DAILY PLANNER: Weeks 19 and 20



Gardens and bugs

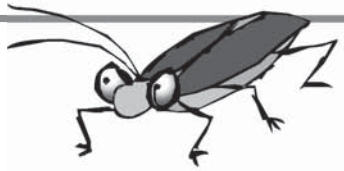
Phonics focus: w and z
Day: Wednesday
Term: 2

Big Book story: *Fastest, smartest flea!*
Poster: Gardens end bugs

1. Arrival time
Welcome each learner as they arrive at school. Tell learners not to get a fright when they find a bug inside their locker!

2. Health check
As learners arrive at school evaluate their overall health and appearance. Ensure that every learner knows their full name, address and an emergency contact number (home, work or cellphone) for parents/caregivers.

3. Morning circle
Read the theme message (sentence strip): Today we are learning about gardens/bugs. Ask learners whether they think insects are good or bad. How might they be good? Give examples of good bugs, e.g. ladybugs eat aphids and help protect crops and flowers, bees make honey for us to eat, butterflies spread pollen to help plants grow, etc. Also discuss any dangerous or annoying bugs.
Sing the song *It's an insect* to the tune of *Clementine* or make up your own tune (see Poster 10).



4. Work time
Hold up picture cards of insects.
Get learners to clap out the syllables in their names.Explain the activities at the different work stations. Some of the steps may need to be demonstrated.

Work time: work stations

Science/Technology table: Prepare cut-up egg cartons, pipe cleaners, scraps of cardboard and paper, buttons, glitter, cotton wool, etc. Learners use these materials to make an insect of their choice.
Creative/Technology table 1: Learners make bug eyes. Cut egg cartons into sections of two. Cut out the centres of the cups so learners will be able to see. Using a punch, make a hole in each side so that string can be attached. Learners paint and decorate the 'eyes'.
Creative/Technology table 2: Prepare butterfly shapes out of paper. Learners collage the wings with tissue paper. Add pipe cleaners for antennae.

5. Small group time
Introduce the letter 'w'. Hold up the 'w'flashcards found in the Teacher's Guide.
Show learners objects and pictures that begin with the w sound: *wood, water, worm, watch, walk, walrus, wagon, woman, watermelon, wheel, whistle, whale, whiskers, windmill, etc.*
Identify and discuss each picture.
Place all the pictures in a bag. Learners have turns to take a card from the bag and mime the word.
The rest of the group must guess what it is.
Provide water and pieces of wood. Learners can practise the correct letter formation for the letter 'w' by painting with water onto small pieces of wood.
Learners complete the letter w worksheet (Worksheet 2).

6. Tidy up time
Remind learners that when the work is finished it is time to clean up. Sing a favourite tidy up song to motivate them.

7. Hand washing
Sing this song to the tune of *Row, row, row your boat:*
Wash, wash, wash your hands
Play a soapy game
Rub and scrub, and scrub and rub
The germs go down the drain. HEY!

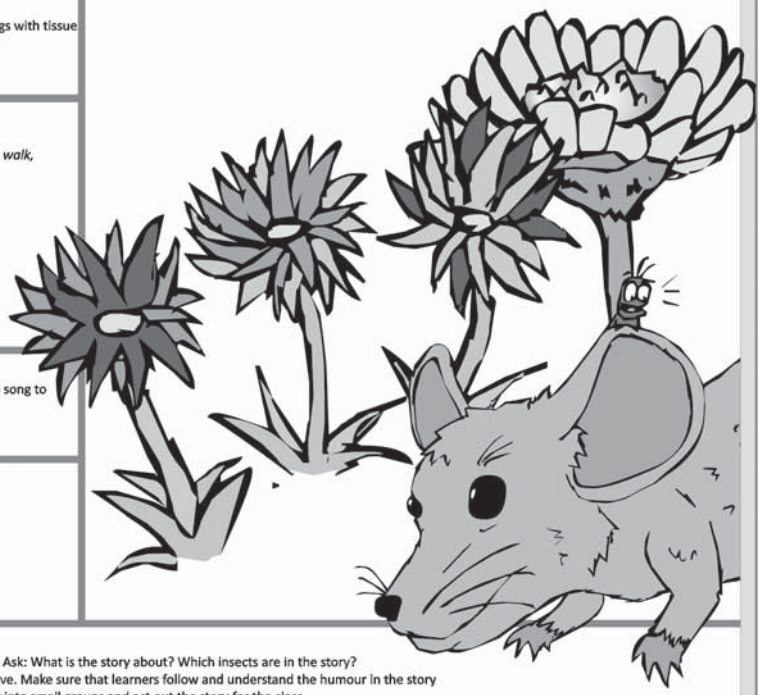
8. Snack time
As learners sit down to eat their lunch encourage them to first say a word of thanks for the food they are about to eat.

Ask learners if they know what insects eat. Some insects eat other insects, like the praying mantis. Some insects eat fruit, like fruit flies. Others eat leaves, like caterpillars. Most insects eat anything they can find like leaves, flowers, fruit, grass, dirt, etc.
Ask learners which insect they would like to be and why.

9. Music and movement ring
Begin the lesson by singing *The Ants go marching* (see Poster 10).
Make a buggy band. Provide each learner with a baby food jar lid. These lids have raised centres that make a clicking sound when pressed. Show learners how to hold the lid and press the centre with their thumb. Ask learners to imagine that the clicking is the sound of insects in the garden, especially in the evening. Learners can pretend to be noisy bugs while clicking on their lids.
Sing *The ants go marching* again, this time clicking lids to the tune.

10. Outdoor play
Use a thick black koki to draw big insect pests on a large sheet of paper. Put up the sheet on a wall outside or on the floor. Give learners fly swatters dipped in paint and let them swat away! Learners should wear aprons for this activity.

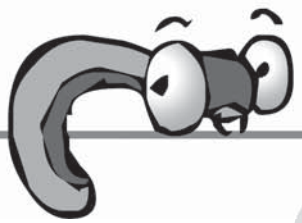
11. Hand washing and toilet time
As learners line up to go to the toilet, they can move like different insects, e.g. they can buzz like a bee, jump like a grasshopper, stalk like a praying mantis, fly like a butterfly, crawl like a beetle, etc.



12. Story time
Open the Big Book to the story *Fastest, smartest flea*. Spend time looking at the illustrations. Ask: What is the story about? Which insects are in the story?
Read the story. Stop regularly to ask questions, and to answer any questions learners may have. Make sure that learners follow and understand the humour in the story
After reading the story, get learners to re-tell the story in their own words. They can then get into small groups and act out the story for the class.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery. Use Poster 10 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 to the table that relate to the theme of gardens and bugs, for example:
- Have a variety of pot plants on the table to create the look of a garden.
- Have plastic insects on the table, pasted onto the wall, tied onto sticks and placed in the pot plants, on the flowers, etc.
- Try to include bug boxes, with live insects in them and magnifying glasses for learners to examine the bugs. (All insects must be released at the end of the theme.)
- Place labelled pictures of insects up on the wall around the table.
- Display fiction and non-fiction books related to the theme.



Fantasy corner
Create a space in the fantasy corner where learners can explore the theme of gardens and bugs. Set up a Bug Science Lab by including the following:
- white shirts that look like the coats scientists wear, goggles, clipboards with information about insects, tweezers, bug jars and a microscope if available
- plastic and real bugs to examine
- a code of conduct – how to treat the bugs carefully and not hurt them.