18, counting on from 15-18 then counting down from 18-15 and 20-15.</p> <p>> Shapes: Invite learners to try to tell you the names of 5 shapes. Ask about the beginning sound of each shape name and try saying them together, e.g. square – Sssss. Everyone look for those shapes hiding around outside or in the classroom.</p> <p>> Shape Sizes sheets: (Resource book 2) Invite the learners to trace over each shape size with a colour.</p> | R 2 pg 130-133, Shape sizes sheet |
| | Try Time 45 mins | |
| SS.3.1.1.2 Different islands SS.3.1.1.1 Awareness of maps | <p>> Topic: The world is made up of small and big islands. Globe picture- show the globe picture and describe the world map and that it goes right around with different countries you can't see in this picture. Show Solomon Islands. Blow up some balloons (or use screwed up paper) to be a globe. Use wet torn up paper and glue to cover several balloons to make a globe. Work in small groups (set aside to dry).</p> <p>> Make a map of an island - in pairs children make a map on a large piece of paper. Use wet torn-up paper and glue to cover a flat piece of paper to represent an island, which has some mountains (set aside to dry). Explain to children that they are recording information about an island on a map.</p> | R 1 pg 140, Glue recipe – cornflour mix balloons R 3 pg 129, Globe |
| | Move Time 2 30 mins | |
| SC.3.2.1.3 Present information | <p>> Present information about our world through song: Sing and dance songs: The Rainbow Song, Deep and Wide, Wide, Wide as the Ocean, Jesus Loves the Little Children. All cultures are loved by God and we should love people of every Province and culture and live together peacefully.</p> | R 1 pg 14, 16, 15, Songs |

TERM 1: WEEK 6: DAY 4

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Talk Time 40 mins | |
| LL.1.3.1.4 Share experiences LL.2.6.1.2 Sounds between languages | > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Share experiences about friends. Discussion question, "How do you look for your friends when you can't see them? Maybe you came back from the clinic one day and did not know where your friend was. What did you do to find them?. Practice some key words and phrases in English, e.g. "I looked in the house, I looked under the tree." | |
| | Story Time 40 mins | |
| LL.2.2.1.2 Recall details LL.1.3.1.2 Stories for enjoyment | > Big Book – A New Friend - share again. > Small Book: Bug on a Rug – share again Story - Where are my friends? Read the story to the learners focusing on understanding and rehearsing key English words, e.g. "Have you seen...?" and "No, but listen." Compare this with, "No, but look." Encourage the learners to predict what the boy will ask and what the answer will be each time. Ask questions along the way to help the learners identify details in the story. Why did he keep getting the same answer, "No, but listen."? Discuss how the boy could have found out at the beginning rather than asking lots and lots of questions. Invite the learners to share what they enjoyed about the story. | UNICEF book, "A new friend" Fitzroy book 3, "Bug on a rug" |
| | Move Time 1 35 mins | |
| SS.2.3.1.4 Explore culture LL 1.3.1.4 Share personal experiences | > Custom dance - revise from yesterday. > Name games – stand in a circle. 1) Each person says their name around the circle. 2) Teacher says in English, "My name is and I like to _____ (insert hobby and act out a motion from that hobby.) The rest of group then says, "(Person's Name) likes to (hobby) and acts out motion. E.g. "Teacher John likes to fish" (do action for fishing). 3) Name basket guesses: Teacher takes a name form the class name basket. Gives clues about who it is e.g. this name has 4 letters, a girl's name... Whoever guesses the name first chooses a name from the basket and play again. | R 3 pg 47, Number |
| | Think Time 45 mins | |
| | > Topic: Number knowledge | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| MA.1.1.1.8 Arrange objects MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers | <ul style="list-style-type: none"> > Introduce Number 18 using flashcard. Use counters for each learner to make a set of 18 – make different shapes with sets and talk about the different sets around the room. Have the children re-arrange their 18 objects and count them again to discover that the number remains the same. > Go outside - Game: Guess the Number – but use only numbers 9-18., rehearsing the counting sequence. > Number line – lay out a rope with peg markers. Give some learners number cards and ask “where do these numbers belong on the number line?” Then focus on numbers 16,17,18, 19 counting on from 16-19 then counting down from 19-16 and 20 -15. | R 3 pg 47, Number R 1 pg 135, Game R 2 pg 122, Number lines |
| | Try Time 45 mins | |
| LL.3.3.1.1 Handwriting movements SM.3.2.1.2 Fine motor skills | <ul style="list-style-type: none"> > Topic: pre-writing skills Review pencil grip from chart, checking and gently correcting as needed. Write numeral 18. Model the direction of writing numbers with a finger pencil, then on the board. All learners write in books. > Look at the pre-writing sheets Gecko and Snake. Teachers prepare enough copies or trace into books before lesson. The picture can be coloured when finished and each can attempt to write their name on the page. | R 2 pg 40, Chart R 2 pg 147-148, Sheet |
| | Move Time 2 30 mins | |
| SC.3.2.1.3 Present information MA.1.1.1.10 Written numbers | <ul style="list-style-type: none"> > Learning outcome is to present information about our world through song: Sing and dance songs: Deep and Wide, Wide, Wide as the Ocean, Jesus Loves the Little Children. Theme of peace –tell learners that all cultures are loved by God and we should love people of every Province and culture. > Go outside - Game: Guess the Number – but use only numbers 9-18., rehearsing the counting sequence. > Number line – lay out a rope with peg markers. Give some learners number cards and ask “where do these numbers belong on the number line?” Then focus on numbers 16,17,18, 19 counting on from 16-19 then counting down from 19-16 and 2015. | R 1, pg 14, 15, 16, Songs R 2 pg 122, Number lines |

