# DAILY PLANNER: Weeks 11 and 12



## Friends

**Phonics focus:** n
**Day:** Monday
**Term:** 2

**Big Book story:** *Proud to be me*
**Poster:** Friends

**1. Arrival time**
Welcome each learner as they arrive at school. As they are putting their bags away, chat to them about their weekend. Ask what they did, who they saw, etc.

**2. Health check**
As learners arrive at school evaluate their overall health and appearance. Make a sign and/or talk to parents/ caregivers about eye testing. It is important for them to make sure their children's eyes are tested regularly.

**3. Morning circle**
Read the theme message (sentence strip): Today we are learning about friends. Get them to sit in a circle. Sing this welcome song to the tune of *Here we go round the mulberry bush:*
*This is the way we say hello, say hello, say hello*
*This is the way we say hello, to our friend ____*

Learners join in and sing the song until every child in the circle has been named.

Draw learners' attention to the theme table. What is the theme about? Ask learners to say what they think are the qualities of a good friend. Write down some of these ideas as learners call them out.

**4. Work time**
Explain the activities at the various work stations and the other centres such as the reading corner, the theme table, the block area, etc. Explain that learners must go to each of the work stations to complete the activity there but the other centres are not compulsory. Explain that an empty chair indicates availability at that station. If full, the learner must wait and return later.

**Work time: work stations**
Life Orientation table 1: Learners make a 'me doll' by decorating a cardboard cut-out body using rice, ribbon, noodles, beads, buttons, crayons, glitter, paper, fabric, etc.
Life Orientation table 2: Learners draw and colour in a circle of friends. They can try to write the names of their friends next to each figure.
Literacy table: Learners make rainbow name cards. Prepare flashcards of each learner's name. Learners colour around it using kokis or crayons. They should use at least eight different colours.
Creative table: Learners mould 'friends' using playdough.

**5. Small group time**
Begin by singing this song to the tune of *If you're happy and you know it*:
*If your name begins with A, clap your hands*
(just those learners clap their hands twice) x2
*If your name begins with A, clap your hands*
(just those learners clap their hands twice) x2
*If A begins your name*
*Then clap your hands again*
*If your name begins with A, clap your hands*
(just those learners clap their hands twice)
Hold up a variety of items or pictures that begin with the letter 'n': *nest, nine, nuts, noodles, needle, nail, net, newspaper, necklace, etc*. Ask learners what sound they hear at the beginning of each word. Show learners the alphabet from the Learner's Resource Book. Practise the sound it makes.
Provide learners with an assortment of noodles which they use to form 'n's on paper. They can glue the noodles onto the paper. Learners can then complete the letter 'n' worksheet (Worksheet 4).

**6. Tidy up time**
Learners find a friend and help tidy up together. Sing this song to the tune of *Twinkle twinkle little star*:
*Pick up, pick up, pick up toys*
*All you little girls and boys*
*Look around and you will see*
*All the things that shouldn't be*
*Pick up, pick up, pick up toys*
*All you little girls and boys*

**7. Hand washing**
As learners wash their hands, call out a name and the whole class sings this washing hands song, also to the tune of *Twinkle twinkle little star*:
(Child's name, child's name), *there you stand*
*Please come wash your dirty 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.

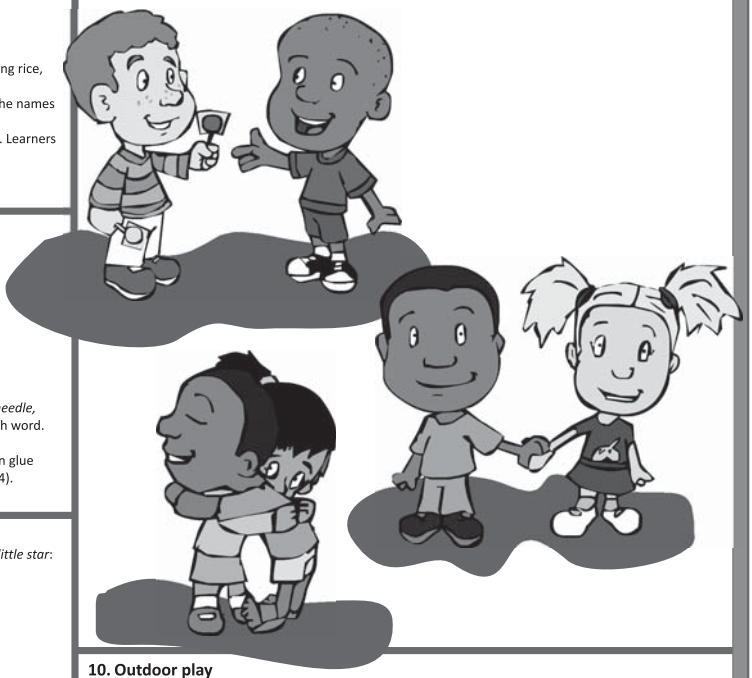
While learners are eating, talk about sharing and what this means. Even though sharing is wonderful, learners must always first check with an adult before sharing their food – this is because some children have allergies.

**9. Music and movement ring**
Begin the music ring with the following friendship song *Counting friends*:

*Friends, friends, one, two, three*
*All my friends are here with me*
*You're my friend, and you're my friend*
*And you're my friend as well*
*Friends, friends, one, two, three*
*All my friends are here with me*

Talk about why it is often better to do things with friends than to do them alone. Playing games with friends is lots of fun!

Use the action rhyme *Did you ever see my friend?* (see Poster 6). Learners stand in a circle. Choose a learner to be the 'friend' in the middle of the circle. As you all say *Did you ever see my friend go this way and that?*, the learner in the middle does an action, e.g. hops on one foot, claps, sways, does jumping jacks, touches toes, waves arms, etc. Let different learners take turns to be the friend in the middle.



**10. Outdoor play**
Place a large box outside with skipping ropes, hula hoops and Frisbees. Encourage learners to use each apparatus and to have fun.

**11. Hand washing and toilet time**
As learners line up, have them pick a friend to skip together to the toilet with.

**12. Story time**
Open the Big Book to the story *Proud to be me*. Talk about how each of us is unique and special. We have differences and similarities, but we all deserve to be loved and cared for. Page through the story before reading and discuss the children in the illustrations. Talk about the challenges faced by each of these children.

Read the story, stopping regularly to ask questions and to evaluate whether learners understand the content. After reading, discuss how we should react to people who may appear at first to be very different to us. Make learners understand the need for tact and sensitivity. Do role plays showing what it is like to be stared at and laughed at, so learners will grasp the message.

**Theme table**
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 6 as a backdrop for the theme table. Place a tablecloth on the table. Place the labels appropriate for this theme on the table. Add items that relate to the theme of friends, for example:
- flashcards related to the theme
- pictures cut from magazines or newspapers of kind deeds and acts of friendship
- puzzles made from cut-up friendship pictures (learners assemble the puzzle and then discuss the act of friendship depicted in the picture)
- stick-puppets of different people (stick each puppet into the bottom of an upside down polystyrene cup, so they can stand on their own). Puppets can be used by learners to role-play various 'friends' scenarios.




**Fantasy corner**
Create a space in the fantasy corner where learners can explore the theme of friends. You can include the following items: puppets and dolls representing various races and ethnic backgrounds and dress-up clothing. Learners can use the puppets and dolls to explore issues of friendship in different situations.