



SECTION 5: Term 2, 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 two. 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 5.1 below shows the Specific Learning Outcomes for term 2 weeks 1 - 4.

Language and Literacy (LL)

Specific Learning Outcomes

- LL.1.1.1.2 identify ways children communicate with members of their family and village
- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.3 use the words for favourite objects in English
- LL.1.3.1.2 listen to stories for enjoyment
- LL.1.3.1.4 share personal experiences with others in simple phrases
- LL.1.3.1.5 use conventions for verbal communication e.g. take turns, listen to others
- LL.1.4.1.2 talk about personally meaningful experiences
- LL.2.1.1.1 enjoy interesting phrases of songs and rhymes and perform the actions
- LL.2.1.1.2 discuss meaning, find words, join refrains and repeated phrases of songs, poems and stories
- LL.2.2.1.3 recall main characters and events from a story
- LL.2.2.1.5 act out the events from songs, poems and stories
- LL.2.3.1.1 link events in a text to learner's own experiences
- LL.2.3.1.2 respond to stories with facial expression
- LL.2.4.1.3 sort objects according to visual attributes
- LL.2.4.1.4 demonstrate awareness of the starting point, left to right, top to bottom, spacing of letters, words and sentences
- LL.2.5.1.2 notice differences between small letter forms
- LL.2.5.1.3 orally play with the sounds of several small letters
- LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages
- LL.3.1.1.1 draw pictures to represent an idea, recount or learning activity; talk about meaning of what they have drawn
- LL.3.1.1.2 experiment with free drawing with a variety of tools

- LL.3.1.1.3** form and build objects freely and creatively with a variety of manipulatives
- LL.3.1.1.4** describe the sequence of events from pictures
- LL.3.2.1.1** adopt correct position and pencil grip for drawing and writing
- LL.3.3.1.3** use a pencil or marker to make scribbles and letter or character like forms
- LL.4.1.1.1** show interest in books through questioning and predicting how a story might continue
- LL.4.2.1.1** talk about a favourite character in a story or favourite part of a story
- LL.4.3.1.1** identify parts of a book, turning pages, care of pages, storing books
- LL.4.3.1.2** retell, draw or role-play traditional stories or characters

Mathematics (MA)

Specific Learning Outcomes

- MA.1.1.1.1** count in local languages and across cultures through listening to stories featuring counting in sequence
- MA.1.1.1.2** explore a variety of personally and culturally relevant concrete materials
- MA.1.1.1.3** find, match and name things using concrete materials.
- MA.1.1.1.10** observe and copy the written form of numbers using a variety of tools
- MA.1.1.1.11** observe natural patterns in the world around us
- MA.1.1.1.12** describe patterns strengthening left to right direction
- MA.1.1.1.13** observe and identify similarities and differences between patterns
- MA.1.1.1.14** understand ordinal numbers to tenth in daily activities
- MA.1.1.1.17** connect the numeral to the number idea
- MA.1.2.1.1** count on from a given number between one and ten
- MA.1.2.1.2** understand the concepts of addition and subtraction through games, activities and concrete materials
- MA.1.3.1.2** compare and order items of like and unlike characteristics
- MA.2.1.1.2** explore a variety of concrete objects and construction materials
- MA.2.1.1.5** identify similarities and differences in objects and shapes including square, rectangle, triangle, circle
- MA.2.2.1.4** measure and compare body parts and objects using handspan or tools
- MA.2.2.1.5** compare weight using a balance scale or feeling objects
- MA.2.3.1.1** use language of comparison: longer, short, shorter, shortest
- MA.3.1.1.2** sort members of the class according to their height, gender, colour of hair, clothes
- MA.3.2.1.2** compare two groups of real objects using picture graphs

Science (SC)

Specific Learning Outcomes

- SC.1.1.1.5** recognise that animals are living things
- SC.1.1.1.6** identify and name the animals one is familiar with and or have seen
- SC.1.1.1.7** identify which animals live in the sea, which on land and which fly
- SC.1.1.1.8** compare basic animal groups – reptiles, mammals, insects, birds
- SC.1.1.1.10** compare the homes of different animals: ants, bees, snakes, birds, pigs, etc
- SC.1.1.1.11** recognise that animals make babies in different ways
- SC.2.1.1.4** identify and describe objects through touching and feeling
- SC.2.1.1.5** identify familiar sounds and to detect the direction of the sound through sense of hearing only
- SC.2.1.1.6** identify and describe the taste of foods through using such words as sweet, sour, bitter and salty
- SC.3.2.1.1** take turns in class discussions
- SC.3.2.1.2** record information by drawing or constructing with a variety of materials
- SC.3.2.1.3** present information through role-play, song, dance and explanation

Social Studies (SS)

Specific Learning Outcomes

- SS.1.2.1.1** identify reasons for the location of a family home - family history, meeting basic needs, features of area, local islands, nationality
- SS.2.1.1.2** identify special events or occasions celebrated in the family: birthday, Christmas, funeral
- SS.2.3.1.2** learn about the traditional customs regarding the family and local community

Sensory, Motor and Health (SM)

Specific Learning Outcomes

- SM.1.2.1.3** build water safety awareness skills eg. not swimming in the rough sea, deep water or flooded rivers
- SM.1.3.1.1** memorise by practising disaster songs, rhymes and safety drills
- SM.2.1.1.3** understand that some foods make us sick
- SM.2.2.1.2** talk about the basic functions of: eyes, nose, mouth, eye lashes, ear, hands, legs, fingers, hair and teeth
- SM.3.1.1.3** explore the space around the body: low, high, middle
- SM.3.1.1.4** move parts of the body in response to directions
- SM.3.2.1.2** build hand-eye and fine motor skills through threading, knotting, cutting and tracing
- SM.3.2.1.3** participate in games from other cultures
- SM.3.2.1.4** hop from one foot to another and jump backwards

Social and Emotional Skills (SE)

Specific Learning Outcomes

- SE.1.1.1.4** talk about places of interest and different traditional foods of the Solomon Islands
- SE.1.2.1.7** talk about connections between feelings, body reactions and body language
- SE.1.2.1.8** explain how someone might think and feel during an emergency
- SE.2.1.1.1** express thoughts / ideas on the moral values that a story / rhyme / song portrays
- SE.2.1.1.5** discuss ways we can show good manners
- SE.2.1.1.6** discuss ways we can show care
- SE.2.2.1.X** talk about the effect of actions on others. eg. thanking someone, sharing food, bullying
- SE.2.2.1.4** talk about actions to solve problems in play and group activities
- SE.2.3.1.4** demonstrate good manners through positive attitudes and courtesy, consideration for others, following codes of conduct
- SE.3.2.1.1** talk about Jesus as the revealed Son of God
- SE.3.3.1.2** interact with biblical concepts

Note

- SM.1.3.1.1** memorise by practising disaster songs, rhymes and safety drills. All schools need safety drills. Make sure your school leaders choose drills for your school. Get help from expert community members **if** you need to.

Table 5.2 displays the 6 learning areas that make up the curriculum programme, followed by the 3 or 4 strands in each area. This is inserted here to assist teachers in their lesson planning with a quick reference to strands that they will want to notate in their lesson plan template. This is for weeks 1 - 4 of term 2.

Table 5.2 Learning Areas and Strands in the Pre-primary year programme.

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

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.2.1.1.1 enjoy songs and rhymes</p> <p>LL.3.1.1.4 Sequence events from pictures</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Get the name basket and choose 2 children's names. Invite them to choose an action song for everyone to sing and tell everyone in English: "Today we will sing ____". Invite the other child to choose a rhyme for everyone to speak and to tell everyone in English: "Today we will say the rhyme ____".</p> <p>> Topic: Drinking water is healthy. Sequence Pictures x 2 – A Drink of water; Look at the pictures one at a time, identifying as much detail as possible from each picture. What is happening in each picture? Ask: How much water do you drink each day? Tell children: It is healthy to drink a lot.</p>	R 2 pg 100, Picture
	Story Time 40 mins	
<p>SE.2.1.1.5 Define well-mannered</p> <p>LL.2.4.1.4 Concepts in print</p>	<p>> Introduce Values Character, Paul has value of being wellmannered. Define well-mannered and its importance. Story – Paul is Polite Read the story about Paul, stopping to explain, ask questions and check understanding. Use Language and Pijin to support meaning. Why did Paul talk to the animals? Why did he keep saying thank you? How should we be like Paul?</p> <p>> Big Book – Talk! Talk! Talk! – share again. Help children know how books work – ask where to start reading, ask which direction to read. Ask what to do at the end of a page.</p>	<p>R 2 pg 8-9, Paul Picture</p> <p>R 1 pg 22, Paul Story</p> <p>Sunshine books</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Move Time 1 35 mins	
SM 2.2.1.1 Build healthy habits	<p>> Go outside and do exercises with lots of energy.</p> <p>This is called a Burpee. Do these arm and legs exercises.</p> <p>Squat and Jump, kick.</p>	
	Think Time 45 mins	
MA.1.1.1.14 Ordinal numbers	<p>> Topic: Introduce ordinal numbers (1st 2nd 3rd etc). Introduce 21. Practise counting. Link counting to ordinal numbers (see glossary or TG2 Maths for more information) with ordinal. Have the children line up and count together to find the first person in line up to the tenth person. Show and give the card for the position as you count. For advanced learners link reading words on the board or exercise book (e.g. one-first, two-second). Create a matching exercise.</p> <p>> Sit outside and ask learners why they think the school is located where it is and their homes are located where they are. How did their families decide where to put the villages? Guide the discussion back to the basic needs of people. Go for a short walk around local area to see what features help meet their basic needs. Conclude that the village and school are located there because they can use the local area to help meet their basic needs.</p>	R 3 pg 47 Number cards
MA.1.1.1.1 Counting		R 2 pg 41, Basic needs chart
SC 3.2.1.1 Class discussions		
SS 1.2.1.1 Reasons for location of home		
	Try Time 45 mins	
MA.1.1.1.10 Written numbers	<p>> Topic: reviewing number knowledge and phonemic awareness (sounds). Go outside to a sand pit or the ground. Show a number flashcard. Learners do many taps on their knee - opposite hand to knee (e.g. 3). Then write the number in sand or ground. Use a stick or their finger and teacher provide help as needed. Repeat with different numbers.</p> <p>> Practise sounds and letters:/b,d,k,h/. Students to make sound - teacher to listen to students and correct where necessary.</p> <p>> Then: Air writing – students make the letter in the air and say letter name. Then: Teacher demonstrates correct letter formation on the board, pointing out where the letter starts and finishes and how it sits within the lines on a page.</p>	R 3 pg 47, Number cards
MA.1.1.1.17 Connect numeral to number		R 3 pg 69, Letter cards
SM.3.2.1.2 Fine motor skills		
LL.2.5.1.3 Play with sounds		

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Then: learners write the letter e.g. in their book a number of times e.g. 5 times. Then: repeat for other letters.	
	Move Time 2 30 mins	
<p>SM 3.1.1.3 Space around the body</p> <p>SM 3.1.1.4 Move in response to directions</p> <p>SC.3.2.1.1 Join discussions</p>	<p>> Explore space around body - the teacher can direct learners to move low, mid, high and move body upon direction.</p> <p>> Go for a short walk outside to see other things of interest.</p> <p>There are patterns in flowers, the bark of some trees, segments of fruits. Help the learners to see that there is pattern and order and interest all around them.</p>	

TERM 2: WEEK 1: DAY 2

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SM.1.2.1.3 Water confidence LL.2.5.1.3 Play with sounds LL.2.5.1.2 Differences between small letters	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Water dangers. <p>Start a discussion with the learners about water and how it can be dangerous. Remind them that one of the basic needs to live is air to breathe. Under the water we cannot breathe air, so what do we do? Carefully, talk about the danger of being in the water, where it is safe to swim and not safe to swim. Stress that supervision is important. If something happens (an accident; bump on the head; log in the water) we need someone there to help us.</p> <ul style="list-style-type: none"> > Flashcard letter /d/. Alphabet Picture - drum. <p>Introduce the sound /d/ using the flashcard. Teach the learners how to position the mouth and practise it together. Hold up a drum. Say [drum] and then the beginning sound /d/. Show the flashcard /b/ and compare the two sounds. Talk about how they face different ways and one has a tail. Say the word /dog/. Note that the dog has a tail and /d/ has a tail. Encourage the learners to pretend they have a tail (with their arm behind) and wag their tail saying the sound /d/.</p>	R 3 pg 69, Letter Card
	Story Time 40 mins	
SE.3.2.1.1 Jesus as the Son of God SE.3.3.1.2 Biblical concepts LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Christian Education – Jesus is Emmanuel. Use the lesson provided in the Resource book and follow the instructions. Isaiah 7:14; 9:1-7; Matthew 1:22-23. Learners will begin to understand why Jesus came to earth and will know He is God. > Small Book – Dot. Follow the shared book guidelines. See the notes for teachers in this Fitzroy reader and follow them. Stop to practise the /d/ sound in words. 	R 1 pg 92, Story, Knowing Jesus as Emmanuel Fitzroy book 4, "Dot"
	Move Time 1 35 mins	
SM.2.3.1.4 Follow game rule	<ul style="list-style-type: none"> > Go outside and do exercises with lots of energy. Do a Burpee. <p>Do arm and legs exercises. Squat and Jump, kick.</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Think Time 45 mins	
<p>SE.2.3.1.4 Demonstrate good manners</p> <p>SE.1.1.1.4 Traditional places and foods</p>	<p>> Topic: place of interest in the local area. Remind the learners about what Paul would do when an elder was speaking to them. Invite a local elder to come and speak to the learners about a place of interest in the local area. It may have importance due to war, missionaries, change due to extreme weather – the point is to show that the area has interest and history.</p>	
	Try Time 45 mins	
<p>SE.2.3.1.4 Demonstrate good manners</p> <p>MA.1.1.1.3 Patten, match</p> <p>LL.3.2.1.1 Pencil grip</p> <p>LL.2.4.1.3 Sort objects visually</p>	<p>> Topic: Pre-writing Skills. Review the value of being well-mannered and what it means. Encourage the learners to try to show this value as they complete the Try activity. > Trace Sheet – Snail. Check pencil grip of each learner. Look at Snail page and play with beginning sound /s/. Encourage learners to trace the snail slowly and stay on the lines. Try to avoid turning the page around and instead ask learners to move the position of their arm and make the pencil go in different directions. Learners who finish early can colour in. Students should attempt to write their name on page. > Letter Sorting Sheet. The teacher can prepare a chart (based on the resource book chart). This is a visual activity only, it does not focus on sounds or letter names. Guide the learners through the first row together and look at the shape of each letter. They should all be like the first one. Try to find the letter that does not look like the rest and explain what is different about it.</p>	<p>R 2 pg 163, Trace snail</p> <p>R 2 pg 179, Sheet</p>
	Move Time 2 30 mins	
<p>SM.3.1.1.3 Space around the body</p> <p>SM.3.1.1.4 Move in response to directions</p> <p>MA.1.1.1.11 Observe natural patterns</p>	<p>> Explore space around body - the teacher can direct learners to move low, medium, high and move body upon direction. > Go for a short walk outside to see other things of interest. There are patterns in flowers, the bark of some trees, segments of fruits. Help the learners to see that there is pattern and order and interest all around them.</p>	

