



## SECTION 13: Term 4, 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 four. 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 13.1 shows the Specific Learning Outcomes for term 4 weeks 1 - 4.

#### Language and Literacy (LL)

##### Specific Learning Outcomes

- LL.1.1.1.6 start a conversation using common greetings or simple questions
- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.6 use pictures as clues to talk about the meaning of simple words or phrases
- LL.1.2.1.7 use vocabulary learnt across the curriculum in conversation
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.9 share personal experiences with others in simple sentences
- LL.1.4.1.6 report, tell experiences, present ideas and explanations with some clarity and focus
- LL.1.5.1.1 enjoy listening to rhyming songs and poems
- LL.1.5.1.7 play with words including initial sounds, final sounds, rhyming words, alliteration patterns, clapping the beat in words
- LL.1.5.1.8 explore pronunciation of words with a 'th' sound
- LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.1.1.3 match one spoken word to one written word
- LL.2.2.1.8 respond to simple questions on who, what, where, when, how and why
- LL.2.3.1.1 link events in a text to learner's own experiences
- LL.2.3.1.3 make inferences about a character's feelings
- LL.2.3.1.4 respond to a simple message and main idea of a conversation or story through gesturing (nodding or pointing) and appropriate facial expression

- LL.2.4.1.6** choose from a group of objects one that does not belong to the others based on visual attributes or beginning sound
- LL.2.4.1.7** point to words as teacher reads the story
- LL.2.5.1.7** orally push letter sounds together to form CVC words: mat, pat, sat, has, jam, rag, bag, cap, tap, hen, pen, get, fit, hit, pit, sit, his, sin, god, dog, log, **cup**, pup, jug
- LL.2.5.1.8** read short, simple stories using only CV, VC and CVC words and retell content to explore meaning
- LL.3.1.1.1** draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.1.1.6** describe the missing part in a sequence
- LL.3.2.1.4** copy favourite or familiar words
- LL.4.1.1.1** show interest in books through questioning and predicting how a story might continue
- LL.4.1.1.2** request favourite stories and rhymes
- LL.4.2.1.2** identify and talk about details in a story (objects, time, causes, results)
- LL.4.3.1.1** identify parts of a book, turning pages, care of pages, storing books
- LL.4.3.1.2** retell, draw or role-play (act) traditional stories or characters
- LL.4.3.1.5** explain that the purpose of some texts is to give information

## Mathematics (MA)

### Specific Learning Outcomes

- MA.1.1.1.2** explore a variety of personally and culturally relevant concrete materials
- MA.1.1.1.21** show fluency with counting forwards and backwards.
- MA.1.2.1.4** connect the mathematical symbols + and – to the mathematical concepts.
- MA.1.3.1.4** use terms such as ‘first’ and ‘second’ to indicate ordinal position in a sequence.
- MA.2.1.1.1** explore a variety of concrete objects and construction materials
- MA.2.1.1.8** sort objects by one common attribute
- MA.2.1.1.9** compare and sort and draw pictures of simple geometric shapes.
- MA.3.2.1.7** observe and record information accumulated over a long period of time: growth of a plant, weather

## Science (SC)

### Specific Learning Outcomes

- SC.1.1.1.17** identify the main features of the sky: sun, moon, stars, planets
- SC.1.1.1.18** recognise the sun as the source of light and shadows as the absence of light
- SC.1.1.1.19** explore colour as light bent in different ways (prism or water sprays)
- SC.1.2.1.8** link the movement of planets to the presence of day and night
- SC.1.2.1.9** observe changes in light and its effect on shadows. eg. levels of light, length of shadows
- 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.1.3.1.4** identify and participate in activities people do as a community. eg feasts, sports, building or cleaning up the village

## Social Studies (SS)

### Specific Learning Outcomes

- SS.1.3.1.5** discuss ways one can contribute to the village / community
- SS.2.3.1.4** explore the local culture through traditional art, music and food and visiting local heritage centres

Sensory, Motor and Health (SM)	
<b>Specific Learning Outcomes</b> <b>SM.1.2.1.5</b> adopt safe community habits. eg. staying away from electric wires <b>SM.2.3.1.2</b> strengthen hand and leg muscles <b>SM.2.3.1.3</b> develop confidence and experience in movement and coordination <b>SM.2.3.1.4</b> obey game rules to ensure enjoyment and participation for all <b>SM.2.3.1.5</b> respect property and social boundaries <b>SM.3.1.1.7</b> move the body in relation to objects <b>SM.3.2.1.3</b> participate in games from other cultures <b>SM.3.2.1.6</b> participate in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes <b>SM.3.3.1.5</b> participate in exercises to cross the midline – cross pattern flip flops, cross pattern walking, cross pattern commando crawl	
Social and Emotional Skills (SE)	
<b>Specific Learning Outcomes</b> <b>SE.1.1.1.7</b> talk or draw about what they like about the Solomon Islands <b>SE.1.2.1.10</b> use appropriate language and actions to communicate feelings in different situations <b>SE.1.2.1.12</b> respect the feelings, rights and belongings of others <b>SE.1.3.1.7</b> use positive self-talk <b>SE.2.1.1.1</b> <b>SE.2.1.1.11</b> discuss ways to be honest <b>SE.2.1.1.12</b> discuss ways to show respect <b>SE.2.3.1.10</b> demonstrate honesty through avoiding lies, reporting the whole truth, standing up for what is right, showing integrity <b>SE.2.4.1.1</b> identify and follow classroom rules and routines and directions given at school <b>SE.2.4.1.2</b> take care of school and public property <b>SE.3.2.1.3</b> appreciate the sacrifice of Jesus <b>SE.3.3.1.4</b> seek to apply Christian practices such as grace, prayer and worship	

Table 13.2 displays the 6 learning areas that make up the curriculum programme, followed by the 2, 3 or 4 strands in each area. This is inserted here to assist teachers in their lesson planning with a quick reference to strands that they will want to notate in their lesson plan template. This is for weeks 1 - 4 of term 4.

Table 13.2 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

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

## SECTION 14: Term 4, 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 4: WEEK 1: DAY 1

Value Theme – Honesty, Tommy tells the truth.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.1.1.11</b> Define honest  <b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Children should listen and talk actively.....Share news.</p> <p>➤ Topic: What is Honesty?</p> <p>Introduce the value Honesty through a game: Choose an object in the room, e.g. tape. Send one person outside. Choose three learners to come to the front of the room but only one hides the tape behind their back. Bring in the learner from outside. He must ask each child at the front – Do you have the tape? Each child should answer – “No, I do not have the tape”. After all three have answered, the person who was outside must guess which one is telling the truth or a lie and who has the tape. Let all learners have a turn at one of the roles. Review that one person was telling the truth but the other two were not.</p> <p>➤ Use the Letter Sound Cards and try pushing Sounds three Sounds Together. Have fun with this. e.g. mat, hen, dog. (If too hard for some learners they can continue with the 2-letter words.) Invite the learners to speak the words in sentences in English.</p>	TG 2, section 2.8, Phonics: Next word
	<b>Story Time 40 mins</b>	
<b>SE.2.1.1.11</b> Define honest <b>LL.2.4.1.7</b> Point to words in reading	<p>➤ Introduce the new Values Character – Tommy. What can we learn from the picture of Tommy? Read Story – Tommy Tells the Truth. Use Language to support meaning in English. Use the story to define truth. Talk about why people should tell the truth.</p>	R 2 pg 20-21, Character  R 1 pg 28, Story

➤ continue on page 271

&gt;&gt; continue from page 270

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.4.3.1.1</b> Handling books <b>LL.2.1.1.2</b> Meaning in language	What happens when people do not tell the truth? Show a paragraph from Tommy Tells the Truth and point to the words, write it big on chart paper or the board. From: "How are you", to "at the clinic, so many said." One at a time, as you read them again. Invite learners to point to each word as you read it to them, allowing them to join in as they wish.	
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.2</b> Strengthen muscles	> Try making different shadows in the sun with our bodies, then try to stand on each other's' shadows. > Strengthen hand and leg muscles through running games	
	<b>Think Time 45 mins</b>	
<b>SC.1.1.1.17</b> Sun, moon, stars, planets <b>SC.1.1.1.18</b> Light <b>SC.3.2.1.1</b> Class discussions	> Topic: Labelling the Sun, Moon, Stars and Planets. Refer back to the story – Tommy Tells the Truth. Read the second paragraph to the children about the sun, moon, stars and planets. Read the Sun, Earth, Moon text. Talk about the sky and the things we find in the sky – sun, moon, stars and planets. Scrunch up paper to make balls of different sizes to represent the objects in the sky. Label and define what each one is and hang them with string in the classroom. Focus on the sun – it gives us things that we need - it is a star close to the earth, light and heat. > Use the Small Book – Shadows and talk about how shadows are the absence of light.	R 1 pg 70, Sun text  R 2 pg 32, Tommy story
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>MA.1.1.1.2</b> Explore concrete materials <b>MA.2.1.1.8</b> Sort by one attribute	> Topic: Recording the Weather and Sorting Bugs. Prepare and introduce the Weather Chart. Show the learners the symbols for the weather and how they will record it each day. Record the weather for today. > Use the Bug Sort pictures from the Resource Book. Encourage the learners to discover ways to sort the bugs, letting them discover the differences. They can sort the bugs by colour, spots or size. After they have had some discovery time, direct them in some sorting, e.g. find all the bugs with black spots.	R 2 pg 42, Chart  R 3 pg 64, Pictures
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline  <b>SM.2.3.1.3</b> Confidence in movement	> Cross-pattern exercises – Crossing the midline of the body develops the brain. Teachers should read about these exercises and see instructions and photos in Resource book. Practise stretches.	R 1 p 125-135, Exercise



**TERM 4: WEEK 1: DAY 2****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Children should listen and talk actively.....Share news.</p> <p>➤ Topic: Practising sounds and pushing them together.</p> <p>Use the Letter Cards to rehearse the sounds that have been learned. Push 3 sounds together and practise sounding out and identifying words. Have fun with this and ensure that the learners understand the meaning of each word as it is read, using Mother Tongue and Pijin as needed. (If this is too much for some learners they can continue with 2-letter words.) Invite learners to use the words in new sentences in English.</p>	R 3 pg 66-68, Word List
<b>LL.1.5.1.8</b> Pronounce 'th' sound	<p>➤ /th/ Pronunciation Sheet. Use this page to practise using the /th/ sound correctly. The tongue should sit between the teeth. Sometimes it is a voice sound and sometimes it is a blowing sound. Practise the sound with the pictures. Then invite the learners to make up a sentence about each picture and practise saying the sound within the sentence.</p>	R 2 pg 144, /th/ Sheet
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>LL.2.4.1.7</b> Point to words in reading <b>LL.4.1.1.1</b> Interest in books	<p>➤ Christian Education – True Greatness. Mark 9:30-37; 10:13-16 Jesus teaches His disciples about true greatness and their need to receive Him like a child. Jesus desires us to follow His example - to use our lives to serve others. Anyone who does not receive Him like a child will not receive Him at all. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>➤ Small Book – John and his Fox.</p> <p>Read the story using Shared Book Guidelines. Focus on the idea of each written word representing a spoken word. Point to the words, one at a time, as you read the words again. Invite learners to come up and point to each word as you read it to them, allowing them to join in as they wish. Teachers should do this in small groups since the book is small.</p>	R 1 pg 112-114, Story  Fitzroy book 10, "John and his fox"
	<b>Move Time 1 35 mins</b>	
<b>LL.2.1.1.1</b> Enjoy rhymes <b>SM.2.3.1.2</b> Strengthen muscles	<p>Sing catchy songs with actions.</p> <p>Practise exercises.</p>	

➤ continue on page 273

&gt;&gt; continue from page 272

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>LL.1.1.1.6</b> Start a conversation  <b>SE.1.2.1.10</b> Communicate feelings	<p>&gt; Topic: Making Conversation and Communicating Feelings</p> <p>Review the way we politely greet people and provide some time for the learners to greet each other and have a short conversation.</p> <p>&gt; Bring the learners back together again and explore some different feelings through role-play, e.g. what does someone look like when they are happy, angry, sad, etc. Explore good ways to communicate our feelings using words and a polite tone. Give the learners some phrases to use, (e.g. I am feeling sad like I want to cry, etc.) Help them to understand that by communicating our feelings we can often find someone to help us with them. Have the learners practise using words to tell their feelings to each other in response to a feeling that you name.</p>	
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>SS.2.3.1.4</b> Local culture	<p>&gt; Topic: Learning Local Cultural Art.</p> <p>&gt; Demonstrate or invite someone from the local community to share a simple form of traditional arts for the children to learn. This may be a dance or song or type of artwork or craft. The aim is to learn something traditional of the community. Ensure the learners grasp the meaning of the art.</p> <p>&gt; Check and record the weather on the Weather Chart.</p>	Teachers Guide 2, section 2
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>MA.1.1.1.21</b> Fluency counting up and down	<p>&gt; Cross-pattern exercises Introduce Cross Pattern Commando Crawl.</p> <p>&gt; Play games counting and running – develop fluency counting up and down.</p>	R 1 pg 125-135, Exercise  TG 2 Section 3.6, Strategies for teaching number



**TERM 4: WEEK 1: DAY 3****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.5.1.7</b> Orally push letter sounds together <b>LL.1.5.1.7</b> Play with words <b>LL.3.2.1.4</b> Copy words	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Practising Sounds and Pushing Them Together into Words.</p> <p>➤ Use the Letter Sound Cards to rehearse the sounds that have been learned. Push 3 sounds together and identifying words. Have fun with this and ensure that the learners understand the meaning of each word. Lay the words out on the floor and ask the learners to identify words by your description, e.g. find a word that starts with the sound /d/; find a word that sounds the same as /mat/.</p> <p>➤ Teach hand writing - the way to form letters on the board - learners use finger pencils to try in the air and on the floor or table.</p>	<p>TG2 Section 2 for advice</p> <p>R 3 pg 82-85, List</p> <p>TG 2 Section 2.8, Phonics: First and next words</p>
	<b>Story Time 40 mins</b>	
<b>LL.2.3.1.4</b> Respond to main idea <b>SE.1.2.1.10</b> Communicate feelings <b>LL.3.2.1.4</b> Copy words	<p>➤ Story – Poor Paul.</p> <p>Read the story and use Mother Tongue and Pijin to support understanding in English. Talk about how the people in the story might feel and how our faces can show how we feel. Read the story again, stopping and asking the learners to show you the face of how the person in the story would be feeling. Explore what Paul could say in words to communicate his feelings. Who could he tell his feelings to? What might happen if he tells someone how he feels?</p> <p>➤ Teach hand writing. Form letters of the word [Paul] with finger pencils.</p>	<p>R 1 pg 79, Story</p> <p>TG 2 Section 2.10, Hand writing</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.6</b> Respond to stimuli <b>LL1.5.1.7</b> Play with words	<p>➤ Pattern in movement: teacher beats a stick on the floor or on a 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 asks children to jump 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.</p> <p>➤ Role play being dogs, cats and birds - crawl, jump, etc Then speak a pattern e.g. woof, woof, woof (breath), cheep cheep cheep (breath).</p>	

➤ continue on page 275

&gt;&gt; continue from page 274

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.4</b> + and – symbols  <b>SM.1.2.1.5</b> Safe community habits	<p>&gt; Topic: Learning about 'More' and 'Less' Using Shells. Use concrete materials to represent objects. Make + and – cards. Sit the learners in a circle on the floor so everyone can see you in the middle and remind them about the two symbols. When we do + we get more. When we do – we have less. Use the concrete materials to tell addition stories and take away stories and have the learners identify which card they talk about. e.g. Donny put 4 shells in the basket and then Martin put 3 shells in the basket. They put them together in the basket. Are Donny and Martin making more shells in the basket or less shells? Which sign will this be? (+) Repeat for many examples of adding and taking away.</p> <p>&gt; Use these concrete materials to link to the next activity. Ask the learners to pretend they are something very hot; like coals from a fire, cubes of ice, or very cold water in the river. How can these things hurt us? What kinds of things do we need to do to stay safe? Use role play to show how to handle these objects</p>	
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>LL.3.2.1.4</b> Copy familiar words	<p>&gt; Topic: Drawing and Copying Familiar Words. Check and record the weather on the Weather Chart. Review some of the English words on the wall – many of them are animals from around the world. Do the learners have any favourites? Provide the learners with paper to draw the animal as they wish and copy the label. They may like to refer to some favourite books. Provide assistance as needed especially reminding learners of the correct way to form letters. As you go around be sure to read what they have written so they know that their writing is working.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline  <b>LL.1.5.1.7</b> Play with words	<p>&gt; Cross-pattern exercises – continue crossing the midline of the body which develops the brain and see instructions and photos in Resource book.</p> <p>&gt; Drumming: Every child gets two sticks to drum with. Bring things outside and choose outside surfaces. Play rhythms for fun. Teachers shows rhythms that children copy. Children must play the teachers rhythm then extend it with their own counting 4 beats.</p>	R 1 pg 125-135, Exercises