TERM 1: WEEK 6: DAY 5

Value Theme – Peace, Peter brings peace.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|---|-----------|
| | Talk Time 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. Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today? | |
| | Story Time 40 mins | |
| | Big Book – A New Friend – share again. Revise... | |
| | Move Time 1 35 mins | |
| | Revise... | |
| | Think Time 45 mins | |
| | Revise... | |
| | Try Time 45 mins | |
| | Revise... | |
| | Move Time 2 30 mins | |
| | Revise... | |

TERM 1: WEEK 7: DAY 1

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---------------------------------------|
| | Talk Time 40 mins | |
| SM.2.1.1.1 Discuss foods SE.2.1.1.4 Define responsible | <p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Discuss favourite foods – have a happy talk about nice food! Get children to express their thoughts, telling a friend beside them or the whole class.</p> <p>> New value theme: responsibility– define responsible (definitions at the beginning of this guide), and show Henry is helpful.</p> | R 2 pg 6-7, Henry |
| | Story Time 40 mins | |
| SE.2.1.1.4 Define responsible LL.2.3.1.2 Respond to stories LL.4.3.1.1 Handling books | <p>> Henry is Helpful – read the story. Discuss with children the ideas around the value in this story.</p> <p>> Big book: The Frog Who Talked Too Much: Follow the guidelines for shared books and focus on the meaning. What was good or bad about the way the frog talked e.g. friendly, communicated, gathered information and learnt things, but he was not wise and did not think before he spoke to the crocodile! Focus on parts of book (cover, title page, page numbers) care for books (how to turn pages gently). (This is concepts in print.) Read the story again and ask the children to respond to the story with facial expressions.</p> <p>> Connecting languages – this book is bilingual. Look at words in English then Pijin and compare.</p> | R 1 pg 21, Henry LASI book |
| | Move Time 1 35 mins | |
| LL.2.6.1.2 Sounds between languages SM 3.3.1.1 Movement sequence SC 3.2.1.3 Represent information through dance | <p>> Present two shapes – circle, square – go into small groups. Make a shape dance: How can your group make your circle, make some movements in between (transition moves) and then make your square? e.g. group starts sitting, stands and moves into circle, pauses, turns 3 times and steps into square, sits down in square.</p> <p>> The teacher should get a small group of children up, and model how to make up a shape dance with them. Then send all to groups. Each group should create their own movement sequence from their own ideas. Teacher should move around supporting the process.</p> | |
| | Think Time 45 mins | |
| | > Topic: We use symbols to represent ideas, Critical thinker | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--|
| MA.1.1.1.10 Written numbers MA.3.1.1.1 Record numbers | <ul style="list-style-type: none"> > Dispositions – introduce the disposition critical thinker and define it (definitions at beginning of this guide). > Teacher tells: We use symbols to represent ideas. The Solomon Islands flag represents our country. Show flag picture. Can you use critical thinking to solve a problem: Why is our flag green, blue and yellow? The makers of our flag chose these colours to represent our country. What do they stand for? Ask questions. Get a few answers and lead children toward the meaning. Draw the flag in exercise books. | R 2 pg 35, SI Flag |
| | Try Time 45 mins | |
| LL.1.5.1.2 Hear beginning sounds | <ul style="list-style-type: none"> > Topic: record numbers. (with number line and numeral). Count 19. Talk about Henry putting 19 pieces of rubbish put in the bin. Use number card 19 – everyone write the number with a finger pencil, then in exercise books. Make sets of 19 with counters. Arrange counters in groups of ten and nine. > Draw a number line on board. Mark numerals 1- 20. Talk about adding 1 counter to get 20, taking away one counter to go back to 19. Children can draw the number line in their books. > Pre-reading – Stimulus pictures – show animal pictures, name animals with children. Hear initial sounds of each animal e.g. /s/ - starfish | R 3 pg 47, Number cards R 2 pg 122, Number line R 2 pg 57-66, Picture R 3 pg 35, Shapes |
| | Move Time 2 35 mins | |
| SM.3.2.1.2 Fine motor skills SM.3.3.1.1 Follow actions in sequence | <ul style="list-style-type: none"> > Fine motor- do scissor cutting of shapes - circle, square. Do the shape dance activity again, but form different small groups and make new movements. Each group should create their own movement sequence from their own ideas. Teacher should move around supporting the process. > Game: What's the time Mr Wolf? | R 1 pg 135, Game |