TERM 2: WEEK 1: DAY 3

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.3.1.5 Take turns, listen</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: greetings.</p> <p>Explain that greetings are a polite way of meeting other people. Shaking hands is a common part of greeting. Discuss what kinds of words should be said. Select two verbal greetings in English and Language and rehearse these with the class using role play in pairs. Remember that a smile is important too.</p> <p>> Introduce the sound /k/ using the flashcard. Show the flashcard /k/ and teach the learners how to position the mouth, to make the sound and practise it together. Show the Alphabet Picture of the key. Say the word /key/ and then the beginning sound /k/. Show the flashcards /b/ and /d/ and compare the way the three sounds look. What is different with the /k/. Talk about how the /k/ has a kick and practise kicking like the /k/ together. Practice the three sounds learned so far.</p>	R 3 pg 69, Letter Cards
	Story Time 40 mins	
<p>SC.1.1.1.6 Name animals</p> <p>LL.2.2.1.3 Recall characters and events</p> <p>LL.4.2.1.1 Favourite characters</p>	<p>> Big Book – Talk! Talk! Talk!</p> <p>Follow the Shared Book Guidelines. Read the story, focus on identifying familiar animals. Allow the learners to read with you any words that they know. After the story, encourage the learners to try to recall the characters and what they did. Talk about the ones they like the best. The learners should try to think of other animals that they know of.</p> <p>> They should then sing about animals they know, choosing from the following or other known local songs. Rhymes and Songs: Incy Wincy Spider; A Little Brown Mouse; Fantail, Fantail; Where, oh, Where?; To Market, To Market; Fishy Fishy; Rat a Tat Tat; Frog; Crocodile.</p>	R 1 Pg 10-13, Rhymes
	Move Time 1 35 mins	
<p>SM.3.2.1.3 Games</p> <p>MA.1.1.1.14 Ordinal numbers</p>	<p>> Play games: Cat and mouse, Duck duck, goose, goose. Try eye tracking exercises, knee taps and marching thumbs.</p> <p>> Ordinal numbers: Use cards. Teacher calls 1st and points at child in front of line, teacher points at card 2nd and points at child next in line – they must say “I am second” and so on up to 10th.</p>	R 1 pg 135, Games R 3 pg 60, Ordinal number
	Think Time 45 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SS.2.3.1.2 Traditional customs</p> <p>SE.1.1.1.4 Traditional places and foods</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.3.3.1.3 Draw letter forms</p>	<p>> Topic: traditional foods, healthy eating. Collect a range of pieces of potato and cut a stamp shape on each one, suitable for printing on sand or paper. Talk about the traditional food of the Solomon Islands and how different it is from a lot of food that comes into the country now. Which kind of food is healthier? Are traditional foods 'sometimes foods' or 'always foods'? Allow learners to choose one kind of traditional food and teacher cuts the print shape into the potato stamp. Do stamping then put papers in the sun to dry.</p> <p>> Practise sounds and letters:/f,l,j/ Students to make sound - teacher to listen to students and correct where necessary.</p> <p>> Then: Air writing – students make the letter in the air and say letter name. Then: Teacher demonstrates correct letter formation on the board, pointing out where the letter starts and finishes and how it sits within the lines on a page. Then: learners write the letter e.g. /b/ in their book a number of times e.g. 5 times. Then: repeat for other letters).</p>	R 1 pg 145, Ways to make paint and brushes
Try Time 45 mins		
<p>LL.2.5.1.3 Play with sounds</p> <p>LL.3.1.1.1 Draw to show meaning</p> <p>LL.2.4.1.3 Sort objects visually</p>	<p>> Topic: phonemic awareness (sounds) Pre-writing Sheet – Cat and Mouse Review the value of being well-mannered and what it means. Encourage the learners to show this value as they complete the Try activity. Check pencil grip.</p> <p>> Look at the cat and mouse page and play with the beginning sounds of the words – cat, mouse. Encourage learners to trace over the picture slowly try to stay on the lines. Try to avoid turning the page around and instead ask the learners to move the position of their arm and make the pencil go in different directions. Students should attempt to write their name on the page.</p> <p>> Letter Sorting Sheet g, v, j, h Teacher prepares chart for class to work through together in this next attempt. This is a visual activity only. (No sounds or letter names.) Guide the learners through the first row together and look at the shape of each letter. They should all be like the first one. Try to find the letter that does not look like the rest and explain what is different about it.</p>	R 2 pg 167, Sheet R 2 pg 179, Sheet
Move Time 2 30 mins		
<p>MA.1.1.1.1 Counting</p>	<p>> Introduce the number 23 with the flashcard. Practise counting to 23 by running 23 steps on the spot.</p>	R 3 pg 47, Number cards

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.1.1.1.10 Written numbers</p> <p>MA.1.1.1.17 Connect numeral to number</p> <p>MA.1.2.1.1 Count on</p>	<p>Use the number cards from 1 to 23 and have the learners work together to put them in order, spreading them out to make a long line. Children make 23 jumps down the line beside the numbers. Practise writing the number 23 with fingers in the air. Use a basket and number flashcards to do “count on” like before.</p> <p>> Use a basket and number flashcards to do “count on” like before. Count one group and put them in the basket (e.g. 6) with the flashcard in front of it. Then everyone walks 6 steps and sits down. Decide on another group to add to the basket (e.g. 4). Look at the flashcard (6) and remind the learners how many are already in the basket – we do not need to count them again. From the group to add in, put one item into the basket at a time counting on. (The next item into the basket will be 7, then 8 and so on.) Once the second group is added write the final number to show children (e.g. 10). Then everyone walks the full number of steps and sits down.</p> <p>Empty the basket and repeat the activity.</p>	

TERM 2: WEEK 1: DAY 4

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.3.1.4 Share experiences LL.2.5.1.2 Differences between small letters LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: share experiences. Invite learners to share their experiences from the first week this term. What things did they like or not like? Why? Encourage all learners to contribute. > Introduce sound /h/. Show flashcard /h/ and teach the learners how to position the mouth to make the sound just push out of the mouth and practise together. Show the trace picture of the hands. Say [hand] and beginning sound /h/. Show flashcards /b/, /d/, /k/ and compare. What is different with the /h/ Practise hearing and saying the sound in words (house, hop, hit, happy, hat, hot). 	R 3 pg 69, Letter card R 2 pg 146, Picture
	Story Time 40 mins	
LL.1.2.1.2 Use languages to help English meaning LL.2.6.1.2 Sounds between languages SE.2.1.1.5 Define well-mannered	<ul style="list-style-type: none"> > Small Book – My Shadow Follow the Shared Book Guidelines. Notice the language pattern used in the book – when I (do something) - it (does the same thing). Read through the story allowing learners to join in where they want to. Explore key words from English and reread the book using language words instead. Rehearse the language pattern. Teacher says: “When I tap my head”, learners say: “I tap my head”. Repeat with many actions. > Small Book – Dot. - share again. > Story – Paul is Polite Read the story about Paul again. 	Fitzroy reader, “My shadow” Guidelines TG2 Section 2 Fitzroy reader 4, “Dot”
	Move Time 1 35 mins	
SE.2.3.1.4 Demonstrate well-mannered SM.3.1.1.3 Explore space	<ul style="list-style-type: none"> > Ask learners who the values character is this week and what he does? (Paul is polite.) Tell children you are watching for children who are polite. > Try writing numbers with finger in the air, first small then bigger. In pairs, face a partner. One writes a very big number in the air. The other mirrors their movements. Then swap roles. Then child makes lots of other kinds of movements for their friend to mirror. Then swap roles. 	
	Think Time 45 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.1.1.1.17 Connect numeral to number</p> <p>MA.1.1.1.12 describe patterns strengthening left to right direction</p> <p>LL.2.4.1.3 Sort visually</p>	<p>> Topic: counting to 24, hearing initial sounds. Introduce 24 with the flashcard. Practise counting using number cards 1 to 24 and have the learners work together to put them in order. Count on fingers. Practise writing the number.</p> <p>> Ten Frames: Learners to draw three frames and colour in 24 spaces. Learners need to understand that numbers are composed (made up) of tens and ones. Explain to them that the frame helps show this. Always fill the top row first, starting on the left, the same way you read. When the top row is full, counters can be placed on the bottom row, also from the left. This is a standard way to show numbers on a ten-frame.</p> <p>> Pre-reading activity sheet: make copies of the sheet so that children can all have one. Read the sounds /c,s,a,e/. Look at the pictures. Invite the children to tick the pictures that start with that sound. Circle the pictures that do not start with that sound.</p>	<p>R 2 pg 128, Ten Frames</p> <p>R 2 pg 140, Pre-reading</p>
Try Time 45 mins		
<p>SM.1.2.1.3 Water confidence</p> <p>SM.3.1.1.3 Space around the body</p>	<p>> Topic: safe places to swim. Review the talk about dangers around water. Remind children they need to find a safe place to swim and to have supervision.</p> <p>> Go to a place near water. (It is strongly recommended to take extra adults with you.) If no water is nearby, put out some lavalavas and pretend they are a river. Teach the children to use a stick to check the depth of the water, checking the river bank first, then the edge of the water and then a little further in. The stick should not be taller than the child and should only come up to the chest. Encourage the learners to take turns checking if the water is safe.</p>	
Move Time 2 30 mins		
<p>MA.1.1.1.1 Counting</p> <p>LL.2.5.1.3 Play with sounds</p>	<p>> Have the learners stand in a large circle. Each must say a number counting in turn and kneel down on the ground listening to the rest of the learners. When they reach 24 all the learners jump up again and the next person starts at number one again to count to 24. Repeat for many turns.</p> <p>> Practice the four sounds learned so far – /h,b,d,k/. Spread the four cards out widely on the ground outside. When the teacher calls out one sound, all children must run and stand behind the sound and call it out. Repeat with the different sounds many times and make sure the learners have fun with the sounds.</p>	<p>R 3 pg 69, Letter cards</p> <p>R 2 pg 138, Activity sheet</p>

TERM 2: WEEK 1: DAY 5

Value Theme – Well-mannered, Paul is polite.

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

TERM 2: WEEK 2: DAY 1

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>SC 2.1.1.4 Describe through touch</p> <p>LL 1.2.1.2 Use languages to help English meaning</p> <p>SC 3.2.1.1 Class discussions</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Sense of touch.</p> <p>Identify and describe objects through touching and feeling – Teacher covers objects with calico. She demonstrates feeling object, identifying it (e.g. I think it's a taro) and describing it (It feels hard and round and long). Use name basket to choose 2 learners to do the same. Strongly encourage children to speak sentences (any language). Do not accept one word answers about what they are touching.</p> <p>> Send children into four groups where lava lava cover objects. They can take turns to identify and describe objects they can't see. Encourage to use descriptive language including some English.</p>	
	Story Time 40 mins	
<p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.4.1.4 Concepts in print</p>	<p>> Big Book: I Love to Read Follow the guidelines for shared books and focus on awareness of left to right movement along words and the joy of reading.</p> <p>> Story: Animal Needs – read to children and compare to people's needs.</p>	<p>UNICEF book, "I love to read"</p> <p>R 1 pg 74, Story</p>
	Move Time 1 35 mins	
<p>SM .3.1.1.4 Move freely</p>	<p>> Go outside and do exercises with lots of energy.</p> <p>Do a Burpee. Do these arm and legs exercises too.</p> <p>Do Squat jump, kick.</p>	
	Think Time 45 mins	
<p>MA.1.2.1.1 Count on</p>	<p>> Topic: Counting on. Number Game, Number story . Use a basket and number cards to do count on like before. Count based on a number story:</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.1.2.1.2 Understand concepts of addition and subtraction</p> <p>MA.1.1.1.3 Count with concrete materials</p>	<p>For example, “David had six pencils. Emily had two pencils. How many pencils do David and Emily have altogether?”</p> <p>This introduces the concept of addition and subtraction</p> <p>Tell the children: “David puts the pencils in a basket “ - Teacher can put the flashcard 6 in front of a basket then everyone should pretend to drop 6 pencils inside.</p> <p>Tell the children: “Then Emily puts her 2 pencils in the basket.” Then everyone pretends to drop 2 pencils inside.</p> <p>Look at the flashcard (6) and remind the learners how many pencils were already in the basket – we do not need to count 6 again. We add Emily’s two pencils. Let’s count on:</p> <p>We say: “The next pencil in the basket will be 7, then 8. Altogether we have 8 pencils. Repeat the activity with different numbers under 10.</p>	R 3 pg 47, Number cards
	Try Time 45 mins	
<p>MA.1.1.1.2 Explore concrete materials</p>	<p>> Topic: Estimating numbers. Estimate my number – Teacher - show 8 stones in your hand for 3 seconds. Close hand and ask children to estimate how many you have. “Can you guess how many stones are in my hand?” Now count them and see if they were correct.</p> <p>> Pair work: Get children to play this in pairs.</p> <p>> Small groups: Number Cards Activities. One child can flash the card for others to see, then quickly turn it over again. Children must say what the number was and must hold up that many fingers. Another child can flash a card for others to see, then quickly turn it over again. Children can nod that many times, then write the number with their fingers in the air. Take turns with number cards.</p>	R 2 pg 47, Number cards
	Move Time 2 30 mins	
<p>SM.1.2.1.3 Water confidence</p> <p>SM.3.1.1.4 Move parts of body</p>	<p>> Water Confidence - Review the discussion earlier about dangers around water. Recall the need to find a safe place to swim and to have supervision. Go to river or sea water. (It is strongly recommended to take extra adults with you.) If no water is nearby, put out some lava-lavas and pretend they are a river. Teach the children to hold out a stick to someone in the water, to help them get to land. Try on land first, then in water with adult beside them. Encourage the learners to take turns practising calling for help, then helping each other.</p> <p>> Try writing numbers with finger in the air, first small then bigger. In pairs, face a partner. One writes a very big number in the air.</p> <p>The other mirrors their movements. Then swap roles. Then child makes lots of other kinds movements for their friend to mirror, then swap roles.</p>	

TERM 2: WEEK 2: DAY 2

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.1.1.2 Identify ways to communicate</p> <p>LL.1.3.1.5 Use verbal conventions</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Communication in family and villages. Picture: Family members talking together. Discuss the picture. Talk about the way we speak to people in our family, compared to other situations. Do you ask the chief for the same things as your mum? No! Teacher asks questions like this to help learners think about communication. (Convention definition – see glossary.)</p> <p>> Get the name basket and choose 2 children's names. Invite them to choose an action song for everyone to sing and they can tell everyone in English: "Today we will sing ____". Invite the other child to choose a rhyme for everyone to speak and to tell everyone in English: "Today we will say the rhyme".</p>	R 2 pg 72, Picture
	Story Time 40 mins	
<p>SE.3.2.1.1 Jesus as the Son of God</p> <p>SE.3.3.1.2 Biblical concepts</p> <p>SC.1.1.1.7 Sea, land and sky animals</p> <p>LL.3.1.1.4 Sequence events from pictures</p>	<p>> Christian Education – Jesus' Baptism – see resource book and follow guidelines. Mark 1: 9-11. Jesus is baptised in obedience to God and is revealed as God's son.</p> <p>> Stimulus pictures – small animals - many pictures here - identify where animals live – which ones are on land, in the sea or in the sky? Have a class discussion about it.</p> <p>> Story: The lazy little bird – about planning and working, through example of bird seasons – they move for food in a planned and regular method. Letter // - hear the sound in the story title.</p>	R 1 pg 93, Story R 2 pg 57-66, Animal pictures R 1 pg 49, Story
	Move Time 1 35 mins	
<p>LL.2.5.1.2 Differences between small letters</p> <p>SC.3.2.1.1 Class discussions</p> <p>SM.3.1.1.4 Move to directions</p>	<p>> Games with letter sounds: Teacher choose some. Sequence pictures x 2: canoe pushes out, 2 children ride in canoe. Children to draw information from the pictures. Determine which picture came first and which second and why.</p> <p>> Do a dance that has paddling actions. Sing "A sailor went to sea" and do the actions. Rhyme Crocodile and do the actions.</p>	R2 pg 98-99, Picture R 1 pg 9, Song R 1 pg 10-16, Rhyme

