DAILY PLANNER: Weeks 27 and 28



People who help others

Phonics focus: p and t
Day: Monday
Term: 3

Big Book story: *Our goat Godfrey*
Poster: People who help others

1. Arrival time
Greet each learner. Welcome them back after the weekend. Ask learners to tell you what they did over the weekend. Remind them to hang their clean towels on their pegs.

2. Health check
Arrival time is a good time to do a quick and discreet check on each learner's health/well-being and personal hygiene. Check that the learners' eyes are clear and shiny.
Take note of learners that are tired. If there is a pattern to the learner's tiredness make sure to record it in your observation book and address your concern with the caregiver.



3. Morning circle
Read the theme message: Today we are learning about community helpers. Learners share their weekend news. Use Poster 14 to discuss community workers such as doctors, nurses, fire-fighters, garbage collectors, teachers and the police. Ask learners to tell you where each of these people work and what they do to help us. Ask them if they know any people who do these jobs.

4. Work time
Discuss the kind of work that learners' parents or caregivers do. Talk about how we can all help in our community even if we are not 'community workers'. Let them suggest ways in which everyone can help, e.g. clean up pavements and parks, helping the sick and elderly. Learners share their dreams about what work they want to do when they grow up. Let them explain why they want to do this type of work and how it will help the community.

Work time: work stations
Creative table: Put out stamp pads, koki pens and paper. Let learners make fingerprint community helper people. They make prints with their fingers and then add legs, arms, etc. with the koki pens.
Literacy table: Make a post-box. Write learner names on flashcards and provide writing paper, crayons, magazines, scissors, glue and envelopes. Let each learner choose a classmate's name and 'write a letter' to this child. The letter can be composed using drawings, cut-out pictures from magazines and their own 'writing'. They decorate the envelope, copy their friend's name on it, and post their letter into the post-box.
Numeracy table: Put out paper plates and plastic shapes. Learners serve food, sharing it between the plates.
Science and technology table: Provide a box of 'trash' or rubbish. Learners sort it into items that can be recycled (used again) and those that must be thrown away. Do not include actual food.
Fantasy focus: Create a clinic in the fantasy corner. Provide a doctor and nurse outfit. On a table place (empty) pill boxes, a 'stethoscope', tongue depressor etc. Learners listen to each others' 'heartbeats'. Show learners how to find a pulse.

Work time: literacy focus
Make a dice: on each side write one of the following sounds: 'p', 't', 'f', 'n', 'l', 'm'. Each of these letters corresponds with the first sound of a community worker on the poster. Learners play in small groups. They throw the dice, say the sound of the letter it falls on and then find the community worker on the poster. The learners say what they know about this community worker.

5. Small group time
Make a sentence strip The ... helps others and use the flashcards on page 17 of the Resource Book for this activity. Read the sentence you have made, pointing at each word, then ask: Who helps us? Let the learners complete the response using a flashcard of their choice, e.g. The (fire-fighter) helps us. Repeat this.
Point to a community worker on Poster 14. Learners say which first and last sound they hear. They clap the word, e.g.doc-tor, tea-cher. They say how many claps they hear. Repeat with the other pictures. Which word has fewer/or more claps? Ask: By how many?

6. Tidy up time
Make six community worker cards. Divide the learners into groups. Give each group a different card and a specific tidy-up task. They pretend to be nurses, rubbish collectors, etc. Use an egg timer to show when time is up. The group that finishes tidying up first wins. Clap to reward them or stick a star on their foreheads.

7. Hand washing
Learners wash hands before snack time. They line up like police officers at a police parade and march quietly to wash. Remind learners to keep the area clean. Talk about why we wash hands before we eat. Learners say why they should close the tap properly (to save water – a precious resource in short supply in South Africa).

8. Snack time
Ask a few learners to be helpers who serve juice, fruit and sandwiches to the others in their group. Ask learners 'Who serves food to us in the community?' (waiters). Tell learners that waiters are also community helpers. Remind learners to chew their food properly and with a closed mouth. Choose a learner to say a 'word of thanks' for the food, in his/her home language.

9. Music and movement ring
Show learners the community cards again. Learners secretly choose a community worker they admire most. Learners mime the actions and movements of that community worker. The group says who is being represented in the mime and copy the actions. Continue in this way until all the learners have had a chance to mime. End with doing *The brave fireman* finger play on Poster 14.

10. Outdoor play
Put out large dustbin bags. Learners work in pairs to collect litter from the school surrounds. Learners compare rubbish bags to see which is heavier. They identify who collected the most and who collected the least rubbish. Learners make 'Thank you' cards to give to the rubbish collectors who keep their area clean.





11. Hand washing and toilet time
Learners pretend to drive a fire engine to the bathroom. Remind learners to flush after using the toilet – ask them why this is important – and to wash and dry their hands. Tell learners to use the bathroom without leaving a mess. Talk about the people who clean the bathrooms for them.

12. Story time
Ask learners if they have ever lost anything, let them say how they felt and who helped them look for/find the thing they had lost. Ask if they have ever been lost. Talk about what they should do if they get lost and see which of the learners knows their contact telephone numbers and address. Turn to the story *Our goat Godfrey* on page 40 of the Big Book. Ask learners what they think the story is about. Read the first page and ask them questions about who the children in the story approached to help them. Ask why they think the children asked these people. Learners talk about what they see on each page and retell the story in the correct sequence.
Learners can then sequence the pictures on Worksheet 4 in the Learners' Workbook.







Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.
Use Poster 14 as a backdrop for the theme table. Place a brown tablecloth on the table.

Community workers
Have pictures of community workers on the theme table. Make labels for each one. Find pictures of the places where these people work, e.g. post-office, library, school, fire station, garbage depot.
Place items associated with their work on the table, e.g. syringe, stethoscope, toy gun, envelopes, chalk, fire hat, police hat, black rubbish bag and bin.

Fantasy corner
Have a selection of clothing as well as associated accessories for learners to play with. Include outfits for a nurse, fire-fighter, police officer, postal worker, etc. Old shirts and scarves will work well.
Also provide items related to the profession, e.g. syringe, stethoscope, toy gun, police badge, plastic empty medicine bottles, books, etc.