TERM 1: WEEK 7: DAY 2

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|----------------------|
| | Talk Time 40 mins | |
| SM.2.1.1.1 Discuss foods LL.2.6.1.2 Sounds between languages SS.3.3.1.1 Care for land and sea SE.2.1.1.4 Define responsible | <ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Discuss healthy and fresh foods - define healthy, define fresh, ask for examples and discuss with children. Connecting languages - Discuss favourite or healthy food names in English compared to language or Pijin. Listen and speak the words. > Talk about ways to care for land and sea e.g use less plastic, burn and bury rubbish, do not just throw somewhere. > Talk about theme: responsible – we all are responsible to take care of our nation and world. | |
| | Story Time 40 mins | |
| SE.3.1.1.1 God the Father SE.3.3.1.1 Bible stories LL.2.3.1.2 Respond to stories | <ul style="list-style-type: none"> > Christian Education – Easter Piksa Stori Bible: Easter story in Pijin. Learners can respond to the story with facial expressions - Learners show how they feel at each part of story and show with face. > Story: The Little Red Hen –read the story to children and talk about the meaning of being helpful and how it is part of being responsible. Show a picture of Henry and all remember: Henry is helpful. I am responsible | R 1 pg 81, Hen Story |
| | Move Time 1 35 mins | |
| | <ul style="list-style-type: none"> > Weaving with people – do arm movements like waves. Use whole bodies as waves and use maths words “over, under, over, under”. > Teach a dance that stands in 2 lines side by side, then weaves people in and out but is in a weaving pattern. > Group untangle: Groups of 8 children hold hands all tangled up. They must find a way to untangle into a circle without letting go. | |
| | Think Time 45 mins | |
| | <ul style="list-style-type: none"> > Topic: Recording and writing numbers > Number card 20 - attempt to write 20 with finger on floor. Sit in a big circle so everyone can see teachers actions. Ask children to sit in sets of 5, then 10, then teacher supports to group together to make 20 children and count them. | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|--|
| MA.1.1.1.8 Arrange objects MA.1.1.1.9 Arrange objects in order MA.1.1.1.10 Written numbers MA.3.2.1.1 Simple graphs | Teacher gets a child to place counters on 2 Ten Frames boards. > Record numbers in pictorial form – teacher sits children in small groups with lots of counters there and lots of leaves. > Teacher calls number out between 1-10. Children group counters to show the number, then group leaves to show the number. > Children draw the leaf and counter groups in exercise books, then draw the 2 Ten Frames with counters on them. | R 3 pg 47, Number card |
| | Try Time 45 mins | |
| LL.3.3.1.1 Handwriting movements SM.3.2.1.2 Fine motor skills LL.3.3.1.2 Use symbols | > Topic: Strengthen fine motor skills, use local patterns. Pre-writing – handwriting movements – children draw circles, waves and sticks freely in exercise book. Use R2 template. > Stimulus picture: Woman Weaving woven mat Talk about the picture and the patterns of weaving. Draw- children should draw weaving patterns with pencils | R 2 pg 146-177, Trace template R 2 pg 96, Weaving Picture |
| | Move Time 2 30 mins | |
| SM.3.3.1.1 Follow actions in sequence | > Rhyme: Song “Open, Shut them” for picture sequence and instructions to use with song. > Sing Easter songs. > Do weaving – ask a parent or community member to come and demonstrate some weaving. Then help children to use coconut palms to attempt weaving balls or baskets. | R 1 pg 5, Rhyme R 2 pg 44, Actions chart |

