



# THE JAMAICA EARLY CHILDHOOD CURRICULUM GUIDE

FOR CHILDREN

**FOUR**

**AND**

**FIVE**

**GETTING READY  
FOR LIFE**



THE JAMAICA EARLY CHILDHOOD  
**CURRICULUM GUIDE**

FOR CHILDREN

*Four and Five*  
*Getting Ready for Life*

The Dudley Grant Memorial Trust in collaboration with the Ministry of Education and the Early Childhood Commission

*The Jamaica Early Childhood Curriculum Guide: Four and Five Getting Ready for Life*

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# CONTENTS

	PAGE
Acknowledgements	II
Introduction	IV
Curriculum Guides – Four-Year-Olds	
Developmental Objectives - Term One	1
- Celebrating Me	5
- Celebrations	31
Developmental Objectives - Term Two	53
- Plants	59
- Transportation	79
Developmental Objectives - Term Three	93
- People in Our Community	97
- People in Our Community	109
Curriculum Guides – Five-Year-Olds	
Developmental Objectives - Term One	121
- Our Country Jamaica: Our People	127
- Our Country Jamaica: Our People	139
Developmental Objectives - Term Two	153
- Transportation	159
- Sports	171
Developmental Objectives - Term Three	183
- Jamaica Land We Love	189
- The Weather	205
Appendix	215

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## INTRODUCTION

The first written Jamaican pre-school curriculum for children four to six years old was completed in 1973 through the Project for Early Childhood Education (PECE), directed by Mr. D.R.B. Grant and funded by the Bernard van Leer Foundation. The “PECE Curriculum Manual”, as it was called, was a very detailed instructional guide comprising 24 volumes totaling 4,988 pages. It provided a step-by-step approach for presenting content from traditional subject areas. The detailed format was necessary as the majority of para-professional teachers in the basic schools then, were inexperienced and lacked in-depth knowledge of essential child development and education principles and practices. The manual served as a guide in the fortnightly workshops presented by a core of teacher trainers to develop the teaching skills of the para-professional teachers.

In 1979, based on the findings of a survey carried out by the Early Childhood Unit of the Ministry of Education, a curriculum review and revision process was initiated, and in 1983 the new “Readiness Curriculum for Four and Five Year Olds” was introduced into early childhood institutions. The revised curriculum format was much less detailed and prescriptive, allowing the increasingly better trained teachers greater flexibility in interpreting and implementing the curriculum. The new “Readiness” curriculum replaced the subject-based structure of the PECE Manual with an integrated curriculum approach, a model that places more emphasis on skills development across children’s developmental domains through integrated and developmentally appropriate activities organized around themes familiar to the children. Both the PECE and the Readiness Curriculum continued to be used in early childhood programmes up until the development of this present Jamaican Early Childhood Curriculum Guide for Children Birth to Five Years. This new curriculum is presented in two volumes. Part 1 is the curriculum for children from birth to three years old, and Part 2 is the curriculum for children four and five years old. The curriculum in its entirety represents the first national effort to provide an early childhood curriculum for children from birth to five years old.



## THE CURRICULUM FRAMEWORK

One important aim of early childhood curricula is to help children to achieve the broad developmental goals and outcomes considered desirable within their particular community. In this regard, representatives of 19 Caribbean countries met in Barbados in 2001 to identify desirable learning outcomes for young Caribbean children by the end of the early childhood period. The group identified the following six desirable learning outcomes or qualities for young Caribbean children:

***Wellness*** – a child who is healthy, strong and well adjusted. The child will be physically well developed with good motor coordination and will feel generally good about himself or herself.

***Communication*** – a child who is an effective communicator. The child will understand and use language appropriately

***Valuing Culture*** – a child who values his or her own culture and that of others. The child will appreciate, value and respect the many aspects of his or her own culture as well as that of others.

***Intellectual Empowerment*** – a child who is a critical thinker and an independent learner. The child will be aware of how to gather, process and use information to solve problems and also to understand what happens in the wider environment.

***Respect for Self, Others and the Environment*** – a child who respects self, others and the environment. The child will understand the difference between acceptable and unacceptable behaviours; will be able to express empathy for others and build positive, respectful relationships with others; the child shows concern for the environment.

***Resilience*** – a child who has coping skills. The child will show persistence with challenging tasks, take risks and use acceptable social skills to cope with difficulties.

Children are likely to achieve the above qualities or learning outcomes by the end of the preschool stage if their environment provides activities and experiences that support such development over time. The adults who are an important part of the environment, whether at home or

school, must be sensitive to the developing needs of the young children for whom they provide care and guidance. In the case of day care, children perhaps spend more of their waking hours within centres than at home and are usually cared for by more than one caregiver. Part 1, the curriculum for infants and toddlers, focuses on the development of the skills that children are capable of learning at that stage of their development. It represents a set of interactive activities and experiences based on child development knowledge, that is, what the child can do now and what the next step is (*see Curriculum Guide for Children – Birth to Three is Key*). Part 2, the curriculum for children four and five years old, is designed to encourage integrated, play-based learning, as children continue to explore and discover the world around them and develop skills in the various developmental domains. The curriculum is built on the principle that children learn best when content from various disciplines along with skills from the developmental domains are integrated in line with the children's holistic view and experience of the world (See Conceptual Framework Principle # 6).

### **The Thematic Integrated Curriculum**

The integrated curriculum places equal emphasis on advancing children's skills in all the domains of development, viz: personal, social-emotional skills and spirituality (affective domain), aesthetic or expressive skills (creative domain), intellectual and language skills (cognitive domain) and fine and gross motor skills (psychomotor domain). The domains of development are constantly interacting with and affecting each other. For example, a child who is unhappy and has low self-esteem (affective domain) is less likely to perform well academically (cognitive domain) than a child who is happy and satisfied with self. Similarly a child who is physically undernourished or sick (psychomotor domain) is less likely to cope academically (cognitive domain) than one who is well developed and healthy.

The curriculum for older toddlers (two to three years old) up to the five-year-olds is presented in thematic integrated units. Children are exposed to different themes of interest and relevance to their own life experiences on an ongoing basis. To facilitate and support children's learning and skill building, the environment must change to reflect each new theme in terms of the appropriateness of the learning materials and hands-on learning experiences provided. As children explore each theme, they are provided with opportunities to learn in a variety of ways and to develop skills in all the developmental domains. They can engage in mentally stimulating and challenging activities that increase their literacy, numeracy, critical thinking and general knowledge skills; practise social skills during interaction in small and large groups with their peers and adults; engage in aesthetic activities including drawing, painting, constructing, singing, dancing, dramatizing and reciting; engage in physical sports and games; refine and master gross and fine motor skills, experiment, explore and discover the properties of many things in their world.

Play is the core learning process of the integrated curriculum, and this is based on the belief that children must enjoy learning and should always be engaged in meaningful, fun experiences that target the acquisition of desired skills and learning outcomes as identified in the curriculum framework.

In summary, this integrated approach to curriculum is developmentally appropriate for use with young children as it

- helps children make the connections and linkages across traditional subject disciplines and thus subscribes to the holistic nature of knowledge about the world
- promotes children’s active involvement in planning and implementing curriculum activities
- makes allowance for a range of activities, skills and levels of performance as children engage in exploring various themes
- lends itself to many opportunities for children’s creative expressions, allowing for individual learning styles and multiple intelligences
- facilitates the flow of meaningful activities across blocks of time in the daily schedule. Scheduling that supports integrated learning is organized in large blocks of time rather than in the short periods used in the subject-based curriculum approach.

Children can pursue more meaningful learning when they are able to complete a task and are not forced to endure frequent transitions from one discrete lesson to another, such as leaving a science lesson unfinished to move on to a mathematics lesson.

## **SCHEDULING FOR THE INTEGRATED CURRICULUM**

The traditional subject-based approach to scheduling of learning activities is inappropriate for use with the integrated curriculum. In this curriculum approach, children must have the opportunity to learn in ways that are in harmony with how they think, view and experience the world. More appropriate is the “block of time” approach in which essential elements of the day that offer numerous “teachable moments” are provided for. These elements will include: arrival and greetings, free self-selected play, clean-up and transitions, devotion, circle time, mealtimes, guided learning activities (similarity to “windows”), outdoor play, rest periods, experience of the aesthetics and creative arts, books and story sharing.

- *Arrival* – this is an opportunity for practitioners to get to know children and their parents better as they receive and greet them warmly and initiate discussion.
- *Free play* – during this period the environment is adequately prepared with a wide range of activities that children can choose to

engage in, e.g. table-top games and puzzles, book area, blocks, Dress-up Corner, Shop Corner and so on.

- *Devotion* – this is traditionally done in Jamaican schools. At the early childhood level, this exercise should be fairly brief and the emphasis should be on character building and development of positive values and attitudes, e.g. caring, sharing, kindness, and honesty.
- *Circle time/group time* – this is the first opportunity of the day for children to meet as a group and offers potential for a wide range of learning activities. It is a good time to introduce new concepts to the whole group, concepts that may be followed up further in smaller group sessions.
- *Guided learning* – this period provides practitioners with the opportunity to focus on the learning needs of individuals and small groups of children. Children generally continue to engage in skill-building activities that reinforce concepts previously introduced, or to learn new ones. The strategy of “grouping” can be effectively applied here as the emphasis is on small group activity. For example, while the practitioner engages one small group in a particular teacher-initiated activity, e.g. literacy or numeracy skill-building, other small groups of children can work with self-correcting or self-directed activities requiring minimal oversight by the adult.
- *Transition periods* – there are several transition periods throughout the day as children shift from one type of activity to another. Children should be given adequate notice that an activity is about to change and then be encouraged through songs, jingles and poems to engage in cleaning up activities, using an element of fun.
- *Mealtimes* – children might have one or more snack periods depending on the length of the day, as well as a main meal. This period offers good opportunity to share important learning about health, nutrition and cleanliness, e.g. how to properly wash and dry hands before handling food. Children can also be guided in proper etiquette and how to be kind to each other. As far as possible, adults should sit and eat with the children and help them practise their social skills.
- *Outdoor play* – barring inclement weather or other individual circumstances, this is a “non-negotiable” daily activity period. Young children **must have** daily opportunities to exercise their muscles and release pent-up energy. It is inappropriate **practice to keep children confined** indoors all day as this promotes the development of unhealthy habits such as excessive TV watching, laziness and lack of interest in exercise.
- *Rest time* – all young children need quiet periods of rest throughout the course of a day. This period can be enhanced by playing soothing music that induces sleep.
- *Creative activities* – on a daily basis children should have the opportunity to experience the creative arts, e.g. drawing and painting, constructing, dancing, singing or storytelling.

## FORMAT OF THE THEMATIC INTEGRATED CURRICULUM

Themes are organized relative to the three terms of the academic school year. Generally, for the respective four- and five-year-old age groups, two themes are explored over each school term. The suggested duration of a theme is five weeks, based on the standard ten weeks per school term. However, some flexibility can be exercised depending on the nature of the theme being developed. In the curriculum guide for four- and five-year-olds, themes are frequently divided into two or more sub themes with suggested time frames for coverage. Again, practitioners must exercise good judgement and flexibility in determining whether the suggested time frames should be reduced or increased, based on the children's engagement and level of interest in a particular theme. Themes and sub themes are planned to provide developmentally appropriate content related to the thematic focus. The selection of activities is guided by the scope and sequence outline for the age group and seeks to integrate the skill development and knowledge facts into hands-on experiences for children. The themes covered for the four- and five-year-olds include the following:

### 4-Year-Olds

Term 1: Celebrating Me  
Celebrations

Term 2: Plants  
Transportation

Term 3: People in Our Community  
People in Our Community

### 5-Year-Olds

Term 1: Our Country Jamaica - Our People  
Our Country Jamaica - Our People

Term 2: Transportation  
Sports

Term 3: Jamaica Land We Love  
The Weather

The curriculum guide is formatted in a landscape orientation across two pages. This enables the user to see, at a glance, all the necessary information that should guide curriculum planning, process and practice. These include the **age cohort, school term, theme, sub theme and suggested duration** (of sub theme). On the left side of the double page, arranged in three columns are the sub headings: **Concepts and Content, Suggested Learning Activities, Vocabulary and Sight Words**. On the right side of the double page, also arranged in two columns, are the sub headings: **Practitioner Strategies** which includes *Preparing for Learning* and *Interacting with and Supporting Children*. The second column has subheadings: **Look, Listen, Note and Involving Parents**.

## Developmental Objectives

The appropriate developmental objectives for each age group, as outlined in the relevant Scope and Sequence Document, are presented as an introduction to the two themes to be covered in each school term. The objectives are intentionally not included within the double-page layout of the guide so as to avoid any attempt by users to align objectives with content, concepts, skills and activities on a page. The developmental objectives are outlined for an entire school term rather than on a monthly or weekly basis. This is because of how children develop naturally. Within any school term, each child will achieve different objectives at different points in time, through participating in activities different from those of his or her peers.

Although this curriculum attempts to offer a comprehensive developmental programme for children, it is by no means “all-inclusive”. Indeed, practitioners are encouraged to make additions and adjustments as he or she becomes more familiar with the themes, and consideration is given to factors such as variation in learning environments, availability of materials and resources, parent and community involvement, number of children in the group and so on. Practitioners are therefore encouraged to use this document as a **guide** in planning and **not** as the plan itself. Special emphasis is placed on the development of age appropriate numeracy and literacy concepts and skills as these areas continue to present challenges within the Jamaican education system. The emphasis is on helping young children to develop healthy and positive attitudes and dispositions toward learning in these particular areas. Hence, it is expected that daily programme schedules will allocate specific times for opening “windows” of opportunity for children to learn specific age appropriate literacy and numeracy concepts (see appendix for early literacy and numeracy learning standards).

## *Concepts and Content*

This section provides the theme-related content and concepts that can be appropriately introduced to the age group. Content focus for specified periods (one week, two weeks, three weeks or more) is determined by the nature of the sub themes and the children’s level of engagement with them. The information provided in the column is **not intended** to be “**taught from top to bottom and from page to page**”. Content information is provided only to ensure that accurate facts are presented to children by the practitioners, in learning about different topics. Practitioners will use the facts to develop their own unit and lesson plans. Once the content and related concepts have been introduced to children, practitioners should use every opportunity to repeat and reinforce this information as children learn best when they hear, see and engage new knowledge and skills over and over again. Practitioners are advised to use the curriculum guide as their primary source of information and guidance in planning integrated lesson units. However, they also have the freedom to add or reduce concepts and content as necessary for effectiveness.

### ***Suggested Learning Activities***

The activities suggested in this section are specially selected for their potential to expose children to experiences that will help them to learn new concepts and develop a wide range of skills, e.g. psychomotor, cognitive or social-emotional.

As previously stated, emphasis is placed on early literacy and numeracy activities for which a strong foundation is necessary, given the problems related to these areas in the wider society. In planning weekly activities, practitioners should aim to provide variety in the kinds of experiences children are exposed to. They must aim to provide balance in integrating skills from the intellectual/perceptual, aesthetic/creative, social-emotional and psychomotor areas into the carefully chosen activities included in each planned unit. Practitioners should also be creative and add new and appropriate interesting activities, songs, stories and so on, which might not be included in the curriculum guide.

### ***Vocabulary***

This section highlights the new or familiar vocabulary emerging from the exploration of themes and sub themes, that children should be encouraged to learn to use in conversation. Practitioners should make an effort to continue to reinforce the use of newly learned words in daily verbal interactions. Some practitioners might consider some words too “big” for children to understand and use appropriately. But children are very adept at learning the contextual use of words and should not be prevented from so doing on account of the imposed limitations on vocabulary use. **The vocabulary list is not intended for and should never be used as a spelling list.**

### ***Sight Words***

These are high frequency words which children will encounter. Recognition of these words will enhance the children’s reading fluency. It is recommended that practitioners reinforce these words using flash cards, word walls and memory games. Children can be encouraged to learn to spell the words in these lists.

## *Practitioner Strategies*

### *Preparing for Learning*

This section suggests specific tasks and precautions that practitioners can undertake in order to provide safe, stimulating and enriching learning environments and experiences for the children. This involves being resourceful in making and/or sourcing materials that are needed for a particular thematic unit, as well as seeking support from parents and community to enrich and infuse “life” into the curriculum.

### *Supporting Children*

This section relates mostly to the affective elements of the curriculum. The emphasis is on the ways practitioners can promote positive self concept and self esteem in children and help them to develop positive and pro-social attitudes and values. This requires that practitioners individualize interactions with each child, paying particular attention to children’s social-emotional and special needs. It is important to note that although suggested actions and principles in this column might appear in writing only once, they should **always** be reinforced and applied every day that practitioners interact with individual children.

### *Look, Listen, Note*

In this section, suggestions are provided as to what to observe and monitor in assessing children’s progress. The assessment suggestions are related to the concepts, content and skills emphasized in each unit plan. Practitioners are encouraged to use a variety of assessment procedures to monitor children’s progress, to include checklists, rating scales, observations and recording anecdotal comments.

### *Involving Parents*

This section provides suggestions for how practitioners might involve parents and families in supporting their children’s learning both at home and at school. Parents are also provided with simple and useful tips on how to deal with specific issues or promote development of specific skills in their children.





# 4-YEAR-OLDS

## Term 1

## Developmental Objectives

### WELLNESS

*If provided with the appropriate opportunities children will*

- › Use upper and lower limbs and whole body with increasing competence and skill in balance, direction, speed, use of space, throwing/catching and locomotor activity
- › Engage in imaginative and creative play indoors and outdoors; begin to participate in group games
- › Perform longer and more challenging movement sequences, e.g. dance, choreographed pieces
- › Establish hand preference
- › Demonstrate greater coordination and control in fine motor skills, e.g. hold pencil/crayon/paintbrush correctly, do lacing, use safety scissors, dress/undress dolls and stuffed toys
- › Begin to understand concept of right and left; though confusing at times
- › Copy and print letters, numerals and symbols that are meaningful to them; identify and print first name, then both names; begin to learn their phone number, address and other personal information
- › Display self-regulation in on-task behaviours, independence, self confidence, respond to praise
- › Develop sense of responsibility for own actions
- › Show interest in gender differences, e.g. boy or girl, caring for self, and making healthy choices
- › Demonstrate strong sense of belonging

### COMMUNICATION

*If provided with the appropriate opportunities children will*

- › Show enjoyment while being read to
- › Engage in turn-taking during discussions and in using materials; listen courteously and in a supportive manner
- › Tend to be expansive in exploring use of language; play/experiment with words and sounds; like to use new/strange/silly words
- › Speak in sentences increasing in complexity in structure; tend to be more talkative; want to explain everything; express thoughts intelligibly
- › Ask, understand and respond to simple “how,” “when” and “why” questions
- › Model the use of Standard Jamaican English (SJE) with guidance
- › Receive and deliver messages; listen to and complete at least 2 or 3 formal instructions accurately
- › Understand spatial concepts, e.g. in front of, behind, before, beside, far, near, above and below
- › Speak clearly and fluently
- › Use talk, objects and actions as symbols to express experiences and events
- › Enjoy participating in activities involving language games, playing with sounds, picture matching games, categorizing, “go-together” pictures and objects, puppetry, show and tell, sharing news

# 4-YEAR-OLDS

Term 1

## Developmental Objectives

### COMMUNICATION (cont'd)

- › Name the capital and common forms of letters
- › Print names correctly
- › Recognize and reproduce sequences and patterns among objects, pictures and symbols
- › Select reading material according to special interest; show positive disposition to handling books
- › Talk about a picture, describing actions and objects; sequence about 2 to 4 pictures to tell a story; interpret pictures and read predictable picture text
- › Locate, say and pronounce some sight words
- › Recognise and produce words that rhyme
- › Read and interpret environmental print
- › Sequence words to make a sentence; sequence words to make phrases
- › Join dots in sequence to form pictures, symbols, letters, numerals; trace letters and numerals
- › Write basic lines and curves; form symbols, letters, numerals
- › Create text by drawing and/or using emergent writing

### VALUING CULTURE

*If provided with the appropriate opportunities children will*

- › Show awareness of and appreciation for different music, song, dance, art and crafts, stories, food, language and clothes, e.g. Jamaican folk and reggae music
- › Continue to imitate behaviours related to religious and cultural practices such as saying prayers, singing songs, etc.
- › Enjoy participating in activities that involve role-playing, wearing masks and costumes
- › Sing the National Anthem
- › Recognize and name some of the national Heroes/Heroine
- › Name the Prime Minister
- › Learn to value and respect all Jamaicans of different race and culture

# 4-YEAR-OLDS

Term 1

## Developmental Objectives

### INTELLECTUAL EMPOWERMENT

*If provided with the appropriate opportunities children will*

- › Follow up to three instructions given at one time
- › Seek answers to “who,” “what,” “why,” “where” and “what if” questions
- › Develop basic skills in numeracy, literacy and oracy
- › Participate in activities to develop pre-numeracy skills in sorting and classifying, ordering and sequencing, and patterning
- › Explore aspects of capacity, volume, area, spatial relationships and weight through play activities involving liquids (e.g. water) and solids (e.g. sand)
- › Sort, identify, name simple geometric shapes, including circle, square, triangle, rectangle; copy shapes and combine more than two geometric forms in drawing and construction
- › Use non-standard units to measure lengths, e.g. hand span and paper clips; use mathematical language to express length, e.g. long and short
- › Use non-standard units to measure capacity, e.g. plastic containers and juice boxes; use mathematical language to express capacity, e.g. full and empty
- › Explore and talk about the passing of time during daily activities and routines; associate special days, events and celebrations with time-related concepts; begin to understand present, past, future
- › Use senses through interactive activities to investigate and learn about self, objects, others and the environment
- › Express interest and curiosity in own family and home and those of others
- › Talk about self, friends and family; recognize similarities and differences among each other; talk about and share own experiences, feelings and preferences
- › Follow classroom routines; begin to understand the purpose of classroom procedures; use materials in appropriate ways; continue to respect and care for classroom materials and environment
- › Enjoy participating in music and movement activities involving sounds, rhythms, music, songs, rhymes, jingles, actions and other creative gestures and expressions
- › Experiment with distinguishing and creating sounds and sound patterns by clapping, tapping, stomping, using percussion instruments, etc.
- › Begin to experiment with using different media and materials in various forms of expression
- › Begin to observe straight and curved lines in the environment
- › Practise holding and controlling scissors for cutting
- › Begin to make representational drawings of objects, people and scenes from the environment
- › Participate in expressive activities, such as singing, dancing and dramatic play about own and others’ experiences, and about a range of feelings such as joy, sorrow, disappointment, wonder, etc.
- › Begin to demonstrate socially acceptable ways of expressing gratitude to God, parents, teachers, friends and others
- › Talk about, sing songs and share in stories about spiritual leaders such as Jesus as a friend of children
- › Turn the pages of books

# 4-YEAR-OLDS

## Term 1

## Developmental Objectives

### RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

*If provided with the appropriate opportunities children will*

- › Develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Demonstrate more independence and sense of responsibility
- › Express a strong need for love, attention and affirmation from parents, teachers and all practitioners
- › Initiate interactions; relate to others, including siblings, friends, group members and classmates – sharing, taking turns, helping, caring, assuming responsibility, etc.
- › Recognize and relate appropriately to others who are different from them in any way
- › Demonstrate an understanding of and practise social norms in appearance and expression, e.g. personal grooming, hygiene
- › Show respect for each other's privacy; show respect towards others and their property
- › Begin to display responsible behaviour and self-control at school, home and in the community
- › Participate in games and activities to develop self-awareness and individuality; begin to demonstrate a sense of trust and confidence in self, own efforts and others
- › Show respect for nature, living things and recycling

### RESILIENCE

*If provided with the appropriate opportunities children will*

- › Demonstrate a basic understanding of right and wrong; help to construct set of class rules
- › Try new things and take risks; talk about dangers of play and activities which could be hazardous
- › Express moods and emotions in socially acceptable ways
- › Demonstrate the ability to cope with frustration, anger, rejection, grief, etc. in socially acceptable ways
- › Repeat and be able to give personal information such as own home address, telephone number, parents' names, etc. in case of an emergency
- › Express negative and positive feelings verbally

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I am special; there is no one else like me</li> <li>› I am special to many people, e.g. my family, my friends, my teachers and others who love me</li> <li>› I can show people they are special to me with a special hello, hug, smile</li> <li>› My name is special. It was chosen for me. It tells who I am</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify their own name cards</li> <li>› listen to/share, talk about stories related to being special; sing songs along with percussion instruments, repeat rhymes, poems and prayers about being special and loved</li> <li>› bring in pictures of themselves with their families and talk about their families/family events; create a mural with the family pictures; make models of family members from playdough or clay</li> <li>› discuss how families are unique</li> <li>› tell their full name; count the number of names they have; count number of people in their immediate families</li> <li>› identify their first name and last name</li> <li>› take snapshots of different groups in the class, talk about each child being special to the group or class</li> <li>› role-play and practise ways of showing each other they are special/role-play introducing self to others; use SJE speech pattern, e.g. What is your name? My name is _____; I am _____</li> <li>› engage in play with dolls and give dolls their own special names</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>special name people family friend teacher love hello hug smile your is am I</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare name cards for each child and fix to desk or table</li> <li>› Provide additional books on being special in the Book Corner</li> <li>› Source children’s family pictures</li> <li>› Be prepared and familiarize yourself with the words of songs, poems, rhymes, prayers, etc; record the tune/accompaniment to songs to guide singing</li> <li>› Provide adequate percussion instruments so every child will receive one</li> <li>› Prepare number cards and display them at the children’s level for their use and reference</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Be patient with the children as they develop self confidence</li> <li>› Greet each child by name, using gentle tones</li> <li>› Learn the proper pronunciation of everyday words and of children’s names</li> <li>› Model SJE speech patterns</li> <li>› Use various strategies to encourage participation of all children</li> <li>› Highlight instances when children act appropriately – give praise</li> <li>› Explain how and why the practitioner’s name is special</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify own name cards?</li> <li>- participate in activities?</li> <li>- repeat poems, rhymes and prayers?</li> <li>- tell their first and last names?</li> <li>- count the number of names they have?</li> <li>- use SJE speech pattern appropriately?</li> <li>- tell the number of people in the immediate family?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- collect and send in pictures of their child and their family</li> <li>- tell children how or why their names were chosen</li> <li>- assist with taking and printing pictures of the whole class and class groups, if they can</li> <li>- supply pictures from magazines, calendars, posters, etc.</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can identify my own <i>name</i></li> <li>› I can write my own name</li> <li>› I can call other children by their names</li> <li>› Names have different beginning sounds; names can be <i>long</i> or <i>short</i></li> <li>› The name Latoya begins with the /l/ sound: we can also hear the /l/ sound at the beginning of Lambert, Lianna, love</li> <li>› Many other words begin with the /l/ sound</li> <li>› The /l/ sound is represented by the letter “L” “l”; the capital letter is written “L” and the common letter is written “l”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify/recognize own name cards</li> <li>› try to write own first name</li> <li>› play memory games to learn other children’s names</li> <li>› say rhymes and jingles using children’s names; sing name songs using percussion instruments and/or clap hands, stomp feet, snap fingers, do actions, etc. to produce/repeat a rhythm</li> <li>› share stories using own or other children’s names for the characters; play games using each child’s name, e.g. “I spy” and “Grab bag”</li> <li>› sort name cards in two categories: long and short names</li> <li>› identify names beginning with the /l/ sound, e.g. names of classmates and family members; look for other words that begin with the /l/ sound in the classroom, e.g. light, leaf and leg</li> <li>› practise forming the letter “L” “l” in the air and with body formations; trace, form, write the letter “L” “l” using a variety of materials, e.g. playdough, wet or dry sand, bottle caps, lacing, paints, big markers and crayons, cord or wool, sand paper, cut-out shapes and glue</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>name short long capital common lower case light leaf leg</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide name cards/tags/labels etc; use these for a variety of activities daily</li> <li>› Use correct formation of the letter “L” “I” when preparing name cards, tags, charts, captions, etc; reinforce left to right directionality</li> <li>› Provide a wide assortment of listening games and activities to reinforce recognition of particular sounds, especially the /l/ sound</li> <li>› Routinely sing the alphabet song with children</li> <li>› Post large sheets of paper on the wall for children to scribble on freely</li> <li>› Prepare alphabet tiles/cards for the classroom walls</li> <li>› Label objects in the classroom, e.g. door, chair, clock and table</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Be sure that each child is positioned (posture) appropriately for writing and that the jumbo marker/crayon/pencil is held correctly; demonstrate letter formation; repeat directions and model with your back towards the children</li> <li>› Provide lots of unruled paper for children to write on</li> <li>› Do not force any child to use the right hand; allow for individual right-handedness or left-handedness</li> <li>› Confirm the correct pronunciation of each child’s name with his/her parent if in doubt; discourage any laughter at or “making fun of” others’ names; help children appreciate and respect everyone’s name</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- recognize their names in print?</li> <li>- write their first name?</li> <li>- sort name cards according to length (long/short names)?</li> <li>- identify and recognize words beginning with the /l/ sound?</li> <li>- make the /l/ sound?</li> <li>- suggest at least one word beginning with the /l/ sound?</li> <li>- make the association between the beginning /l/ sound and the letter “L” “I”?</li> <li>- form the letter “L” “I” with correct directionality (top to bottom, left to right)?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- play listening games with their children</li> <li>- help their children identify the /l/ sound in words</li> <li>- provide crayons, pencils, paper to encourage children to try to write the letters in their first names</li> </ul> <p>Provide parents with ideas of activities to reinforce their children’s hand-eye coordination.</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Some names begin with the /t/ sound, e.g. <i>Tia, Tanya and Tommy</i></li> <li>› I know other words that begin with the /t/ sound, e.g. <i>telephone, teacher, table</i></li> <li>› The /t/ sound is represented by the letter “T” “t”; the capital letter is written “T” and the common letter is written “t”</li> <li>› I can count from 1 to 20</li> <li>› I can identify groups of things as “more” or “less”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to stories and identify words with the /t/ sound</li> <li>› dramatize nursery rhymes, e.g. “Tom Thumb” and “Little Tommy Tucker”</li> <li>› take in for Show and Tell, one favourite toy to introduce to the group</li> <li>› participate in listening games and identify, recognize, make the /t/ sound at the beginning of words</li> <li>› practise forming the letter “T” “t” in the air and with body formations; trace, form, write the letter “T” “t” using a variety of materials such as sand, playdough, crayons</li> <li>› count number of children whose names begin with “T” and “L”; say which group has “more” or “less” children</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>top bottom left right more less capital common trace telephone teacher table</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Develop, with the children, the rules for Circle Time and Show and Tell; reinforce courtesies and social graces when listening and speaking</li> <li>› Label items in the classroom</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Listen keenly to what each child is willing to share during discussions and encourage the group to listen, especially when there's a soft-spoken or shy speaker</li> <li>› Guide and model appropriate SJE speech patterns and grammar</li> <li>› Encourage children to say positive things; to avoid hurting others' feelings</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify, recognize and make the /t/ sound?</li> <li>- identify and recognize words beginning with the /t/ sound?</li> <li>- suggest at least one word beginning with the /t/ sound?</li> <li>- make the association between the beginning /t/ sound and the letter "T" "t"?</li> <li>- form the letter "T" "t" with correct directionality (top to bottom, left to right)?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to             <ul style="list-style-type: none"> <li>- read to children daily</li> <li>- listen to children as they relate their events from school</li> </ul> </li> <li>› Hold a parent meeting to discuss the role they can play in early literacy</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› My <i>birthday</i> is special.</li> <li>› My birthday is on _____. Example: October 12</li> <li>› There are 12 months in one year</li> <li>› Last year, I <i>was</i> 3 years old, now I <i>am</i> 4 years old, next year I <i>will be</i> 5 years old</li> <li>› I can help to bake my birthday cake; I can measure and pour cups of milk, sift the flour, count the eggs and stir the cake mixture</li> <li>› I can count and put the candles on my cake; we have to be <i>very careful when lighting</i> candles; <i>fires</i> can be <i>dangerous</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› participate in activities, songs, dances, games and imaginative stories that highlight each child’s birth date; sequence and talk about the months of the year, use block/picture graphs, charts to display everyone’s birthday</li> <li>› use “was,” “am,” and “will be” appropriately in responses and discussions</li> <li>› participate in some games played at parties, e.g. musical chairs, ring games and gift-hunt; sing songs</li> <li>› discuss, share experiences, role-play party activities; express preferences for birthday party foods and activities; bake a cake</li> <li>› use candles to reinforce number concepts and introduce safety around fires</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>birthday was am count measure pour cup sift before after fires dangerous January February March April May June July August September October November December</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Am Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide additional materials for imaginative play and role-playing birthday party activities</li> <li>› Involve children in recording and interpreting information on picture graphs and charts; provide colourful strips and recycled materials</li> <li>› Prepare birthday charts, calendars and cards with the names of the months</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Make each “birthday child” feel special; aside from singing “Happy Birthday,” have him or her participate in activities in a special way, or wear a birthday badge or crown or place his or her name onto the birthday banner</li> <li>› Be open to and respect the children’s expressed differences; allow children, on their own, to express themselves</li> <li>› Provide the children with appropriate words and phrases as they participate in discussions, sharing and creative activities</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use “was,” “am,” “will be,” appropriately in responses?</li> <li>- say when are their birthdays?</li> <li>- participate in cake-baking activities?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- come in, if possible, to celebrate their children’s birthday</li> <li>- show how to bake a birthday cake and allow their children to participate</li> <li>- share with their children special things that happened on the day they were born</li> </ul>

# 4-YEAR-OLDS

Term 1    THEME:    CELEBRATING ME

SUB THEME:    I Look And Feel Special

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I have <i>one</i> body with <i>many</i> different parts</li> <li>› I have one <i>head</i>, neck, nose, mouth, tongue; two eyes, ears, nostrils, hands, feet; four limbs (two <i>arms</i>, two legs); ten fingers, ten toes and many teeth</li> <li>› I have hair on my head; hair can be <i>short</i> or <i>long</i>, <i>kinky</i>, <i>curly</i>, <i>straight</i>; <i>black</i>, <i>brown</i>, <i>blonde</i>, <i>red</i>, <i>grey</i></li> <li>› There are <i>many</i> parts on my <i>face</i>, e.g. forehead, nose, mouth, chin, eyes, <i>eyebrows</i>, <i>eyelids</i> and <i>eyelashes</i></li> <li>› There are different ways of showing my feelings; my face shows how I feel: I smile when I am happy; I frown when I am upset or angry</li> <li>› I can <i>open</i> and <i>close</i> my mouth; in my mouth there are many white teeth, gums and a tongue; I have two ears, one on each side of my head</li> <li>› I have five fingers on each hand, and five toes on each foot; nails are on my fingers and toes; I must keep them clean and short</li> <li>› I can count and add on my fingers and toes</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› draw body outlines of each other; display the outlines;</li> <li>› on outlines, colour in faces and clothes</li> <li>› observe and talk about similarities and differences, e.g. same, long and longer</li> <li>› use puppets, paper/cardboard dolls, soft/stuffed dolls to identify, name, place body parts in correct places; also use potato dolls or dolls that can come apart; assemble puzzles of parts of the body</li> <li>› count, sort, identify, name, recognize and place labelled pictures of various body parts onto charts or posters</li> <li>› use mathematical words, e.g. many, some, all, short and long; descriptions, e.g. curly, straight, in/on, open/closed in discussions and story-sharing</li> <li>› repeat rhymes and poems and sing songs about the body and its parts, e.g. the Skeleton Song (The head bone's connected to the neck bone); listen to stories about the self</li> <li>› use mirror to examine facial features; open and shut mouth and eyes, make a "paper plate" face</li> <li>› observe, talk about and do some of the practices for caring for the body and its parts, e.g. washing and drying hands, brushing teeth, combing hair, sleeping and eating</li> <li>› count different number combinations using their fingers, e.g. two fingers and two more fingers are four fingers all together</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>body many head arms short long curly straight kinky face open close on in eyebrows eyelashes eyelids red blonde black brown grey</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide           <ul style="list-style-type: none"> <li>- at least one full-length mirror in the Home/Dress-up Corner;</li> <li>- several smaller hand mirrors</li> <li>- puzzles of the body</li> <li>- additional story books, pictures, posters, etc. on the body and caring for the body</li> <li>- adequate amounts of materials so children can explore and experiment on their own, e.g. paper plates, newsprint or brown paper, markers, glue, scissors and wool</li> <li>- a chart of the body with labelled parts</li> </ul> </li> <li>› Prepare Art and Music Corners</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage the children to use the correct name for each part of the body, help them with the proper pronunciation</li> <li>› Read stories to the children every day</li> <li>› Monitor when they are carrying out body care activities and note areas to be included for instructional planning</li> <li>› Model correct language structures for children, e.g. “My hair is long” instead of “My hair is tall”</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and name most body parts?</li> <li>- place picture of parts of the body in correct position on an outline?</li> <li>- use their fingers in counting and combining numbers?</li> <li>- use mathematical words appropriately in responses?</li> <li>- use descriptive words appropriately?</li> <li>- use comparative words correctly?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to discuss with their children the special physical features of their family, e.g. height, skin colour and colour of eyes</li> <li>› Ask parents and business places in the community to donate full-length mirrors, smaller hand mirrors and materials for body care</li> <li>› Ask parents to collect and bring in string, cord, drinking straw and any assortment of materials that can be used for measuring; also seek donations of paper and cardboard</li> <li>› Seek the assistance of parents, grandparents, other members of the community in making stuffed dolls</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The words <i>face, five, fingers</i> begin with the /f/ sound</li> <li>› The /f/ sound is represented by the letter “F” “f”; the capital letter is written “F” and the common letter is written “f”</li> <li>› I have my own special <i>fingerprints, handprints</i> and <i>footprints</i>; everyone has special fingerprints</li> <li>› People are of different sizes, e.g. big, small, <i>tall, short, slim</i> or <i>fat</i></li> <li>› We can measure each other to see who is <i>tall, taller</i> and <i>tallest, short, shorter</i> and <i>shortest</i></li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify, recognize, make the /f/ sound; suggest words beginning with the /f/ sound; make the association between the /f/ sound and the letter “F” “f”; write the letter “F” “f”</li> <li>› use a magnifying glass to observe fingerprints and footprints</li> <li>› make prints with thumbs, fingers, hands and feet; display prints; make other prints using various objects, e.g. vegetables, sponge and rocks; observe animal paw prints</li> <li>› observe, discuss, record and display in a variety of ways similarities and differences in the <i>height</i> and <i>size</i> of each other</li> <li>› compare each other’s height using height charts or strips of paper or cord using the words tall, taller, tallest</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>prints fingerprints handprints footprints long same different height size tall taller tallest slim fat people short shorter shortest face five finger</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Be equipped with several magnifying glasses and/or improvised ones made from plastic bottles or plastic bags with water</li> <li>› Make a collection of materials that can be used as improvised units of measurement such as cord, string, paper clips, pencils, etc.</li> <li>› Provide a height chart, prepare a letter chart with pictures and words beginning with the letter “F” “f”</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Give only few brief, clearly stated instructions at a time</li> <li>› Label each child’s work; display their work attractively</li> <li>› Use positive words to reinforce the special features and characteristics of the children</li> <li>› Document and display children’s work</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- follow instructions?</li> <li>- work cooperatively with others?</li> <li>- talk about their observations of prints?</li> <li>- identify words beginning with the /f/ sound?</li> <li>- suggest at least one word beginning with the /f/ sound?</li> <li>- make the association between the beginning /f/ sound and the letter “F” “f”?</li> <li>- form the letter “F” “f” with correct directionality (top to bottom, curved line)?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- help children to identify “F” “f” words in the environment</li> <li>- look at the children’s displayed work with their children as display guides</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can dress up for different occasions, e.g. for play, <i>parties, church</i> and <i>school</i></li> <li>› I like to wear different clothes, e.g. <i>uniforms, pants, shorts, dress, skirt, shirt</i> and <i>hat</i>. I feel and look very special in my clothes</li> <li>› The words <i>hat, hand, head, Hannah</i> begin with the /h/ sound; the /h/ sound is represented by the letter “H” “h”; the capital letter is written “H” and the common letter is written “h”</li> <li>› _____ is my favourite <i>colour</i> because _____</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› role-play dressing up for different occasions</li> <li>› sort pictures of clothing for different occasions, e.g. school, church and games</li> <li>› participate in listening games to identify the /h/ sound</li> <li>› practise forming the letter “H” “h” in the air and with body formations; trace, form, write the letter “H” “h” using a variety of materials</li> <li>› take pictures in different clothes and create a class photo album</li> <li>› count number of items in Dress up Corner and draw pictures to represent different number sets of shoes and clothing; write the matching numerals</li> <li>› listen to the story of Cinderella or one with similar theme; talk about sequence of the story and then dramatize aspects of the story from memory</li> <li>› draw, colour pictures of various items of clothing using various colours</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>parties church school clothes uniform pants shirt skirt hat dress colour Hannah hand head</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide scrap books or photo albums</li> <li>› Have access to digital camera</li> <li>› Provide at least one full-length mirror</li> <li>› Provide additional dress-up clothes, headgear, footwear, costumes, uniforms, other materials and accessories</li> <li>› Provide various story books and special props for the Cinderella story</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Facilitate children’s enhanced learning during dramatic play</li> <li>› Encourage children to work with a partner or in small groups; monitor closely the interaction within groups and provide support and encouragement frequently</li> <li>› Encourage children to express individual preferences; avoid dominating with own/adult bias</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- listen attentively to the story?</li> <li>- sequence events from the story?</li> <li>- dramatize aspects of the story?</li> <li>- count items and match the numeral?</li> <li>- identify the letter “H” “h”?</li> <li>- form the letter “H” “h”?</li> </ul> <p>Observe and note those children who need additional practice in hand-eye coordination, e.g. control of scissors and paper positioning</p> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to take children out for special activities and role-play various events</li> <li>› Ask parents to collect and bring in clothes, costumes, uniforms, accessories and photographs</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› My feelings may change. I have different <i>feelings</i> throughout the day</li> <li>› Everybody has different feelings; we can be <i>happy, sad, angry, excited, afraid lonely or bored</i></li> <li>› I can choose the way I show my feelings; there are proper ways and there are hurtful ways to show feelings; I should choose proper ways to express my feelings without hurting others</li> <li>› Instead of hitting someone who hits me, I can use words to say “I don’t like it when you hit me”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to stories, ask and respond to questions, share thoughts on being special</li> <li>› describe how they feel, using simple words</li> <li>› match the expressions on faces of people in pictures with their associated feelings</li> <li>› make face masks showing different facial expressions</li> <li>› look in a mirror at their facial expressions; draw pictures for a “feelings chart” to show facial expressions associated with different feelings</li> <li>› talk about their different feelings; sing songs about feelings, e.g. use puppets to show and role-play situations that bring out different feelings and dramatize how to express feelings appropriately</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>afraid happy sad angry excited lonely bored feelings</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide puppets, charts with facial expressions and emotions</li> <li>› Practise using helpful ways and words in the classroom; model the use of courtesies and good manners</li> <li>› Provide materials to make masks and puppets and supporting props</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Respond to each child’s personal comments and views, especially when discussing their feelings and differences</li> <li>› Respond when each child talks about his or her feelings</li> <li>› listen carefully and be sensitive to what each child is saying; make eye contact when each child is willing to share; focus on what the child is saying</li> <li>› Encourage each child to share and talk about his or her feelings; use encouraging words such as, “Thank you for sharing that with us, Kevin”</li> <li>› Support children in their attempts at conflict resolution</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and name different feelings?</li> <li>- talk about their feelings?</li> <li>- demonstrate their feelings with appropriate expressions?</li> <li>- give at least one proper way of showing feelings?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Share with parents the theme/sub-themes/areas being studied in class and include them in helping children to use proper ways and words to show/express their feelings</li> <li>› Share with parents, at Open Day or PTA meetings, the use of helpful ways/words rather than hurtful ways/words to show feelings</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can use words to express my feelings, e.g. “I am <i>angry</i>,” “I am <i>sad</i>,” “I am <i>afraid</i>” and “I am <i>sorry</i>”</li> <li>› I should not express my feelings through hurtful actions, e.g. <i>fighting</i>, <i>shouting</i>, <i>hitting</i> and <i>teasing</i></li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› practise using kind words and courtesies</li> <li>› make a list of kind words and phrases that are useful and may be commonly used in the children’s environment, especially in the classroom and on the playground</li> <li>› role-play, listen to and make up stories, ask questions and give answers and talk about situations that make them have different feelings</li> <li>› describe some of the different feelings they have and suggest the kind words or actions that they might want to say or do instead of hurtful ones</li> <li>› distinguish between <i>kind</i> and <i>hurtful</i> words and actions and their consequences</li> <li>› practise using words to express their feelings to playmates during free play and other times</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>kind hurtful teasing fighting shouting hitting sorry angry</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Select or make up appropriate stories about and collect pictures/posters of familiar happenings that will arouse different feelings such as joy, excitement, anger and frustration</li> <li>› Provide picture story-books (along with posters, pictures, jigsaw puzzles etc.) about feelings for Reading Corner</li> <li>› When adding new books and materials to any of the activity corners be sure to introduce them to the children first, highlighting what is of particular importance and interest</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children to be able to make appropriate choices when showing their feelings; to choose helpful and not hurtful words or actions</li> <li>› Be sensitive to each child's feelings</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- make the connection between their choice of using kind or hurtful words/actions and the result/consequence?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to read stories to their children about feelings and talk about the emotions expressed by the characters</li> <li>› Invite the parents of those children who frequently use hurtful words and ways of showing their feelings to talk about and work out ways of helping the children make better choices</li> <li>› Have meeting for all parents to discuss behaviour guidance strategies</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can use my <i>senses</i> to find out special things about myself; I can see things all around me</li> <li>› I can see <i>far</i> and near with my eyes</li> <li>› I can see <i>colours</i> (red, yellow, blue, green, orange, purple), <i>shapes</i> (circle, square, triangle, <i>rectangle</i>, <i>heart</i>) and objects of different <i>sizes</i> (big, little, tall, short, long, <i>fat</i>, <i>skinny</i>, <i>wide</i>, <i>narrow</i>)</li> <li>› I can read my name and some words around me; I can identify some of the letters in my name</li> <li>› I can close my eyes and <i>imagine</i> many things</li> <li>› I can remember things that are missing and look for things hidden or lost</li> <li>› Some people need glasses to see well; people who are <i>blind</i> cannot see</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to and discuss stories, sing songs, repeat rhymes, jingles, poems and finger-plays about the senses</li> <li>› talk about taking care of the eyes</li> <li>› distinguish between far and near; play games such as “How green you are”, “I spy”</li> <li>› look at various objects and things around them through sunglasses, binoculars, magnifying glasses</li> <li>› look at own eyes in the mirror, describe the eye lids and eye balls</li> <li>› participate in art activities experimenting with colours, shapes and sizes</li> <li>› identify by sight own name, and that of others, some words in their environment; identify and write letters in their names and other words; distinguish some letters in their capital and common forms</li> <li>› play picture card memory games and ‘What’s missing’ games</li> <li>› draw pictures to represent ideas from stories heard</li> <li>› identify an object by listening to the description with their eyes closed or blind-folded</li> <li>› talk about/role-play and participate in pretend play involving things they imagine they can see when eyes are closed</li> <li>› practise games involving visual memory and figure ground</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>senses near colours shapes sizes fat skinny wide narrow imagine look heart rectangle blind far long</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Look And Feel Special

