DAILY PLANNER: Weeks 13 and 14



This is what I wear



Phonics focus: e
Day: Thursday
Term: 2

Big Book story: *Ntombi Hippo*
Poster: This is what I wear

1. Arrival time
Welcome each learner as they arrive at school. Direct learners' attention to their lockers where they will find a single shoe. They must bring this to the carpet with them for the morning circle.

2. Health check
As learners arrive at school evaluate their overall health and appearance. Check with parents/caregivers that all emergency contact details are available and up to date.

3. Morning circle
Read the theme message (sentence strip): Today we are learning about what we wear. Challenge learners to find a way to find the match for their shoe without making a noise. Set a timer: learners can have one minute to find their match.

Sitting with their partner, learners must discuss the pair of shoes they have. Who would wear it? Where would they go? What do they do? When last did they wear these shoes? What happened? What outfit could be worn with these shoes?

4. Work time
Call a learner to the front of the class. Dress him/her up with clothes from the fantasy corner. Discuss what s/he is wearing. Now tell the class to close their eyes and cover their ears. Change something small on the learner's outfit. The class must guess what was changed.

Explain the activities learners need to do at the work stations today.

Work time: work stations
Creative table: Learners make sock puppets. They decorate an old sock using fabric pieces, buttons, wool, glue, etc.
Life Orientation table: Learners draw themselves wearing their favourite outfit. They must include as much detail as they can.
Numeracy/Creative table: Learners use a variety of buttons to design a picture. Talk about the shape, colour and number of holes on each button.
Technology table: Learners cut out two doll outlines (use Worksheet 1 as a template) and glue the edges together. They then decorate and stuff the doll with paper. They then use fabric pieces to dress the doll. They can talk about the type of clothing they made.

5. Small group time
Introduce the letter 'e'. Hold up the letter 'e' flashcard in the Learner Resource Book.
Have learners trace the letter on each other's backs, in the air, on the carpet, etc.
Hold up a variety of pictures and items that begin with the letter 'e': *envelope, egg, egg box, elf, engine, elevator, escalator, elbow, exercise, empty, exit, Eskimo,* etc.
Ask learners what sound they hear at the beginning of each word.
Prepare an envelope for each picture with the matching 'e' word printed on it.
Read the word very slowly, in syllables, to give learners a chance to try and guess the word.
Learners must then find the matching picture and place it inside the envelope.
Learners practise writing the letter 'e' in their sand trays.
Learners can then complete the worksheet (Worksheet 4).

6. Tidy up time
After completing the activities, encourage all the learners to help with tidying up. Either sing an old favourite or try this new song, sung to the tune *For he's a jolly good fellow*:
(Child's name)'s a jolly good helper
(Child's name)'s a jolly good helper
(Child's name)'s a jolly good helper
And (another child's name)'s a helper too!

7. Hand washing
Before snack time it is very important that all learners wash their hands correctly. Remind learners about the correct hand washing procedure. Sing a washing song to motivate learners to do a proper hand washing job.

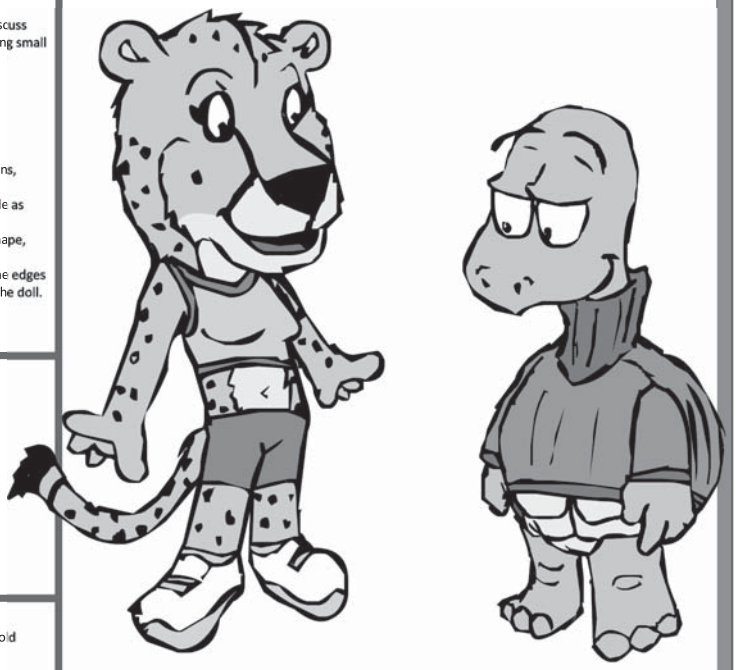
8. Snack time
As learners sit down to eat their lunch encourage them to first say a word of thanks for the food they are about to eat.

