

**WORK PROGRAMME FOR GRADE P/1 BC TERM 2 Week 4 2010**

**MONDAY MAY 3rd**

**Inquiry Unit / Big question:** THE NATURAL WORLD

**FOCUS CHILDREN:**

**Me as a Learner:** we are learning to listen respectfully to others.

**Me as a thinker:** reflect on what we feel and what we have learned.

**Me as a Communicator:** Wait our turn to speak.

**OLSEL FOCUS:** PA: Phonological Awareness; CLS: Comprehension & Construction of Longer Sentences; SG: Story Grammar; RV: Receptive Vocabulary

**HIGH FREQUENCY WORDS:**

Prep= is, in, it, if

Gr 1= revise Prep HFW's

**Mark Roll first thing and take notes for OFFICE BUCKET: [ Bucket goes to Office at 9:30 am]**

**9am:**

**PRAYER & RELIGIOUS EDUCATION:** What a Wonderful World.

White Cloth/ Candle, Cross

**Prayer Focus:** We celebrate the wonder and beauty of God's presence in people and in the world around us. Mother's day focus as well.

**Pray=** The Lord's Prayer

**\*Song:** Practise songs for Mother's Day Mass on Friday (CD given by John).

**Activity:** 9.30-10.00 Visit to St. Vinnie's with Prep/1 GD. Walk down to St. Vinnie's. Children to bring along an item from home eg. toy, non-perishable food etc. to present to people at St. Vinnie's.

**LITERACY BLOCK:**

**LITERACY:** Tr to walk through the days and the months noting how many days are left in May New Month / Season etc. We are in the season of Autumn and what that means.

**BIG BOOK:** The Wombat Who Wanted to Fly by Moira Cochrane

**Orientate the text:** Who can we see on the cover? Why do you think the wombat wants to fly? Where do you think the story will be set? What do you think will happen? How do you think the wombat is going to fly? What would you do to make yourself fly if you were the wombat? **SG**

Read the story to the children for enjoyment.

**ACTIVITY:** Oral retell of the big book to a partner. Children to talk with a partner about the story. What was their favourite part and why? Model responses using different sentence starters eg. "I liked when...." "My favourite part of the story was when...." Have chn share some of their responses with the whole class. **SG CLS**

**Daily Sentence (Modelled):** Talk through the writing process and the importance of getting thoughts together before we begin to write. ie.. How might that look in writing? How might it sound (encourage chn to verbalise before they write)?

**(Modelled):** Give focus questions (5Ws and H) to chn with focus on visit to St. Vinnie's. Chn have a short time

sharing news with partner. Random feedback information. Tchr select sentence to use as a model.

**FOCUS= Conjunctions.** E.g. "We went to St. Vinnie's and presented our items to the volunteers". Also focus on **capitals, punctuation, where to go (direction of print)**. Chn write and illustrate about our trip to St. Vinnie's. Chn who finish early share with a partner. **CLS**

**Prep:** To copy sentence from board. Eg. Today we visited St. Vinnie's. I gave them a \_\_\_\_\_. Encourage chn to complete the sentence.

**Gr.1:** To write 2-3 sentences about visit to St. Vinnie's. Focus on conjunctions to make longer and more complex sentences. Early finishers to illustrate and share writing with a partner.

**DEBRIEF MORNING'S WORK:** Recall learning for this morning. What did we learn this morning? \* Ensure chn answer in sentences...

**11AM= RECESS: Chn commence eating 5 to 11am. \*No rubbish to be taken outside \* NO DUTY Hats and sunscreen**

**FITNESS:** DEBRIEF RECESS: Story for settling

**THRASS TRACE-OVER CHART & CD RAP:** This is to be done every day to settle chn and assist with handwriting.

**THRASS / HIGH FREQUENCY WORDS:**[ Chn bring THRASS charts to the floor]

\*Need to teach H/F words in context. [ OLSEL] Present H/F words in a paragraph.

Introduce letter 'i' – short vowel sound. Focus on 3<sup>rd</sup> row – tin/rocket. Focus on placement of tongue, voiced / unvoiced, cued articulation etc. **PA**

**Prep=** it, is, in, if **Teaching** PREPS - THRASS these out. **PA**

**Gr 1=** revision of Prep HFW's. Take to fluency on piece of butcher's paper, write sentences containing each of the HFW's etc.

**Fast finishers** = THRASS Sheet [ rainbow tracking of letters with THRASS key pics]

**12:30 FRUIT time: \* Continue Maths during this time.**

**MATHS:**

**Counting:** Counting chart – count forwards/backwards to 20 (some to 100). Number before/after, two more/two less...

**Warm-ups:** 'Buzz' Buzz on 7. "1, 2, 3, 4, 5, 6, **buzz**, 8, 9, 10. 1, 2, 3, 4, .....etc"

**Activity:** Focus – Number (revision of numbers 1-10 – prep; 1-20 – grade 1). **Nelson Unit 31 (Prep), Nelson Unit 5 (Gr 1). Work form these activities throughout the week.**

**Preps:** Addition – Discuss addition and associated language (**RV**). Demonstrate using concrete materials. Relate to story eg. I had 2 apples and Mum gave me 3 more. Chn to model using concrete materials – tchr to dictate stories. (Tell Me a Story – pg.114 Nelson Maths TRB)

**Gr.1's:** Explain the process of addition (Addition – pg. 36 Nelson Maths TRB). With a partner chn to play "Snake Totals". Discuss process of addition with their partner, how did they get to the total? Share responses with other Gr.1's / the class.

**DEBRIEF=** *This morning in Maths I learnt that to collect and present data I have to.....*

**2:30: DEBRIEF LUNCH: STORY [ for settling]**

**USSR= Quiet Reading for 10 mins:** [ Rules may partner read: share book; Read to a partner]

\*Tr listen to chn read.

**SHOW & TELL:**

Chn's names drawn randomly form name box. ?have you something to share with the rest of the class? Etc.  
Chn to use ; Good afternoon Mrs ?boys and girls, today I want to ..... **CLS**

DEBRIEF DAY: complete sentence stem: Red Hat .. Today I felt..... Because.....

- Pack up
  - PRAYER [ Chairs up for cleaner]
  - Dismissal [ 3: 30 pm]

**NOTES:**

Chair up for cleaning tonight.