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- a “Senses Chart” showing use of each of the five senses</li> <li>- additional books on the senses in the Book Corner, magnifying glass, binoculars, sunglasses</li> <li>- pictures, photographs, magazines, charts, posters for discussions on similarities, differences and other detailed observations</li> <li>- a variety of art media, e.g. paint, crayons, stamps and chalk</li> <li>- additional flashcards with the children’s names, words from their environment; begin to develop a print rich area</li> <li>- objects and pictures for games in memory and figure ground</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Allow the children to use their imagination; seek their responses to “why...” “what if...” and “suppose...” questions; seek suggestions for different endings; encourage the children to imagine and guess</li> <li>› Accept and commend each child’s effort to form letters; do not compare children’s work</li> <li>› Encourage children to always write their own names on their work</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- suggest at least one way the eyes are useful?</li> <li>- distinguish between far and near?</li> <li>- describe their observations in terms of colour, shape, size?</li> <li>- identify and read own names?</li> <li>- identify, name and write the beginning letters of their names?</li> <li>- identify, name and write letters “L” “I”, “T” “t”, “F” “f”, “H” “h”?</li> <li>- identify the senses</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to           <ul style="list-style-type: none"> <li>- play games and participate in activities similar to those at school, especially for developing visual memory</li> <li>- play games with their children as they begin to recognize sounds and words in their environment</li> <li>- discuss the senses at home - let the children participate in cooking experiences, discussing sensory stimulation</li> </ul> </li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can hear <i>loud</i> and <i>soft</i> sounds with my <i>ears</i></li> <li>› I can hear the same <i>sound</i> at the beginning of some words, e.g. <i>apple, Adam</i></li> <li>› The words <i>apple</i> and <i>Adam</i> begin with the /a/ sound</li> <li>› The /a/ sound is represented by the letter “A” “a”; the capital letter is written “A” and the common letter is written “a”</li> <li>› I can hear sounds which are near and far away</li> <li>› There are many sounds I can hear in the day, e.g. the motor of the refrigerator, toilet flushing, the traffic and school bell ringing</li> <li>› There are <i>sounds</i> I like, e.g. <i>music</i>, birds chirping and someone singing and sounds I do not like, e.g. screaming, loud noises and furniture scraping along the floor</li> <li>› I can hear a different sound at the beginning of some words; I can make the sound at the beginning of my name and <i>listen</i> for the same sound in other words; I can listen for words that sound the same</li> <li>› People who cannot hear are <i>deaf</i></li> <li>› Some people wear <i>hearing aids</i> to help them hear</li> <li>› Many deaf people communicate by <i>signing</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use a variety of percussion instruments and other objects to make loud and soft sounds; sing songs and repeat poems, jingles, rhymes in loud and soft tones</li> <li>› talk about caring for their ears</li> <li>› talk about what might happen if we listen to music that is too loud</li> <li>› distinguish between and classify sounds from far and near and suggest the sources and location of the sounds</li> <li>› listen to, identify and talk about different sounds heard in their environment and the sources of these sounds</li> <li>› listen to different types of music, e.g. religious, <i>classical, jazz, folk, reggae</i> and <i>calypso</i></li> <li>› identify and sequence 3 levels of sounds from soft to loudest</li> <li>› distinguish between sounds they like (favourable/pleasing/pleasant sounds) and those they do not like (unfavourable/unpleasant sounds); express preferences</li> <li>› make and play musical instruments from discards</li> <li>› identify and make specific sounds heard at the beginning of different words; listen for rhyming words and alliteration in rhymes, poems, songs</li> <li>› practise forming the letter “A” “a” in the air; trace, form and write the letter “A” “a” using a variety of materials</li> <li>› participate in listening games to identify the /a/ sound</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>listen ear loud soft music classical jazz reggae calypso deaf hearing aids signing sound apple Adam</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare tape recordings of loud and soft sounds; sounds from the environment which are familiar to the children</li> <li>› Have available tape recordings of different types of music</li> <li>› Take the children on nature walks, around the school grounds or the immediate environs to listen to, identify, classify and talk about sounds</li> <li>› Provide appropriate and safe “trashables” for children to use in making instruments</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Be sensitive to those children who are hearing impaired and include activities for their involvement at all times</li> <li>› Keenly observe children’s responses during sound activities in order to detect possible hearing difficulties</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- distinguish between loud and soft sounds?</li> <li>- distinguish between sounds heard from afar and those nearby?</li> <li>- identify sounds and their sources?</li> <li>- identify the beginning sound of different words?</li> <li>- suggest words beginning with the /l/, /t/, /f/, /h/, sound?</li> <li>- reproduce the /a/ sound?</li> <li>- write the letter “A” “a”?</li> </ul> <p>Make a class book or poster of musical instruments</p> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- play listening games with their children</li> <li>- expose children to different kinds of music</li> <li>- follow up on any suspected hearing loss in children</li> </ul> <p>Send home pictures of objects/activities that focus on a specific letter sound; parents and their children can suggest additional words that begin with the sound</p>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can <i>smell</i> with my <i>nose</i></li> <li>› My <i>nose</i> has two <i>nostrils</i></li> <li>› Our <i>nostrils</i> help us to breathe and should be kept clean and clear.</li> <li>› I like to smell some things, e.g. perfume and flowers; I do not like to smell some things, e.g. rotting objects</li> <li>› Some smells warn me of danger, e.g. <i>smoke</i>, something burning, chemicals</li> <li>› I can <i>taste</i> with my <i>tongue</i>; I can <i>taste</i> things that are sweet, sour or salty</li> <li>› There are things that I like to taste, e.g. ice cream, pineapple, banana and chips; and things I do not like to taste, e.g. cerasee tea, pepper</li> <li>› I can smell many scents, some things smell differently</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› talk about the care of their nose, e.g. blowing gently into tissue, not putting objects like peas, stones into the nostrils</li> <li>› identify, describe and classify smells/scents which are found to be pleasant and unpleasant; express own preferences</li> <li>› observe objects and pictures, and talk about smells that indicate danger, e.g. smoke or gas</li> <li>› help to prepare a banana milk shake using various spices, e.g. vanilla, nutmeg</li> <li>› talk about the pleasant aroma</li> <li>› help to pour half-cup of milk shake in own cup</li> <li>› identify, describe, talk about a variety of tastes and flavours they like and do not like</li> <li>› identify, describe, talk about a variety of smells, scents, fragrances and things that smell differently</li> <li>› participate in bean bag toss activity while naming scents</li> <li>› make a collage of their favourite things to eat from magazine pictures</li> <li>› make a graph from tasting 3 items - pick the one they like best</li> <li>› place pictures or real objects in the correct box, each labelled sweet, sour, salty</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>smell nose nostrils smoke aroma spices vanilla nutmeg tongue mouth taste eat danger rotting</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide a variety of things to smell and taste which are neither dangerous nor risky (i.e. check for allergies among children)</li> <li>› Provide ingredients and blender to make banana shakes; plastic cups</li> <li>› Source additional books about the senses</li> <li>› Access any available posters, pamphlets, information about the senses</li> <li>› Prepare bean bag toss activity with shape of an open mouth; children will be able to toss bean bags into the mouth</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› While allowing the children to express their own preferences, encourage and guide them in listening and showing respect to others as they share their preferences</li> <li>› Be aware of children’s allergies</li> <li>› Assist children in their conversations and discussions with appropriate words and descriptions</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and describe different smells?</li> <li>- throw bean bags through the opening?</li> <li>- classify tastes as sweet, sour, salty?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to engage children in throwing and catching activities at home</li> <li>› Ask parents for items to be used in activities requiring smelling and tasting</li> <li>› Invite parents to assist with accompanying the children on nature walks around the immediate community and talk about scents they identify</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› I can use my hands and fingers to <i>touch</i> and <i>feel</i> things that are <i>hot, cold, warm, rough, smooth, furry, sharp, sticky, wet, dry</i>, etc.</li> <li>› I can do <i>many</i> things with my hands, e.g. draw, make signs, carry things and clean up my classroom</li> <li>› I can move from one place to another, e.g. run, walk, jump, climb, dance, slide, roll, skip and gallop; I can play in many ways, e.g. ring games, hopscotch, swing, catch, throw, kick; I should be careful when I play</li> <li>› Some people do not have any limbs and some cannot use their limbs</li> <li>› I can brush my <i>teeth</i> with my <i>toothbrush</i></li> <li>› I should brush my teeth after I eat</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify, describe and classify things that are hot, cold, warm</li> <li>› demonstrate hygiene practices in caring for their tongue and teeth</li> <li>› create clapping and snapping patterns with their hands</li> <li>› identify, describe and classify objects according to texture</li> <li>› demonstrate hand-eye coordination and use of fine motor skills, e.g. cutting, pasting, tracing, colouring in, tearing, weaving</li> <li>› demonstrate use of gross motor skills in moving from one place to another, free play, organized games, etc.; dance creatively to classical music and march to marching music</li> <li>› talk about and demonstrate taking care at play</li> <li>› imagine living without hands and feet and talk about what that would be like</li> <li>› discuss why some people lose their limbs, e.g. birth defects, sickness, accidents and unsafe play</li> <li>› discuss the need to make safe choices</li> <li>› identify each of their senses and say what they can do with each sense</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>toothbrush teeth warm cold hot mouth throat skin touch feel smooth furry slippery sticky wet dry</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATING ME

SUB THEME: I Can Do Special Things

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- warm water and ice cubes for children to feel</li> <li>- music for children to move to</li> <li>- materials for children’s use in art and craft activities</li> <li>- finger-play activities</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Provide step-by-step guidelines in carrying out fine motor activities</li> <li>› Avoid doing too much for the children; allow the children to do the activities themselves</li> <li>› Allow an adequate amount of time for the children to complete each task</li> <li>› Help children to demonstrate understanding and tolerance towards others with disabilities</li> <li>› Take special care when dealing with hot objects</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify, describe or classify objects according to temperature, e.g. hot, cold, warm?</li> <li>- identify, describe or classify objects according to texture, e.g. rough, smooth or furry?</li> </ul> <p>Observe and note each child’s performance in gross motor activities, organized and group games</p> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to allow their children to help in chores at home, e.g. setting the table and collecting ingredients for preparing meals</li> <li>› Discuss foods and their senses with the children</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: National Heroes Day

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› National Heroes Day is celebrated in the month of October</li> <li>› On this day we celebrate the bravery of our <i>national heroes</i> and <i>heroine</i></li> <li>› The word <i>day</i> begins with the /d/sound. The /d/ sound is represented by the letter “D” “d”; the capital letter is written “D” and the common letter is written “d”</li> <li>› A <i>hero</i> is someone who does something important or <i>brave</i> for his or her country or to help others</li> <li>› We are <i>proud</i> of our <i>national</i> heroes and heroine because they were brave</li> <li>› We can also do things and behave in ways that make us feel <i>proud</i> of ourselves</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› tell the month in which National Heroes Day is celebrated</li> <li>› identify the /d/ sound in words such as day, daddy, and David</li> <li>› practise forming the letter “D” “d” using a variety of materials</li> <li>› talk about the meaning of the words hero, brave; tell and dramatize own stories about being brave</li> <li>› listen to and retell the story of David and Goliath, The Little Red Hen and other stories about <i>bravery</i>; also stories about our national heroes/heroine; make use of puppets for storytelling</li> <li>› talk about the things they do at home and at school that they feel proud about</li> <li>› say poems and rhymes about national heroes/heroine</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>hero heroine brave proud national Jamaican country day bravery</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: National Heroes Day

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Have calendar available for children to see sequence of months and days of the week</li> <li>› Practise the appropriate procedures for teaching letter sounds and formation of numerals and letters</li> <li>› Prepare appropriate props for use in telling stories such as puppets and clothing</li> <li>› Prepare word cards for words already learned, e.g. brave, hero and heroine</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children about what makes them feel afraid and what makes them feel brave</li> <li>› Reassure children about fears they have and encourage them to talk about these</li> <li>› Use positive terms to describe children’s pro-social behaviours and praise their efforts</li> <li>› Encourage children to be helpful to each other</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify the /d/ sound and form the letter “D” “d”?</li> <li>- match the names of heroes/heroine to their pictures?</li> <li>- identify similar and different words by sight?</li> <li>- demonstrate understanding of the words <i>brave</i> and <i>proud</i> based on their own shared stories?</li> <li>- repeat poems and rhymes about the national heroes/heroine?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite parents to assist in preparing and setting up classroom displays on the seven national heroes/heroine</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: National Heroes Day

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Jamaica has <i>six</i> national heroes (<i>male</i>) and <i>one</i> heroine (<i>female</i>)</li> <li>› The word <i>six</i> ends with the /x/ sound; the /x/ sound is represented by the letter “X” “x”</li> <li>› The names of our national heroes are               <ul style="list-style-type: none"> <li>- <i>Paul Bogle</i></li> <li>- <i>Sam Sharpe</i></li> <li>- <i>George William Gordon</i></li> <li>- <i>Marcus Garvey</i></li> <li>- <i>Norman Manley</i></li> <li>- <i>Alexander Bustamante</i></li> </ul> </li> <li>› The name of our national heroine is <i>Nanny</i></li> <li>› Two of our national heroes, Norman Manley and Alexander Bustamante helped our country to achieve its <i>independence</i></li> <li>› Our Jamaican money has images of our heroes and heroine on them</li> <li>› Coins and paper money have many germs; we must wash our hands well after we hold money from anywhere</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify each hero in pictures; identify some words by sight</li> <li>› clap number of syllables in names of each hero</li> <li>› practise segmenting and blending syllables in names of national heroes and of children, e.g. Nor-man, Gar-vey and Sha-ron</li> <li>› examine coins and paper money with pictures of different heroes; count number of coins by sequencing or adding one more up to 10 (ten), e.g. one coin plus one more coin gives two coins; practise formation of numerals 1-9 and zero (0)</li> <li>› talk about coins, paper money, the germs they carry and the importance of washing hands after handling money</li> <li>› dramatize, pretend-play being national heroes/heroine using puppets or with own peers</li> <li>› create own book of national and local heroes; colour and paste pictures of heroes/heroine for the duration of the sub theme</li> <li>› Identify the /s/ sound in words, e.g. <i>six</i> and <i>box</i></li> <li>› Practise forming the letter “x” with body formation; trace and form the letter “x” using a variety of materials</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>independence Paul Bogle Sam Sharpe George W. Gordon Marcus Garvey Sam Sharpe Norman Manley Alexander Bustamante Nanny money coins germs female male six box</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: National Heroes Day

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide appropriate materials to support children practising the formation of letters and numerals</li> <li>› Practise appropriate techniques for teaching letter sounds and formation</li> <li>› Collect, wash, disinfect coins that children will use; have other items for counting available</li> <li>› Prepare number combination charts</li> <li>› Provide adequate supply of safe scissors, glue for children’s use in making picture books</li> <li>› Provide appropriate props for dramatic play</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to make their own choices in making and decorating books about heroes; reinforce the fact that they have the right to choose and not always follow what others do</li> <li>› Allow children adequate time over a few weeks to complete the book project</li> <li>› Provide special assistance to children with hearing and visual impairments when teaching letter sounds and formation</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and match names of heroes to their pictures?</li> <li>- recognize the name card of each hero?</li> <li>- identify individual heroes/heroine by their pictures, on coins or paper money?</li> <li>- accurately clap syllables in names of each hero/heroine?</li> <li>- accurately segment and blend sounds in different words, names?</li> <li>- create own books about national heroes?</li> <li>- demonstrate awareness that money carries many germs?</li> <li>- demonstrate ability to wash their own hands without help?</li> <li>- identify the /x/ sound and form the letter “x”</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- find out and talk with their children about the national heroes and what they contributed to Jamaica’s development as a country</li> <li>- increase children’s familiarity with Jamaican coins; take their children shopping and show them the different coins</li> <li>- reinforce the importance of hand-washing after holding money</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We celebrate when we feel <i>happy, proud, and excited</i> about something</li> <li>› For many families <i>weddings</i> are special celebrations</li> <li>› A <i>wedding</i> is a special ceremony in which a man and a woman become married to each other</li> <li>› Weddings are very joyous occasions for families but not all families celebrate weddings</li> <li>› Families take many photographs at weddings</li> <li>› The <i>months</i> of <i>June</i> and <i>July</i> are very popular for weddings</li> <li>› June is the <i>sixth</i> month of the year; July is the <i>seventh</i> month of the year</li> <li>› We can count the number of <i>days</i> in one <i>week</i> and the number of <i>days</i> in one <i>month</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› experience feeling happy, proud and excited; talk about the different feelings and tell their own stories about their own experiences with such feelings; use facial and other body expressions to depict these feelings</li> <li>› respond to “how”, “why”, “when” questions about feelings during a wedding or other special event attended</li> <li>› talk about the meaning of the long words, e.g. wedding and ceremony; identify short words, e.g. cake, wine and church</li> <li>› clap number of syllables in various long and short words related to weddings, e.g. ce-re-mo-ny, brides-maids, cake, ring, flo-wers</li> <li>› identify and select photos/pictures of weddings from among other pictures</li> <li>› become familiar with the days of the week and the months of the year; use Standard Jamaican English (SJE) in speech, e.g. This is the month of _____.</li> <li>› use ordinal numbers to identify June as the sixth month of the year (first - sixth)</li> <li>› say and count the number of days in the week, and the number of months in a year</li> <li>› engage in number activities, e.g. counting out six (6) objects and writing the numeral; counting out seven (7) objects and writing the numeral; identify which number comes before the other</li> <li>› use the calendar as a counting tool</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>weddings June sixth seventh days week month happy proud excited six seven cake wine church ceremony event ring flowers</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide           <ul style="list-style-type: none"> <li>- teaching/learning aids to depict a range of feelings, e.g. face puppets, charts and mirrors</li> <li>- several story books about celebrations</li> <li>- items from weddings, e.g. invitations, souvenirs and gifts</li> <li>- pictures of wedding clothes and cakes</li> <li>- appropriate charts and teaching/learning materials with days of the week and months of the year</li> </ul> </li> <li>› Make word cards with long and short words</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Have children talk about their experiences at these events and suggest various words that describe their feelings at these events, e.g. happy, excited</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- demonstrate feeling happy and excited by facial expressions?</li> <li>- participate in the discussion about weddings?</li> <li>- identify <i>long</i> words and <i>short</i> words?</li> <li>- accurately clap syllables in long and short words?</li> <li>- identify pictures of a wedding from other pictures?</li> <li>- say the days of the week and months of the year in correct sequence?</li> <li>- use ordinal numbers appropriately?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to show children pictures of weddings they have attended or participated in and talk with children about what happens at a wedding; take children to these events if possible</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We make special clothes to wear to weddings</li> <li>› Some fabrics are <i>plain</i>, some have <i>patterns</i>, e.g. <i>floral</i>, <i>striped</i> and <i>plaid</i>; they have different textures, e.g. <i>smooth (silk, satin)</i>, <i>coarse (linen)</i>, <i>thin</i>, <i>thick</i></li> <li>› The <i>bride</i> usually wears a special white dress</li> <li>› The <i>bridesmaids</i> also wear special dresses that look alike</li> <li>› The groom wears a special <i>suit</i></li> <li>› Most married couples wear special rings on their ring fingers</li> <li>› The words ring and rose begin with the /r/ sound</li> <li>› The /r/ sound is represented by the letter “R” “r”; the capital letter is written “R” and the common letter is written “r”</li> <li>› Most wedding ceremonies are held in a church, but some weddings are held in other places, e.g. hotels, gardens and homes</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine wedding catalogues and talk about colours and patterns of the different wedding clothes</li> <li>› examine and sort different kinds of fabric by patterns, e.g. plain, floral, plaid and striped and/or by texture, e.g. smooth, coarse/rough</li> <li>› create art /craft items, e.g. cards, invitations, token/gifts, by exploring use of different media and colours, e.g. fabrics, paper and other interesting found materials; use scissors and glue to cut and paste pictures of wedding clothes from catalogues</li> <li>› examine and talk about wedding clothes; say poems, rhymes, about weddings</li> <li>› dress and undress various kinds of dolls in different wedding clothing, e.g. paper dolls, plastic, rubber or cloth dolls in male and female dolls’ clothing</li> <li>› identify the letter “R” “r” and practise forming the letter “R” “r” in the air and with body formations; trace, form and write the letter “R” “r” using a variety of materials</li> <li>› participate in listening games to identify the /r/ sound</li> <li>› role-play a wedding ceremony; use dress-up clothes, shoes, hats, bags, jewels, etc.</li> <li>› read stories and poems about weddings and other celebrations</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>fabric plain floral striped plaid smooth coarse silk satin linen thin thick bride bridesmaid groom suit same rough ring rose</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect materials to be used by children, e.g. magazines, a wide variety of fabric pieces, other interesting found materials for art and craft creations; provide blunt tipped scissors, small containers of glue (for use by one or two children only)</li> <li>› Provide clothing for male and female dolls (paper dolls and other dolls)</li> <li>› Provide appropriate dress up clothing for boys and girls to use in dramatic play, e.g. hats, clothes, bags, shoes and jewellery; ensure that dress-up clothes are washed and kept clean and properly stored</li> <li>› Make necessary preparations for all field trips</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children’s independence, e.g. allow them to make their own choices and create their own items; demonstrate self-help, e.g. using scissors and glue</li> <li>› Praise children’s efforts and time on task rather than what they actually produce</li> <li>› Assist children to learn new words and speak clearly in SJE during dramatic play, e.g. the wedding ceremony</li> <li>› Ensure that all children feel included by explaining that not all families celebrate weddings, but it is good to know about these events</li> <li>› Use opportunities presented to provide different activities for children with varying abilities</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify clothes that can be worn to weddings?</li> <li>- identify and name colours of clothing seen in magazines?</li> <li>- identify different fabric patterns (plain, plaid, striped, floral)?</li> <li>- use appropriate words to describe fabric texture, e.g. coarse, smooth, thick?</li> <li>- tell facts about weddings, e.g. what people wear and where weddings are held?</li> <li>- actively participate in role-play activities?</li> <li>- create at least one item from various scraps and other materials?</li> <li>- identify and make the /r/ sound?</li> <li>- form the letter “R” “r”?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to support the curriculum theme by</p> <ul style="list-style-type: none"> <li>- contributing varied fabric scraps and other items for children to use in artistic creations</li> <li>- providing dolls’ clothes</li> <li>- bringing wedding magazines, pictures</li> <li>- providing clothes and accessories for the dress-up box for children’s use in role-play activities</li> <li>- participating in field trips as much as possible</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› After the wedding <i>ceremony</i> there is usually a <i>reception</i> where we talk, give toasts, eat, drink, dance and have fun together</li> <li>› The words <i>ceremony</i>, <i>circle</i> and <i>cent</i> begin with the /c/ sound. The /c/ sound is represented by the letter “C” “c”; the capital letter is written “C” and the common letter is written “c”</li> <li>› We eat different kinds of <i>foods</i> such as chicken, fish, beef, pork, vegetables, rolls, cakes and fruits; some people are <i>vegetarians</i> and eat no meat but only food from plants</li> <li>› Foods have different tastes, e.g. <i>salty</i>, <i>peppery/spicy</i>, <i>sour</i>, <i>sweet</i>; we can name the taste of different foods</li> <li>› There is usually a special wedding <i>cake</i> with pretty decorations that the bride and the groom cut to eat and share with others</li> <li>› We dance to different kinds of music at a wedding reception; we can move our bodies in different ways, e.g. <i>to the left</i>, <i>to the right</i>, <i>in front of</i>, <i>behind</i>, <i>beside</i> others or objects</li> <li>› We must be respectful to others when we speak, play, dance and eat with them</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› share /tell stories from books or personal experience about a wedding; look at pictures of weddings and make up own stories about what is seen</li> <li>› observe large picture of prepared foods on a table; describe what is seen and identify and name different foods; group foods into categories by taste, e.g. sweet, sour, spicy/peppery, salty; experience a tasting party including vegetarian food</li> <li>› practise formation of the letter “C” “c” and identify the /c/ sound and the letter “C” “c”</li> <li>› create a pictograph /bar graph to show their food preferences</li> <li>› participate in baking activities focusing on the ingredients and preparation processes in baking a plain cake; see how heat changes the cake mixture; sequence pictures of stages in baking a cake; make playdough cakes</li> <li>› interact with measurement utensils, e.g. measuring cups and measuring spoons; using liquids and solids, e.g. water, flour, cornmeal</li> <li>› engage in individual or group dancing activities; do <i>slow</i> movements to music, e.g. waltz; and <i>fast</i> movements, e.g. folk, reggae or popular music; move bodies in space to demonstrate <i>to the left</i>, <i>to the right</i>, <i>in front of</i>, <i>behind</i>, <i>beside</i> a partner</li> <li>› use courtesies in addressing dance partners, e.g. “Please,” “May I” and “Thank you.”</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>reception vegetarians salty sweet peppery spicy sour dance music toast behind beside left right in front of cake ceremony circle cent</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Weddings

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source different types of music for dancing; ensure the appropriate equipment for playing music is available</li> <li>› Create various charts and visuals with pictures of wedding cakes, wedding clothes, bride and groom, wedding party, etc</li> <li>› Discuss and plan the ‘Tasting Party’ with parents; prepare for baking activities with parents’ support</li> <li>› Label all items to make the environment print rich</li> <li>› Ensure familiarity with methods for teaching letter sounds and letter formation</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children about individual rights, preferences and differences, e.g. vegetarians and non-vegetarians</li> <li>› Help children to understand that being different should not be ridiculed or made fun of, but should be respected as each person has the right to determine his or her own tastes, beliefs, preferences, etc.</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- participate in discussion about weddings?</li> <li>- identify the /c/ sound?</li> <li>- form the letter “C” “c”?</li> <li>- identify and name foods seen in the pictures?</li> <li>- correctly classify foods by taste?</li> <li>- participate in creating a bar graph/pictograph of children’s food preferences?</li> <li>- sequence pictures of the stages of baking a cake?</li> <li>- identify some ingredients for baking a cake?</li> <li>- use body movements to indicate knowledge of: to the left, to the right, in front of, behind, beside?</li> <li>- use social graces and courtesies with each other, e.g. “Please,” “Thank you,” “May I?”</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to help in planning a “Tasting Party” for the children; contribute foods with different tastes</li> <li>› Encourage parents to involve children in simple cooking activities at home to expose them to use of measuring cups and spoons, etc.</li> <li>› Encourage parents to allow children to dance to music individually and in groups at home</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Christmas</i> is a <i>christian</i> celebration in the month of December; December is the last month of the year</li> <li>› December 25 is the day when some people celebrate the birth of <i>Jesus Christ</i>, which happened long, <i>long ago</i>; in the Christmas story, a big <i>star</i> shone in the sky over the place where Jesus was born in Bethlehem.</li> <li>› We use the word <i>Nativity</i> to describe Jesus' birth</li> <li>› The word <i>Nativity</i> begins with the /n/ sound; the /n/ sound is represented by the letter "N" "n"; the capital letter is written "N" and the common letter is written "n"</li> <li>› Most Jamaican families celebrate <i>Christmas</i>; some Jamaicans do not celebrate <i>Christmas</i> but might have their own celebrations at different times</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› participate in story sharing and story telling activities about the Nativity (Jesus' birth); dramatize the story with Mary, Joseph, baby Jesus, the animals, shepherds and wise men</li> <li>› examine and sort different shapes into groups using two or three of the shapes familiar to them, e.g. circle, rectangle, square, oval, triangle, star; count the number of points on a star</li> <li>› create a sequential pattern, e.g. 00—ΔΔ—00—ΔΔ</li> <li>› visit a church or shopping area where scenes of the Nativity are displayed</li> <li>› identify the letter "N" "n" and practise forming the letter "N" "n" using a variety of materials</li> <li>› take pictures (with permission) with digital camera, if available, and produce posters using the computer if available; talk about what was seen on the visit</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>Christmas christian Jesus Christ star wise men December shepherds Mary Joseph Nativity</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Investigate places where a Nativity scene might be on display; arrange a field trip to view it if possible</li> <li>› Cut out cardboard or collect different plastic shapes for children to sort and engage in classification activities</li> <li>› Organize to use a digital camera (borrow one from a Resource Centre if possible) to take pictures for making posters of celebrations</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children about the Christmas story</li> <li>› Respond to each child in the group with equal warmth, love and respect regardless of race, colour or disability</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- retell story of Mary, Joseph and baby Jesus?</li> <li>- sort shapes into appropriate groupings, e.g. circles, squares, rectangles and ovals?</li> <li>- talk about what was seen in the Nativity scene?</li> <li>- identify the letter "N" "n"?</li> <li>- form the letter "N" "n"?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite parents or adults from different racial groups to participate in the Christmas activities</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Many Jamaican families spend Christmas by going to church services, singing Christmas carols and songs</li> <li>› They decorate their homes with Christmas trees, lights, flowers, ribbons and other <i>ornaments</i></li> <li>› They bake <i>fruit cakes</i>, prepare a special drink from <i>sorrel</i>; some families prepare <i>hams</i>; dishes made with gungo peas such as soup and rice and peas are also very popular at Christmas time</li> <li>› The gungo pea is a seed that can grow into a plant; sunlight and water help the seed to start growing</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to taped Christmas music; identify variations in sound of music, e.g. when music is loud or soft; sing Christmas carols alone or accompanied by percussion instruments to create rhythmic patterns, beats, e.g. Little Drummer Boy, Mary Had a Baby, Yes Lord; De Virgin Mary Had a Baby Boy</li> <li>› use different media, e.g. collage, paints, clay/playdough, recyclable materials and items to make a variety of <i>decorations</i> for the Christmas tree and classroom; help to put up decorations</li> <li>› talk about favourite Christmas foods; identify names of different foods as sight words, e.g. <i>ham, cake, sorrel, gungo, rice</i></li> <li>› examine and feel green or dried gungo peas, e.g. how does it feel? how does it smell?</li> <li>› set gungo peas in jars to grow; observe over time and measure growth of plants with non-standard measurement; practise fine motor coordination, counting, one-to-one correspondence using bottle covers, egg boxes, index finger and thumb</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>carols ornament fruit cake ham gungo peas soup rice and peas sorrel decorations</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Ensure that equipment for playing taped music is available and functional</li> <li>› Provide percussion instruments for children’s use while singing</li> <li>› Have charts with words of Christmas carols</li> <li>› Collect various interesting discarded materials to supply Art Corner</li> <li>› Prepare a plain Christmas tree with parents’ help, e.g. a sturdy branch of a small tree with limbs</li> <li>› Collect ahead of time, the items needed to set peas to grow</li> <li>› Collect several story books, CDs, DVDs about Christmas</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Ask children questions that will enhance their critical thinking skills, e.g. What do you think will happen if...? Or, what do you think caused ...? Apply this when doing the experiment with growing gungo peas</li> <li>› Play different types of music and let children talk freely about how the different kinds of music make them feel; play soothing music when children are unsettled or irritable</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- show interest and participate in singing carols and use the instruments to create or follow musical rhythms and patterns?</li> <li>- create decorations for the classroom Christmas tree?</li> <li>- contribute to the discussion on special foods prepared for Christmas celebrations?</li> <li>- show interest in examining the gungo peas and take responsibility for planting a pea in a jar?</li> <li>- count bottle covers to correspond to egg carton sections?</li> <li>- pick up peas with thumb and index fingers?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Seek parents’ assistance with making musical instruments from useful discards, for the children to use during music and singing sessions</li> <li>› Ask parents to contribute to a Creative Arts Box, (box with a variety of useable discards from which children can create items)</li> <li>› Ask parents to help identify or create a simple Christmas tree for children to decorate in their class</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The <i>Chinese</i> in Jamaica have their special celebrations at the beginning of their <i>New Year</i> between the months of January and February</li> <li>› The <i>Chinese</i> have special events, prepare special foods and share gifts; the colour <i>red</i> is very popular at this time; the Chinese <i>dragon</i> is the symbol that is often seen at these celebrations</li> <li>› Jamaica has people of different races who have different celebrations at different times</li> <li>› Although we might look different from each other, we are all Jamaicans and must respect each other. Jamaica's <i>motto</i> is "Out of many, one people"</li> <li>› One way we can respect each other is to listen when others are speaking to us, to hear what they have to say</li> <li>› Some Hindus in Jamaica celebrate their special festival, <i>Divali</i>, or the festival of lights</li> <li>› Divali lasts for five days; Hindu families use many lights and candles in their homes, eat, share meals and worship together at this time</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› view and discuss a large picture of the Chinese New Year celebrations; identify children of Chinese descent in the group or school if available; interact with Chinese children and adults who can describe and demonstrate the <i>Chinese New Year</i> celebrations</li> <li>› ask many questions about <i>Christmas, Divali</i> and <i>Chinese New Year</i> celebrations</li> <li>› examine the Chinese dragon symbol, examine books and listen to fantasy stories about dragons</li> <li>› look at real people or pictures of Jamaicans of different racial descent; note their different features, e.g. skin colour, hair, eyes; describe themselves and their own features using SJE, e.g. I am ----- Jamaican ; I have -----skin; My hair is-----</li> <li>› learn Jamaica's Motto</li> <li>› practise sending messages to each other about themselves by whispering to each other to pass on what was said before</li> <li>› make a wall mural titled: "I am Jamaican" with drawings of themselves</li> <li>› examine a big picture of Divali celebrations</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>African Indian Chinese red dragon often New Year Motto Hindu Divali</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide large pictures of Chinese New Year celebrations for children to discuss</li> <li>› Prepare large pictures or photographs of children from African, Chinese and Indian descent for children to examine closely</li> <li>› Prepare an attractive chart with Jamaica's Motto: <i>Out of Many One People</i></li> <li>› Prepare games and activities for children to practise listening and passing on messages</li> <li>› Invite Chinese and Hindu parents/adults to talk to children about Chinese New Year and Divali celebrations.</li> <li>› Become familiar with information on the different festivals celebrated</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Speak positively to children about the beauty of the different races; God made people to look different but everyone is equally important</li> <li>› Help children to understand what respect means and how to show respect to others, e.g. listen attentively when someone is speaking to them</li> <li>› Model speech in SJE for children to use to express facts about themselves</li> <li>› Talk with children about the different races and religions in Jamaica</li> <li>› Reinforce the fact that each race is equally important and none is better than the other</li> <li>› Respond to each child in the group with equal warmth, love and respect regardless of race, colour or ability</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- ask questions about Divali and Chinese New Year celebrations?</li> <li>- tell or retell facts about these celebrations?</li> <li>- retell parts of a story heard?</li> <li>- examine pictures and describe different features of people of African, Chinese, Indian descent?</li> <li>- repeat the National Motto from memory?</li> <li>- listen to and pass on a message?</li> <li>- ask questions and make statements about the Hindu Divali festivals?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- help their children develop listening skills by giving children short messages to tell to others at home; make this activity a game where children score points for accuracy in delivering a message</li> <li>- develop children's positive self concept by making positive rather than negative comments about their child's colour, hair, appearance, etc.</li> <li>- share their different cultural celebrations with children by coming to talk to the children and do demonstrations where possible, e.g. Divali and Chinese New Year</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The flower of the sorrel plant has <i>green</i> or red petals which are used to make a delicious drink; we can <i>pour</i> the sorrel <i>liquid</i> from one big container to many small ones</li> <li>› Christmas is a time when we send <i>cards</i> to each other; buy or make <i>gifts</i> to give to each other; we should take special care of people who are <i>poor</i> and have only little food or money</li> <li>› Christmas is a very exciting and happy time when families and friends get together to worship, eat, drink, dance, play games and have fun</li> <li>› Many Jamaicans who live <i>abroad</i> come home at Christmas to be with their families</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› compare sorrel plants, taste sorrel drink and identify whether sweet or sour; pretend to be serving sorrel drink and cake during water and sand play; use different sized containers to estimate quantity, e.g. how many small containers are needed to fill the large one; increase understanding of concepts, <i>full, empty, liquid, pour</i></li> <li>› use different cut-out shapes to make patterns on self-made Christmas cards and create Christmas gifts to give to others; make a special gift and card for a needy person, practise tying gift boxes with ribbons</li> <li>› engage in discussion about helping, being kind and caring to others who are different or who are in need</li> <li>› demonstrate some of the dances and games people play while having fun at Christmas</li> <li>› engage in discussion about children who have family members abroad; tell the name of the country where these family members live, e.g. Trinidad, Barbados, America, England and Canada</li> <li>› help to make a bar graph of the number of children whose <i>family members</i> live in the different countries</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>pour green liquid poor deliveries gift card abroad America Canada England full empty near far family members</p>



# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Obtain green and red sorrel buds for observation; prepare sorrel drink for tasting</li> <li>› Provide different sized plastic containers for children to fill and empty during sand or water play so that they can estimate how many small ones will fill a large container</li> <li>› Prepare varied shapes of different colours and sizes for children’s use in pattern creation to make Christmas cards</li> <li>› Provide a map or globe for children to observe location of other countries, e.g. Canada, America, England, Trinidad and Barbados</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to express clearly what they are doing during free play with sand and water; let children extend their use of SJE in describing their actions, e.g. “I am pouring juice from this big jug into this little cup”</li> <li>› Talk with children about the importance of respecting sand and water play rules, e.g. no throwing of water and sand at others during play</li> <li>› Question children about ways they can show kindness and caring towards others, especially at Christmas time</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify differences between the sorrel plants?</li> <li>- use appropriate words to describe taste of sorrel?</li> <li>- use terms accurately, e.g. <i>full, empty, liquid, pour</i> during water play?</li> <li>- create cards and gifts from varied materials?</li> <li>- tell ways in which people show kindness and caring towards each other?</li> <li>- show understanding that other countries exist outside of Jamaica?</li> <li>- tell the names of at least three countries where relatives overseas live?</li> <li>- help to create a pictogram of how many children have family living in Canada, America, England, Trinidad, Barbados and other countries?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Suggest to parents different small gifts or cards they can have children make at home to give to a family member</li> <li>› Encourage parents to guide their children to show gratitude for even the smallest thing; children can make and send little thank-you notes when someone gives them something or helps them to do something</li> </ul>

## 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Visitors</i> from other countries also come to our country Jamaica to spend Christmas holidays</li> <li>› Most of these <i>visitors</i> come from cold countries where they are having winter; in Jamaica it is warm all year round</li> <li>› Winter feels cold like ice in an igloo.</li> <li>› The words <i>igloo</i>, <i>ink</i> and <i>inside</i> begin with the /i/ sound. The /i/ sound is represented by the letter “I” “i”; the capital letter is written “I” and the common letter is written “i”</li> <li>› We call these visitors <i>tourists</i></li> <li>› A <i>tourist</i> may be of any race or colour, young or old, rich or poor</li> <li>› Jamaicans and <i>tourists</i> enjoy Christmas time because of the special concerts and celebrations, pretty decorations and special foods prepared for eating</li> <li>› <i>Tourists</i> like to eat Jamaican food because it is different from food they eat at home</li> <li>› <i>Tourists</i> also sound different from Jamaicans when they speak in their different languages or when their accents are different from ours</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at posters and postcards CDs, DVDs, movies that show tourists engaging in different activities in Jamaica; sing songs about tourists and listen to and tell stories about tourists</li> <li>› look at books and Internet pictures of countries with winter and snow; imagine and talk about how very cold air feels against the skin; talk about the difference in the weather in Jamaica and in other countries</li> <li>› identify /i/ sound; learn formation of the letter “I” “i”</li> <li>› talk about where in Jamaica they have seen tourists; answer questions about what tourists look like, how they speak, what they do, what they wear, etc.</li> <li>› role-play being tourists, e.g. dressing up with sunglasses, bags, hats, shorts and using cameras</li> <li>› practise talking with each other in SJE, pretending to be tourists, e.g. shopping for Christmas presents, asking the price and giving the waiter a food order; use courtesies such as “Please,” “Thank you,” “May I” and “Excuse me,” etc.</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>winter language visitors tourist cold snow weather igloo ink inside</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Try to obtain posters or postcards showing tourists in Jamaica</li> <li>› Collect picture and story books about people who live in other countries, showing winter scenes</li> <li>› Provide               <ul style="list-style-type: none"> <li>- container with ice for children to experience difference between warm and cold temperature</li> <li>- variety of dress-up clothes and other items tourists usually wear, e.g. sunglasses, bags, hats</li> <li>- cards for words beginning with the /i/ sound</li> </ul> </li> <li>› Prepare a chart with pricelist of some popular Jamaican foods/meals</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Use every opportunity to reinforce skills and concepts already learned</li> <li>› Help children to develop a sense of responsibility; set up simple pictorial duty rosters for keeping the place clean, e.g. cleaning the desk or table tops, taking litter off the ground and putting into garbage pans and putting toys away</li> <li>› Commend children for carrying out their responsibilities</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- state a few facts about tourists?</li> <li>- tell where they have seen tourists?</li> <li>- demonstrate understanding that tourists come from different countries and sometimes speak different languages?</li> <li>- demonstrate knowledge of countries that have cold, winter weather compared to Jamaica's warm weather?</li> <li>- participate in role-play depicting what tourists do, e.g. shopping at stores, eating at restaurants, going on sightseeing trips etc; use price list and play money?.</li> <li>- identify and form the letter "T" "t"?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Discuss with parents the importance of talking with their children to increase their understanding about visitors who come to Jamaica, e.g. tourists; how we should treat each other and our visitors</li> <li>› Encourage parents to reinforce desirable behaviours - being helpful to others, keeping our country clean, showing good manners and respect to others</li> </ul>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We can help tourists by helping them find their way and by telling them about Jamaica; this will help them not to get lost</li> <li>› We also can get lost in places we do not know very well</li> <li>› It is good for us to know our full name, our <i>address</i> and the names of our parents or guardians</li> <li>› If we get <i>lost</i>, we can give this information to the police or helpful adults who will help us to find our way home again</li> <li>› We must keep Jamaica <i>clean</i> and <i>beautiful</i> for all of us, including tourists to enjoy; this will also make our tourists want to come back very often</li> <li>› We must be <i>polite</i> and respectful to each other in Jamaica and also to tourists who visit our country at Christmas time and other times of the year</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› talk about ways that people can be helpful to each other, e.g. offer to assist persons who are physically disabled, visually impaired or hearing impaired when they need help</li> <li>› listen to stories about being lost, e.g. The Little Lost Doll</li> <li>› become aware of the dangers of wandering off alone in a strange place or going off with strange people; role-play what to do in similar situations</li> <li>› state both their first and last names, home address</li> <li>› learn to sing songs and say rhymes and jingles about cleaning up the place, e.g. Bits of Paper, Clean Up song, and demonstrate the appropriate actions</li> <li>› recall all letter sounds previously learned; e.g. (l, t, f, h, a, r, c, n d, l)</li> <li>› create three-letter words beginning with each letter sound using the CVC pattern, e.g. p-an, p-at, p-ot, m-at, m-an and m-op etc.</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>clean beautiful polite address lost</p>