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Think Time 45 mins	
<p>SE.1.2.1.7 Feelings and body reactions</p> <p>LL.2.1.1.2 Meaning in language</p> <p>SC.2.1.1.5 Identify sounds</p>	<p>> Topic: Feelings connected to body. Identify feelings, what they mean and what my body does to respond e.g. my head feels tight, my tummy feels sore in response to different feelings. Help children to understand that their emotions affect their body and their health.</p> <p>> Walk outside – listen for things of interest – talk about sounds like wind in trees that also give us a feeling. Sit down quietly, close eyes. What do you hear? What do you feel? Ask children to talk about it. Go to another place and do the same thing.</p>	
	Try Time 45 mins	
<p>LL.2.4.1.3 Sort objects visually</p> <p>LL.3.2.1.1 Pencil grip</p> <p>MA.1.1.1.10 Written numbers</p> <p>SC.2.1.1.5 Identify sounds</p>	<p>> Topic: counting, identifying sounds. Number 26 – use flash cards and count on from 20 to 26. Write Number 26. Show children how to hold their pencil well and how to form numerals. Practise writing them.</p> <p>> Put number line problems 1-5 on the board for learners to solve. Connect to concrete materials by using stones or shells to count to 26 on top of tens frames. Notice that 26 is 2 tens and 6 ones.</p> <p>> Game: Identify and describe the sound: (Instructions below) Put 2 children in each corner of room holding noisy things e.g. drum, rattle, bottle of water, whistle. Class sits in middle of room facing inward. Children in corners take turns making a sound. Class must point where sound came from, naming the sound (e.g. the rattle).</p>	R 3 pg 47, Numbr cards R 2 pg 122, Number line Problems
	Move Time 2 30 mins	
<p>SM.3.2.1.3 Cultural games</p> <p>SC.2.1.1.5 Identify sounds</p> <p>SC.3.2.1.3 Present information through role play</p>	<p>> Participate in games from other Solomon Islands cultures - teacher to choose.</p> <p>Divide class into small groups sitting in different parts of the room. Make sure groups have a different number of children in each group. Help each group name itself a Solomon Islands animal, bird or insect. Ask groups to roleplay - try moving around a small area and making noises, pretending to be that animal.</p> <p>> Then line groups up, going down the room, side by side. Compare characteristics of each group by describing it to children: compare - group names, number of animals, ways they move, noises they make that are different from each other.</p>	

TERM 2: WEEK 2: DAY 3

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.3.1.5 Take turns, listen</p> <p>SC.2.1.1.6 Identify taste</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Follow verbal conventions (this means the way things are usually said) – e.g. taking turns and listening – talk about this convention then model some English sentences and get children to talk to their neighbour. (e.g. Hi I am Sam. I like bananas; Hi Sam. I am Paul. I also like (or don't like) bananas).</p> <p>> Sense: Taste. Identify through taste – talk about how when you taste fruit you can tell if it is ripe, or not ready to eat, or too old to eat.</p> <p>> Get the name basket and choose 2 children's names. Invite them to choose an action song for everyone to sing and tell everyone in English: "Today we will sing ____". Invite the other child to choose a rhyme for everyone to speak and to tell everyone in English: "Today we will say the rhyme ____".</p> <p>> Letter /j/ and /k/. Help children to listen and perceive differences between letters. Then teacher writes the letters and get children to describe the differences.</p>	
	Story Time 40 mins	
<p>LL.4.3.1.1 Handling books</p> <p>LL.2.2.1.3 Recall characters and events</p> <p>SC.1.1.1.8 Compare animal groups</p>	<p>> Small Book: Made out of sand – follow the shared book guidelines and focus on children using their imagination about what they could create out of sand. Enjoy sharing ideas. Also focus on children noticing the best way to turn pages. Ask children to recall characters and events in the story.</p> <p>> Big Book: I Love to Read – share again.</p> <p>> Animal homes discussion – e.g. some birds live on land, some on sea. Ask children where they have seen birds and where they live.</p>	<p>Sunshine book, "Made out of sand"</p> <p>UNICEF book, "I love to read"</p>
	Move Time 1 35 mins	
SM.3.2.1.4 Hop and jump	<p>> Walking.</p> <p>Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	learners. Practise language like “this is my cross-over walk, this is my leap.”	
	Think Time 45 mins	
<p>MA.1.1.1.10 Written numbers</p> <p>MA.1.1.1.17 Connect numeral to number</p> <p>SE.1.2.1.7 Feelings and body reactions</p> <p>LL.3.1.1.1 Draw to represent ideas</p>	<p>> Topic: number knowledge Number 27 – Flash card -children should go to materials in groups of 2-4 and try to count 27 objects. Guide the learners to write the number on each other’s backs with a finger each time 27 is counted.</p> <p>> Tens frames: using stones or shells to count to 27 on top of tens frames. Notice that 27 is 2 tens and 7 ones. For extension try “Ways of counting” worksheet.</p> <p>> Feelings connected to body – Identify feelings, what they mean and what my body does to respond. Drawing: Teacher explains that sometimes we can show our thoughts and feelings through pictures. For example teacher might say something like: “Values character David has dreams. In the picture there is a cloud above David’s head that has a picture that shows his thoughts. What is he dreaming of? We will draw ourselves with a cloud above our heads that has a picture that shows our thoughts.” Teacher should move around helping children and if they tell you about the picture write it in a sentence on the page. Draw out sentences about feelings.</p>	<p>R 3 pg 47, Number cards</p> <p>R 2 pg 128, Tens Frames</p> <p>R 2 pg 136,</p> <p>R 2 pg 12, David picture</p>
	Try Time 45 mins	
<p>SM.1.2.1.3 Water confidence</p>	<p>> Topic: water safety. Water Safety – Today children will visit the river or sea. Get helpers to come along. They will try to float on their backs in shallow river or sea water. One adult needed for every 3 children in water. They should: Float and find feet; Sit and find feet.</p>	
	Move Time 2 30 mins	
<p>MA.2.2.1.4 Measure using string</p> <p>MA.2.3.1.1 Language of comparison</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Measure and compare body parts: Use pieces of string. Use language of comparison: longer/shorter, around middle, on top, underneath. Teacher models with 2 children at front then sends class to work in groups of 2-4. Give each group 4 pieces of string of 4 different lengths. Groups should report back about which measurement needed the longest string.</p> <p>> Game: Play Fruit Salad.</p>	<p>String</p> <p>R 1 pg 136, Game</p>

TERM 2: WEEK 2: DAY 4

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SC.2.1.1.6 Identify taste LL.1.2.1.2 Use languages to help Eng. meaning	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Sense of Taste – sweet, sour, bitter, salt – talk about these kinds of tastes and which foods have them. Teacher should bring food. All children taste some salt, then some sugar. Letter /p/ - use flash card. Compare to flash cards of 2 letters from over the last 2 weeks. Talk about the difference between letter shapes. 	R 3 pg 69, Letter Card
	Story Time 40 mins	
LL.2.5.1.3 Play with sounds LL.3.3.1.3 Pencil movements LL.3.1.1.1 Draw to show meaning	<ul style="list-style-type: none"> > Small Book: The Pet Hen Follow shared book guidelines and focus on key words and sounds noted in the front of the book. Explore code shifting – how would key words in the story be said in language or Pijin? Invite children to try. > Invite children to enjoy making scribbles with pencils. Then try to draw pictures to represent ideas from the small book. Children to tell teacher about their picture using some English. > Big Book: I Love to Read - share again. 	Fitzroy book 5, "The pet hen" UNICEF book, "I love to read"
	Move Time 1 35 mins	
SM.3.1.1.3 Explore space	<ul style="list-style-type: none"> > Walking creatively Explain disposition – creator. Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with learners. Practise language like "this is my cross-over walk, this is my leap." 	Cross-over walk Leap
	Think Time 45 mins	
MA.1.1.1.2 Explore concrete materials	<ul style="list-style-type: none"> > Topic:describe patterns, count on, use critical thinking. Define these three topics to children. > With friends, children choose materials from counters, blocks or books. Sit down with pile of objects. They should use critical thinking and make and describe patterns left to right. 	Counter/bottle tops

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	(e.g. Make by placing books in a row, or 5 blocks- from left to right).	
MA.1.1.1.12 Describe patterns MA.1.2.1.1 Count on SE.1.3.1.2 Talk about work with peers	Describe to each other (and teacher if asked) e.g. my books are all the same size but have different colours on them; my stones are all small but some are black and some are white. Teacher demonstrates then sends children to do. > Count on – teacher comments to each group about numbers of items and uses count on strategies e.g. I see your group has three books. If I add Paul's group with their blocks I get from three to 4,5,6,7,8,9 things all together. Extension activity: Extend patterns on shape worksheet.	R 2 pg 136, Extend patterns R 2 pg 114-115, Trace
	Try Time 45 mins	
MA.1.1.1.17 Connect numeral to number MA.1.1.1.10 Written numbers LL.3.2.1.1 Writing	> Topic: write numerals, practise sounds. Build Fine Motor Skills using two worksheets – Tracing caterpillars to apple, Tracing animal to its food. > Write Number – put out flash card numbers and invite children to attempt writing numbers with crayons. Then they should get counters and pull out on top of one of the numbers they wrote. > Practise sounds and letters: /p,m/. Students to make sound - teacher to listen to students and correct where necessary. Then: Air writing – students make the letter in the air and say letter name. Then: Teacher demonstrates correct letter formation on the board, pointing out where the letter starts and finishes and how it sits within the lines on a page. > Then: learners write the letter e.g.[p] in their book a number of times e.g. 5 times. Then: repeat for other letter.	R 3 pg 47, Number cards
	Move Time 2 30 mins	
LL.1.5.1.1 Enjoy rhymes MA.1.1.1.10 Written numbers	> Perform catchy rhymes and actions – choose from the resource book and encourage children to have fun. > Game: get the number of things. Divide children to sit in small group circles around the room. Get 5 children at the front ready to write numbers on board. Teacher moves around and tells each small group a different number under 10. They must run and find that number of things and bring back to their group circle and sit down. Teacher asks each group to stand, say their number, show their items and point at someone in their group, who writes that number on the board/chart. Play again with different writers.	R 1 pg 2-17, Rhymes

TERM 2: WEEK 2: DAY 5

Value Theme – Well-mannered, Paul is polite.

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

TERM 2: WEEK 3: DAY 1

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>SM.2.1.1.3 Unhealthy foods</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: Healthy teeth</p> <p>Rhyme – Strong white teeth Use the rhyme to recall how we need to keep our teeth clean so they do not rot. Help the children to see that some foods are not very good for us and some can even make us sick, like chemicals in some like MSG in noodles flavouring. Some foods can spoil us and make us sick.</p> <p>➤ Introduce the sound /m/ using the flashcard. Show the flashcard /m/ and teach the learners how to position the mouth to make the sound and practise it together. Show the Picture: /f, j, l, m/ and small pictures. Say the word [map] and [mouth] and then the beginning sound /m/. Show some of the other sound flashcards learnt so far and look how the /m/ is a bit different. Use big arm movements to show the shape of the /m/ with a finger pencil.</p> <p>For advanced learners show words or use the pre-reading activities sheet.</p>	<p>R 2 pg 144, Pronounce /th/</p> <p>R 1 pg 4, Rhyme</p> <p>R 3 pg 69, Letter Cards</p> <p>R 2 pg 138, Pre-reading activities</p>
	Story Time 40 mins	
<p>SC.1.1.1.10 Compare animal homes</p> <p>SC.3.2.1.2 Record information</p>	<p>➤ Story – Animals Home and Animal at home.</p> <p>Let the children know that they can enjoy this story but they should also look for some information in it. Read the story together using Mother Tongue and Pijin to support understanding in English. Choose some key words from the English to explore in Mother Tongue and explore how they mean the same. Use the story to talk about the different kinds of homes that animals need. What kinds of homes do they know of for animals like: bees, ants, crabs, birds.</p> <p>➤ Write up on the board – “Frank lived in the sea. Beaky lived in the sky. Daniel lived on the land.” Read the words with the learners and help them see each word and the spaces between them. The spaces tell us when a word finishes. Have some learners come to the front and point to the words as you lead the class to read them together.</p>	<p>R 1 pg 73-74, Story</p>
	Move Time 1 35 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>LL.2.5.1.3 play with sounds</p> <p>LL.3.1.1.3 Build freely</p> <p>MA.1.1.1.1 Counting</p>	<p>Sound Games: Practice all of the sounds learned so far by laying them out on the ground like a long snake. The children should step beside each sound and say it before taking the next step. They can step in small groups and pairs.</p> <p>> Outside using construction materials (sticks, leaves etc.) Allow the learners to work in small groups using things to make a home for a kind of animal. Visit each group and encourage them to explain their animal and choices.</p>	
	Think Time 45 mins	
<p>SS.2.1.1.2 Identify special events</p> <p>SE.2.3.1.4 Demonstrate manners</p> <p>SE.2.2.1.3 Effect of actions on others</p>	<p>> Topic: special days or events</p> <p>Have a class discussion. Think of someone in the class who has had a birthday recently. Use this as a start for talking about special days or events. What special days or events do we celebrate in our families? What about funerals – why do we get together and celebrate? Consider how people would feel at each special day and show this with facial expressions. How do these make others feel? How would we make others feel if we acted the wrong way like crying at Christmas or singing happy birthday at a funeral? What would Paul do? How would he show good manners at each of these days? Practise with roleplay.</p> <p>> Sing national anthem – talk about what events we usually sing the national anthem at. Then all sing.</p>	R 2 pg 36, Song
	Try Time 45 mins	
<p>MA.1.1.1.10 Written numbers</p>	<p>> Topic: Introduce the number 28</p> <p>Practise counting to 28. Use the number cards from 1 to 28 and have the learners work together to put them in order. Remind them to think about how Paul would do this activity. Look along the line of numbers and talk about them together, adding in a rope and pegs to turn it into a number line. Ask: what number is bigger than 17? What number is smaller than 21? What number comes between 23 and 25?</p> <p>Extension: Encourage the learners to write their answers.</p>	R 3 g 47, Number cards
	Move Time 2 30 mins	
<p>LL.2.1.1.1 Enjoy rhymes</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Enjoy favourite songs and rhymes.</p> <p>> Animal dance – teacher invites children to move like a bird, then a gecko, then a cat. Use maths language (bigger, smaller, taller, shorter) and introduce English words (slide on tummy, flap your wings, crawl carefully).</p>	R 1 pg 2-17, Rhymes

