DAILY PLANNER: Weeks 9 and 10

Healthy eating

Phonics focus: k and i
Day: Thursday
Term: 1



Big Book story: *Mmm, mud pies!*
Poster: Healthy eating

1. Arrival time
Welcome each learner as they arrive at school. Tell learners to go to their lockers where they will find a plastic or empty food container. They must take their food item to the theme table and place it on the paper plate showing the correct food group.

2. Health check
As learners arrive at school evaluate their overall health and appearance. If any learners are on medication make sure the parents inform you of what the medication is for, when to take it, how to store it and who to call in case of an emergency.

3. Morning circle
Read the theme message (sentence strip): Today we are learning about food. Draw learners' attention to the theme table and the poster. Spend some time discussing the different food groups and how the food pyramid on Poster 5 has been divided. Look at the food that learners placed on the paper plates on arrival. Let learners discuss which food groups the foods on their plates belong to.

4. Work time
Revise healthy and unhealthy food choices with the class. Draw learners' attention to the activities at the different work stations. Discuss respect for friends and all equipment. Remind learners to leave each work station clean and tidy like they found it. Demonstrate any challenging tasks.

Work time: work stations

Creative table 1: Cut out shapes in potato halves. Learners dip the halves in paint and print shapes.
Creative table 2: Learners make food moulds using playdough. They can put these on paper plates in the sun to dry. When dry, the food moulds can be painted.
Technology table: Learners make a class food mobile. They draw, colour and cut out pictures of different foods. Attach these with string to a hangar. Learners can also make a different mobile for each food group.
Life Orientation table: Learners cut out pictures of food from magazines. They paste these onto a large sheet of paper to create a food collage. Learners can also make a different collage for each food group.

5. Small group time
Hold up a variety of items or pictures that begin with the letter 'k', e.g. *key, king, kudu, kangaroo, kitchen, kettle, kite, kennel, kids, kitten*. Ask learners what sound they hear at the beginning of each word. Introduce the letter 'k'. Practise the sound.

Learners can trace the letter on the sandpaper letters (the formation can be tricky so make sure they have enough practice).

Prepare two sets of pictures of items beginning with the letter 'k'. Learners play a visual memory game with the pictures. Place them all face down on the carpet. Learners take turns to turn over two cards. If they are a set they keep them. If not, they turn them face down again. The game continues until all the card pairs are removed.

Provide each learner with a small tray filled with sand. Learners practise writing the letter 'k' as many times as they can. They can then complete the 'k' worksheet.

6. Tidy up time
After completing the activities for the day, all learners must work together to help tidy up. Make it fun by singing the song below to the tune of *The farmer in the dell*:
A helper I will be, a helper I will be
There's a lot of work to do
A helper I will be

7. Hand washing
Go over the correct manner and sequence for washing hands. Ensure that all learners do it properly. Sing the fun wash-up song learnt in the previous theme:
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

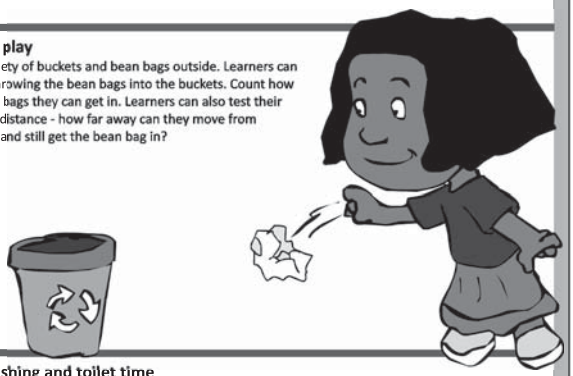
8. Snack time
As learners sit down to eat their lunch encourage them to first say a word of thanks for the food they are about to eat.

While they eat learners can talk about what they have in their lunch box. What is healthy or unhealthy? What should they eat first? Why? (Learners should begin with their sandwich and leave sweets or snacks for last.)

9. Music and movement ring
Begin with the song related to food. Get learners to sit in a circle. Begin the lesson by going around the circle and clapping out learners' names, e.g. Vu-si, Prince-ton, Ma-ry, etc.).

Now clap out names of food items. Hold up an item from the theme table and tell learners to clap out its name. Choose four food items and make a flashcard with each name. Hold up the cards and tell learners to clap the words. Now place them in a sequence and have the learners clap the syllables in order. This is beginning notation in music, learners should see that by clapping the words they are creating a sound pattern, or making music.

10. Outdoor play
Place a variety of buckets and bean bags outside. Learners can have fun throwing the bean bags into the buckets. Count how many bean bags they can get in. Learners can also test their aim over a distance - how far away can they move from the bucket and still get the bean bag in?



11. Hand washing and toilet time
As learners line up to go to the toilet, they can pretend to be fruit pickers at a fruit farm. They must stretch up and pick the apples/oranges; bend low and pick the grapes/bananas, etc.

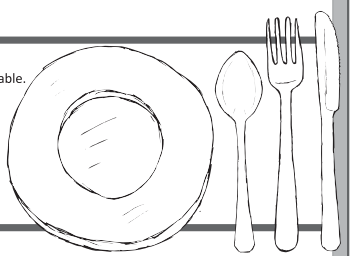




12. Story time
Before beginning the story *Mmm, mud pies!* on page 13 of the Big Book, look at the illustrations with the learners. Ask: Who is this? What are they doing? Ask learners to predict what they think will happen in the story. Read the story slowly. Use expression and vary the pace when reading. Stop at the end of each page and talk about what happened. Discuss the illustrations on each page.

At the end of the story ask learners if their predictions at the beginning were correct. Get learners to orally re-tell the story, in this way assessing their understanding of what was read to them. If there is time, divide learners into small groups and let them re-enact the events of the story.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 5 as a backdrop for the theme table. Place a green tablecloth on the table.



Place the labels appropriate for this theme on the table. Add items that relate to the theme of food, for example:
- a variety of cooking utensils and clothing, e.g. spatulas, spoons, aprons, oven gloves, etc.
- a variety of food items (preferably not fresh food items, but rather plastic food or empty, clean food containers)
- paper plates in different colours, labelled for the different food groups so learners can sort the food items into the various groups
- a variety of magazine pictures of food for learners to sort into various groups – food groups, favourites, food colours, healthy, unhealthy, etc.).

Fantasy corner
In the fantasy corner re-create the scene of a busy kitchen. Have a table in the centre of the space with chairs. On the table place plastic plates, cups, forks, spoons and knives (make sure these are toys or blunt). Learners can then practise setting the table. Create a cooking space with a stove (can be a big box with four circles for stove tops), cooking utensils, equipment such as pots and clothing such as aprons and oven gloves. Also have a variety of food items, once again either plastic items or empty, clean food containers.