TERM 1: WEEK 7: DAY 3

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--------------------------------------|
| | Talk Time 40 mins | |
| LL.1.3.1.4 Share experiences LL.2.3.1.2 Respond to stories LL.2.6.1.2 Sounds between languages | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>Topic: share experiences of crossing rivers.</p> <p>➤ Stimulus picture Broken bridge – a bridge is down over river – ask children to share experiences of crossing rivers. Identify some language words where you can teach English words</p> | R 2 pg 89, Bridge picture |
| | Story Time 40 mins | |
| SM.2.1.1.1 Discuss foods MA.2.3.1.1 Language of comparison | <p>➤ Use language or Pijin to support English in telling these stories. Story: Two Intelligent Boys Focus on the responsibility the boy felt to use his talent well and help others.</p> <p>Story: The Greedy Boy. Invite children to respond to story with facial expression and to answer the end question.</p> <p>➤ Use maths language about food. Teacher or children can bring fruit from home and use it while talking. Describing food – to talk about the size and position of food - bigger, smaller, on top, underneath, beside. (e.g. The banana is bigger than the lime. The banana is beside the lime and under my hand.)</p> | R 1 pg 51, Story R 1 pg 42, Story |
| | Move Time 1 35 mins | |
| SM.3.2.1.3 Games other cultures | ➤ Games from other cultures: R 1 Chinese games: Fingers out, Hawk catching the chicks. | R 1 pg 137, Games |
| | Think Time 45 mins | |
| MA.1.2.1.1 Count on LL.1.5.1.2 Hear beginning sounds | <p>➤ Topic: Maths concept – count on. Literacy - hearing initial sounds</p> <p>Count on – we use this math strategy to add two numbers. We start with the biggest number and count up to the second. Use stones/counters: Show two groups of stones that have 10 and 5 in them. Tell learners we will count on from the group of 10, joining the groups together. All count on adding one stone to the group each time: 11,12,13,14,15.</p> <p>➤ Use number line – Show a number line from 1-20. All count on from 10 to 15. Place stones beside numbers.</p> <p>➤ Pre-reading – Stimulus pictures – show parts of a flower picture, name parts with children.</p> | R 2 pg 76, Flower |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|--------------------------------|
| SS.3.3.1.2 Consequences | <ul style="list-style-type: none"> > Hear initial sounds of each part and say them e.g. /f/ - flower, /s/ stem. > Identifying consequences of not caring for land and sea Information Text: Turtles and Plastic – Read the text and explain that Turtles get sick and some die if plastic bags are in the water. Most plastic in the sea comes from on land. We can make a difference by cutting down the amount of plastic going into the ocean. | R 1 pg 58, Information text |
| | Try Time 45 mins | |
| SM.3.2.1.2 Fine motor Skills SM.3.2.1.3 Cultural games | <ul style="list-style-type: none"> > Topic: Fine motor skills, games from other cultures Weave with coconut palm leaves to make a cross. Teacher may need parent help. <ul style="list-style-type: none"> > Games from other cultures – choose a game to play from other countries. | R 1 pg 137, Games |
| | Move Time 2 30 mins | |
| SE.1.2.1.3 Show concern SM.3.2.1.2 Hand - eye skills | <ul style="list-style-type: none"> > Role-play values characters – responsibility – bring out 12 values finger puppets and 6 finger puppet friends. Children take turns to tell the character name and value they stand for. (e.g. My name is Olivia...) Children choose names for 6 finger puppet friends and use names. (e.g. Hello Olivia, my name is... I like to obey too.) > Role-play – show concern – tell the children you haven't seen Patricia for a while. You wonder if she is sick. Get puppets and the teacher demonstrates how to ask if Patricia is okay, showing concern. Children move around room asking each other questions that show concern. (e.g. Are you okay? Did you have enough to drink?). > Ball play – use balls from weaving time to play games. | R 3 pg 125-127, Puppets |