**TERM 4: WEEK 1: DAY 4****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.1.1.6</b> Start a conversation <b>LL.2.2.1.8</b> Respond to questions	<p>➤ Children should listen and talk actively.....Share news.</p> <p>➤ Topic: Using Question Words.</p> <p>Explore the question words – who, what, where, when, why and how. Use very simple questions to help them grasp the concepts (e.g. Who is your teacher?) Compare the words in Mother Tongue and in Pijin. Write the words in English and at least one other language to put on the wall for review. Make sure that the learners understand that they mean the same thing even in another language. Invite the learners to ask each other some questions using the question words in English. Go and ask puppets and pillow friends.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.1.5.1.8</b> Pronounce 'th' sound <b>LL.2.3.1.3</b> Infer character feelings	<p>➤ Story – Tommy Tells the Truth.</p> <p>Look at the story again, noting the question words that Tommy's mum used. Practise pronouncing any /th/ words as you come to them. Talk about how Tommy was feeling. Have the learners ever felt something like that? Explore ways that Tommy could have used words to tell his mum how he was feeling.</p>	R 1 pg 28, Story  R 2 pg 20-21, Character
	<b>Move Time 1 35 mins</b>	
<b>LL.2.3.1.1</b> Link to experiences <b>LL.2.1.1.3</b> Match written to spoken	<p>➤ Practise the 2-letter and 3-letter words. Play a game with the words. Divide the class into teams. Each team sends one person to the front of the class facing away from the board. The teacher writes one of the words on the board and then tells them to turn around. The first one to correctly say the word wins a point for their team. Learners should be encouraged to sound out and push the sounds together if they do not recognise the word right away.</p>	
	<b>Think Time 45 mins</b>	
<b>SE 3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices	<p>➤ Topic: Piksa Stori Baebol – The Ten Commandments.</p> <p>Explain to the learners that we can enjoy books but there are some books that can help us and we can learn from them. Ask them to listen to the reading and start clapping each time the story tells them something that helps them, that they should or should not do.</p>	R 1 pg 83, Story

&gt;&gt; continue from page 276

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.4.3.1.5</b> Some texts give information	Help the learners identify the commands and then explore how obeying the commandments can make our world a better place.	
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.1</b> Simple graphs  <b>LL.2.4.1.6</b> Choose object that does not belong	<p>&gt; Topic: Pictures and Sounds – Which Objects Don't Belong? Check and record the weather on the Weather Chart. Look at the Pre-reading Sheet. (n, p, r, t) On each line there is a sound and some pictures. Work with the learners to say the sound. Then they should say the name of each small picture.</p> <p>&gt; Learners should then check the pictures to find which one does not begin with the sound and cross it out. Pictures may be coloured when the page is finished. Extension: some learners can write the names of the pictures and a sentence. Teach correct letter formation.</p>	<p>R 2 pg 141, Sheet</p> <p>TG 2 Section 2.10, Hand writing</p>
	<b>Move Time 2 30 mins</b>	
<b>SM.3.2.1.6</b> Games responding to stimuli <b>SM.3.3.1.5</b> Exercises to cross the midline	<p>&gt; Play the Game – On the Beach, In the Sea.</p> <p>&gt; Cross-pattern exercises - Crossing the midline of the body develops the brain.</p>	R 1 pg 134, Game

**TERM 4: WEEK 1: DAY 5****Value Theme – Honesty, Tommy tells the truth.**

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

**TERM 4: WEEK 2: DAY 1****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.1.1.6</b> Start a conversation <b>LL.2.2.1.8</b> Respond to questions <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<p>&gt; Children should listen and talk actively.....Share news. Topic: Using Question Words.</p> <p>Review the question words – who, what, where, when, why and how in Language and English. Invite the learners to start short conversations with each other using one or two of these question words in English.</p> <p>&gt; Story – The Boy Who Cried Wolf.</p> <p>Read through the story using Mother Tongue and Pijin to support understanding in English. After the story, ask the learners questions about the story using the same question words.</p>	R 1 pg 76, Story
	<b>Story Time 40 mins</b>	
<b>SE.1.3.1.7</b> Positive selftalk <b>LL.2.5.1.8</b> Read simple stories <b>LL.4.2.1.2</b> Identify details in a story <b>LL.2.1.1.3</b> Match spoken to written word	<p>&gt; Emerging Stories – it is a cup; it is a dog.</p> <p>Remind the learners about positive self-talk, being fair to ourselves like Francis told us. We are going to try some reading but we want to use positive self-talk, e.g. “This may be new but I am going to try. I can do it!”</p> <p>First review the small words you have been practising, reminding the learners to sound out and push together any words they do not know.</p> <p>&gt; Then hold up one of the stories and review with the learners the starting place for reading and that each written word matches a spoken word. Demonstrate slowly how to try the reading, pretending that you do not know some of the words and have to sound them out. Read the story together with the learners and enjoy any success. Talk about what was in the story and what it meant. Try reading the other story. Then allow individual learners to try to read the stories and celebrate whatever they can do.</p>	R 3 pg 104-119, Story Card
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.2</b> Strengthen muscles	> Strengthen hand and leg muscles – outside in the playground set climbing and running tasks for children. If wet - push 3 letter words together.	R 3 pg 82-84, words
	<b>Think Time 45 mins</b>	
	<p>&gt; Topic: Colour as Bent Light from the Sun.</p> <p>Read the Information text Sun, earth, moon: In a class</p>	

&gt;&gt; continue from page 279

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.1.1.1.19</b> Colour as bent light <b>SC.3.2.1.2</b> Record information <b>SC.3.2.1.1</b> Class discussions	discussion recall the work before on things in the sky and especially what the sun does. > Bending Sunlight experiment sheet: Follow the example provided so that the learners can see how the light from the sun gets bent and makes different colours. Ask the learners to draw what they have seen. Write – “we bend the sun” on the board. Allow the more able learners to copy the words under their picture while you write it for the others.	R 1 pg 138, Text  R 1 pg 138, Experiment
	<b>Try Time 45 mins</b>	
<b>LL.3.1.1.1</b> Draw to show meaning <b>MA.3.2.1.7</b> Record information <b>LL.2.5.1.7</b> Orally push letter sounds together	> Topic: Picture Puzzles to Form Words. Check and record the weather on the Weather Chart. > Allow the learners to work in small groups and share the Picture Puzzles to form Words. These are small word jigsaws to share between the groups. Encourage the learners to use the pictures and the sounds to put the puzzles together. Move around the room assisting learners to sound out the words as needed. Advanced learners write the words in exercise books. Teach them letter formation.	R 3 pg 20-29, Picture  TG 2 Section 2.10, hand writing
	<b>Move Time 2 30 mins</b>	
<b>SS.2.3.1.4</b> Local culture <b>SM.3.3.1.5</b> Exercises to cross the midline	> Explore local culture through music like bamboo band or a CD of a SI band. Dance to the music. If possible let children play bamboos. > Cross-pattern exercises – continue with these exercises.	R 1 pg 127-133, Exercise



**TERM 4: WEEK 2: DAY 2****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.2.1.7</b> Use curriculum vocabulary <b>LL.1.2.1.2</b> Use languages to help Eng. Meaning <b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Children should listen and talk actively.....Share news. Topic: Practising New Words. Encourage the learners to identify any new words from the walls and check and help them to remember what they mean.</p> <p>➤ Ask the learners to talk in small groups or pairs and then with one of the values characters pillows or puppets about some of the new words.</p>	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>SS.1.3.1.4</b> Community activities	<p>➤ Christian Education – The Rich Young Ruler. Mark 10:17-27 Jesus tests the rich young ruler, asking Him to give up everything to follow Him. Jesus desires for us to love Him more than anything on earth, having hearts that are willing to give up everything to follow Him. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p>	R 1 pg 112, Story
	<b>Move Time 1 35 mins</b>	
<b>SS.1.3.1.4</b> Community activity	<p>Arrange for the learners to help with a community activity. It may be cleaning up before church worship, moving chairs, moving small timbers. Join in a small activity to experience being part of the community activities.</p>	
	<b>Think Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>MA.1.1.1.2</b> Explore concrete materials <b>MA.2.1.1.8</b> Sort by one attribute <b>MA.1.2.1.4</b> + and – symbols	<p>➤ Topic: Drawing and Counting Objects. Give each learner a small piece of paper and a number (e.g. 8). Ask each learner to draw that number of (bananas, flowers, or anything to do with a feast and cleaning up) on the paper. Move around asking each learner to count their objects for you and helping them with one-to-one correspondence as needed.</p> <p>➤ Use the + and – cards and the learners' put pictures together to do some addition and take away stories; or put a + or – on their page to show an addition or subtraction story.</p>	

&gt;&gt; continue from page 281

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>LL.2.5.1.8</b> Read simple stories <b>LL.2.1.1.3</b> Match spoken to written word <b>SE.1.3.1.7</b> Positive selftalk	<p>&gt; Topic: Emerging Stories – a mat is wet; it is a man. Remind the learners about positive self-talk, being honest about ourselves like Tommy told us. We are going to try some more reading but want to use positive self-talk, e.g. “This may be new but I am going to try. I can do it!”</p> <p>&gt; Review the small words you have been practising, reminding the learners to sound out and push together any words they do not know. Hold up one of the stories and review with the learners the starting place for reading and that each written word matches a spoken word. Demonstrate slowly how to try the reading, pretending that you do not know some of the words and have to sound them out. Read the story together with the learners and enjoy any success. Talk about what was in the story and what it meant. Try reading the other story. Then allow individual learners to try to read the stories and celebrate whatever they can do.</p> <p>&gt; Check and record the weather on the Weather Chart. Assign 2 - 3 children to record on the chart.</p>	R 3 pg 88-89, Stories
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>MA.2.1.1.8</b> Sort objects	<p>&gt; Cross-pattern exercises – continue with exercises.</p> <p>&gt; Use the Bug Sort materials from the Resource Book.</p> <p>Encourage the learners to discover ways to sort the bugs, letting them discover the differences between the bugs. They can sort the bugs by colour, spots or size. After they have had some discovery time, you can direct them into 3 groups - children pretend to be creeping bugs. Teacher calls ‘7 spots’ and that group creeps. Teacher changes to ‘red and green’, then to “brown bugs”.</p>	R 1 pg 127-134, Exercises  R 3 pg 64-65, Pictures

**TERM 4: WEEK 2: DAY 3****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.5.1.7</b> Play with words <b>LL.4.3.1.2</b> Retell stories <b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Practising Small Words with a Game.</p> <p>Practise the 2-letter and 3-letter words through a game with the words. Divide the class into teams. Each team sends one person to the front of the class facing away from the board. The teacher writes one of the words on the board and then tells them to turn around. The first one to correctly say the word wins a point for their team. Learners should sound out and push the sounds together if they do not recognise the word right away.</p>	R 3 pg 78-81, Words
	<b>Story Time 40 mins</b>	
<b>LL.1.2.1.2</b> Use pijin <b>SE.2.1.1.11</b> Define honest <b>LL.4.1.1.2</b> Request stories	<p>➤ Big Book – The Dog Who Tricked the Pig.</p> <p>Read both languages. Focus on choosing some small words from the story and trying to hear the last sound in the word. (Not rhymes but the very last sound.) Sound out words and then pick the last one. Role-play the story and talk about what Tommy would think of the dog. Did he tell the truth? Was that good?</p> <p>➤ Invite the learners to choose another favourite story to read.</p>	LASI book, "The dog who tricked the pig"
	<b>Move Time 1 35 mins</b>	
<b>SM.3.1.1.7</b> Move around objects <b>LL.2.1.1.3</b> Match spoken with written	<p>➤ Make cards of the small words that you have been practising. Use them to play the Dog and the Bone game. This example is with 20 children but you can play with more or less. Divide the class into two sides. Ten people stand on one side facing the middle. Ten people stand on the other side facing the middle. Lay every small word in a line down the middle between the two teams. These are the bones. On the first team give every person a number from one to ten. On the other team give everyone a number from ten to one. The children are acting as the dogs. The teacher calls out one number (e.g. 4) and a small word (e.g. mat). The children on each team who are number four should run out to the middle and try to get the bone. First, if one picks it up they must run back to their place to win a point. If the other one tags them they do not get the point (Write the words on bone shaped cards).</p>	R 3 pg 78-81, Small words

&gt;&gt; continue from page 283

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SM.1.2.1.5</b> Safe community habits <b>LL.1.2.1.6</b> Pictures for meaning	<p>&gt; Topic: Recognising Danger and Staying Safe. Stimulus Picture – Fire Extinguishers. Look carefully at the picture and identify as many details as possible in it. Do these things look like something for children or do they look like adult things? Talk about the idea that things we don't know about could be dangerous. Should we play with it? Should we touch it? We should not touch things that do not belong to us, things that are strange to us or adult things – this will help to keep us safe.</p> <p>&gt; Make a big red cross. (X) This means danger. Take a small walk around the local area and put the red cross on things that we should not touch.</p>	R 2 pg 91, Picture
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>LL.2.4.1.6</b> Choose object that does not belong	<p>&gt; Topic: Match Sounds and record weather. Look at the Pre-reading Sheet. (c,s,a,e) On each line there is a sound and some pictures. Work with the learners to say the sound. Then they should say the name of each small picture. Learners should then check the pictures to find which one does not begin with the sound and cross it out. Pictures may be coloured when the page is finished. Advanced learners write picture names and a sentence.</p>	R 2 pg 140, Picture sheet
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.3</b> Cultural games	<p>&gt; Cross-pattern exercises – continue with exercises.            &gt; Participate games from other cultures – teacher chooses which game.</p>	R 1 pg 127-134, Sheet

**TERM 4: WEEK 2: DAY 4****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.5.1.7</b> Orally push letter sounds together <b>LL.1.4.1.6</b> Speak clearly	<p>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>&gt; Topic: Practising Small Words with a Game or Activity. Practice the small words again. This time, invite them to share ideas about how they would like to practise them. Remind them to think about how our values characters would like them to talk. It may be something they have done before or a new idea. Encourage learners to give a reason for their choice. Listen to several children's ideas and then choose one and do it.</p>	Teachers' Guide 2, section 2
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.2.1.1.2</b> Meaning in language <b>LL.2.3.1.4</b> Respond to main idea	<p>&gt; Small Book – Look Out! Follow the Shared Book Guidelines. Notice the words that are used often in the book – look, out, said, the. Read through the story allowing learners to join in where they want to.</p> <p>&gt; Invite them to show the feelings and face of each animal. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning.</p> <p>&gt; Explore some key words from English in other languages and re-read the book using those words instead. (E.g. shark, shrimp, fish, octopus.) Notice that some words are bigger - if we clap them we can break them up into smaller bits (e.g. oct – o – pus). Identify and make the sound for /oo/ and /sh/ and verbally sound the words [look] and [shark].</p>	Sunshine book, "Look out"
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.6</b> Respond to stimuli <b>SM.3.3.1.5</b> Games to cross mid-line <b>SM.3.2.1.3</b> Games	<p>&gt; Practise mirror dances. First with big movements. Then sitting in front of each other, one moves a pencil slowly in the air. Other learner follows with eyes only.</p> <p>&gt; Play game "Whats the time Mr Wolf".</p>	

&gt;&gt; continue on page 286

&gt;&gt; continue from page 285

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>MA.1.3.1.4</b> 'first', 'second', etc <b>MA.3.2.1.7</b> Record information	Topic: Ordinal Numbers in Small Book – Look Out! Read the story again. Talk about the story. Who is talking on each page? What are they worried about? Go through the pages of the story and identify the first, second, third, etc animal in the book, rehearsing ordinal numbers.	Sunshine book, "Look out" R 3 pg 59-61, Ordinal numbers
	<b>Try Time 45 mins</b>	
<b>LL.3.2.1.4</b> Copy familiar words  <b>SC.3.2.1.2</b> Record information	> Topic: Drawing and Copying Familiar Words. Review some of the English words on the wall – many of them are animals from around the world. Do the learners have another favourite? > Provide the learners with paper to draw the animal as they wish and copy the label. They may like to refer to some favourite books. Teach learners the correct way to form letters. As you go around be sure to read what they have written so they know that their writing is working. Capable learners can write sentences. > Check and record the weather on the Weather Chart. Review the days of weather so far and use forward and backward counting to count sunny days, rainy days etc.	TG 2 section 2.10, sentence structure: handwriting
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline  <b>SM.3.1.1.7</b> Move with objects <b>SM.2.3.1.2</b> Strengthen muscles	> Cross-pattern exercises – continue. > Game - Pass the Stick – movement and team work.  > Outside try handstands and crouched handstands.	R 1 pg 127-134, Exercises R 1 pg 134, Game