# 4-YEAR-OLDS

Term 1

THEME: CELEBRATIONS

SUB THEME: Christmas

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect appropriate story books about being lost, e.g The Little Lost Doll; and about being in strange or dangerous situations and being helpful to others</li> <li>› Prepare charts with words formed from blending initial letter sounds previously learned with other letters, e.g. m-an, m-ap, m-at, m-ug, and; n-ut, n-urse, n-ot</li> <li>› Provide words and music for various songs about cleaning up the place</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Use every opportunity to reinforce skills and concepts children have already learned; give special attention to children who are having learning difficulties</li> <li>› Emphasize and commend helpful behaviours among children</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- offer suggestions about how to be helpful to others?</li> <li>- tell what to do if lost?</li> <li>- state their name and address correctly?</li> <li>- demonstrate understanding of dangerous situations, e.g. strangers, strange places?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to speak frequently to their children about keeping safe, e.g. not wandering off alone in strange places and not going off with strangers</li> <li>› Ask parents to make an effort to help their children memorize important information about themselves, e.g. full name, home address, telephone number (only if the child is able as this is usually a challenge at this age)</li> </ul>

# 4-YEAR-OLDS

## Term 2

## Developmental Objectives

### WELLNESS

*If provided with the appropriate opportunities children will*

- › Demonstrate greater coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity; begin to jump rope, hop on alternating foot, turn somersault. Show increasing confidence and skill in using play equipment; kick, catch/throw with increasing sense of aim and direction
- › Follow instructions requiring quick reaction; judge well in physical placement, direction and timing
- › Continue to engage in imaginative and creative play indoors and outdoors
- › Demonstrate greater coordination and control in fine motor skills, e.g. fit puzzles of up to 12 pieces, use scissors to cut along straight and curved lines
- › Continue a sequence of lines, symbols, shapes and patterns
- › Use spatial relationships correctly, e.g. before, behind, beside, over, around, under, left, right
- › Exercise increased control and safety when using materials, toys, tools; use a spoon, fork, dinner knife
- › Continue to print letters, numerals, symbols with increased sense of spacing, formation, left to right orientation
- › Like to succeed and try new things, activities, adventures; continue to show curiosity and interest in exploring different tastes, textures and states; comment on preferences
- › Demonstrate growing sense of trust and confidence, pride and satisfaction in independent activity and products
- › Exercise greater self-control but still need adult help; demonstrate competence in self-help skills and chores
- › Follow instructions and do as others in the group; show interest in fair play but are apprehensive about competitive activities
- › Show increasing ability to adapt to different situations
- › Resolve conflict with assistance, if needed
- › Accept rules and limits
- › Perform specific movements to the beat of music; enjoy music and movement activities, rhythm and songs
- › Participate in activities to develop body balance and control
- › Improve skill in holding and controlling scissors for cutting

### COMMUNICATION

*If provided with the appropriate opportunities children will*

- › Enjoy the use of “big” words and “trying out” language with nonsense and silly phrases; make longer sentences
- › Enjoy telling jokes, initiating and participating in conversations; speak audibly to a varied audience
- › Listen attentively, respond to and evaluate what was heard; express positive and negative feelings verbally
- › Describe events and situations, share personal and meaningful experiences and relate events in stories to own personal experiences

# 4-YEAR-OLDS

Term 2

## Developmental Objectives

### COMMUNICATION ( cont'd )

- › Apply thought and language to problem-solve and categorize
- › Speak Standard Jamaican English (SJE) with guidance
- › Enjoy expressive and discovery activities; telling stories of own experiences and events
- › Demonstrate appreciative and attentive listening
- › Show willingness to take turns and share in conversation; participate in guided discussion
- › Ask many “why” questions
- › Identify rhyming words
- › Use compound sentences joined by “and,” “but,” “or,” “so,” “because”
- › Write letters with appropriate formation and directionality; begin with high-frequency letters in capital and common form; write letters of own name; begin to write a few words
- › Suggest the theme of a story or poem they have heard
- › Begin to use plural pronouns and tenses correctly
- › Begin to form letters and numerals correctly
- › Show preference for books: that are adventurous/silly; about giants, monsters, Brer Anancy, animals in people roles, machines; that have poetry, especially funny and nonsense words; with complex illustrations; with small/hidden objects on a page; with beautiful colours, patterns and stories about children
- › Relate sequence of events; use present and past tense
- › Sequence words to make longer sentences

### VALUING CULTURE

*If provided with the appropriate opportunities children will*

- › Recognize and participate in a variety of national, and ethnic traditions and cultural practices, e.g. Festival, Carnival, Food Festivals
- › Participate in cultural activities of school, church and community
- › Demonstrate socially acceptable behaviours, e.g. stand at attention when singing the National Anthem and saying the National Pledge
- › Discuss food associated with different ethnic Jamaican communities or groups
- › Recognize and name some of the national emblems/symbols/traditions, e.g. National Flower, Tree, Dish

**INTELLECTUAL EMPOWERMENT**

*If provided with the appropriate opportunities children will*

- › Grasp concepts of past, present and future, but not duration of time
- › Begin to express information in various ways, e.g. models, drawings, paintings and text
- › Participate in activities to develop pre-numeracy skills in sorting, classifying, ordering, sequencing and patterning
- › Sort objects into groups and sets according to shape, size and number of sides
- › Sort, identify, name and describe simple geometric shapes, e.g. circle, square, triangle, rectangle
- › Use non-standard units, e.g. pencils and hand span to measure and record the length of objects; use mathematical language to express length
- › Explore the concept of weight using a variety of objects to express heavy and light
- › Use non-standard units to measure and record capacity, e.g. plastic containers of various sizes; use mathematical language to express capacity
- › Demonstrate understanding of daily routines, e.g. breakfast before lunch or washing hands before meals
- › Show curiosity and interest in different sounds, smells, tastes and textures found indoors and outdoors
- › Recognize and discuss different means of moving people and things from one place to another
- › Demonstrate an awareness of aspects of the weather, e.g. describe the day as being sunny, cloudy or rainy
- › Examine and discuss various types of machines and electronic tools
- › Identify and describe sounds made by different sources, e.g. water, motor vehicles or lawnmower
- › Identify basic needs of all living things; differentiate between living and non-living things
- › Sow seeds and observe their growth; record changes in growth of plants
- › Observe and discuss the characteristics of plants
- › Differentiate between plants and animals
- › Understand and follow classroom routines and procedures
- › Identify important places in the community
- › Associate events with time-related concepts, e.g. ice cream on Fridays, gifts for Christmas, Valentine's day, Mother's/ Father's day and birthdays
- › Use a variety of percussion instruments to respond to rhythms in jingles, finger-plays, rhymes, poems and stories
- › Experiment with creating sounds, sound patterns and rhythms by clapping, tapping, stomping, etc.
- › Pick up a beat in song, rhyme, poem for a number of locomotor activities, e.g. walking, sliding, tip-toeing
- › Distinguish between high and low sounds (pitch)
- › Recognize and respond to slow and fast rhythms and tempo
- › Paint on a variety of surfaces
- › Show awareness of straight and curved lines
- › Complete lacing cards on own
- › Use different media and materials in collage work; crush, tear and fold paper to make collages
- › Make representational drawings and paintings of objects, people and scenes from the environment



**INTELLECTUAL EMPOWERMENT ( cont'd )**

- › Use pieces of wood and other materials to create objects
- › Differentiate colours in the environment
- › Talk about and express creatively a range of feelings such as joy, sorrow, disappointment, wonder in response to daily happenings and experiences
- › Continue to participate in expressive activities such as singing, dancing, puppetry and dramatic play
- › Share examples of how home, school and community express care and concern
- › Display some measure of honesty, fairness, curiosity and empathy; distinguish right from wrong

**RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT**

*If provided with the appropriate opportunities children will*

- › Continue to develop a sense of self-worth and self-confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Continue to demonstrate more independence and sense of responsibility
- › Continue to express a strong need for love, attention, affirmation from parents, teachers and all practitioners
- › Function appropriately as a member of a group, sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful
- › Participate in group games and cooperative play
- › Show curiosity about how and why things happen; how they work and suggest explanations
- › Continue to use courtesies and polite expressions, e.g. “Excuse me,” “Thank you,” “You are welcome” and “Please”
- › Display appropriate and responsible social behaviours in relation to the environment
- › Continue to practise social norms in appearance, personal grooming, hygiene practices and polite expressions
- › Give basic care under supervision to pets and plants in their environment
- › Investigate and discuss similarities and differences in their environment
- › Continue to empathize with and support peers who are visually impaired, hearing impaired, or who are otherwise challenged
- › Express fear, anger, affection, excitement, enthusiasm and disappointment in socially acceptable ways
- › Continue to express self through a variety of media in arts/crafts, music, games and dramatic play
- › Continue to listen courteously and in a supportive manner and share personal experience, stories and events
- › Continue to use materials in appropriate ways; care for materials in use; put away materials before starting new activity
- › Participate in games and activities to develop self awareness and individuality; begin to develop trust and confidence in self, own efforts and others
- › Suggest ways of showing love, care and affection to others
- › Resolve conflict without fighting
- › Continue to demonstrate ways of expressing gratitude to God, parents, friends and others
- › Continue to display responsible behaviour and self control at school, home and in the community

# 4-YEAR-OLDS

Term 2

Developmental Objectives

## RESILIENCE

*If provided with the appropriate opportunities children will*

- › Recognize the dangers of playing in the street or places frequented by vehicular traffic
- › Demonstrate knowledge of road safety rules
- › Make decisions and solve problems in a group setting
- › Continue to develop a sense of responsibility for own actions
- › Make decisions based on an understanding of right from wrong; express positive and negative feelings
- › Show increasing ability to adapt to different situations
- › Develop awareness of the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc
- › In an emergency, know who to call
- › Show understanding of safe and unsafe practices
- › Persevere in completing tasks



# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: What Are Plants?

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› God made all <i>plants</i>; plants grow all over the world</li> <li>› Plants are <i>living</i> things; they need <i>food, air, sunlight</i> and <i>water</i> to live or they will die</li> <li>› New plants come from the <i>seeds, stems, leaves or roots</i> of older plants</li> <li>› Plants are different from other living things; they do not move from place to place as people or animals do</li> <li>› Plants are of different colours, shapes and sizes; some plants grow <i>big</i> and <i>tall</i>, e.g. <i>mango</i> and <i>soursop</i> trees; some plants are <i>little/small</i> and <i>short</i>, e.g. <i>sorrel</i> and <i>mint</i> plants</li> <li>› The words <i>soursop</i> and <i>sorrel</i> begin with the /s/ sound; the /s/ sound is represented by the letter “S”, “s”; the capital letter is written “S” and the common letter is written “s”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› walk around in their school environment during outdoor time; observe and take pictures of big and small plants; assist in mounting a display; count number of big and small plants</li> <li>› do simple experiments to show that plants need air, water and sunlight to live and grow</li> <li>› help to set up plants to grow from different sources, e.g. seeds, leaf cuttings, stem cuttings and roots; care for growing plants and observe growth; talk about their daily observations</li> <li>› observe, compare, tell how plants are different in size, colour and smell</li> <li>› use non-standard units to measure young growing plants as well as other plants in the classroom; find the distance between some plants outdoors, e.g. how many footsteps or plastic drink bottles are between two plants</li> <li>› observe plants outdoors swaying in the wind and move bodies like the plants during musical experiences</li> <li>› listen to and read stories about growing plants, e.g. Jack and The Beanstalk, The Great Big Pumpkin, The Enormous Turnip</li> <li>› listen to and identify the /s/ sound</li> <li>› practise forming the letter “S” “s” in different ways, e.g. in sand, using crayons, pencils, in the air and on the desk; say rhymes, jingles, tell short stories using words with the initial /s/ sound such as Sally, salad, sun, sorrel and soursop</li> <li>› collect dried seeds, e.g. pumpkin seeds</li> <li>› use dried seeds to make musical instruments and art collages</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>plant food air sunlight water little small big short living seed beam stem leaf root mango sour sop sorrel mint tall</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: What Are Plants?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Label plants in and around the school</li> <li>› Provide               <ul style="list-style-type: none"> <li>- a variety of safe plants and plant materials for children to observe and investigate</li> <li>- magnifying glasses for children’s use in observation</li> <li>- materials to support children’s experiments with plants, e.g. growing plants and seeds</li> <li>- materials to support children’s letter formation skills, e.g. letter “s”, sand and playdough</li> <li>- a variety of items, e.g. non-standard measuring objects</li> <li>- appropriate music, story books and pictures on the theme</li> </ul> </li> <li>› Research information on plants in order to accurately respond to children’s questions</li> <li>› Source CDs and DVDs on plant and animal life for children to view</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Emphasize children’s individuality during measuring activities, e.g. compare different number of steps each takes; some may take nine steps and others may take six steps to arrive at the designated place</li> <li>› Guide children, as they work in groups, on how to show appreciation for each person’s effort</li> <li>› Institute a peer/buddy system so children can learn to assist each other</li> <li>› Encourage children to express themselves in Standard Jamaica English by modeling speech for them to imitate</li> <li>› Adapt activities to children’s special learning needs and learning styles</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- tell or demonstrate at least one way in which plants are different from animals and people?</li> <li>- use non-standard units to measure objects or distance?</li> <li>- tell at least one way in which a new plant can be produced?</li> <li>- make the /s/ sound ?</li> <li>- identify the letter “S”, “s”?</li> <li>- form the letter “S”, “s” ?</li> <li>- retell part of a story about plants?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Seek parents help to</p> <ul style="list-style-type: none"> <li>› collect and supply the class with various safe plants for investigation; collect and dry seeds for children’s class activities</li> <li>› collect plants/pictures of plants with different colours, shapes and sizes; help children to learn names of common plants</li> <li>› assist with supervision during outdoor /nature walks</li> <li>› assist practitioner with obtaining and recording information with the use of digital /video cameras</li> <li>› assist children in maintaining one special plant at home</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: What Are Plants?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Trees</i> are plants that can grow <i>big</i> and <i>tall</i></li> <li>› Not all plants are trees; some plants are grass, bushes or ferns</li> <li>› Plants have different colours, but <i>most</i> plants are <i>green</i></li> <li>› Plants have different textures. The leaf and bark (skin) of the plant can be <i>rough</i> or <i>smooth</i></li> <li>› Some plants are <i>flexible</i>; they can be bent</li> <li>› Some plants are <i>stiff</i>; they cannot be bent</li> <li>› Plants are useful; big trees provide us with shade and interesting places to play, e.g. we can make tree houses, we can hang swings on trees, we can climb trees</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› observe and compare plants outdoors; talk with peers in small groups about the size of different plants, e.g. which are the <i>tallest</i> or <i>shortest</i> trees; help to create a chart with big and small trees; learn and use new words, e.g. <i>bark</i>, <i>stiff</i>, <i>flexible</i></li> <li>› create patterns using cardboard cut-outs of trees of different sizes, e.g. small-big-small-big</li> <li>› bring in pictures of different coloured plants; create a pictograph of the different colours</li> <li>› draw and colour a plant</li> <li>› feel texture of different tree trunks; classify as <i>rough</i> or <i>smooth</i>; make texture rubbings from different tree barks</li> <li>› experiment with and sort different types of twigs, e.g. those which are <i>flexible</i> (do not break when bent), those which are <i>stiff</i> (will break when bent) record findings on a bargraph</li> <li>› follow instructions to form different tree shapes with their bodies, e.g. <i>straight</i>, <i>bent over</i>, <i>leaning to one side</i>; walk, run, hop, stand, jump - <i>around</i>, <i>beside</i>, <i>behind</i>, <i>to the left/right</i> of big trees outdoors</li> <li>› share stories, rhymes, and nonsense rhymes, poems, jingles and sing songs about having fun with plants</li> <li>› look at picture books about plants</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>tree bark green rough smooth stiff flexible bent straight useful most tallest shortest around beside behind left right</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: What Are Plants?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare a two-column BIG/SMALL chart for children to post their pictures of plants</li> <li>› Provide strips of paper, with the words “big”; “small” for children to attach to outdoor plants</li> <li>› Use a digital or phone camera to take photographs of <i>big/small</i> and different coloured plants; print pictures or view on computers if available</li> <li>› Provide samples of <i>flexible</i> and <i>stiff</i> plants, different tree barks for children to observe, manipulate, use for texture rubbings; plan to have adequate supervision to ensure safety in use of materials</li> <li>› Collect, label and display pictures of tree-houses, tree-swings, tree-ladders to show uses of trees</li> <li>› Make a tyre swing on a large tree</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Ensure that children are adequately supervised when working with twigs and other materials</li> <li>› Talk with children regularly about appreciating and respecting nature, e.g. caring for plants and expressing appreciation for the beauty of plants</li> <li>› Encourage children to be caring and helpful to each other while working in groups; be particularly mindful of peers with special needs; listen to the ideas and opinion of others during conversations</li> <li>› Remind children repeatedly that not all plants are safe for touching</li> <li>› Encourage (not force) children to read pictures and words in their environment</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and label big and small plants?</li> <li>- suggest which trees should be placed in the “big” column and “small” column?</li> <li>- participate in creating bargraphs and pictographs?</li> <li>- distinguish between <i>rough</i> and <i>smooth</i>, <i>flexible</i> and <i>stiff</i>?</li> <li>- use body to imitate tree shapes, <i>straight</i>, <i>bent over</i>, <i>lean</i>?</li> <li>- follow instructions to move bodies into at least two positions in relation to a tree, e.g. <i>around</i>, <i>beside</i>, <i>behind</i>?</li> <li>- share experience or a story about having fun in a tree or with trees?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Request parent’s help to</p> <ul style="list-style-type: none"> <li>- lend or bring cameras to facilitate children taking their own pictures of plants outdoors</li> <li>- collect pictures of plants, pictures of tree-houses, swings, ladders on trees for the classroom</li> <li>- establish one or two tyre swings on strong and sturdy tree limbs where possible</li> <li>- invite someone from a gardening club or someone very knowledgeable about plants to share with the children</li> </ul> <p>Encourage parents to involve their children in making visits to flower and plant shows within and outside of their community</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

Suggested Duration:  
4 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Plants have different parts. Some parts are <i>leaves, stem, roots, flowers, fruits</i> and <i>seeds</i></li> <li>› The <i>mango</i> tree is a large plant. The <i>mint</i> is a small plant</li> <li>› The words <i>mango</i> and <i>mint</i> begin with the /m/ sound; the /m/ sound is represented by the letter “M” “m”; the capital letter is written as “M” and the common letter is written as “m”</li> <li>› Leaves are important to plants; they help the plants to make food which helps them to grow</li> <li>› Leaves have different <i>colours</i>, such as <i>green, brown, yellow, red, white</i> and <i>orange</i></li> <li>› Some leaves have more than one colour, e.g. green and white, red and brown, green and yellow</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at real plants, books about plants, pictures of plants; identify different parts, e.g. leaves, stem, roots; identify plants that have branches, flowers and fruits and those that do not have these parts; work in small groups to make scrap book of different types of plants</li> <li>› listen to and identify the /m/ sound; practise forming the letter “M” “m” in different ways, e.g. in sand, using crayons and pencils; say rhymes, jingles, tell short stories using words with initial “m”, e.g. mango, melon and mint; sing songs, e.g. Way up High in the Mango Tree</li> <li>› pretend to be leaves moving about in strong wind and calm wind</li> <li>› collect different coloured leaves on nature walk, create wall mural of a large tree and decorate with leaves collected; make graph of different colours of leaves</li> <li>› ask and answer questions about the pictograph</li> <li>› create sets of leaves (1-5) of the same colour; count leaves and write corresponding numerals</li> <li>› colour and cut out drawings of leaves</li> <li>› do puzzles (up to 12 pieces) of plants with leaves and fruits</li> <li>› pick mangoes and eat them</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <ul style="list-style-type: none"> <li>leaves</li> <li>stem</li> <li>root</li> <li>flowers</li> <li>fruits</li> <li>seeds</li> <li>mango</li> <li>mint</li> <li>colours</li> <li>green</li> <li>brown</li> <li>yellow</li> <li>red</li> <li>white</li> <li>orange</li> <li>branches</li> </ul>



# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Collect/provide</p> <ul style="list-style-type: none"> <li>› a variety of plants, pictures of plants and books about plants; scrapbooks for small group work</li> <li>› a colour chart</li> <li>› support materials for teaching the /m/ sound</li> <li>› transparent containers for use in experiments with plants</li> <li>› large, clean used envelopes for collecting leaf samples</li> <li>› paints, crayons, markers, glue for art work</li> <li>› puzzles of different levels of difficulty</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Use a variety of grouping strategies with children, e.g. mixed ability, learning styles, interests</li> <li>› Encourage use of peer buddies to support children</li> <li>› Help children to amicably resolve differences as they work in groups</li> <li>› Observe and pay compliments to children who are working well together and encourage others to do likewise</li> <li>› Ask open-ended questions about experiments to help children to problem solve and think critically</li> <li>› Allow children time to think before giving responses</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify some parts of a plant, e.g. stem, leaves and root?</li> <li>- participate in making a scrapbook?</li> <li>- recognize and make the /m/ sound?</li> <li>- identify the letter "M" "m"?</li> <li>- form the letter "M" "m"?</li> <li>- collect leaves and contribute to making a tree mural?</li> <li>- count leaves and write the matching numeral?</li> <li>- make sets using up to 5 leaves?</li> <li>- complete a puzzle?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- contribute books, pictures, real plants, materials for non-standard measuring, envelopes for collecting leaves</li> <li>- help children at home to practise naming the parts of trees they see</li> <li>- praise children's efforts to do things at home</li> <li>- help children to learn about the plants at home</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Leaves

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Leaves have different <i>shapes</i>, e.g. <i>round</i>, <i>oval</i>, <i>heart-shaped</i>; some leaves are <i>long</i> and <i>pointed</i>, e.g. grass, sugar cane</li> <li>› Leaves have different sizes; some leaves are <i>large</i>, some are <i>small</i></li> <li>› Leaves can be <i>thick</i> (aloe vera) or <i>thin</i> (calaloo)</li> <li>› Some leaves are <i>edible</i> (lettuce, pak-choy)</li> <li>› Some leaves are <i>poisonous</i> (oleander, alamander)</li> <li>› All edible leaves must be washed carefully before they are <i>cooked</i> or eaten <i>raw</i></li> <li>› We wash edible leaves to get rid of dirt and insects that carry germs and can make us sick</li> <li>› We can use edible leaves to make healthy juices</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› collect, sort, match and trace around leaves of different shapes; arrange leaves in sequence by size, small to large, longest to shortest; sort leaves of different colours; use playdough and moulds to make leaf shapes; paint dried leaf shapes</li> <li>› examine <i>green</i> leaves and <i>dry brown</i> leaves; in small group discussion, suggest reasons for the differences observed</li> <li>› collect leaves of different textures; share leaves among themselves with emphasis on one-to-one correspondence; comment on their observations</li> <li>› do leaf rubbings in art activities</li> <li>› participate in cooking activities, e.g. stir-fry or steamed leafy vegetables (with great care around knives and hot surfaces) blending juices etc; work in groups to practise washing vegetable leaves and tearing or cutting (with great emphasis on hygiene and hand-washing)</li> <li>› taste/eat cooked and raw leaves prepared for eating; talk about the taste and smell of different leaves and juices; practise social graces, e.g. “May I have...,” “Please,” “Thank you;” pour own juice, demonstrate caring and sharing</li> <li>› talk about leaves using present and past tenses SJE structures; singular and plural nouns (one leaf, two leaves )</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>shapes sizes round oval heart-shaped pointed raw thick thin long edible lettuce pak-choy alamander oleander pointed dry</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect and display samples of leaves of different sizes, shapes, colours; <b>ensure no leaves are taken from poisonous or harmful plants</b></li> <li>› Provide samples of callaloo, pak-choy, lettuce, aloe vera leaves; blender, small paper/plastic cups and small jug for pouring and tasting, plastic knives for cutting</li> <li>› <b>Ensure that safety practices are adhered to for cooking activities</b>, provide equipment and utensils for vegetable stir-fry, small paper or plastic plates for tasting activities</li> <li>› Provide art materials for leaf rubbings</li> <li>› Provide aids to support revision of letters “S” “s” and “M” “m”</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to offer assistance to specially challenged peers, emphasizing the importance of being caring and helpful to others</li> <li>› Praise effort publicly and acknowledge all levels of participation and kind gestures</li> <li>› Ask open-ended questions that stimulate children to think; allow children adequate time to think about and respond to questions asked</li> <li>› Take special precautions in selecting plants for children to interact with</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- arrange leaves in sequence according to size, small to large, longest to shortest?</li> <li>- sort and match leaves according to size, shape, colour?</li> <li>- suggest at least one explanation for the difference between green and brown leaves?</li> <li>- demonstrate one-to-one correspondence in sharing leaves among peers?</li> <li>- wash hands independently?</li> <li>- use social graces while interacting with others?</li> <li>- work cooperatively in small groups?</li> <li>- use past and present tense?</li> <li>- use singular and plural SJE structures appropriately?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- stimulate children’s interest in the different plants around them; engage children in discussions that can reinforce understanding and use of vocabulary such as: <i>small, large, longest, shortest, straight, pointed, bent, lean, oval, round</i></li> <li>- inform their children about plants that are poisonous</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Stems

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The <i>stem</i> of most plants is found between the root and the leaves</li> <li>› The <i>stem</i> carries water and food from the roots to different parts of the plant</li> <li>› Some stems are <i>upright</i> and <i>straight</i>, e.g. banana tree; some stems are vines that run along the ground, on trees or on fences, e.g. cho-cho, melon, pumpkin, passion fruit</li> <li>› Some stems are <i>hollow</i>, e.g. bamboo and some are <i>solid</i>, e.g. fern</li> <li>› Some stems grow parts that look like arms; these are called <i>branches</i></li> <li>› Flowers and fruits grow on the branches of some plants</li> <li>› The words <i>queen</i> and <i>quick</i> begin with the /q/ sound; the /q/ sound is represented by the letter “Q” “q”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› collect samples of different plants outdoors with adult guidance; observe and identify <i>leaves, stem</i> and <i>root</i></li> <li>› role-play visiting a plant store or plant show; draw, colour and label simple diagram showing main parts of a plant and positions, e.g. <i>top, middle, bottom</i>; fit plant puzzles together, practise writing some words</li> <li>› do simple experiment to show how water moves through the stem to the leaves of plants</li> <li>› manipulate, compare various plant stems for size, length, e.g. <i>big/little, thick/thin, long/short</i>; help to plant pumpkin seeds, observe growth of vines and use non-standard units to measure changes in <i>length</i> of <i>growing vine</i>, etc; create charts, graphs with information</li> <li>› examine cross-sections of stems and observe the insides; note which ones are <i>hollow</i>, or <i>solid</i>, observe shapes of cross-sections, e.g. <i>round</i></li> <li>› use cut <i>stems</i> for: counting, making sets and bundles of 5 and 10; sequencing by length, size; making patterns, making rhythm sticks and drumsticks to make music</li> <li>› observe, identify and draw flowers, fruits and plants</li> <li>› sing songs, tell stories, make and use stick puppets, say poems, rhymes, jingles, finger-plays related to plants</li> <li>› practise forming the letter “Q” “q” in different ways, e.g. with our fingers in sand, in the air, on the desk, and with crayons or pencil</li> <li>› identify the /q/ sound in words such queen, quick or <i>quart</i></li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>stem middle bottom top upright straight vine branches hollow solid thick thin queen quick quart</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Stems

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect, prepare and display various plant stems of different lengths and sizes</li> <li>› Provide teaching/learning aids that show positions: <i>top, middle, bottom</i></li> <li>› Provide soil in plastic containers, seeds for planting; required materials for simple plant experiments</li> <li>› Provide non-standard units for measurement, e.g. clothespins, juice boxes/bottles (plastic) and pieces of sticks</li> <li>› Cut cross-sections of different stems and package for children’s viewing and comparing</li> <li>› Provide adequate amount of cut stem pieces (dried) for children to use in number operations and other ways (art/craft/music activities)</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Provide help to children who experience difficulty with some activities, e.g. number activity</li> <li>› Help to build children’s self esteem and confidence by providing personal attention and giving genuine praise when effort is made to achieve a task</li> <li>› Encourage children to display pro-social behaviours towards each other; respect each other during discussions and interactions</li> <li>› Give children opportunities to be doers and helpers</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify the stem of a plant?</li> <li>- identify positions <i>top, middle, bottom</i>?</li> <li>- place stems in groups according to size (big/small, long/short, thick/thin)?</li> <li>- identify different stem types, e.g. hollow, solid?</li> <li>- make sets of 5 items?</li> <li>- compile bundles of 5 and 10 objects?</li> <li>- draw a tree with branches?</li> <li>- identify the /q/ sound and form the letter “Q” “q”?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to support activities at school in various ways by</p> <ul style="list-style-type: none"> <li>- cutting samples of different kinds of stems for children’s use</li> <li>- practising with children, using counters to advance number knowledge/skills</li> <li>- being patient with children and listen to their views and ideas</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Stems

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The <i>banana</i> tree has no branches</li> <li>› The word banana begins with the /b/ sound; the /b/ sound is represented by the letter “B” “b”; the capital letter is written as “B” and the common letter is written as “b”</li> <li>› Some stems can be eaten, e.g. callaloo and sugar cane; the <i>callaloo</i> stem is soft and the <i>sugar cane</i> is hard</li> <li>› The skin of the sugar cane is <i>hard</i> but when we <i>peel</i> the skin off, we can <i>chew</i> the edible <i>inner</i> part</li> <li>› When we <i>chew</i> the sugar cane <i>stem</i> it gives a <i>sweet</i> juice</li> <li>› Sugar is made from sugar cane juice</li> <li>› Many people enjoy drinking sugar cane juice</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to and identify the /b/ sound; practise forming the letter “B” “b” in different ways, e.g. with our fingers in sand, in the air, on the desk and with crayons or pencils</li> <li>› identify words with initial /b/ sound</li> <li>› examine, feel the textures of plants with <i>soft</i> and <i>hard</i> stems; if possible observe sugar cane plants growing at home, in a sugar cane field, etc.; draw pictures, tell and dramatize stories and use puppets, e.g. Mr. Sugar Cane, Mr. Banana Man, for story-telling and dramatic play; explore different musical rhythms with relevant songs, rhymes, etc.</li> <li>› make models of sugar cane pieces from playdough</li> <li>› observe pieces of sugar cane of different lengths and sizes provided in the classroom; count number of joints on each piece and write respective numerals; compare sizes</li> <li>› drink sugar cane juice and describe taste</li> <li>› sing folk songs about the banana and sugar cane</li> <li>› role-play going to market to buy bananas; observe and talk about different quantities of bananas, e.g. a <i>finger</i> of banana, a <i>hand</i> of bananas and a <i>bunch</i> of bananas</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>banana stems hard peel chew inside sweet edible inner finger hand bunch calaloo sugar cane soft</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Ensure that only safe plant samples are used for observation of stems</li> <li>› Bring a picture of sugar cane growing, if there is no actual sugar cane plant that the children can observe</li> <li>› Cut unpeeled sugar cane pieces of different thickness and length for children to compare</li> <li>› Cut up and safely store pieces of sugar cane for eating, tasting</li> <li>› Provide               <ul style="list-style-type: none"> <li>- a jug of sugar cane juice for children to have as snack</li> <li>- various letter shapes including “B” “b” made from plastic, sandpaper, etc. for children to manipulate and trace around with fingers</li> <li>- appropriate books, charts, cards, letter blocks, pictures, puppets, playdough</li> </ul> </li> <li>› Put up a display of different quantities of bananas, e.g. a bunch, a hand, individual fingers of bananas</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children to develop confidence in their ability to communicate effectively, to use past and present tenses, singular and plural nouns, etc.</li> <li>› Encourage children to develop a spirit of adventure and curiosity while exploring plant stems, tasting raw (celery) and cooked (callaloo) plant stems and juices, etc.</li> <li>› Give one-to-one attention to children who have challenges carrying out certain activities, e.g. sorting, sequencing and writing; encourage peers to help each other</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- make the /b/ sound?</li> <li>- identify the letter “B” “b”; form the letter “B” “b”?</li> <li>- discriminate between <i>hard</i> and <i>soft</i> stems?</li> <li>- participate in stories, dramatizations?</li> <li>- use musical instruments to keep the beat of a song?</li> <li>- count pieces of sugar cane?</li> <li>- write numeral to match number of pieces?</li> <li>- arrange sugar cane pieces in sequence according to size, length?</li> <li>- make sets of between 1 and 5 pieces of sugar cane?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Demonstrate to parents how to cut out sandpaper letters to use with their children at home</li> <li>› Encourage parents to provide labels for things in the home and to read to their children regularly</li> <li>› Ask parents to contribute pieces of sugar cane for use with children</li> <li>› Encourage parents to make use of easily found items in the home for children to practise counting, arranging in sequence and making sets of objects from 1 to 5 or more, e.g. sorting cutlery</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Roots

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The <i>root</i> of a plant is the part that collects the food and water from the <i>soil</i> and sends them through the <i>stem</i> to feed all the other parts of the plant</li> <li>› <i>Roots</i> help to hold the plant <i>firmly</i> in the <i>soil</i></li> <li>› Some plants have <i>roots</i> that do not grow in <i>soil</i>; some <i>roots</i> grow in water, e.g. <i>water lily</i>, <i>mangrove</i>; some roots grow in the air, e.g. orchids</li> <li>› The <i>jackfruit</i> tree has roots that grow in soil</li> <li>› The word jackfruit begins with the /j/ sound; the /j/ sound is represented by the letter “J” “j”; the capital letter is written “J” and the common letter is written “j”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use magnifying glass to examine different kinds of roots and describe them, e.g. size, shape and where they grow; use appropriate descriptive words; look at pictures of plants with roots</li> <li>› go on a field trip around the community and identify where the roots of different plants grow, e.g. soil, water, air, on other plants</li> <li>› follow instructions to carry out a simple experiment in small groups to see how water moves through the roots and stem to leaves, e.g. coloured celery <i>experiment</i>; describe the sequence of what happened during the experiment using past and present tense and appropriate SJE structures</li> <li>› practise interpersonal skills in small groups e.g. taking turns, listening when others speak; practise positive ways of resolving conflicts</li> <li>› listen to and identify the /j/ sound; identify the letter shapes for “J” and “j”; practise forming and writing the letter “J” “j” in different ways, e.g. in the air, in the sand, using crayons or pencils; say rhymes, jingles, listen to stories emphasizing initial /j/ sound; identify words that begin with the letter “J” “j” in the classroom</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>root firmly soil water air jackfruit experiment mangrove water lily</p>



# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source all necessary materials ahead of time, e.g. samples of different kinds of roots, magnifying glass, pictures of plants with different parts shown; materials for the coloured celery experiment (food colouring and celery stalk)</li> <li>› Prepare aids to support introduction and teaching of the letter “J” “j”</li> <li>› Collect rhymes, jingles, stories relevant to the theme</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children to develop skills to work and play with each other in harmony</li> <li>› Remind them to be courteous, to be patient with each other, to listen when another person is speaking, to use the social graces, e.g. “Please,” “Thank you,” and “May I”</li> <li>› Make suggestions to children about how they can resolve their disagreements and conflicts without fighting each other</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use an appropriate word to describe the shape, colour, size of roots observed and manipulated?</li> <li>- tell different places that roots can grow?</li> <li>- participate in the small-group plant experiment?</li> <li>- identify and reproduce the /j/ sound?</li> <li>- identify the letter “J” “j”?</li> <li>- form the letter “J” “j”?</li> <li>- repeat a jingle/rhyme emphasizing the letter “J” “j”?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- make the effort to talk with their children about plants at home, let them identify different parts of plants, e.g. pulling out small weeds and examining the root, stem and leaves</li> <li>- repeat the /j/ sound when the opportunity arises; ask children to point to the letter “J” “j” seen in their environment; provide materials for children to practise writing the letter “J” “j”</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The <i>roots</i> of some plants are <i>edible</i>, that means they can be eaten by people and animals, e.g. <i>carrot, yam, sweet potato, coco</i></li> <li>› Roots have different sizes and weight; some are big or <i>small, heavy</i> or <i>light, thin</i> or <i>thick</i></li> <li>› Some roots can be eaten <i>raw</i> and some have to be <i>cooked</i>; cooking makes hard roots <i>soft</i> and ready for eating, e.g. <i>yam</i>; some taste <i>sweet</i>, e.g. <i>sweet potato</i></li> <li>› <i>Edible</i> roots must be washed clean with water while we prepare them for eating</li> <li>› Roots, have different shapes, some, like the roots of grass and escallion, are small and fine and look like <i>hair</i>; some are <i>long</i> and <i>pointed</i>, e.g. <i>carrot, cassava</i>; some are <i>bent</i> in <i>funny shapes</i>, e.g. <i>yam, sweet potato</i></li> <li>› Some <i>thick</i> roots have <i>rough skin</i>, e.g. <i>yam</i>, while others feel smooth, e.g. <i>carrot</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use playdough to make models of foods, e.g. <i>yam, carrot, potato</i>; paint them in appropriate colours</li> <li>› engage in dramatic play activity involving setting up “Roots Food Stand” to sell edible roots, e.g. <i>yams, carrots, potato</i> (real or made); use balance scales to weigh items, use play money to make purchases; count, sort, group sets of items being bought or sold</li> <li>› learn new words; use SJE language forms, past, present and future tenses to describe sequence of activities, e.g. First we <i>bought</i> the potato, next we <i>washed</i> it clean; now it <i>bakes</i> in the oven; soon we <i>will eat</i> it; talk about what happens to the potato after it is baked in the oven (or roasted); compare texture of raw and cooked potato; eat cooked potato and describe taste, graph their favourite</li> <li>› compare different sized roots, e.g. <i>fine/thin/thick</i></li> <li>› use stencils or free hand to draw different foods; show difference between a straight line and one that is curved or bent</li> <li>› make potato or carrot prints</li> <li>› put their hands in a feely bag to identify different parts of the plant, e.g. the stem, root, leaf</li> <li>› make people puppets, e.g. from potato, carrot</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>edible raw carrot yam coco cassava heavy light fine thin thick weight pointed funny rough smooth straight curved bent sweet potato escallion grass skin</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide pictures and labels of edible roots; various roots for children to sort and classify as edible or not edible (not to be eaten)</li> <li>› Set up food stand for dramatic play; provide play money, shopping baskets, small food items, e.g. yampie, coco, potato (real or made) cash register and balance scales</li> <li>› Prepare               <ul style="list-style-type: none"> <li>- sequence cards showing steps for baking a sweet potato</li> <li>- stencils with straight and curved lines</li> <li>- feely bags with different plant parts</li> </ul> </li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Explain to children that eating healthy food is one way of caring for themselves; root foods are “go” foods that give them energy to do many activities</li> <li>› Talk with children about what makes each of them special</li> <li>› Encourage children to share with each other what they like about themselves</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify one edible item and one that is not edible?</li> <li>- participate in some aspect of dramatic play activities?</li> <li>- use past, present and future tenses appropriately?</li> <li>- make a straight line and a curved line using a stencil?</li> <li>- draw a straight line and a curved line freehand?</li> <li>- identify different parts of a plant in the feely bag?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents who grow their own root foods, in their backyard garden or on a farm, to supply some of these for children to use during class sessions; a parent can be invited to talk about growing root foods</li> <li>› Parents can be asked to help to take children on field trips to a farm or backyard garden to see how the root foods are grown</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant - Flowers, Fruits and Seeds

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Some plants grow <i>flowers, fruits</i> and <i>seeds</i></li> <li>› A <i>flower</i> is a coloured part of the plant</li> <li>› There are many different kinds of <i>flowers</i></li> <li>› <i>Flowers</i> are very <i>pretty/beautiful</i> and have a wide variety of colours</li> <li>› Some <i>flowers</i> have a very pleasant <i>scent</i>, e.g. a <i>rose</i>, a <i>lily</i></li> <li>› There are many different kinds of <i>fruits</i>; e.g. orange, mango and otaheite apple; fruits have different colours, tastes and textures; fruits can taste <i>sweet or sour</i>; their skins can be <i>smooth, rough, bumpy</i> or <i>prickly</i></li> <li>› The fruit is the part of the plant that has <i>seeds</i></li> <li>› Some <i>fruits</i> have <i>one seed</i>, some have a <i>few seeds</i> and some have many seeds</li> <li>› A <i>seed</i> is a part of the plant that can grow into another plant</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› go on a “Plant Walk” around the schoolyard or nearby community; observe the plants that have flowers, fruits, seeds</li> <li>› guided by adult, collect samples of different flowers, fruits and seeds to add to the Discovery Centre and the Math Centre</li> <li>› sort fruits according to quantity of seeds in each, e.g. one seed (mango, pear, otaheite apple), three seeds (ackee), many seeds, (orange, sweet sop, soursop, melon)</li> <li>› count seeds, make sets of seeds and match to numerals; do a flower pot match activity</li> <li>› create musical shakers with large and small seeds; listen to the difference in sound pitch</li> <li>› name the different colours of flowers</li> <li>› prepare dried flowers for collage making; create seed pictures and egg carton flowers</li> <li>› play “fruit basket turnover”</li> <li>› make and eat fruit salad after discussing the different kinds of fruits used and the different ways each of these fruits can be eaten, e.g. banana, mango, apple and orange</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>flower fruit seed scent sweet beautiful sour taste smooth rough bumpy prickly rose lily orange otaheite</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Parts Of A Plant

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Create seed match cards and seeds for sorting</li> <li>› Set up a Plants Discovery Centre in the classroom</li> <li>› Collect and wash carefully a variety of seeds from fruits, e.g. pear, apple or ackee seeds, for use as counters, for sorting, grouping, making number sets, etc.</li> <li>› Provide a colour chart for children to match the colours of different flowers collected</li> <li>› Provide adequate number of fruits for use in small group activity</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children about the importance of practising safety at all times, e.g. using available seeds for activities only; seeds should not be put in their mouths and nostrils</li> <li>› Encourage children to be thankful for and appreciative of the beautiful forms of nature; to learn to say short prayers of thanksgiving to God</li> <li>› Encourage each child in the small groups to make a contribution to the group activity</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- collect at least one item for the Discovery Centre?</li> <li>- identify fruits that have one seed, three seeds, few seeds, many seeds?</li> <li>- create different number sets between one and ten items, with seeds?</li> <li>- write numerals to match the different number sets?</li> <li>- make a musical shaker with seeds?</li> <li>- carry out the procedure to make pressed flowers with a book?</li> <li>- participate in the small group activity?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to collect large, safe seeds for children to use in mathematical activities</li> <li>› Ask parents to contribute different fruits for children to use in small group activities</li> <li>› Encourage parents to repeat some of the school activities at home, e.g. pressed flowers and making musical instruments</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Plants Are Useful