TERM 2: WEEK 3: DAY 2

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.3.1.1.4 Sequence events from pictures</p> <p>LL.2.1.1.2 Meaning in language</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: putting things in order – in a sequence. Sequence Pictures (3) – The Water Truck Look at the pictures one at a time, identifying as much detail as possible from each picture. What is happening in each picture? How are they the same or different? Which picture should come first? Second? Last? Why?</p> <p>➤ Introduce the sound /n/ using the flashcard. Show the flashcard /n/ and teach the learners how to position the mouth to make the sound and practise it together. Show the Alphabet Picture of the nail. Say the word [nail] and other small pictures. Then say the beginning sound /n/. Show the flashcards /m/ and compare the way the two sounds look. What is different with the /n/?</p>	<p>R 2 pg 114, Tracing numbers</p> <p>R 3 pg 120, Letter card</p> <p>R 2 pg 141, Pre-reading activities</p>
	Story Time 40 mins	
<p>SE.3.2.1.1 Jesus as the Son of God</p> <p>SE.3.3.1.2 Biblical concepts</p> <p>SE.2.2.1.3 Effect of actions on others</p> <p>SM.2.1.1.3 Unhealthy foods</p>	<p>➤ Christian Education – Jesus' temptation. Use the lesson material provided and follow the instructions as much as you are able. Mark 1:12-13 Jesus is fully man and able to be tempted. He resists temptation by Satan and is revealed as perfect and blameless. Take this lesson further to talk about how it feels when we do something to tempt someone else (ask them to do something wrong, show off something special we have). Guide the learners to discover that our words and actions affect others and we can cause them harm. What would Paul do?</p> <p>➤ Story - Sicky Puppet Review with the learners the idea from last week that some foods can make us sick. Use your hand as a puppet (join your thumb and pointer finger as a mouth, draw on the lips and two eyes on top.) Read the story as though your puppet is the character. Stop and ask the learners questions to check for details and understanding. Use the puppet to remind learners that sometimes there are things in the food that we cannot see that can make us sick, like chemicals and germs. That is why we should eat natural, fresh foods.</p>	<p>R 1 pg 94, Story</p> <p>R 1 pg 74, Story</p>
	Move Time 1 35 mins	
	<p>➤ Sound/letter cards: Practice all phonemic sounds learned so far, mixing the cards up and holding up one at a time to whisper</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>LL.2.5.1.3 Play with sounds</p>	<p>them, shout them, and sing them.</p> <p>➤ Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others.</p> <p>➤ In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time.</p>	
	Think Time 45 mins	
<p>MA.1.1.1.1 Counting MA.1.1.1.10 Written numbers MA.2.2.1.5 Compare weight</p>	<p>➤ Topic: Counting to 29 Introduce the number 29 with the flashcard. Practise counting to 29. Make sure you have up to 50 small stones or shells that are about the same size. Use the balance scales made from the Resource Book or two baskets that are the same. Compare two number of stones in the balance scales to see which is heavier. E.g. compare 9 with 21, so put 9 stones in one side of the scales and 21 stones in the other side. Encourage the learners to predict what will happen each time you compare two numbers by writing the number they think will be heavier.</p> <p>➤ Story – Animals at Home Read the story together and use Mother Tongue and Pijin to ensure understanding.</p>	<p>R 3 pg 47, Number cards</p> <p>R 1 pg 144, Make Balance Scales</p> <p>R 1 pg 74, Story</p>
	Try Time 45 mins	
<p>SC.3.2.1.2 Record information LL.3.3.1.3 Pencil movements</p>	<p>➤ Topic: Disaster drills and preparedness Tsunami Song; Flood Song; Earthquake Song</p> <p>➤ Start a small discussion with the children about how the Solomon Islands is also interesting because it has tsunami, flood and earthquakes. Talk briefly about how someone would feel when one of these happened. Have they ever experienced it themselves? Emphasise that they do not need to be afraid because they have families who look after them and teachers who look after them too. Teach the songs and add actions to assist memory.</p> <p>➤ Provide the learners with a piece of paper each or use their exercise books. Encourage them to draw themselves safe with mummy, daddy or their teacher (See Early Writing Example from</p>	<p>R 1 pg 10, Song</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>LL.3.1.1.1 Draw to show meaning</p> <p>SM.1.3.1.1 Disaster songs</p> <p>SE.1.2.1.8 Feelings in emergency</p>	<p>TG 2). Go around the room and have them explain what they drew and write a sentence for them underneath e.g. I am safe with mummy. Review the value of being well-mannered and what it means. Encourage the learners to try to show this value as they complete the Try activity. Check pencil grip from the chart and correct learners as needed.</p> <p>> Complete the pre-writing sheets, encouraging learners to trace over the picture slowly and carefully and try to stay on the lines. Try to avoid turning the page around and instead ask the learners to move the position of their arm and make the pencil go in different directions. Learners who finish early can trace over again in another colour and then colour the picture. Students should attempt to write their name on the top or back of the page.</p>	<p>R 2 pg 40,</p> <p>R 2 pg 147-178, Pre-writing sheet</p>
Move Time 2 30 mins		
<p>SM.3.2.1.4 Hop and jump</p>	<p>> Participate in songs responding to stimuli – sing Tsunami song. Practise disaster drill moving together to higher ground.</p> <p>> Animal dance – teacher invites children to move like a bird, then a gecko, then a cat. Invite children to name animals and show movements for them. Introduce English words about the animals.</p>	<p>R 1 pg 10, Songs</p>

TERM 2: WEEK 3: DAY 3

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.3.1.5 Take turns, listen LL.2.5.1.3 Play with sounds LL.2.5.1.2 Differences between small letters	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Keeping safe</p> <p>Stimulus Picture – fire extinguishers</p> <p>Look at the picture and identify as much detail as possible from the picture. What is happening in the picture? Everyone has to think about being safe, not just children, so these are made to help keep people safe when there is a fire. Encourage learners to participate in the discussion and focus on taking turns, speaking in a polite way, listening and responding to others</p> <p>> Introduce the sound /v/ using the flashcard. Show the flashcard /v/ and teach the learners how to position the mouth to make the sound and practise it together. (The top teeth should sit on the bottom lip and they should use voice, not blowing to make the sound. If they put two fingers on their throat they should feel it vibrate.) Show some of the flashcards and compare the way the sounds look. What is different with the /v/.</p>	<p>R 2 pg 103, Picture</p> <p>R 3 pg 120, Letter Cards</p>
	Story Time 40 mins	
LL.1.3.1.2 Stories for enjoyment LL.2.2.1.5 Act out stories	<p>> Big Book – I Love It When</p> <p>Use the Shared Book Guidelines and talk about the need to care for books and how to turn pages carefully. As you read, allow the learners to interact with what is read. As each activity is read in the book they should be encouraged to share their own experiences and even act out the activities to build meaning.</p>	UNICEF book, “I love it”
	Move Time 1 35 mins	
LL.2.5.1.3 Play with sounds	<p>> Practice the sounds learned so far laying the sounds out like a snake on the ground. The children should step beside each sound and say it before taking the next step. They can step in small groups and pairs.</p>	
	Think Time 45 mins	
MA.1.1.1.1 Counting	<p>> Topic: Numbers to 30, ordinal numbers</p> <p>Introduce the number 30 with the flashcard. Practise counting to 30 and write the number. Use the number cards from 1 to 30 and spread them all over the ground outside. Remind the learners to think about how Paul would act during this game</p>	R 3 pg 60, Number cards

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.1.1.1.17 Connect numeral to number</p> <p>SE.2.3.1.4 Demonstrate manners</p>	<p>and encourage good manners. As you call a number the children have to run and find the card. Repeat for many numbers.</p> <p>> Ordinal numbers – use cards and go over again.</p>	R 3 pg 60, Ordinal number cards
Try Time 45 mins		
<p>SE.1.2.1.8 Feelings in emergency</p> <p>SM.1.3.1.1 Disaster songs</p>	<p>> Topic: Disaster drills and preparedness</p> <p>Take some time to review emergencies and how people might feel. Practise the disaster songs (Tsunami Song; Flood Song; Earthquake Song) with actions again to help the learners be and feel prepared in an emergency.</p>	R 1 pg 10, Song
Move Time 2 30 mins		
<p>MA.1.1.1.3 Patten, match</p> <p>LL.2.1.1.2 Meaning in language</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Remember our noisy actions: clap, snap, pat, stamp. - See symbol chart. Teacher can bring out chart paper of 4 symbols. Learners do action when symbol is pointed at.</p> <p>New way: put the chart away. Bring 4 objects. Each one represents one noisy action e.g. clap – when I hold up slipper, pat – when I point at rock, etc. When children know the new symbols make a pattern of movements</p> <p>> Join in songs and dances everyone enjoys. Also repeat disaster songs.</p>	R 2 pg 44, Chart R 1 pg 10, Songs

TERM 2: WEEK 3: DAY 4

Value Theme – Well-mannered, Paul is polite.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.2.4.1.3 Sort by visual attributes</p> <p>MA.1.1.1.14 Ordinal numbers</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Ordering pictures is called putting them in a sequence.</p> <p>> Sequence Pictures x3 – Building Shelves Look at the pictures one at a time, identifying as much detail as possible from each picture. What is happening in each picture? How are they the same? How are they different? Encourage the learners to share their own experiences with building or watching building. Which picture should come first? Second? Last? Why? Ask who can recite ordinal numbers from first to fifth.</p> <p>> Introduce the sound /w/ using the flashcard. Show the flashcard /w/ and teach the learners how to position the mouth to make the sound and practise it together. Write the word wind on the board. Say the word /wind/ and then the beginning sound /w/. Show the flashcard /v/ and compare the way the two sounds look. What is different with the /w/. Practise big arm movements to show the difference between /v/ and /w/.</p>	<p>R 2 pg 45-66, Picture</p> <p>R 3 pg 120, Letter Cards</p>
	Story Time 40 mins	
<p>LL.1.3.1.2 Stories for enjoyment</p> <p>LL.2.2.1.3 Recall characters</p>	<p>> Small Book – Give Me a Hug Use the Shared Book Guidelines focusing on the language pattern “You are too....” Explore the different animals and why they are not good for a hug. Focus on the sound /g/ in the book and orally sound these words together: got, gum, gas, get, gap</p> <p>> Art: Provide the learners with half coconut shells and invite them to paint the tops like one of the animals in the story. Put them in the sun to dry.</p> <p>> Big Book – I Love It When - share again.</p>	<p>Sunshine book</p> <p>UNICEF book, “I love it”</p>
	Move Time 1 35 mins	
<p>LL.2.5.1.2 Differences between small letters</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Practice all of the sounds learned so far. Use two sets of the sounds learned and divide the class in to two lines. Spread the cards out in front of each team. On ‘go’ the first person in each line must run to a card, pick it up, run to the teacher, say the card and then run to the end of their line so the next person can go. First team to say all of their cards to the teacher wins.</p>	<p>R 3 pg 120, Letter Cards</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Think Time 45 mins	
<p>MA.1.1.1.3 Pattern with concrete materials</p> <p>MA.1.2.1.2 Addition concept</p>	<p>> Topic: Maths patterns, addition Use the coconut shell animals made earlier and make two patterns on the floor (e.g. one pattern of ladybird ladybird elephant ladybird ladybird elephant and one pattern of ladybird elephant, ladybird elephant, ladybird elephant.) Explore how the patterns are the same and how they are different. Repeat with another pattern.</p> <p>> Gather the coconut shell animals together so they are near and sit the class in a large circle. Place a large basket or box in the middle of the circle. Use the coconut shell animals to tell a small addition story e.g. There were two elephants on the soccer field and then one elephant came to play with them. Have the children help you put two elephants on one side of the circle and the one elephant on the other side of the circle. Talk about two and one. Then get the children to push the two and the one together (this is an important step.) Then put them in the basket. Let's find out how many elephants are playing soccer altogether. Tip the elephants out of the basket and count them together. (1,2,3) Repeat this activity with other small number of animals.</p>	
	Try Time 45 mins	
<p>MA.1.1.1.13 Differences between patterns</p> <p>MA.1.1.1.2 Explore concrete materials</p>	<p>> Topic: symbols have meanings. Prepare a collection of bottle tops with different marks or symbols on top. Make sure you only use about 5 different symbols between them.</p> <p>> Divide the class into two groups. Allow one group time for free construction and play with concrete materials (counters, games). Guide the other group to sort the bottle tops by the symbols on the top. Encourage the learners to explain what they see in the symbols. If time, they make try to make patterns with them. Note – this is a visual activity. Swap groups to make sure everyone in the class has a turn at each activity.</p>	
	Move Time 2 30 mins	
<p>SM.3.2.1.4 Hop and jump</p> <p>MA.1.1.1.1 Counting</p>	<p>> Hop and jump – talk about different ways of jumping. Try some. Talk about animals and birds and how they jump or hop. Try to move like them. Get a pile of counters. Get a child to show a way of jumping or hopping. Then put one counter in a new pile. Get another child to show another way. Then put another counter in a new pile. See how many ways you can find and do, then count up to see how many you got. (note: Hops are on 1 foot, jumps can be 2-to 2, 2 to 1, 1 to 2 feet. Jumps can be high, low, long, over, around etc).</p>	

TERM 2: WEEK 3: DAY 5

Value Theme – Well-mannered, Paul is polite.

