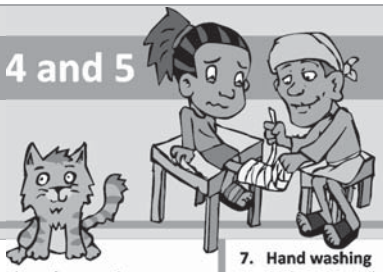
DAILY PLANNER: Weeks 4 and 5

My family

Phonics focus: g
Day: Wednesday
Term: 1

Big Book story: *A surprise for Gogo*
Poster: My family



1. Arrival time
Welcome each learner as they arrive. Near the door have a very large sheet of paper and some crayons. Get each learner to draw themselves and the person who dropped them off somewhere on the paper. If they came by taxi or school bus, then they can draw the person that took them to the bus or taxi stop.

2. Health check
Assess each learner's health as they arrive at school. Be particularly aware of any learners who still look tired, indicating a lack of sleep. Remind learners and parents that learners need to go to bed early at night and have at least ten hours of sleep every night.

3. Morning circle
Read the theme message (sentence strip):
Today we are learning about our family.
Draw their attention to the large sheet of paper on which they drew when they arrived.

Ask each learner to talk about who they drew with them. Was it a member of their family? Was it a friend?
Write both the learner's name and the family or friend's name on the paper as they are being described.



4. Work time
Chat about our families and close friends. Why are they so special to us? Introduce the work station activities. Explain what the learners should do at each one. Also remind learners about the number of children allowed at a time. If an area is full, they need to move to another one.

Work time: work stations

Technology table: Learners make a family of "people skittles" using old plastic cooldrink or milk bottles, half filled with sand and scrap materials.
Creative table 1: Learners make people from playdough.
Creative table 2: Learners do sponge painting: Make templates of family members out of cardboard. Using paint and small sponges attached to pegs, learners sponge paint the template and create images of family members.
Life Orientation table: Make family lacing cards by cutting out pictures of different people from magazines and reinforcing these with cardboard. Punch holes around the picture. Learners use shoelaces to lace around the people.

5. Small group time
Introduce the letter 'g'. Ask learners what sound their names begin with. Point out the letter 'g' and the capital letter 'G'. Learners can trace these letters on the sandpaper letters – the formation can be tricky so make sure they get enough practice. Get a piece of yellow rope and lay it on the floor as a 'g'. Learners walk along the letter 'g'.

Show learners items or pictures of items that begin with 'g', e.g. *guitar, golf(ball), gold, girl, gift, garage, garden, gorilla, green, green pepper, grass, grasshopper, grape, glass, glove, glue.*
Describe a picture and get learners to find the one you are describing. Now provide each learner with a small tray of green jelly powder.

Learners practise writing the letter 'g' over and over again.
They can then complete Worksheet 2.

ggggggggggg





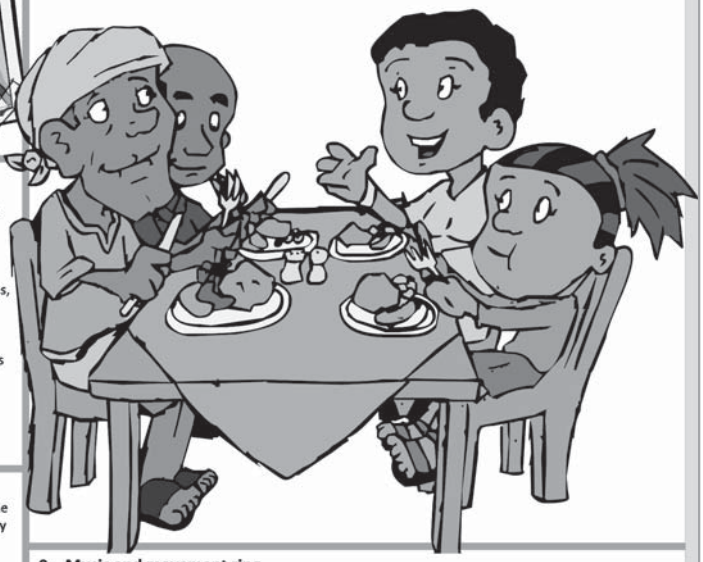
6. Tidy up time
Once work time is over, all learners need to help pack away the materials. Make up a rhyme or song they can sing while tidying up, for example:
Tidy up, tidy up, put the toys away
Tidy up, tidy up, we're finished for today

7. Hand washing
Get learners to tell each other why it's so important to wash their hands before and after eating and before and after going to the toilet. Sing a fun wash-up song, for example:

This little hand is a good little hand (wave left hand)
This little hand is its brother (wave right hand)
Together they wash and wash and wash (wash hands with soap)
One hand washes the other

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, ask learners to pretend to be a member of their family. They must sit as they do, talk as they do and (if appropriate) eat as they do. They should name the person they are imitating.



9. Music and movement ring
Begin with the popular song *The wheels on the bus.*
Sing about the different members of the family, as learners make the appropriate actions.
Have recorded music at different tempos and pitches, or play various tunes on a tambourine or drum. Play a piece and ask learners to describe the music they heard. Who in the family would move to that music? How would they move? Learners must get up and move around the carpet to the beat of the music, in the character of that specific family member. Play different beats for different members.

10. Outdoor play
Use the family skittles made during work time for a fun outdoor activity. Learners can use a soft ball to knock them down. Give a point for each skittle knocked over. Keep a tally and the learner with the most points at the end can get a small reward.

11. Hand washing and toilet time
After outside play lead learners to the toilet. As they walk, call out a family member and learners must walk just like that person, e.g. a bouncy baby, a grumpy grandpa, a tired granny.

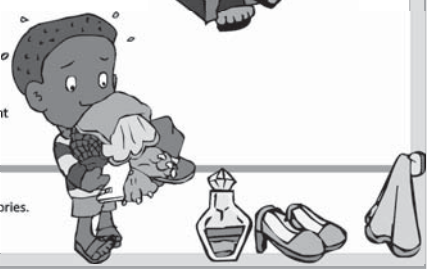


12. Story time
Talk to learners about family birthdays. What is the best part about them? Can they think of a particularly special or funny family birthday? Ask them to share these with the class.

Turn to the story *A surprise for Gogo* on page 7 of the Big Book. Talk about the picture. Ask: Who does it show? Does she look happy, sad, excited or surprised?
First look at the pictures and get the learners to tell the story as they think it will happen. Then read the story, stopping to discuss any challenging words or concepts.
Afterwards talk about the differences between what the learners thought was going to happen and what actually did.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 3 as a backdrop for the theme table. Place a coloured tablecloth on the table.

Put the labels appropriate for this theme on the table and add items that relate to the theme of families, for example:
- Place family photographs of each child in the class either on a board or inside a photograph album.
- Make stick, finger or hand puppets of various members of the family. Display these in such a way that they can stand upright on the table, for example: with stick puppets, push the stick through a piece of polystyrene so they stand unaided.
- Near these puppets have a pile of actual items or pictures of items that various members of the family would use, for example, handbag, high heeled shoes, walking stick, razor (with no blade), pipe, hat, ball, roller skates, etc. Learners match the items to the family members. Note that there are no right or wrong choices here – members of one family could use different items to members of another family.



Fantasy corner
Create a space where learners can experience a busy family home. Have items that various family members would use, like clothing and accessories. If possible, also include a selection of baby items like dolls, blankets, baby bath, baby chair, nappies, bottles, bibs, etc.