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The word <i>orange</i> begins with the short /o/ sound; the /o/ sound is represented by the letter “O” “o”; the capital letter is written “O” and the common letter is written “o”</li> <li>› Plants are very useful to us so we must care our plants in the environment; we should keep on planting new trees and not destroy those we already have; some plants are <i>harmful</i>; they may be <i>poisonous</i> or have sharp <i>thorns</i>, we should avoid all <i>harmful</i> plants</li> <li>› Some materials, e.g. <i>straw</i> and <i>cotton</i> are made from parts of plants; these materials are used to make hats, baskets, bags and clothes</li> <li>› The trunk and branches of trees provide wood which is used to make many things we use at home and school, e.g. furniture, walls, floors, toys, blocks, paper and cardboard</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to and identify the short /o/ sound; identify the letter “O” “o”; practise forming and writing the letter “O” “o” in different ways, e.g. in the air, in the sand, using crayons or pencils; say rhymes, jingles, listen to stories with words emphasizing the /o/ sound</li> <li>› observe various plants in their environment; note and talk about plants that look <i>healthy</i> and plants that look <i>unhealthy</i>; discuss how to protect plants in their environment, e.g. do not burn or cut down plants without a good reason</li> <li>› examine various items in the classroom and at home; tell which ones are made from parts of plants; do simple weaving activities with straw</li> <li>› use non-standard units to measure different sized wood pieces; construct art and craft items using wood, glue and other materials</li> <li>› create stories, songs, music and movement activities, ring games centred around plant theme</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>orange poisonous harmful thorns straw cotton healthy unhealthy</p>

# 4-YEAR-OLDS

Term 2

THEME: PLANTS

SUB THEME: Plants Are Useful

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide appropriate aids to support teaching of the letter “O” “o”</li> <li>› Set up a display of items that are made from parts of a plant, e.g. straw hat, bags and wooden or cardboard boxes</li> <li>› Prepare pictures/charts or source posters of healthy, clean environments with many trees and also of polluted environments with unhealthy looking plants</li> <li>› Collect safe wood scraps from community carpenters and provide glue for children to use for art and craft creations</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Demonstrate and talk with children about ways people can be caring to each other, e.g. show kindness and sympathy</li> <li>› Talk with children about ways to keep their environment clean and healthy; caring for trees and plants in the environment</li> <li>› Encourage children to show confidence and share stories about good and bad things in their environment</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and reproduce the short /o/ sound?</li> <li>- identify the letter “O” “o” in printed form?</li> <li>- form, write the letter “O” “o”?</li> <li>- distinguish between healthy and unhealthy looking plants?</li> <li>- identify one item made from a part of a plant?</li> <li>- create craft items from wood scraps, glue and other materials?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Share with parents information about the environment and how the quality of our environment can affect us</li> <li>› Encourage parents to talk with children about cleanliness and keeping themselves and their surroundings clean; to assign a special plant at home for the child to take care of</li> <li>› Ask parents to bring some cotton picked from a tree, if possible</li> <li>› Encourage parents to assist in building a community garden at the school</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Land Transportation

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We can travel by land in different ways</li> <li>› Some animals are used for transporting people and goods</li> <li>› In Jamaica we use <i>donkeys, mules, and horses</i> to carry people and goods; in other countries they use <i>camels, elephants, dogs</i> and <i>oxen</i> for that purpose</li> <li>› Animals can carry loads that are small or big; heavy or light</li> <li>› In Jamaica donkeys carry foods from the farm to the market in <i>baskets</i> called <i>hampers</i>. The hampers are usually <i>full</i> of food going to the market and are <i>empty</i> going back home</li> <li>› Some animals have long names and some have short names, e.g. elephant, dog</li> <li>› The word <i>elephant</i> begins with the short /e/ sound; the /e/ sound is represented by the letter “E”, “e”</li> <li>› Animals that transport people or things should be cared for and protected, e.g. using saddles or horseshoes to protect them</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› observe pictures, listen to stories and have discussion about animals, e.g. <i>donkeys, dogs, mules, camels, horses, elephants</i> and <i>oxen</i> that are used for transportation in Jamaica and other countries</li> <li>› watch DVDs or appropriate TV shows about different animals used for transportation in different parts of the world</li> <li>› express themselves using more complex sentence structures, such as the use of conjunctions, e.g. <i>and, but</i> and <i>so</i></li> <li>› talk about animals they have seen transporting people or things, in their community or in other communities</li> <li>› create animal masks and pretend to be different animals, making appropriate sounds, e.g. donkey, horse, mules</li> <li>› paint and use large old baskets, etc. to create carts and hampers/ baskets, boxes for use in pretend play to imitate the different ways animals carry people or loads, e.g. pulling carts, carrying <i>hampers</i></li> <li>› observe and describe hampers and share own experiences of carrying <i>small/big; light/heavy</i> loads</li> <li>› fill and empty cartons and baskets with various items; estimate weight of the different containers, e.g. which is <i>heavier</i> or <i>lighter</i></li> <li>› weigh objects of different sizes on a scale and identify which ones are <i>light</i> or <i>heavy</i></li> <li>› colour and cut out pictures of animals; participate in a group project to create a Big Book of ‘<i>Transportation by Animals</i>’ for the class; write/trace names of different animals and tell which name is <i>long</i> or <i>short</i>, e.g. <i>elephant</i> and <i>dog</i></li> <li>› listen to and identify the short /e/ sound; practise forming the letter “E” “e” in different ways, e.g. in sand, playdough, using crayons, pencils; say rhymes, jingles, tell short stories including initial “E” “e” words such as <i>empty, elephant</i> and any other ‘e’ words relevant to the theme</li> <li>› examine a saddle and a horseshoe and talk about the importance of caring for our animals</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <ul style="list-style-type: none"> <li>donkey</li> <li>mule</li> <li>horse</li> <li>dog</li> <li>camel</li> <li>elephants</li> <li>oxen</li> <li>small</li> <li>big</li> <li>heavy</li> <li>light</li> <li>hamper</li> <li>basket</li> <li>full</li> <li>empty</li> <li>saddle</li> <li>horseshoe</li> <li>transportation</li> <li>land</li> <li>protect</li> <li>cart</li> </ul>



# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Land Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- large posters, pictures and storybooks, magazines with pictures of animals used to transport people and goods in Jamaica and other countries; DVDs and short films about animals for transportation</li> <li>- large boxes and old baskets for pretend play; plain cardboard and other materials for book making and mask making</li> <li>- flash cards with animal names, animal puzzles, sandpaper words, plastic letter templates; in particular letter “E” “e”</li> <li>- outfits for creative play</li> <li>- crayons, paints, paintbrushes</li> <li>- prepare templates of, and materials for creating animal masks</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Reinforce concepts being taught (<i>e.g. in front of, behind, beside</i>) by repeating activities, especially with children who are slower at understanding; pay special attention to children who are visually or hearing impaired</li> <li>› Encourage children while working in groups to display social courtesies toward each other; demonstrate for children ways that they can resolve conflicts, that might arise in groups, without being physically aggressive</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use complete sentences with ‘and’, ‘but’ or ‘so’ in their conversation?</li> <li>- name some animals used for transportation in Jamaica and say how they are used?</li> <li>- name some animals used for transportation in other countries?</li> <li>- identify and compare things which are big/small; heavy/light?</li> <li>- estimate correctly which container might be heavier/lighter?</li> <li>- recognize initial short /e/ sound?</li> <li>- identify the letter “E” “e”?</li> <li>- write the letter “E” “e” ?</li> <li>- complete animal puzzle of up to 12 pieces?</li> <li>- distinguish between empty/full containers?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- show children a donkey or horse carrying goods or people and talk about how the donkey helps to transport various things</li> <li>- help children find pictures of donkey, horse, dog, camel, elephant</li> <li>- help children distinguish between heavy and light objects</li> <li>- give children practice in identifying right and left hand/foot</li> <li>- give children practice matching numerals with objects</li> <li>- help children identify colours and shapes</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Land Transportation

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› There are many types of <i>vehicles</i> that transport people and goods from one place to another, e.g. <i>bicycles, bikes, cars, vans, trucks, ambulances, police cars, fire trucks, trains</i> and others</li> <li>› Some vehicles go <i>fast</i> and some go <i>slow</i>. Vehicles can go <i>straight forward, around corners</i>, and can make <i>right or left</i> turns; vehicles can also go <i>backwards/reverse</i></li> <li>› Ambulances, fire trucks and police cars go very fast when they are needed in an <i>emergency</i>; they usually make a loud sound from a <i>siren</i> so that people can move out of the way; vehicles make other sounds we can recognize, e.g. the <i>engine, horn</i></li> <li>› There are many different colours of vehicles such as red, orange, yellow, green, blue, grey, silver, black, white and other colours</li> <li>› Vehicles on the road can be <i>in front of/ behind /beside</i> each other</li> <li>› The words vehicle and van begin with the /v/ sound, the /v/ sound is represented by the letter “V” “v”; the capital letter is written “V” and the common letter is written “v”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at and count various types and/or make of vehicles on the road and make a pictograph; write numerals and number names to represent numbers counted; make a scrap book of different kinds of vehicles and label them</li> <li>› role-play driving cars slow or fast, stopping and starting, etc., create roadways with unit blocks for driving toy vehicles, moving in different directions, e.g. driving straight, around corners and turning right/left</li> <li>› dress-up in car costumes and pretend to be racing cars with drivers</li> <li>› make sounds of different vehicles being driven, e.g. train, car, truck, ambulance, police car and fire truck; practise siren sounds and how vehicles pull over to the side of the road; practise loud and soft sounds</li> <li>› observe, note and compare the colours of cars on the road; make cardboard car cut-outs and colour with paints or crayons; cut pictures from magazines; place like colours together</li> <li>› position the coloured cars on a wall mural showing a road scene; identify the colour and talk about position of each car: “<i>beside</i>”, “<i>in front of</i>” and “<i>behind</i>”; <i>first, second, third</i>, etc.</li> <li>› create a flannel graph with toy car cut-outs; create own patterns to show car positions, e.g. <i>first, second, third, beside</i> and <i>in front</i></li> <li>› line up coloured bottle caps to make the same colour pattern as cars on the road, e.g. red, blue, orange, blue</li> <li>› match pictures of vehicles that are the same, e.g. trucks, cars, bicycles</li> <li>› listen to and identify the /v/ sound; practise forming the letter “V” “v” in different ways, e.g. in sand, playdough, using crayons, pencils; say rhymes, jingles, tell short stories including initial “V” “v” words such as <i>van, vehicle</i> etc.</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <ul style="list-style-type: none"> <li>vehicle</li> <li>bicycle</li> <li>bike</li> <li>car</li> <li>van</li> <li>truck</li> <li>ambulance</li> <li>police</li> <li>fire</li> <li>train</li> <li>fast</li> <li>slow</li> <li>emergency</li> <li>siren</li> <li>engine</li> <li>horn</li> <li>brake</li> <li>front</li> <li>behind</li> <li>beside</li> <li>right</li> <li>left</li> <li>reverse</li> <li>grey</li> <li>silver</li> <li>backwards</li> <li>first</li> <li>second</li> <li>third</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Land Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- scrap books, picture books, magazines with different types of vehicles for cutting and pasting</li> <li>- labels with names for vehicles, e.g. truck, car, bus</li> <li>- charts showing straight and curved lines</li> <li>- various horns, taped sounds of emergency vehicles, engines, brakes, horns, etc.</li> <li>- cardboard, paints, scissors, glue, paint brushes</li> <li>- sandpaper letter shapes, unit blocks, materials to make mural</li> <li>- toy vehicles, coloured bottle caps</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children about the meaning of the word “emergency” and let them provide examples from their own experiences; let children discuss ways they can be helpful to each other in an emergency and at other times</li> <li>› Encourage children to express their creativity as they engage in role-play</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify different types of vehicles on the road and count them?</li> <li>- write the numerals to represent the numbers counted?</li> <li>- tell the different colours of cars seen?</li> <li>- state the various positions of one vehicle in relation to another?</li> <li>- walk/run in a straight line; go around a corner?</li> <li>- identify right and left arms and legs?</li> <li>- identify sounds made by vehicles?</li> <li>- name their favourite way of travelling?</li> <li>- demonstrate understanding of one-to-one correspondence?</li> <li>- recognize initial /v/ sound?</li> <li>- identify the letter “V” “v”?</li> <li>- write the letter “V” “v”?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to supply children with a variety of coloured bottle caps</li> <li>› Encourage parents to work with children at home to make toy cars from discarded boxes, plastic bottles</li> <li>› Encourage children to practise balancing skills, e.g. on tricycle, bicycles, curb walls, ledges</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Safety On The Road

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We all need to learn about road safety. All persons or <i>passengers</i> driving on the road in vehicles must ensure their own safety and their children’s safety by wearing <i>seat-belts</i>, using child car seats, keeping windows up, and keeping parts of the body inside the vehicle</li> <li>› Good <i>drivers</i> drive carefully and courteously and obey the speed limit, road signs and <i>traffic signals</i></li> <li>› Drivers must take a test to get a license to drive vehicles on the road</li> <li>› We should raise our hands to alert drivers that we want to cross; when the vehicle stops we look to the right, then to the left and to the right again; we cross when the road is clear using the <i>pedestrian crossing</i> if there is one</li> <li>› The words <i>pedestrian</i> and <i>police</i> begin with the /p/ sound. The /p/ sound is represented by the letter “P” “p”; the capital letter is written “P” and the common letter is written “p”</li> <li>› We must obey road signs, for example STOP signs, traffic lights; <i>pedestrians</i> should use the sidewalk; if there is no sidewalk, walk facing the on-coming traffic</li> <li>› The <i>bus terminal/bay/station</i> is where small and large buses begin their journey. Each bus has a number to tell the route it takes. Buses can be <i>small</i> or <i>big</i> and can travel from town to town</li> <li>› Passengers must wait in an orderly line before they board the bus. Everyone must pay a <i>fare</i></li> <li>› Bikes, cars, vans, trucks, trains all have wheels arranged in <i>pairs</i>; a pair has two objects/items that are alike</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› talk about travelling safely using SJE language structures; role-play wearing seat-belts, children in car seats, keeping arms and head inside the vehicle, boarding and alighting from a bus, wearing a <i>helmet</i> when travelling on a <i>motorbike, bicycle</i></li> <li>› listen to stories about road safety, e.g. “Officer Buckle and Gloria”; observe and listen to resource persons demonstrate safety on the road</li> <li>› explain road safety rules – demonstrate how to walk safely along the road, cross the road, drive on the road; draw and colour a pedestrian crossing (white paint on black cartridge paper)</li> <li>› listen to and identify the /p/ sound; practise forming the letter “P” “p” in different ways, e.g. in sand, playdough, using crayons, pencils; say rhymes, jingles, tell short stories including initial “P” “p” words such as police, pedestrian and persons</li> <li>› construct and use improvised STOP sign and traffic lights in role-play</li> <li>› use trashables to create a bus station and make various sized toy buses; compare sizes of buses; number toy buses 1-10; park toy buses in station in order by number; label where each bus is going; sort bus tickets in bundles of 10</li> <li>› dress up and role-play passengers getting safely on/off the bus; form lines, buy tickets; use courtesies, e.g. “Please,” “Thank you” and “Excuse me”</li> <li>› explore and match shapes on the bus (circle, square, rectangle)</li> <li>› respond to number problems, e.g. how many will be on the bus if one more gets on? Can everyone find a seat on the bus? (one-to-one correspondence); play musical chairs</li> <li>› sing “The Wheels on the Bus” with actions; compare number of wheels on vehicles (bike, car, van, truck); match bottle caps with wheels</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>safety passengers seat belts police pedestrian crossing pedestrian begin driver traffic traffic signals bus terminal bus bay ticket fare pair motorbike helmet bicycle boarding alighting persons</p>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Safety On The Road

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Have available DVD cassettes and player</li> <li>› Collect samples and/or pictures of road safety items, e.g. helmets, seat belts and car seats</li> <li>› Provide white paint or white paper strips and black cartridge paper to make pedestrian crossing</li> <li>› Provide other trashables, e.g. large boxes, plain cardboard and coloured paper for use in constructing traffic signs, traffic lights; dress-up clothes</li> <li>› Make bus tickets, play money, bus number signs, bus destination signs to facilitate role-play</li> <li>› Provide a box with various shapes of different sizes for use in creating “shape” vehicles; various puzzles</li> <li>› Organize a field trip to the local bus station</li> <li>› Invite representatives from the Road Safety Division to your school; other resource people include bus drivers, taxi drivers, traffic warden, traffic police</li> <li>› Prepare, collect and have available for display pictures, charts, posters, books of buses, vans, etc.</li> <li>› Create a Bus Station Centre in which children can interact with manipulatives, construct puzzles and read words relating to buses</li> <li>› Use boxes to create vehicles (child steps into bottomless box, sides decorated, straps for shoulders and small hoop for steering wheel)</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children during field trips, e.g. bus ride or visit to a bus station, to feel safe by having several accompanying adults along; reassure any child who displays unusual fears of a new/different experience</li> <li>› Reinforce the importance of showing good behaviour and courtesies on the bus</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- talk about at least two ways of travelling safely?</li> <li>- role-play the driver, conductor, passengers?</li> <li>- use trashables to construct a toy?</li> <li>- indicate position of a bus in relation to another bus?</li> <li>- complete puzzles of varying complexity?</li> <li>- use social graces appropriately: “Please,” “Thank you,” “Excuse me?”</li> <li>- respond to number problems involving passengers getting on/off the bus?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- take children on a bus and demonstrate use of “Please” and “Thank you when buying tickets</li> <li>- talk to children about road safety practices</li> <li>- encourage children to look for numbers on buses</li> <li>- spend time at home with children constructing toy vehicles from discarded materials; talk with children about recycling/using discards to make useful items and how this helps to keep the environment clean</li> </ul>

# 4-YEAR-OLDS

Term 2 THEME: TRANSPORTATION

SUB THEME: Purposes Of Land Transportation

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Transportation</i> is needed for moving people to school work, visiting relatives and going to other places</li> <li>› Motor vehicles might look different from each other but all have engines which make them go; the engine is turned on and off with a key</li> <li>› The words <i>key, king, kind</i> begin with the /k/ sound; the /k/ sound is represented by the letter “K” “k”; the capital letter is written “K” and the common letter is written “k”</li> <li>› Trucks transport goods to the shops, the farmer can use a donkey, van, car, cart or truck to transport fruits and vegetables to the market</li> <li>› The truck can carry more than the donkey can</li> <li>› There are a few <i>trains</i> in Jamaica that transport goods but not people; trains have loud horns and their engines make a loud sound; trains travel on <i>tracks</i></li> <li>› All drivers must use the road very carefully to prevent accidents from happening</li> <li>› Pedestrians must also walk carefully on the roadway</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› observe in their community and look at books or pictures to see people traveling by different types of land transportation; talk about own experiences on a bus, in a taxi, car, etc; say what they liked/disliked; draw and colour the different vehicles, e.g. bus/taxi and compare sizes and colours</li> <li>› dramatize taking a bus to the market or town; use dress-up clothes, bags, play money (to buy and sell and make change); give out bus tickets etc.</li> <li>› listen to and identify the /k/ sound; practise forming the letter “K” “k” in different ways, e.g. in sand, using crayons, pencils; say rhymes, jingles, tell short stories including initial “K” “k” words such as <i>king, kind, key</i>, etc</li> <li>› help to construct a large model truck and load it with blocks; count the blocks; pretend turning on the truck engine with a key; make the sound of the engine starting up</li> <li>› talk about and compare how much fruit/vegetables a donkey and a truck can carry to market; use <i>more than</i> and <i>less than</i>; practise using SJE speech structures in conversation</li> <li>› talk about and share information and own experiences with trains in Jamaica or another country; form a train with peers and move around the playground making the sound of the train horn and engine</li> <li>› draw and colour trucks and trains; create toy trucks, cars and trains from discarded boxes</li> <li>› make roads with obstacles on classroom floor or schoolyard; role-play driving a truck without crashing into the obstacles</li> <li>› help to make a large cardboard pedestrian crossing, using black and white paints; practise how to use a pedestrian crossing, and how to observe traffic lights</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>transportation vehicle engine key truck train pedestrian pedestrian crossing traffic ticket tracks</p>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Purposes Of Land Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- storybooks, pictures, charts and posters about travelling by land</li> <li>- read or create stories about the farmer taking his goods to market and provide pictures of fruits, vegetables and ground provisions arranged on market stalls</li> <li>- templates for the letter “K” “k”; crayons, pencils and blank paper</li> <li>- materials for creating toy vehicles, pedestrian crossing, e.g. glue, tape, paints and board</li> <li>- taped sounds of the horns of trains, trucks, buses or cars</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to express themselves freely in speech and in other activities, e.g. art and craft activities</li> <li>› Support children in making personal choices</li> <li>› Discourage children from bullying others</li> <li>› Make each child feel that his her ideas and thoughts are valued as much as any other</li> <li>› Encourage children to persevere in trying to finish a task undertaken</li> <li>› Show that you value each child’s production by displaying every child’s work</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- talk about experiences on a bus, in a taxi or other vehicles?</li> <li>- identify different colours of vehicles seen?</li> <li>- make the /k/ sound?</li> <li>- identify the letter “K” “k”?</li> <li>- write the letter “K” “k”?</li> <li>- imitate different sounds made by vehicles?</li> <li>- count blocks and indicate <i>more than</i> and <i>less than</i> quantities?</li> <li>- create a toy vehicle from discarded materials?</li> <li>- move smoothly around obstacles?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- draw children’s attention to the sound and appearance of words beginning with the letter “K” “k”</li> <li>- provide newspapers, magazines, books for children to identify familiar words and letters</li> <li>- reduce time children spend on video games and television and increase time they spend interacting with books and other printed materials</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Purposes Of Land Transportation

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Emergency</i> services such as ambulance, fire and police all use specially marked vehicles and have sirens that make loud noises</li> <li>› In Jamaica, fire trucks are bright red; police vehicles are mostly white with blue streaks; ambulances can be different colours</li> <li>› In emergencies, we need to <i>telephone</i> 119 for help from an ambulance, fire truck or police</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify an <i>ambulance, fire truck, police car</i> in pictures or on the road and make <i>siren</i> noises</li> <li>› identify and talk about the colours of the different emergency vehicles; paint/colour different vehicles appropriately</li> <li>› role-play an emergency and use the telephone to dial 119 for emergency services, e.g. fire, police, ambulance</li> <li>› use telephone in Home Centre and dial 119 to report an emergency</li> <li>› play “snap” card game with cards of each type of transportation; when two matching cards are found the child keeps the pair; game continues until all cards are paired</li> <li>› visit the <i>health centre, police station or fire station</i> and ask questions about emergency services</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>emergency ambulance police car fire truck siren telephone health centre fire station police station</p>



# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Purposes Of Land Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- pictures, books, poster, charts with emergency vehicles, e.g. ambulance, fire truck, police cars</li> <li>- old telephones</li> <li>- “snap” card games</li> <li>- chart with pictures of emergency vehicles/personnel and the related number to call</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Invite the police, fire fighters or an ambulance driver to talk with children about their work in order to reduce any fear some children may have of these persons</li> <li>› Encourage children to share as they play “snap”</li> <li>› Talk about pictures of vehicles and encourage children to ask questions</li> <li>› Praise children’s efforts and successes</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify each type of emergency vehicle?</li> <li>- tell the colour of different emergency vehicles?</li> <li>- demonstrate how to make a call to 119 in an emergency ?</li> <li>- match “snap” cards in game?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite parents to           <ul style="list-style-type: none"> <li>- contribute pictures of emergency vehicles</li> <li>- teach their children family emergency information, e.g. address, phone number, who to call</li> <li>- visit a fire station with their children</li> </ul> </li> <li>› Invite parents who work in emergency services to come and talk with children about their work</li> </ul>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Water Transportation

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› There are many different kinds of boats – <i>raft, row boat, canoe, speed boat, ferry boat, tug boat, large ship</i>; small and big boats float on water</li> <li>› Some objects <i>float</i> and some <i>sink</i>; boats float on water; rafts float on water</li> <li>› Tourists like to go on rafts down the river</li> <li>› The rafts are made from bamboo, which is light and it floats; bamboo grows near the river</li> <li>› We usually add an “s” when we talk about more than one thing, <i>e.g. one raft; two rafts; one boat, two boats</i></li> <li>› The words <i>water</i> and <i>wash</i> begin with the /w/ sound</li> <li>› The /w/ sound is represented by the letter “W” “w”; the capital letter is written “W” and the common letter is written “w”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use water play area to investigate boats and the properties of water</li> <li>› look at pictures of boats and describe them and what they are used for; make toy boats from paper or plastic; paint /colour the boats; arrange boats in a line starting with the smallest boat and ending with the biggest boat; use appropriate descriptive language, <i>e.g. smaller, bigger and biggest</i></li> <li>› investigate a variety of floating and sinking objects; place in groups “floaters” and “sinkers”; create an Experience Chart to show the floaters and sinkers; count and group sets of items as sinkers and floaters</li> <li>› express the plural form of many nouns</li> <li>› listen to and identify the /w/ sound; practise forming the letter “W” “w” in different ways, <i>e.g. in sand, playdough, using crayons, pencils; say rhymes, jingles, tell short stories including initial “W” “w” words such as water, wash and wake</i></li> <li>› fish for letters, numerals and words in a fishing game</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>raft row boat canoe speed boat ferry tug boat ship bamboo tourist float sink smaller bigger biggest water wash wake</p>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types Of Water Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- variety of materials, e.g. plastic toys and egg trays for sink/float activities</li> <li>- fudge sticks or small cut bamboo pieces, elastic bands, tape</li> <li>- magnets, paper clips, cut-out fish shapes</li> <li>- mats, bean bags, large boat constructed from waste cardboard</li> <li>- pictures or charts of different types of boats</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Question children about travelling in a boat; find out who might be fearful of water travel; talk about safety features of travelling on water to reassure children who have fears</li> <li>› Encourage children to act out situations that cause them to be fearful</li> <li>› Read them stories about being brave</li> <li>› Encourage children to work together harmoniously, e.g. pretending to be packing items onto a boat</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify objects that sink and float?</li> <li>- create small raft as craft item?</li> <li>- use singular and plural words appropriately?</li> <li>- do a simple addition problem?</li> <li>- identify numerals and letters correctly in “fishing” activity?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to bring discarded items that can be used in the various activities for the children</li> <li>› Encourage parents to continue to reinforce the concepts children are learning at school</li> <li>› Ask parents to help children construct large boat for use in their play</li> </ul>

## 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Uses Of Water Transportation

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Boats can carry <i>cargo</i> or people. If a boat is overloaded it will <i>capsize</i> or <i>sink</i>; if a <i>lifeguard</i> is nearby, he can rescue the people</li> <li>› Bananas and other produce can be transported by rafts and boats</li> <li>› Fishermen use boats for fishing; they catch fish such as <i>snapper</i>, <i>parrot</i> and <i>grunt</i></li> <li>› Many goods are <i>imported</i> (brought in) and <i>exported</i> (taken away) from Jamaica by large <i>container ships</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› recycle containers, e.g. egg trays to make boats; find out how many blocks each boat can hold before it capsizes</li> <li>› listen to a story about a passenger boat that capsized; make playdough people and put them in a boat; retell the story using the props and draw a picture to tell what happened</li> <li>› sing “Rafting on the Rio Grande”; make rafts using small pieces of bamboo or fudge sticks and observe how they float during water play</li> <li>› arrange rafts on a model river; use singular and plural words when describing the number of rafts on the river</li> <li>› sing “Come, Mr. Tallyman, Tally Mi Banana” and clap the rhythm; count how many bunches of bananas are loaded on the boat; eat ripe bananas and describe the taste</li> <li>› fish for numerals, letters or words; dress up like a fisherman and go fishing; describe the catch</li> <li>› identify and read letters, numerals and words on container boxes</li> <li>› help to make a mat on the floor with labelled pictures of different kinds of boats and ships; use a bean bag to throw onto a boat on the mat, name the type of boat and then jump on the picture</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>                     capsize                      sink                      lifeguard                      rescue                      snapper                      parrot                      grunt                      container ship                      imported                      exported                      cargo                 </p>

# 4-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Uses Of Water Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide               <ul style="list-style-type: none"> <li>- pictures and outline drawings of a variety of boats and ships</li> <li>- a variety of materials and encourage children to bring in objects to investigate floating and sinking</li> </ul> </li> <li>› Collect and display story books and other books and magazines on boats; read stories about travelling by boat</li> <li>› Sequence a variety of objects according to size, from small to large</li> <li>› Prepare flash cards with numerals 0-9, capital and common letters, sight words; prepare a chart with pictures of rafts and other boats and ships</li> <li>› Obtain books from the library with pictures and stories about boats and fishing; prepare fishing game with magnets</li> <li>› Prepare a game mat with pictures of boats</li> <li>› Prepare a simple model of a river</li> <li>› Prepare recycled boxes with numerals and letters on the sides</li> <li>› Make a model of a container ship and pack boxes on board for the children to read the letters, numerals or sight words; also use boxes to write simple addition problems for children to do</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to talk about what they are doing as they play with their boats</li> <li>› Give praise for efforts made by children when speaking and writing</li> <li>› Encourage children to ask questions</li> <li>› Engage children in games</li> <li>› Encourage children to work in pairs to develop social skills</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use crayons to colour and scissors to cut out a boat?</li> <li>- listen and retell stories?</li> <li>- investigate and group floaters and sinkers?</li> <li>- make rafts and observe them floating?</li> <li>- sing and clap to the rhythm of a song?</li> <li>- use the magnetic fishing game and identify the letters, numerals or words?</li> <li>- interact with each other as they used the game mat?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- talk to children about uses of boats</li> <li>- help children make paper boats and play with boats with their children</li> <li>- use fridge magnets to make a magnetic fishing game (with practitioner's help)</li> <li>- let children experiment with sinking and floating objects at home</li> </ul>

# 4-YEAR-OLDS

Term 3

## Developmental Objectives

### WELLNESS

*If provided with the appropriate opportunities children will*

- › Continue to demonstrate increasing skills in coordination, self-control, balance, speed and agility in carrying out movements of the upper and lower limbs and for locomotor activity, including marching, skipping and galloping
- › Show increasing confidence and skill in the use of climbing indoor/outdoor equipment
- › Follow instructions in carrying out independent and group activities involving coordination, imagination and creativity
- › Judge physical placement, direction and timing with increasing accuracy
- › Adjust direction in movements; follow straight, curved and zigzag pathways
- › Participate in activities requiring improved competencies, aim and direction, e.g. kicking a ball in mid-air and throwing a ball overhead
- › Participate in ring games
- › Demonstrate increased competency and control in hand-eye coordination, e.g. lacing, using a pair of scissors and using construction toys
- › Include more detail in drawings, paintings, etc.
- › Print letters and numerals, copy shapes, sequences and patterns
- › Use a computer mouse to point and click
- › Be energetic and enthusiastic
- › Begin to understand right from wrong
- › Follow instructions and participate as a member of a group
- › Discuss with others who should do what in group activity
- › Display understanding of concepts of honesty and fair play
- › Demonstrate a strong sense of belonging
- › Resolve conflict with help if needed
- › Demonstrate curiosity about themselves, others and the world around them; talk freely about themselves and others
- › Be persistent in wanting their questions answered
- › Occupy self for longer periods of time
- › Play roles of familiar adults in their daily environment
- › Understand that people differ in various ways
- › Understand that some people are different because of their physical ability, race, size and shape
- › Express unwillingness at being touched by unauthorized persons
- › Begin to understand basic differences between healthy and unhealthy choices and preferences

**COMMUNICATION**

*If provided with the appropriate opportunities children will*

- › Tell, retell and make up, explain, interpret and act out stories
- › Adapt and create own games, songs and stories
- › Describe experiences, events and objects with some detail
- › Use present, past and future tenses in conversation and in relating experiences and events; speak Standard Jamaican English (SJE) with guidance
- › Demonstrate understanding that stories have a beginning, middle and end
- › Introduce self and others, welcome and thank others
- › Understand time concepts such as “late at night,” “early this morning,” “next week” and “once upon a time”
- › Engage in conversation with other children as well as with adults
- › Engage in group decision-making
- › Seek explanation of “why” and “how”
- › Begin to master some basic rules of grammar, e.g. past tense, plurals and comparatives
- › Use appropriate language to express basic understanding of number, size, weight, colour, texture, distance, position and time
- › Use exaggeration and words such as “enormous,” “huge” and enjoy extremes in their voices, e.g. shouting, whispering and telling ‘secrets’
- › Construct longer and more complex sketches
- › Identify a specific shape from among superimposed shapes
- › Predict cause and effect relationships and guess story outcomes; use future tense
- › Sequence a series of three to six pictures to tell a story or to tell a process
- › Write simple words, phrases and sentences
- › Talk about where they live, where other people live and what they do
- › Sequence words to make sentences of a story
- › Express preference for
  - picture books
  - traditional literature
  - myths, fables, fairy tales, poetry

**VALUING CULTURE**

*If provided with the appropriate opportunities children will*

- › Begin to show awareness of and interest in images projected in media such as television and newspapers
- › Develop an awareness of different sub-cultures in the community, e.g. Rastafarian and Maroon
- › Participate in national celebrations held in school, community and country

# 4-YEAR-OLDS

## Term 3

## Developmental Objectives

### **VALUING CULTURE ( cont'd )**

- › Understand that families live in communities; demonstrate an appreciation for differences in people who live in the community
- › Enjoy participating in activities involving music, rhythms, rhymes, puppetry and storytelling
- › Talk about ways in which national events such as Independence Day and Heroes' Day are celebrated
- › Be familiar with the National Flag
- › Talk about ways each person can be a good member of family, community and country
- › Talk about other cultural celebrations such as Lunar New Year and Divali

### **INTELLECTUAL EMPOWERMENT**

*If provided with the appropriate opportunities children will*

- › Recognize and enjoy rhythms songs and rhymes
- › Begin using a wide range of movements and extending the coverage of physical space during movement
- › Paint on a variety of surfaces
- › Continue to use different media and materials in collage work and other forms of expression
- › Develop more control in using scissors and other materials, tools and equipment
- › Produce straight and curved lines and demonstrate knowledge of the difference
- › Continue to make representational drawings of objects, people and scenes from the environment
- › Illustrate events, people, stories and objects related to theme through painting, drawing and creating collages
- › Create and use masks, puppets and other props
- › Talk about own creative efforts and those of others
- › Participate in dramatic play/activities which focus on a wide range of community helpers
- › Use role-play and improvisation to demonstrate the importance of community helpers and to appreciate their contribution to the community
- › Participate in role-playing activities and improvisation to develop practical problem-solving techniques
- › Begin to assume the role of a character in a story; give reasons for the choices made by that character

### **RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT**

*If provided with the appropriate opportunities children will*

- › Begin to develop and demonstrate a sense of trust in God, parents, practitioners, friends and others
- › Continue to use materials in appropriate ways
- › Continue to respect and care for classroom environment and materials



# 4-YEAR-OLDS

## Term 3

## Developmental Objectives

### RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT ( cont'd )

- › Put away used materials before starting another activity
- › Adhere to rules and show respect for authority; recognize authority which is clear and fair
- › Continue to develop a sense of self-worth and confidence; take pride in own work and effort; feel good about self; feel that they can succeed and experience success
- › Continue to demonstrate more independence and sense of responsibility
- › Continue to express a strong need for love, attention and affirmation from parents and practitioners
- › Display appropriate and responsible social behaviours in relation to the environment
- › Continue to display an understanding of and practise social norms in appearance and expression, e.g. personal grooming
- › Display strong sense of belonging – to family, group, school, community
- › Show awareness and appreciation of roles of different people in the community
- › Continue to listen courteously and in a supportive manner and share personal stories and events
- › Continue to empathize with and support peers who are visually impaired, hearing impaired or who are otherwise challenged
- › Continue to express fear, anger, affection, excitement, enthusiasm and disappointment in socially acceptable ways

### RESILIENCE

*If provided with the appropriate opportunities children will*

- › Continue to demonstrate the ability to cope with frustration, anger, disappointment, rejection, grief, etc. in socially acceptable ways
- › Continue to use and express self through a variety of media in art and crafts, music, games, dramatic play, etc.
- › Begin to resolve conflict without fighting
- › Be assertive about their needs and desires
- › Continue to develop a sense of responsibility for own actions
- › Continue to make decisions based on right from wrong
- › Express positive and negative feelings
- › Continue to show increasing ability to adapt to different situations
- › Continue to develop an awareness of the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives, plastic bags, etc.
- › Recall what to do in an emergency; recognize when in need of help and when to seek adult attention
- › Discuss the dangers of play activities which could be hazardous, such as hiding in abandoned appliances and car trunks; climbing to unsafe heights; imitating dangerous stunts such as those seen on television; and throwing stones
- › Select safe places to play

# 4-YEAR-OLDS

Term 3 THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: What Is Community ?

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A <i>community</i> is a place where people live, go to church, go to school, go to work, or play together</li> <li>› A community has <i>people</i> of different age groups, both <i>adults</i> and <i>children</i></li> <li>› A community has <i>buildings</i> of different sizes, shapes and colours</li> <li>› Communities are different from each other; some are in the town/city areas and some are in the country areas</li> <li>› Some communities are large with <i>many</i> people and some are small with <i>fewer</i> people</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› go on a field trip in their school’s community; in pairs observe and talk about the persons, buildings, animals and activities they see; create songs about their community and sing and dance to them</li> <li>› observe and compare the different shapes, sizes and colours of buildings, e.g. <i>square and rectangle; tall and short; blue and yellow</i></li> <li>› identify and name important buildings, e.g. <i>fire or police station, church and clinic</i></li> <li>› play memory games about buildings in their community, e.g. types of buildings, colours and shapes</li> <li>› interact with community members by going to the barber, buying goods, e.g. toys, food from supermarket/vendors, using play money; talk about <i>city</i> and <i>country</i> visits</li> <li>› label buildings on a community map</li> <li>› identify the order of buildings seen, e.g. <i>first, second, third, fourth, fifth</i>; help to make a community diorama with buildings, toy people, animals, vehicles and more; label items</li> <li>› talk, after the field trip, about what they saw in the community using past tense, e.g. I saw and I went</li> <li>› tell their own stories about a visit to one of the community buildings</li> <li>› listen to, retell and dramatize stories</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>community people adults children buildings many fewer country town city first second third fourth fifth police station church school clinic</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: What Is Community ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Conduct adequate research; develop a community map</li> <li>› Visit community beforehand and decide on field trip route (with safety in mind)</li> <li>› Seek permission from community business places to visit with children</li> <li>› Arrange for an adequate number of adults to accompany children</li> <li>› Share field trip plan with parents and ask them to sign consent forms</li> <li>› Provide a variety of materials such as boxes of various sizes and shapes, for children to make models of buildings in the community; markers and paper strips for making word labels; relevant story books</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Allow students the opportunity to walk in groups of two to demonstrate an understanding of how to walk on the street</li> <li>› Demonstrate the proper use of pedestrian crossings, where these exist</li> <li>› Encourage students to be polite and practise social graces such as “Please”, “Thank you”, “Good morning”, “How are you?”</li> <li>› Ask leading questions to stimulate critical thinking, e.g. “I wonder why the wall of this building is so rough and this one is so smooth?”</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- talk about at least one thing they saw or did in the community, using the past tense?</li> <li>- identify different shapes of buildings in the community?</li> <li>- identify and name the important buildings in their community?</li> <li>- show understanding of the concept of <i>town/city</i> versus <i>country</i>?</li> <li>- use ordinal numbers <i>first, second</i>, etc. to indicate place/sequence?</li> <li>- write a label for an item in the diorama?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- accompany students and practitioners on field trip</li> <li>- collect pictures of people in various communities</li> <li>- assist practitioner with obtaining and recording information with the use of video cameras, cameras, etc.</li> <li>- assist the practitioner; help in supplying materials for children to construct models of community</li> <li>- help in modelling diorama community</li> </ul>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: What Is Community ?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Members of a community have different jobs such as <i>teacher, garbage collector, police officer, soldier, market vendor, fire fighter, nurse</i> and others</li> <li>› In communities people <i>work</i> together, cooperate and support each other in different ways; they clean the community together; play football, cricket, netball and other games together; go to church together</li> <li>› It is important to keep our communities <i>clean</i> to ensure that we keep <i>healthy</i> and <i>safe</i></li> <li>› The <i>garbage collector</i> helps to keep our community clean</li> <li>› The <i>garbage collector</i> uses <i>gloves, dust masks, water boots</i> to protect himself or herself, he or she also uses a <i>shovel</i> to move <i>garbage</i></li> <li>› The words <i>garbage</i> and <i>good</i> begin with the hard /g/ sound. The /g/ sound is represented by the letter “G” “g”; the capital letter is written “G” and the common letter is written “g”</li> <li>› We can help to keep our communities clean by putting our <i>garbage</i> first into plastic bags which can be placed in garbage containers</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› practise combining sets up to 10 using cut-out shapes of small buildings, or small covered match boxes</li> <li>› talk with their peers and adults about what people do in their own community</li> <li>› discuss different kinds of communities, e.g. farming, fishing; use SJE structures in speech</li> <li>› create a wall mural depicting the theme “People in Our Community”, using pictures of different <i>community workers</i>; take photos or cut out newspaper pictures</li> <li>› pretend-play being a garbage collector, going from house to house; try to draw a <i>garbage</i> truck</li> <li>› use small bean bags to pretend throwing <i>garbage</i> into a container from varying distances</li> <li>› work in groups to make and decorate a <i>garbage</i> container for the class; sing clean up songs as they place their garbage in the box</li> <li>› recognize simple sight words beginning with “g” on picture cards, start scrap book with “g” words; practise writing the letter “G” “g” with our fingers in sand, in the air, on the desk, with crayons, or pencils</li> <li>› play football and ring games together</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>garbage garbage collector gloves clean healthy safe work water boots dust masks shovel teacher police officer soldier container</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: What Is Community ?