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

TERM 2: WEEK 4: DAY 1

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.3.1.1.4 Sequence events from pictures</p> <p>MA.1.1.1.14 Ordinal numbers</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>➤ Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>➤ Topic: A sequence of events makes a story.</p> <p>Sequence Pictures x 3 – Building the clothes Line.</p> <p>Look at the pictures one at a time, identifying as much detail as possible from each picture. What is happening in each picture? How are they the same? How are they different? Which picture should come first? Second? Last? Why? Work together with the student to use the pictures to tell a story, giving the characters names and telling of what happened on this day.</p> <p>Ask who can recite ordinal numbers from first to fifth.</p> <p>➤ Introduce the sound /t/ using the flashcard. Show the flashcard /t/ and teach the learners how to position the mouth to make the sound and practise it together.</p> <p>Show pre-reading activity. Say the picture for two and tin and make the beginning sound /t/. Practise big arm movements to make these 4 letters with finger pencils in the air.</p>	<p>R 2 pg 109, Picture</p> <p>R 3 pg 69, Letter cards</p> <p>R 2 pg 141, Letters /n.p.r.t/</p>
	Story Time 40 mins	
<p>SE.2.1.1.6 Define caring</p> <p>LL.2.4.1.4 Concepts in print</p> <p>SS.2.3.1.2 Traditional customs</p> <p>LL.4.3.1.2 Retell stories</p>	<p>➤ Introduce Values Character - Kim is kind.</p> <p>Values Story – Kim is kind. Read the story with the learners stopping to check for details and understanding. Use Mother Tongue and Pijin to support understanding of English.</p> <p>At the end of the story discuss what happened so that you can define 'caring'. Talk about other ways that people can show that they care about someone.</p> <p>Then ask the children if they noticed that you would read and stop, read and stop. Tell them about the full stop and what it does. (Remember, a space finishes a word, a full stop finishes an idea or sentence.)</p> <p>➤ Write two sentences on the board from the story– “The village was very busy. They were getting ready for a special feast.”</p> <p>Note the place of the full stops and read the sentences together with the children emphasising the full stop.</p> <p>➤ Invite an elder from the community to come and talk with the learners about traditional customs of the community. Why is the custom important? Where did it come from? Are any of them like the activities in the Kim is kind story?</p>	<p>R 2 pg 10-11, Kim picture</p> <p>R 1 pg 23, Kim story</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Move Time 1 35 mins	
<p>LL.2.5.1.2 Differences between small letters</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Practice all of the sounds learned so far. Divide the class into four teams. Show a sound flashcard and the first one to call out the sound earns a point for their team.</p> <p>> Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others.</p> <p>> In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time.</p>	
	Think Time 45 mins	
<p>SM.2.2.1.2 Basic body parts</p> <p>SM 2.2.1.1 Care for body</p> <p>SC 3.2.1.1 Take turns in discussion</p>	<p>> Topic: Naming body parts Use the chart of body parts and make 9 cards based on these pictures from the Resource book. Draw the boy on a large chart. Divide the learners into small groups and give each group one of the cards. They need to talk about the card and roleplay what that body part does.</p> <p>> Bring the class back together and have each group explain what the body part does and demonstrate the roleplay. Stick the cards on the chart and explain how the 5 senses are there – touch, smell, taste, hearing and seeing. The mouth might also represent talking. What do the foot, leg and arm show?</p> <p>> Discussion: body challenges. One person in each group cannot use the body part on the card their group had. The group needs to talk about how that might affect that person if they were without that body part in our classroom. What help would we need to give them? (e.g. arm is disabled or eye is blind)</p> <p>> Report back to the whole class about this.</p>	R 2 pg 43, Body parts Chart
	Try Time 45 mins	
	<p>> Topic: Sorting, grouping and recording as a display of information. Gather pegs or balls of play dough and give one to each child in</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.3.1.1.2 Sort class members</p> <p>SE.2.2.1.4 Resolve differences</p> <p>MA.2.3.1.1 Language of comparison</p>	<p>the class for the next activity. Have a large piece of cardboard that the pegs or play dough can be pushed onto. Have the learners sort themselves in different ways. Do this for:</p> <ul style="list-style-type: none"> - long hair and short hair, slippers at school and no slippers at school today, colours of clothing are plain or patterned, your height is tall, medium or short. <p>For each thing you compare children put their peg on one side of card (e.g. for long hair) or the other side of the card (e.g. for short hair). Then children take pegs back and do the next one (e.g. slippers)</p> <p>Each time compare the results by looking at the displays of pegs and talking about them e.g. There are more children with short hair I think. Or are there less? Can you count them? Or Are our clothes mostly patterned or plain?.</p>	
	Move Time 2 30 mins	
<p>SM.3.2.1.3 Cultural games</p> <p>SM.3.1.1.4 Move in response to directions</p>	<ul style="list-style-type: none"> > Participate in games from other cultures –choose one. > Play game: Play a walking or running game from R 1 . 	<p>R 1 pg 137, Games</p> <p>R 1 pg 136, Games</p>

TERM 2: WEEK 4: DAY 2

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>SC.1.1.1.11 Animals make babies</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Baby animals</p> <p>Story –Baby Animals Share the information sheets and pictures. Invite the children to tell you what they know about animal babies. What have they seen? What needs do baby animals have? How do they meet their needs? Read the story and use Mother Tongue and Pijin to build understanding in English.</p> <p>> Introduce the sound /r/ using the flashcard. Show the flashcard /r/ and teach the learners how to position the mouth to make the sound and practise it together. Note that in English, the /r/ sound does not roll. It sounds like a motor that will not start. Practise starting the motor together and saying the sound. Show the Show the flashcard /n/ and compare the way the two sounds look. What is different with the /r/?</p>	<p>R 1 pg 60, Information Sheets</p> <p>R 3 p 69, Letter cards</p>
	Story Time 40 mins	
<p>SE.3.2.1.1 Jesus as the Son of God</p> <p>SE 3.3.1.2 Biblical concepts</p> <p>SE 2.1.1.6 Define caring</p>	<p>> Christian Education – Jesus called His disciples. Use the lesson provided in the Resource Book and follow the instructions as you are able. Mark 1: 14 - 20 Jesus announces the Good News and calls men to follow Him.</p> <p>> Values Story – Kim is kind – share again.</p>	<p>R 1 pg 96, Story</p> <p>R 1 pg 23, Kim Story</p>
	Move Time 1 35 mins	
<p>LL.2.5.1.2 Differences between small letters</p> <p>SM.3.1.1.4 Move in response to directions</p>	<p>> Sound/letter cards: Practice all phonemic sounds learned so far, mixing the cards up and holding up one at a time to whisper them, shout them, and sing them.</p> <p>> Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others.</p> <p>> In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle.</p>	<p>R 3 p 69, Letter cards</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time.	
	Think Time 45 mins	
MA.3.2.1.2 Compare two groups MA.2.3.1.1 Language of comparison MA.1.1.1.3 Patten, match LL.2.4.1.3 Sort objects visually LL.3.1.1.1 Draw to show meaning	<p>> Topic: grouping by visual differences. Use the fish cards from the Resource book 3. Have the learners look for visual differences and sort them into groups. Then make a pattern with the fish that the learners should copy. Do this for a few examples. Choose two of the groups of fish and lay them in two columns on the floor. Space them out so that it is clear which column has more. Talk about the two columns. Which one has more? Which has less? How many more would be needed to make them the same?</p> <p>> Draw and attempt to write: Provide the learners with a piece of paper each or use their exercise books. Ask learners to draw one of the baby animals that they liked. Go around the room and have them explain what they drew and write a sentence for them underneath e.g. "This is a baby bird." Learners should write their name on the page.</p>	R 3 pg 1, Fish cards
	Try Time 45 mins	
SE.2.2.1.4 Resolve differences LL.3.2.1.1 Pencil grip LL.3.3.1.3 Pencil movements	<p>> Topic: Attempting to write. Big Book – My Ukulele. Follow the Shared Book Guidelines. Talk with the learners to consider what they could do if their friend had lost his ukulele and daddy could not fix it. Brainstorm possible ways to solve the problem.</p> <p>> Pre-writing Sheet – different kinds of strokes. Check pencil grip from the chart and correct learners as needed. Complete the pre-writing sheet, encouraging learners to trace over the shapes and try to stay on the lines. Try to avoid turning the page around and instead ask the learners to move the position of their arm and make the pencil go in different directions. Learners who finish early can colour in and then cut out the shapes. Students should attempt to write their name on the top or back of the page.</p>	UINCEF book, "My ukulele" R 2 pg 168-178, Tracing shapes
	Move Time 2 30 mins	
SM.3.2.1.4 Hop and jump SM.1.3.1.1 Disaster songs	<p>> Participate in games responding to stimuli -Sandbag Games</p> <p>> Use today's story to link to further rehearsal of the disaster songs. Tsunami Song; Flood Song; Earthquake Song Practise disaster drill moving together to higher ground.</p>	R 1 pg 125, Games R 1 pg 10, Earthquake drill

TERM 2: WEEK 4: DAY 3

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.3.1.5 Take turns, listen</p> <p>SE.2.1.1.1 Express thoughts on values</p> <p>L.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: talking in a polite way.</p> <p>Get the name basket and everyone holds their name. Encourage learners to participate in the discussion and focus on taking turns, speaking in a polite way, listening and responding to others.</p> <p>1) Find friends whose names start with same letter. Use Polite English words to talk to each other: "Good morning. How are you? I am good thank you."</p> <p>2) Find friends with the same number of letters in their name. Use Polite English words to talk to each other: "Hello. It's nice to see you. Hi, nice to see you too."</p> <p>3) Children stand in a row. Teacher holds up an alphabet card. If a child has that letter in their name, they jump forward saying the letter as they jump. Teacher slowly shows lots of letters.</p> <p>> Introduce the sound /x/ using the flashcard. Show the flashcard /x/ and teach the learners how to position the mouth to make the sound and practise it together. Show the Alphabet Picture of the six. Say the word /six/ and then the sound /x/. Show the flashcard /t/ and compare the way the two sounds look. Use crossed arms held out in front of you to rehearse this sound /x/.</p>	R 3 pg 69, Letter cards
	Story Time 40 mins	
<p>LL.2.3.1.2 Respond to stories</p> <p>LL.4.1.1.1 Interest in books</p> <p>LL.4.3.1.1 Handling books</p>	<p>> Small Book – Fox on a Box</p> <p>Talk briefly about how valuable our books are and how we want to look after them. Discuss with the learners ways to store the books, especially to keep them dry and clean. Use the Shared Book Guidelines focusing on identifying and saying the sounds learnt so far. Invite them to make faces to show what they think of each page in the book. Look at the common words in the back of the book and rehearse them together.</p>	<p>Fitzroy book, "Fox on a box"</p> <p>TG 2 section 3</p>
	Move Time 1 35 mins	
<p>LL.2.5.1.2 Differences between</p>	<p>> Use letter cards. Practice all sounds learned so far, mixing the cards up and holding up one at a time to whisper them, shout them, and sing them.</p>	R 3 pg 69, Letter cards

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Specific Learning Outcomes (SLO)	Activity Time	Resources
small letters L.2.5.1.3 Play with sounds	> Card games: Stand in a long line. Play over and under. Each one says the sound then passes it on. Play until all the cards are passed.	
Think Time 45 mins		
MA.3.2.1.2 Compare two groups MA.1.2.1.2 Add and subtract concept	> Topic: grouping and addition Use the fish cut-outs from the previous lesson. Choose two of the groups of fish and lay them in two columns on the floor. Space them out so that it is clear which column has more. Talk about the two columns. Which one has more? Which has less? How many more would be needed to make them the same? Now gather the fish together so they are near and sit the class in a large circle. Place a large basket or box in the middle of the circle. Use the fish to tell a small take away story e.g. There were five fish in the net and then one fish jumped out. Have the children help you put five fish in the basket and then show one fish jump out. Talk about starting with more but when one jumps out we have less fish. Let's find out how many fish are left in the net. Tip the fish out of the basket and count them together. Repeat this activity with other small numbers of fish. Collect the fish for future use.	R 3 pg 1, Fish cards
Try Time 45 mins		
SM.3.2.1.2 Fine motor skills MA.1.1.1.2 Explore concrete materials LL.3.1.1.3 Build freely	> Topic: Building. Free construction – using various materials around the room like counters and blocks. Try to give some children an option to build outside with branches and leaves. > Build fine motor skills through use of scissors. Cut paper patterns or do paper folding patterns.	
Move Time 2 30 mins		
LL.2.1.1.1 Enjoy rhymes SM.3.2.1.2 Fine motor skills SM.3.1.1.4 Move when directed	> Perform catchy rhymes and actions – see the many options in R 1. > Game: On the beach in the sea. > Game: Play rubbers.	R 1 pg 2-17, Rhymes R 1 pg 136, Game

TERM 2: WEEK 4: DAY 4

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.2.1.2 Use Mother Tongue and English</p> <p>SE.2.1.1.6 Define caring</p> <p>LL.2.5.1.3 Play with sounds</p> <p>LL.2.5.1.2 Differences between small letters</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: talking in a kind way. Get the name basket and everyone holds their name.</p> <p>Encourage learners to participate in the discussion and focus on taking turns, speaking in a kind way, listening and responding to others</p> <p>1) Find friends whose names start with same letter. Use kind English words to talk to each other: "Good morning. Can I sit with you today? Yes of course."</p> <p>2) Find friends with the same number of letters in their name. Use kind English words to talk to each other: "Hello. If you need a friend today I can be your friend. Oh thank you."</p> <p>3) Children stand in a row. Teacher holds up an alphabet card. If a child has that letter in their name, they jump forward saying the letter as they jump. Teacher slowly shows lots of letters.</p> <p>> Introduce the sound /z/ using the flashcard. Show the flashcard /z/ and teach the learners how to position the mouth to make the sound and practise it together. The front teeth should be together and the voice should push out. (Learners should feel the vibration when they put two fingers to their throat.) Show the Alphabet Picture of the zip. Say the word /zip/ and then the beginning sound /z/. Show some of the other sound flashcards and compare the way the sounds look. Use one arm to make a big /z/ mark in the air while saying the sound.</p>	<p>R 2 pg 10, Kim picture</p> <p>R 3 pg 69, Letter Cards</p> <p>R 3 pg 69, Letter Cards</p>
	Story Time 40 mins	
<p>LL.2.6.1.2 Sounds between languages</p> <p>LL.1.2.1.2 Use languages to help Eng. meaning</p> <p>LL.2.2.1.5 Act out stories</p>	<p>> Small Book – Look!</p> <p>Follow the Shared Book Guidelines. Notice the language pattern used in the book – "Look," said the birds. Read through the story allowing learners to join in where they want to. Remember to stop to explain or ask questions to make sure learners are following and understanding. Use words in Mother Tongue and Pijin to support meaning. Explore some key words from English in other languages and re-read the book using those words instead. (E.g. cats, dogs, children, bread.) Identify and make the sound for /u/ and verbally sound the words up, us, cup, tub, pup.</p> <p>> After the book, rehearse the language pattern with the</p>	<p>Sunshine book, "Look"</p> <p>R 3 pg 5, Birds pictures</p>

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	learners. Teacher: (Points to something in the room) Learners say “Look, said the children.” Repeat with many actions.	
	Move Time 1 35 mins	
LL.2.5.1.3 Play with sounds	> Practice all of the sounds learned so far. Use two sets of the sounds learned and divide the class into two lines. Spread the cards out in front of each team. On ‘go’ the first person in each line must run to a card, pick it up, run to the teacher, say the card and then run to the end of their line so the next person can go. First team to say all of their cards to the teacher wins.	
	Think Time 45 mins	
MA.1.1.1.13 Differences between patterns MA.2.3.1.1 Language of comparison MA.1.1.1.14 Ordinal numbers	> Topic: grouping through visual differences. Use the bird cut-outs from the Resource book. Have the learners look for visual differences and sort them into groups. Then make a pattern with the birds that the learners should copy. Explore how the patterns are the same and how they are different. Repeat with another pattern. Fast learners can draw the pattern. > Ordinal numbers – try to recall them (1st, 2nd) then check on cards. Fast learners can recite first – tenth to their friends .	R 3 pg 5, Birds pictures R 3 pg 60, Ordinal cards
	Try Time 45 mins	
LL.2.5.1.2 Differences between small letters	> Topic: writing letters Try to write your name. Try to find letters from the beginning part of your name around the room on the walls and in book (only the first 3 letters). Carry exercise books and pencils around. Every time a child sees a letter from the beginning of their name, they make a mark on their page. All sit down and teacher helps children count the marks and writes a number for them. Advanced learners count and write individually and help others.	
	Move Time 2 30 mins	
LL.2.1.1.2 Meaning in language SM.3.1.1.4 Move in response to directions LL.1.3.1.6 Take turns, listen	> Play a name game: stand in a circle. Each person takes a turn saying their name. Go around again and when the child says their name they must do an action. Everyone repeats the name and the action. Go around again and when the child says their name they must leap into the middle of the circle as they say it. Every one repeats the name and the leap. > Sit in a circle. Pat your knees in a rhythmic pattern. Each person takes a turn saying their name. Go around again and when the child says their name they must stop patting and then join in again. Go around again and when the child says their name they must pat their head instead. Name riddles: Invite some children to tell a riddle and everyone guesses who the person is. e.g. “I am thinking of someone who has four letters in her name and is wearing a red headband.”	