While learners are eating, talk about chefs who prepare and cook food in various settings: restaurants, hotels, supermarkets, offices, etc. What do they wear? Why do they wear these items?

9. Music and movement ring
Begin the lesson by singing *This is the way we wash our clothes* to the tune of *Here we go round the mulberry bush* (see Poster 7). Learners can come up with actions to accompany each verse.

Play the game *Don't get caught*. Learners sit in a big circle. Place a variety of clothing items on the floor inside the circle. Choose a learner to come to the middle. S/he is blindfolded and given a scarf. Choose another learner from the circle and tell him/her to find a specific article of clothing on the floor. Vary the descriptions, e.g. its name, use, colour, season when it's worn, etc. The aim is for that learner to walk around, find the article of clothing, and return to his/her place without being caught by the learner with the scarf.

The game works best if the blindfolded learner stands still in the middle of the circle, listens carefully to where the footsteps are, and then just reaches out and tries to flick the other learner's legs with the scarf.



10. Outdoor play
Provide learners with capes or towels for fantasy play. Remind them that no capes are allowed on the apparatus for safety reasons. All capes must be returned and not left lying on the playground.

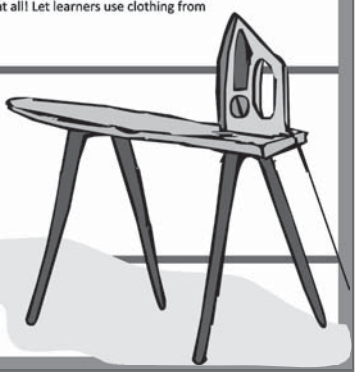
11. Hand washing and toilet time
As learners line up to go to the toilet they can pair up with someone who is wearing the same colour as they are.

12. Story time
Open the Big Book to the story *Ntombi Hippo*. Talk about the illustrations on each page. Ask: What do you think Ntombi likes to do best of all? Why do you say so? Identify and discuss all the various items of clothing pictured in the story. Ask: What is this used for? Where would you wear it, i.e. for which season or special occasion?

After you have read the story, discuss the twist that even though Ntombi loves clothes and dressing up, she still prefers to lie in a muddy pool with no clothes on at all! Let learners use clothing from the fantasy corner to act out the story as you re-read it.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 7 as a backdrop for the theme table. Place a tablecloth on the table. Place the labels appropriate to this theme on the table. Add items that relate to the theme of clothing, for example:

- flashcards related to the theme
- a variety of clothing articles and shoes: seasonal, occupational, for sports and special occasions
- dolls that learners can enjoy dressing with dolls' clothing
- books about clothing, especially clothing from long ago
- photographs from 20 to 50 years ago, so learners can see the type of fashions worn then.



Fantasy corner
In the fantasy corner create a space where learners can explore the theme of clothing. Collect multicultural clothing, including shoes and accessories. Do not include hats for hygienic reasons. Hang clothes from a make-shift clothesline with pegs, so learners can easily remove items to wear, and then re-hang them afterwards. You can also include a laundry basket and an ironing board with an iron.