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- sand-paper letters, templates of capital and common letter “G”, “g”</li> <li>- initial “g” sight-words</li> <li>- laces, boxes, crayons, markers, paints, glue, safety scissors</li> <li>- equipment for playing group games, e.g. little cricket, football, basketball, bean bags</li> <li>- newspaper pictures of different workers in the community, e.g. firefighters, policemen and women, vendors, nurses, teachers, garbage collector, postman</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage oral expressions in SJE, simply reinforce by repeating sentences using SJE only; practise using the past tense</li> <li>› Be aware of learning styles; allow children to choose which area they are comfortable working in, whether it is painting, lacing, making models; encourage rotating to different areas</li> <li>› Talk with children about working as a team in carrying out a task and how to be helpful, respectful and tolerant of each other</li> <li>› Read daily to children</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify the letter “G”, “g”?</li> <li>- write the letter “G”, “g”?</li> <li>- point out several words beginning with the letter “G”, “g”?</li> <li>- work with other children willingly on a group project?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- look for words that begin with the letter “G”, “g” on signs in the environment and point them out to children; help the children to practise the /g/ sound</li> <li>- come in as resource persons to talk with children about the jobs they do</li> <li>- take their children to community sporting activities, e.g. football or cricket games, community fairs, church concerts, and others; play similar games with them</li> <li>- cut out pictures of community workers from local newspapers for children to use in “Show and Tell”</li> <li>- invite non traditional workers to visit the children, e.g. female fire fighter, female police officer or male nurse</li> </ul>

# 4-YEAR-OLDS

Term 3    THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Market Vendor

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Market vendors play an important role in the community; we must respect them for the work they do</li> <li>› The market vendor can be either <i>male</i> or <i>female</i></li> <li>› They sell a variety of food stuff such as fruits, vegetables, <i>ground provisions</i>, in the market or on the street corner</li> <li>› Market <i>vendors</i> have their own special stalls to display their goods, some stalls are very colourful</li> <li>› Market vendors often wear <i>aprons</i> with <i>pockets</i> to keep their money</li> <li>› The market vendor usually has a pencil and paper to add up the bills and make correct <i>change</i></li> <li>› The market vendor always has a scale to <i>weigh</i> her or his goods, the scale shows the weight of the goods</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› go on a field trip to the market</li> <li>› sing songs, say poems, jingles, finger plays about the market and community, e.g. song “Who are the People in your Neighbourhood?”</li> <li>› look at pictures, books, posters of market scenes and make up own stories about what is happening using “once upon a time...”</li> <li>› make a “play” market stall from large wooden boxes/ crates; dress up and take turns role-playing being male and female <i>market vendor</i> and <i>customer</i>; exchange play <i>money</i> for goods</li> <li>› interact with real vendors invited to their school; create and send Thank You cards to the vendors who visited</li> <li>› identify and name many colours</li> <li>› identify, name and write labels for items used by the vendor, e.g. pencil, paper, money, apron, head scarves and baskets</li> <li>› identify and label items sold by vendors, e.g. yam</li> <li>› write shopping list with practitioner’s help and/or select from picture or sight-word bin</li> <li>› experiment with a real scale and a “play” scale and discuss the difference in weight of objects</li> <li>› participate in dancing to music: “Carry Me Ackee go a Linstead Market”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>male female ground provisions vendors apron pockets customer weigh money change</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Market Vendor

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect a variety of songs, poems, finger plays, jingles and books about market vendors and market scenes</li> <li>› Prepare a Market Vendor Corner with relevant props, e.g. scarves, aprons, scales, money, pencils, paper, baskets and food items (real, papier mâché, plastic)</li> <li>› Prepare a container with relevant, simple sight-words</li> <li>› Write letter inviting vendors to visit the school compound</li> <li>› Discuss field trip with parents beforehand and get signed consent forms</li> <li>› Communicate to parents what both of these kinds of visit entail</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Give each child adequate time to communicate what he or she wishes to purchase, adequate time to interact and ask questions and have them answered</li> <li>› Give assistance to children experiencing difficulties in selecting items for purchase</li> <li>› Arrange groups of children with mixed abilities; different learning styles</li> <li>› Assign a ‘peer buddy’ to less competent children</li> <li>› Help children to amicably resolve differences as they work in groups</li> <li>› Display children’s written stories in the classroom or library with their names identified</li> <li>› Encourage children to practise letter formation</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- share own story about going to market or buying from a vendor?</li> <li>- name some colours seen at the market stall?</li> <li>- demonstrate the role of the <i>vendor</i> and <i>customer</i> during role-play?</li> <li>- name and label some items used by the market vendor?</li> <li>- name items for a short shopping list?</li> <li>- engage in role-play activities?</li> <li>- participate willingly in market scene activities using plays, jingles, songs and dance?</li> <li>- cooperate with others during group tasks?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- play the role of vendor</li> <li>- provide shopping baskets (with emphasis on recycling and using environmentally friendly materials)</li> <li>- provide money for purchasing goods</li> <li>- provide assistance and support for practitioner and students when the vendors visit</li> <li>- accompany practitioners and children on field trip to the market</li> </ul>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Market Vendor

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Food items which are sold have different <i>weights</i>, e.g. <i>light</i> and <i>heavy</i></li> <li>› Some items such as yams, sugar cane have different lengths, e.g. <i>long</i> and <i>short</i></li> <li>› Some items have to be counted to be sold, e.g. 3 mangoes, 12 oranges (12 oranges = one <i>dozen oranges</i>)</li> <li>› Some items are sold by their weight, e.g. 1 kilogram, 2 kilograms</li> <li>› Some items are kept on ice in an <i>ice box</i> or <i>freezer</i> to keep them cool</li> <li>› Some items are displayed on the ground in the open, e.g. <i>yam</i>, <i>potatoes</i> and <i>breadfruits</i></li> <li>› The word <i>yam</i> begins with the /y/ sound. The /y/ sound is represented by the letter “Y” “y”; the capital letter is written “Y” and the common letter is written “y”</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› have various practical experiences of quantity, e.g. <i>many</i>, <i>few</i>, <i>more</i>, <i>less</i></li> <li>› weigh different amounts of items in a standard scale and see which is heavy or light; judge weight of different quantities by hand and describe using terms <i>heavy</i> and <i>light</i></li> <li>› be introduced to the terms <i>kilogram</i>, <i>gram</i></li> <li>› count items using terms, e.g. <i>half-a-dozen</i> for 6, <i>one dozen</i> for 12</li> <li>› compare items which they purchased, who has <i>more than</i> or <i>less than</i> a particular item</li> <li>› help to make a pictograph to record how many children bought carrots, pumpkin, <i>yam</i>, etc.</li> <li>› talk about use of ice and cold storage places, e.g. an ice box or freezer to preserve some foods such as fish, ice cream, vegetables</li> <li>› listen to and identify the /y/ sound, practise forming the letter “Y” “y” in different ways, e.g. in sand, using crayons, pencils; say rhymes, jingles; tell short stories using initial “Y” “y” words such as yoghurt, yes, yummy, yellow, yo-yo, yard, Yasmin</li> <li>› experiment with leaving food in the sun or in a dark place and observe what happens over time; discuss why</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <ul style="list-style-type: none"> <li>weight</li> <li>light</li> <li>heavy</li> <li>long</li> <li>short</li> <li>half-a-dozen</li> <li>dozen</li> <li>stall</li> <li>kilogram</li> <li>gram</li> <li>respect</li> <li>few</li> <li>more</li> <li>less</li> <li>short</li> <li>yam</li> <li>potatoes</li> <li>breadfruit</li> <li>freezer</li> <li>yogurt</li> <li>yummy</li> <li>yo-yo</li> <li>Yasmin</li> <li>yam</li> </ul>



# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Market Vendor

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- a standard scale as well as hand-made balance scales</li> <li>- a variety of items children can weigh in different quantities; cards with “weight” and “quantity” words, e.g. <i>more, less</i> and <i>heavy</i></li> <li>- items for counting and forming sets; e.g. a set of 6 <i>objects which is called half-dozen</i>; a set of 12 <i>objects which is called one dozen</i></li> <li>- real and/or play food items; ice box with ice</li> <li>- materials for making Thank You cards</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Give encouragement and extra support to children who are shy to interact with visitors (the vendors)</li> <li>› Observe and compliment children for their efforts and encourage their peers to do likewise</li> <li>› Encourage children to speak freely; have students volunteer to say “thank you” to visiting market vendors</li> <li>› Encourage children to think critically through questions, e.g. Why do you think vendors keep some of their goods on ice and in cool places like a fridge?</li> <li>› Accept all their answers as a good effort</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use “weight” and “quantity” words appropriately in their interaction with weighing objects?</li> <li>- count 6 objects and use the term “half-dozen”?</li> <li>- count 12 objects and use the term “one dozen”?</li> <li>- tell that ice feels cold?</li> <li>- name at least three food items that must be kept cold to preserve them?</li> <li>- recognize and make the initial /y/ sound?</li> <li>- identify the letter “Y” “y” and words beginning with “Y” “y” ?</li> <li>- form upper and lower case “Y” “y”?</li> <li>- make Thank You cards?</li> <li>- participate willingly in role-play activities?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- reinforce concepts of quantity at home by allowing children to use balance scales (hand-made and real) to weigh and count many objects indoors and outdoors; help to make balance scales</li> <li>- help children to repeatedly use “weight” and “quantity” words, e.g. <i>light, heavy, long, short, half-a-dozen, one dozen</i></li> <li>- help children identify “Y” “y” words in the environment, in newspapers, in books</li> </ul>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Farmer

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A <i>farmer</i> can be male or female</li> <li>› A <i>farmer</i> can be young or old</li> <li>› Farmers provide our communities with different kinds of food that keep us healthy and strong</li> <li>› Some farmers plant many <i>crops</i> such as; <i>yam, plantains, zucchini, tomatoes</i></li> <li>› Some farmers plant only <i>one</i> crop such as watermelons or tomatoes</li> <li>› Some farmers rear many animals such as <i>pigs, cows, sheep, goats, chickens, ducks and rabbits</i></li> <li>› Some farmers rear only one type of animal, e.g. chickens or fish or goats or cows</li> <li>› Some farmers live on their <i>farms</i> with their families</li> <li>› Farmers provide employment for other persons in the community</li> <li>› Farmers wear clothing such as jeans, <i>khaki overalls</i>, water <i>boots</i> and straw hats</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to stories, sing songs about farmers and farmyards</li> <li>› look at farmyard scenes from Big Books and/or DVDs and talk about farms and their experiences with farm animals</li> <li>› clap or stomp to the rhythm of the “Farmer in the Dell”; create own dance movements by imitating movements of farm animals (hopping, running, flying, crawling, etc.); follow a pattern such as hop, run, jump; participate in a “sound collage”</li> <li>› create a <i>farm</i> number book by cutting or tearing out pictures from old magazines and labelling, e.g. 1 cat; 2 sheep; 3 dogs up to 10</li> <li>› play picture bingo games to identify farm crops and farm animals</li> <li>› construct a farm with the use of assorted boxes and textured material; identify the different textures; <i>rough, smooth, silky</i>, etc.</li> <li>› name and make models of animals and farm crops out of playdough</li> <li>› indicate the position of animals by circling the one in the <i>first</i> place, <i>middle</i> place, <i>last</i> place, etc.</li> <li>› use pictograph to indicate which farmer has <i>more</i> or <i>less</i> cows, goats or chickens on his farm</li> <li>› colour, count and record on bar graph the number of sheep, donkeys, etc.</li> <li>› listen to and distinguish between <i>high</i>-pitched and <i>low</i>- pitched animal sounds</li> <li>› engage in pretend-play being a farmer; dress up in clothes and hats like the farmer; use tools that the farmer uses, e.g. fork and shovel, made from thick cardboard or plywood</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>farmer farm crops pigs goats chickens ducks rabbits boots overalls khaki zucchini plantains tomatoes rough smooth silky sheep first middle last high low</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Farmer

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide               <ul style="list-style-type: none"> <li>- props and dress-up clothes for pretend play</li> <li>- relevant story books, Big Books, DVDs, pictures and videos about farms and farmers</li> <li>- a variety of materials; boxes of various sizes and shapes for children to make models of farms; cardboard or plywood to make farm tools</li> <li>- bingo cards, magazines, newspaper, playdough</li> </ul> </li> <li>› Do adequate research on topic</li> <li>› Display samples of foods the farmer produces</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to write in their journals and accept their invented (phonetic) spellings</li> <li>› Allow children to talk freely to each other in peer groups about their experiences</li> <li>› Facilitate open-ended questions and allow adequate response time</li> <li>› Encourage children to learn and use new words</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- recognize and name animals?</li> <li>- identify positions <i>first, middle, last</i>?</li> <li>- demonstrate knowledge of concepts <i>more than/less than</i>?</li> <li>- distinguish between <i>high</i> and <i>low</i> pitched sounds?</li> <li>- maintain balance while hopping, jumping etc?</li> <li>- use plurals, e.g. <i>two</i> goats, <i>three</i> cats</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- provide magazines and pictures about farms</li> <li>- help to make farm tools from thick cardboard or plywood</li> <li>- help source additional materials, e.g. dress-up clothes</li> <li>- act as resource persons</li> <li>- reinforce what children are learning by taking them on outings to a farm</li> </ul>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Farmer

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The words <i>zig-zag</i> and <i>zucchini</i> begin with the /z/ sound which is represented by the letter “Z” “z”; the capital letter is written “Z” and the common letter is written “z”</li> <li>› The farmer uses many tools and machinery on the farm such as <i>cutlass</i>, <i>hoe</i>, <i>shovel</i>, <i>scale</i>, <i>tractor</i></li> <li>› Farmers help to take care of their environment when they <i>recycle</i> materials such as using egg boxes for sowing seeds</li> <li>› Farmers can make <i>compost</i> heaps by adding the skins and other parts of fruits, vegetables and foods to a hole dug in the ground</li> <li>› A compost heap can be maintained by using a <i>fork</i> to turn the soil everyday</li> <li>› The soil from a compost heap makes plants grow very well</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to and identify the /z/ sound in riddles, stories, and songs; practise forming the letter “Z” “z” in different ways, e.g. in sand, using crayons, pencils; say rhymes, jingles, tell short stories using “Z” “z” words</li> <li>› on large picture cards or charts, trace curved or <i>zig-zag</i> pathways to take baby animals such as lambs, calves, kids and ducklings to their mothers</li> <li>› role-play the farmer at work, e.g. using tools appropriately</li> <li>› sow <i>seeds</i> in egg boxes and watch them grow</li> <li>› continue to use non-standard measurement to record the weekly growth of the seedlings</li> <li>› help to establish a small compost heap at school</li> <li>› discuss and decide what waste items can be put in the compost and which ones should not be added to the heap</li> <li>› assist the practitioner to prepare a “Farmer’s Soup”; identify and talk about the ingredients from the market that will make the soup; help to wash, cut, weigh and measure items for the soup and add to a pot of water (practitioner will complete the cooking of the soup); children will taste the cooked soup</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>zig-zag zucchini cutlass hoe spade shovel fork scale tractor compost recycle seeds</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Farmer

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide               <ul style="list-style-type: none"> <li>- materials for children to make models of farming tools</li> <li>- egg boxes for sowing seeds</li> <li>- charts with zig-zag pathways for children to follow direction</li> <li>- items for “Farmer’s Soup”</li> </ul> </li> <li>› Display samples of foods the farmer produces</li> <li>› Do adequate research on topic</li> <li>› Do research necessary to establish a compost heap</li> <li>› Make adequate arrangements for the classroom activities for preparing the soup ingredients and completing the cooking of the soup</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Take necessary precautions to ensure safety in the soup preparation activity, e.g. use plastic knives to cut soft vegetables; ensure that children’s hands are clean before they handle any ingredients to be put in the soup; complete the cooking of the soup away from the classroom</li> <li>› Discuss with children the basic concepts of recycling waste materials for useful purposes, e.g. egg box used as seed boxes; compost heap for gardening soil</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify the /z/ sound in the word zucchini?</li> <li>- identify the letter “Z” “z”?</li> <li>- form the letter “Z” “z”?</li> <li>- trace along a dotted line?</li> <li>- participate in sowing seeds in egg cartons?</li> <li>- tell some items that can be put in a compost heap?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- establish a small compost heap at home and work with children to maintain it</li> <li>- contribute ingredients for “Farmer’s Soup”</li> </ul>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Fire Fighter

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Fire fighters</i> can be <i>male</i> or <i>female</i>; they work at the <i>fire station</i></li> <li>› Fire fighters <i>extinguish</i> fires and rescue persons and animals that may be trapped</li> <li>› Fire fighters inspect buildings such as schools and other <i>community</i> buildings to ensure that they are safe; they conduct <i>fire drills</i> and teach people about fire <i>safety</i></li> <li>› Fire fighters must be careful and wear <i>protective gear</i> at all times (on the job) as their jobs can be very dangerous; they wear <i>helmets</i>, <i>coats</i>, <i>water boots</i>, <i>goggles</i> and <i>gloves</i></li> <li>› We must respect the fire fighters for the job they do</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› engage in picture discussion about the fire fighter</li> <li>› visit fire station; interview fire fighters; discuss what happened at the fire station; answer questions about the visit in full sentences using past tense; <i>I went, I saw, I heard</i>, etc.; write about the field trip in journals</li> <li>› in small groups, use boxes of various sizes and shapes to build a fire station; role-play activities of fire fighters</li> <li>› count, group and paste pictures of clothing and equipment used by fire fighters in a specific pattern, e.g. helmet, glove, hose and axe</li> <li>› participate in a <i>fire drill</i> demonstrating what to do in case of a fire</li> <li>› colour pictures of the fire fighter activities; follow a dotted pathway to take him or her to a fire or rescue operation</li> <li>› do finger play; “Ten Brave Fire Fighters” while standing in order of size and position; <i>first, second, third, fourth</i>, etc.</li> <li>› identify sets of different combinations of fire-fighting items on picture cards, e.g. 4 hats, 6 hats, 3 hoses, 7 hoses</li> <li>› make a fire fighter’s hat and paste the emergency telephone number on it</li> <li>› do fire fighter’s work-out following a specific pattern: jump-run-jump</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>fire fighter male female fire station protective gear uniform extinguish fire extinguisher fire drill safety buildings community helmets goggles water boots coats gloves</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Fire Fighter

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare cut-outs and pictures for sequencing activities</li> <li>› Make adequate preparations for the field trip</li> <li>› Collect a variety of boxes and other materials to create a fire station and to support role-play</li> <li>› Source correct words for poem</li> <li>› Prepare charts with words of songs and finger plays</li> <li>› Provide picture cards to support grouping and regrouping activities</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Observe children closely during discussion and be sensitive to those who have had traumatic experiences with fire</li> <li>› Give such children reassurance about their safety</li> <li>› Assist children in preparing questions that they will ask fire fighters on the field trip</li> <li>› Encourage children to participate in field trip activities</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- sequence objects to create a pattern?</li> <li>- dramatize the roles of the fire fighter?</li> <li>- identify sets using objects?</li> <li>- speak in sentences using past tense, and Standard Jamaican English?</li> <li>- interact socially with the fire fighters at the fire station?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- source and read stories relating to the fire fighter</li> <li>- assist children and practitioners on field trips</li> <li>- talk with children about fire prevention and safety at home</li> </ul>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Fire Fighter

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Fire fighters wear helmets with special shields to protect their faces when fighting fires</li> <li>› When they are at the station, fire fighters wear striped shirt, black pants and black boots</li> <li>› A fire engine has a <i>ladder</i>, large long <i>hose</i>, <i>water</i> tank, foam and siren; fire fighters get water from <i>fire hydrants</i></li> <li>› Fire fighters use ladders to climb up to reach tall buildings</li> <li>› Special tools are used by <i>fire fighters</i> such as an <i>axe</i>, <i>sledge hammer</i>, <i>pickaxe</i>, <i>snips/jaws of life</i> and <i>crowbar</i></li> <li>› <i>Fire fighters</i> must be ready to work both night and day; they live at the fire stations when on duty</li> <li>› At the sound of the fire engine's <i>siren</i>, other <i>vehicles</i> must pull over and stop to allow the fire engine to pass quickly</li> <li>› In case of a fire, you must dial 110 to alert fire fighters, give clear directions and then leave the building</li> <li>› The words <i>fire</i>, <i>fighter</i> and <i>funnel</i> begin with the /f/ sound</li> <li>› the /f/ sound is represented by the letter "F" "f"; the capital letter is written "F" and the common letter is written "f"</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use funnels to pour cups of water into lengths of water hose</li> <li>› estimate lengths of pieces of garden hose, measure with strings and hand spans, find which two pieces are similar in length</li> <li>› place related pictures, story cards in sequential order and take turns retelling stories; say what activity comes <i>first</i>, <i>second</i>, <i>third</i>, <i>fourth</i>, <i>fifth</i></li> <li>› help to create a fire fighters' display including samples of fire fighters clothes, shoes and tools</li> <li>› engage in dramatic-play about fighting fires</li> <li>› imitate sound of sirens; listen to and tell stories and sing related songs</li> <li>› review safety rules, generate own ideas of safety, e.g. not playing with matches, lit candles or burning garbage</li> <li>› recognize simple sight words with initial "F" "f", e.g. <i>four</i>, <i>fire</i> and <i>funeral</i> on charts and picture cards</li> <li>› practise writing the letter "F" "f" in many ways, e.g. with our fingers in sand, in the air, on the desk, with crayons or pencils</li> <li>› sing song "London's Burning"</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>fire engine siren fire hydrants axe sledge hammer pickaxe snips/jaws life crowbar vehicles outdoor indoor hose ladder telephone water smoke funnel</p>



# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Fire Fighter

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- story sequencing cards for children’s use</li> <li>- materials for children’s use, e.g. pieces of waterhose, picture, story cards, used magazines</li> <li>- CDs/DVDs with fire engine sounds</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Show interest in each child’s contribution and take the time to address his or her needs and concerns</li> <li>› Ensure that activities are prepared and readily available for learners who are more advanced</li> <li>› Reinforce children’s knowledge of safety practices</li> <li>› Encourage children to write in their journals and accept their invented (phonetic) spellings</li> <li>› Allow children to talk freely to each other in peer groups about their experiences</li> <li>› Facilitate open-ended questions and allow adequate response time</li> <li>› Encourage children to learn and use new words</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- estimate lengths of various objects?</li> <li>- relate stories in sequential order?</li> <li>- tell the correct emergency number to call when there is a fire?</li> <li>- demonstrate social graces/pro-social skills?</li> <li>- identify the letter “F” “f”?</li> <li>- give at least two words in a word family?</li> <li>- identify the /f/ sound</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- demonstrate safety rules at home</li> <li>- recall the many roles the fire fighter plays in the community</li> <li>- provide materials for children to work with</li> <li>- encourage the use of SJE at home</li> <li>- model social graces/prosocial skills</li> </ul>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Nurse

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A nurse is a very important person in the community and performs many tasks</li> <li>› A nurse works at a hospital, <i>clinic</i>, or doctor’s office</li> <li>› The nurse               <ul style="list-style-type: none"> <li>- gives medications orally and by injections</li> <li>- dresses cuts and sores</li> <li>- checks <i>temperatures</i>, using a <i>thermometer</i></li> <li>- weighs and measures patients</li> <li>- feeds and bathes patients</li> <li>- listens to the heartbeat, using a <i>stethoscope</i></li> <li>- takes care of babies and children</li> </ul> </li> <li>› Some nurses work along with specialist doctors to care for our eyes, ears, feet or teeth</li> <li>› People who visit the hospital or <i>clinic</i> for treatment are called <i>patients</i></li> <li>› Nurses use cotton, stethoscope, <i>thermometers</i>, <i>bandages</i>, <i>syringe</i> and <i>gauze</i></li> <li>› Nurses wear protective clothing/gear; such as <i>aprons</i>, <i>gloves</i> and <i>masks</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to many stories; engage in picture discussion about nurses and what they do</li> <li>› sing songs, e.g. “Miss Polly’s Dolly was sick, sick, sick. She called for the nurse to be quick, quick, quick”; say jingles and rhymes about the nurse</li> <li>› respond to questions such as, “What do you think the nurse did?”, count and match numerals to the correct number of nurses/caps/uniforms, use strings to record the height of classmates; say who is <i>tall</i>, <i>taller</i> and <i>tallest</i></li> <li>› experiment, using thermometer in <i>hot</i> and <i>cold</i> water, discuss the changes in each case</li> <li>› place the required number of bandages, cotton balls, etc. in recycled containers with specific numerals</li> <li>› use cord, straws and small plastic cups to make stethoscopes</li> <li>› dress up in nurses’ uniforms (male and female); talk about the different colours nurses wear; pretend-play caring for dolls, giving <i>medication</i>, injections, taking temperature</li> <li>› practise using the new words associated with the nurse’s duties</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>thermometer stethoscope patient clinic aprons gloves mask temperature medication medicine bandage cotton syringe gauze hot cold</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Nurse

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide               <ul style="list-style-type: none"> <li>- stories, charts, props, toy nursing kits, clothes and items for dramatic play</li> <li>- bulletin board, large pictures, small pictures, cards for various activities</li> <li>- journals for children’s individual use</li> <li>- materials to make nurses caps, bandages, thermometer</li> </ul> </li> <li>› Use recycled containers</li> <li>› Prepare environment to reflect theme</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Model behaviours you wish the children to display</li> <li>› Foster and promote competence in children by giving encouragement and allowing sufficient time for the completion of task</li> <li>› Talk with children about how nurses are helpful to others and emphasize the importance of being helpful to each other</li> <li>› Be particularly encouraging and understanding of children who might have a fear of nurses</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- demonstrate the concept of one-to-one correspondence?</li> <li>- count and match objects?</li> <li>- identify who were tall, taller and tallest?</li> <li>- match number of items to numerals?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- share songs, poems, stories, jingles and rhymes about the theme</li> <li>- to contribute items relevant to theme for “dress-up box”</li> </ul> <p>Encourage parents to speak with their children about health and hygiene</p>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Nurse

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A nurse can be <i>male</i> or <i>female</i></li> <li>› Nurses are trained to care for the sick</li> <li>› Some nurses help us to stay healthy by teaching us proper health care, <i>nutrition</i> and <i>hygiene</i></li> <li>› Nurses usually assist doctors in their work</li> <li>› Most nurses wear white uniforms</li> <li>› Some public <i>health</i> nurses in the <i>community clinics</i> wear <i>brown</i> or blue uniforms</li> <li>› Many nurses work in <i>hospitals</i></li> <li>› Nurses sometimes give <i>injections</i> using a special <i>needle</i></li> <li>› Hospitals are usually found in quiet areas</li> <li>› The words <i>nurse</i> and <i>needle</i> begin with the /n/ sound</li> <li>› The /n/ sound is represented by the letter “N” “n”; the capital letter is written “N” and the common letter is written “n”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› interact and talk with a nurse who has been invited to visit the class</li> <li>› observe and describe the nurse’s uniform; dress up as male or female nurses for dramatic play activities</li> <li>› share stories about their experiences with nurses; draw in their journals; ask questions using SJE forms</li> <li>› help to build stories by adding on to a story the practitioner has started; suggest how stories will end</li> <li>› sequence picture cards to <i>create</i> and tell a story</li> <li>› make nurses’ caps by folding plain white paper</li> <li>› use prop boxes of different shapes and sizes to make a large play clinic; children will take turns playing the different roles of the nurse, e.g. bathing babies, giving medication, making appointments and dressing cuts</li> <li>› play games, e.g. “Duck, Duck, Goose”, inserting the words “Doctor, Doctor, Nurse”</li> <li>› play “What’s missing?” games, e.g. tell what’s missing from a tray with nurses tools after practitioner removes an item while their eyes are closed</li> <li>› experiment by measuring, mixing and pouring food colouring; blue and yellow make green, etc. for the colour of some nurses’ uniforms</li> <li>› use tablespoons to fill small bottles with water and tell how many spoonfuls to fill a bottle</li> <li>› listen to and identify the /n/ sound, practise forming the letter “N” “n” in different ways, e.g. in sand, using crayons, pencils</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>nurse hospital clinic school health nutrition hygiene male female uniform matron scale height chart blood pressure machine injection community brown needle</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Nurse

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide               <ul style="list-style-type: none"> <li>- stories, charts, props, toy nursing kits</li> <li>- bulletin board, large pictures, small pictures, cards</li> <li>- journals for children’s individual use</li> <li>- materials to make nurses’ caps, coloured paints or food colouring,</li> <li>- trays, spoons, cloth for bandaging, nurses’ uniforms for dress-up</li> <li>- different sized containers and small plastic bottles</li> </ul> </li> <li>› Prepare “what’s missing” games</li> <li>› Prepare environment to reflect theme</li> <li>› Write letter inviting a nurse to visit school</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage shy children to take part in role-play activities</li> <li>› Acknowledge all efforts; use encouraging phrases/sentences such as: “Thanks for waiting your turn”, “I appreciate your effort”, “Well done”</li> <li>› Treat children and their opinions/contributions with utmost respect</li> <li>› Accept random strings of letters and invented phonetic spelling as children learn to write down their ideas</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- listen attentively and ask appropriate questions, using SJE?</li> <li>- make suggestions to continue a story?</li> <li>- use picture cards to sequence and create own story?</li> <li>- participate in role-play activities?</li> <li>- identify and write the letter “N” “n”</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- ensure that they take their children to the clinic for regular check-ups and immunization, as needed</li> <li>- encourage their children to talk to nurses</li> </ul>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Dentist

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A dentist is a special doctor who can be male or female</li> <li>› The dentist is trained to care for our <i>teeth</i> and <i>gums</i></li> <li>› The dentist wears a white lab coat, safety glasses and rubber gloves</li> <li>› The dentist helps us to keep our teeth <i>clean</i> and free from <i>cavities</i></li> <li>› The dentist uses special <i>equipment</i> such as the <i>x-ray machine</i> to take pictures of our teeth, and <i>instruments</i> like the <i>drill</i> to clean away decayed sections of our teeth</li> <li>› The word <i>dentist</i> begins with the /d/ sound; the /d/ sound is represented by the letter “D” “d”; the capital letter is written “D” and the common letter is written “d”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› engage in a general discussion about the dentist; how they feel about visiting the dentist</li> <li>› place pictures in sequential order to show what happens in the dentist’s office</li> <li>› experiment by placing an egg shell in Coca-Cola over night; note colour before and after and discuss the changes; say what happens when they eat sweet things and do not brush their teeth</li> <li>› make own individual <i>toothpaste</i> by measuring 4 teaspoons baking soda, 1 teaspoon salt, 1 teaspoon water and drops of peppermint or orange extract and make into a paste</li> <li>› use own toothpaste and their own personal tooth brushes to brush teeth after lunch to the song: “This is the way we brush our teeth”, making sure to brush in the correct manner and explain how the toothpaste tastes</li> <li>› do string painting with <i>dental floss</i>, spatter paintings using old toothbrushes</li> <li>› use old toothbrushes to do group mural</li> <li>› listen to and identify the /d/ sound, practise forming the letter “D” “d” in different ways, e.g. in sand, using crayons, pencils; say rhymes, jingles, with the /d/ sound</li> <li>› discuss foods that keep our teeth healthy, e.g. sugar cane, vegetables and fruits</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>dentist teeth gums clean cavities equipment x-ray machine instrument drill dental floss toothpaste</p>

# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Dentist

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Conduct adequate research</li> <li>› Prepare environment to reflect theme</li> <li>› Provide               <ul style="list-style-type: none"> <li>- appropriate props for dramatic play</li> <li>- ingredients for making toothpaste</li> <li>- materials for overnight experiment</li> </ul> </li> <li>› Sterilize used toothbrushes before children use them for painting</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Allow each child adequate time for self-expression</li> <li>› Incorporate children’s experiences into lessons</li> <li>› Use child-friendly stories relating to theme to help alleviate fear of the dentist</li> <li>› Encourage children to bring and use personal toothbrushes after having meals at school</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- note changes in the egg shell?</li> <li>- relate a story in sequential order?</li> <li>- identify letter “D” “d”?</li> <li>- write letter “D” “d”?</li> <li>- make the /d/ sound?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- contribute materials needed for doing experiments</li> <li>- frequently remind and encourage children to brush after meals</li> <li>- provide their children with toothbrushes to brush teeth at school</li> </ul>

## 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Dentist

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The dentist tells us how to care for our teeth</li> <li>› To care for our teeth we must               <ul style="list-style-type: none"> <li>- brush after each meal</li> <li>- <i>rinse</i> with water</li> <li>- change our <i>toothbrush</i> every three months</li> <li>- visit the dentist at least once each year</li> </ul> </li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› sort and group toothbrushes by colour</li> <li>› count and tell the total number of toothbrushes as well as the number in each colour subset</li> <li>› after a field trip to the dentist, or visit of a dentist, tell a story about the dentist</li> <li>› relate own experiences of going to the dentist using SJE and speaking in sentences; create own beginnings or endings for stories</li> <li>› create own <i>dental clinic</i> with appropriate props and take turns role-playing the dentist</li> <li>› use puppetry, music, jingles to help alleviate their fears of visiting the dentist</li> <li>› use old toothbrushes in a variety of art activities</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>dental clinic toothbrush toothpaste floss rinse mouthwash</p>



# 4-YEAR-OLDS

Term 3

THEME: PEOPLE IN OUR COMMUNITY

SUB THEME: The Dentist

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Conduct adequate research</li> <li>› Ensure that children have sufficient materials to manipulate; provide necessary props and dress-up costumes</li> <li>› Properly sterilize used toothbrushes before introducing them into the classroom for art work</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Do not assume that children are familiar with visiting the dentist or that they understand the proper way to brush their teeth</li> <li>› Listen to and respect children’s views</li> <li>› Use teachable moments</li> <li>› Incorporate children’s experiences in lessons</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- sort and group toothbrushes by colour?</li> <li>- count and tell the number of toothbrushes in each colour subset?</li> <li>- count and tell the total number of toothbrushes?</li> <li>- tell how to care for the teeth?</li> <li>- participate willingly in musical activities?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to           <ul style="list-style-type: none"> <li>- talk with their children about how to care for their teeth</li> <li>- show their children the proper way to brush their teeth</li> <li>- ensure that children get regular check-ups at the dentist or dental clinic</li> <li>- supply materials to enrich lesson</li> </ul> </li> <li>› Send home a brochure/newsletter on oral hygiene</li> </ul>

# 5-YEAR-OLDS

## Term 1

## Developmental Objectives

### WELLNESS

*If provided with the appropriate opportunities children will*

- Continue to demonstrate greater motor coordination, self-control, agility in all previously acquired gross motor skills including marching, skipping, galloping
- Continue to engage in imaginative and creative play indoors and outdoors, involving others
- Continue to join in-group activities that require team effort
- Demonstrate increasing mastery in gross motor skills needed in sporting activities such as football, cricket, dancing and swimming
- Demonstrate increasing mastery in fine motor skills, e.g. forming letters, numbers, shapes, using scissors, completing intricate puzzles, using the computer keyboard
- Disassemble and reassemble objects; build 3-dimensional block structures
- Freely choose and try out new tasks
- Demonstrate increasing competence in self-help skills and chores at home and school
- Tell their phone number, address and other personal information
- Demonstrate strong sense of belonging and being a member of a group
- Demonstrate ability to successfully enter into play situations with peers
- Acknowledge the importance of having adequate rest, sleep and physical activity
- Demonstrate improved judgement of space and distance in games, sports and use of equipment
- Suggest ways in which accidents can be avoided

### COMMUNICATION

*If provided with the appropriate opportunities children will*

- Create and use sentences that make statements, ask questions and show excitement
- Respond to a story with discussion and questions about the characters and plot
- Listen and respond to texts through a variety of media and activities
- Predict and represent outcomes for stories; dramatize events in a story; enact the role of any selected character; suggest alternative versions of and outcomes for stories
- Follow complex instructions
- Ask questions to seek clarification
- Continue to engage in two-way conversations; take turns in a discussion, listen to a speaker without interrupting
- Recall and use previous knowledge and information for problem-solving
- Continue to interpret pictures, photographs, diagrams and other forms of presentation with adult assistance

# 5-YEAR-OLDS

Term 1

## Developmental Objectives

### COMMUNICATION (cont'd)

- Begin to introduce, welcome and thank visitors with adult supervision
- Repeat rhymes, jingles, verses, poems, etc.
- Participate in choral speaking activities
- Continue to show enjoyment while being read to
- Continue to identify likenesses and differences in symbols, shapes, letters, words and sentences
- Continue to comprehend and use complex sentences
- Produce or sequence a number of pictures or creative expressions to tell a story
- Engage in a variety of activities for composing creative writing and expression
- Use pictures and other forms of expression to relate experiences
- Share creative expressions with others and talk about own writing
- Continue to effectively use phonics to “sound-out” words along with other word attack strategies
- Identify some sight words
- Continue to identify patterns in word families
- Continue to give instructions; explain how to do or make things, e.g. recipes or directions
- Reproduce oral patterns of speech with increasing complexity
- Clap to the rhythm of words and phonemes (syllabication)
- Correctly use plurals, pronouns and tenses; correct own grammar and language use
- Identify selected initial blends
- Blend phonemes (individual letter sounds) to make words
- Identify and explain symptoms when they are unwell
- Improvise given scenarios and retell the event in sequential order; suggest changes

### VALUING CULTURE

*If provided with the appropriate opportunities children will*

- Demonstrate preferences for play with same gender; have best friends
- Participate in sports and cultural activities of school, church and community
- Become familiar with the accomplishments of Jamaican athletes, musicians and other performers
- Continue to enjoy and participate in stories and songs about people and events from their own and other countries
- Recognize and appreciate similarities and differences among themselves

# 5-YEAR-OLDS

Term 1

## Developmental Objectives

### VALUING CULTURE (cont'd)

- Continue to understand and behave respectfully towards cultural practices and religions that are different from theirs
- Respond to and show appreciation for music of different cultural and ethnic communities
- Show awareness of foods, dress, festivals or celebrations of other cultures
- Recognize national symbols: dress, anthem, pledge, heroes, song, flag, foods
- Know and sing the National Anthem
- Know and can recite the National Pledge
- Observe and exhibit rules in respect of national symbols and protocols

### INTELLECTUAL EMPOWERMENT

*If provided with the appropriate opportunities children will*

- Continue to investigate and expand knowledge about self, others and the environment
- Continue to express themselves using a variety of media
- Continue to apply known or new information to a new situation
- Select samples of work for display and give reasons for their selection
- Continue to use pictographs to represent information
- Continue to classify objects and numbers into groups or sets up to 20; write numerals, read and write numbers names up to 20
- Continue to use number patterns to solve problems
- Count by ones (1) and twos (2) up to twenty (20)
- Make sets of and bundle materials in groups of 2, 5 and 10
- Continue to use drawings to show, model and solve problems
- Create and write simple mathematical sentences and understand their meaning
- Continue to use ordinal numbers 1<sup>st</sup> to 5<sup>th</sup>
- Use symbols to show comparison (equal, less than, greater than)
- Use the number line appropriately for activities that include comparing numbers, sequencing numbers, and skip counting
- Combine and partition sets to solve problems
- Make sets using pictures and objects up to 20
- Identify and name shapes, including circle, triangle, star, square, rectangle, oval and heart, using templates for creating patterns and pictures
- Classify 2-D shapes and 3-D objects
- Begin to construct and interpret simple pictographs/ bar graphs related to themes and own experiences

**INTELLECTUAL EMPOWERMENT (cont'd)**

- Perform addition and subtraction with regrouping
- Perform addition and subtraction without renaming
- Name and use days of the week and months of the year in sequence
- Continue to associate events with time-related concepts, e.g. use the calendar for field trips, ice cream days, sports days, Open Day, birthday
- Match time on the clock, on the hour with an event
- Read dates from the calendar
- Use money in role-playing activities
- Recognize the value of some Jamaican coins and paper money
- Use both non-standard and standard units to measure length and height of objects as well as distance
- Differentiate between living and non-living things
- Identify the basic needs of living things
- Describe, compare and classify objects according to an increasing number of characteristics and details
- Learn about various types of machines and electronic tools, e.g. cassette recorder, video recorder, television and computer, in appropriate ways
- Discuss the types, forms and importance of transportation used to move people and things from one place to another
- Explore a wide range of movements both independently and with others, in using space
- Recall, imitate and create own simple rhythmic patterns by clapping, tapping and playing a variety of percussion instruments
- Perform specific movements to musical beats; begin to create a sequence of movements in response to different stimuli, e.g. rhythmic clapping and beating of a drum
- Recognize and enjoy rhythm in songs and rhymes
- Continue to use choral expression to develop memory, concentration and self-expression; participate in class/group programmes
- Learn simple dances; perform dances and recite choral verses; sing songs
- Participate in expressive activities and dramatic play about experiences that demonstrate honesty, fairness, acceptance, feeling left out, trustworthiness, loyalty, obedience
- Use a variety of media to draw, paint, print
- Draw, paint and print to depict emotions
- Use recycled materials to make costumes and props to be used in dramatic activities
- Engage in activities that emphasize conservation and recycling
- Be able to maintain attention and concentration for longer periods

# 5-YEAR-OLDS

## Term 1

## Developmental Objectives

### RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT

*If provided with the appropriate opportunities children will*

- Show understanding of good moral judgement, e.g. that stealing and lying are wrong
- Continue to respect and support individual differences and persons with different abilities
- Develop team spirit through cooperative play in sports and games
- Show self-respect
- Establish positive relationships with other children and adults
- Show sensitivity to the needs and feelings of others
- Recognize and observe street safety rules
- Continue to use courtesies and social graces appropriately
- Continue to show appreciation for own work and that of others
- Function appropriately as a member of a group – sharing, listening, taking turns, cooperating, being considerate and helpful
- Demonstrate the ability to self regulate in conflict situations, articulating emotions and negotiating disputes
- Continue to resolve conflicts with assistance if needed
- Participate in an increasing number of activities and games with rules
- Cooperate with others while participating in individual, cooperative and competitive games, sports and other activities
- Display socially acceptable values and attitudes, e.g. willingness to show fairness, honesty, tolerance and trust, and to share and care
- Demonstrate trust in self, authority and others
- Practise social norms in appearance and expression, e.g. good hygiene, use of appropriate and polite expressions, personal grooming and dress code

### RESILIENCE

*If provided with the appropriate opportunities children will*

- Persevere in completing tasks; exercise some patience and persist with learning challenges
- Demonstrate increased awareness of safety in use of equipment and managing own self
- Exercise care in the learning/school environment and playground or playfield
- Call for help in an emergency or when in danger
- Recall and demonstrate how to use emergency telephone numbers
- Respond routinely to playground rules
- Show increased awareness of natural and other disasters such as hurricanes and earthquakes and learn age-appropriate responses to these

# 5-YEAR-OLDS

Term 1

Developmental Objectives

## **RESILIENCE (cont'd)**

- Take appropriate measures when dealing with cuts and bruises
- Respond appropriately to minor accidents in their environment
- Deal with their emotions calmly, using the appropriate terms and without demonstrating negative behaviours

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Out of Many One People

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A long time ago many people came from different countries to live here in <i>Jamaica</i>; they came from countries in <i>Africa</i>, from <i>India</i>, <i>China</i>, <i>Spain</i>, <i>England</i> and other countries</li> <li>› The different groups of people who came to Jamaica from Asia, Africa and Europe, brought their language, religion, dress, food, music and dance</li> <li>› Every country has a <i>heritage</i>; heritage means those things such as our culture and practices that have been passed down from previous generations</li> <li>› <i>Jamaica</i> has many <i>symbols</i> that remind us of our heritage</li> <li>› The Coat of Arms has the Jamaican Motto ‘Out of Many, One People’; this shows that our people who came from Asia, Africa and Europe and live in Jamaica are all one</li> <li>› All people born in Jamaica are <i>Jamaicans</i></li> <li>› Jamaicans celebrate our nation’s Independence Day on August 6</li> <li>› Independence means that a country has its own leaders who make decisions about the country and its people</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› view video clips, DVDs and pictures of Jamaican scenery and people; talk about Jamaica and Jamaicans; talk about their own family heritage</li> <li>› review the Alphabet song and review letter names</li> <li>› listen to stories about our Jamaican heritage, e.g. Miss Lou tales</li> <li>› observe pictures of the different races of people that live in Jamaica</li> <li>› examine, count and tell how many persons from the various ethnic groups can be seen in the picture</li> <li>› participate in Jamaican ring games</li> <li>› identify the Jamaican flag from among others</li> <li>› do movements or dance to a medley of Jamaican, African, European, Chinese and Indian folk music</li> <li>› learn and repeat the Jamaican National Pledge, the Jamaican Motto and the Jamaican National Anthem</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>heritage Jamaica Jamaican Africa India China Spain England motto symbol anthem pledge</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica out of many</p>



# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE

SUB THEME: Out of Many One People

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide large pictures, video clips, DVDs of Jamaican scenes and people</li> <li>› Source Jamaican folktales, stories, songs</li> <li>› Source tapes, CDs of Jamaican, European, Chinese, African and Indian music</li> <li>› Source the national symbols, e.g. flag, pledge, anthem and motto</li> <li>› Provide a dress-up box with clothing and items representing Chinese, Indian, Jamaican, European and African cultures</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Provide many activities that can help children to feel comfortable and settle into school life</li> <li>› Begin to develop a positive relationship with children and their families by learning and using their names</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- show interest in participating in class discussions?</li> <li>- participate in music and movement activities?</li> <li>- work sociably with peers?</li> <li>- sing the alphabet song in correct sequence?</li> <li>- demonstrate a knowledge of the Jamaican Anthem and Pledge?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to talk with their children about the different races of people who live in Jamaica</p>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from Africa