TERM 2: WEEK 4: DAY 5

Value Theme – Caring, Kim is kind.

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

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 7: Term 2, 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 two. 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 7.1 below shows the Specific Learning Outcomes for term 2 weeks 5 - 8.

Language and Literacy (LL)

Specific Learning Outcomes

- LL.1.1.1.3 explain that the words used for one person (e.g. grandma) may be different from the words used for another (e.g. the market)
- LL.1.2.1.2 use Mother Tongue and / or Pijin to investigate key ideas and words to support meaning in English
- LL.1.2.1.4 name some common objects in the classroom
- LL.1.3.1.1 listen and respond to stories and factual texts
- LL.1.3.1.5 use conventions for verbal communication e.g. take turns, listen to others
- LL.1.3.1.6 ask questions to learn more about friends
- LL.1.4.1.2 talk about personally meaningful experiences
- LL.1.5.1.1 enjoy listening to rhyming songs and poems
- LL.1.5.1.3 recognise and identify the rhyming sounds and words in 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.2.2.1.4 predict outcomes from a story
- LL.2.2.1.5 act out the events from songs, poems and stories
- LL.2.5.1.3 orally play with the sounds of several small letters within words in the following sequence: b, d, k, h, f, l, j, p, m, n, v, w, t, r, x, z, qu
- LL.2.6.1.2 demonstrate awareness of features of print and sounds in various languages (e.g. mi – rei – lara – me are the word 'me' in Pijin, two dialects and English (consider **using** these words between the languages: and, he, I, me, she, it, in, on, up, here, to, was)
- LL.3.2.1.1 adopt correct position and pencil grip for drawing and writing
- LL.3.3.1.4 create letter / character like forms by tracing the forms in sand and through fingerpainting
- LL.4.1.1.2 request favourite stories and rhymes
- LL.4.3.1.4 explain that some texts are real and some are imaginary

Mathematics (MA)**Specific Learning Outcomes**

MA.1.1.1.1 count in local languages and across cultures through listening to stories featuring counting in sequence

MA.1.1.1.15 rote count in sequence to 30

MA.1.1.1.16 count backwards in sequence from ten to zero

MA.1.2.1.1 count on from a given number between one and ten

MA.1.2.1.2 understand the concepts of addition and subtraction through games, activities and concrete materials (The girl put five stones in the basket and the boy put in one more.)

MA.1.2.1.3 count back from ten to zero

MA.2.2.1.6 compare volume through use of jugs, cups, bottles, spoons and buckets pouring sand and water

MA.2.2.1.7 conservation of volume i.e. we have the same amount even though we have different cups

MA.2.3.1.1 use language of comparison. e.g. longer, shorter, thin, thick

MA.3.1.1.2 sort members of the class according to their height, gender, colour of hair, clothes etc

MA.3.2.1.2 compare two groups of real objects using picture graphs e.g. pictures of slippers

Science (SC)**Specific Learning Outcomes**

SC.1.1.1.9 identify the basic needs of animals

SC.1.2.1.2 explain that different cultures use different clothes and activities to meet their basic needs

SC.1.2.1.3 explain that animals use different methods to meet their basic needs: hibernation and migration

SC.1.2.1.4 identify different types of weather

SC.1.2.1.5 record changes in the weather

SC.1.3.1.2 construct small structures using local materials

SC.3.1.1.2 compare the ways animals or people meet their needs

SC.3.2.1.1 take turns in class discussions

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

SC.3.2.1.3 present information through role-play, song, dance and explanation Social Studies (SS)

Social Studies (SS)**Specific Learning Outcomes**

SS.3.1.1.3 name the places near one's community or village

SS.3.1.1.4 explain features of one's community or village

SS.3.2.1.2 appreciate why location and direction information helps us – find treasure on a treasure map, why class timetable is helpful, weather maps help us to decide what clothes to wear **that** day

SS.3.3.1.4 identify and sort types of rubbish eg. things that will rot or can be recycled

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

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

SM.3.2.1.3 participate in games from other cultures

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

SM.3.3.1.3 participate in exercises to inhibit early reflexes. eg. sausage rolls, homolateral commando crawls
SM.3.3.1.4 participate in exercises to establish dominance. eg. homolateral flip flops

Social and Emotional Skills (SE)

Specific Learning Outcomes

SE.1.1.1.5 take part in and celebrate National events. eg. Independence Day

SE.1.2.1.9 act out affection to and acceptance of others

SE.1.3.1.3 appreciate what they are able to do and their own uniqueness

SE.1.3.1.4 talk about games and activities that they are good at or prefer

SE.2.1.1.7 discuss ways we can have purpose

SE.2.2.1.2 celebrate the variety and gifts that differences add to the class and community

SE.2.3.1.5 demonstrate care through concern for others, kindness, forgiveness, compassion, humility, gentleness

SE.2.3.1.6 demonstrate purpose through seeking reasons, making plans, having a focus for living, having goals to achieve

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

SE.2.4.1.2 take care of school and public property

SE.3.2.1.1 recognise Jesus as the revealed Son of God

SE.3.3.1.2 interact with biblical concepts

Table 7.2 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 2.

Table 7.2 below shows the Learning Areas and Strands in the Pre-primary year programme.

Code	Learning Area	Strands	Strand Theme
LL	Language and Literacy		
LL.1		Listening and Speaking	Promote effective communication and learning
LL.2		Reading	Basic concepts of print as language and meaning represented by symbols
LL.3		Writing	Emerging writing skills to convey meaning through print
LL.4		Literature	Purpose of written text
MA	Mathematics		
MA.1		Number and Operations	The use of simple symbols to represent numbers and emerging concepts
MA.2		Shape and Measurement	Simple shapes and forms of measurement
MA.3		Statistics	Simple statistics
SC	Science		
SC.1		Science Knowledge	Information to gather and organise
SC.2		Science Skills	Personal skills to explore concepts and ideas

Code	Learning Area	Strands	Strand Theme
SC.3		Science for 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 8: Term 2, 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 2: WEEK 5: DAY 1

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SS.3.1.1.3 Name local places LL.1.5.1.1 Enjoy songs	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Name local places. <p>Ask children to tell you the names of local places and talk about what is special about each place.</p> <ul style="list-style-type: none"> > Get the name basket and choose 2 children’s names. Invite them to choose an action song for everyone to sing and tell everyone in English: “Today we will sing ____”. Invite the other child to choose a rhyme for everyone to speak and to tell everyone in English: “Today we will say the rhyme ____”. 	
	Story Time 40 mins	
LL 1.2.1.2 Use languages to help Eng. meaning LL 2.2.1.5 Act out stories SE.2.3.1.5 Demonstrate values	<ul style="list-style-type: none"> > Story – Love for One Another <p>Talk about the title and what it might mean. Link ‘love’ to the value of caring. Read the story, stopping to check for details and understanding. Role-play with selected children to ensure understanding. Use Mother Tongue and Pijin to support English understanding. Stop at the end of the second paragraph and ask the learners to think about how they would solve the problem. (There are no wrong answers here, just ideas.) What do they think Kim would do? Continue reading the story. Ask the learners to share what they thought of the outcome. Who showed love and kindness? (Don’t forget the uncle.)</p>	R 1 pg 74, Story

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Move Time 1 35 mins	
LL.2.5.1.2 Differences between small letters LL.2.5.1.3 Orally play with the sounds	<p>> Revising sounds: Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others.</p> <p>> In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time.</p>	R 3 pg 69, Letter cards
	Think Time 45 mins	
MA.1.1.1.15 Count to 30 SM.3.2.1.2 Fine motor skills LL.2.1.1.2 Repeated phrases	<p>> Topic: Looking for things. Classroom hide and seek – children cover their eyes and count aloud to 30 while the teacher hides an object in the room. At 30 the children open their eyes and try to find the hidden object. Repeat many times, counting and hiding the object in different places.</p> <p>> Small Book – Look! Follow the Shared Book Guidelines. Notice the language pattern used in the book – “Look,” said the birds. Read through the story allowing learners to join in where they want to. Draw pictures of birds and cover them with glued on flaps so you have to lift them to look at the picture. Use bird cards for ideas of how to draw birds (R 3)</p>	R 3 pg 5, Bird cards
	Try Time 45 mins	
MA.2.2.1.6 Compare volume SC.3.2.1.2 Record information LL.2.4.1.3 Sort objects by visual attributes	<p>> Topic: Volume in maths Choose from the eye-tracking coordination activities in the Resource book. > Volume activities Then divide the learners into two groups and allow free play with volume activities. One group should have water with a variety of containers for filling and pouring. The other group should have sand or dirt with containers for filling and pouring. Provide time for groups to try both activities.</p>	Buckets, Pounding containers
	Move Time 2 30 mins	
	> Sausage rolls	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SM 3.3.1.3 Exercises for reflexes</p> <p>SM 2.3.1.2 Strengthen muscles</p>	<p>Begin to teach the learners the sensory motor exercises beginning with the Sausage Roll. Use the instructions provided in the Resource Book.</p> <p>> Rope Games.</p> <p>Choose a range of rope activities from the Resource Book to do with the learners. Remind them to think about how Kim would do the activities.</p>	<p>R 1 pg 127-134, Exercises</p> <p>R 1 pg 126, Games</p>

TERM 2: WEEK 5: DAY 2

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.1.1.3 Differences in language use LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Different ways of talking to different people. <p>What language do you speak in your house? When you visit other people or places does Mum or Dad use another language? Pijin? English?</p> <p>The way we speak to a friend will be different from the way we speak to granny or the way we speak to the pastor. Teacher gives examples.</p> <ul style="list-style-type: none"> > Roleplay: In pairs children pretend to talk to the pastor. > Introduce the sound /qu/ using the flashcard. Show the flashcard /queen/ and teach the learners how to position the mouth to make the sound and practise it together. Note that the lips should stick out to the front to make the sound. Note that this sound has two letters together. That is because in English the /q/ always has the /u/ with it. Tell the learners a story about how the /q/ was lonely and met the /u/ and they decided to stay together forever so they got married. Try to find a picture of the queen. Say the word /queen/ and then the beginning sound /qu/. 	R 3 pg 69, Sound
	Story Time 40 mins	
SE.3.2.1.1 Jesus as the Son of God SE.3.3.1.2 Biblical concepts	<ul style="list-style-type: none"> > Christian education – Jesus reveals His power Mark 1:21-34. Jesus teaches in the synagogue with authority; He casts out demons and heals the sick. Jesus Christ has all authority in our lives today. He is God. Use the lesson provided in the Resource book. 	R 1 pg 83, Story
	Move Time 1 35 mins	
LL.2.5.1.3 Orally play with the sounds SM.3.1.1.4 Move parts of the body	<p>Practice all of the sounds learned so far using the snake game.</p> <p>Play at mirror dancing.</p>	
	Think Time 45 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>MA.1.1.1.1 Counting</p> <p>MA.1.1.1.15 Count to 30</p> <p>SC.1.1.1.9 Basic needs of animals</p> <p>SC.3.1.1.2 Compare meeting needs</p> <p>SC.3.2.1.2 Record information</p>	<p>> Set up a counting activity for the learners. There should be heaps of stones, shells, sticks around the room. Each heap should be of a number between 1 and 30. Make the Flashcard number cards available at the front of the room. Have the children work in small groups to count the objects in a bundle and then get the matching number card to put with it. Learners should have the chance to count many groups. Move small groups of children from heap to heap. Advanced learners can count on to 50 and add extra counters.</p> <p>> Recount some of the animal stories that have been read in the last few weeks (you may want to get them out read them again). Consider what the basic needs of animals must be and compare them to the needs of people. Divide the learners into groups and have each group draw examples of one of the needs, e.g. animal food, animal homes, or people's homes. Discuss with each group what they have drawn and write words on the pictures to help them. Advanced learners write their own words and help others.</p>	R 3 pg 47, Number cards
	Try Time 45 mins	
<p>SM.3.2.1.2 Fine motor skills</p> <p>MA.2.2.1.7 Conservation of volume</p>	<p>> Choose from the Fine-motor coordination activities from the Resource Book.</p> <p>> Prepare water or sand for the children to explore for this activity. They should have a variety of tins, bottles, jugs coconut shells for pouring and measuring. Challenge the learners to find two different containers that hold the same amount. Find a container that holds more. Find a container that holds less. Teach conservation of volume.</p>	Buckets, Pounding containers, coconut shells
	Move Time 2 30 mins	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.2.3.1.2 Strengthen muscles</p>	<p>> Sausage rolls, Homolateral Walking use the instructions from the Resource book to guide the learners in these activities.</p> <p>> Strengthen hand muscles – crouch down, lean forward on your hands and very slowly try to lift your feet off the ground. Strengthen legs – crouch down, then jump up fast and high! Repeat lots of times.</p> <p>> Follow the leader – outside, teacher walks, runs, turns, creeps, twists... children follow and copy.</p>	R 1 pg 127-134, Exercises