**TERM 4: WEEK 2: DAY 5****Value Theme – Honesty, Tommy tells the truth.**

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



**TERM 4: WEEK 3: DAY 1****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.2.1.7</b> Use curriculum vocabulary  <b>LL.1.3.1.2</b> Stories for enjoyment	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Using New Words in Conversations.</p> <p>Use new words in conversations: Choose English words from our values characters e.g. "Tommy tells the truth", or "Theresa joins together." Hold up recent words we have learnt from the familiar words list or the words studied in small books. Read the words. Demonstrate using them e.g. "Tommy is the dog's friend. I like the dog." Encourage children to make up English sentences and speak to each other, then talk to the pillows and puppets.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.8</b> Read simple stories <b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Read "Don't Lie to Daddy" story and support understanding with Language and - Pijin.</p> <p>➤ Read some of the emerging reading stories that have 2-3 letters (It is wet, I am on a bed). Learners will probably recognise the words from previously pushing sounds together. If they do not, help them to sound out words. Notice any children not engaged so you can read with them on their own later.</p>	R 1 pg 52-53, Story  R3, pg 90-91, Stories
	<b>Move Time 1 35 mins</b>	
<b>LL.2.1.1.3</b> Match spoken and written <b>SM.2.6.1.6</b> Participate in games	<p>➤ CVC games – teacher should write sight words on shells, rocks and sticks with marker pen. Hide them around the outside of the classroom before children arrive for the day. Hide enough for children to find 2 each. Send children to find them. Children should stand in a circle and read the words to everyone. Collect into a pile for later today.</p>	
	<b>Think Time 45 mins</b>	
<b>SC.1.2.1.8</b> Day and night <b>SC.3.2.1.2</b> Record information	<p>➤ Topic: Day and Night.</p> <p>Information Text: Sun, earth, moon - read again.</p> <p>Explain to learners that the earth moves in a circle every day and that is why we have day and night. The light changes.</p> <p>➤ Record information through construction – use 3 old coconuts to represent sun, moon and earth. Try to paint them or cover them with paper that is coloured.</p>	R 1 pg 70, Information text

&gt;&gt; continue from page 288

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Use string to hang them (from a coat hanger).	
	<b>Try Time 45 mins</b>	
<b>MA.2.1.1.1</b> Constructing materials  <b>MA.2.1.1.9</b> Simple shapes	<ul style="list-style-type: none"> <li>&gt; Topic: Constructing the Sun, Earth and Moon/ Sorting Geometric Shapes.</li> <li>&gt; Explore construction materials – give learners round things to make their own sun, earth and moon or small pictures of them to glue on a strip of paper and wear as a hat.</li> <li>&gt; Compare and sort geometric shapes - square, circle, triangle, rectangle and their names.</li> <li>&gt; Use geo-boards with rubber bands to show shapes.</li> </ul>	R 1 pg 146, Geoboard  R 3 pg 35-38, Cards TG 2 Section 3.7, Strategies for teaching shape
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.2.5.1.7</b> Orally push letter sounds together	<ul style="list-style-type: none"> <li>&gt; Cross-pattern exercises: Crossing the midline of the body develops the brain.</li> <li>&gt; Send 4 children outside to hide the sight words again. Send children to find them. Children should stand in a circle and read the words to everyone. Collect into a pile for future games.</li> </ul>	R 1 pg 127-134, Exercises

**TERM 4: WEEK 3: DAY 2****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences <b>LL.1.5.1.1</b> Enjoy songs <b>SE.2.1.1.11</b> Define honest	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Talking about Experiences with the Sun and Moon</p> <p>Share experiences about the sun and moon. e.g. when the sun didn't shine and they were cold, when they saw the moon and it was not round but a little piece.</p> <p>Enjoy rhymes about the sun or moon .</p> <p>➤ Remind of a definition of honesty: telling the truth; the quality of being what you appear to be so that you say what you think, show what you feel.</p>	R 1 pg 2-17, Rhymes
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>LL.1.3.1.1</b> Respond to stories  <b>LL.2.5.1.7</b> Orally push letter sounds together	<p>➤ Christian Education – The Triumphal Entry. Mark 10:32-34, 11: 1-10, Jesus predicts His death for a third time to His disciples. He enters into Jerusalem and is honoured as King. Jesus revealed Himself as a humble, sacrificial King when predicting His death. He is our King, deserving all of our honour and praise. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>➤ Big Book: Ants Can't Read – follow the shared reading guidelines.</p> <p>➤ Read the emerging reading stories that have 2-3 letters (a hen is wet, god is big). Learners will probably recognise the words from previously pushing sounds together. But if they do not, help them to sound out words. Notice any children not engaged so you can read with them on their own later.</p>	R 1 pg 115, Story  Sunshine book, "Ants can't read"  R 3 pgs 88-93,
	<b>Move Time 1 35 mins</b>	
<b>LL.2.1.1.3</b> Match spoken and written <b>SM.2.6.1.6</b> Participate in games	<p>➤ CVC games - Send 4 children outside to hide the sight words again. Send children to find them. Children should stand in a circle and read the words to everyone. Collect into a pile for future games.</p>	R 3 pgs 82-85, Words for CVC games
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.4</b> + and – symbols	<p>➤ Topic: + and – Using Counters.</p> <p>Connect + and – symbol to concept – give every child 2 small papers or cards. All should try to write symbols for – and +, one on each card.</p>	R 3 pgs 63, + and - symbols

**>> continue on page 291**

&gt;&gt; continue from page 290

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Seat children in small groups with maths counters and their cards. Get them to put counters down showing a plus sign in between. Then group those counters added together and count them out loud and also silently in their heads.	
	<b>Try Time 45 mins</b>	
<b>SE.2.3.1.10</b> Demonstrate honesty  <b>SS.2.3.1.4</b> Local culture	<p>&gt; Topic: "The Honesty Game"</p> <p>Demonstrate honesty – people can trust you if you are honest. Let's play the honesty game and help Tommy.</p> <p>"The Honesty Game" (Tommy tells the truth.)</p> <p>I will tell you a short story about something that could happen to Tommy. You tell me how Tommy could be honest. Listen to the 2 things and tell me which one Tommy would do.</p> <p>1) Tommy accidentally breaks his mum's perfume or spray;</p> <ul style="list-style-type: none"> <li>- Tommy pretends someone else did it;</li> <li>- Tommy says, I'm sorry I broke it.</li> </ul> <p>2) Tommy's Grannie asks who ate the mango when she said not to touch it? Tommy ate it. - Tommy is quiet and pretends he doesn't know. - Tommy says: I was hungry. Sorry I ate it.</p> <p>3) Tommy saw someone steal a ball.</p> <ul style="list-style-type: none"> <li>- He tries to get him or her to give it back.</li> <li>- He doesn't tell anyone. - He tells his mum.</li> </ul> <p>How would Tommy earn back someone's trust?</p> <p>Which words should we say from these 6 sentences?</p> <ul style="list-style-type: none"> <li>- I'm sorry I made a mistake, please forgive me;</li> <li>- I won't do that again;</li> <li>- Please trust me next time; - You know I never break things;</li> <li>- I didn't do that!</li> <li>- Don't blame me!</li> </ul> <p>&gt; Explore local culture through food – in small groups, using leaves and sticks, pretend to make a motu. Teacher moves around asking what the children are cooking and talks about how it is different food in other places because of other cultures.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the mid-line <b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Cross-pattern exercises - Crossing the midline of the body.</p> <p>&gt; Confidence and experience in movement – put children in small groups of 4. Their roles will be – choreographer (the one who makes up the dance), sun, earth and moon.</p> <p>The choreographer will be the leader and tell the others where to stand and how to rotate (spin or circle) around each other. They should move slowly around each other to represent how these planets move during 24 hours of a day.</p>	R 1 pgs 125-135, Exercises

**TERM 4: WEEK 3: DAY 3****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences	<ul style="list-style-type: none"> <li>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</li> <li>&gt; Topic: Talk about Things that Make us Feel Good</li> </ul> <p>Share experiences – talk about something you did as a class that made you feel good. e.g. I felt good when we all danced together. Encourage conversation in language and then try English – “I felt good when...”.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.2</b> Stories for enjoyment  <b>LL.4.1.1.2</b> Request stories	<ul style="list-style-type: none"> <li>&gt; Shared book: Good for You. Follow the shared book. guidelines and focus on familiar words “for, you, is” and content words “fruit, sleep, games, fresh air, hugs.” With book title “Good for You” segment phonemes /oo/, /or/, /ou/ and study sounds.</li> <li>&gt; Invite children to request stories and read to them.</li> </ul>	Sunshine book, “Good for you”
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.3</b> Movement and coordination	<ul style="list-style-type: none"> <li>&gt; Go outside and set children activities climbing, running and jumping.</li> <li>&gt; Practise stretches.</li> </ul>	
	<b>Think Time 45 mins</b>	
<b>SS.1.3.1.4</b> Community activities <b>SS.1.3.1.5</b> Contribute to the village <b>SM.1.2.1.5</b> Safe community habits	<ul style="list-style-type: none"> <li>&gt; Topic: Community Activities and Safe Community Habits. Community activities – focus on one community activity like a feast, or a building project, or cleaning up the village. Talk about the details of the activity with the children and plan to participate in it outside of class hours.</li> <li>&gt; Safe community habits – if you have a road in your community talk about crossing the road safely. If there is no road, talk about a different thing to be safe with, like being careful around half built houses.</li> </ul>	
	<b>Try Time 45 mins</b>	
<b>SM.2.3.1.4</b> Obey game rules <b>MA.1.1.1.21</b> Fluency in counting	<ul style="list-style-type: none"> <li>&gt; Topic: Maths Game – Counting Up and Down. Play a maths game that counts up and back down again – a version of “What’s the Time Mr Wolf” where children count their steps.</li> </ul>	R 1 pg 135, Game

**>> continue on page 293**

&gt;&gt; continue from page 292

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Move Time 2</b> 30 mins	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.4.3.1.2</b> Retell stories <b>SM.3.1.1.7</b> Move	<p>&gt; Cross-pattern exercises - Crossing the mid-line of the body. Role-play stories, song and dance: Choose 1 thing from the shared book that is good for you. Create a song and dance or a drama about it.</p> <p>&gt; Mirror Game – whatever the teacher does the children mirror it: e.g. clap hands, tap legs, scratch heads, yawn, rub hands. Then give children turns to lead the movement. Remember children should move like a mirror image.</p> <p>&gt; Mirror seated in pairs. One moves a pencil slowly in the air, the other learner follows with eyes only.</p>	<p>R 1 pg 125-135, Exercises</p> <p>R 1 pg 126,</p>

**TERM 4: WEEK 3: DAY 4****Value Theme – Honesty, Tommy tells the truth.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.5.1.7</b> Play with words	<ul style="list-style-type: none"> <li>&gt; Children should listen and talk actively.....Share news.</li> <li>&gt; Topic: Experiment with and Play with Word Sounds.</li> </ul> Play with word sounds – alliteration (see glossary at end of this guide). Try English sentences like “Tommy tells the truth”, “Thelma says Thank you”, and other sentences using alliteration (see glossary).	
	<b>Story Time 40 mins</b>	
<b>LL.2.1.1.2</b> Meaning in language <b>LL.4.1.1.1</b> Interest in books <b>LL.1.5.1.8</b> Pronounce ‘th’ sound	<ul style="list-style-type: none"> <li>&gt; Small book: There is a planet. Follow the guidelines for shared books. Produce words that begin with the sound /th/. Segment and blend words: that, there, in, at.</li> <li>&gt; Look at resource book picture of the globe. Discuss the meaning of the planet earth and find SI on the globe.</li> </ul>	Sunshine book (pull apart)  R 3 pg 129, Globe
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.3</b> participate in games	<ul style="list-style-type: none"> <li>&gt; Play games with balls.</li> </ul> Throw and catch in pairs, gradually moving further apart but trying not to drop the ball. <ul style="list-style-type: none"> <li>&gt; Throw into a bowl or basket, gradually moving further away but trying not to miss the basket.</li> <li>&gt; Try high throws but the friend still has to catch it.</li> <li>&gt; Strike the ball with a bat or stick.</li> </ul>	
	<b>Think Time 45 mins</b>	
<b>MA.1.3.1.4</b> ‘first’, ‘second’, etc  <b>SS.3.1.1.1</b> Awareness of maps	Topic: Sequencing Countries by Size. Teacher copies from globe map and draws an outline picture of Australia, Papua New Guinea, Solomon Islands and New Zealand. Cut it into 4 pieces. Teacher shows the globe picture and ask learners how to put the map pieces together, putting the countries beside each other like on the globe. Ask children to help you to sequence countries using language: bigger, smaller. (Sequence – something follows another thing in order.) e.g. SI is the smallest one, then NZ a small one. PNG is bigger and Australia is the biggest. Then lay out the 4 piece map again but in sequence from biggest to smallest. Mix them up and invite learners to sequence them.	R 3 pg 129, Globe



&gt;&gt; continue from page 294

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>LL.3.2.1.4</b> Copy familiar words	Topic: Copying Familiar Words. Children can try to copy favourite or familiar words – show familiar words on a chart and on the wall or children choose from a small book. Children write in exercise book and teacher moves around helping. Capable children write sentences.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.6</b> Games	<ul style="list-style-type: none"> <li>&gt; Cross-pattern exercises - Crossing the midline of the body.</li> <li>&gt; Participate in games – children walk around outside in a big circle. If teacher calls 'bigger' they take big steps. If teacher calls 'smaller' they take small steps. Do the same with jumping and then hopping. Then use cards with the words bigger and smaller written on them. Choose a child to hold up the cards and children change their movement from reading the card held up.</li> </ul>	R 1 pg 125-135, Exercises

**TERM 4: WEEK 3: DAY 5****Value Theme – Honesty, Tommy tells the truth.**

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

**TERM 4: WEEK 4: DAY 1****Value Theme – Respect, Rose shows respect.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences  <b>SE.2.1.1.12</b> Define respectful	<p>&gt; Children should listen and talk actively.....Share news. Topic: Talk about Examples of Respect. Invite and children to share some news.</p> <p>&gt; Define respect – about the way we treat people. (definitions at start of this book). A good communicator (see learning dispositions definitions) talks to others with respect. They listen to others and wait for a turn to talk. Talk about Rose who shows respect and give examples e.g. Rose follows classroom rules. She listens to others and if she gets something wrong she says sorry. She won't join in if others criticise someone.</p>	R 2 pg 22-23, Picture
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.2.3.1.3</b> Infer character feelings <b>LL.2.5.1.8</b> Read simple stories	<p>&gt; Read the Rose story – talk about how Rose felt when the elder talked loudly, share experiences the children have had with needing to show respect or others not showing respect.</p> <p>&gt; Read the emerging reading stories that have 2-3 letters (a rag is not wet, it is a pen). Learners will probably recognise the words from previously pushing sounds together. If they do not, help them to sound out words. Notice any children not engaged so you can read with them on their own later. Advance learners read cards individually and in small groups.</p>	R 1 pg 29, Story  R 3 pg 88-95, Story
	<b>Move Time 1 35 mins</b>	
<b>LL.2.5.1.7</b> Push letter sounds  <b>SM.2.3.1.4</b> Obey game rules	<p>&gt; CVC games: Word Jump Game. Write (with a stick) a few three letter words, jumping distance apart, in the sand or dirt. If teacher says the word, children to jump over to stand beside the word. Change it around by asking them to jump forward, or backwards, or sideways to reach the word.</p> <p>&gt; Then if they see the teacher hold up the word card, children to jump over to stand by a word</p> <p>&gt; Now don't say the word or show the word card. Instead show a drama e.g. [cup] - mime drinking, [cat] – meow. Children jump.</p>	R 3 pg 82-85, Three letter words
	<b>Think Time 45 mins</b>	
<b>SC.1.2.1.9</b> Changes in light	<p>&gt; Topic: Experimenting with Shadows. Changes in light – shadow length can be longer or shorter depending on the light – experiment outside with everyone's</p>	