Suggested Duration:  
3 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Africa is a continent; Africa is made up of many countries such as Tanzania, Nigeria, Ethiopia and South Africa</i></li> <li>› <i>Most Jamaicans’ ancestors came from the west part of Africa</i></li> <li>› <i>Most Africans have dark skin, full lips and kinky or tightly curled hair</i></li> <li>› <i>Many Jamaicans are a mix of African and another race, and so we have many different shades of skin colour</i></li> <li>› <i>Some Jamaicans of African heritage have very fair skin and some have very dark skin</i></li> <li>› <i>All our different skin colours are beautiful</i></li> <li>› <i>We should protect and care for our skin</i></li> <li>› <i>Too much sun can damage the skin</i></li> <li>› <i>The /t/ sound is found in the words Tanzania, west and heritage; the /t/ sound is represented by the letter “T” “t”; the capital letter is written “T”, and the common letter is written “t”</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at world map and recognize Africa and its location</li> <li>› discuss the size and shape of the African continent</li> <li>› colour an outline of the African continent and write a sentence about Africa</li> <li>› fit together a puzzle of the African continent</li> <li>› view video clips or DVDs of African people portrayed in a positive light and talk about the features of the African people seen</li> <li>› in pairs or small groups, talk about and identify similarities and differences among their own features; compare the skin colour of their arms and identify skin tones from fairest to darkest; practise SJE speech patterns, e.g. “I have dark skin” or “I have fair skin”</li> <li>› look at various colour charts and identify light and dark colours</li> <li>› talk about the importance of protecting and caring for their skin</li> <li>› create short songs and poems in relation to the discussion</li> <li>› learn to sing the song: “God made me special”</li> <li>› Compare the Jamaican flag to flags from other countries in Africa, which ones have similar colours, diagonal lines, etc.</li> <li>› listen to and identify the /t/ sounds in initial, medial and ending positions</li> <li>› practise reading and writing words and sentences that have the letter “T” “t”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>continent Tanzania Africa west heritage kinky fair dark most Africans full</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica Africa of the out many to (Students’ first names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source large maps (chart and globe) of the world</li> <li>› Prepare puzzles of 15 to 20 pieces with no more than one centre piece, from the outlines of the shape of the African continent</li> <li>› Begin to create a word wall with sight words</li> <li>› Source charts, DVDs, photos, etc. of African people portrayed in a positive light, e.g. athletes performing, Africans in their own countries or communities</li> <li>› Begin to create or add to a classroom library; include literature on Africa and Africans</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Reinforce the idea that people of all races are beautiful and we must show respect and appreciation for the differences in our appearances</li> <li>› Continue to reinforce concepts about healthy living, taking pride in and caring for our skin and our bodies</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify Africa on the world map?</li> <li>- provide at least one statement using SJE?</li> <li>- identify at least one harmful action that damages the skin?</li> <li>- identify the /t/ sound in the initial, medial and ending positions?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to           <ul style="list-style-type: none"> <li>- speak positively to thier children about their physical features</li> <li>- avoid scolding children by making negative comments about their physical features, e.g. colour, hair</li> </ul> </li> <li>› Ask family members, who have a close connection to their African roots, to come and speak to the children</li> <li>› Ask families to bring in African artifacts and explain their relevance</li> </ul>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Africans wear clothes made from very beautiful <i>fabric</i></li> <li>› African clothes are made in different styles</li> <li>› Some African women wear long, printed dresses with matching head wraps; many men wear long <i>robes</i> and loose pants</li> <li>› Some African women wear their hair in very <i>creative</i> styles</li> <li>› They <i>braid, plait</i> and <i>bead</i> their hair in many beautiful ways</li> <li>› Many Jamaicans <i>braid, plait</i> and <i>bead</i> their hair</li> <li>› Beads can be made from many different kinds of materials that have many different colours</li> <li>› We can use beads for counting and for making different patterns</li> <li>› The /f/ sound is found in the words <i>Africa, fabric</i> and <i>leaf</i>; the /f/ sound is represented by the letter “F” “f”; the capital letter is written “F”, and the common letter is written “f”</li> <li>› Africans taught us how to weave and make beautiful craft items such as straw baskets, scarves and hats; beads are used to make jewellery</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine pictures of people dressed in African styled clothing; talk about the colours, length and pattern</li> <li>› create artwork from pieces of African fabric, e.g. creating a quilt; place samples of artwork in a theme-related scrap book</li> <li>› sort and match pieces of African fabrics</li> <li>› dress up in African costumes for role-play</li> <li>› participate in tie-dyeing activity; assist in taking photographs of the steps in the tie-dyeing process</li> <li>› use mounted tie-dyed pictures in sequencing activities</li> <li>› observe and talk about the types of hairstyles of children in the classroom; try to plait and twist dolls’ hair or stocking strips</li> <li>› sort and classify beads according to colour and shape</li> <li>› make necklaces using colour patterns, e.g. 5 yellow, 5 white and 5 blue, and repeat the sequence; using non-standard units, measure and compare different lengths of necklaces made in the class</li> <li>› listen to and identify the /f/ sound in initial, medial and ending positions</li> <li>› practise reading and writing words and sentences that have the letter “F” “f”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>fabric tie-dye braid bead plait robe pattern creative Africa leaf</p> <p><u>SIGHT WORDS</u></p> <p>Africa out many of the to (Students’ first names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source pictures of Africans and African clothing; collect samples of a variety of African fabric</li> <li>› Cut and mount onto cardboard, small squares of various fabrics for matching and sorting</li> <li>› Provide items and small equipment for use in tie-dye activity</li> <li>› Provide a variety of beads for sorting and making necklaces</li> <li>› Provide dolls for hair plaiting, also provide stocking strips made from old stockings for plaiting and twisting</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children’s independence in creating their own items and demonstrating self-help skills</li> <li>› Praise children’s efforts and time spent on task rather than what they actually produce</li> <li>› Display children’s work with their names visible</li> <li>› Encourage children to think critically and creatively about why things happened, e.g. <i>Why do you think the water changed colour? What if we used a crayon in the water instead?</i></li> <li>› Pay special attention to safety of children, e.g. when using small beads, or hot water in the tie-dye process</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- participate in class discussions?</li> <li>- sequence photographs showing stages of tie-dye?</li> <li>- twist or plait stocking strips or dolls’ hair?</li> <li>- sort beads and other items in appropriate groups?</li> <li>- measure with non-standard units?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>- Ask parents to bring in clothing, including African fabric, and accessories, e.g. string and beads, to contribute to the Dress-up Corner</li> <li>- Invite parents to participate in setting up a display or Interest Corner with African items</li> <li>- Ask family members with access to the Internet to print colour pictures of African dress, jewellery, etc.</li> </ul>

# 5-YEAR-OLDS

Term 1      THEME: OUR COUNTRY JAMAICA – OUR PEOPLE      SUB THEME: Our People from Africa

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Africans use things found in nature to make beautiful art</li> <li>› They use beads and straw to make beautiful craft items such as baskets, mats, hats and jewellery</li> <li>› Many of our folk songs and dances came from Africa</li> <li>› The music of Africa and Jamaica is very lively and makes use of drums</li> <li>› The music of drums makes us feel like dancing</li> <li>› We can recycle used things such as large cans and plastic bottles to make our own drums</li> <li>› <i>Recycle</i> means that we use things that are usually thrown away to make useful items</li> <li>› <i>Reggae music, mento, bruckins</i> and <i>jonkanoo</i> are forms of Jamaican entertainment that come from our African heritage</li> <li>› The /b/ sound is found in the words <i>bead</i> and <i>fabric</i>; the /b/ sound is represented by the letter “B” “b”; the capital letter is written “B”, and the common letter is written “b”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine a variety of woven items, e.g. hand fans, hats, mats and baskets; talk about the differences observed</li> <li>› create simple craft items using paper, coconut leaves, banana leaves, etc.</li> <li>› learn the song ‘Kumbya’; describe how they feel when they listen to that song; clap, tap to the number of syllables in the words of the song, e.g. Kum-by-a</li> <li>› listen to and make up their own dance to African rhythms</li> <li>› make and decorate drums and other percussion instruments, such as tambourines, <i>maracas</i> or <i>shakers</i>, using recycled items</li> <li>› sequence drums of varying sizes, from the smallest to the largest</li> <li>› listen to Anansi stories, talk about the lesson they learn from each story</li> <li>› participate in food experiences, e.g. Anansi and the melon – taste different types of melon, graph the favourite, discuss colour and taste, etc.</li> <li>› write in their journals about their favourite part of the Anansi story</li> <li>› listen to and identify the /b/ sounds in initial, medial and ending positions</li> <li>› practise writing words and sentences that have the letter “B” “b”, in free writing activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>recycle reggae music jonkanoo bruckins mento bead fabric Anansi maracas shakers</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica Africa out of many the country to (Students’ first names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Add a number of woven items to the Interest Corner</li> <li>› Provide pictures or artifacts of African art</li> <li>› Collect a variety of Jamaican songs and dances that originated in Africa</li> <li>› Collect containers that children can recycle to make drums, maracas and tambourines</li> <li>› Prepare props for use in dramatizing Anansi stories, folk songs and poems; research at least one Anansi story, and memorize for retelling</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to think creatively about how items can be re-used rather than being thrown away</li> <li>› Avoid doing too much for the children; encourage them to work independently on the activities as much as they are able</li> <li>› Allow children to listen to music and create their own dances; encourage them to express themselves freely and creatively</li> <li>› Emphasize the moral lessons to be learned from the Anansi stories</li> <li>› Accept phonetic spelling in journals</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- complete a simple weaving activity?</li> <li>- clap to the number of syllables in the words of a song?</li> <li>- arrange drums in sizes from smallest to largest?</li> <li>- discuss what “recycle” means?</li> <li>- participate in dances?</li> <li>- make statements in SJE?</li> <li>- identify the /b/ sound in initial, medial, final positions?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite those parents who are willing and able, to come to the school to play the drum for the children</li> <li>› Ask parents to assist in sourcing video tapes of musicians and dancers performing traditional Jamaican folk songs</li> </ul>

# 5-YEAR-OLDS

Term 1      THEME: OUR COUNTRY JAMAICA – OUR PEOPLE      SUB THEME: Our People from Africa

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Some of our Jamaican plants and food came from Africa, e.g. <i>yam, ackee, okra, tamarind</i></li> <li>› Some foods like <i>yam, ackee</i> and <i>okra</i> must be cooked before eating; not all foods can be eaten raw</li> <li>› <i>Yam</i> is a popular food in Jamaica; it can be boiled, baked, or roasted for eating</li> <li>› Jerking is another way of cooking meat that we inherited from the Africans</li> <li>› Africans use <i>cornmeal</i> to prepare many of their dishes</li> <li>› In Jamaica we use cornmeal to make puddings, dumplings, porridge and turn-cornmeal</li> <li>› <i>Dukunoo</i> is an African dish made from cornmeal; it is cooked wrapped in banana leaves; it is still eaten in Jamaica today</li> <li>› The /m/ sound is found in the words <i>meat, tamarind</i> and <i>yam</i>; the /m/ sound is represented by the letter “M” “m”; the capital letter is written “M”, and the common letter is written “m”</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine real plants and foods that came from Africa to Jamaica</li> <li>› listen to stories behind how the fruits came to Jamaica, e.g. Captain Bligh takes ackee to the Royal Botanical Garden in Kew, England, then to Jamaica</li> <li>› talk about the ackee and how it must be prepared since improperly prepared ackee can make you sick</li> <li>› talk about plants and foods that are used as medicine</li> <li>› examine real tamarinds if available; compare the texture of the outer coat with the inside; identify and observe the taste of the fruits; count the seeds; use them in art collages</li> <li>› examine and taste yam cooked in different ways; help to prepare a graph of children’s preferences for eating yam; weigh and measure pieces of yam</li> <li>› make playdough dumplings; sequence pictures of stages in cooking dumplings; identify and use various units of measurement in making dumplings; make and count dumplings and tell how many they have made</li> <li>› listen to a parent or resource person do a presentation on how to make ‘dukunoo’</li> <li>› taste the cooked dukunoo</li> <li>› listen to and identify the /m/ sound in initial, medial and ending positions</li> <li>› practise reading and writing words and sentences that have the letter “M” “m”</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>tamarind ackee okra boil roast pudding dumpling yam meat cornmeal dukunoo</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>Jamaica Africa out of many the country (Students’ first names)</p>



# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Display samples of yam, ackee, okra, tamarind for children to examine</li> <li>› Prepare samples of cooked yam dishes and tamarind balls for tasting</li> <li>› Prepare items that are canned, cooked, frozen and discuss properties; graph results</li> <li>› Provide camera to take pictures for sequencing activities</li> <li>› Provide stages of development of the growing plants to be placed in order</li> <li>› Provide playdough</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Reinforce the concept that food must be washed and cooked properly, if necessary, before it is eaten</li> <li>› Ask children question that will enhance their critical thinking skills, e.g. “What do you think will happen if...?” or “What do you think caused this?”</li> <li>› Encourage children to try out new foods, e.g. dukunoo</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify food items that are eaten cooked and raw?</li> <li>- correctly sequence pictures of a cooking process?</li> <li>- identify at least two ways of cooking food, e.g. boil, bake, roast?</li> <li>- identify the /m/ sound in initial, medial and final positions?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to           <ul style="list-style-type: none"> <li>- contribute Jamaican and other foods associated with the theme</li> <li>- take the children to a local market to identify and purchase foods to bring back to the institution and prepare</li> </ul> </li> <li>› Encourage parents to talk with their children frequently about the foods they see around them, e.g. naming vegetables, fruits; identifying them as part of our Jamaican African heritage</li> <li>› Encourage parents to allow children to participate in simple meal preparation tasks</li> <li>› Invite parent or resource person to do presentation on making dukunoo</li> </ul>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Africans speak many different languages. Jamaicans speak two languages, patois (creole) and Standard Jamaican English (SJE); some words used in creole sound like African words, e.g. <i>yabba</i>, <i>nyam</i>, <i>dukunoo</i>, <i>katta</i></li> <li>› The <i>yabba</i> is a large mixing bowl used by Africans; some Jamaicans still use <i>yabbas</i> to make cakes at Christmas; we can also <i>knead</i> dumplings in <i>yabbas</i></li> <li>› We can count the number of dumplings we make in a <i>yabba</i>; we can add dumplings to the <i>yabba</i>; we can take dumplings away from the <i>yabba</i> until there are no more left; when there are no more left, we have zero (0) dumplings in the <i>yabba</i>; the symbol for zero is 0</li> <li>› The short /a/ sound is found in the words <i>Africa</i>, <i>yabba</i> and <i>katta</i>; the /a/ sound is represented by the letter “A” “a”; the capital letter is written “A”, and the common letter is written “a”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to Louise Bennett poems and have fun learning to recite them</li> <li>› work in groups to make, paint and decorate <i>yabbas</i> using playdough or clay</li> <li>› engage in singing songs, e.g. “Ten Round Dumplings Sitting in the Bowl”</li> <li>› practise adding and subtracting by one</li> <li>› sing the song, <i>Kumbya</i>, in patois and then in SJE</li> <li>› listen to and identify the /a/ sound in initial, medial and final positions</li> <li>› practise reading and writing words and sentences that have the letter “A” “a”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>yabba katta knead Africa nyam</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica Africa out of many the country (Students’ first names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from Africa

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source Louise Bennett poems for use</li> <li>› Prepare for reading poems</li> <li>› Provide tapes of Africans speaking in their native language</li> <li>› Provide materials for making yabbas</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Reinforce the concept that patois and SJE are different languages that we speak in Jamaica; it is important that we learn both and where and when to use them</li> <li>› Use positive terms to describe our rich African heritage</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- work cooperatively on the group project?</li> <li>- add and subtract items by 1?</li> <li>- demonstrate understanding of the concept of zero?</li> <li>- identify the /a/ sound in the initial, medial, and final position?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to take children to a museum, e.g. the Institute of Jamaica or an art gallery</li> <li>› Assist in setting up a display of yabbas and other artwork made by the children</li> </ul>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from India

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› People who come from India are called <i>Indians</i>; many Indians live in Jamaica today; they have straight, black hair and may be of fair or dark complexion</li> <li>› Many Indian names in Jamaica end with the sounds Singh, e.g. Jadusingh, Boorasingh, Badusingh, Narinesingh</li> <li>› We use capital letters at the beginning of the names of people and places</li> <li>› The short /i/ sound is found in the words <i>India, Singh and Divali</i>; the /i/ sound is represented by the letter “I” “i”; the capital letter is written “I”, and the common letter is written “i”</li> <li>› Words that have the same ending sounds are called <i>rhyming</i> words, e.g. “nice, rice, mice” or “mat, fat, sat”</li> <li>› Jamaican <i>Indians</i> work in different places in many different jobs in large business places, schools, universities and hospitals; many of them work on sugar estates or have jewellery and clothing stores</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine and find India on a large map of the world; identify and write the name ‘India’ on an outline of the Asian continent; colour the country of India</li> <li>› experiment with mixing colours during colouring activities</li> <li>› make an illustrated journal entry; date and label their work with their names paying attention to size and space of letters</li> <li>› listen to and identify the short /i/ sound in initial, medial and final positions; practise reading and writing words and sentences that have the letter “i”</li> <li>› do a word search around the class, for words that contain the letter “i” and identify whether the /i/ sound is at the beginning, middle or end of the words found</li> <li>› interact with a resource person of Indian descent; question him or her about Indian culture</li> <li>› say other Indian names they know; identify beginning consonant sounds in the names identified; clap and count the number of beats or syllables in different Indian names</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>Jamaica India Indians rhyming Divali</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica India I am my name (Students’ last names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from India

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Set up room to reflect the sub theme</li> <li>› Visit or contact the Institute of Jamaica, libraries, museums, early childhood resource centres, etc. for information and resources related to the sub theme</li> <li>› Prepare a collection of charts, posters, pictures and photographs of India and Indians</li> <li>› Have access to a large map of the world</li> <li>› Prepare an outline of Asia with India clearly depicted</li> <li>› Prepare flash cards with the names of countries and persons along with words likely to result from theme</li> <li>› Invite Indian resource persons</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Allow children to develop an interest in participating in discussions, paying particular attention to listening to each other and sharing their own views, opinions and preferences with others</li> <li>› Encourage children to use Standard Jamaican English (SJE) as much as possible but do not inhibit their desire to speak and share their thoughts and experiences</li> <li>› Make correct letter sounds for children to hear and to produce</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and recognize words beginning with each letter sound revised?</li> <li>- write names with capital letters?</li> <li>- write words paying attention to size and spacing?</li> <li>- experiment with colours?</li> <li>- clap and count the number of syllables in names?</li> <li>- identify and suggest rhyming words?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- identify and invite resource persons from the Indian community to visit with children at school</li> <li>- collect pictures of and objects from India to put in the display area</li> </ul>

## 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from India

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Curry</i> and <i>roti</i> are Indian dishes that are very popular in Jamaica</li> <li>› Some favourite curried dishes in Jamaica are curried <i>goat</i>, curried chicken, curried shrimp, curried vegetables</li> <li>› Indian curried dishes are often <i>spicy</i> and <i>peppery</i>; curried dishes are good when eaten with <i>roti</i>, a special Indian bread</li> <li>› The <i>roti</i> is flat and round and is made from flour dough</li> <li>› Sometimes Indians in Jamaica wear special clothes at special events like <i>Divali</i> celebrations and weddings</li> <li>› <i>Divali</i> is a Festival of Lights that Indians celebrate; it occurs between mid October and mid November; many bright lights are used to decorate homes and communities during <i>Divali</i></li> <li>› Some Indian women wear <i>saris</i>; these are long lengths of cloth that they wrap around themselves like a dress; <i>saris</i> have many different colours and textures and are made of different materials, e.g. cotton and silk</li> <li>› Traditional dress for Indian men is a tunic called a <i>kurta</i> along with pants called the <i>dhoti</i></li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine and describe curry powder – its colour and smell; experiment with mixing curry coloured powder paint; use for blob painting activity</li> <li>› name different kinds of meat and tell which animal provides it, e.g. mutton (from goat or sheep), beef (from cows), pork (from pigs)</li> <li>› tell which meats are often prepared with curry; talk about their favourite curried dish</li> <li>› observe a real <i>roti</i> and guess what ingredients it is made from; taste a <i>roti</i>; compare and contrast the <i>roti</i> to other familiar foods prepared with dough, e.g. bread, fried dumpling (<i>Johnny cake</i>); identify the ingredients and record the steps for making dough; feel and describe the changing texture of flour in its different forms (dry, mixed with liquid, cooked)</li> <li>› look at pictures of traditional Indian clothing; use real clothing in dress-up box, if available</li> <li>› examine and manipulate samples of materials used to make Indian clothing; compare textures such as silk and cotton, and range of colours</li> <li>› learn the family fact for 10; for example: I have 4 <i>rotis</i>, how many more do I need to make 10 <i>rotis</i></li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>curry spicy peppery goat roti <i>Divali</i> sari kurta dhoti pork mutton beef</p> <p><u>SIGHT WORDS</u></p> <p>Jamaica India I am my name (Students' last names)</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from India

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare a collection of spices, seasonings and curries and make available for children’s examination (see, smell, touch) on their own</li> <li>› Make paint using starch and curry-coloured powder paint</li> <li>› Bring in rotis for the children to observe and taste</li> <li>› Provide a collection of clothing to add to those in the Dress-up Corner</li> <li>› Record Indian music</li> <li>› Research the cultural practices of Jamaican Indians</li> <li>› Confirm (check) own knowledge of and information about Jamaican Indians in order to avoid personal biases and misinformation</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Always ensure that children can access books and stories about different people and cultures</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- give at least two numbers that add up to 10?</li> <li>- demonstrate a willingness to taste the roti?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite parents, relatives and members of the community who are of Indian heritage to share their cultural practices with the children, e.g. how to make roti or demonstrate an Indian dance</li> <li>› Ask parents for photographs or pictures of their Indian family members and relatives</li> <li>› Ask parents and members of the community to assist with the collection of cultural materials and resources, e.g. clothes, music, souvenirs, food and condiments</li> </ul>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from Europe

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Europe</i> is a continent that has many different countries such as <i>England</i>, <i>Spain</i> and <i>France</i></li> <li>› The people who come from Europe are called <i>Europeans</i></li> <li>› Most Europeans have very fair skin, straight hair, and thin lips; their hair colour can be blonde, black, brown or red; their eyes can be blue, brown, green or grey</li> <li>› The first Europeans who came to Jamaica were mainly from England and Spain</li> <li>› Many Jamaicans have relatives and friends who live in England</li> <li>› People from England speak English; people from Spain speak Spanish</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at a map and identify the area called Europe; identify England and Spain; examine their flags and compare them to the Jamaican flag</li> <li>› form the words “England” and “Spain” using letter tiles</li> <li>› use pencils to write the words “England” and “Spain”</li> <li>› compare patterns and colours of selected flags of European countries</li> <li>› tear or cut coloured bits of paper to create a collage of a flag</li> <li>› listen to each other’s stories about families who live in England and what it is like when your relatives live away from Jamaica; sing songs of missing home, e.g. “My Bonnie Lies Over the Ocean”, “Jane and Louisa”</li> <li>› view scenes portraying life in England on video clips, TV, DVDs or CDs</li> <li>› look at pictures of magazines and talk about the physical characteristics of Europeans</li> <li>› participate in movement activities including dances from England, e.g. waltz, quadrille, maypole; and dances from Spain, e.g. flamenco</li> <li>› colour and fold pieces of cut paper to make Spanish paper fans</li> <li>› dress up and role-play travelling to England and Spain</li> <li>› share ideas about what they would like to be when they grow up; practise SJE speech patterns for past and future tense, e.g. They came, I will be</li> <li>› count to 5 in Spanish; sing “Uno, dos, tres, niños”; say “hello” and “goodbye” in Spanish, e.g. hola and adios</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>England Europeans Spain France Europe</p> <p><u>SIGHT WORDS</u></p> <p>hair lips eyes black brown my name (Students’ full name)</p>



# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE

SUB THEME: Our People from Europe

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- a map of the world and a sub-set map of Europe</li> <li>- name-cards and flags of selected countries</li> <li>- map puzzles</li> <li>- paper, pencils, paints, scissors, coloured paper, crayons; songs and music from England and Spain</li> <li>- costumes for dressing up and role-play</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk with children and discuss ethnic differences; discuss the importance of respecting and accepting each other’s differences, not making fun of each other’s ethnic features, and not calling others by undesirable names, etc.</li> <li>› Engage children in dramatic play where they can pretend to be visitors from other countries; have conversations with children about how it feels when you visit a strange place; remind children that many of our tourists come from Europe, China, Japan, etc.</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- listen to and share a story about someone they know who lives overseas?</li> <li>- participate in a simple English or Spanish folk song?</li> <li>- sing songs from different countries?</li> <li>- replicate the pattern of a flag using correct colours?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- visit school and allow children to make up their own questions and interview them</li> <li>- allow themselves to be photographed, in their traditional dress, for making a poster of people from different countries for the classroom</li> </ul>

## 5-YEAR-OLDS

Term 1      THEME: OUR COUNTRY JAMAICA – OUR PEOPLE      SUB THEME: Our People from Europe

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› People from England love to drink <i>tea</i>, they have many tea parties</li> <li>› At tea parties we can have tea with cookies, cakes, sandwiches; we can also have other cold drinks</li> <li>› <i>Europeans</i> and Jamaicans eat with knife and fork; <i>blunt</i> knives are used for <i>spreading</i>, and <i>sharp</i> knives are used for <i>cutting</i></li> <li>› We can use a knife to cut a sandwich in half when we divide it into two <i>equal</i> pieces; we need to be <i>careful</i> when using a knife</li> <li>› Ballet dancing came from Europe; to dance ballet, we must keep our bodies and necks <i>straight</i>, <i>point</i> our toes, <i>spin</i> and <i>twirl</i>; boys and girls can dance ballet</li> <li>› Ballet dances are usually done to classical music</li> <li>› Europeans and Jamaicans <i>dress alike</i>; they may wear pants, skirts, jackets, neckties, suits, hats, and dresses; Europeans wear winter coats during their cold winters</li> <li>› The words <i>sandwich</i>, <i>taste</i> and <i>dress</i> have the /s/ sound; the /s/ sound is represented by the letter “S” “s”; the capital letter is written “S”, and the common letter is written “s”</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at and discuss a picture of an English tea party</li> <li>› have their own “tea party” in pretend play or during snack time; serve each other, e.g. juice, milk, crackers, cookies; use social graces such as “May I”, “Thank you”; sing songs such as “I’m a little teapot”; practise sounding out and building simple consonant-vowel-consonant (c-v-c) words, e.g. s-a-t, t-a-m, m-a-p</li> <li>› create a pictograph to show drink and cookie preferences of children in the group; sort the cookies according to colour and shape; count the cookies; experience the <i>sweet</i> taste of sugar in the cookies</li> <li>› write a recipe chart for making sandwiches; make and cut sandwiches into halves, rectangles, squares, triangles; count the pieces</li> <li>› demonstrate how to wash and pass a knife to someone</li> <li>› manipulate different objects cut into halves, separate and join the pieces to show that two halves make one whole</li> <li>› imitate ballet dance moves while listening to short excerpts of classical music</li> <li>› listen to classical music during rest time</li> <li>› dress up for pretend play, wearing different clothing, e.g. suit, jackets, ties, hats, skirts, pants, shoes</li> <li>› listen to and identify the /s/ sound in initial, medial and final position</li> <li>› practise using the letter “S” “s” in free writing activities</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>Europeans tea blunt spreading sharp cutting sandwich half whole careful equal ballet spin twirl straight point dress alike sweet</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>hair lips eyes black brown my name boy girl (Student’s full name)</p>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE

SUB THEME: Our People from Europe

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- toy or real tea cup sets for pretend play</li> <li>- crackers, cookies, water or juice</li> <li>- blunt plastic knives</li> <li>- different shapes cut into halves to allow for matching and comparing size, combining as a whole and separating into halves, etc.</li> <li>- taped classical and other music</li> <li>- ingredients to make a simple sandwich</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Boost children’s self confidence as they try new tasks; praise their effort and time spent on task rather than comment on what they actually produce</li> <li>› Pay special attention to individual children’s particular needs and interests, and suggest various strategies for them to overcome challenges</li> <li>› Allow children enough “thinking time” to respond to questions and solve problems</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- participate in pretend play activities?</li> <li>- count number of cookies or crackers being shared out?</li> <li>- cut different shapes, e.g. triangle, rectangle, square from playdough or paper, etc?</li> <li>- demonstrate ability to sort items by different attributes?</li> <li>- demonstrate understanding of <i>half</i> and <i>whole</i>?</li> <li>- listen to and move to different music?</li> <li>- identify the /s/ sound in initial, medial and final positions?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- contribute safe, used items, e.g. cups to facilitate tea party play</li> <li>- help to provide biscuits, cookies, etc. that children can count as they serve each other</li> <li>- encourage children at home to listen to different kinds of music on the radio or on tape</li> </ul>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from the Middle East

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Arabs</i> and <i>Jews</i> came to Jamaica from the part of the world known as the <i>Middle East</i>; in the Middle East there are countries such as Lebanon, Syria and Israel</li> <li>› In Middle Eastern countries, many <i>Arabs</i> wear long robes with head dresses</li> <li>› Arabic and Jewish dishes have many kinds of nuts, meats, <i>olive oil</i> and beans which they eat with <i>pita</i> bread</li> <li>› Pita bread is flat and round; it is made from water and flour and baked</li> <li>› The words <i>pita</i>, <i>pumpkin</i> and <i>shop</i> have the /p/ sound; the /p/ sound is represented by the letter “P” “p” when writing many words; the capital letter is written “P”, and the common letter is written “p”</li> <li>› <i>Arabs</i> and <i>Jews</i> in Jamaica work in different places but many of them own their own businesses such as hotels and stores</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine the area called the Middle East on a world map and show where Arabs and Jews come from; look at pictures of Jews and Arabs and talk about their traditional dress</li> <li>› interact with a Jamaican-born Jew and Arab who visit the class to talk with them</li> <li>› visit the Jewish synagogue and Educational Centre, if possible</li> <li>› draw and write about the visit or the field trip in their journal</li> <li>› work in groups to construct a shopping list of items to be purchased; set up a Shop Corner and role-play <i>shopping</i> for items; use real money to count out the amount needed to pay for goods</li> <li>› examine a real pita bread or pictures of pita bread and other Arab foods; cut a real pita bread in halves and observe that each half is the same size; taste pieces of pita bread if available</li> <li>› listen to and identify the /p/ sound in initial, medial and ending positions</li> <li>› practise reading and writing words and sentences that have the letter “P” “p”</li> <li>› listen to and tell Bible stories about Jesus who was a Jew</li> <li>› learn to sing the song: “Three Little Wandering Jews” and “Patta Cake, Baker’s Man”; compare sounds in “pita” and “patta”</li> <li>› play “I spy”, “word bingo” and “letter bingo”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>Arabs Jews Middle East hotel olive oil shopping pumpkin pita shop</p> <p><u>SIGHT WORDS</u></p> <p>and the Jesus boy girl my name open close</p>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from the Middle East

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- a large map of the world</li> <li>- cards for children to write their own surnames</li> <li>- blank strips of paper to create shopping lists</li> <li>- real money</li> <li>- whole pita bread for cutting into halves and for tasting</li> <li>- letter tiles for word building</li> <li>- samples of various objects cut into halves, e.g. orange, apple</li> <li>- flash cards with sight words</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to show initiative in making use of available materials, e.g. using paper to write freely and creatively about what interests them; commend their efforts rather than focus on their area of weakness</li> <li>› Encourage children to buy goods but do not expect them to make exact change – the focus should be on giving and receiving money for goods when purchasing</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- write own name on a card?</li> <li>- create shopping lists?</li> <li>- demonstrate ability to purchase items in the play shop?</li> <li>- demonstrate knowledge of what a <i>half</i> of an object is?</li> <li>- identify the /p/ sound in the initial, medial and final positions?</li> <li>- listen to and repeat aspects of the Bible story?</li> <li>- take part in the bingo game?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to take their children along when they go to stores, shops and supermarkets; have them help to write the grocery lists and try to work out the change remaining after making a small purchase (e.g. paying for a \$4.00 sweet out of \$5.00 made up of one-dollar coins)</p>

# 5-YEAR-OLDS

Term 1 THEME: OUR COUNTRY JAMAICA – OUR PEOPLE SUB THEME: Our People from China

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› People who come from <i>China</i> are called <i>Chinese</i>; there are many <i>Chinese</i> in Jamaica</li> <li>› <i>Chinese</i> are often short with black, straight hair and light-coloured skin; their eyes are <i>slanted</i> in appearance</li> <li>› Many <i>Chinese</i> in Jamaica work in their own shops, supermarkets, <i>restaurants</i> and other business places</li> <li>› Some <i>Chinese</i> family names are Lee, Chin, Chang, Chong and Wong</li> <li>› The words <i>China</i>, <i>children</i>, and <i>chest</i> begin with the /ch/ sound; some words have the /ch/ sound in the middle or at the end; the /ch/ sound is represented by the letters “ch”</li> <li>› <i>Chinese</i> food is very popular in Jamaica; some <i>Chinese</i> dishes are fried rice, <i>sweet</i> and <i>sour</i> pork or chicken, chop suey and chow mein</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at a large map of the world and identify China; colour a map of China</li> <li>› look at and read picture books and stories involving Chinese characters</li> <li>› use their bodies to show positions, e.g. <i>vertical</i> (upright), <i>horizontal</i>, <i>slanted</i></li> <li>› use crayons, markers, pencils to draw vertical, horizontal, slanted lines</li> <li>› use fudge sticks or short pieces of cut twigs to make patterns in their artwork</li> <li>› create their own menu cards and use as props in their “restaurant” play</li> <li>› identify, recognize and suggest words beginning with the /ch/ sound</li> <li>› substitute different beginning sounds for words and names; e.g. Wong – Chong – Kong, Lee – Yee – See, Chang – Sang – Tang</li> <li>› role-play eating at a <i>Chinese restaurant</i>; use SJE to place meal orders from their <i>menu</i> cards; use common courtesies, e.g. “Please”, “Thank you”, “May I?”</li> <li>› create a picture bar graph to show meals ordered at the Chinese restaurant; my <i>first</i> favourite dish is ____ (e.g. chicken chop suey), my <i>second</i> favourite is ____ (e.g. fried rice), my <i>third</i> favourite is ____ (e.g. <i>sweet</i> and <i>sour</i> pork); we eat these with boiled or steamed rice or noodles</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>China Chinese slanted vertical horizontal diagonal restaurant children chest menu order sweet sour first second third</p> <p><u>SIGHT WORDS</u></p> <p>are an big little push pull one two three four five</p>

# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from China

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Add Chinese artifacts to thematic display</li> <li>› Provide large pictures of Chinese individuals, maps and globe</li> <li>› Source movies and books with Chinese characters for children to view</li> <li>› Provide a print-rich environment by continuing to add words to word wall; repair or replace damaged flash cards, games, take down words that are no longer relevant</li> <li>› Make arrangements for children’s visit to a Jamaican Chinese shop or restaurant; assist children to develop interview questions</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to share their work with the group</li> <li>› Allow children to freely express their preferences, e.g. food, colours, entertainment and games</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- recognize and produce vertical, horizontal and slanted lines?</li> <li>- identify and recognize words beginning with the /ch/ sound?</li> <li>- suggest at least two words beginning with the /ch/ sound?</li> <li>- substitute different beginning sounds in words?</li> <li>- place a meal order using SJE?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- invite members of their community who are of Chinese heritage to share their cultural practices with the children</li> <li>- provide photographs or pictures and other Chinese artifacts for the thematic display</li> </ul>

## 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from China

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Chinese</i> women in Jamaica sometimes wear a native dress called a “<i>cheong-sam</i>” when they go to special events</li> <li>› Traditional clothes worn by Chinese men and women are usually made from <i>silk</i> and have <i>high</i> collars, and <i>short</i> or <i>long</i> sleeves</li> <li>› The Chinese in Jamaica celebrate their New Year between late January and early February; they also celebrate their Moon Festival in October</li> <li>› During Moon Festival, families get together for big dinners and put on dragon dances to loud drumming</li> <li>› Children receive gifts of little red envelopes with money; they dance to Chinese music, using brightly coloured <i>scarves</i>, <i>fans</i> and <i>paper lanterns</i></li> <li>› They dance in small and large groups that form different patterns of circles, squares and lines</li> <li>› Some Jamaican Chinese still speak with one another in Chinese languages</li> <li>› The words <i>napkin</i>, <i>Chinese</i>, <i>fan</i> and <i>lantern</i> have the /n/ sound; the /n/ sound is represented by the letter “N” “n”; the capital letter is written “N”, and the common letter is written “n”</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› look at colourful pictures or real samples of Chinese clothing; feel and talk about the textures and fabrics used</li> <li>› make a book of fashions displaying styles from different countries including India, China, Africa, Europe, Middle East</li> <li>› participate in a “Jamaica Heritage” fashion show; use SJE when performing roles of fashion show host, newspaper reporter, etc.</li> <li>› share stories about attending special celebrations or family events; make a journal entry about their experiences</li> <li>› carry out dances with simple movements using scarves, paper lanterns or fans and make use of different arrangements and patterns</li> <li>› make and decorate a variety of fans and paper lanterns</li> <li>› listen to and do movements to Chinese music</li> <li>› do simple gymnastics exercises; do “Chinese Skip”, jumping in and out of elastic ropes, moving to the left and to the right</li> <li>› listen to and identify the /n/ sound in initial, medial and final positions</li> <li>› practise using the letter “N” “n” in free writing activities</li> <li>› continue to practise combining two sets of numbers; identify and classify shapes</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>cheong-sam Chinese high collars paper scarves fans dragon silk lanterns fashion show napkin short long</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>once big little a in out over six seven eight nine ten</p>



# 5-YEAR-OLDS

Term 1    THEME: OUR COUNTRY JAMAICA – OUR PEOPLE    SUB THEME: Our People from China

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Source pictures and samples of traditional clothes worn by Chinese men and women</li> <li>› Provide tapes and CDs of Chinese music</li> <li>› Make preparations for the class Book of Fashions</li> <li>› Ensure that there is an adequate supply of art and craft materials for children’s use</li> <li>› Seek assistance (if necessary) in creating dance movements</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Allow children time to respond to requests; pay attention to how instructions are given – these should be clear, short and simple</li> <li>› Avoid criticizing children, for instance, telling a child he or she can’t dance</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- make a contribution to the Book of Fashions group activity?</li> <li>- share a story about a family event?</li> <li>- make a journal entry?</li> <li>- demonstrate muscular coordination in dance?</li> <li>- combine two sets of objects and give the correct result?</li> <li>- identify the /n/ sound in the initial, medial and final positions?</li> <li>- work as a member of a group?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- read to their children, play games and engage in communication with their children to develop social skills</li> <li>- collect pictures, materials and other resources to add to the thematic corner</li> </ul>

**WELLNESS**

*If provided with the appropriate opportunities children will*

- › Continue to demonstrate greater motor coordination, self-control, speed, agility in all previously acquired gross motor skills including marching, skipping, galloping
- › Continue to engage in imaginative and creative play indoors and outdoors
- › Enjoy independent and group/team activities
- › Continue to imitate movement of things in the environment such as trees, animals, etc. with increasing confidence
- › Drop a ball and kick it before it falls to the ground
- › Use a bat to hit a ball
- › Develop basic gymnastic skills
- › Copy shapes, e.g. circle, triangle, rectangle, oval, and heart; combine more than two geometric forms in drawing and construction
- › Write most letters of the alphabet in upper and lower case
- › Use computer keyboard with increasing familiarity
- › Draw scenes that include more details and objects
- › Exercise increased control and safety when using materials, toys and tools
- › Disassemble and reassemble objects
- › Build 3-dimensional block structures
- › Join in expressive activities, e.g. singing, dancing and story-telling
- › Choose and try out new tasks; discuss with other children how tasks can be done
- › Demonstrate increasing competence in self-help skills and chores at home and school
- › State their phone number, address and other personal information about self, home and school
- › Talk freely about where they live and where other people live
- › Continue to resolve conflict, with assistance if needed
- › Display self-confidence when interacting with others
- › Discuss the importance of having adequate rest, sleep and physical activity
- › Display reasonable judgement of space and distance in sports, games and athletic activities involving use of equipment

**COMMUNICATION**

*If provided with the appropriate opportunities children will*

- › Use various types of sentences, e.g. statements, questions and exclamations
- › Listen and respond to texts through a variety of media and activities
- › Predict and represent outcomes for stories; dramatize events in a story
- › Follow and give complex instructions
- › Understand and describe various concepts
- › Ask for and seek clarification
- › Exercise appropriate behaviour when engaged in conversation, e.g. take turns in a discussion, listen to a speaker without interruption
- › Recall and use previous knowledge and information for problem-solving
- › Interpret pictures, photographs, diagrams and other forms of presentations with or without adult assistance
- › Use appropriate courtesies in interacting with others, e.g. introduce, welcome and thank visitors with adult supervision
- › Participate in choral speaking activities, rhymes, jingles, verses and poems
- › Express pleasure in being read to
- › Continue to identify likenesses and differences in symbols, shapes, letters, words and sentences
- › Continue to engage in a variety of activities for enhancing listening, speaking, reading and writing skills with increased challenge
- › Produce or sequence a number of pictures to tell a story
- › Engage in a variety of activities for composing creative writing and expression; use pictures and other forms of expression to demonstrate creativity
- › Share and talk about their own creative expressions, e.g. drawings and writings with others
- › Continue to effectively use phonics and other word attack strategies
- › Continue to identify patterns in a set of words
- › Document and prepare information collected in a variety of ways for presentation and sharing with others
- › Continue to give, write and follow more complex instructions, e.g. how to do or make things, write recipes, and give directions to go somewhere
- › Understand and use speech patterns with increasing complexity; correctly use singular, plural, nouns, pronouns and tenses
- › Spontaneously correct own grammar and language use
- › Identify and count syllables in words
- › Identify selected initial blends
- › Manipulate phonemes in words, e.g. blending and segmenting

**VALUING CULTURE**

*If provided with the appropriate opportunities children will*

- › Participate in cultural activities of school, church and community
- › Recognize and participate in a variety of national, regional and ethnic traditions and cultural practices
- › Participate in sports and other athletic activities of school, church and community
- › Develop team spirit for co-operative and competitive sports and games
- › Develop greater familiarity with the accomplishments of athletes, artists, musicians, and other performers
- › Continue to enjoy and participate in stories and songs about people and events in Jamaica
- › Recognize national symbols, e.g. flag or coat of arms, as well as National Anthem, Pledge, Heroes, Song, dress and foods
- › Know and can recite the National Pledge
- › Know and can sing the National Anthem
- › Observe rules and protocols in respect of national symbols
- › Discuss food associated with different ethnic Jamaican communities or groups

**INTELLECTUAL EMPOWERMENT**

*If provided with the appropriate opportunities children will*

- › Investigate and expand knowledge about self, others and the environment
- › Express their knowledge using a variety of media
- › Apply information and vocabulary to a new situation or context
- › Select samples of work for display and give reasons for their selection
- › Use pictographs to represent information
- › Classify objects and numbers into groups or sets; write numerals and read and write number names up to 20
- › Use patterns to solve mathematical problems
- › State the place value and value of each digit in a two-digit number
- › Count in ones up to 100
- › Make sets and bundles of materials in groups of 5 and 10 to 100
- › Count in twos up to 20
- › Use drawings to show, model and solve problems
- › Read, write and use ordinal numbers 1st to 10th
- › Recognize and use the zero concept

**INTELLECTUAL EMPOWERMENT ( cont'd )**

- › Use symbols to show comparison (=, <, >)
- › Combine and partition sets to solve problems
- › Identify and name shapes, e.g. circle, triangle, square, rectangle, oval, heart and diamond
- › Use geometric templates to create patterns and pictures
- › Classify 2-D shapes (polygons) according to common characteristics, e.g. size, sides, corners
- › Construct and interpret simple pictographs and bar-graphs
- › Name and use the days of the week and months of the year in sequence
- › Perform addition and subtraction without regrouping
- › Match time on the clock with an event
- › Match events to calendar dates such as sports day, birthdays
- › Tell time on the hour
- › Read dates from the calendar
- › Use money in role-play or pretend activities
- › Recognize the value of some Jamaican coins and paper money
- › Use non-standard units to measure length and height of objects, distances and perimeter of objects
- › Describe, compare and classify objects according to an increasing number of characteristics
- › Use various types of machines and electronic tools appropriately, e.g. cassette recorder, video recorder television and computer
- › Identify the basic needs of all living things
- › Differentiate between living and non-living things
- › Discuss the types, forms and importance of transportation
- › Produce and interpret simple floor plans and maps, including inserting and locating places, indicating directions, locations and landmarks
- › Continue to enjoy participating in music and movement activities
- › Move creatively to rhythm and beat
- › Explore dance movements with others using a wide range of motions and extending the coverage of space
- › Recall, imitate and create own simple rhythm patterns by clapping, tapping, or playing a variety of percussion instruments
- › Create a sequence of movements in response to different stimuli, e.g. sound, rhythm, poem or voice
- › Recognize and enjoy rhythms in songs and poems
- › Learn and perform simple dances
- › Participate in expressive activities and dramatic play
- › Use a variety of media to draw, paint, print
- › Draw, paint and print to depict emotions
- › Improvise given scenarios and retell the event in sequential order
- › Use found and recycled materials to make costumes and props to be used in dramatic activities

**RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT**

*If provided with the appropriate opportunities children will*

- › Begin to demonstrate good moral judgement
- › Show respect for children of either gender
- › Play co-operatively with others in competitive and non-competitive sports, games and athletic activities
- › Develop team spirit
- › Show self-respect
- › Establish positive relationships with other children and adults
- › Show sensitivity to the needs and feelings of others
- › Respect and support persons with different abilities
- › Use courtesies and social graces
- › Work independently and co-operatively in groups
- › Show appreciation for own work and that of others
- › Follow rules in games, sometimes with prompting
- › Maintain attention on task for longer periods
- › Function appropriately as a member of a group, e.g. sharing, listening, taking turns, cooperating, negotiating disputes and being considerate and helpful
- › Participate in an increasing number of activities and games with rules
- › Demonstrate respect for equipment, materials and the property of other persons
- › Display socially acceptable values and attitudes, e.g. fairness, honesty, tolerance, trust, sharing and caring
- › Demonstrate trust in self, authority and others
- › Be responsible, productive members of a team
- › Be able to engage effectively in cooperative learning
- › With assistance, practise social norms in appearance and expression, e.g. practice in hygiene, use of appropriate and polite expressions, personal grooming and dress code