TERM 1: WEEK 7: DAY 4

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|--|
| | Talk Time 40 mins | |
| LL.1.3.1.4 Share experiences LL.2.6.1.2 Sounds between languages MA.2.3.1.1 Maths language | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Describing food.</p> <p>Use maths language to talk about where to put plates of food on a table. (e.g. put the cassava in front of the fruit, put the rice near the front.) Use language and Pijin as well as English.</p> | |
| | Story Time 40 mins | |
| SE 2.1.1.4 Value responsibility LL.4.3.1.2 Retell stories LL.2.2.1.2 Retell stories | <p>➤ Story: The Drop of Water – focus on the value of responsibility when discussing the story. Invite learners to respond to stories with facial expression.</p> <p>➤ Big book: The Frog Who Talked Too Much – before you read again, ask children to retell the story to you. Read Pijin and English.</p> | <p>R 1 pg 33, Story</p> <p>LASI book, “The frog who talked too much”</p> |
| | Move Time 1 35 mins | |
| SM.3.2.1.2 Hand - eye skills | <p>➤ Ball games: Partner pass.</p> <p>Children stand a distance apart, such as 5 metres, 8 metres, or 10 metres apart, and see how many successful throws and catches they can make in three minutes. (If you have no balls, throw anything.)</p> <p>➤ Keep Moving. Each pair starts about 8 metres apart and throws the ball back and forth to each other while: Slowly walking towards each other; Slowly walking away from each other; Jumping to each other; Jumping away from each other.</p> <p>➤ Quick Speed. Each pair can join another pair. They stand in a square shape and, using one ball, pass it to any other player in the square as quickly as they can. How many successful passes can they make in 3 minutes? If the ball is dropped, the throw does not count.</p> | Ball/paper |
| | Think Time 45 mins | |
| MA.1.2.1.1 Count on | <p>➤ Topic: Maths concepts – grouping, count on.</p> <p>Counting groups maths picture – teacher shows picture. Children should use leaves, stones and shells to make the groups in the picture. Then draw the picture in their books.</p> | R 2 pg 118, Counting Groups |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| MA.1.1.1.9 Arrange objects | <p>> Count On: Use basket Teacher puts about 20 shells out on the floor in the middle of a big circle. Teacher groups shells in small groups. Count one group of shells and put them in a basket (e.g. 4). Put the number card 4 in front of the basket. Choose another small group of shells to add to the basket (e.g. 5 shells). Look at the card 4 and remind the learners how many are already in the basket – we do not need to count them again. From the group to add in, put one item into the basket at a time counting on. (The next item into the basket will be 5, then 6 and so on.) Once the second group is added record the final number (e.g. 9) by writing it and showing learners. Empty the basket and repeat the activity with two other groups of shells. Record the final number.</p> <p>> Send small groups of learners to do this counting activity.</p> | R 3 pg 47, Number cards |
| | Try Time 45 mins | |
| LL.3.3.1.1 Handwriting | <p>> Topic: Pre-writing skills.</p> <p>Handwriting movement - see tracing picture balloons. Use a pencil to trace around the balloons. Children can colour them in with different colours, telling the balloon colours to each other as they complete them. Children to write number beside balloons 18.</p> <p>> Trace number words – see R2 trace activity. Model the handwriting showing learners the right way to form the letters. Get learners to trace words, one, two, three... then try to write again beside the trace.</p> | R 2 pg 146-177, Trace R 2 pg 114-115, Number words |
| | Move Time 2 30 mins | |
| SE.1.2.1.4 Offer to help SE 2.1.1.4 Demonstrate responsibility LL.1.3.1.3 Listen to ideas | <p>> Exercises – do Jumping Jacks, Arm Circles and Leg Raises and other exercises the teacher chooses.</p> <p>> Role-play values characters – responsibility – bring out 12 values finger puppets and 6 finger puppet friends (put on sticks or glove fingers). Children take turns to tell the character name and value they stand for. (e.g. My name is Olivia...) Children choose names for 6 finger puppet friends and use names. (e.g. Hello Olivia, my name is... I like to obey too.)</p> <p>> Role-play - help people in need. Tell the children you haven't seen Patricia for a while.</p> | R 3 pg 125, Values Puppets |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|---|-----------|
| | <p>> You wonder if she is sick and needs some help. Get puppets and the teacher demonstrates how to ask if Patricia is okay, offering to help her. Children move around room asking each other questions that show concern. (e.g. Hi I'm David, are you okay? Can I help you carry that? I'm Thelma, do you need help putting that away?) Use language and Pijin as well as English.</p> | |

TERM 1: WEEK 7: DAY 5

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|---|-----------|
| | Talk Time 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. Also ask yourself: What assessment notes did I make in the lesson plans that inform what I need to do today? | |
| | Story Time 40 mins | |
| | Revise, extend... | |
| | Move Time 1 35 mins | |
| | Revise, extend... | |
| | Think Time 45 mins | |
| | Revise, extend... | |
| | Try Time 45 mins | |
| | Revise, extend... | |
| | Move Time 2 30 mins | |
| | Revise, extend... | |

Value Theme – Responsible, Henry is helpful.

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>> continue from page 76

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| SE 2.3.1.3 Demonstrate responsibility | <p>> Stimulus pictures: 1) Angry Girl – what does she do to show she is angry? (Crosses arms, face screwed up) How does she feel?. 2) Celebration - what do they do to show they are celebrating? How do they feel? 3) Child in trouble – what are they both doing? How do they feel?</p> <p>Ask the learners questions: when I feel very sad, what might I do? (e.g. drop my head down). When I feel concerned about someone, what might I do? (e.g. I might move to somewhere I can watch them or put my arm around them).</p> <p>> Teacher can show values characters: What does Theresa do to show Unity? What does Peter do to show peace? What does Paul do to show being polite?</p> <p>Draw a picture of yourself doing one of the responsible or polite things we have talked about.</p> | <p>R 2 pg 46, Angry Girl</p> <p>R 2 pg 56, Celebration</p> <p>R 2 pg 84, Child in trouble</p> |
| | Try Time 45 mins | |
| SM.2.1.1.1 Healthy foods MA.1.2.1.1 Count on MA.3.1.1.1 Record numbers | <p>> Topic: healthy foods, maths concept – count on.</p> <p>Draw: Give each learner a piece of paper and ask them to draw one thing they ate for breakfast or draw one healthy breakfast food. Gather all learners pictures and teacher models grouping. e.g. group them by fruits, vegetables, or colour.</p> <p>> Counting: Count one group of food (e.g. 10 biscuits) and put the 10 pictures in a basket. Put the number card in front of the basket (e.g. card 10). Get learners to help you.</p> <p>Decide on another group to add to the basket, e.g 7 pictures of fruit . Look at flashcard (10) and remind learners how many are already in the basket – we do not need to count them again.</p> <p>From the group to add into basket, put one item into the basket at a time counting on. (11, then 12 and so on). Record the final number e.g. 17. Empty the basket and repeat activity.</p> | <p>Chart paper/ basket/bag</p> |
| | Move Time 2 30 mins | |
| SS.3.3.1.3 Use rubbish bins SS.3.3.1.1 Care for land and sea | <p>> Topic: caring for the land and sea.</p> <p>Talk about the story of Rita (An Insignificant Task) and also about the values character, Henry. Learners to realise that picking up rubbish and putting it in a bin, fire or compost heap is a very great help in caring for the land and sea.</p> <p>> Outside: Take the children outside with plastic bags to clean up all the rubbish around in an area. Remind them about germs. Show how you can use sticks or leaves to pick up unclean things. Take the children to wash their hands afterwards.</p> | <p>R 1 pg 50, Story</p> <p>Tins/cans</p> |