TERM 2: WEEK 5: DAY 3

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
<p>LL.1.3.1.6 Ask questions about friends</p> <p>LL.1.4.1.2 Talk about personal experiences</p> <p>L.1.3.1.5 Take turns, listen to others</p>	<p>> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news.</p> <p>> Topic: Talking kindly.</p> <p>Story - The Smile Boxes. Share the story with the children using Mother Tongue and Pijin to ensure understanding in English. Talk about the values character, Kim. Would she have many smiles in her box? Why?</p> <p>> Talking activity: Children will ask questions about each other, care about each other better. Write English questions on strips of card. Write English answers on other strips of card. (sentence strips) Children can take a question or answer card and find another child to talk to. Use only three questions and answers. Teacher helps everyone read cards first. For example - Question cards: How are you today? Did you sleep well last night? Are all your family well? Do you need help with something? For example - Answer cards: I am a bit tired. I did not sleep well. They are all well. Can you help me carry something?</p>	R 1 pg 38, Story
	Story Time 40 mins	
<p>LL.1.3.1.1 Respond to stories</p> <p>LL.2.6.1.2 Sounds between languages</p> <p>LL.1.5.1.1 Enjoy songs</p>	<p>> Big Book – Rainbows. Use the Shared Book Guidelines and read the book to the children. Go back from the beginning and look at each picture, inviting the learners to re-tell the story from the pictures. Use Mother Tongue and Pijin to assist as needed but keep linking back to English.</p> <p>> Share the Rainbow Song together.</p> <p>> Draw: Every one can draw lots and lots of smiley faces on some paper and cut them out. Fold a paper envelope each and put the smiles inside.</p>	<p>Sunshine Books, "Rain bow"</p> <p>R 1 pg 14, Song</p>
	Move Time 1 35 mins	
<p>SE.2.3.1.4 Demonstrate good manners</p> <p>SM.2.3.1.3 Confidence in movement</p>	<p>> Use the Smiles you made and encourage the learners to take the strips of card (sentence strips) go around asking about each other the questions from Talk Time and listening for answers. Every time they ask and answer a question in English with a friend, they can swap a smile.</p> <p>> Walking. Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low,</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	<p>leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with learners. Practise language like “this is my cross-over walk, this is my leap.”</p>	
	Think Time 45 mins	
<p>MA.1.1.1.16 Count backwards</p>	<p>> Review counting up to 10, explaining that we are going from small up to big. Now we are going to go from big back down to small. Lay the Number cards on the ground in order. Follow them forward, stepping beside them and saying the numbers, but then step backwards and say the numbers backwards, looking as you say them. Practise this several times. Bring out the number line and place the cards beside it and repeat the activity.</p>	R 3 pg 47, Number cards
<p>SS.3.3.1.4 Sort rubbish</p>	<p>> Talk about looking after the land and sea by composting things that rot. Define “Compost” – as plants when they rot down and become fertiliser and dirt for gardens. Ask: What kinds of things rot? What can compost be used for? Use 10 vegetable cards from the Resource Book and talk about composting them when they are left over or rotten. Use counting backwards to see how many vegetables are left as they are put into a pretend compost bin.</p>	R 3 pg 9, Vegetable cards
	Try Time 45 mins	
<p>LL.3.3.1.4 Create letter forms</p> <p>LL.3.2.1.1 Pencil grip</p>	<p>> Pre-writing Sheet - Look at the sheet and talk about where to start on the page and how to follow the lines down the page. Trace over the lines with a finger to get the idea of the movement. Ask the learners to trace over the lines with a pencil or crayon, slowly and carefully, trying to stay on the lines. Those who finish quickly can trace again using a different colour.</p>	R 2 pg 178, Sheet
<p>LL.2.6.1.2 Conventions of print</p>	<p>> Go to the word trace sheet. Look at the spaces between the words. (Remember a space shows the end of a word.) Talk about the pictures and ensure the concepts about “on”, “under” and “in” are understood. Use Mother Tongue and Pijin to ensure understanding in English. Ask the learners to trace over the words slowly and carefully trying to stay on the lines. Pictures can be coloured when finished. > Some of these words can be made in a large size so they can be displayed on the walls and practised.</p>	R 2 pg 183, Sheet

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p>	<p>Move Time 2 30 mins</p> <ul style="list-style-type: none"> > Sausage rolls, Homolateral flip flops. > Letter Sound Letter cards - Second Set - Rehearse the sounds that have been learned to date. Use two sets of the sounds learned and divide the class in to two lines. Spread the cards out in front of each team. On 'go' the first person in each line must run to a card, pick it up, run to the teacher, say the card and then run to the end of their line so the next person can go. First team to say all of their cards to the teacher wins. Play game again later. 	<p>R 1 pg 127-134, Exercise R 3 pg 69, Cards</p>

TERM 2: WEEK 5: DAY 4

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.3.1.6 Ask questions about friends LL.1.4.1.2 Talk about personal experiences	> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Talking kindly. Review the story of the Smile Boxes from yesterday using Mother Tongue and Pijin to ensure understanding in English. Talk about what they learned from the story and the activity.	R 1 pg 38, Story
	Story Time 40 mins	
SE.1.2.1.9 Accept others LL.4.3.1.4 Some texts are imaginary LL.1.3.1.1 Respond to stories	> Story - Friendship Explain to the children that they are going to hear a story but they must listen carefully to find things that could be real and things that might not be real. Share the story with them using Mother Tongue and Pijin to ensure understanding in English, linking back to the English words. Role-play the story and work out together what parts could be real and what could not be real. Ask why?	R 1 pg 46, Story
	Move Time 1 35 mins	
SM.3.2.1.4 Hop SM.2.3.1.3 Confident movement	> Go outside and do exercises with lots of energy. Do a Burpee. Do arm and legs exercises too. Squat Jump, Kick	
	Think Time 45 mins	
SC.1.2.1.3 Animals meet their basic needs SC.3.2.1.1 Class discussions	> Topic: Animals basic needs Think about the story Friendship again. How did the animal help the boy meet his basic needs? Review the basic needs of people. What happened when the animal was caught – could he meet his basic needs then? What do you think happened after the story? How did the animal and boy meet their basic needs? Discuss this. > Encourage each learner to draw a picture of the	R 1 pg 74, Story

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>LL.2.1.1.1 Enjoy rhymes</p>	<p>boy helping the animal or the animal helping the boy. Go around and invite each child to tell you about their picture and write a sentence at the bottom for them.</p> <p>> Enjoy any of the animal songs learned.</p>	
	<p>Try Time 45 mins</p>	
<p>MA.1.1.1.16 Count backwards</p>	<p>> Topic: Count backwards Review counting up to 10, explaining that we are going from small up to big. Now we are going to go from big back down to small. Lay the Number cards on the ground in order. Follow them forward, stepping beside them and saying the numbers, but then step backwards and say the numbers backwards, looking as you say them. Remove a few of the cards and see if the learners can still step and say the numbers backwards. Practise this several times, changing the numbers that are removed. Count backwards 10-0.</p>	<p>R 3 pg 47, Number</p>
	<p>Move Time 2 30 mins</p>	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.2.3.1.3 Confident movement</p> <p>SM.3.2.1.3 Cultural games</p>	<p>> Sausage rolls, Homolateral Walking use the instructions from the Resource book to guide the learners in this activity. – use the instructions in the Resource book to guide the learners in this activity.</p> <p>> Strengthen hand muscles – crouch down, lean forward on your hands and very slowly try to lift your feet off the ground. Strengthen leg – crouch down, then jump up fast and high! Repeat lots of times.</p> <p>> Games from cultures – play a game from the local culture.</p>	<p>R 1 pg 127-134, Exercise</p>

TERM 2: WEEK 5: DAY 5

Value Theme – Caring, Kim is kind.

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

TERM 2: WEEK 6: DAY 1

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SS.3.1.1.4 Explain local history LL.1.3.1.5 Take turns, listen LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Local history. Invite a local elder to come and talk about the history of the local area, what is beautiful, what has changed, how any change happened. Review with the learners how we listen, how we speak to elders, taking turns and answering with the voice. What would Kim do when the elder is talking or asks a question? <ul style="list-style-type: none"> > Practice all of the sounds learned so far. Divide the class into four teams. Show a Letter sound flashcard and the first one to call out the sound earns a point for their team. 	R 3 pg 69, Letter Cards
	Story Time 40 mins	
LL.2.1.1.2 Meaning in language LL.2.2.1.4 Predict from a story	<ul style="list-style-type: none"> > Big Book – My Wonderful Daddy Use the Shared Book Guidelines. Invite the learners to join in where they might remember the text or predict what will happen next. Invite the children to suggest any stories or songs they would like to do again and allow time for this.	Teachers Guide 2, section 2
	Move Time 1 35 mins	
LL.2.5.1.3 Play with sounds SM.2.3.1.4 Obey game rules	<ul style="list-style-type: none"> > Sound/letter cards: Practice all phonemic sounds learned so far, mixing the cards up and holding up one at a time to whisper them, shout them, and sing them. > Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others. > In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time. 	
	Think Time 45 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SE.2.3.1.5 Demonstrate care</p> <p>SM.2.3.1.5 Respect boundaries</p> <p>SM.3.2.1.2 Fine motor skills</p>	<p>> Topic: Caring, kindness and friendship. Story – The Great Wild Car Race</p> <p>Talk with the learners about cars, what they do and what they are for. Talk about how they usually go on special tracks or roads. If they just go in the bush they will get stuck or break. Read the story together using Mother Tongue or Pijin to ensure understanding in English. How did Nicky show kindness? Who was happy when Nicky was kind?</p> <p>> Prepare some plastic bottles (or something close) to make the cars from the Resource Book. First talk about how we will do this activity – how will we show care like our character Kim and Nicky in the story?</p> <p>> Make the cars together with the children. You may need some extra adult help. Use tape to label each car with different coloured pieces of paper (have at least three colours) with the child's name.</p>	R 1 pg 49, Story
Try Time 45 mins		
<p>MA.2.3.1.1 Language of comparison</p> <p>SM.2.3.1.5 Respect boundaries</p>	<p>> Topic: Grouping and displaying information. Put the cars out together in a line and practice counting them. Sort the cars into groups by the colour of the paper for their names.</p> <p>> Create a picture graph on a large piece of paper or cardboard showing the number of cars of each colour. Ask questions about more than, less than, how many more. Take the lesson further by trying out the cars, pushing them and letting them go on a flat surface. They will probably go all over the place and risk crashing and breaking. Next, set boundaries for the cars by putting bamboo or wooden boards along the two sides. Try pushing the cars along this track and letting them go. They will probably go further and not break or crash. We are like the cars. We need boundaries (limits and restrictions) to keep us safe and on the right track. Explore the boundaries that the children might need to keep them, safe.</p>	Picture Graph example
Move Time 2 30 mins		
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.2.3.1.2 strengthen muscles</p> <p>SM.2.3.1.3 Movement confident</p>	<p>> Sausage rolls, Homolateral Walking use the instructions from the Resource book to guide the learners in this activity.</p> <p>> Strengthen hand muscles – crouch down, lean forward on your hands and very slowly try to lift your feet off the ground.</p> <p>Strengthen leg – crouch down, then jump up fast and high! Repeat lots of times.</p> <p>> Sing songs with actions.</p>	R 1 pg 127-134, Exercises

TERM 2: WEEK 6: DAY 2

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.3.1.5 Verbal Communication SS.3.3.1.4 Sort rubbish	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Compost or Recycle (reusing). Review the discussion last week on things that rot and can be composted. Talk to day about things that do not rot. Some things we can re-use (like we did when we made our cars) but somethings have to be burned or buried (like cans from Tuna). Why can't they just get thrown on the ground or in the river or sea? Talk about the damage to animals, people and the soil.	
	Story Time 40 mins	
SE.3.2.1.1 Jesus as the Son of God LL.1.5.1.1 Enjoy songs LL.1.3.1.1 Respond to stories	<ul style="list-style-type: none"> > Christian education – Jesus prays. Use the lesson provided in the Resource Book and follow the instructions as much as you are able. Mark 1:35-39 Jesus prays in a secluded place, revealing that He is fully human; He continues to preach throughout Galilee. We can follow Jesus' example through spending time alone in prayer to God. > Sing some known children's worship songs. 	R 1 pg 98, Story
	Move Time 1 35 mins	
SM.2.3.1.2 Strengthen muscles	<ul style="list-style-type: none"> > Go outside and do exercises with lots of energy. Do a Burpee. Do arm and legs exercises too. Do: Squat Jump Kick	
	Think Time 45 mins	
SE.1.2.1.9 Show kindness	<ul style="list-style-type: none"> > Topic: Goodenss and kindness. Story – The Queen's Journey. Read the title and talk about the words – queen and journey. Use Mother Tongue and Pijin words to help define these words. Read the story. Stopping to check details and understanding along the way. Talk about the meaning of the story – it is hard to find goodness unless we begin with ourselves.	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SC.1.2.1.2 Basic needs in different cultures</p> <p>SC.3.2.1.1 Class discussions</p>	<p>Talk about how the boy and queen were from another country and culture and lived a different way. Talk about different cultures around the world. How is their life different? Do they have the same basic needs as us? How would they meet their basic needs?</p> <p>> Construction and writing: Invite the children to use coconut shells and play dough to make a house like a snow or ice house – an igloo. These is an Eskimo house. Eskimo people live in Canada and Alaska. Encourage learners to tell you about their construction and write a sentence for them to display with their construction.</p>	R 1 pg 63-65, Story
	Try Time 45 mins	
<p>MA.1.2.1.3 Count back</p> <p>MA.2.2.1.2 Non-standard measure</p> <p>MA.2.2.1.6 Compare volume</p>	<p>> Topic: Count backwards. Review counting up to 10, explaining that we are going from small up to big. Now we are going to go from big back down to small. Lay the Flashcard Number cards on the ground in order. Follow them forward, stepping beside them and saying the numbers, but then step backwards and say the numbers backwards, looking as you say them. Remove a few of the cards and see if the learners can still step and say the numbers backwards. Continuing practising and removing more cards until there are no cards left.</p> <p>> Use water to compare the volume in a variety of containers. Use one bottle or a jug as the standard to measure all the others. Invite the learners to predict – will this one hold more or less than that one. Prepare some plastic bottles to make a pouring waterfall as in the Resource Book.</p>	R 3 pg 47, Cards
	Move Time 2 30 mins	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p> <p>SM.2.3.1.2 Strengthen muscles</p>	<p>> Sausage rolls, Homolateral Flip flops, Homolateral Commando crawls – see the resource book instructions.</p> <p>> Strengthen hand muscles – crouch down, lean forward on your hands and very slowly try to lift your feet off the ground. Strengthen leg – crouch down, then jump up fast and high! Repeat lots of times.</p> <p>> Play freely outside.</p>	R 1 pg 127-134, Exercise

TERM 2: WEEK 6: DAY 3

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SC.1.2.1.4 Types of weather SC.3.2.1.1 Class discussions SM.3.2.1.2 Fine motor skills	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. Topic: Weather. > Start a discussion on the weather yesterday compared to today. Invite learners to name and describe different kinds of weather – sunny, cloudy, windy, rainy, stormy. What do they like or not like about each one? > Use some rice coloured blue with some water paint or food colouring. Glue on paper for rain pictures. 	R 1 pg 140, Glue recipe
	Story Time 40 mins	
LL.1.3.1.1 Respond to stories LL.2.5.1.3 Play with sounds LL.4.3.1.4 Some texts are imaginary LL.1.2.1.4 Name common objects	<ul style="list-style-type: none"> > Small Book – I Like My Dad. Use the Shared Book Guidelines. Focus on the numbers in the book and the details from the pictures. Sound // in words such as lot, let, lap, lip, lid. Identify known words and allow learners to read along as they wish. Identify content words (e.g. shorts, fingers, boots) and point them out in the pictures and use Mother Tongue and Pijin to build understanding. Choose some words to write on paper and display Talk about what could be real in the book then talk about how we could change the story with our imaginations, so it would not be real (e.g. My dad jumps high and lands on the moon.) Lead the learners to read through the story again. 	Teachers Guide 2, section 2 Shared book
	Move Time 1 35 mins	
SM.2.3.1.4 Obey game rules	<ul style="list-style-type: none"> > Participate in games responding to stimuli -Sandbag Games. 	
	Think Time 45 mins	
SM.3.2.1.6 Respond to stimuli SC.3.2.1.2 Record information MA.3.2.1.2 Compare two groups	<ul style="list-style-type: none"> > Topic: Weather. Choose three kinds of weather from the Talk time. Give each learner a small piece of paper and ask them to draw the one they like the best. Use these pictures to make a Picture graph on a piece of chart paper. Talk about what they can see in the chart. Which weather type had the most? Which had the least? Were any the same? Count up how many in each kind. Make labels for the three kinds of weather and put them on the graph. 	R 2 pg 42 Weather chart example