&gt;&gt; continue from page 297

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.3.2.1.3</b> Present information	shadows. > Put a coloured plastic over the end of a torch. Shine it into a dark box and see how the light becomes coloured.	
	<b>Try Time 45 mins</b>	
<b>MA.2.1.1.9</b> Simple shapes <b>MA.2.1.1.1</b> Constructing materials <b>MA.1.1.1.2</b> Explore concrete materials	> Topic: Sorting Geometric Shapes and Making Models. Compare and sort shape cards in front of learners talking about the shapes. Learners can have fun making the shapes on geoboards where shapes are stretched with rubber bands. (Geoboards can be made from board or cut from old slippers.) > Explore construction materials (use match sticks/tooth picks/ small sticks and play dough) –when explaining activity talk about respecting the feelings, rights and belongings of others when making things. Encourage children to make three different sized balls to represent the sun, earth and moon. Use the sticks like legs to stand them on showing that they float in space.	R 3 pg 35-38, Shape cards R 1 pg 146, Geoboards TG 2 Section 3.7, Teaching shape R 1 pg 140, Recipe play dough
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SE.1.2.1.12</b> Respect others <b>SM.2.3.1.4</b> Obey games rules	> Cross-pattern exercises - Crossing the midline of the body. > Encourage writing. Ask 5 children to write a 3-letter word on the ground or on a card. Play the jumping game again. Encourage children to respect others in their playing.	R 1 pg 125-135, Exercises

**TERM 4: WEEK 4: DAY 2****Value Theme – Respect, Rose shows respect.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SM.2.3.1.5</b> Respect boundaries <b>LL.1.2.1.7</b> Use curriculum vocabulary	<ul style="list-style-type: none"> <li>&gt; Children should listen and talk actively.....Share news.</li> <li>&gt; Topic: Talk about Respecting Other People and their Things</li> </ul> <p>Respect property and social boundaries – talk about using greetings and polite words, asking permission, not touching someone else's things unless they say you can, asking for someone's attention, not hitting them). Model words that show respect and ask children to copy you in language and then English (Please, thank you, can I please, excuse me, you are a big help to me).</p>	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<ul style="list-style-type: none"> <li>&gt; Christian Education – The Widow's Offering. Mark 12:41-44 Jesus honours a widow who gave all she had out of her poverty over the rich who gave abundantly out of their wealth. What matters most to God is the inner state of our hearts, not the outward appearance. Specifically, God is not focused on a specific amount of giving but giving sacrificially with complete trust in Him. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</li> </ul>	R 1 pg 116-118, Story
	<b>Move Time 1 35 mins</b>	
<b>SE.2.1.1.1</b> express thoughts on moral values <b>LL.2.2.1.5</b> act out stories <b>SS.2.3.1.2</b> learn about customs	<ul style="list-style-type: none"> <li>&gt; Roleplay – make up a drama based on the Widow's offering story from the bible. Involve many children as Jesus, his disciples listening to him, people standing around temple watching the Widow. Ask children to talk about their thoughts about the moral values in this story.</li> <li>&gt; Sing action songs and practise custom dances.</li> </ul>	
	<b>Think Time 45 mins</b>	
<b>SS.2.3.1.4</b> Local culture	<ul style="list-style-type: none"> <li>&gt; Topic: Site Visit – Exploring Local Culture.</li> </ul> <p>Explore culture through visiting local sites – plan a visit – it might be to see someone weaving, see a bamboo band or to a place that is special. Talk about culture with children at the site and when back in the classroom. Talk about respectful behaviour when making a visit.</p>	R 2 pg 38, Class rules

&gt;&gt; continue on page 300

&gt;&gt; continue from page 299

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.21</b> Fluency in counting <b>LL.3.1.1.1</b> Draw to show meaning <b>SE.2.4.1.1</b> Follow rules and routines	<p>&gt; Topic: Counting Practice.            Practise fluency in counting by standing children in a line. Then count up and down the line counting forward and backwards. Children should draw pictures of the class standing in a line with a number beside each child.</p> <p>&gt; Follow classroom rules. Ask children to tell you some of your classroom rules and explain why they are important. Capable children write down a rule.</p>	R 2 pg 38, Rules
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.3</b> Movement and coordination <b>LL.2.5.1.7</b> Orally push letter sounds together <b>LL.1.2.1.7</b> Use curriculum vocabulary	<p>&gt; Cross-pattern exercises – continue these.</p> <p>&gt; CVC games – Word jump game again:            Give your children a break from jumping and the teacher jumps! A child should give definitions instead of telling the word (e.g. you drink from it (for cup)), rhyming (it rhymes with mat (for cat)) or a drama (meow (for cat)) as cues for the teacher to jump to stand beside particular words.</p> <p>&gt; Choose 5 children to use word cards to tell a story.            Get a child to jump to beside a word and begin a story in English. e.g. “I saw a big cat.”            The next child should jump to beside another word and add to the story. e.g. jump to word [wet] and say “it was wet”.            (Encourage creativity and storytelling.)</p>	R 1 pg 125-135, Exercises

**TERM 4: WEEK 4: DAY 3****Value Theme – Respect, Rose shows respect.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SS.1.3.1.5</b> Contribute to the village	<ul style="list-style-type: none"> <li>&gt; Children should listen and talk actively.....Share news.</li> <li>&gt; Topic: Talking about our Differences and Respecting them. We all make a personal contribution to our village or family. We all bring different talents we can share and help in our village and school. We should respect the differences between us and realise how much they can help us. e.g. someone is good at being a nurse, someone else is good at gardening, someone else at cutting wood or making houses, someone else is good at teaching God's word. What are people in our classroom good at?</li> </ul>	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.2</b> Stories for enjoyment <b>LL.4.2.1.2</b> Identify details in a story	<ul style="list-style-type: none"> <li>&gt; Missionary Story – Faithfulness about Edith Ehamana from Isabel. Talk about the story details. Explain that we respect how this person loved and obeyed God. We want to copy this good example.</li> </ul>	R 1 pg 55, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.6</b> Participate in games	<ul style="list-style-type: none"> <li>&gt; Game - Arch Relay – see R1 for instructions</li> </ul>	R 1 pg 136, Games
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.4</b> + and – symbols  <b>LL.3.1.1.4</b> Describe missing part in a sequence	<ul style="list-style-type: none"> <li>&gt; Topic: Practising using + and – symbols / Describing a Missing Part in a Sequence Give every child 2 small papers or cards. All should try to write symbols for – and +, one on each card. Seat children in small groups with maths counters (e.g. 5 stones, or bottle tops with numerals written on them) and their cards. Get them to put counters down showing a plus sign in between (e.g. 2 stones and 3 stones, or numeral 2 and numeral 3.) Then group those counters added together and count them out loud and also silently in their heads.</li> <li>&gt; Describe the missing part in a sequence -: pattern of leaves and stones – what is missing? Children get their own leaves and stones and make patterns. With a friend, look at the pattern. Friend closes eyes. Child removes something.</li> </ul>	R 3 pg 63, Addition and subtraction signs

&gt;&gt; continue on page 302



&gt;&gt; continue from page 301

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Friend opens eyes and says what is missing.	
	<b>Try Time 45 mins</b>	
<b>SE.2.4.1.2</b> Care of property <b>SM.2.3.1.4</b> Obey game rules <b>MA.1.1.1.2</b> Explore materials	<p>&gt; Topic: Taking Care of Property, Maths.</p> <p>Take care of school and public property – other people's property is important. We should be considerate of other people's things that have value to them and have gratitude for what you have. Explain these words and ideas. Explain that people are allowed to make rules about the use of their property – either school property or personal property. If other people use those things with permission, they must follow the rules.( e.g. you can't use that unless you ask me, or only adults can use that). Children choose geoboards or numberlines or ten frames activities to practice maths.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.6</b> Games	<p>&gt; Cross-pattern exercises – ask children to show you new ways of crossing the body with their hands or even feet e.g. step foot across other one and turn around.</p> <p>&gt; Mirror Game – whatever the teacher does the children mirror it: e.g. clap hands, tap legs, scratch heads, yawn, rub hands. Then give children turns to lead the movement. Remember children should move like a mirror image. Encourage them to obey game rules.</p>	R 1 pg 125-135, Exercises

**TERM 4: WEEK 4: DAY 4****Value Theme – Respect, Rose shows respect.**

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences <b>LL.1.5.1.7</b> Play with words	> Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Experiment with and Play with Word Sounds Play with word sounds – alliteration (see glossary) - enjoy rhymes that have repeating first sounds. (e.g. she sells shells)	
	<b>Story Time 40 mins</b>	
<b>LL.1.3.1.1</b> Respond to stories <b>LL.2.1.1.2</b> Meaning in language <b>SE.2.1.1.12</b> Define respectful	> Listen to story – the Rude Man. Discuss values and respect. Discuss: what would Rose think about the rude man? What would Paul who is polite think about him? > Groups of children should act it out as a drama – village people, rude man or woman, respectful man or woman.	R 1 pg 76, Story
	<b>Move Time 1 35 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs <b>SM.1.3.1.1</b> Safety Drills	> Practise disaster songs and do drills.	R 1 pg 10, Disaster song
	<b>Think Time 45 mins</b>	
<b>LL.1.2.1.6</b> Pictures for meaning <b>LL.4.3.1.2</b> Retell stories	> Topic: Drawing Pictures – The Rude Man Story Draw pictures about the story. Invite individual children to show their pictures and retell the story.	
	<b>Try Time 45 mins</b>	
<b>SE.1.1.1.7</b> Pride in the Solomon Islands	> Topic: Drawing about Solomon Islands Talk or draw what I like about Solomon Islands – have a class discussion and then break off into small groups to draw. > Allow children to try to copy favourite or familiar words from lists or the wall. Move around assisting them.	
	<b>Move Time 2 30 mins</b>	
	> Cross-pattern exercises – ask children to show you new ways	

&gt;&gt; continue on page 304

&gt;&gt; continue from page 303

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.3.2.1.4</b> Copy familiar words <b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.1.1.7</b> Move with objects <b>LL.1.2.1.7</b> Use vocab. across curriculum	of crossing the body with their hands or even feet e.g. step foot across other one and turn around, hand action of a wave across the body. > Walk to a drum beat along straight pathways. Change directions on command. > Then teacher puts obstacles in the pathway and beats drum again. As children walk and come to an obstacle they must use maths language as they pass e.g. I go under the chair, I go over the book, I go around the slippers.	

**TERM 4: WEEK 4: DAY 5****Value Theme – Respect, Rose shows respect.**

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

**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 15: Term 4, 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 four. 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 15.1 below shows the Specific Learning Outcomes for term 4 weeks 5 - 8.

#### Language and Literacy (LL)

##### Specific Learning Outcomes

- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.7 use vocabulary learnt across the curriculum in conversation
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.9 share personal experiences with others in simple sentences
- LL.1.3.1.10 convey simple messages to teachers, friends and family
- LL.1.4.1.6 report, tell experiences, present ideas and explanations with some clarity and focus
- LL.1.5.1.1 enjoy listening to rhyming songs and poems
- LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.3.1.1 link events in a text to learner's own experiences
- LL.2.3.1.3 make inferences about a character's feelings
- LL.2.3.1.4 respond to a simple message and main idea of a conversation or story through gesturing (nodding or pointing) and appropriate facial expression
- LL.2.5.1.9 notice differences between capital and small letters, noting that they make the same sound
- LL.2.5.1.10 identify letter names as a second label to the sounds (first response must be the sound, not the letter name)
- LL.2.5.1.11 (extension only) read and play with sound blends in simple 4-6 letter words CCVC, CVCC, CCVCC words— tr, pr, fr, br, cr, dr, sp, sw, sk, st, sl, sm, pl, gl, fl, bl, tw, str

- LL.2.5.1.12** identify, read and sound lazy sounds: ll, ss, ee, ck – will, bell, mess, loss, see, free, back, crack, truck
- LL.2.5.1.13** (extension only) Read and orally push together different letter sounds, blends and lazy sounds to form words: acting out to demonstrate meaning
- LL.2.5.1.14** (extension only) read short, simple stories using letter sounds, blends and lazy sounds and retell content to explore meaning
- LL.2.6.1.4** recognise some basic English sight words frequently seen in shared texts: I, and, the, am, was, boy, girl, is, that, here, with, have, a, you, it
- LL.3.1.1.1** draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.3.1.6** practise creative writing through drawing and attempting to write simple sentences
- LL.4.1.1.1** show interest in books through questioning and predicting how a story might continue
- LL.4.1.1.2** request favourite stories and rhymes
- LL.4.1.1.3** seek more information about the local culture such as the festivals, customs, art forms and food
- LL.4.2.1.2** identify and talk about details in a story (objects, time, causes, results)
- LL.4.3.1.1** identify parts of a book, turning pages, care of pages, storing books
- LL.4.3.1.2** retell, draw or role-play (act) traditional stories or characters

## Mathematics (MA)

### Specific Learning Outcomes

- MA.1.1.1.22** recognise a quantity up to five instantly without counting
- MA.1.2.1.6** solve word problems using children and concrete materials
- MA.2.2.1.12** compare objects by placing one object against another.
- MA.2.3.1.3** follow and give simple directions to guide a friend around an obstacle path and vice versa
- MA.3.1.1.4** sort objects using two attributes and changing one e.g. boys wearing slippers and boys not wearing slippers
- MA.3.2.1.7** observe and record information accumulated over a long period of time: growth of a plant, weather
- MA.3.3.1.1** use data displays to answer simple questions such as ‘how many students had brown hair?’

## Science (SC)

### Specific Learning Outcomes

- SC.1.2.1.10** change colours by mixing to make new colours
- SC.1.3.1.4** select and use suitable materials to create shade
- SC.2.2.1.2** observe and record the evaporation of water
- SC.3.1.1.4** investigate ways that people harm the sky and why this needs to change. eg. smoke and chemicals
- 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.2.3.1.5** share some details of how customs relevant to the Solomon Islands are carried out
- SS.2.3.1.6** participate in activities organised by the community that promote the local ethnic culture
- SS.3.3.1.7** actively care for a class selected site

**Sensory, Motor and Health (SM)****Specific Learning Outcomes**

**SM.2.2.1.4** build habits to support common disease prevention e.g. malaria, diarrhea

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

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

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

**SM.2.3.1.5** respect property and social boundaries

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

**SM.3.2.1.5** throw, catch, strike a ball or object

**SM.3.2.1.7** practise speed and agility

**SM.3.3.1.5** participate in exercises to cross the midline – cross pattern flip flops, cross pattern walking, cross pattern commando crawl

**Social and Emotional Skills (SE)****Specific Learning Outcomes**

**SE.1.3.1.5** describe the self using personal qualities and strengths

**SE.1.3.1.6** identify personal progress and improvements and the effect of effort

**SE.2.1.1.1** express thoughts or ideas on the moral values. eg. a story, rhyme or song that portrays values

**SE.2.1.1.13** discuss times to pray

**SE.2.2.1.2** celebrate the variety of gifts that are in the class

**SE.2.2.1.6** act out acceptance of multi-ethnic communities

**SE.2.2.1.7** roleplay ways people of different cultures, religions and races can become united and live together in peace

**SE.2.3.1.11** demonstrate respect through thoughtful words, an attitude to treat people with dignity, courtesy, honouring rules, elders, parents, teachers and chief

**SE.2.3.1.12** demonstrate prayerfulness through learning short prayers and the right way to say them, talking to God, being aware of God, praying in class

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

**SE.2.4.1.4** appreciate own mistakes and willing to apologise

**SE.3.2.1.3** celebrate the sacrifice of Jesus

**SE.3.3.1.4** seek to apply Christian practices such as grace, prayer and worship

Table 15.2 displays the 6 learning areas that make up the curriculum programme, followed by the 2, 3 or 4 strands in each area. This is inserted here to assist teachers in their lesson planning with a quick reference to strands that they will want to notate in their lesson plan template. This is for weeks 5 - 8 of term 4.