TERM 1: WEEK 8: DAY 2

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|--|
| | Talk Time 40 mins | |
| SM.2.1.1.2 Simple nutrition LL.2.6.1.2 Sounds between languages | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Healthy food.</p> <p>Story – Friends from the Vegetable Patch.</p> <p>Talk about the friends in the story. Ask: What makes them good friends? Why did they dream of being a child's dinner? Link this to healthy food. Talk about the responsibility we have to care for our bodies. Healthy foods are 'always foods' and foods that are not so healthy should be 'sometimes foods'. Suggest a range of different foods and have the learners say if they should be always foods or sometimes foods. Try to guide the learners to do most of the talking here. Use Mother Tongue and Pijin to support understanding and lead to words in English.</p> <p>➤ Rhymes – Watermelon; Shake the Mango Tree</p> | <p>R 1 pg 46, Story</p> <p>R 1, pg 6,15, Rhymes</p> |
| | Story Time 40 mins | |
| SE.3.3.1.1 Bible stories LL.4.3.1.2 Retell stories | <p>➤ Christian Education: Story pictures from R 1 - copy the Mary Easter page 4 pictures onto papers for children to cut out and colour in. Read about Mary at the end of the gospel of Luke chapter 24, or read the Piksa Stori Bible one again in R 1. Help children to order the pictures from the story – 1) Mary is sad, Jesus died, 2) Mary at the tomb wonders why the stone is rolled away, 3) Angels appear to the women, 4) Mary celebrates that Jesus is alive.</p> <p>➤ Get the children to glue the pictures in order into their exercise books. Write the sentences 1-4 from R 1 on the board. Learners can write them under their pictures with teachers help.</p> | <p>R 1 pg 84, Easter story</p> <p>R 2 pg 26, Easter pictures of Mary</p> |
| | Move Time 1 35 mins | |
| LL.1.5.1.2 Beginning sounds | <p>➤ Tunnel Ball – pass a ball under legs to back of line then child runs to front with abll and repeat until everyone has run.</p> <p>➤ Over and Under – use letter cards. Child names card and passes over shoulder. Next child names card and passes under legs. Keep going over and under saying letter names until 6 cards have been down the long line.</p> | Ball/paper/ pencil/stones |

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>> continue from page 78

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|---|
| | Think Time 45 mins | |
| MA.3.2.1.1 Simple graphs SM.2.1.1.1 Healthy food SC.3.2.1.2 record through drawing | <p>> Topic: Easter book making, picture graphs, maths concept count on.</p> <p>Review the Easter story from earlier today identifying the main things that happened. Use the 4 picture templates of Mary to make a large set of really large pictures for the class to colour in.</p> <p>> Work together to colour the pictures and put them in order. Teacher can write a big copy of the word descriptions. Match the word descriptions to each picture, gluing it to the bottom. Join the four pages together to make a big book and then read the new book together.</p> <p>> Draw: Give each learner a small piece of paper and ask them to draw on it their favourite 'always food (i.e. a kind of food that is always healthy to eat). Use the pictures to create a chart in columns on the floor, e.g. all of the cabbage pictures in a line down the chart, all of the cassava pictures in another line down the chart next to the cabbage etc. Space them carefully so you can see which has more. Do this for each different kind of 'always food'.</p> <p>The picture above here is an example of the kind of chart you will create,</p> | R 2 pg 26-28, Mary pictures |
| | Try Time 45 mins | |
| LL.3.3.1.1 Handwriting movements SE.2.3.1.3 Demonstrate responsibility | <p>> Topic: Pre-writing skills</p> <p>Pre-writing page – trace numerals 1-9 –teacher makes copies of dotted lines to trace over.</p> <p>> Value Responsibility - review definition. Encourage the learners to try to show this value as they complete the Try activity. Check pencil grip from the chart and correct learners as needed.</p> <p>> Pre-reading pages – /b.h.d.k/ and / f,j,l,m/ - show the pictures and ask learners to help you to read the pictures e.g. /f/ is for foot, fire, football....</p> <p>Learners write one line in their books e.g. /f/ and the 4 small pictures.</p> | R 2 pg 138, /b.h.d.k/ R 2 pg 114-115, Number trace |
| | Move Time 2 30 mins | |
| SE.1.2.1.6 Others feel differently | <p>> Movement game:Teacher uses words – move, stop, change, move. Children respond on command.</p> <p>Now ask children to move with a feeling of: very excited. After a short time, calls: "stop, change". Names a new feeling (e.g. very tired) and calls: move. After a short time, calls: "stop, change".</p> | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|---------------------|
| SM 3.3.1.1 Follow sequence SM 3.2.1.3 Games | <p>Names a new feeling (e.g sad). Keep playing with other feelings, e.g. happy, slow and dreaming, angry.</p> <p>> Roleplay: Teacher tells that we should recognise others may feel differently from us sometimes – but we have a responsibility to care for others. Divide class into two groups. Group 1 walks slowly and sadly down the room. Group 2 is next with fast, happy movements.</p> <p>> Now group 1 walks sadly and group 2 tries to help them become happy.</p> <p>> Game: Play Duck, duck, goose, goose.</p> | R 1 pg 135, Game |

