DAILY PLANNER: Weeks 3 and 4



My senses

Phonics focus: v
Day: Thursday
Term: 1

Big Book story: *Vusi and the vuvuzela*
Poster: My senses

1. Arrival time
Welcome learners and their parent or caregiver as they arrive. In each locker place an object from the theme table – something that makes a sound, something textured you touch, or a food item to taste, etc. Learners bring this item with them to the carpet for the morning circle.

2. Health check
As each learner arrives at school evaluate their general health and appearance. Remind parents or caregivers that at any sign of a cold, flu or other illness it is best to keep the child at home. This will help them to recover faster and will also prevent the illness from spreading to the rest of the class.

3. Morning circle
Read the theme message (sentence strip): Today we are learning about our senses. Get each learner to name the object they brought from their locker. Which sense are they using to examine that object? Learners can then group themselves according to the main sense they used to experience their object. On A3 size paper cut out an ear, eye, mouth and hand. Each group member can draw their object on the cut-out that shows the sense they used. Display pictures. Use the sentence strip: I (see, hear, touch, smell, taste) with my _____. (eyes, ears, hands, nose, tongue).

4. Work time
Revise the activities that learners did the previous day during the small group time activity, especially if they are going to work on a similar activity during their independent work time.
Play a quick listening game *Listen and do*, e.g. put your hands in the air, touch your toes, etc.

Work time: work stations
Science table 1: Learners make a fabric collage (to explore touch and texture).
Science table 2: Learners make a rice or bean shaker using a plastic box or container (to explore sense of hearing).
Science table 3: Learners make binoculars using two toilet paper rolls (to explore sense of sight).
Science/Life Orientation table: Learners play with smelly playdough: make playdough and add an essence such as lemon.

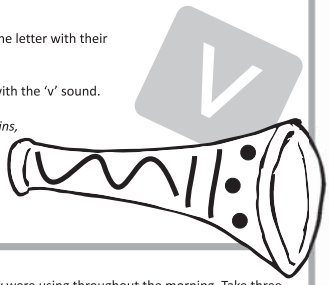
5. Small group time
Pass around vanilla essence or sticks for learners to smell. Can they name the smell? It's vanilla. Can they name the sound it starts with?

Introduce learners to 'v'. Show them a vuvuzela. Go outside and give each child the opportunity to blow it, and to make the sound 'v' in the sand.

Show the sandpaper letter 'v'. Get learners to form the letter with their fingers on the card and in the air.

Now ask learners to think of other words that start with the 'v' sound. Show actual objects or pictures of the following:
van, vest, volleyball, vase, vegetables, vinegar, vitamins, volcano, vet, violets, etc.

Now provide each learner with a small sand tray. Learners practise writing the letter 'v'. They can then complete Worksheet 3.



6. Tidy up time
Get learners to tidy up all the toys and materials they were using throughout the morning. Take three sound items from the theme table (bell, shaker and tambourine). When learners hear the one, they must move faster. When they hear another, they slow down. When they hear the last one, they stop.

7. Hand washing
Remind learners of the importance of having clean hands before eating. Remind them of the sequence of washing hands: turn on tap – wet hands – rub the soap on – lather it up – rub hands all over and in between the fingers – rinse hands with clean water – dry hands.

8. Snack time
As learners sit down to eat their lunch, encourage them to first say a word of thanks for the food they are about to eat.
As they eat, get learners to remain absolutely silent for a minute.
What can they hear?
Ask them what they can taste.
Is it something sweet or salty?

9. Music and movement ring
Begin the ring by singing *Ten fat sausages*. Divide learners into groups of ten. They can then act out the song. Ask learners which sense or senses they use when frying sausages.

Ask learners to think about what sounds they can make with their bodies. Do a few of these together as a class.

10. Outdoor play
Set up a mini obstacle course for learners to practise their balancing skills. Use benches, planks, rope, tyres, etc. Encourage learners to move from one object to the other by balancing on them.
They can also crawl under, over, etc.



11. Hand washing and toilet time
After play, lead the learners to the bathroom. As they walk, call out STOP, and then one of the senses, e.g. SIGHT. Learners have to look around and name something they see.

Go through all the senses while the learners are using the toilet and washing up.



12. Story time
Learners sit comfortably on the carpet ready for their story. Open the Big Book and turn to the story *Vusi and the vuvuzela*.
Talk about the cover. Ask: Who is this? What sound does his name begin with? Ask learners if they can guess what the story is about.
If someone blows a vuvuzela, what sound do you hear? Is it a loud sound or a soft sound? Read the story, stopping where necessary to check that learners understand.
Point out any new or difficult words that may need explanation.
Discuss the experiences Vusi had with each different instrument. Can learners name which senses he used throughout the story?
Help learners to orally recount the events in the story.
This will check their understanding, visual and auditory memory.

Theme table
Place the poster and labels appropriate for this theme on the table. Use any coloured cloth to cover the table. Place activities on the table that will match all the senses. Here are some ideas:

- Touch: Use a cardboard box with a hole in the top (feely box). Have one set of items inside the box and a matching set of items in a basket next to it. Learners feel inside the box for an item but do not look at it. They must find the matching object in the basket.
- Sight: Display a photograph album, animal magazines, kaleidoscopes, binoculars, etc.
- Smell: Make a smelling tree. Tie small opaque bags to a branch which you have 'planted' in a small pot. Inside the bags place various items that have an interesting smell, for example, cloves, vanilla, cinnamon, perfume soaked cotton wool, potpourri, rose petals, etc.
- Taste: On paper plates put out small items that learners can taste. (Include plastic forks that can be washed.)
- Sound: Have two sets of various shakers in tins or boxes. Learners shake the tins and match the pairs that make the same sound.



Fantasy corner
Create a sensory filled space. Have items that learners can use to explore their senses: Braille books, glasses, telescopes, musical instruments, binoculars, etc. You can even create a space similar to an optometrist's examination room, with a large piece of cardboard with various sized letters on it, and different pairs of glasses for learners to try on (with no lenses), etc.