Table 15.2 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



Code	Learning Area	Strands	Strand Theme
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 16: Term 4, 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 4: WEEK 5: DAY 1

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.5.1.11</b> Sound blends	<p>&gt; Children should listen and talk actively.....Share news. Topic: Practise the Sounds and learn about Blends. Use the Blends Sheet as a chart or on the board. Review the Letter Sound Cards and explore the blends. Children repeat after you – “blends are two sounds that work together but each one still says its own sound.” Use two fists coming together in front of the body to demonstrate this. Get children to do the action.</p> <p>&gt; Go through the first blends slowly, identify each sound on its own and then push them together to make the blend. (tr, sp, pl, pr, gl).</p> <p>&gt; Invite the learners to suggest words that have the blend sound in them. (If this is too much for some learners, continue to work with them at the single sound level as they continue to learn to push sounds together to make small words.)</p>	<p>R 3 pg 96-97, First blend</p> <p>R 3 pg 82-85, Blends</p> <p>TG 2, 2.8.9, Consonant blends - advice for teachers</p>
	<b>Story Time 40 mins</b>	
<b>LL.2.3.1.4</b> Respond to main idea <b>SM.2.2.1.4</b> Prevent disease	<p>&gt; Big Book – Tik!</p> <p>Use the Shared Book Guidelines. Use Mother Tongue and Pijin to support understanding. What is the book trying to tell us? Some things we do to keep us healthy and stop us from catching diseases. What do we do to try to stop malaria? Discuss this and stress how important it is.</p>	UNICEF book, “Tik”

>> continue on page 312

&gt;&gt; continue from page 311

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.1.4.1.6</b> Speak clearly <b>LL.2.6.1.4</b> Basic sight words <b>LL.4.1.1.2</b> Request stories	<p>&gt; Basic English Sight Words. Some of these we can sound out now but some use special sounds that we have not learned yet. It is good to know these words because they get used a lot.</p> <p>&gt; Go through the words, identifying known sounds and clues to remember the words.</p> <p>&gt; Invite the learners to suggest a favourite story that has these sight words and read it to them.</p>	<p>R 3 pg 66-68, Sight words</p> <p>TG 2, 2.9, English sight words</p>
	<b>Move Time 1 35 mins</b>	
<b>SM.2.3.1.4</b> Obey game rules <b>LL.2.5.1.11</b> Sound blends	<p>&gt; Game - Arch Relay – see R1 for instructions.</p> <p>&gt; Go over these blends again using hand actions. (tr, sp, pl, pr, gl).</p>	R 1 pg 125-139, Games
	<b>Think Time 45 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences <b>SE.2.2.1.2</b> Celebrate variety  <b>SS.2.3.1.5</b> Share customs <b>LL.4.1.1.3</b> Ask about local culture	<p>&gt; Topic: Playing Cultural Games.</p> <p>Stimulus Picture – Bottle Game.</p> <p>Look at the picture and guide the learners to gather as much detail as possible from it. What is happening in the picture? What other games do we play in our culture? Encourage learners to share ideas about games and activities they are good at and those they are still learning. Note how different we all are and that together we make a class that can do so many things. Lead the class to three happy cheers to celebrate their differences.</p> <p>&gt; Invite an adult from the community to share with the learners a cultural game they may not know of. Encourage the learners to ask questions about where the game came from and how it started. Practise the game together.</p>	<p>R 1 pg 125-139, Games</p> <p>R 2 pg 97, Picture</p>
	<b>Try Time 45 mins</b>	
<b>MA.2.3.1.3</b> Simple directions	<p>&gt; Topic: Following Simple Directions.</p> <p>Prepare a range of simple activities out on the ground e.g. a log to walk along, a rock to jump over, a ball to throw, a chair to crawl under. Give instructions to complete in a set order (e.g. walk along the log then jump over the rock...) After a learner attempts to follow the directions invite others to report on how they did. Repeat and mix up the order and instructions. Invite learners to make up some instructions.</p>	
	<b>Move Time 2 30 mins</b>	

&gt;&gt; continue on page 313

» continue from page 312

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.4</b> Obey game rules	<ul style="list-style-type: none"> <li>&gt; Cross-pattern exercises – continue with exercises.</li> <li>&gt; Go over these blends again using hand actions. (tr, sp, pl, pr, gl).</li> <li>&gt; Game: Play follow the leader and obey game rules. Encourage children to be very creative about movements for everyone to follow.</li> </ul>	R 1 pg 125-135, Exercises

**TERM 4: WEEK 5: DAY 2**

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences  <b>LL.1.3.1.10</b> Convey simple messages	<p>➤ Children should listen and talk actively.....Share news. Topic: Remembering and Passing Messages. Talk with the learners about messages – passing on important information – and how we need to make sure we get them right.</p> <p>➤ Play a Whispers game. All learners sit in a large circle. Whisper a message into the ear of the first learner (e.g. Put the pumpkin in the house and the pineapple under the tree.) Ask the learner to whisper it into the ear of the next person and continue until the message reaches the last person. Ask the last person to tell the whole class the message and compare it to the message at the start. Is it the same? Is it different? Laugh about the differences and celebrate the successes. Repeat the game several times.</p>	
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>SE.2.1.1.1</b> Express thoughts on values	<p>➤ Christian Education – The Anointing of Jesus. Mark 14:1-9. A woman anoints Jesus with costly perfume; she is scolded by others present, but Jesus reveals she has done good anointing Him for His burial. Jesus desires for us to honour in Him in any way we are able. This woman honoured Him through anointing with costly perfume. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p>	R 1 pg 118, Story
	<b>Move Time 1 35 mins</b>	
<b>LL.2.1.1.2</b> Meaning in language <b>LL.1.3.1.1</b> Respond to stories <b>LL.2.5.1.11</b> Sound blends	<p>➤ Roleplay – create a drama to act out today's bible story. There will be Jesus and the woman, also disciples and pharisees. Go through the next blends slowly, identify each sound on its own and then push them together (two learners move together) to make the blend. (fr, sk, fl, br, st). Everyone does action with two firsts coming together. Invite the learners to suggest words that have the blend sound in them.</p>	
	<b>Think Time 45 mins</b>	
<b>LL.2.1.1.1</b> Enjoy rhymes	<p>➤ Topic: Number Songs and Arranging Stones. Review any of the Songs / rhymes about numbers. Provide each learner with five small stones.</p>	R 1 pg 2-9, Rhymes

» continue on page 315

&gt;&gt; continue from page 314

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.1.1.1.22</b> Recognise up to five	Start with just two and ask the learners to arrange the two stones any way they want. How many are there? Arrange them again. Now how many are there? Keep doing this with different numbers of stones up to five.	
	<b>Try Time 45 mins</b>	
<b>LL.4.3.1.2</b> retell, draw or role-play  <b>LL.2.5.1.11</b> Sound blends	<p>&gt; Topic: Honouring Jesus and Parents.</p> <p>Refer to the story about The Anointing of Jesus and what the woman did to honour Jesus. Encourage the learners to think of something they could do to honour Jesus or their mother or father.</p> <p>&gt; Invite them to draw a picture of the thing they could do. Those who wish to can copy a sentence from the board, e.g. I can do this for him. Encourage the stronger learners to try to write a few words about it for themselves. Ask them to read their story to you and praise their attempts.</p> <p>&gt; Repeat blends. (fr, sk, fl, br, st). Everyone does action with two firsts coming together.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.2</b> Strengthen muscles <b>LL.2.5.1.11</b> Sound blends	<p>&gt; Cross-pattern exercises – continue.</p> <p>&gt; Explore the concept: speed - fast and slow. Ask children to walk, run, jump, hop etc, but change speeds when you call out 'fast' or 'slow'.</p> <p>&gt; Repeat the blends. (fr, sk, fl, br, st). Everyone does action with two firsts coming together.</p>	R 1 pg 125-135, Exercises

Value Theme – Respect, Rose shows respect.

**>> continue on page 317**

&gt;&gt; continue from page 316

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.6</b> Word problems <b>LL.3.1.1.1</b> Draw pictures to show meaning <b>SE.2.2.1.2</b> Celebrate variety	<p>&gt; Topic: Solving Word Problems Using Pictures.</p> <p>Use picture drawing to help understand and solve addition and take away word stories. Start as a whole class activity done together and progress to learners drawing their own pictures. e.g. tell the following story – Father had 7 pieces of firewood. (Stop and draw the 7 pieces of firewood.) He used 2 pieces to cook dinner. (Cross off the 2 pieces of firewood used.) Will the number of pieces of firewood be bigger or smaller now? Continue telling small addition and take away stories and cross off or draw more as needed by the story.</p> <p>&gt; Ask each learner how many brothers they have. Each learner will have a different answer and that is ok. Make a drawing as a whole class and keep drawing on the brothers of each learner as they tell you, then count how many brothers all together for the whole class. Celebrate the differences and the success of adding them up.</p>	
	<b>Try Time 45 mins</b>	
<b>SC.1.2.1.10</b> Mix colours <b>SC.3.2.1.2</b> Record information	<p>&gt; Topic: Mixing Paint Colours - Animals.</p> <p>Look again at the animals from the Small Book – Let's Have a Swim. Focus on the colours and encourage the learners to think about the different colours of animals that they know.</p> <p>&gt; Provide some small amounts of paint and encourage the learners to experiment with mixing small amount of two different colours. What happens?</p> <p>&gt; Quickly sketch large, simple pictures of some of the animals. As the learners discover a colour that suits an animal allow them to paint it. As colours are discovered, help the learners to record it below the animal, e.g. white and black makes grey.</p>	
	<b>Move Time 2 30 mins</b>	
<b>LL.2.5.1.11</b> Sound blends <b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Repeat the blends (cr, sl, tw, dr, sm, str). Everyone does action with two firsts coming together.</p> <p>&gt; Use today's book and talk about the animals: buffalo, baboon, hippopotamus, giraffe, zebra, elephant, crocodile. Find a way to move for each animal. Let children practise. Then make a game calling out an animal's name and "fast" or "slow". Children should respond to teacher's instructions.</p>	R 3 pg 96-97, First blend



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

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.10</b> Simple messages  <b>LL.2.5.1.11</b> Sound blends	<p>➤ Children should listen and talk actively.....Share news. Topic: Remembering and Passing Messages Play a whispers game again. Ask all of the learners to sit in a large circle or line. Whisper a message into the ear of the first learner. This time make the message a bit longer. Ask the learner to whisper it into the ear of the next person and continue until the message reaches the last person. Ask the last person to tell the whole class the message and compare it to the message at the start. Is it the same? Is it different? Laugh about the differences and celebrate the successes. Repeat the game several times.</p> <p>➤ Repeat the blends (cr, sl, tw, dr, sm, str). Everyone does action with two firsts coming together.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.12</b> Support sounds <b>LL.1.3.1.2</b> Stories for enjoyment	<p>➤ The Lazy Sounds story – this story introduces learners to the way some English words are written with letters that do not have a sound but are in a word for another reason or no clear reason at all. Teacher must prepare by practising the range of letter sounds to read. Read it more than once.</p> <p>➤ Small Book – Let's Have a Swim. Read again.</p>	R 1 pg 72, Story TG 2, 2.8.10, Support sounds
	<b>Move Time 1 35 mins</b>	
<b>LL.2.5.1.11</b> Sound blends  <b>SM 3.2.1.5</b> Strike a ball or object	<p>➤ Repeat the blends. (fr, sk, fl, br, st). Everyone does action with two firsts coming together.</p> <p>➤ Play games with balls and bats and develop skills to strike and to catch.</p>	
	<b>Think Time 45 mins</b>	
<b>SS.3.3.1.7</b> Care for a site <b>LL.1.2.1.7</b> Use curriculum vocabulary	<p>➤ Topic: Caring For a Site. Arrange a place close by that the learners can take some responsibility for. They will do this for the rest of the term as a contribution to their community. They can keep it tidy, pull out weeds, wash things, prepare flowers, etc. As they do this each time, move around and speak.</p>	

&gt;&gt; continue from page 318

Specific Learning Outcomes (SLO)	Activity Time	Resources
	with them, encouraging them to use the vocabulary you have discovered in English, e.g. culture, community, care, for, protect, etc.	
	<b>Try Time 45 mins</b>	
<b>SC.1.2.1.10</b> Mix colours  <b>SC.3.2.1.2</b> Record information	<b>&gt; Topic: Mixing Paint Colours - Animals.</b> Focus on the paint colours again and encourage the learners to think about different colours from the ones used yesterday. Provide some small amounts of paint and encourage the learners to experiment with mixing a small amount of two different colours. What happens? You may need to guide them to be able to make some different colours. See the Resource Book for examples. Quickly sketch large, simple pictures of some of the animals. As the learners discover a colour that suits an animal allow them to paint it. As colours are discovered, help the learners to record it below the animal, e.g. white and black makes grey.	R 1 pg 140, Recipe
	<b>Move Time 2 30 mins</b>	
<b>LL.2.5.1.11</b> Sound blends <b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.7</b> Speed and agility	<b>&gt; Go over these blends again using hand actions.</b> (tr, sp, pl, pr, gl). <b>&gt; Cross-pattern exercises – continue.</b> <b>&gt; Practise speed and agility with sports games.</b>	R 3 pg 96-97,  R 1 pg 130-131,

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

Value Theme – Respect, Rose shows respect.

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

**TERM 4: WEEK 6: DAY 1**

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SM.2.3.1.5</b> Respect boundaries <b>LL.1.4.1.6</b> Report and speak clearly	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Talking about Respect for Someone Else's Property</p> <p>Challenge the learners with the following question – Suppose I am using my bush knife to clear the grass for my garden. Suddenly my bush knife breaks and I cannot fix it. Is it ok to go take another person's bush knife and use it? Encourage the learners to think about this and express their thoughts.</p> <p>➤ Lead them to consider what it means to respect some and to also respect the things they own (they paid for it, they need it, they will struggle if it is gone.) How could we show respect to the one with the bush knife and still meet our needs? If I ask to use it, what do I do if they say no?</p>	
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.12</b> Support sounds <b>LL.2.3.1.4</b> Respond to main idea <b>LL.4.1.1.2</b> Request stories  <b>LL.2.6.1.4</b> Basic sight words	<p>➤ Review the Story - Lazy Sounds focussing on /ss/ words. Explain: some English words are written with letters that do not have a sound but are in a word for another reason or no clear reason at all. Teacher must prepare by practising the range of letter sounds to read. Use examples.</p> <p>➤ Big Book – The Frog Who Talked Too Much. Follow the Shared Book Guidelines. Read Pijin and English. Notice the words that are used often in the book – rehearse them with the learners. Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning. What is the main thing that the story is trying to tell us?</p> <p>➤ Look for any of the Basic English sight words and lazy sounds in the story.</p>	<p>R 1 pg 72, Story</p> <p>Lasi Book, "The frog who talked too much"</p>
	<b>Move Time 1 35 mins</b>	
<b>LL.2.5.1.11</b> Sound blends	<p>➤ Go over all the blend sounds using hand actions and sing children moving together to blend and push the sounds together.</p> <p>➤ Play freely outside or if weather is bad, do a roleplay of the story The Frog Who Talked Too Much.</p>	

&gt;&gt; continue from page 321

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SE.2.2.1.6</b> Multi-ethnic communities <b>SS.2.3.1.5</b> Share customs <b>LL.4.1.1.3</b> Ask about local culture <b>SE.2.3.1.11</b> Demonstrate respect	<p>&gt; Topic: Welcoming Visitors to the Community.</p> <p>Invite someone from the community to come and speak about the custom of welcoming someone to the community. Encourage the learners to ask questions to find out about this custom, how it started and why it is still used. What do you think Rose thinks about this custom? What about if someone comes from a different culture or country? What would Rose think about them? Should we still show them respect? Rehearse the custom shared by the visitor or make up one with the class to demonstrate the respect we would show to others, wherever they come from.</p>	
	<b>Try Time 45 mins</b>	
<b>LL.2.5.1.11 </b> Sound blends <b>SM.2.2.1.4</b> Prevent disease	<p>&gt; Topic: Blends and Washing Hands to Avoid Sickness.</p> <p>Go over all the blend sounds using hand actions.</p> <p>&gt; Recall the Story – Tik! And the things we do to stop from getting sickness and diseases. Recall the ways we stop malaria. Today talk briefly about how we get a sick and runny belly. Recall the earlier work on germ and the need to wash our hands and our food. Ask the children to draw a picture of what they think a germ looks like. Those who wish to can copy a sentence from the board, e.g. get a germ off. Encourage the stronger learners to try to write a few words about it for themselves. Ask them to read their story to you and praise their attempts.</p>	UNICEF book, "Tik"
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.2.6.1.4</b> Basic sight words	<p>&gt; Cross-pattern exercises.</p> <p>&gt; Practise the Basic English Sight Words using the snake path as you did for learning the first sounds.</p>	R 3 pg 66-68, Sight words

**TERM 4: WEEK 6: DAY 2**

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.6</b> Report and speak clearly <b>LL.1.3.1.1</b> Respond to stories	<p>&gt; Children should listen and talk actively.....Share news. Topic: Talk about Recent Activities and Experiences. Invite children to share news .</p> <p>&gt; Missionary story: Great balls of Fire - a story about Jonah Alasifiona. Read to learners then discuss together.</p>	R 1 pg 56, Story
	<b>Story Time 40 mins</b>	
<b>L.L.2.1.1.2</b> Discuss meaning <b>SE.3.2.1.3</b> Key teaching of Jesus <b>SE.3.3.1.4</b> Christian practices	<p>&gt; Christian Education – The Last Supper. Mark 14:12-26; Exodus 12 Jesus points to Himself as the fulfilment of the Passover and provides a symbol of the new covenant based on His body and blood. Jesus has provided for us a way to remember His great sacrifice and our redemption through taking part in communion. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>&gt; Small Book – “The Animals”. Read to children. Study special words: are, you, who. Make times today to take small groups. Guide to read this book.</p>	<p>R 1 pg 119, Story</p> <p>Fitzroy book 11, “The animals”</p>
	<b>Move Time 1 35 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs <b>LL.2.1.1.1</b> Enjoy rhymes <b>LL.2.5.1.11</b> Sound blends	<p>&gt; Enjoy action rhymes, songs and poems.</p> <p>&gt; Go over all the blend sounds using hand actions and using children moving together to blend and push the sounds together.</p>	<p>R 1 pg 2-17, Rhymes</p> <p>R 3 pg 96-97, Blends</p> <p>also TG 2, 2.8.9, Blends</p>
	<b>Think Time 45 mins</b>	
<b>MA.1.1.1.22</b> Recognise up to five  <b>LL.2.5.1.11</b> Sound blends <b>LL.2.5.1.13</b> Push together sounds to form words	<p>&gt; Topic: Numbers 1-5 Revision/ Counting Stones Game Review any of the songs / rhymes about numbers. Provide each learner with five small stones and review the idea that no matter how we arrange the stones, the number remains the same. Review the activity with the learners - take a piece of calico and put it on the floor or table. Under the calico put three stones in any arrangement. Lift up the calico and the learners must call out the number of stones as fast as possible. Check by counting. Ask the learners to do this with partners or small groups with numbers of stones up to five.</p> <p>&gt; Small Book – The Frog Who Talked Too Much – Read the</p>	

