DAILY PLANNER: Weeks 29 and 30



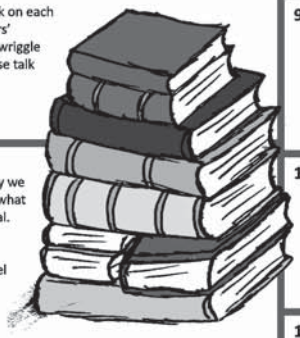
Helping hands

Phonics focus: h
Day: Tuesday
Term: 3

Big Book story: *I like to help*
Poster: Helping hands

1. Arrival time
Greet learners. Ask learners how they helped at home this morning, e.g. made sandwiches, made their bed. Commend them if they have done so. Allow learners to sit and read a book from the library corner.

2. Health check
Arrival time is a good time to do a quick and discreet check on each learner's health and personal hygiene. Check if the learners' face, neck and ears look washed and clean. Learners who wriggle while sitting may have worms. If you suspect this is the case talk to the caregiver.



3. Morning circle
Welcome learners to ring. Read the theme message: Today we are learning about helping. Discuss the word *ubuntu*. Ask what it means. Learners talk about what makes them feel special. Ask what we can do to make others feel special.
Explain that we can make the world a really nice place if we are all friendly and helpful and try to make others feel special in some way.

4. Work time
Look at Poster 15. Talk about the pictures. Make a list of all the jobs in the classroom. Write the different jobs on cards and place them under each of the hands on the poster. Next choose learners to be responsible for these jobs and place their names, photos or a drawing of themselves on the hands.

Work time: work stations

Literacy table: Place plasticine at the work station. Let learners make the letter 'h' from the plasticine.
Creative table: Place a tray with a deep lip on the table. Fill it with flour and let learners make hand prints in it. They can compare the size of their hands with one another.
Numeracy table: String a washing line up in the classroom. Place crayons, scissors and paper at the station. Learners trace around their hands and cut out the hands. They peg it to the washing line. Learners can count hands and fingers later on with the teacher.
Science/Technology table: Place plastic magnifying glasses on the table. Learners look at their hands close up.
Fantasy focus: Put out aprons, cleaning cloths, feather dusters, brooms, dust pans, cutlery, etc. Learners clean and polish.

5. Small group time
Ask learners what sound 'help' starts with (h). If any learners' names begin with 'H' let them put up their hand. Let learners give other words that begin with the letter 'h'. Give each learner an 'h' template from the Teacher's Guide. They cut out the letter 'h' and then trace around their hands and cut these out. Let them glue each hand to the sides of the 'h'. On the hands they draw little pictures of how their helping hands help others and then display them in a line so that the hands join each other. Draw a big letter 'h' in chalk. Ask the learners to hop along it, saying h-h-h as they hop.

6. Tidy up time
Divide learners into small groups. Give each group a different greeting: Hello, Sawubona, Lotjhani, Dumela, Salaam, Namaste, etc. and a specific tidy-up task. Use an egg timer to show when time is up. The group that completes tidying first wins. Clap to reward them or stick a star on their foreheads.