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Try Time 45 mins	
<p>MA.1.2.1.3 Count back</p> <p>MA.1.2.1.2 Add and subtract concept</p> <p>LL.3.3.1.4 Create letter forms</p> <p>LL.3.2.1.1 Pencil grip</p> <p>LL.2.6.1.2 conventions in print</p>	<p>> Topic: Count back. Practice counting back from 10 to 0. Ensure that learners understand what zero is. Gather 10 objects and a large basket and have all learners sit in a circle around the basket. Make up a take away story such as - Kim had six fish. She put two fish in the basket. Use the objects to demonstrate this concept. Six objects, then count back as you put two of them into the basket. Talk about how there will be less. Repeat this with several stories.</p> <p>> Look at the Pre-writing Sheet (zig- zag lines) and talk about where to start on the page and how to follow the lines down the page. Trace over the lines with a finger to get the idea of the movement. Ask the learners to trace over the lines with a pencil or crayon, slowly and carefully, trying to stay on the lines. Those who finish quickly can trace again using a different colour.</p> <p>> Go on to the word trace sheet. Look at the spaces between the words. (Remember a space shows the end of a word.) Talk about the pictures and ensure the concepts are understood. Use Mother Tongue and Pijin to ensure understanding in English. Ask the learners to trace over the words slowly and carefully trying to stay on the lines. Pictures can be coloured when finished. Some of these words can be made in a large size by learners so they can be displayed on the walls and practised.</p>	<p>R 2 pg 169-170, Sheet</p> <p>R 2 pg 169-170, Zig-zag sheet</p> <p>R 2 pg 188 or 89 word trace sheet</p>
	Move Time 2 30 mins	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p> <p>SM.2.3.1.3 Movement confident</p>	<p>> Sausage rolls, Homolateral flip flops, Homolateral commando crawls -do these brain development exercises.</p> <p>> Play freely outside.</p> <p>> Find out and demonstrate a seated dance that you can all learn together. Teach the children.</p>	<p>R 1 pg 127-134, Exercise</p>

TERM 2: WEEK 6: DAY 4

Value Theme – Caring, Kim is kind.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.4.1.2 Talk about personal experiences LL.1.5.1.1 Enjoy songs	> Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Value of caring. Enjoy rhymes and songs. Talk about how children have been kind his week.	
	Story Time 40 mins	
SE.2.3.1.5 Demonstrate care LL.2.1.1.1 Enjoy rhymes LL.1.2.1.2 Use languages to help Eng. meaning SE.1.2.1.9 Accept others	> Story – The Ugly Angel. Read through the story, taking it slowly and supporting understanding with Mother Tongue and Pijin. Talk about how the angel would feel when the others spoke mean words to her. Does that show caring? What would Kim say? At the end of the story, talk about whether the story was real or imaginary. Talk about how each one of us has been made for a purpose and each one adds great things to the community. Encourage the learners to think of something they can add to the community. (e.g. Maybe they are good at helping, or decorating, or drawing pictures or singing.) > Invite the learners to draw a picture of what they can add to the community. As you go around, ask the learners to tell you about their pictures and offer to write a sentence for them at the bottom of the page. Learners should write their own name at on the page. Advanced learners write their own sentence.	R 1 pg 46, Story
	Move Time 1 35 mins	
SM.2.3.1.3 Movement confident	> Walking Walk with big steps, run with little steps, hop on one foot, then the other, skip, jump high, jump up from down low, leap over a line. Do each movement a few times, swap to another one and come back to others again. Have fun, be creative and laugh with learners. Practise language like “this is my cross-over walk, this is my leap.”	
	Think Time 45 mins	
SE.2.3.1.5 Demonstrate care	> Topic: Demonstrate caring - showing you care is seen when you do good for others, help them and treat them kindly. Talk about what each child could do that would make someone in their family feel cared about.	R 2 pg 10, Kim

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Specific Learning Outcomes (SLO)	Activity Time	Resources
SC.3.2.1.2 Record information	<ul style="list-style-type: none"> > Draw a picture of that thing. Encourage children to draw it. Advanced learners write their own sentence under the picture. 	
	Try Time 45 mins	
MA.1.2.1.3 Count back MA.1.2.1.1 Count on	<ul style="list-style-type: none"> > Topic: Count on. Story – Nali Nuts. Use the story from the Resource Book and have the learners join in with the demonstration. You will need a supply of nali nuts or small pieces of navy biscuits. You may repeat the story using different numbers. Make a point of identifying whether the number will get bigger or smaller with each action with the nali nuts. 	R 1 pg 80, Story
	Move Time 2 30 mins	
SM.3.3.1.3 Exercises for reflexes SM.3.3.1.4 Exercises for dominance SM.3.2.1.3 Cultural games LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Sausage rolls, Homolateral flip flops, Homolateral commando crawls. > Games from cultures – choose a game from another culture to play. > Go through the Letter Sound Cards and refresh memory. Rehearse the sounds that have been learned to date. Use two sets of the sounds learned and divide the class into two lines. Spread the cards out in front of each team. On 'go' the first person in each line must run to a card, pick it up, run to the teacher, say the card and then run to the end of their line so the next person can go. First team to say all of their cards to the teacher wins. 	R 1 pg 127-134, Exercise R 3 pg 69, Cards

TERM 2: WEEK 6: DAY 5

Value Theme – Caring, Kim is kind.

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

TERM 2: WEEK 7: DAY 1

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SE.1.3.1.3 Recognise own uniqueness SE.2.1.1.7 Define purposeful LL.1.3.1.5 Take turns, listen	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Introduce value: purposeful and define (see beginning of this book). Introduce David who has dreams. Talk about how everyone has abilities and uniqueness. Comment on abilities of some of the children. Ask all to think about their abilities and discuss. Review verbal conventions of taking turns, listening to others. (Convention definition – see glossary.)	R 2 pg 12, David Picture R 3 pg 125, Puppet
	Story Time 40 mins	
LL.1.5.1.3 Identify rhyming sounds LL.2.2.1.5 Act out stories LL.4.1.1.2 Request favourite stories	<ul style="list-style-type: none"> > Story: Bremina Supergirl – talk about the way we can use our talents to help others. Look for any rhyming sounds or words in the story and practise saying and hearing them. > Story: David has Dreams - talk about David's planning and how wonderful it is to make a plan and follow it. Act out the steps in the story and how this idea could apply to them or someone in their family. Ask for learner thoughts on the two stories, would they like to hear them again sometime? 	R 1 pg 53, Story R 1 pg 24, David Story
	Move Time 1 35 mins	
LL.2.5.1.3 Play with sounds	<ul style="list-style-type: none"> > Sound/letter cards: Practice all phonemic sounds learned so far, mixing the cards up and holding up one at a time to whisper them, shout them, and sing them. > Stepping stones Game: Place the sound cards you are reviewing on the ground to make 'stepping stones' that lead around the room. Each child makes the sound on the card, as they step up to each stepping stone. Allow 5 children a turn at one time, then allow others. > In front and behind game: Stand in a circle, half facing in and other half facing out. Teacher holds the sounds/letter cards. Pass one card along and child says the sound, then the letter name, passes to person facing other way, who also says and passes on around the circle. After 2 cards go all the way around pass a new card and get about 4 cards going around the circle at the same time. 	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	Think Time 45 mins	
<p>SS.3.2.1.2 Location and direction help us</p> <p>MA.1.2.1.2 Add and subtract concept</p>	<p>> Topic: How locations and directions help us. Teacher uses chart paper and David story and asks children to help him/her decide how to draw a picture that shows where David went to do the 5 things he planned. Ask children - what was the weather like in David's day?</p> <p>> Addition concept – see stimulus picture – groups of objects – get children to notice all details in picture - like groups of 5 sticks and rubber bands around. Talk about groups of 5. Teacher draws – 5 dogs – talk about picture.</p>	<p>R 1 pg 24, David Story</p> <p>R 2 pg 118-119, Picture</p>
	Try Time 45 mins	
<p>SC.1.2.1.5 Changes in weather</p> <p>SC.3.2.1.2 Record information</p>	<p>> Topic: Recording information. Give out small sticks and rubber bands for grouping in 5s. Children arrange by counting to 5, putting group aside and counting a new group. Get children to count how many groups they have and write the number on a piece of paper – beside the number (e.g.3) teacher writes “3 groups of 5”. Advanced learners can draw the groups (like R 2, pg 131) and write numbers beside, then circle groups of 5 in R 2 pg 136.</p> <p>> Record weather – decide if the weather was sunny or cloudy in David's day. Ask children: “how can we record weather in a picture?” and then draw those (e.g. grey clouds or a sun in sky). Check today's weather together. Children each take a piece of paper and draw something to show today's weather.</p>	
	Move Time 2 30 mins	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p> <p>SM.3.2.1.5 Throw, catch, strike</p>	<p>> Sausage rolls, Homolateral flip flops, Homolateral commando crawls. Check on accuracy of movements.</p> <p>> Practise the seated dance from last week.</p> <p>> Throw, catch, strike – these skills are used in sport with a ball and bat. If you can get or make a bat and ball go outside and have a game or make balls from woven coconut fronds and bats from rolled paper or practise catching.</p>	<p>R 1 pg 127-134, Exercise</p>

TERM 2: WEEK 7: DAY 2

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
SE.1.3.1.3 Recognise own uniqueness LL.2.1.1.2 Meaning in language SS.3.3.1.4 Sort rubbish	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Everyone has abilities. Review yesterday's talk by again talking about how everyone has abilities and uniqueness. Comment on abilities of some of the other children. Ask all to think about their abilities again and discuss again. > Things to be recycled – define recycle as using again in the same way or a different way. Ask what they recycle already. Suggest recycling of bottles and tins. 	
	Story Time 40 mins	
SE.3.2.1.1 Jesus as the Son of God SE.3.3.1.2 Biblical concepts LL.1.3.1.1 Respond to stories	<ul style="list-style-type: none"> > Christian education – Jesus cleanses the man with leprosy. Mark 1: 40 – 42. Discuss meaning of story – Jesus was able to heal and we can still ask him to heal us today. He is a powerful God. > Story: A Colourful Head – this imaginary story focuses on “envy” > and how we should appreciate what we have. Explain this to learners. 	R 1 pg 99, Story R 1 pg 44, Story
	Move Time 1 35 mins	
SE.2.4.1.1 Follow rules and routines	<ul style="list-style-type: none"> > Go outside and do exercises with lots of energy. <p>This is called a Burpee. Do these arm and legs exercises.</p> <p>Squat and Jump, kick.</p>	
	Think Time 45 mins	
MA.1.2.1.2 Add and subtract concept	<ul style="list-style-type: none"> > Topic: Subtraction concept. Identify and follow class rules – class can study wall chart with you and evaluate how they are doing so far. <p>Subtraction concept – bring a loaf of bread or biscuits to class.</p>	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
	<p>Give each child a piece and ask them to break it into 4 pieces. Check each one and all count to 4. Everyone eats one piece. Count again to 3. Everyone eats one piece. Count again to 2. Ask: how many pieces did we start with? 4 How many times did you eat some? 2 times. How many do you have now? 2 pieces. Let's eat another piece. How many do you have now? 1 Let's eat the last piece. How many do you have now? None / zero.</p>	
	Try Time 45 mins	
<p>SC.1.2.1.5 Changes in weather</p> <p>SC.3.2.1.2 Record information</p> <p>LL.3.3.1.4 Create letter forms</p> <p>LL.3.2.1.1 Pencil grip</p>	<p>> Topic: Recording information in charts. Record weather – on a chart draw symbols to show weather – sun, clouds, rain, wind, thunder. All check today's weather. Teacher should make a chart to record weather for this week. Children point to the weather symbol that best shows the weather today. Teacher sticks it (blue tak) next to today's box on chart.</p> <p>> Children record information by drawing symbol in their books.</p> <p>> Invite children to trace letter forms using worksheet ideas from resource book. Before beginning, go over writing awareness – moving hand from left to right, top to bottom. Advanced learners write alphabet.</p>	<p>R 2 pg 42, Chart</p> <p>R 2 pg 42, Example Chart</p> <p>R 2 pg 179-181, Sheet</p>
	Move Time 2 30 mins	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p> <p>SM.3.2.1.3 Cultural games</p>	<p>> Sausage rolls, Homolateral flip flops, Homolateral commando crawls, - see Resource book for instructions and make sure every child tries to do them carefully, explaining that they are making their brains smart.</p> <p>> Games from cultures – choose from the resource sheet. Play freely outside.</p>	<p>R 1 pg 127-134, Exercise</p> <p>R 1 pg 137, Games</p>

TERM 2: WEEK 7: DAY 3

Value Theme – Purposeful, David has dreams.

Specific Learning Outcomes (SLO)	Activity Time	Resources
	Talk Time 40 mins	
LL.1.2.1.2 Use languages to help Eng. meaning SE.1.3.1.4 Suggest preferred games	<ul style="list-style-type: none"> > Invite children into conversation: Mother Tongue or Pijin. They should listen and talk actively.....Share news. > Topic: Invite children to suggest games or activities that they are good at or prefer. Encourage each child to feel good about their abilities. Help them talk about what our values character David might be good at. Games with letter sounds – choose from previous activities. 	R 2 pg 12, Picture of David
	Story Time 40 mins	
LL.2.2.1.4 Predict from a story SE.1.3.1.6 Identity	<ul style="list-style-type: none"> > Big Book: 7 Things – follow shared book guidelines and focus on making predictions of what might be on the next page. Use language and Pijin to support English. Invite talk of each child's likes. > Story: Bat Bird – this focuses on identity and endurance. Explain the value to children. 	UNICEF book, "7 things" R 1 pg 48, Story
	Move Time 1 35 mins	
SM.2.3.1.3 Movement confident MA.1.1.1.15 Count to 30	<ul style="list-style-type: none"> > Have the learners stand in a large circle. Each must say a number counting in turn and bob down on the ground listening to the rest of the learners. When they reach 24 all the learns jump up again and the next person starts at number one again. 	
	Think Time 45 mins	
MA.2.2.1.7 Conservation of volume MA.2.3.1.1 Language of comparison LL.1.2.1.4 Name common objects	<ul style="list-style-type: none"> > Topic: Explore conservation of volume. Show children that we have the same amount even though we have different cups. Do this by pouring an amount of water from cup 1, to cup 2, to cup 3 and back to cup.1. (It is especially good if the cups are different shapes but hold the same amount.) Observe that the same amount is in cup 1 as at the beginning. Use words about comparison. > Challenge children to quickly name classroom objects in English. Hands up! 	
	Try Time 45 mins	

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Specific Learning Outcomes (SLO)	Activity Time	Resources
<p>SC.1.2.1.5 Changes in weather</p> <p>SC.3.2.1.2 Record information</p>	<p>> Topic: Record weather Teacher sticks the symbol the children point out (blue tak or peg) next to today's box on the weather chart.</p> <p>Children record information by drawing symbol in their books.</p>	<p>R 2 pg 42, Example Chart</p>
	<p>Move Time 2 30 mins</p>	
<p>SM.3.3.1.3 Exercises for reflexes</p> <p>SM.3.3.1.4 Exercises for dominance</p> <p>SM.3.2.1.3 Cultural games</p>	<p>> Sausage rolls, Homolateral flip flops, Homolateral commando crawls - see Resource book for instructions and check on accuracy of movements.</p> <p>> Games from cultures – choose one from another Solomon Islands.</p> <p>Artwork</p> <p>Find a soft surface like sand and try to do headstands.</p>	