&gt;&gt; continue from page 323

Specific Learning Outcomes (SLO)	Activity Time	Resources
	book again and point out the letter-sound blends. Practise saying them separately and then blended together.	
	<b>Try Time 45 mins</b>	
<b>MA.2.3.1.3</b> Simple directions  <b>SC.1.3.1.4</b> Create shade from the sun <b>SC.3.2.1.1</b> Class discussions <b>LL.1.4.1.6</b> Report and speak clearly	<p>&gt; Topic: Following Simple Directions and Making Shade</p> <p>Prepare a range of simple activities out on the ground e.g. a log to walk along, a rock to jump over, a ball to throw up and catch, a chair to crawl under, etc. Review the idea of using these activities to give instructions to complete in a set order e.g. "walk along the log then jump over the rock and..."</p> <p>&gt; Invite the learners to make up directions for each other using the activities. Then ask them to report on how they did it – did they get it right, did they miss any bits out, did they go the wrong way? Repeat many times and mix up the order and instructions. Use the fact that the learners will now be hot and ask them to consider some items and if they would be ok to make shade. Show them some small stones, some grass, some calico, some sticks, some palm leaves. Encourage them to explain and demonstrate their thoughts. Explain that the learners will be constructing some shade for a pig. (It would be good if there was a real pig or chickens somewhere that needed some shade.) Talk about size, how long it needs to last, what materials would be best. Allow the learners to gather some of the materials ready for the construction later.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.1.3.1.10</b> Convey simple messages	<p>&gt; Cross-pattern exercises.</p> <p>Secret Message Relay Game – The idea is to accurately relay a message back and forth between team members as fast as possible. It is like the Whispers Game but they must each remember the message longer. Mark a race course, such as around a building or out to a tree and back. One person from each team gets ready on the starting line. The other team members stand off to one side so they cannot hear the messages. The leader from each team goes to the teacher who tells them a secret message, such as, "Everyone knows it rained yesterday morning." On 'GO' each team leader runs to his first teammate waiting at the starting line and tells him the secret message. The team person starts running the course, and the next teammate gets ready at the starting line. The message is passed through each team member until it reaches the last one. He runs the course, passes the finish line and then runs to tell the teacher the message. The first team, or the most accurate message, wins.</p>	

**TERM 4: WEEK 6: DAY 3**

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.2.1.7</b> Use curriculum vocabulary <b>SE.2.3.1.11</b> Demonstrate respect <b>LL.2.6.1.4</b> Basic sight words	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>Topic: Use New Words to Talk about Shade Constructions</p> <p>Provide the learners with an opportunity to talk about their shade structures, what they have collected to make them and how they are going to build them. Remind them of the values characters. How would they participate in this discussion? Remind them of some of the words used – shade, construct, weather, first.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.12</b> Support sounds <b>LL.2.3.1.3</b> Character feelings <b>SE.2.2.1.6</b> Multi-ethnic communities	<p>➤ Look at the Information Text – Things from Other Cultures. Explore the contents together, asking the learners to try to find the things that have come from other countries. Identify known sight words and look for lazy sounds – ss, ee, ck. Encourage the learners to talk about how they would feel if these items were not around and help them to conclude that our lives are better when many different communities and cultures contribute.</p> <p>➤ Missionary story: Great balls of Fire Ask children what they remember of the story. Then read again.</p>	R 1 pg 65, Information text
	<b>Move Time 1 35 mins</b>	
<b>SS.3.3.1.7</b> care for site	➤ Actively care for a class selected site – walk outside, clean around the church or clinic or another place you chose.	
	<b>Think Time 45 mins</b>	
<b>MA.1.2.1.6</b> Word problems <b>LL.1.2.1.7</b> Use curriculum vocabulary	<p>➤ Topic: Solving Word Problems Using Pictures.</p> <p>Use picture drawing to help understand and solve addition and take away word stories. Start as a whole class activity done together and progress to learners drawing their own pictures. E.g. tell the following story – Dad had 7 pieces of taro. (Stop and draw the 5 pieces of taro.) He used 2 pieces to cook dinner. (Cross off the 2 pieces of taro used.) Will the number of pieces of taro be bigger or smaller now? Continue telling small addition and take away stories and cross off or draw more as needed by the story.</p> <p>➤ Ask each learner how many sisters they have. Each learner will be different, have a different answer, and that is ok.</p>	



&gt;&gt; continue from page 325

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Use the drawing as a whole class to keep drawing on the sisters of each learner, then count how many sisters all together for the whole class. Celebrate the differences and success of adding them up.	
	<b>Try Time 45 mins</b>	
<b>SC.1.3.1.4</b> Create shade from the sun  <b>SC.3.2.1.2</b> Record information	<b>&gt; Topic: Making Shade.</b> Review the discussion about the small stones, some grass, some calico, some sticks, some palm leaves and their possible use in making shade for a pig. Remind learners about how big it needs to be and how long it needs to last. What materials did they gather to make the shade? Allow the learners to use their materials to construct their shade. Do not expect great creations but offer help and encourage learners to talk about what they are doing and why. Praise their efforts.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.5</b> Throw, catch, strike	<b>&gt; Cross-pattern exercises.</b> Throw, catch and strike – outside set up plastic bottles, full of water, lids on. Before class cut bamboos or soft straight branches from bush for each child. Children practise striking a bottle to knock it over, then stand it up and repeat. Find a soft surface like sand and try to do headstands.	R 1, Pg 125-135, Exercises

**TERM 4: WEEK 6: DAY 4**

Value Theme – Respect, Rose shows respect.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.4.1.6</b> Speak clearly <b>LL.4.2.1.2</b> Identify details in a story	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Making up Stories from Story Stones.</p> <p>Prepare some Story Telling Stones before the lesson, as suggested in the Resource Book. Work with the learners the first time to make up a story with one set of stones, using them to sequence and create a verbal story of their own. Then provide other sets of stones in small groups and allow the children to sequence and create their own stories. Move around the groups giving suggestions as needed.</p>	R 1 pg 146 Story Stones
	<b>Story Time 40 mins</b>	
<b>LL.1.5.1.1</b> Enjoy songs <b>L.L.4.2.1.2</b> Identify details in a story <b>LL.2.5.1.13</b> Push together sounds to form words	<p>➤ Small Book – The Smile.</p> <p>Follow the Shared Book Guidelines. Discuss the meaning of the pronouns – he, she, her, his, and compare these to Mother Tongue and Pijin.</p> <p>➤ Notice the words that are used often in the book (e.g. my, I, a, for, he, she, that, his, me, her, had, with, it, the, and, while, how, about, that.) Push together sounds to form words.</p> <p>Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding.</p> <p>Ask: What is a smile? How is it different to a laugh?</p> <p>➤ Explore rhyming words used in the book. Identify and make the sound for /sh/ and verbally sound out words such as shop, ship, shot, shut, shed.</p>	Sunshine book, “The smile”
	<b>Move Time 1 35 mins</b>	
<b>SS.3.3.1.7</b> care for site	➤ Actively care for a class selected site – go back to do more cleaning up and plants flowers at the site.	
	<b>Think Time 45 mins</b>	
<b>LL.2.5.1.9</b> Capital and small letters	<p>➤ Topic: Capital Letters.</p> <p>Refer to the Small Book – The Smile and guide the learners to see that some of the letters look a bit different. These are capital letters. We use them at the start of a sentence and for names. Your name has a capital. Emphasise that the capital still makes the same sound as the small one.</p>	Sunshine book, “The smile”

&gt;&gt; continue from page 327

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.2.5.1.12</b> Support sounds	<p>&gt; Describe support sounds, that are sometimes called silent letters or lazy sounds - Some English words are written with letters that do not have a sound but are in a word for another reason or no clear reason at all.</p> <p>Write these words on the board.</p> <p>ll        will, mess</p> <p>ss        mess, loss</p> <p>ee        see, free</p> <p>ck        back, crack, truck        (notice the blend on the front and the support sound on the back)</p>	R 3 pg 98, Support Sounds  See TG 2 Section 2.9 Phonics Blends
	<b>Try Time 45 mins</b>	
<b>LL.2.5.1.14</b> Read simple stories <b>LL.1.2.1.2</b> Use languages to help Eng. meaning <b>LL.3.1.1.1</b> Draw to show meaning <b>LL.4.1.1.1</b> Interest in books	<p>&gt; Topic: Reading and Talking about a Story Blends Stories – he will swim.</p> <p>First review the small words and Basic English Sight Words, reminding the learners to sound out and push together any words they do not know.</p> <p>&gt; Review with the learners the starting place for reading and each written word pretending that you do not know some of the words and have to sound them out.</p> <p>&gt; Read the story (he will swim) together with the learners and enjoy any success. Talk about the story and what it meant. Individual learners can try to read the story and celebrate whatever they can do.</p> <p>&gt; Ask the learners to draw a picture of the story to show their understanding.</p>	R 3 pg 103-118, Blends Story  R 3 pg 78-85, Small words  R 3 pg 66-68, Sight words
	<b>Move Time 2 30 mins</b>	
<b>SM.3.2.1.7</b> Speed and agility  <b>LL.2.5.1.12</b> Support sounds	<p>&gt; Write these words on four sets of cards. Write the double letters on other cards (the support sounds): will, mess, loss, see, free, back, crack, truck, ll, ss, ee, ck.</p> <p>&gt; Make 4 groups. Put letter cards on one side. Word cards on other side. Group sends one runner to get a letters card and bring back. Group matches it to words they group together. Group sends another runner to get a letters card and bring back. Group matches it to words they group together. First group to match all four letters cards to words sits down and puts hands up and wins.</p> <p>&gt; Game - Baton Changing Relay.</p>	R 3 pg 98, Support Sounds  R 1 pg 135-137, Game

**TERM 4: WEEK 6: DAY 5**

Value Theme – Respect, Rose shows respect.

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

**TERM 4: WEEK 7: DAY 1**

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.1.3.1.9</b> Share experiences in sentences  <b>SE.2.1.1.13</b> Define prayerful	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Talk about Observations about Prayer Songs / rhymes – Read your Bible; Prayer.</p> <p>➤ Learn and enjoy the songs / rhymes and any others you may like to add. Invite the learners to talk about prayer – where have they seen it, who prays, what do people pray about?</p>	R 1 pg 2-9, Rhymes
	<b>Story Time 40 mins</b>	
<b>SE.2.1.1.1</b> Express thoughts on values  <b>LL.2.3.1.1</b> Link to experiences	<p>➤ Introduce the new Values Character – Patricia. What can we learn from the picture of Patricia? Have you ever seen anyone in a wheelchair? Read through the Story – Patricia Prays. Use Mother Tongue and Pijin to support meaning in English. Use the story to define prayerful. Talk about why people should pray. What happens when people pray? Talk about how Patricia was feeling at the beginning of the story and how she might be feeling at the end of the story. What is the difference?</p>	R 2 pg 24-25, Character R 1 pg 29, Story
	<b>Move Time 1 35 mins</b>	
<b>SM.3.2.1.5</b> Throw, catch, strike  <b>LL.2.5.1.12</b> Support sounds	<p>➤ Game - Baton Changing Relay – play again. Write these words on four sets of cards. Write the double letters on other cards (the support sounds): will, mess, loss, see, free, back, crack, truck, ll, ss, ee, ck.</p> <p>➤ Make 4 groups. Put letter cards on one side. Word cards on other side. Group sends one runner to get a letters card and bring back. Group matches it to words they group together. Group sends another runner to get a letters card and bring back. Group matches it to words they group together. First group to match all four letters cards to words sits down and puts hands up and wins.</p>	R 1 pg 136, Game
	<b>Think Time 45 mins</b>	
<b>LL.2.3.1.3</b> Simple directions <b>SC.2.2.1.2</b> Evaporation	<p>➤ Topic: Evaporation Experiment</p> <p>Refer to the puddle in the Story – Patricia Prays. Discuss: what happened to the water? Pour a cup of water onto the ground in the sun (it is better on cement or wood but use the ground if you need to) and try to mark out a line around the water with chalk. Go on with the rest of the lesson and check on the puddle later.</p>	Story R1 pg 29-30, Patricia

&gt;&gt; continue on page 331

&gt;&gt; continue from page 330

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.3.2.1.1</b> Class discussions	<p>Talk about the last time there was a big rain. What happened to the ground and what is it like now? Where does all the water go? Get lots of children to talk.</p> <p>&gt; Set up an experiment to see the results of water evaporating. Partly fill a bowl of water and use a permanent marker or tape to mark where the water comes up to. Decide together on a nice, sunny place to put it. (It will need to stay there for the next couple of days. Be sure to protect it from animals drinking it and cover it if it rains.) Invite the learners to predict what they think will happen. Go back and check on the puddle and discuss what has happened.</p>	
	<b>Try Time 45 mins</b>	
<b>LL.2.5.1.12</b> Support sounds  <b>LL.1.5.1.1</b> Enjoy songs  <b>MA.1.1.1.22</b> Recognise up to five	<p>&gt; Learners help stick letter and word cards for support sounds on the classroom wall. Then read them.</p> <p>&gt; Topic: Numbers 1-5 Revision/ Counting Stones Game Review any of the songs / rhymes about numbers.</p> <p>Provide each learner with five small stones and review the idea that no matter how we arrange the stones, the number remains the same. Have the learners put their stones aside. Take a piece of calico and put it on the floor or table. Under the calico put three stones in any arrangement. Lift up the calico and the learners must call out the number of stones as fast as possible. Check by counting. Allow the learners to work in pairs to do the same activity with each other. Explain that we can learn to recognise a group of 3 stones or 5 stones, without having to stop and count each stone.</p>	R 1 pg 2-9, Rhymes
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.7</b> Speed and agility	<p>&gt; Cross-pattern exercises – continue.</p> <p>&gt; Play the game – Don't Wake the Dragon. The learners have to pretend that they are all living in a village captured by a dragon who is sleeping. The learners can cross the village in order of their height. The challenge is that the learners have to arrange themselves according to their heights without talking to each other. Once they think they are standing in the right order they have to shout, "Boo!" at the dragon who checks to see if they are right.</p>	R 1 pg 125-135, Exercises

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

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.4.1.3</b> Understand consequences <b>LL.2.3.1.4</b> Respond to main idea <b>LL.4.2.1.2</b> Identify details in a story	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Discuss what consequences are. Give examples.</p> <p>➤ Sing Song – The Wise Man Built His House Upon the Sand and perform the actions to go along with it. Talk about why the man's house fell down.</p> <p>➤ Do some role-play examples for the learners to identify natural consequences, e.g. I am playing with my drink and it drops on the ground – I have no drink; I am running in the rain and fall down – I get muddy and wet; I am climbing up a talk tree and fall – I scratch my legs. Sometimes consequences are bad. I carry my mat when I go for a long walk – I have somewhere to sleep; I keep walking up the mountain even when I am tired – I get to the top. Some consequences are good. Invite the learners to think about whether they would like to experience bad consequences or good consequences. What would they have to do to avoid bad consequences?</p>	R1 pg 17, Song
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>SE.3.3.1.4</b> Christian practices <b>SE.2.4.1.3</b> Consequences <b>LL.2.5.1.12</b> Support sounds	<p>➤ Christian Education – Peter Denies Christ. Mark 14:27-31; 4251; 66-72 Peter denies Christ, but Christ restores him and uses him for His glory. We might deny Christ every day, but He offers us grace, mercy, and forgiveness in His perfect love. Use the lesson provided in the Resource Book and follow the instructions as much as you are able.</p> <p>➤ Revise support sounds. Revise words containing these sounds.</p>	R 1 pg 121-122, Story
	<b>Move Time 1 35 mins</b>	
<b>SS.2.3.1.6</b> Participate in community activities <b>LL.2.5.1.11</b> Sound blends	<p>➤ Participate in songs and dances to promote local culture.</p> <p>➤ Revise blend sounds using actions.</p>	
	<b>Think Time 45 mins</b>	
	<p>➤ Topic: Evaporation Experiment.</p> <p>Go outside and check on the water level of the evaporation</p>	