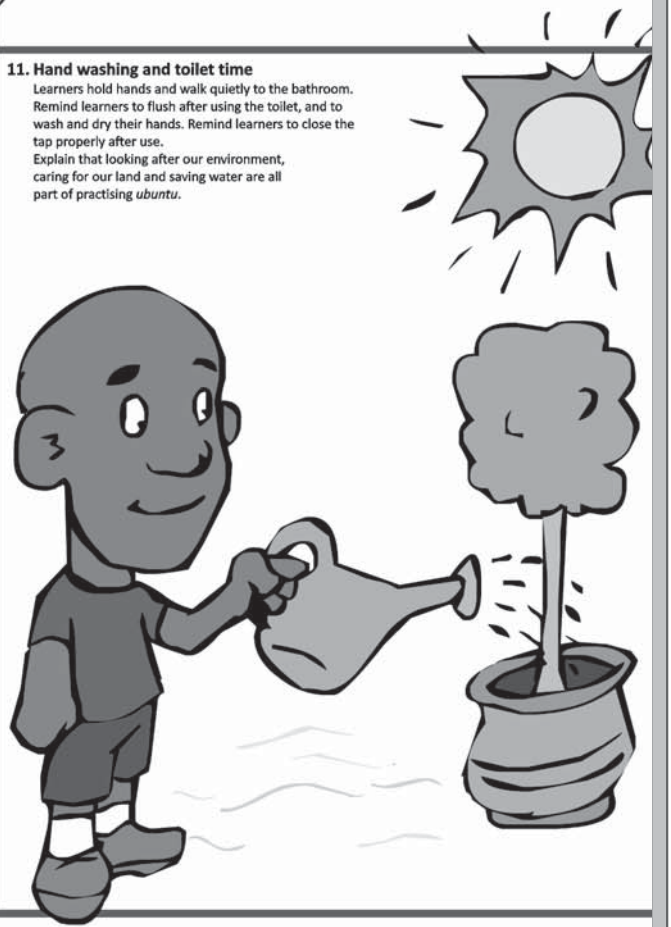
7. Hand washing
Learners wash hands before snack time. Let learners hop as they make their way to the bathroom. Ask learners to practise saying h-h-h-h as they hop. Remind learners to keep the area clean. Talk about why we flush the toilet and why we wash before we eat. Learners say why they should close 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, sandwiches to the others in their group. Remind learners to think about the people who grew the food and prepared it for them. Choose a learner to say a 'word of thanks' for the food, in their home language.

9. Music and movement ring
Learners make an inner and outer circle facing each other. The outer circle moves in a clockwise direction while the inner circle moves in an anti-clockwise direction. Shake a tambourine and then stop shaking it. When the tambourine stops, the learners shake hands with the learner opposite them and greet them using one of the greetings used before.

10. Outdoor play
Give learners gardening brooms, rakes and forks. They should help to tidy the garden, sweep the forecourt, rake up leaves, be directed to pull out weeds. Explain that weeds are not *ubuntu* or 'helper' plants; they take the food and water of other plants. Learners use bricks or stones to make a tidy border around flower/vegetable beds. If there is no garden let learners pick up litter as it too is not *ubuntu*.

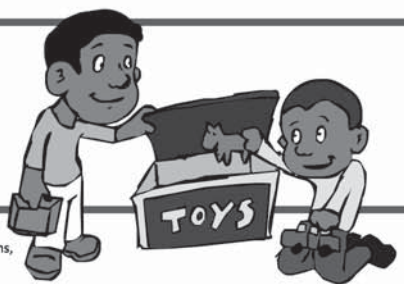
11. Hand washing and toilet time
Learners hold hands and walk quietly to the bathroom. Remind learners to flush after using the toilet, and to wash and dry their hands. Remind learners to close the tap properly after use.
Explain that looking after our environment, caring for our land and saving water are all part of practising *ubuntu*.



12. Story time
Turn to the story *I like to help* on page 43 of the Big Book. Talk about the pictures and the different ways in which the child likes to help at home and at school. Discuss how helping makes us feel. Ask if this could be the reason that the child in the story likes to help. Point to the words on each page as you read. The predictable sentence framework allows the learners to join in and read along with you. Learners can make *ubuntu* necklaces using Worksheet 3. Let them take their necklace home or pin them on the bulletin board.

Theme table
Use the following ideas to create a theme table to stimulate discussion and discovery.
Use Poster 15 as a backdrop for the theme table. Place a brown tablecloth on the table.

Helping hands
Have pictures of items that learners use to help with, e.g. watering can and pot plant, broom and dust pan, piece of hosepipe and car, litter and a dustbin. Have pictures of people helping one another, e.g. teacher and child, parent and child.



Fantasy corner
Have a selection of clothing as well as associated accessories for learners to play with. Include items such as feather dusters, brooms, cloths, sponges, brushes, etc.