# 5-YEAR-OLDS

Term 2

Developmental Objectives

## RESILIENCE

*If provided with the appropriate opportunities children will*

- › Persevere in completing tasks; exercise some patience and persist with learning challenges
- › Accept suggestions and/or other points of view in completing challenging tasks
- › Demonstrate awareness of safety in use of equipment and when playing contact sports and games
- › Exercise care in the learning environment and on the playground or playfield
- › Demonstrate an awareness of safety during play
- › Demonstrate how to seek or call for help in an emergency or when in danger
- › Use recognized danger response systems
- › Recall and demonstrate how to use emergency telephone numbers
- › Recognize the dangers of playing in the street or places frequented by vehicular traffic
- › Discuss and demonstrate road safety rules
- › Respond routinely to all playground rules
- › Show increased awareness of natural and other disasters such as hurricanes and earthquakes, floods; learn age appropriate responses to these
- › Take precautionary measures when dealing with cuts and bruises
- › Recognize and observe road safety rules

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types of Air Transportation

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We use various types of transportation to carry goods and to take us from place to place</li> <li>› We can travel by <i>air</i> or sea, as well as by land</li> <li>› <i>Aeroplanes, jets, helicopters, hot-air balloons</i> and <i>gliders</i> are types of air transportation.</li> <li>› Aeroplanes and helicopters can be <i>small, medium, or large</i> and are used for different purposes</li> <li>› Aeroplanes are used to transport people and goods from place to place; some planes transport only goods</li> <li>› Helicopters are used for rescue missions, recreational activities, wars, and business purposes</li> <li>› Hot air balloons are used for recreational purposes</li> <li>› We can estimate and measure the distance travelled by an object</li> <li>› <i>Transportation, aeroplanes, and helicopters</i> are long words</li> <li>› The /h/ sound is found at the beginning of the words <i>helicopter</i> and <i>high</i>; the /h/ sound is represented by the letter “H” “h”; the capital letter is written “H”, and the common letter is written “h”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use videos, DVDs, pictures, charts, posters and stories about transportation by land</li> <li>› distinguish between reasons for travelling by land and air</li> <li>› distinguish between near (places in the district or community) and <i>far</i> (Kingston from Montego Bay or Jamaica from ` America, or from China)</li> <li>› participate in a field trip to an airstrip, or airport to view types of aeroplanes; draw and write about the trip in their journals</li> <li>› sort picture cards of things that fly and things that cannot fly; suggest reasons why things cannot fly</li> <li>› make toy planes from a variety of materials and experiment with flying them outdoors</li> <li>› read stories, sing songs and dramatize about travelling by air and land (real or imaginary)</li> <li>› compare and sequence small, medium and large balloons, toys or model planes</li> <li>› use long words to create and read a list of c-v-c combinations and other words</li> <li>› fly paper planes and use non-standard measures, e.g. giant steps and baby steps, to calculate the distance covered</li> <li>› tell the number of syllables heard within a word as they clap</li> <li>› listen to, identify and reproduce the /h/ sound; practise using the letter “H” “h” in free writing activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>transportation small medium large far aeroplanes helicopters high hot air balloons jet air glider</p> <p><u>SIGHT WORDS</u></p> <p>it can is go away</p>



# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types of Air Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare, collect and have available for display, pictures, charts, posters of land transportation</li> <li>› Create an Airport Learning Corner; prepare, collect and have available for display models, toys, pictures, charts, posters of transportation by air</li> <li>› Make preparations for field trips</li> <li>› Prepare picture cards for sorting</li> <li>› Collect and display story and other books and magazines on things that fly; read stories about things that fly and about transportation by air</li> <li>› Provide a variety of materials, encourage children to bring in objects for sequencing activities</li> <li>› Prepare list of long words familiar to children and, if possible, related to theme</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Praise children’s efforts in writing words, sentences, stories, etc.</li> <li>› Provide opportunities for sharing written work</li> <li>› Encourage children to participate in discussions; encourage good listening habits and respect for what each person has to say</li> <li>› Provide opportunities for children to write and see words around them; always assist when necessary</li> <li>› Observe and note each child’s efforts and challenges in sounding out words and writing and adjust instructional planning accordingly</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- distinguish between transportation by land and by air?</li> <li>- recognize planes, helicopters, hot air balloons?</li> <li>- sequence the size of objects and classify them as small, medium, and large?</li> <li>- identify and clap to the beat of parts of words (syllables)</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- talk to children about planes and about relatives and friends who travel by air</li> <li>- talk about their own experiences if they have travelled by plane</li> <li>- look for and bring in pictures of planes and helicopters in newspapers and magazines</li> <li>- identify and read print in the environment</li> </ul>

## 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types of Air Transportation

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Planes can <i>taxi</i> on a <i>runway</i>, <i>take off</i> or <i>fly</i> in the <i>sky</i>. They can move <i>slow</i> or <i>fast</i>, <i>up</i> or <i>down</i>, <i>high</i> or <i>low</i>, <i>right</i> or <i>left</i></li> <li>› Cars can travel <i>fast</i>, helicopters move <i>faster</i>; and <i>planes</i> move the <i>fastest</i>; planes can <i>fly higher</i> than helicopters, large planes fly the <i>highest</i></li> <li>› ‘Fly’ and ‘sky’ are rhyming words</li> <li>› Planes can be of different <i>types</i> (propeller or jet) and different <i>colours</i>; a plane has a <i>body</i>, <i>nose</i>, <i>flaps</i>, <i>wings</i> and <i>tail</i> which have different <i>shapes</i></li> <li>› The <i>pilot</i> (male or female) flies the plane and is in charge of the plane and its <i>crew</i>; the pilot and crew wear uniforms and do different jobs</li> <li>› Helicopters are also used for transportation; they have <i>rotor blades</i> which lift them off the ground and a tail which helps with steering; they can land in small spaces, whereas an aeroplane needs a runway</li> <li>› Helicopters can <i>hover</i>; that means they can remain in one place in the air</li> <li>› The words <i>low</i>, <i>plane</i> and <i>tail</i> have the /l/ sound in different places; the /l/ sound is represented by the letter “L” “l”; the capital letter is written “L”, and the common letter is written “l”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› engage in music and movement activities as they pretend to be a plane – taxiing, taking off, flying in different directions, at different speeds and landing</li> <li>› compare speed and location using comparative and superlative forms of words</li> <li>› suggest and use rhyming words</li> <li>› add and subtract number of planes on the runway or in the air combine and remove sets using various objects</li> <li>› differentiate between types, shapes, sizes, colours of planes; name the parts of a plane and use shapes to construct a plane</li> <li>› colour pictures of aeroplanes; identify different airlines, e.g. American Airlines or British Airways, by their colours</li> <li>› differentiate between sounds made by planes and by helicopters.</li> <li>› role-play travelling by helicopter and plane as a pilot, crew member or passenger</li> <li>› listen to and recognize the /l/ sound in beginning, medial and final positions</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>colours body nose flaps wings tail crew shapes high low take off taxi runway fly sky right left types pilot rotor blades hover</p> <p><u>SIGHT WORDS</u></p> <p>fly slow fast high low sky</p>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Types of Air Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Continue to add materials and activities to the Airport Learning Corner; check materials for repairs and replacement; familiarize the children with each new material and activity</li> <li>› Provide materials for an increasing number of word-building and sentence-making activities, e.g. rhyming words, word families, words with several syllables, finding sounds in beginning, end and middle of words</li> <li>› Provide adequate amounts of materials for artwork and model-making; encourage children to bring in discarded and recycled materials (trashables)</li> <li>› Invite representative from the army, in particular the Air Wing, as resource person; visit the Air Wing to see army planes and helicopters; invite a female pilot or male steward to visit</li> <li>› Collect posters, pictures, calendars, brochures, etc. from airline offices and travel agencies</li> <li>› Record sounds made by helicopters and aeroplanes</li> <li>› Provide flashcards with sight words, words requested by children and words that result from class or group activities</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to engage in activities in the Airport Learning Corner; share with the group what each child has done and any contribution they have made to the Corner</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- make appropriate movements up and down, high and low, right and left, fast and slow?</li> <li>- use comparatives and superlatives appropriately?</li> <li>- combine and remove sets of planes or helicopters?</li> <li>- identify and suggest rhyming words?</li> <li>- identify the /l/ sound in beginning, medial and final positions?</li> <li>- accurately match shapes with parts of the plane?</li> <li>- write words with the letter "L" "l"?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- collect and bring in recycled and discarded materials (trashables)</li> <li>- collect and bring in brochures, pictures, posters from airlines</li> <li>- make paper aeroplanes and models of planes from recycled or discarded materials and group according to size and type</li> </ul>

# 5-YEAR-OLDS

Term 2 THEME: TRANSPORTATION

SUB THEME: Getting Ready for a Flight

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Taking a trip by plane can be <i>exciting</i>; we go to an <i>airport</i> to take a trip or meet people who come to visit us</li> <li>› People travel by plane for many reasons; summer and Christmas holidays are when many <i>family members</i> take a trip on a plane to see their families; some <i>families</i> travel together</li> <li>› Many <i>tourists</i> come to Jamaica by plane; some tourists come to Jamaica because it is <i>warm</i>, while their own country is <i>cold</i></li> <li>› Most tourists visit Jamaica in the months of January, March, July, August, December; these months all have 31 days</li> <li>› The family packs clothes in their suitcases and backpacks to travel; each suitcase can be <i>weighed</i> on a <i>scale</i> to see if it is <i>heavy</i> or <i>light</i></li> <li>› “Suit-case,” “back-pack,” “air-port” are compound words; a compound word is made up of two or more words, e.g. pass-port, <i>airfare</i>, tooth-paste, tooth-brush and post-man</li> <li>› When we travel to another country we need a <i>passport</i>, a visa and a ticket; we have to pay <i>fees</i> for these <i>documents</i></li> <li>› The words <i>car</i> and <i>cap</i> begin with the hard /c/ or /k/sound</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› participate in class discussion about their experiences if they have travelled by air; listen to stories and watch DVDs about visiting other countries; record as class news</li> <li>› locate countries on a world map where tourists and visiting friends and families live</li> <li>› share what they know about different countries where their families live and their experiences of cold and snowy winter weather</li> <li>› role-play tourist meeting Jamaicans and telling about their own country</li> <li>› identify clothes according to the needs of the family members; fold and pack a suitcase for the family</li> <li>› count number of suitcases needed for family members and compare the weight; identify heavy and light objects in the suitcases (predict and then weigh on a simple balance)</li> <li>› use Dress-up Corner to role-play “Getting ready for a trip”</li> <li>› create passports with own pictures, address, age, date of birth, passport number, issue date, etc.</li> <li>› make baggage tags with names of family members</li> <li>› create stories for a class Big Book about a trip to the airport or travelling on a plane</li> <li>› listen to, identify and practise the hard /c/ or /k/ sound</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>airport family members warm cold weighed exciting scale heavy light airfare visa documents passport suitcase backpack tourists fees</p> <p><u>SIGHT WORDS</u></p> <p>ride blue we January travel</p>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Getting Ready for a Flight

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide           <ul style="list-style-type: none"> <li>- a map of the world</li> <li>- flip-chart, chalk or white board, markers, chalk, dry erase pens, paper, time at the computer for writing</li> <li>- one or more suitcases and backpacks for children to pack clothes for travelling</li> <li>- one or more balances (scale) for the children to play, experiment with and learn about heavy/light; heavier than/lighter than</li> </ul> </li> <li>› Place a variety of clothes in the Dress-up Corner (suitable for different family members and different kinds of weather)</li> <li>› Have available a real Jamaican passport and provide adequate appropriate materials for children to make their own “pretend” passports</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Assist children in examining details about people and situations when preparing for role-play</li> <li>› Encourage children to practise ways of welcoming visitors to their home, school, community or country</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- talk about their air travel experiences ?</li> <li>- look at a world map and identify two countries where tourists come from?</li> <li>- sort clothes according to family member and weather conditions?</li> <li>- use a balance/scale to identify heavy and light objects?</li> <li>- make their own passports?</li> <li>- write own story for class Big Book?</li> <li>- make the hard /c/ or /k/ sound?</li> <li>- clap the beat of each syllable in a compound word or sentence ?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- confirm present address</li> <li>- encourage children to fold their clothes neatly for packing in a suitcase</li> <li>- collect and bring in clothes and accessories for the Dress-up Corner</li> <li>- teach children the full names of their parents or caregivers</li> </ul>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: At the Airport

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Jamaica has two <i>international</i> airports; one is in Montego Bay and the other is in Kingston</li> <li>› The airport is a busy place; many people work at the airport, e.g. pilots, flight attendants, baggage handlers, check-in clerks, security guards, vendors, mini-bus and taxi drivers</li> <li>› We see many things at the <i>airport</i>, e.g. planes, luggage or baggage, passports, signs, security checkpoints, people saying goodbye and greeting others</li> <li>› We “check in” at the airport for our <i>flight</i>; we receive a boarding pass to enter the plane</li> <li>› All flights have a special <i>number</i> and departure <i>time</i>; we must know which city and country we are traveling to</li> <li>› For <i>safety</i>, some things are not allowed on the plane, e.g. sharp objects or weapons</li> <li>› When we <i>board</i> the plane there are safety rules, e.g. put away our bags in correct places and remain seated with <i>seat-belts</i> fastened</li> <li>› Baggage handlers <i>load</i> baggage onto the plane</li> <li>› Flight attendants look after the passengers and <i>serve</i> drinks and snacks to them</li> <li>› The /d/ sound is found in the words <i>departure</i> and <i>load</i>; the /d/ sound is represented by the letter “D” “d”; the capital letter is written “D”, and the common letter is written “d”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› go on a field trip to an airport; observe the people and activities; draw pictures and take photographs for follow-up activities; prepare presentations or reports on the visit</li> <li>› help to establish an Airport Learning Corner include and label the pilot, flight attendant, baggage handler, passengers, etc. in the Airport Learning Corner</li> <li>› create their own boarding passes; include seat number, flight number and departure time</li> <li>› role-play checking in at the airport counter (stand in line, stay with family group, fill out forms, etc.)</li> <li>› create their own 3-digit flight number and use a clock to show <i>departure</i> and <i>arrival</i> time</li> <li>› inspect suitcases for items that are not allowed on the plane and give reasons why</li> <li>› inspect passports of passengers in role-play</li> <li>› role-play boarding the plane; use number card given to find the corresponding seat</li> <li>› dress up and role-play flight attendant and passengers; choose preferred drinks and snacks being offered; use social graces, e.g. “Excuse me”, “Please”, “Thank you”</li> <li>› discuss the importance of fastening seat-belts</li> <li>› identify the /d/ sound and practise using the letter “D” “d” in free writing activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>departure arrival seat-belt international flight airport excuse me please thank you number time safety board serve load</p> <p><u>SIGHT WORDS</u></p> <p>Kingston Montego Bay ride went there</p>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: At the Airport

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Make all necessary arrangements for a field trip to the airport</li> <li>› Provide large clock, class calendar, cards with the days of the week and months of the year</li> <li>› Provide flashcards with words requested by the children as well as those resulting from discussions and activities; make available blank flashcards for the children's use</li> <li>› Display a world map in the Airport Learning Corner; indicate the names and locations of the countries familiar to the children</li> <li>› Provide enough materials for making boarding passes and other materials for role-play</li> <li>› Research information about safety for transportation by air</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Prepare children adequately ahead of time for what they are to expect and to do before, during and after the visit to the airport</li> <li>› Review field-trip rules with the children, especially those that apply to visiting crowded places</li> <li>› Encourage children to arrange numerals to create 3-digit flight numbers but do not ask them to read these numbers</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- role-play checking in at the airport?</li> <li>- identify Jamaica and other destinations on a world map?</li> <li>- tell the importance of wearing a seat-belt?</li> <li>- use clock to show hour of departure?</li> <li>- use social graces in making choices between drinks and snacks?</li> <li>- complete follow-up activities to the visit to the airport?</li> <li>- identify the /d/ sound in initial, medial and final positions of words?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- talk with their children about countries which can be visited by plane</li> <li>- encourage children to practise social graces at home</li> <li>- volunteer to assist with preparations for the visit to the airport</li> <li>- accompany the group and assist with supervision and activities</li> </ul>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Water Transportation

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› People and goods can go from one place to another across a body of water; water transportation can be on many kinds of boats and ships such as rafts, canoes, cruise ships, cargo ships, ferries, jet skis and submarines</li> <li>› Boats <i>float</i> on water, while submarines are built to travel underwater</li> <li>› Some people live on boats; other people travel on boats or ships for vacations</li> <li>› Like boats, some materials can <i>float</i> on water while other materials will <i>sink</i></li> <li>› Sea <i>vessels</i> are used for many different <i>purposes</i> and can travel fast or slow</li> <li>› Rafts are moved <i>slowly</i> by using a pole, boats can be moved <i>faster</i> by sails which catch the wind, or by a gas engine on a motor or speed boat</li> <li>› Boats can be used for fishing; the fisherman makes a living by catching and selling many fish, e.g. snapper, parrot or grouper</li> <li>› We can group fish in many ways and make subsets of 10</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to relevant stories, e.g. “Jesus Walking on the Water”; talk about the story and follow up with discussion about water travel and experiences with water transportation; write in journals about water travel</li> <li>› draw and paste pictures of some types of water transportation to create a mural; write or trace words above or below the pictures</li> <li>› sing songs such as “Rafting on the Rio Grande” and do appropriate actions; accompany with various percussion instruments; talk about what each song is saying</li> <li>› use a balance scale to weigh the <i>heavy</i> and <i>light</i> objects taken from a Mystery Bag or Box; predict and then find out which ones float and which ones sink</li> <li>› construct improvised water vessels; steer the vessels (<i>right</i> and <i>left</i>; <i>up</i> and <i>down</i>); look at pictures or models of different water vessels and place in groups, explaining why the groups have been chosen; compare numbers in each group</li> <li>› compare the speed of a raft, canoe, sailboat and speedboat; make a graph to record observations and talk about vessels that are <i>faster</i> than/<i>slower</i> than others; write and share stories about being on a boat (real or imaginary)</li> <li>› say nursery rhyme – “One, Two, Three, Four, Five, Once I Caught a Fish Alive”; use fish cut-outs and boats to combine and remove sets; use number cards to indicate results</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>heavy float light sink slowly vessel purposes right left up down faster slower</p>



# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: Water Transportation

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide           <ul style="list-style-type: none"> <li>- an adequate amount of recyclable/discarded materials for making boats and submarines</li> <li>- pictures, charts, posters, models and toys of sea vessels</li> <li>- containers and water for individual and group activity</li> </ul> </li> <li>› Prepare Mystery Bag or Box with a variety of objects that will sink and float</li> <li>› Select and read stories about boats, ships, sailors, etc.</li> <li>› Make boat cut-outs and prepare to make a wall mural</li> <li>› Provide cards with consonant blends to be used to sound out and build words</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children to extend their imagination in the story about Jesus walking on water and offer their own explanations of what happened</li> <li>› Encourage all effort in writing</li> <li>› Encourage cooperation and working in groups</li> <li>› Observe and note children who have difficulty in linking sounds with letters</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- distinguish between rafts, boats and submarines?</li> <li>- combine and separate number sets?</li> <li>- create sub-sets of 10?</li> <li>- write and share stories?</li> <li>- write legibly?</li> <li>- sound out and build words?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to look for and bring in pictures of boats and submarines</li> <li>› Invite parents who are fishermen or those who work on ships or boats to visit the class as resource persons</li> </ul>

# 5-YEAR-OLDS

Term 2 THEME: TRANSPORTATION

SUB THEME: In the Harbour

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Ships <i>dock</i> in the <i>harbour</i> where it is <i>safe</i>; in the harbour, ships are <i>sheltered</i> from bad weather; they also refill with fuel and collect supplies of food and other things needed for their journey</li> <li>› Kingston, Jamaica is the 7th largest natural harbour in the world</li> <li>› “Ship” and “sheltered” begin with the /sh/ sound; some words have the /sh/ sound in the middle or at the end; the /sh/ sound is represented by the letters “sh”</li> <li>› The word <i>dock</i> rhymes with <i>clock</i>; we can find other words that rhyme with these, e.g. rock, sock</li> <li>› If we live in Ocho Rios, Port Antonio or Montego Bay, we can see cruise ships arrive at the docks; some tourists travel to Jamaica and other islands in the <i>Caribbean</i> on <i>cruise ships</i></li> <li>› In a large harbour we can sometimes see more than one cruise ship as well as other boats; we see <i>many</i> people come off a cruise ship; only <i>few</i> people can fit on a small boat</li> <li>› The captain is the person who is in charge of a ship; sailors work on the ship doing many different jobs</li> <li>› Sometimes boats or ships get into difficulty while they are out at sea; the Jamaica <i>Coast Guard</i> may be able to <i>rescue</i> people from a boat in trouble or a sinking ship; a lifejacket or life ring or preserver is able to save people from <i>drowning</i>; we should always be careful around water</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› make a model harbour and arrange model boats in order of size and number; listen to a tape recording of the sounds of wind, rain and stormy sea, and talk about the dangers</li> <li>› identify words with the /sh/ sound at beginning, end and middle positions</li> <li>› identify and suggest words that rhyme with “dock”</li> <li>› say the poem “Hickory, Dickory, Dock”</li> <li>› compare boats and cruise ships and use addition (one more than, two more than) as children manipulate toy boats in the harbour; distinguish between “many” and “few”</li> <li>› role-play the job of the captain, sailors and tourists on board a cruise ship</li> <li>› help to make play boats or ships from plastic bottles and sail them in a container of water; try to load the boats with items and observe if they sink or float; talk about how the passengers would be rescued if the boats should sink</li> <li>› interview a member of the Coast Guard or someone who works on a cruise ship who comes to talk about his or her work</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>dock harbour safe sheltered Caribbean many few cruise ships Coast Guard rescue drowning</p>

# 5-YEAR-OLDS

Term 2

THEME: TRANSPORTATION

SUB THEME: In the Harbour

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› If possible, arrange for a field trip to the harbour or a fishing village so the children can observe a variety of boats and sea vessels</li> <li>› Collect pictures of a ship’s captain and sailors</li> <li>› Collect and read story and other books and magazines about sea vessels and transportation by sea</li> <li>› If a resource person is able to visit the class, help the children to identify possible questions and areas of interest</li> <li>› Obtain or make improvised life jacket or life ring or preserver; research water safety signs and rules for discussion with children</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Show understanding to those children who express fear of water</li> <li>› Help the children understand the importance of all who work at sea</li> <li>› Help the children recognize the importance of safety in and around water</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and suggest words with the /sh/ sound at the beginning, end and middle positions?</li> <li>- identify and suggest words that rhyme with “dock”?</li> <li>- help to make a model boat?</li> <li>- combine sets of one more, two more, three more than original set?</li> <li>- distinguish between “many” and “few”?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Invite parents to visit the learning environment and see all the children’s efforts as they explored the theme on Transportation by air and sea</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Let's Exercise

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› When we <i>exercise</i> we move our bodies in different ways, e.g. <i>running, skipping, jumping, dancing, swimming, or walking</i></li> <li>› Exercise makes us feel good and keeps us healthy; exercise is fun for our family and friends</li> <li>› Exercise makes our <i>hearts</i> work better and our muscles stronger; we should exercise every day</li> <li>› The words <i>start, stop</i> and <i>stand</i> begin with the /st/ sound; some words have the /st/ sound in the middle or at the end; the /st/ sound is represented by the letters “st”</li> <li>› We all have our favourite type of exercise</li> <li>› We can exercise alone, in <i>pairs</i> or in groups</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› participate in an “Exercise Charade” where they can guess the action mimed by a classmate, e.g. kicking football, swimming or dancing</li> <li>› experience the ways and directions that the body can move, e.g. <i>forwards</i> or <i>backwards, sideways, right</i> or <i>left</i></li> <li>› play the game “Hokey-Pokey” and sing the song “Father Abraham”</li> <li>› create own dance <i>movements</i> that imitate things in the environment such as trees, animals, e.g. <i>balancing, crawling, hopping</i> and <i>swaying</i></li> <li>› observe pictures of people exercising; share their experiences of exercising with their family and friends</li> <li>› feel their <i>heartbeats</i> after exercise and/or use a <i>stethoscope</i> to listen to each others heartbeats</li> <li>› talk about how exercise affects their breathing</li> <li>› listen to the /st/ sound in the beginning of words <i>start, stop, stay, stand</i> and <i>stamp</i>; engage in listening games that distinguish the words that begin with the /st/ sound</li> <li>› create a pictograph to show exercise preferences within the group</li> <li>› count by twos (2) using the Hundred Board</li> <li>› use the physical play materials in the outdoor environment</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>exercise forwards backwards movement sideways right left running skipping jumping dancing swimming walking balancing crawling hopping heart heartbeat stethoscope pair</p> <p><u>SIGHT WORDS</u></p> <p>start you do me ran stop</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Let's Exercise

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare               <ul style="list-style-type: none"> <li>- the outdoor play environment with active play stations</li> <li>- listening and movement games for the children to learn and practice</li> </ul> </li> <li>› Provide               <ul style="list-style-type: none"> <li>- music for dancing and movement; skipping rope, balls, hoops, bean bags</li> <li>- a chart with pictures of the body and its parts</li> <li>- pictures and charts of people doing different types of exercise</li> <li>- a stethoscope</li> <li>- flash cards with words and pictures of things beginning with the /st/ sound</li> <li>- a Hundred Board in the classroom</li> </ul> </li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage the children to participate in movement and dance activities</li> <li>› Reinforce the importance of taking care of our bodies and staying healthy</li> <li>› Model SJE speech patterns for children to imitate and develop confidence in and greater familiarity with using SJE</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- share some of their experiences of exercising with their family?</li> <li>- listen to and follow the instructions for moving their bodies?</li> <li>- construct and repeat a sequence of dance movements?</li> <li>- talk about how they feel after exercise?</li> <li>- identify the /st/ sound?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- engage children in outdoor activities</li> <li>- discuss the importance of exercise</li> <li>- dance to music with their children</li> <li>- enroll children in extra curricular activities, such as football or swimming</li> <li>- help children to find and cut out pictures of people exercising, dancing and playing games from magazines and newspapers</li> </ul>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Let's Exercise

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We prepare our bodies for exercise by doing warm-up activities such as jogging</li> <li>› <i>Water</i> helps to cool down the body when we are hot; water is the best drink to have <i>before</i> and <i>after</i> we exercise</li> <li>› People wear comfortable clothes when exercising</li> <li>› We must exercise on <i>playgrounds</i> and fields that are <i>safe</i></li> <li>› The words <i>exercise</i>, <i>friend</i> and <i>rest</i> have the short /e/ sound; the /e/ sound is represented by the letter “E” “e”; the capital letter is written “E”, and the common letter is written “e”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› talk about the things we need to do before we exercise; follow a sequence of activities that prepare us for exercise; e.g. put on sporting clothes, lace shoes, <i>jog</i> on spot, drink water and <i>stretch</i>; discuss which activities come <i>before</i> and which come <i>after</i></li> <li>› make a <i>xylophone</i> with bottles of water; listen to the difference in sounds when the bottles are hit</li> <li>› discuss the importance of drinking water when we exercise</li> <li>› identify clothing items that might be worn for exercise; feel the <i>elastic</i> stretch when pulled; dress selves or dolls appropriately for exercise, in shorts, socks, T-shirts, hats and head-bands</li> <li>› sort picture cards of sporting clothes from among cards of a variety of clothes people wear</li> <li>› visit a nearby playground to observe the different play and exercise activities that take place; talk about the features of a <i>safe</i> play area</li> <li>› create a poster and write the heading “<i>Safety Rules</i> for Playing”; use pictures from newspapers and magazines to create it</li> <li>› listen to, identify and reproduce the short /e/ sound</li> <li>› practise writing and reading words that have the letter “E” “e” in free and teacher-directed activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>jog stretch elastic water before after playground xylophone safety safe rules exercise friend rest</p> <p><u>SIGHT WORDS</u></p> <p>start you do me ran stop</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Let's Exercise

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide           <ul style="list-style-type: none"> <li>– clean glass bottles for xylophone</li> <li>– pictures and charts of people exercising</li> <li>– dolls and dolls' clothing</li> <li>– picture cards for matching and sorting</li> <li>– example of a safety poster</li> <li>– jug with water and cups for children to pour for themselves as needed</li> <li>- materials such as cartridge paper, newspaper, magazines, glue, and blunt-tipped scissors for making a poster</li> </ul> </li> <li>› Ensure that dress-up exercise clothes are washed, kept clean and properly stored</li> <li>› Set up the outdoor playground with physical challenges</li> <li>› Plan ahead for visit to nearby playground</li> <li>› Research the health benefits of drinking water</li> <li>› Invite local athletes from high schools or more famous athletes to visit</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children's independence</li> <li>› Ask children to demonstrate care in using scissors</li> <li>› Encourage children to display their own poster sentences</li> <li>› Reinforce the importance of safety while walking to the playfield and exercising on the playfield</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- distinguish between exercise clothes and other types of clothing, e.g. clothes for work and sleeping?</li> <li>- select pictures that appropriately represent the playground safety rules?</li> <li>- create a poster with an appropriate layout of pictures?</li> <li>- form letters for poster heading?</li> <li>- cut and paste pictures?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- contribute clothes for dress-up</li> <li>- contribute to creating the poster about safety</li> <li>- bring in old newspapers, sports brochures and magazines</li> <li>- discuss safety aspects of their home environment or community with their children</li> <li>- take children on a walk and share their exercise routine with them</li> </ul>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: We Love to Play

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Sports</i> include a wide range of activities such as running <i>aces</i>, playing <i>ring games</i>, <i>cricket</i>, <i>football</i> and others</li> <li>› We <i>play</i> many different kinds of sports in Jamaica</li> <li>› The more popular sports in Jamaica are football, <i>netball</i>, <i>cricket</i> and <i>track and field</i></li> <li>› Playing sports is fun for everyone; boys and girls can play football, netball, <i>basketball</i> and others; old and young people as well as children with disabilities can participate in sports</li> <li>› The words <i>us</i>, <i>run</i>, and <i>umbrella</i> have the short /ŭ/ sound; the /u/ sound is represented by the letter “U” “u”; the capital letter is written “U”, and the common letter is written “u”</li> <li>› Some words are rhyming words, e.g. sun, fun run and bun</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine photographs, sports magazines, newspapers and find pictures of people playing different kinds of sports; make a poster with the heading “Sports We Play” using pictures from the newspaper and magazines; label each picture</li> <li>› participate in playing different games that involve basic rules</li> <li>› play a variety of ring games involving music and movement</li> <li>› identify and talk about the more popular sports in Jamaica</li> <li>› share experiences of watching a match or game</li> <li>› create a line plot or bar graph representing children’s favourite sport</li> <li>› listen to, identify and reproduce the short /u/ sound</li> <li>› practise writing and reading words that have the short /u/ sound in free activities</li> <li>› create word families using short /u/ sound; write out words; create a nonsense rhyme using rhyming words</li> <li>› listen to and/or say nursery rhymes, poems or stories with rhyming words</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>sports play race ring games football netball basketball cricket track and field</p> <p><u>SIGHT WORDS</u></p> <p>but and had his run put</p>



# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: We Love to Play

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare appropriate items and music used in games and ring games, e.g. balls and bats</li> <li>› Provide photographs, sports brochures, magazines and other appropriate materials to support children’s practising to form letters</li> <li>› Source video clips, movies of people playing games</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to participate in games by perhaps participating yourself</li> <li>› Accept all children’s ideas and opinions in discussion</li> <li>› Display children’s work in the classroom and encourage visitors to view</li> <li>› Make necessary adjustments to equipment and activities to facilitate participation of children with special needs</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- participate in a game?</li> <li>- identify and name different sports?</li> <li>- form letters appropriately?</li> <li>- appropriately form upper and lower case letters in labels?</li> <li>- participate in creating a line plot or bar graph of children’s favourite sport?</li> <li>- identify the short /u/ sound?</li> <li>- create a list of rhyming words?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to take their children to matches or games in and around their community; watch sports news with children; and engage in discussion about sports</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: We Love to Play

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Some sports are played as a <i>team</i>, e.g. football or netball; some are played by <i>individuals</i>, e.g. track, swimming or tennis</li> <li>› When we play sports sometimes we win and sometimes we lose</li> <li>› We can cheer for our team using songs and banners, or by wearing team clothes</li> <li>› There are many games that use a ball and net</li> <li>› A ball can go <i>over</i>, <i>through</i> or <i>inside</i> a net</li> <li>› Balls are of different size and have different textures and colours</li> <li>› Balls are <i>sphere</i>-shaped, which is the same as <i>round</i></li> <li>› Some sports are played with 11 team members, e.g. football or cricket</li> <li>› We can make a <i>group</i> of 11 things, e.g. balls, in different ways combining sets</li> <li>› The words <i>play</i>, <i>plenty</i> and <i>please</i> begin with the /pl/ sound; the /pl/ sound is represented by the letters “pl”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to the story, about “The Tortoise and the Hare”; share experiences of winning and losing</li> <li>› talk about how it feels when they win and when they lose in games</li> <li>› engage in races and identify who came in the <i>first</i>, <i>second</i> and <i>third</i> places</li> <li>› listen to team <i>cheers</i>; make up names and cheers for own teams</li> <li>› apply paint and art skills, e.g. lacing, colouring, pasting, cutting and tearing, to create banners and <i>cone</i>-shaped <i>horns</i> (for blowing), decorated in team colours</li> <li>› observe, identify and demonstrate different ways a ball can be used in games, e.g. inside the net (football) over the net (table tennis) through the net (basketball and netball)</li> <li>› practise moving balls in different ways and directions; toss bean bags at different targets</li> <li>› compare the size of balls used in sports and games</li> <li>› create self-made balls from crushed newspaper or playdough; paint them using mixed colours; place them in order according to size</li> <li>› manipulate sets of 11 balls; group and regroup sets of up to 11 balls; practise use of terms such as “more than”, “less than”</li> <li>› practise formation of numerals</li> <li>› identify and talk about sports that have 11 players, e.g. football, cricket</li> <li>› listen for the /pl/ sound in the beginning of words such as <i>play</i> or <i>please</i></li> <li>› listen to a list of words and identify ones with the sound that does not belong</li> <li>› practise reading and writing words with the /pl/ sound in free activities</li> <li>› listen to and share stories about how to include everyone in sports and games and about encouraging team mates; use puppets to show facial expression of someone who has been left out and who feels <i>hurt</i> and <i>angry</i></li> <li>› role-play team members showing respect</li> <li>› practise using encouraging words such as “Congratulations”, “I like”, “Good job”, etc.</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>through over inside individual group team play sphere cheers cone horn first second third round plenty please</p> <p><u>SIGHT WORDS</u></p> <p>but and had his run put</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: We Love to Play

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- pictures, pictographs of sporting teams with 11 players, e.g. foot ball and cricket</li> <li>- playdough and a variety of art materials for making balls and cone-shaped horns</li> <li>- flash cards with words, e.g. team, individual, netball, football, congratulations</li> <li>- balls of different sizes, colours, patterns</li> <li>- materials for lacing, colouring, painting and tearing</li> <li>- materials, e.g. bottle stoppers, for children to use in grouping and regrouping sets up to 11</li> <li>- puppets showing different facial expressions</li> <li>- several appropriate stories, rhymes, finger plays, field games and ring game</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Reinforce the fact that girls and boys are equally capable and important</li> <li>› Encourage children to work cooperatively in groups or teams, working towards one goal</li> <li>› Encourage children to use words to express their emotions, e.g. when they win or lose while playing games</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify the /pl/ sound at beginning of words?</li> <li>- make one item of art and craft?</li> <li>- compare and identify ball sizes from smallest to largest?</li> <li>- demonstrate understanding of a ball going “through”, “over” and “inside” a net?</li> <li>- show different ways of representing the number 11?</li> <li>- form numerals from 1 to 11?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- reinforce the idea of teamwork with their children</li> <li>- contribute materials for use in children's art and craft creations</li> <li>- take their children to football and cricket matches</li> <li>- bring photographs and pictures of faces expressing different emotions</li> </ul>

## 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: We Love to Play

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› <i>Sports</i> players wear special clothing and <i>gear</i> when they play in order to protect their bodies and perform better</li> <li>› We move in many ways and directions, when we play games, e.g. <i>left, right, up, and down</i></li> <li>› Different games are played for a specific period of time</li> <li>› Special commands and signals are used to start and end a game; some of these signals include whistles, <i>starter guns</i>, command words, <i>stop clocks</i> and watches</li> <li>› Racers start running the <i>race</i> after the <i>whistle</i> blows</li> <li>› Clocks are used to time games; the word <i>clocks</i> begins with the /cl/sound</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› observe pictures of players of different sports; identify their uniforms and special gear – football players wear long socks, cricket players wear long pants, runners wear special shoes with sharp spikes</li> <li>› dress up and role-play an interview with a team player; explain why they are wearing specific items</li> <li>› interact with members of a football or netball team</li> <li>› participate in <i>hopscotch</i> and other games that require them to quickly step into different positions, e.g. spin on one foot, stop suddenly, and turn left or right; play ring games</li> <li>› note the scheduled times for various activities of the day; manipulate a cardboard clock to identify the hours when school begins, when lunchtime begins and when school ends, relate this to sports – the length of time games last</li> <li>› listen to high pitch of a whistle and the low pitch of the starter gun; imitate the sounds of things; make percussion instruments and distinguish between the high and low sounds</li> <li>› practise giving commands, e.g. “On your marks, Get set, Go”, as they play racing games</li> <li>› listen to the /cl/ sound in the beginning of words <i>clap, class</i> and <i>club</i>; identify other words with similar /cl/ beginning sounds</li> <li>› practise writing and reading words with the “cl” blend in free activities; make journal entries</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>sports gear left right after up down clap class club hopscotch starter gun stop clock whistle race</p> <p><u>SIGHT WORDS</u></p> <p>right jump first play all April</p>

# 5-YEAR-OLDS

Term 2    THEME: SPORTS

SUB THEME: We Love to Play

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- appropriate dress-up clothing for children to use in dramatic play</li> <li>- cardboard clocks for each child</li> <li>- a range of percussion instruments and whistles</li> <li>- replicas of cricket bats, balls and nets children can use in group games</li> <li>- samples of footwear used in different sports activities</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to talk about “team spirit” and how each member of a group or team should behave toward others in the team</li> <li>› Help children to be self-confident in talking with and interviewing adults</li> <li>› Encourage children’s increasing use of SJE</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify at least one item of clothing worn in a particular sport?</li> <li>- participate willingly in a team sport activity?</li> <li>- identify the /cl/ sound at the beginning of words?</li> <li>- manipulate the clock face to show the hours when school begins and ends?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents to help to make cardboard clock faces for children’s use at school</li> <li>› Encourage parents, particularly in sports day activities at school</li> </ul>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Famous Jamaicans in Sports

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› A famous person is someone who has done something important and many people know about them</li> <li>› There are many <i>famous Jamaican athletes</i> who <i>perform</i> well in sports; we are very <i>proud</i> of them</li> <li>› Some <i>famous</i> Jamaican sportsmen and women are Usain Bolt and Veronica Campbell</li> <li>› Our national football team is called the Reggae Boys; our national netball team is called the Sunshine Girls</li> <li>› Our athletes and other sportsmen and women win many medals</li> <li>› They win <i>gold</i>, <i>silver</i>, and <i>bronze</i> medals; medals are made from metals</li> <li>› Some <i>metal</i> objects can be picked up by a magnet</li> <li>› The words <i>gold</i>, <i>bingo</i> and <i>bag</i> have the hard /g/ sound in the initial, medial and final positions; the /g/ sound is represented by the letter “G” “g”; the capital letter is written “G”, and the common letter is written “g”</li> <li>› The words <i>rope</i>, <i>perform</i> and <i>silver</i> have the /r/ sound in the initial, medial and final positions; the /r/ sound is represented by the letter “R” “r”; the capital letter is written “R”, and the common letter is written “r”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› examine the contents of newspaper and sports magazines, talk about one sporting event, identify ways we get our sports news, e.g. TV, radio, newspaper and the Internet</li> <li>› listen to stories about some famous Jamaican sportsmen and women and talk about them</li> <li>› cut and paste pictures of Jamaican sports persons in their portfolios or scrapbook</li> <li>› write and read one or two sentences about their favourite sports person in their journal</li> <li>› create a “sport celebrity wall” using pictures and photos of sports persons they collect</li> <li>› make model of medal stand with old boxes; order the blocks according to height, e.g. first, second, third places, participate in class races and have winners stand on the medal blocks</li> <li>› talk about the features of building blocks, <i>cubes</i> or <i>cubeoids</i></li> <li>› sort building blocks to show the difference between cuboid and a cube</li> <li>› examine articles that are made from gold, silver and bronze; talk about the difference in appearance and learn the word “metal”</li> <li>› participate in experiments to distinguish metal from non-metal objects</li> <li>› listen to, identify and reproduce the hard /g/ sound in the initial, medial and final positions.</li> <li>› practise writing and reading words and sentences that have the letter “G” “g” in free activities</li> <li>› listen to, identify and reproduce the /r/ sound in the initial, medial and final positions</li> <li>› practise writing and reading words and sentences that have the letter “R” “r” in free and teacher-directed activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>Jamaican athletes perform proud famous gold silver bronze medal metal national cube cuboid rope bingo bag</p> <p><u>SIGHT WORDS</u></p> <p>good very like him her win</p>

# 5-YEAR-OLDS

Term 2 THEME: SPORTS

SUB THEME: Famous Jamaicans in Sports

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Research facts about some famous track and field sports persons and football and netball teams</li> <li>› Prepare stories about some Jamaican sports persons</li> <li>› Provide appropriate props for use in storytelling</li> <li>› Provide pictures of some famous Jamaican sports persons and teams</li> <li>› Research the terms “cube” and “cuboid”</li> <li>› Source carton boxes of different sizes, magazines and newspapers</li> <li>› Include books on sports in classroom library</li> <li>› Provide magnets and items of plastic, wood and metal for experiment</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Talk to children about what makes them feel proud to be Jamaican</li> <li>› Reassure children that they are all valued, loved and you are proud of them</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- distinguish between gold, silver, bronze?</li> <li>- demonstrate interest in experiment with magnets?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- assist with props and bring a tape recorder for sport report role-play activity</li> <li>- share information they have about sports persons with their children</li> <li>- provide opportunities for children to listen to sports news</li> </ul>

**WELLNESS**

*If provided with the appropriate opportunities children will*

- › Engage in imaginative and creative play indoors and outdoors; join in independent and group activities that involve co-ordination, speed and balance
- › Imitate movement of things in the environment, such as a bird flying, a tree swaying, etc.
- › Demonstrate increasing dexterity in fine motor coordination; trace and draw geometric forms, symbols; write letters and numerals; use appropriate spacing in writing; manipulate materials – playdough, scissors; put small items such as Lego blocks together
- › Use a computer mouse and keyboard with increasing skill
- › Produce drawings with increasing amount of detail
- › Continue to exercise increased control and safety when using materials, toys and tools
- › Continue to enjoy expressive activities including music and movement
- › Use conflict resolution strategies, showing ability to discuss feelings, and ability to self regulate
- › Demonstrate increasing awareness of self, acknowledging personal strengths and weaknesses
- › Continue to demonstrate curiosity about themselves, others and the world around them
- › Display increasing self confidence when interacting with others

**COMMUNICATION**

*If provided with the appropriate opportunities children will*

- › Give and receive information in conversation, using appropriate courtesies
- › Extend courtesies to others, such as introduce, welcome and thank visitors with increasing confidence
- › Listen to and describe various concepts; ask for and seek clarification
- › Recall and use previous knowledge and information for problem-solving
- › Predict and represent outcomes for stories; suggest alternative versions
- › Dramatize events in a story; enact the role of any selected character
- › Follow and give increasingly complex instructions
- › Participate in discussions and make predictions about what is seen and heard on printed and electronic media
- › Interpret pictures, photographs, diagrams and other forms of visual presentation
- › Continue to show enjoyment while being read to
- › Identify likenesses and differences in symbols, shapes, letters, words and sentences with increasing attention to details
- › Engage in a variety of activities for enhancing greater listening and speaking, reading and writing skills; participate in letter/word games with increasing challenge and complexity



# 5-YEAR-OLDS

Term 3

## Developmental Objectives

### COMMUNICATION ( cont'd )

- › Produce and sequence a larger number of pictures or creative expressions to tell a story
- › Share creative expressions with others and talk about own writing
- › Use phonics and other word attack strategies with increasing skill
- › Identify and use more complex patterns in word families
- › Engage in information gathering activities; use books as a resource to find answers to questions
- › Present information to an audience using a variety of media and modes
- › With increasing detail, give instructions for a simple recipe
- › Prepare various kinds of text, e.g. invitations, greeting cards, letters and posters
- › Read and interpret various texts, e.g. picture books, concept books and story books