&gt;&gt; continue on page 333

&gt;&gt; continue from page 332

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.3.2.1.7</b> Record information <b>SC.2.2.1.2</b> Evaporation <b>SC.3.2.1.2</b> Record information	experiment. Use a marker or tape to show the new water level. Go on to conduct another experiment. You will need to be very careful to keep all learners safe. Take the learners to a pot of boiling water. Show them the steam that is rising from the top. What do they think it is? Hold a plate over the top of the steam for a short time until you see water droplets collect on it. Take the plate away and allow the learners to touch the plate to see that it is wet with water. How did it get wet? We caught the drops of water that were trying to go up in the air.	
	<b>Try Time 45 mins</b>	
<b>LL.1.2.1.2</b> Use languages to help Eng. meaning	> Topic: Drawing the Evaporation Experiment. Ask the learners to draw what they saw in the science experiment with the pot of boiling water. Write – “water went in the air” - on the board. Allow the more able learners to try to write their own story or copy the words under their picture while you write it for the others.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.2.6.1.4</b> Basic sight words	> Cross-pattern exercises – continue these exercises. > Read the Blends and Support Sounds words by placing them around the room. Learners may spread themselves between the words. When the teacher says go, learners must say the word in front of them. They must keep saying it until the teacher calls ‘change’. Learners then move to the next word and keep saying it until the teacher calls ‘change’ again. Continue until all words have been practised.	R 1 pg 125-135, Exercises  R 3 pg 82-85, Words  R 3 pg 78-85, 2 & 3 letter words R 3 pg 66-68, English sight words



**TERM 4: WEEK 7: DAY 3**

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.4.1.3</b> Consequences <b>LL.4.3.1.2</b> Retell stories <b>SE.2.4.1.4</b> Recognise own mistakes	<ul style="list-style-type: none"> <li>&gt; Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news.</li> <li>&gt; Topic: Talk about Consequences and Making Things Right</li> <li>Review yesterday's talk about consequences. Sometimes we do things and someone else gets the consequences.</li> <li>&gt; Role-play and discuss the following: You are playing when eating and knock your brother's food onto the ground – now he has no food; you are using your friend's slippers and you break one – now they have no slippers.</li> <li>&gt; We need to try to make things better so we recognise our mistakes, say sorry and try to help make it better. This is being responsible like Henry. Guide the learners to rehearse admitting a mistake and saying sorry. God has a place for admitting mistakes and saying sorry in our prayers. Talk about this and read the Lord's Prayer.</li> </ul>	R 2 pg 37, Lord's Prayer
	<b>Story Time 40 mins</b>	
	<ul style="list-style-type: none"> <li>&gt; Review capital letters, how we use them at the start of a sentence and for names.</li> <li>&gt; Read small book "My lost bear". Teach special words like "please, ring, bear, love".</li> <li>&gt; Blends Stories – he is a big man; it is a crab.</li> <li>&gt; Review the Basic English Sight Words.</li> </ul>	Fitzroy book 12, "The lost bear" R 3 pg 82-85, Small words R 3 pg 103-105, Stories R 3 pg 66-68, Sight words
	<b>Move Time 1 35 mins</b>	
<b>LL.4.3.1.2</b> retell, draw or role-play	<ul style="list-style-type: none"> <li>&gt; Role play: Make a drama about Peter Denies Christ, but Christ restores him. Add characters standing around the fire, girls that ask him questions, soldiers holding Jesus.</li> <li>&gt; Learn the Lord's Prayer.</li> </ul>	R 2 pg 37, Lord's Prayer
	<b>Think Time 45 mins</b>	

&gt;&gt; continue on page 335

&gt;&gt; continue from page 334

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.2.2.1.2</b> Evaporation  <b>LL.1.2.1.7</b> Use curriculum vocabulary	<p>&gt; Topic: Evaporation Experiment and Making Sentences.</p> <p>Go outside and check on the water level of the evaporation experiment. Use a marker or tape to show the new water level. Show the Stimulus Picture – Word Recognition. Talk about what the children are doing in the picture.</p> <p>&gt; Look at the three Blends Stories read so far. Write the sentences onto large strips of paper and cut the words apart in the spaces. Divide the learners into groups and give each group a cut up sentence. Encourage them to put the words in order so that they make sense. Move the groups to have turns at several sentences.</p>	R 3 pg 103-105, Stories
	<b>Try Time 45 mins</b>	
<b>MA.3.2.1.7</b> Record information <b>MA.1.2.1.6</b> Word problems <b>LL.3.1.1.1</b> Draw to show meaning	<p>&gt; Topic: Drawing to Solve Word Problems.</p> <p>Give each learner a small piece of paper and a number (e.g. 8). Ask each learner to draw that number of crabs on the paper. Use the + and – cards and the learners' object pictures to do some addition and take away stories, pairing learners up to do so. (E.g. Pair Lean with Jemina. Lean has 3 crabs and Jemina has 5 crabs. Jemina and Lean must add their crabs to find out how many they have altogether). Take small groups to read "My lost bear" while others try the addition.</p>	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.2</b> Strengthen muscles <b>SM.3.2.1.3</b> Cultural games	<p>&gt; Cross-pattern exercises – continue exercises.</p> <p>&gt; Skip right around the edge of the playground, jump over a line, leap from one foot to the other one pretending to leap over muddy puddles.</p> <p>&gt; Participate in games from other cultures – choose from another country.</p>	R 1 pg 127-134,  R 1 pg 137-138, Game

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

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.2.4.1.3</b> Consequences <b>LL.4.3.1.2</b> Retell stories <b>SE.2.4.1.4</b> Recognise own mistakes	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Talk about consequences and making things right. Review what was discussed about consequences. Sometimes we do things and someone else gets the consequences. Roleplay and discuss the following: You are running very fast and knock your sister onto the ground – now she is covered with mud and has a sore arm; you are using the teacher's scissors and you lose them – now they are lost. Practise the skill of admitting a mistake and saying sorry.</p> <p>➤ Rehearse the Lord's Prayer.</p>	R 2 pg 37, Lord's Prayer
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.9</b> Capital and small letters <b>LL.2.5.1.14</b> Read simple stories <b>LL.1.2.1.2</b> Use languages to help Eng. meaning	<p>➤ Small Book –The Animals. Identify capital letters and blends.</p> <p>➤ Read blends stories – he will slip in mud; he has a drink; my skin is so dry. Hold up the story and review with the learners the starting place for reading and that each written word matches a spoken word. Read the stories together with the learners and enjoy any success. Talk about what was in the story and what it meant. Then share the stories between three groups and allow the groups to try to read the story and celebrate whatever they can do. (If this is too much for some learners they may continue to read stories at the Emerging level.)</p>	Fitzroy book, "The animal"  Teachers Guide 2, Section 2  R 3 pg 103-108, Stories R 3 pg 80-81, Small words R 3 pg 66-68 Sight words
	<b>Move Time 1 35 mins</b>	
<b>LL.2.5.1.14</b> Read short stories	<p>➤ Game: Run to the sentence. Learners are in two teams, in line to take turns. Teacher holds up two sentences. She reads a sentence. Learners decide which one she reads and run and touch it. The first correct person wins a point for their team. (Two children record points on paper.) Then the next two are ready to run and the next sentence is spoken by the teacher.</p>	
	<b>Think Time 45 mins</b>	
	➤ Topic: Sorting Leaves by Colour, Shape and Size	

&gt;&gt; continue on page 337

&gt;&gt; continue from page 336

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>MA.3.3.1.1</b> Use data displays <b>MA.3.1.1.4</b> Sort using two attributes	Send learners outside to find leaves. Inside the classroom, encourage the learners to discover ways to sort the leaves using two attributes. Sort the leaves by a mix of colour, shape or size. After some discovery time, direct them in some sorting, e.g. find all the leaves that are small and brown. Create a graph together on large chart paper as suggested in the Resource Book. Sort and record on the graph leaves that are – brown and small, brown and big, green and small, green and big. Look at the graph to compare the groups of leaves – which has most, which has least, which has one more than the others?	
	<b>Try Time 45 mins</b>	
<b>SS.3.3.1.7</b> Care for a site  <b>SC.3.2.1.2</b> Record information <b>MA.3.2.1.7</b> Record information <b>LL.1.4.1.6</b> Speak clearly	<p>&gt; Topic: Caring For a Site / Evaporation Experiment.</p> <p>Return to the site that the learners are taking some responsibility for. They will do this for the rest of the term as a contribution to their community. They can keep it tidy, pull out weeds, wash things, prepare flowers, etc. As they do this each time, move around and speak with them, encouraging them to use the vocabulary you have discovered, e.g. culture, community, care, for, protect, etc.</p> <p>&gt; Go outside and check on the water level of the evaporation experiment. Use a marker or tape to show the new water level. Guide the learners to draw two pictures – one before the evaporation and one after the evaporation. Invite individual learners to come out to explain to the class what has happened between the two pictures.</p>	
	<b>Move Time 2 30 mins</b>	
<b>LL.2.5.1.13</b> Read words <b>LL.1.5.1.1</b> Enjoy songs <b>SM.3.2.1.7</b> Speed and agility	<p>&gt; Review the small words and Basic English Sight Words with children moving around reading from the classroom walls.</p> <p>&gt; Songs / rhymes – See My Fingers; Little Bird; One, Two, Three.</p> <p>&gt; Run, throw and hit with games or exercises.</p>	R 1 pg 2-9, Rhymes  R 1 pg 135, Games

**TERM 4: WEEK 7: DAY 5**

Value Theme – Prayerful, Patricia prays.

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

**TERM 4: WEEK 8: DAY 1**

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.4.3.1.2</b> Retell stories	<p>➤ Invite children into conversation in Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Animal Names and their Sounds.</p> <p>Talk about animals well known by the learners. Role-play the animal actions and sounds. Have fun with the sounds. Ask the learners if the animal knows its name, e.g. does a dog know it is a dog, does a lizard know it is a lizard? Guide the learners to understand that the animal does not know what we call it, it just knows what it does. This will lead into the next lesson.</p>	
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.10</b> Letter names  <b>LL.2.5.1.14</b> Read simple stories <b>LL.2.3.1.1</b> Link to experiences <b>LL.4.1.1.1</b> Interest in books <b>LL.2.6.1.4</b> Basic sight words	<p>➤ Remind the learners about the animal names. The name does not help the animal, it just has to know what to do. The sounds we have learned have names too. The names are not the most important, we just have to know what the sounds do, what they say. Go through the alphabet letters and tell the names, emphasising that it is the sounds they make that we really need. Teach the ABC song to help learn the names.</p> <p>➤ Look at the Stimulus Picture – Recognising Beginning Sounds. See how the learners are looking at and reading words. What do they use to read? They are listening for the sounds that the letters make.</p> <p>Blends Stories – he has a fat hen; a pig is in a truck; he will go on a trip.</p> <p>➤ Hold up the story and review with the learners the starting place for reading and that each written word matches a spoken word. Read the stories together with the learners and enjoy any success. Then share the stories between three groups and allow the groups to try to read the story and celebrate whatever they can do. (If this is too much for some learners they may continue to read stories at the Emerging level.)</p>	<p>R 2 pg 47, "Children Together" picture</p> <p>R 3 pg 109-111, Stories</p>
	<b>Move Time 1 35 mins</b>	
<b>LL.2.6.1.4</b> Basic sight words <b>SM.3.2.1.7</b> Speed and agility	<p>➤ Review the blend words and Basic English Sight Words, moving around reading from the classroom walls.</p> <p>➤ Play freely outside. Set children challenges with running and climbing activities.</p>	

&gt;&gt; continue from page 339

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Think Time 45 mins</b>	
<b>SC.3.1.1.4</b> Things that harm the sky <b>SC.3.2.1.1</b> Class discussions	<p>&gt; Topic: Air Pollution Experiment.</p> <p>Recall the lesson where we caught water evaporating into the air. We cannot always see the water in the air but it is there.</p> <p>Introduce the idea of air pollution, things that go into the air that were not made by the earth and are not good for us.</p> <p>&gt; Set up the first experiment to be completed in class the next day. Get a clean piece of calico and hang it in a place where it will catch the dust. Make sure it does not get rain on it. Go on to do the second experiment. Set up an experiment with a flame and a metal spoon. Be careful with the flame and make sure the learners stay safe. Hold the back of the spoon over the flame for a minute or two and then show the blackened surface to the learners. Where did the black come from? Where does it all go when we light lots of fires? It pollutes the sky. Talk about other ways that the air becomes polluted and what can be done to reduce it. (e.g. too many trucks that make bad smoke).</p>	
	<b>Try Time 45 mins</b>	
<b>SE.2.3.1.12</b> Demonstrate prayerfulness	<p>&gt; Topic: How to Pray.</p> <p>Story – Prayer. Read the story with the learners, using Mother Tongue and Pijin to support understanding in English. Talk about the main idea and what the story is trying to teach us. Encourage learners to talk about their observations and experiences with prayer. Invite the learners to suggest things that they want to pray for. Provide a few suggestions for those who may be shy and provide a model for how to pray. Ask them to sit in small friendship groups and pray aloud together.</p>	R 1 pg 29-30, Story
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.2.3.1.3</b> Movement and coordination	<p>&gt; Cross-pattern exercises – continue exercises.</p> <p>&gt; Tell children that they will demonstrate obedience through accepting and respecting authority and following instructions. If you give an instruction, they can show obedience by listening and obeying. Today they will move their bodies in relation to objects: move under, over and around things. Teacher calls instructions e.g. go under the tables, over the blocks, go around the chairs, go right around the outside of the classroom.</p>	R 1 pg 125-135, Exercises

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

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.3.1.5</b> Personal qualities and strengths	<p>➤ Children should listen and talk actively.....Share news. Topic: Using Play Dough to talk about Myself. Provide the learners with some play dough and ask them to make models of themselves. Ask them to think about who they are, what is special about them and what they are good at.</p> <p>➤ Divide the learners into small groups and ask the learners to introduce their play dough selves to the group, describing their personal qualities and strengths. Invite a few braver ones to come and share at the front of the classroom.</p>	R 1 pg 140, Recipe
	<b>Story Time 40 mins</b>	
<b>SE.3.2.1.3</b> Sacrifice of Jesus <b>LL.2.1.1.2</b> Meaning in language <b>LL.2.3.1.4</b> Respond to main idea  <b>LL.2.5.1.14</b> Read simple stories	<p>➤ Christian Education – Jesus is Crucified and Resurrected. Mark 15:16-47 Jesus is crucified. Pedagogical Idea: Jesus dies on the cross, taking our sin upon His shoulders. Mark 16:1-8, Ephesians 6:10-17 Jesus rises from the dead. Jesus conquers sin and death, allowing us to live eternally with Him after our lives on earth are over. Use the lesson in the Resource Book.</p> <p>➤ Blends Stories – God is so big. Review the small words and Basic English Sight Words, reminding the learners to sound out and push together any words they do not know. Review the story with the learners - the starting place for reading and that each written word matches a spoken word. Read the story together with the learners and enjoy any success. Talk about what was in the story and what it meant. Invite to come to the front to try to read the story and celebrate whatever they can do. (If this is too much for some learners they may continue to read stories at the Emerging level.)</p>	R 1 pg 122-124, Story  R 3 pg 113-114, Stories R 3 pg 82-85, Small words R 3 pg 66-68, Sight words
	<b>Move Time 1 35 mins</b>	
<b>SS.2.3.1.6</b> Participate in community activities	➤ Participate in dances and songs from local culture. Prepare for end of term presentations.	
	<b>Think Time 45 mins</b>	
<b>SC.3.1.1.4</b> Things that harm the sky	<p>➤ Topic: Air Pollution Experiment. Review the experiment yesterday about air pollution. Recall the black on the back of the spoon – we caught it in the air on top of the flame so smoke puts pollution into the air.</p>	



&gt;&gt; continue from page 341

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>SC.3.2.1.3</b> Present information <b>LL.1.2.1.7</b> Use curriculum vocabulary <b>LL.2.5.1.11</b> Blend sounds	Now collect the calico that has been hanging in the dusty air. Wash it in a bowl of clean water and see how the water changes colour. This is because of the dust in the air. Encourage the learners to talk about what has happened, using the language introduced in the lessons. > Revise blend sounds.	
	<b>Try Time 45 mins</b>	
<b>MA.1.1.1.22</b> Recognise up to five	> Topic: Dice Rolling Game. Prepare 4 dotted dice and divide the learners into four teams in lines. Have one table in front of the teams. The first person in each team should come to the table and role a dice. They must recognise the number and then do that many jumps (star jumps, or leaps, etc) and then run to the back of their team line to let the next person in line go to the dice. The teacher stands at the table to check that learners correctly recognise the number of dots. The first team finished is the winner. Play the game several times.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>LL.1.5.1.1</b> Enjoy songs	> Cross-pattern exercises – continue with exercises. > Enjoy rhymes and poems with the children.	R 1 pg 124-135, Exercises