TERM 1: WEEK 8: DAY 3

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|---|---|
| | Talk Time 40 mins | |
| SM 2.1.1.2 Simple nutrition LL 1.3.1.4 Share experiences LL 4.2.1.1 Favourite characters SE 2.3.1.3 Demonstrate responsibility | <p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: healthy foods.</p> <p>Review Talk Time from yesterday about 'always foods' and 'sometimes foods' Have them tell what they ate for breakfast and what they ate for dinner last night. Invite them to decide if each food was a 'sometimes' or 'always' (the healthiest) food. Talk about water. Our bodies need lots of good, clean water every day to work properly. A headache or dizziness often means not enough water. Water is an 'always' thing. Make arrangements with learners and parents to each contribute a healthy food item or healthy water to a special healthy meal to be held on Day 4.</p> <p>> Story – Happy Endings.</p> <p>Talk about the title of the story and what it means (endings are the things at the finish.) Read the story asking questions to make sure learners understand. Talk about Perry and what his words did to other people. Was he being helpful? What would Henry do? Help the children identify things that they could do to help other people have happy endings. Talk about favourite parts of the story.</p> | R 1 pg 36, Story |
| | Story Time 40 mins | |
| LL.4.3.1.3 Some texts are to enjoy LL.4.2.1.1 Favourite characters LL.1.3.1.2 Stories for enjoyment | <p>> Big Book – Talk! Talk! Talk!</p> <p>Use the Shared Book Guidelines. Focus on encouraging the learners to join in and predict what will happen next. Invite learners to share their favourite parts of the story.</p> <p>> Small Book – I See a Face.</p> <p>Use the Shared Book Guidelines. Ask learners if they have ever seen shapes or faces in the clouds. Encourage to use their imaginations as you read the story together. Give attention to the words [I, in, the, a, see] and explore words to find the sound /i/. Talk about the ending. What caused this to happen? Retell the sequence of the story using the pictures as a guide. Re-read the story together.</p> | <p>Sunshine book, "Talk, talk, talk"</p> <p>Sunshine book, "I see a face"</p> |
| | Move Time 1 35 mins | |
| | <p>> Copy and Mirror lots of movements with a partner. For example:</p> | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|--|----------------------------|
| | <p>Try to mirror these balances too.</p> <p>> Share songs and action rhymes.</p> | |
| | Think Time 45 mins | |
| LL.1.5.1.2 Hear beginning sounds MA.3.3.1.1 Use data displays | <p>> Topic: Record information with data displays (means a chart or simple graph.)</p> <p>> Use the pictures of 'always foods' from yesterday. Rehearse the name of each 'always food' and practise the beginning sound of each word.</p> <p>> Make chart: put pictures into columns and glue them onto a piece of chart paper. Make sure they are spaced out so it is clear which has more and which has less. Label under each column the name of the 'always food'. Use the chart to compare the different foods. Which one has the most? Which has the least? Tell children that this is called a data display.</p> | |
| | Try Time 45 mins | |
| MA.1.2.1.1 Count on SM.3.2.1.2 Fine motor skills MA.2.3.1.1 Language of comparison | <p>> Topic: knowing and comparing shapes, cutting out skills Use the shape templates circles, triangles, squares and rectangles to prepare a range of shapes in different sizes on paper. Invite learners to take one paper, colour it in and cut out some shapes. The teacher should supervise the cutting. Those who finish quickly should colour and cut out another shape ready for the next activity.</p> <p>> Ask children to sort the shapes into groups of circles, triangles, squares and rectangles and put in piles in front of the teacher Groups: Divide the learners into four groups and give one group of shapes each. Learners work together to compare the sizes of the shape and put them in order from biggest to smallest. Change around the pictures so that each group has a turn at each shape. Collect the shapes to re-use.</p> <p>> Use the basket and number cards to do count on. Count one group and put them in the basket (e.g. 6). Put the number flashcard for the number in front of the basket (flashcard 6). Decide on another group to add to the basket and so on.</p> | R 3 pg 47, Number cards |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|-----------|
| | Once the second group is added record the final number. Empty the basket and repeat the activity with two other groups. Keep the pictures for another activity tomorrow. | |
| | Move Time 2 30 mins | |
| SM.3.2.1.3 Cultural games SE.2.3.1.3 Demonstrate responsibility | > Games from other cultures – teacher chooses from resources. > Play sports games – teacher can choose. Encourage children to be helpful and responsible as they play. | |