**TERM 4: WEEK 8: DAY 3**

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>SE.1.3.1.6</b> Personal progress	<p>➤ Children should listen and talk actively.....Share news. Topic: Expressing Thoughts and Opinions about School. Invite the learners to talk and give their thoughts on the different times of the school day – Talk, Story, Think, Try and Movement Times. What do they like best, least, favourite activities, etc? What did they try really hard on, what did they not try very much with? (This talk will support a later activity.)</p>	Teachers' Guide 2, Section 2
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.10</b> Letter names <b>LL.2.5.1.14</b> Read simple stories <b>LL.2.1.1.1</b> Enjoy rhymes <b>LL.2.6.1.4</b> Basic sight words	<p>➤ Small Book – My Lost Bear. Follow the Shared Book Guidelines. Ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning. Identify capital letters, letter names, blends and lazy sounds. Allow the learners to read with you as they wish.</p> <p>➤ Blends Stories – it is my mum; he has a banana. Review with the learners the starting place for reading and that each written word matches a spoken word. Note that the stories are a little bit longer now and go on to a second page. Read the stories together with the learners and enjoy any success. Talk about what was in each story and what it meant. Then share the stories between two groups and allow the groups to try to read the story and celebrate whatever they can do. (If this is too much for some learners they may continue to read stories at the Emerging level.)</p>	Fitzroy book, "The lost bear"  R 3 pg 115-118, Stories R 3 pg 82-85, Small words R 3 pg 66-68, Sight words
	<b>Move Time 1 35 mins</b>	
<b>SS.2.3.1.6</b> Participate in community activities	<p>➤ Review the small words and Basic English Sight Words, moving around the room reading from the classroom walls.</p> <p>➤ Participate in dances and songs from local culture. Prepare for end of term presentations.</p>	
	<b>Think Time 45 mins</b>	
<b>MA.2.2.1.12</b> Compare objects	<p>➤ Topic: Comparing Length Using Paper Strips. Provide the learners with some strips of paper. On the first strip, ask them to colour green how much they like Story Time</p>	

&gt;&gt; continue from page 343

Specific Learning Outcomes (SLO)	Activity Time	Resources
<b>LL.1.4.1.6</b> Speak clearly  <b>SC.1.3.1.2</b> Record information	<p>(colour a small piece of the strip if they liked it only a little bit or a long piece if they liked it a lot.) On another strip, ask them to colour red how much they try during Story Time. (Colour a small piece of the strip if they try only a little bit or a long piece if they try a lot.)</p> <p>➤ Bring pairs of learners to the front to compare their strips. Show them how to make sure they both start at the same level and then look where they finish. Compare with each other and compare their own 'like' and 'try' strips. Allow the learners time to move around and compare their strips with others'. Talk about the concept of "length".</p>	
	<b>Try Time 45 mins</b>	
<b>MA.1.2.1.6</b> Word problems  <b>LL.3.1.1.1</b> Draw to express ideas	<p>➤ Topic: Using Word Stories about addition and take-away problems. Show the learners a problem such as 3+2, and tell a word story about it, e.g. Mary had 3 pencils and then she found 2 more pencils. Ask the learners if Mary will have more pencils or less. Invite the learners to use drawing or stones to show the word problem. Can they tell you how many pencils Mary has now? Repeat this with several examples of addition and take-away stories. Focus on the story and the concrete process.</p> <p>➤ Refer to the Small Book – My Lost Bear. Encourage the learners to think about something they have lost. Ask the learners to draw something they liked in the story. Allow the more able learners to try to write their own story and provide support as needed. For those who struggle you may write some key words on the board for them to copy.</p>	Fitzroy book, "My lost bear"
	<b>Move Time 2 30 mins</b>	
<b>SM.3.3.1.5</b> Exercises to cross the midline <b>SM.3.2.1.5</b> Throw, catch, strike	<p>➤ Cross-pattern exercises – continue with exercises.</p> <p>➤ Play sports with balls and bats or other striking and throwing. Sing favourite songs, review the Alphabet Song.</p>	R 1 pg 127-135, Exercises

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

Value Theme – Prayerful, Patricia prays.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Talk Time 40 mins</b>	
<b>LL.2.3.1.1</b> Link to experiences <b>SE.2.1.1.1</b> Express thoughts on values <b>SE.2.3.1.12</b> Demonstrate prayfulness	<p>&gt; Children should listen and talk actively.....Share news. Topic: Talk about Prayer when Feeling Lost or Afraid.</p> <p>&gt; I Can Be Your Mummy Too - Big Book.</p> <p>Share the story with the learners and invite them to talk about any time that they may have felt lost or did not know where their mummy was. Talk about or imagine how that would feel. Why would someone want to be a mummy for someone else? Think of the values characters. What would they do? Think about Patricia. What would she pray about now? Encourage learners to stop now and pray for all of the children who do not have a mummy.</p>	<p>UNICEF book, "I can be you mummy"</p> <p>R 2 pg 24-25, Character</p>
	<b>Story Time 40 mins</b>	
<b>LL.2.5.1.14</b> Read simple stories <b>LL.2.3.1.1</b> Link to experiences <b>LL.4.2.1.2</b> Identify details in a story	<p>&gt; Blends Stories – All. Read all and remind the learners to sound out and push together any words they do not know. Then share the stories between small groups of learners and allow the groups to try to read the story and celebrate whatever they can do. On a signal from the teacher the learners should swap stories with another group. (If this is too much for some learners they may continue to read stories at the Emerging level.)</p> <p>&gt; Review the Alphabet Song and ask learners to point to specific letters that you name and tell you the sounds they make.</p>	R 3 Pg 103-118, Blends
	<b>Move Time 1 35 mins</b>	
<b>SS.2.3.1.6</b> Participate in community activities	> Prepare for end of term presentations.	
	<b>Think Time 45 mins</b>	
<b>MA.2.2.1.12</b> Compare objects <b>LL.1.4.1.6</b> Speak clearly	<p>&gt; Topic: Comparing Containers of Differing Volumes.</p> <p>Provide learners with water in tubs or buckets. Also provide them with four or five different kinds of containers to fill. Before using the water, ask the learners to guess which container would hold more and order the containers to the one that would hold least. Then compare containers by filling and pouring and work out the order by volume. You may wish to make this a group activity on the rotation with the story reading.</p>	

&gt;&gt; continue from page 345

Specific Learning Outcomes (SLO)	Activity Time	Resources
	<b>Try Time 45 mins</b>	
<b>SS.3.3.1.7</b> Care for a site	<b>&gt; Topic: Caring For a Site.</b> Return to the site that the learners are taking some responsibility for. They will do this for the rest of the term as a contribution to their community. They can keep it tidy, pull out weeds, wash things, prepare flowers, etc. As they do this each time, move around and speak with them, encouraging them to use the vocabulary you have discovered, e.g. culture, community, care, for, protect, etc.	
	<b>Move Time 2 30 mins</b>	
<b>SM.3.2.1.7</b> Speed and agility <b>LL.1.5.1.1</b> Enjoy songs	<b>&gt; Game – Walk or Run.</b> Songs / rhymes – Shake the Mango Tree; Thunder; Rainbow Song; Ring a Ring a Rosie.	R 1 pg 135-137, Game R 1 pg 6, 10, 14-15, Songs

**TERM 4: WEEK 8: DAY 5**

Value Theme – Prayerful, Patricia prays.

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

**Monthly reflection**

1. Do I arrive to school on time and prepared every day? What am I going to do about it?
2. Are my assessment notes up to date? What am I going to do about it?
3. Am I neatly dressed? What am I going to do about it?
4. Am I a positive role-model for the learners? What am I going to do about it?
5. Have my learners achieved the 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?

# Appendices

## Glossary

**Alliteration** – the beginning of two or more words, of a word group or sentence, with the same letter sound (e.g. Tommy tells the truth. /t/ sound repeats.)

**CV** – consonant, followed by a vowel. A two-letter word.

**VC** – vowel, followed by a consonant. A two-letter word.

**CVC** – consonant, followed by a vowel, followed by a consonant. A three-letter word.

**Conventions** – The agreed-upon ways we use words in any language when speaking or writing.

**Count On** – a maths strategy to add two numbers. We start with the biggest number, of the numbers to be added, and count up to the second. E.g. If we have the numbers 10 and 5: Start at 10, we need to count on 5 more. So, we count 11,12,13,14,15. Our total is 15.

**Cross-pattern** – crossing over the mid-line of the body to use both sides of the brain.

**Geo-board** – a board that has nails sticking up. Learners use rubber bands to stretch across and make geometric shapes. A picture of this is in the R1 pg 186

**Homolateral** – on the same side of the body

**Ordinal numbers** – a number that tells the position of something in a list

**Sequence** – something follows another thing related to it, in a particular order e.g. bigger to smaller or pictures in order of how the story goes.

## Lesson plan template

### Lesson Plan Instructions

There are 9 boxes in the session plan. Here are a few notes about how to use them.

**Box 1 Lesson Plan PPY** Fill in the week and day and date. Tick the boxes for your transition activities and note what you will do.

**Box 2** Read the box about what learning outcomes show learners can do

**Box 3 Activities** Write your activities from the lesson day plan and particularly note topics and transitions where learners will move position.

**Box 4 L.O.s** Write out the L.O.s in full and then think carefully about what that LO will show that learners can do. Add a code from the box after the LO. Use: Un, Do or Dem.

**Box 5 Learning Area** Circle learning areas and fill in the strand name (see the list at the beginning of each 4 week block for strand names). Name the concepts you will teach.

**Box 6 Resources** Tick the boxes and write details of what you need to prepare.



**Box 7** Assessment and evaluation Describe what you will be asking yourself about learners. Do they participate in, demonstrate and understand what you want to see in the Learning Outcomes?

**Box 8** Observations Use this box after or during the lesson, not before you teach it.

**Box 9** Assessment notes. Use this box after or during the lesson, not before you teach it. Answer your questions from the assessment and evaluation box, noting what action you might need to take or things to teach more later.

## PPY Lesson Plan TEMPLATE

Lesson Plan PPY	
<b>1</b> Lesson plan for: Term __ week __ day __ Date: Teacher: Value theme: My transition activities today will be: Energisers <input type="checkbox"/> Rhymes/songs <input type="checkbox"/> Games <input type="checkbox"/> Others <input type="checkbox"/> : List here:	<b>2</b> <b>Learning outcomes</b> show what learners: Understand (Un) - show understanding through what is said, done or written; show connections between ideas or operations in activities. Do (Do) - participate, discuss, listen, talk, draw, play, use materials. Demonstrate (Dem) - show skills, model for others, act, sing, dance, present.
<b>Talk Time 40 mins</b>	
<b>3 Activities: News sharing. Move to circle. Topic:</b>	
<b>4</b> <b>Learning Outcomes</b> By the end of the lesson learners will be able to:	<b>5</b> <b>Learning Area:</b> LL MA Sc SS SM SE (circle) Strands: Concepts:
<b>6</b> <b>Resources needed:</b> picture <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> other <input type="checkbox"/> List here:  Extra resources or games to be ready:	<b>7</b> <b>Assessment and evaluation:</b> Learners will Show Understanding/ Do/ Demonstrate through:
<b>8</b> Observations and notes	<b>9</b> Assessment notes
<b>Story Time 40 mins</b>	
<b>Activities: Todays Stories:</b>	
Learning Outcomes By the end of the lesson learners will be able to:	Learning Area: LL MA Sc SS SM SE (circle) Strands Concepts:
Resources needed: book <input type="checkbox"/> R1 story <input type="checkbox"/> reading card <input type="checkbox"/> picture <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> other <input type="checkbox"/> List here:  Extra resources or games to be ready:	Assessment and evaluation: Learners will Show Understanding/ Do/ Demonstrate through:
Observations and notes	Assessment notes
<b>Move Time 1 35 mins</b>	
<b>Activities</b>	
Learning Outcomes By the end of the lesson learners will be able to:	Learning Area: LL MA Sc SS SM SE (circle) Strands Concepts:
Resources needed: game instructions <input type="checkbox"/> rhyme/song <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> equipment <input type="checkbox"/> other <input type="checkbox"/> List here:  Extra resources or games to be ready:	Assessment and evaluation: Learners will Show Understanding/ Do/ Demonstrate through:

Observations and notes	Assessment notes
<b>Think Time 45 mins</b>	
<b>Activities: topic</b>	
Learning Outcomes By the end of the lesson learners will be able to:	Learning Area: LL MA Sc SS SM SE (circle) Strands: Concepts:
Resources needed: game instructions <input type="checkbox"/> rhyme/song <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> equipment <input type="checkbox"/> other <input type="checkbox"/> List here:	Assessment and evaluation: Learners will Show Understanding/ Do/ Demonstrate through:
Extra resources or games to be ready:	
Observations and notes	Assessment notes
<b>Try Time 45 mins</b>	
<b>Activities: topic</b>	
Learning Outcomes By the end of the lesson learners will be able to:	Learning Area: LL MA Sc SS SM SE (circle) Strands: Concepts:
Resources needed: game instructions <input type="checkbox"/> rhyme/song <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> equipment <input type="checkbox"/> other <input type="checkbox"/> List here:	Assessment and evaluation: Learners will Show Understanding/ Do/ Demonstrate through:
Extra resources or games to be ready:	
Observations and notes	Assessment notes
<b>Move Time 2 30 mins</b>	
<b>Activities</b>	
Learning Outcomes By the end of the lesson learners will be able to:	Learning Area: LL MA Sc SS SM SE (circle) Strands: Concepts:
Resources needed: game instructions <input type="checkbox"/> rhyme/song <input type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> equipment <input type="checkbox"/> other <input type="checkbox"/> List here:	Assessment and evaluation: Learners will Show Understanding/ Do/ Demonstrate through:
Extra resources or games to be ready:	
Observations and notes	Assessment notes
Comment or Sign off by Head teacher:	

## A PPY Lesson Plan SAMPLE

Lesson Plan Sample							
<p>Lesson plan for: Term 2 week 1 day 3 Date:</p> <p>Teacher: Value theme:</p> <p>Well-mannered My transition activities today will be:</p> <p>Energisers <input type="checkbox"/> Rhymes/songs <input type="checkbox"/> Games <input type="checkbox"/> Others <input type="checkbox"/></p> <p>List here: Finger plays</p> <p>To market to market, Fishy fishy.</p> <p>Read book "Dot" again.</p>	<p>Learning outcomes show what learners: Understand (Un)- show understanding through what is said, done or written; show connections between ideas or operations in activities. Do (Do)- participate, discuss, listen, talk, draw, play, use materials.</p> <p>Demonstrate (Dem) - show skills, model for others, act, sing, dance, present.</p>						
<p><b>Talk Time 40 mins</b></p>							
<p><b>Activities: News sharing. Move to circle. Topic: Greetings</b> – explain, model, link to theme, draw out language greetings from learners. Stand-up: Pairs practise greetings, hand shakes, smiles. Change partners, repeat again.</p> <p>Regroup to circle. Introduce /k/ and alphabet picture. Revise /b,d/.</p>							
<p>Learning Outcomes</p> <p>By the end of the lesson learners will be able to:</p> <p><b>LL 1.3.1.5</b> take turns, listen to others (Do)</p> <p><b>LL 2.5.1.3</b> orally play with sounds (Do, Dem)</p> <p><b>LL 2.5.1.2</b> perceive differences between small letter sounds (Un)</p>	<p><b>Learning Area:</b> LL MA Sc SS SM SE (circle)</p> <table> <tr> <th>Strands</th><th>Concepts</th></tr> <tr> <td>Listening and Speaking</td><td>social skills</td></tr> <tr> <td>Reading</td><td>phonics skills</td></tr> </table>	Strands	Concepts	Listening and Speaking	social skills	Reading	phonics skills
Strands	Concepts						
Listening and Speaking	social skills						
Reading	phonics skills						
<p><b>Resources needed:</b> picture <input checked="" type="checkbox"/> cards <input type="checkbox"/> chart <input type="checkbox"/> chart paper <input type="checkbox"/> other <input type="checkbox"/></p> <p>List here: Letter cards k, b, d;</p> <p>Extra resources or games to be ready:</p> <p>Word and sentence cards for those already reading.</p>	<p><b>Assessment and evaluation:</b> Learners will</p> <p>Show Understanding/ Do/ Demonstrate through:</p> <p>Do learners: talk, listen and take turns?</p> <p>-demonstrate different sounds?</p> <p>Is anything difficult?</p> <p>Do concepts need reviewing briefly later today?</p>						