TERM 1: WEEK 8: DAY 4

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|--|---|------------------|
| | Talk Time 40 mins | |
| SM.2.1.1.2 Simple nutrition LL.1.3.1.3 Listen to ideas | <p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: healthy food.</p> <p>Children have brought food to share today. All look at the food on the table. Talk about healthy food and water, 'sometimes foods' and 'always foods' and germs. Look at the food provided and decide what is most healthy. Talk about what Henry would do during serving and eating and encourage them to be helpful and responsible. Get every child to wash their hands and supervise eating and cleaning up together.</p> | |
| | Story Time 40 mins | |
| LL.4.2.1.1 Favourite characters LL.1.3.1.2 Stories for enjoyment SE.2.3.1.3 Demonstrate responsibility | <p>➤ Story – A Village on the Road.</p> <p>Talk about title of story and check understanding. Read the story, stopping to explain and ask questions. Talk about the three kinds of people who helped. (The one who gave to look good, who gave to make himself feel good and who gave to help others.) Which kind of person would Henry be? Which kind of person is really helping? Help the children recognise that true helping uses time and the heart. Talk about favourite parts of the story.</p> <p>➤ Talk talk talk! – read again.</p> <p>➤ Small Book – I See a Face – read again.</p> <p>Ask learners to decide on a favourite character from one of the stories.</p> | R 1 pg 37, Story |
| | Move Time 1 35 mins | |
| SM.3.3.1.1 Follow actions LL.1.5.1.2 Beginning sounds | <p>➤ Tunnel Ball – pass a ball under legs to back of line then child runs to front with the ball and repeat until everyone has run.</p> <p>➤ Over and Under – use letter cards. Child names card and passes over shoulder. Next child names card and passes under legs. Keep going over and under saying letter names until 6 cards have been down the long line.</p> | |

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| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|---|--|---|
| | Think Time 45 mins | |
| LL.3.3.1.1 Handwriting movements LL.1.5.1.2 Beginning sounds SM.3.2.1.2 Fine motor skills | <p>> Topic: trace and name writing. Pre-writing sheets – hearts and shooting stars Check pencil grip and correct learners as needed.</p> <p>> Practise beginning sounds of words– [heart /h/, rainbow /r/, star /s/]. Learners to trace over shapes. Tell children to avoid turning the page around. Instead move the position of their arm and make the pencil go in different directions. Learners who finish early trace over again in another colour.</p> <p>> Write their name: help learners to find their name in the name basket and write it. Then try to write a friend's name.</p> | R 2 pg 150, Trace stars R 2 pg 159, hearts |
| | Try Time 45 mins | |
| MA.2.2.1.1 Compare shape MA.3.3.1.1 Data displays | <p>> Topic: Shapes knowledge, value responsibility. Define the value of Responsibility again. Encourage learners to show this value as they complete the Try activity. The teacher should use the shape pictures children made yesterday.</p> <p>> 4 Small groups - give a mixture of shape pictures Art work: Give each group a piece of big paper with a picture putoline drawn on it - of the cat and mouse (pg 177) or snail (pg 174) or lizard (pg 159) or lion (pg 66). Children should take the shapes and arrange them inside the line drawing to fit and still look like the animal. E.g. use circle shapes where the animal is rounded. Glue the shapes in place.</p> | Big paper, glue |
| | Move Time 2 30 mins | |
| MA.3.3.1.1 Use data displays SM.3.3.1.1 Follow actions | <p>> Number line game: Give 2 groups long string that goes right across the classroom, and some pegs. Some learners hold up string. Others work together to peg number cards on to their string in order from smallest to biggest (1-20). Children stand at number 1, hold up one finger, nod once, write the number in the air with a finger pencil. Children stand at number 3, hold up two fingers, nod twice... Keep doing this up to 20.</p> <p>> Game: follow the leader Some children hold up the two strings. Lead the other children in a "follow the leader" as they copy you crossing the room, going under the strings in a creep, a crawl and frog jumps. Get some children to take a turn as the leader.</p> | |

TERM 1: WEEK 8: DAY 5

Value Theme – Responsible, Henry is helpful.

| Specific Learning Outcomes (SLO) | Activity Time | Resources |
|----------------------------------|--|-----------|
| | Talk Time 40 mins | |
| | <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> | |
| | Story Time 40 mins | |
| | Revise, extend... | |
| | Move Time 1 35 mins | |
| | Revise, extend... | |
| | Think Time 45 mins | |
| | Revise, extend... | |
| | Try Time 45 mins | |
| | Revise, extend... | |
| | Move Time 2 30 mins | |
| | Revise, extend... | |

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?