### VALUING CULTURE

*If provided with the appropriate opportunities children will*

- › Demonstrate an appreciation for folklore
- › Recite the National Pledge and sing the National Anthem; recognize and discuss the National Symbols, National Dish
- › Show increasing appreciation for local culture and awareness of other cultures, e.g. celebration of holidays such as Divali and Chinese Lunar New Year
- › Talk about masks and costumes used in Jamaican traditional celebrations and dances
- › Develop knowledge and appreciation of local industries such as tourism, farming, fishing, music and others
- › Demonstrate interest in caring for the environment and our country Jamaica
- › Understand the concept “Independence” and suggest when, why and ways in which Independence is celebrated
- › Discuss individual rights and responsibilities and some basic civic values as they relate to being Jamaican citizens
- › Observe and carry out practices of national protocol, e.g. standing at attention for the National Anthem, appropriate use of the Jamaican flag
- › Continue to develop an awareness of persons who have excelled in performance and contribution to our country, Jamaica
- › Review significant aspects of the lives and accomplishments of the National Heroes and Heroine of Jamaica
- › Review rules and responsibilities at home and school; identify some rules and laws of our country

**INTELLECTUAL EMPOWERMENT**

*If provided with the appropriate opportunities children will*

- › Use money appropriately; recognize the value of most Jamaican coins and notes
- › Use non-standard and standard units to measure length, height, perimeter and capacity
- › Use a variety of scales to weigh objects
- › Recognize the three states of all things, i.e. solid, liquid or gas; observe and experiment with materials as they change through mixing, heating, freezing
- › Differentiate between day and night
- › Observe and classify materials and objects that sink and float in water
- › Recognize and predict weather patterns; use appropriate terms to describe different kinds of weather and discuss how each affects our daily life
- › Identify and describe different weather conditions such as thunder, lightning, wind, clouds, rainbow and others; record information about the weather
- › Discuss sources and uses of water; discuss some ways of conserving water
- › Identify location and direction based on the compass points, i.e. north, south, east, west; use compass points and appropriate terms when giving direction
- › Produce and interpret simple floor plans and maps
- › Use a map of the school, immediate community and of Jamaica to locate specific areas of interest
- › Continue to associate events with time-related concepts, celebrations and activities at home and school and nationally
- › Describe the varying physical features of Jamaica
- › Participate in activities involving improvisation using voice and/or instrument
- › Create own song and use a variety of melodies and instruments
- › Recall and imitate simple rhythmic patterns in a variety of ways
- › Participate in class/group/individual choral expression or performance
- › Use a variety of art media in creative expressions such as art and crafts, movement, drama and the like
- › Work collectively to create masks, puppets, costumes and instruments to be used in a whole class/group dramatic presentation; participate in role-play activities using a variety of props, costumes and materials
- › Discuss and use improvisation and other expressive forms to indicate the main ideas found in folklore – poems, songs, stories, myths
- › Use found and recycled materials to make costumes and props to be used in dramatic activities while fostering a sense of conservation
- › Talk, sing songs, retell and relate stories and poems about events from the Bible and other books that demonstrate cultural and religious beliefs and practices
- › Continue to use all senses to investigate and expand knowledge about self, others and the environment
- › Continue to apply what is known (knowledge or experience) to a new situation or context; draw on everyday experiences and apply this knowledge to similar situations
- › Select samples of work for display and/or assessment and give reasons for their selection independently
- › Use and interpret more complex and varied graphs to represent information
- › Write numerals and number names 1 to 20
- › Create and solve their own math problems
- › State the place value and value of each digit in a two-digit number

**INTELLECTUAL EMPOWERMENT ( cont'd )**

- › Count in ones and twos up to 100; make sets of and bundle material in groups of 5, 10 and 20 to 100
- › Use the number line appropriately for activities that include comparing numbers, sequencing numbers, skip-counting, adding and subtracting
- › Combine and partition sets to solve more complex problems
- › Identify, name and trace shapes including circle, triangle, square, rectangle, oval, heart, diamond, star
- › Use templates to create patterns and pictures
- › Classify 2-D shapes according to common characteristics, e.g. size, sides, corners
- › Construct and interpret simple pictographs, bar-graphs
- › Perform addition and subtraction without regrouping and with regrouping
- › Continue to name and use the days of the week and months of the year in sequence with increasing awareness of time
- › Tell time by the hour and half-hour
- › Read dates from the calendar
- › Use money appropriately; recognize the value of most Jamaican coins and notes
- › Use non-standard and standard units to measure length, height, perimeter and capacity
- › Use a variety of scales to weigh objects
- › Recognize the three states of all things, i.e. solid, liquid or gas; observe and experiment where possible

**RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT**

*If provided with the appropriate opportunities children will*

- › Discuss ways of showing respect to all; especially those who seem different in any way
- › Understand things from the viewpoint of others but confidently hold own point of view
- › Show care and concern for others, living things and objects in the environment
- › Show appropriate self-respect
- › Establish effective relationships with other children and adults
- › Show sensitivity to the needs and feelings of others
- › Continue to use courtesies and social graces appropriately
- › Continue to work independently and co-operatively in groups
- › Continue to show appreciation for own work and that of others
- › Recognize there are different ways of solving problems peacefully

# 5-YEAR-OLDS

## Term 3

## Developmental Objectives

### **RESPECT FOR SELF, OTHERS AND THE ENVIRONMENT ( cont'd )**

- › Discuss individual rights and responsibilities and some basic civic values – as they relate to being Jamaican citizens
- › Display socially acceptable values and attitudes, e.g willingness to show fairness, etc. to trust, share and care
- › Discuss the beauty of the environment; develop pride and sense of caring for the environment

### **RESILIENCE**

*If provided with the appropriate opportunities children will*

- › Suggest ways in which accidents can be avoided
- › Discuss natural disasters such as severe changes in the weather as in tropical storms, hurricanes and earthquakes
- › Demonstrate an awareness of what drugs are and their importance in health care
- › Distinguish between legal and illegal drugs; state some examples of each; state some of the dangers of using illegal drugs
- › Demonstrate how to seek or call for help in an emergency or when in danger
- › Recall and demonstrate how to use emergency telephone numbers
- › Demonstrate an awareness of the importance of immunization in the fight against diseases
- › Explain the importance of not playing with discarded syringes and needles
- › Discuss the need to move briskly to appointed “safe areas”
- › State the consequences of playing with potentially dangerous objects such as matches, electrical outlets, knives and plastic bags
- › Demonstrate an understanding of the danger of playing in water (without supervision)



# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We live in Jamaica</li> <li>› Jamaica is a beautiful country; the <i>weather</i> is hot because of its location; the sun shines all year round</li> <li>› Jamaica is an <i>island</i>; it is surrounded by a huge body of water; this body of water is called the <i>Caribbean Sea</i></li> <li>› Jamaica has many <i>parishes</i>; people live in all the <i>parishes</i>; some <i>parishes</i> are bigger than others (size and number of people)</li> <li>› Every <i>parish</i> has a main town; a main town has many important buildings; some of these are <i>post office, church, market, supermarket, school, bank</i> and <i>courthouse</i></li> <li>› Jamaica has two cities – <i>Kingston</i> and <i>Montego Bay</i>; a <i>city</i> is a very large town</li> <li>› <i>Kingston</i> is the capital or most important town in Jamaica; it is also the largest</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to songs about Jamaica, sing along and do dance movements to the different musical rhythms of Jamaican songs, e.g. “Oh Island in the Sun”, “Jamaica Land of Beauty”; “This is the Land of my Birth”</li> <li>› discuss the Jamaican flag and what these three colours represent</li> <li>› say what is the National Bird, Dish, Tree, etc.</li> <li>› locate Jamaica on the world map; tell why Jamaica is an island</li> <li>› make a 3-D model of Jamaica using cardboard cut-out shapes of Jamaica and playdough or clay; paint in appropriate colours; place model island in a blue basin with small amount of water to create island effect</li> <li>› identify and discuss some of the features of their country, e.g. mountains, rivers and beaches</li> <li>› tell colours used to represent each feature; draw and colour own representations of different features</li> <li>› use Standard Jamaican English (SJE) in talking about Jamaica, its physical features, its parishes and the two cities</li> <li>› observe and examine the map of Jamaica; identify parishes and their borders and the Caribbean Sea; identify, name and write the parish in which they live and its capital</li> <li>› do a community walk and record what they see; work on a group project to create a simple diorama of their own main town; label buildings; combine different paper shapes (e.g. ● ▲ ■ ♥ ◆) to make buildings</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>weather island Caribbean Sea parish post office church market supermarket school bank courthouse Kingston Montego Bay city</p> <p><u>SIGHT WORDS</u></p> <p><i>(name of students’ town or district)</i> may at live where here one two three four five</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare a collection of Jamaican songs, poems and ring games on audio cassettes or CDs</li> <li>› Provide a world map and map of Jamaica showing physical features with appropriate colours for the different features, e.g. rivers – blue, mountains – brown, plains – green</li> <li>› Prepare cardboard cut-out shapes of Jamaica, playdough or clay for making 3-D models of the island; plastic basins with water; pictures of different Jamaican scenes</li> <li>› On the large map of Jamaica, ensure that parish boundaries, parishes and Caribbean Sea can be located easily</li> <li>› Provide paper strips, markers, pencils, crayons, etc., a variety of shapes cut out from paper or cardboard; glue and paints</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Model the use of SJE in speech to encourage children to use SJE in discussions about their country</li> <li>› Review children’s home addresses and telephone numbers with them</li> <li>› Encourage children to be helpful, courteous, patient and supportive of each other as they work in groups; pay special attention to children who have special challenges</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- listen to and participate in songs?</li> <li>- participate in dance activities?</li> <li>- use Standard Jamaican English speech patterns to talk about Jamaica?</li> <li>- tell why Jamaica is an island?</li> <li>- collect and compile pictures of Jamaica to create a class portfolio?</li> <li>- locate Jamaica on the world map?</li> <li>- construct simple sentences about Jamaica?</li> <li>- create a 3-D model of the island Jamaica, as a group project?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- provide discarded, recycled material for children’s use in making items, pictures and books on Jamaica</li> <li>- assist children and teacher to create the diorama of a town</li> <li>- contribute various collections of Jamaican songs</li> <li>- practise, reinforce SJE speech patterns children use at school</li> <li>- teach children their home addresses and telephone numbers</li> </ul>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We live in the parish of ----- The main town in ----- is -----</li> <li>› We can count the number of parishes in Jamaica</li> <li>› Our country has many <i>mountains, hills, plains, valleys, rivers</i> and <i>beaches</i>; they are very important to us; we can use different colours to represent/show them on a map, e.g. mountain – brown, valley – green, river – blue</li> <li>› The word <i>thank</i> begins with the /th/ sound; we put our tongue between our teeth to make the /th/ sound; the /th/ sound is represented by the letters “th”</li> <li>› Other words that have the /th/ sound at the beginning are <i>think, Thursday, thumb</i></li> <li>› We write special names with capital letters, e.g. Thursday, April, Peter</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› bring pictures of different scenes in Jamaica to create a class portfolio; write sentences about Jamaica for the portfolio; share stories of Jamaican folklore</li> <li>› use SJE speech patterns with greater consistency, e.g. “<i>Our country has mountains</i>”; “<i>We live in the parish of-----</i>”</li> <li>› engage in counting activities; e.g. counting the parishes in Jamaica; learn the numerals and their names 1-14, and write them</li> <li>› associate numerals with groups of objects representing them; match numerals to their names; using concrete objects, build sets of 14 using various combinations, e.g. 10+4 ; 13+1; 3 +11; 7 + 7</li> <li>› collect items to put in their Nature Corner, e.g. shells, stones, sand, seed pods; observe, discuss and classify the different types of items collected, e.g. by colour, size, shape, texture and other attributes</li> <li>› listen to and identify the /th/ sound in rhymes, sentences and poems; recognize words with the /th/ sound at the beginning; use words to make sentences; write sentences in their books; recognize and use capital letters appropriately</li> <li>› engage in a pretend “Round the Island Marathon” using different movements, e.g. running, jumping, skipping, marching, walking</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>mountains hills plains beaches valleys rivers countries thank think Thursday thumb</p> <p><u>SIGHT WORDS</u></p> <p>(name of students’ town or district) may at live where here one two three four five</p>



# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Research the physical features of Jamaica, e.g. mountains and rivers</li> <li>› Create a large outline of Jamaica in an outdoor space for children to move around</li> <li>› Provide materials for children to work with and encourage them to bring in discarded and recycled materials to make useful things</li> <li>› Provide many items for children to practise counting, grouping and regrouping, making sets and combining sets</li> <li>› Post several words with initial /th/ sound around the classroom</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Draw children’s attention to the wonders and beauty of the natural environment while outdoors – the sky, clouds, mountains, plants and animals; encourage them to express how they feel about nature</li> <li>› Help to develop children’s environmental awareness by engaging them in discussions about how to help preserve their beautiful country</li> <li>› Have children plant a garden and celebrate the harvest to help them understand the benefits of caring for plants and animals</li> <li>› Read to children on a regular basis</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use SJE speech patterns to make statements about features of Jamaica?</li> <li>- count out fourteen objects?</li> <li>- associate numerals with corresponding number of objects up to 14?</li> <li>- match numerals with their written names?</li> <li>- build sets of 14 in different grouping combinations?</li> <li>- make the /th/ sound?</li> <li>- identify the /th/ sound at the beginning of words?</li> <li>- read words beginning with “th”?</li> <li>- recognize when to use capital letters?</li> <li>- create a sentence using a given word?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Ask parents and children to bring in discarded and recycled materials to make useful things as well as bring items such as stones and shells to establish a Nature Corner</li> <li>› Ask parents to reinforce word recognition activities at home; engage their children in word search activities in newspapers, books and magazines</li> <li>› Encourage parents to             <ul style="list-style-type: none"> <li>- take children on outings to see some features of Jamaica, e.g. mountains, beaches or rivers and collect interesting objects on these trips, and to examine the natural environment, e.g. a garden centre, coffee plantation or a waterfall, etc.</li> <li>- provide opportunities at home for children to count, group, make sets of objects repeatedly</li> </ul> </li> <li>› Ask parents who are gardeners or farmers to come and help the children choose plants and explain good practices for caring for plants</li> </ul>

## 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We can have a lot of fun in Jamaica, at the beach, in the mountains or in our communities</li> <li>› Children and adults play games together at the <i>beach</i>, <i>indoors</i> and <i>outdoors</i></li> <li>› We can have fun with shells at the beach, e.g. decorating sand castles</li> <li>› Shells come in different sizes, colours and patterns</li> <li>› We can use seashells for <i>decoration</i> and for making <i>jewellery</i></li> <li>› When we listen to the sound in some shells, we hear the /sh/ sound; the /sh/ sound is represented by the letters “sh”</li> <li>› <i>Shells</i> are found on the <i>shore</i>; the words <i>shell</i> and <i>shore</i> begin with the /sh/ sound; some other words with the /sh/ sound at the beginning are: <i>shirt</i>, <i>ship</i> and <i>shape</i></li> <li>› We should always care for our country; we can do so in many ways; some of the ways are: putting <i>garbage</i> or <i>litter</i> in containers and not throwing it about, <i>recycling</i>, <i>conserving</i> materials, reusing rather than discarding, planting trees rather than cutting them down</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› read and look at books that tell stories about life in Jamaica</li> <li>› write and tell own stories about going to the beach and having fun; share stories in groups</li> <li>› identify and talk about things that can be picked up on the shore, e.g. shells; discuss what lives inside the shells</li> <li>› start a shell collection for display in the Discovery Corner; include variety of sizes, colours, patterns</li> <li>› engage in sequencing activities arranging shells from biggest to smallest; count and sort smaller shells by colour and pattern</li> <li>› listen to and make the sound they hear when they place large conch shells over their ears; search for words that begin with the letters “sh” and make the /sh/sound</li> <li>› use shells and other beads to make jewellery</li> <li>› demonstrate and tell ways in which they care for and preserve their environment; help to create compost and to recycle</li> <li>› discuss what will happen if they care or do not care for the environment; obey or disobey the environmental rules</li> <li>› participate in a playground clean-up</li> <li>› participate in word games such as “Island Hopping” and Hopscotch</li> <li>› participate in classroom duties, e.g. water plants, keep classroom floors litter free or empty garbage bins</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>beach indoors outdoors shells jewellery decoration recycling conserving garbage litter shore</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>for with see May six seven eight nine ten</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: The Beauty of Our Land

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect a variety of shells; wash shells clean for display and use in sequencing and sorting activities</li> <li>› Develop with children rules for keeping the environment clean and safe</li> <li>› Select appropriate books about Jamaica for the Reading Corner</li> <li>› Prepare sentence strips, word cards and number cards for children to use</li> <li>› Provide cards with digraph “sh” to be used in producing sound and building word families</li> <li>› Create a game board with markers for Island Hopping and Hopscotch games</li> <li>› Borrow books from the library that reflect sea life</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to play cooperatively in groups and to wait their turn</li> <li>› Continue to observe children individually, assess their progress and provide necessary support to help them to improve</li> <li>› Provide adequate supervision for children when they are working with small beads</li> <li>› Encourage children to keep environment clean</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- tell some ways we can care for the environment?</li> <li>- perform rostered classroom duties?</li> <li>- produce the /sh/ sound and supply words beginning with “sh”?</li> <li>- sort shells using at least one attribute?</li> <li>- play games following the rules?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Encourage parents to           <ul style="list-style-type: none"> <li>- visit a river or beach with their children in theirs or a neighbouring parish</li> <li>- help children to keep their surroundings clean</li> </ul> </li> <li>› Ask parents to           <ul style="list-style-type: none"> <li>- provide shells for children’s classrooms use</li> <li>- read or tell stories about Jamaica to their children</li> </ul> </li> <li>› Ask a person who makes jewellery out of shells to come and demonstrate</li> </ul>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Interesting Jamaicans

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Many people live in Jamaica; some are very well known and popular</li> <li>› People who are our <i>leaders</i> serve Jamaica in special ways; we are proud of them because they have helped to build our country; some of the people who serve as our leaders are               <ul style="list-style-type: none"> <li>- The Prime Minister who is the leader of Jamaica</li> <li>- <i>The Prime Minister of Jamaica is _____</i></li> <li>- The Governor General</li> <li>- <i>The Governor General of Jamaica is _____</i></li> <li>- The Minister of Education</li> <li>- <i>The Minister of Education is _____</i></li> </ul> </li> <li>› There are many other Ministers who work with the Prime Minister</li> <li>› Some Jamaicans are well known because of their music and songs</li> <li>› <i>Reggae</i> is the most popular music; Dance Hall music is also very popular; <i>Bob Marley and the Wailers</i> are legendary <i>musicians</i> of Jamaica; there are many other famous Jamaican musicians, e.g. Shaggy and Sean Paul</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› identify some well known leaders of Jamaica from pictures, e.g. Prime Minister, Governor General, Leader of the Opposition, Minister of Education; write their names to label pictures</li> <li>› create two pictures of each and create a matching game; look at books, photographs, posters of Jamaican leaders of past and present; read about them on sentence strips and in books</li> <li>› identify letters on the computer keyboard and create own lists of short words</li> <li>› do a variety of puzzles from pictures of Jamaican leaders</li> <li>› use SJE speech patterns to introduce themselves as different leaders, e.g. “I am the Prime Minister”, “I am the Leader of the Opposition”</li> <li>› cut and paste pictures of various Jamaican leaders into a scrap book; write names under each picture</li> <li>› use number line to identify the positions of numbers in a sequence, e.g. 6 comes <i>before</i> 7, 9 comes <i>after</i> 8</li> <li>› listen to and identify different types of Jamaican music, e.g. mento, reggae</li> <li>› dance to music; name singers and musicians they know of</li> <li>› listen to the musical story of “Shaggy Parrot and the Reggae Band”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>leaders serve The Prime Minister of Jamaica The Governor General of Jamaica The Minister of Education Bob Marley and the Wailers reggae musician before after</p> <p><u>SIGHT WORDS</u></p> <p>come are them about around</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Interesting Jamaicans

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare               <ul style="list-style-type: none"> <li>- pictures with past and present leading figures in Jamaica (Prime Minister, Governor General)</li> <li>- name cards and simple sentence strips about our leaders</li> </ul> </li> <li>› Do research on the different personalities; discuss the role of women in government; e.g. Portia Simpson Miller</li> <li>› Plan for the visit of a resource person, e.g. a sports figure, musician or dancer</li> <li>› Provide materials for imaginative play and role-playing interesting persons</li> <li>› Prepare tape recordings of Jamaican music</li> <li>› Provide percussion instruments (ready-made or improvised)</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Help children to prepare interview questions</li> <li>› Provide opportunities to help children to demonstrate various skills, e.g. speaking, singing, dancing, running, playing games</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify by name at least one Jamaican leader?</li> <li>- write about interesting people in Jamaica?</li> <li>- identify the position of a number on the number line, using terms "before" and "after"?</li> <li>- listen to and identify different types of Jamaican music?</li> <li>- dance to different types of music?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- take their children to various sporting activities in Jamaica</li> <li>- point out and talk about different interesting Jamaicans seen on television</li> <li>- take children to the library to find pictures or information on interesting Jamaicans</li> <li>- visit National Heroes Circle with their children</li> </ul>

## 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Interesting Jamaicans

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Some Jamaicans are well known in our <i>culture</i> and the <i>arts</i>; two of these are <i>Louise Bennett</i> (Miss Lou) – poet and storyteller, and <i>Oliver Samuels</i> – comedian</li> <li>› Some Jamaicans are well known because they do very well in sports</li> <li>› Many Jamaicans take part in a wide range of sporting events; football is a very popular game in Jamaica; other games include cricket, table tennis, track and field and netball</li> <li>› Some well known Jamaicans in sports are <i>Usain Bolt</i>, <i>Asafa Powell</i>, <i>Veronica Campbell</i>, <i>Merlene Ottey</i>, <i>Donald Quarrie</i> and <i>Courtney Walsh</i></li> <li>› There are many stories about our interesting and famous Jamaicans</li> <li>› The words <i>Jamaica</i>, <i>main</i> and <i>pain</i> have the long /a/ sound</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› set up a Meet and Greet Corner; dress up and pretend to be a famous Jamaican of choice from music, sports and cultural arts; interview each other; show and tell what each famous Jamaican was or is famous for, e.g. singing, dancing or storytelling</li> <li>› draw a picture of a famous Jamaican and write one sentence about him or her; display work in the Meet and Greet Corner</li> <li>› cut pictures of different personalities from newspapers and old magazines and identify each by name; group different pictures under categories labeled: Music, Arts, Sports</li> <li>› work in groups to play different outdoor games, create and perform dances; sing songs; dramatize and tell stories; put on a concert and if possible invite other classes, teachers and parents to attend</li> <li>› learn and recite a poem by Louise Bennett</li> <li>› engage in counting activities, counting the number of persons in each area, comparing “more than”, “less than” and “same”; write numerals</li> <li>› make the long /a/ sound in the words “main” and “pain”</li> <li>› identify words with the long /a/ sound, e.g. Jamaican, main, pain, nail and paid</li> <li>› use “ai” words in word building, reading and creative writing activities</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>Louise Bennett Oliver Samuels Usain Bolt Asafa Powell Veronica Campbell Merlene Ottey Donald Quarrie Courtney Walsh culture arts comedian excel Jamaica main pain</p> <p><u>SIGHT WORDS</u></p> <p>now long said pretty old</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Interesting Jamaicans

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Organize a game for children to play, e.g. Little Cricket, netball, foot ball or baseball</li> <li>› Provide percussion instruments (ready-made or improvised) for use in musical activities</li> <li>› Source pictures of various interesting or famous Jamaicans</li> <li>› Work with parents to organize a class concert</li> <li>› Research and select an appropriate Louise Bennett poem for children to learn; find a short excerpt in SJE from a Jamaican author for children to learn</li> <li>› Continuously review and add sight words to word wall</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to participate in the concert</li> <li>› Encourage children to cooperate as they work in groups</li> <li>› Standard Jamaican English for children to practise</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify sets that show more than, less than and equal sets?</li> <li>- play willingly and cooperatively?</li> <li>- identify the long /a/ sound?</li> <li>- supply words with the long /a/ sound?</li> <li>- build and use words with the long /a/ sounds in writing activities?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- take their children to see any cultural activity, e.g. a sporting event, the Pantomime or a concert</li> <li>- help in providing necessary materials for classroom instruction</li> <li>- assist in making things for outdoor games</li> <li>- collect and send in pictures, or magazines with different interesting persons in Jamaica</li> <li>- use SJE in speech at home</li> </ul>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

Suggested Duration:  
2 Weeks

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Jamaica is known for its <i>beauty</i>, its warm and friendly people, its <i>weather</i> and its clean and fresh water</li> <li>› Many <i>visitors</i> come to Jamaica; these visitors are called <i>tourists</i>; a tourist is a person who visits another country to <i>relax</i> and have fun</li> <li>› Tourists come to Jamaica from different countries such as England, Canada, the United States of America, Japan</li> <li>› They come to Jamaica because it gets very cold in their countries and they like our warm weather</li> <li>› We can make our visitors feel welcome by being kind and <i>friendly</i> to them; when we make them feel welcome they will want to return to our country</li> <li>› Visitors will want to come to our country if we care for our <i>environment</i></li> <li>› We can care for the environment and our country Jamaica by keeping our surroundings clean and safe, caring for our trees and other plants, <i>protecting</i> our <i>wildlife</i> and <i>domestic</i> animals, not <i>polluting</i> our rivers and seas, putting our <i>garbage</i> in the right places and living at peace with each other</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› learn and sing songs about Jamaica such as: “Oh Island in the Sun”, “Jamaica Land of Beauty”, the National Anthem and others</li> <li>› move to music and use percussion instruments to accompany songs</li> <li>› learn and recite the National Pledge, poems about Jamaica</li> <li>› talk about the visitors <i>who</i> come to Jamaica, <i>where</i> they come from, <i>how</i> they come, <i>when</i> they come and <i>why</i> they come</li> <li>› locate where they come from on a world map</li> <li>› review and practise making sets relating to the number of tourists coming from different countries</li> <li>› create a simple graph to show the number of visitors arriving from different countries</li> <li>› make a variety of posters that advertise and welcome our visitors to Jamaica</li> <li>› practise appropriate use of capital and common letters in writing messages on posters, e.g. “Welcome to Jamaica”, “Enjoy your stay here”, “We love our visitors”, “Have fun in the sun”</li> <li>› engage in activities such as sorting to dispose of garbage; create labels for garbage bins, e.g. “plastic only” or “paper only”; use safe recycled materials (trashables) in various creative and artistic ways</li> <li>› engage in bird and butterfly watching; talk about the experience and write in their journals about it; classify butterflies by colour and size; discuss the life cycle of the butterfly; sequence life-cycle cards</li> <li>› create vegetable and garden patches and observe and document the growth of plants</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>weather relax beauty visitor environment tourist garbage protecting polluting wildlife domestic friendly who where how when why</p> <p><u>SIGHT WORDS</u></p> <p>their saw look some after help call</p>



# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Provide CDs or tape-recorder with songs for children to learn</li> <li>› Display charts with National Pledge and National Anthem</li> <li>› Prepare poems on large wall charts</li> <li>› Do research on tourism to be knowledgeable about the topic</li> <li>› Provide a world map</li> <li>› Provide materials to assist children in making posters and signs, e.g. large sheets of paper, cardboard, markers, paint and glue</li> <li>› Prepare picture cards with the life-cycle of the butterfly</li> <li>› Provide seeds and garden tools for garden patch</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Use questioning to stimulate discussion</li> <li>› Guide children in making decisions about caring for the environment</li> <li>› Encourage children to care for their environment in different ways</li> <li>› Support children as they express themselves using different media</li> <li>› Pay attention to children’s handwriting techniques, e.g. position, grasp and pressure</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- sing at least the first verse of the National Anthem?</li> <li>- recite the National Pledge?</li> <li>- describe who a tourist is?</li> <li>- locate and identify on a map at least one country from which tourists come?</li> <li>- make and display a poster for tourists?</li> <li>- classify butterflies by at least one attribute?</li> <li>- predict what would happen if we do not care for our plants and animals?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- sing and recite with children songs and poems about Jamaica</li> <li>- find out about tourism in Jamaica so that they can talk about it with their children</li> <li>- assist the practitioner in obtaining information about the topic of tourism</li> <li>- practise recycling at home and involve their children</li> </ul>

## 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› The Minister of Tourism is _____</li> <li>› Most countries have special food that the people enjoy; this food is called the National Dish; in Jamaica, our National Dish is ackee and saltfish</li> <li>› Some other popular foods are potato pudding, roasted breadfruit, <i>bammy</i>, <i>coconut drops</i>, grater cakes, tamarind balls, patties, sugar cane, jerked chicken, <i>escoveitched fish</i> and mangoes</li> <li>› Many tourists like Jamaican food</li> <li>› Our visitors stay in <i>hotels</i>, <i>guest houses</i>, <i>villas</i> and <i>cottages</i>; most of these houses are in the main tourist areas such as <i>Montego Bay</i>, <i>Ocho Rios</i> and <i>Negril</i></li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› cut pictures of the Minister of Tourism and of tourists, from newspapers and magazines; paste pictures of the Minister in a scrapbook and write a few sentences about his or her role</li> <li>› participate in a Tourism Awareness Day including display and tasting of foods; display their different talents, e.g. dancing, singing, art and craft and academic work</li> <li>› dress up and pretend being tourists on the beach wearing hats, sun glasses and beach wraps</li> <li>› set up a make-believe restaurant; pretend to be ordering a meal from the menu; use real or toy money to pay the bill</li> <li>› talk about the ingredients of our National Dish</li> <li>› colour illustrations of some of the foods that our visitors eat; write the names of different foods</li> <li>› cut out pictures from magazines and newspapers to create a montage or book of the different dishes served to tourists; identify the foods that make up the menu</li> <li>› locate main tourist towns on a map of Jamaica</li> <li>› talk about the residences; e.g. hotels, guest houses that tourists stay in; describe shape, size, colour</li> <li>› work in groups to construct a make-believe hotel from large carton boxes; draw windows and doors; paint in various colours; use building blocks for constructing make-believe buildings</li> <li>› visit a hotel, if possible</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>tourism Montego Bay Negril Ocho Rios bammy coconut drops hotels villas guest houses cottages escoveitched fish</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>their saw look some after help call</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <p>Provide</p> <ul style="list-style-type: none"> <li>- picture(s) of the Minister of Tourism</li> <li>- a print rich environment for children to manipulate reading materials, e.g. books</li> <li>- large carton boxes for children’s use in constructing replicas of tourist residences, e.g. hotels and villas</li> <li>- variety of building blocks for children’s use</li> <li>- items to facilitate “restaurant” role-play</li> <li>- map of Jamaica</li> <li>- art materials</li> <li>- clothes for role-play</li> <li>- real or play money for children to use in role-play</li> </ul> <ul style="list-style-type: none"> <li>› Prepare display area for Tourism Awareness Day</li> <li>› Collect magazines and newspapers for children’s use</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to work cooperatively in groups</li> <li>› Encourage children to provide peer support within small groups</li> <li>› Emphasize the importance of being courteous and helpful to others, especially people from different cultures</li> <li>› Provide opportunities for children to talk freely in SJE</li> <li>› Encourage higher level thinking in children by asking, “Why... ?” and “How... ?”</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify and name the Minister of Tourism?</li> <li>- participate willingly in group work activities?</li> <li>- tell the ingredients in Jamaica’s National Dish?</li> <li>- give and follow instructions in role-play?</li> <li>- write the name of at least one Jamaican food?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <ul style="list-style-type: none"> <li>› Invite parents to participate in Tourism Awareness Day activities</li> <li>› Encourage parents to           <ul style="list-style-type: none"> <li>- help children to collect pictures of some of Jamaica’s tourist attractions, Jamaican foods, etc.</li> <li>- talk with children about their culture, food, music, dance</li> <li>- help children find pictures of tourists enjoying Jamaica’s attractions</li> </ul> </li> </ul>

## 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Jamaica has many <i>attractions</i> that <i>tourists</i> enjoy; some of these are Dunn’s River Falls, Green Grotto Caves, Rose Hall Great House, Devon House and Emancipation Park</li> <li>› Tourists enjoy various activities such as river rafting, scuba diving, climbing the Blue Mountains, <i>sight-seeing</i>, sunbathing, horseback riding and golf</li> <li>› They enjoy our beaches and watersports</li> <li>› Tourists enjoy our music; there are many music forms in Jamaica such as <i>ska</i>, <i>rock-steady</i>, <i>mento</i>, <i>jazz</i>, and <i>reggae</i></li> <li>› The words <i>seeing</i> and <i>green</i> have the long /e/ sound; the /e/ sound is represented by the letter “E” “e”; the capital letter is written “E”, the common letter is written “e”</li> <li>› When tourists leave Jamaica, they like to take home Jamaican gifts, souvenirs, T-shirts, jewellery, shells, coffee and other items for their family and friends</li> </ul>	<p style="text-align: center;"><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› get into groups and each group find out (research) and talk about one tourist attraction</li> <li>› role-play being tour guides to groups of tourists; make two groups – <i>tour guides</i> and <i>tourists</i> with tour guides giving instructions to tourists as to how they will spend the day, where they will go, what they will see, and tourists asking questions and talking about what they are seeing</li> <li>› use Standard Jamaican English to express themselves</li> <li>› count the number of tourists on the bus, how many get on, and get off at the different places</li> <li>› associate numeral with the number of tourists on bus</li> <li>› engage in word problem-solving activities, using addition and subtraction facts</li> <li>› use number line to <i>add</i> and <i>subtract</i> numbers</li> <li>› play reading game “Let’s Climb the Dunn’s River Falls”; help to create a waterfall using discarded materials for the game, involving reading words with long /e/ sound from flashcards; children who identify the words will fall into the “river”</li> <li>› practise reading and writing words with the long /e/ sound in free and teacher-directed activities</li> <li>› use recycled materials to make souvenirs for the “tourists” to buy to take home, e.g. printed t-shirts, jewellery, hats, trinket boxes and bags</li> </ul>	<p style="text-align: center;"><i>(Not to be used as a list for spelling)</i></p> <p>tourist attractions ska reggae rock steady mento jazz add subtract number line seeing green tour guide</p> <p style="text-align: center;"><u>SIGHT WORDS</u></p> <p>that some then when could did from</p>

# 5-YEAR-OLDS

Term 3

THEME: JAMAICA LAND WE LOVE

SUB THEME: Our Visitors

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Ensure that a variety of dress-up clothes is provided for children to role-play tourists</li> <li>› Prepare beforehand writing exercises for children to practise penmanship</li> <li>› Make name cards, labels, reading cards, flash cards and sentence strips for children to use in activities</li> <li>› Provide counters and number line strips for maths activities</li> <li>› Create the props for the “Let’s Climb the Dunn’s River Falls” game</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to work together in groups and praise them for their efforts</li> <li>› Provide opportunities for children to read, write, and share what they write with others</li> <li>› Assist children in making souvenirs</li> <li>› Provide help when necessary to slower children</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- use Standard Jamaican English to express themselves?</li> <li>- work cooperatively in groups?</li> <li>- use the number line to solve problems?</li> <li>- talk about at least one tourist attraction?</li> <li>- participate in group activities taking on leadership roles?</li> <li>- identify and reproduce the long /e/ sound?</li> <li>- read words with the long /e/ sound?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Encourage parents to</p> <ul style="list-style-type: none"> <li>- work with children, using counters to reinforce number knowledge</li> <li>- read daily to their children</li> <li>- provide children with story and other books</li> <li>- institute a “reading period” for their children at home</li> <li>- organize a “borrow a book” programme for families</li> <li>- visit a local tourist place of interest</li> <li>- visit school to help in making items from discarded materials</li> </ul>

# 5-YEAR-OLDS

Term 3

THEME: THE WEATHER

SUB THEME: What is the Weather Like?

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› There are many types of <i>weather</i> – <i>sunny, rainy, windy, cloudy, partly cloudy, stormy, foggy, snowy</i></li> <li>› Weather <i>symbols</i> and weather <i>words</i> can be used to keep a log of the weather</li> <li>› The sun comes up in the morning and goes down in the evening</li> <li>› The weather <i>report</i> and <i>forecast</i> are given on television and <i>radio</i> each day</li> <li>› Jamaica has mainly <i>sunny</i> weather; we also have <i>rainy</i> and dry <i>seasons</i>; some countries experience <i>spring, summer, autumn</i> and <i>winter</i> seasons</li> <li>› We can describe the type of weather by adding ‘y’ to the end of a weather word, e.g. wind/windy; rain/rainy; cloud/cloudy; storm/stormy; snow/snowy</li> <li>› The words <i>weather, work</i> and <i>window</i> begin with the /w/ sound; the /w/ sound is represented by the letter “W” “w”; the capital letter is written “W” and the common letter is written “w”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› make symbols to represent the types of weather and use symbols and words to keep a daily weather log (chart)</li> <li>› plot a pictograph of the weather for the week; count the number of sunny days and compare to the number of cloudy, windy or rainy days</li> <li>› listen to and identify taped sounds of wind, rain and thunder; create a dance to depict different weather conditions</li> <li>› sing and do finger plays to song “Incy Wincy Spider” and talk about the weather;</li> <li>› colour and label pictures of different weather conditions – sunny/rainy/windy/cloudy/stormy/snowy; make sun catchers and wind chimes from a variety of materials; create a collage of the four seasons</li> <li>› dress up as a weather reporter giving the weather report; use a map of Jamaica and weather symbols as props</li> <li>› listen to stories and view pictures of weather conditions in <i>spring, summer, autumn (fall), winter</i> in other countries and describe how they think it would feel to experience that kind of weather</li> <li>› listen to and discuss the story of “The Wind and Sun”; (Aesop’s Fables); make a journal entry about the weather</li> <li>› go on a visit to the television or meteorological station or invite a “weatherman” to talk about the weather</li> <li>› experiment with water in its different states; observe effects of heat and cold on water</li> <li>› write and read sentences and stories using weather words: sun/sunny; rain/rainy; wind/windy; cloud/cloudy; storm/stormy</li> <li>› listen to, identify and reproduce the /w/ sound in the initial and final positions, e.g. weather, wow and willow</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>weather symbol spring summer autumn winter seasons sunny rainy windy cloudy foggy snowy report forecast stormy words work window radio</p> <p><u>SIGHT WORDS</u></p> <p>were yellow look fall this know</p>

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare, collect and have available for display pictures, stories, charts, posters and taped sounds of weather conditions</li> <li>› Create a Weather Centre for display of weather instruments and weather chart (log)</li> <li>› Prepare a large map of a Jamaica and weather symbols for weather reporter role-play</li> <li>› Provide a variety of materials to make weather collages and pictures</li> <li>› Prepare weather word cards</li> <li>› Update classroom library with books on the weather</li> <li>› Make adequate preparations for field trips</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Praise children’s creative efforts in art work, writing words, sentences, stories, etc.</li> <li>› Provide opportunities for sharing written work</li> <li>› Encourage good listening habits and showing respect for what each person has to say</li> <li>› Encourage social graces, e.g. “Good morning”, “Good afternoon”, “Good evening”</li> <li>› Observe and note each child’s efforts and challenges in sounding out words and writing, and provide necessary support</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- make weather symbols and use weather words?</li> <li>- create weather scenes using different media?</li> <li>- identify words beginning with the /w/ sound?</li> <li>- construct a pictograph and use it to compare weather conditions?</li> <li>- sound out simple words using consonants, vowels?</li> <li>- participate in creative writing activities?</li> <li>- demonstrate willingness to experiment?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- talk to children about the weather and encourage them to watch the weather report and forecast on television</li> <li>- talk with their children about their own experiences with the weather, especially when visiting other countries</li> <li>- assist their children to collect pictures and stories of weather conditions in Jamaica and other countries</li> <li>- help their children to identify weather symbols and weather words</li> </ul>

## 5-YEAR-OLDS

Term 3 THEME: THE WEATHER

SUB THEME: What is the Weather Like?

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We experience different temperatures in different weather conditions; temperature can be <i>cold, warm or hot</i></li> <li>› We can compare temperature using the following terms: <i>warm/warmer/warmest; hot/hotter/hottest; cold/colder/coldest</i></li> <li>› The <i>thermometer</i> is used to measure temperature</li> <li>› Rainfall can be <i>heavy</i> or <i>light</i></li> <li>› The amount of rain that falls can be measured by a <i>rain gauge</i></li> <li>› A rainbow sometimes appears when it rains while the sun is shining</li> <li>› A <i>rainbow</i> has many colours: red, orange, yellow, green, blue, purple; a rainbow is formed when the sun shines through water droplets in the air</li> <li>› The words <i>hello</i>, and <i>cold</i> have the long /o/ sound</li> <li>› Wind is moving <i>air</i>; wind makes the leaves and branches of trees <i>sway</i>, flags <i>flutter</i>, and <i>windmills turn</i>; we can fly <i>kites</i> on a windy day</li> <li>› In Jamaica we experience <i>hurricanes</i> with heavy wind and rain</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› compare the temperature of cold and warm water by using fingers and a thermometer; observe and record the daily classroom temperature using a wall thermometer; record the temperature outside in the sun and in the shade and compare the differences</li> <li>› recycle plastic bottles to make rain gauges marked at 1cm intervals; use their rain gauges to measure the amount of rainfall each day</li> <li>› simulate rainfall using a watering can</li> <li>› sing songs and say poems and rhymes about the rain and rainbows; identify the colours of the rainbow and colour a picture of a rainbow; draw a scene that includes a rainbow</li> <li>› make a kite, a windmill and a Jamaican flag and use them on windy days, describing and demonstrating the type of movements, e.g. flutter or sway; make a kite out of a plastic bag and string and have the children run and “catch the air”</li> <li>› role-play a tree, during a gentle breeze and a stormy wind; make the sound of the wind</li> <li>› wash pieces of cloth or clothes from the Dress-up Corner and hang them out to dry; estimate and then compare the time clothes take to dry in windy, sunny, shady locations; discuss which weather conditions are best for drying clothes</li> <li>› pour water in a clear plastic jar; mark a line at the water level; place jar on a window ledge or outdoors and check the level each day; discuss the meaning of <i>evaporation</i></li> <li>› put their names in alphabetical order, using the first letter only; make up a series of names for hurricanes in alphabetical order (boys names/girls names)</li> <li>› sing and dance to song “Wild Gilbert”</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>warm/warmer/warmest hot/hotter/hottest cold/colder/coldest thermometer rainbow kite sway flutter windmill turn hurricane air rain gauge evaporation heavy light hello cold</p>



PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Create a Weather Centre with pictures of the weather and display weather instruments and weather chart</li> <li>› Mount a wall thermometer inside and outside</li> <li>› Collect clear plastic bottles to make weather instruments</li> <li>› Provide clotheslines, clothespins, small clothes items, containers with water for washing</li> <li>› Provide materials to make kites, flags and windmills; prepare word cards for each</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Be sensitive of children’s fear of particular weather elements and talk with them about how they can protect themselves from the weather as necessary</li> <li>› Assist children in examining details about the weather and when preparing for role-play</li> <li>› Encourage children to practise measuring temperature and volume of water</li> <li>› Assist children when using the weather instruments</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- identify temperature as warm or cold?</li> <li>- use the rain gauges and compare rainfall?</li> <li>- identify the colours of the rainbow?</li> <li>- role-play a tree on a windy day?</li> <li>- compare time taken to dry clothes in different locations?</li> <li>- make up a series of alphabetical names for hurricanes?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- make kites for the children and practise flying them on open lots (teach them safety precautions i.e. not to go near electrical wires)</li> <li>- talk with children regularly about various weather conditions and various natural disasters that occur in Jamaica</li> <li>- discuss with their children ways to protect themselves from bad weather conditions</li> <li>- read a wide variety of stories to children</li> <li>- collect and take in clothes and accessories for the Dress-up Corner</li> </ul>

# 5-YEAR-OLDS

Term 3    THEME: THE WEATHER

SUB THEME: Dressing for the Weather

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› We wear clothes to suit different weather conditions</li> <li>› On sunny days we wear cool clothes like cotton shorts and tops, hats and caps</li> <li>› On sunny days we can wear sunglasses, sandals, or bathing suits for the beach</li> <li>› When the weather is windy we can wear sweaters or jackets</li> <li>› When it is rainy we wear undershirts, raincoats and water-boots and we take along our umbrellas</li> <li>› Umbrellas protect us from the heat of the sun and also from the rain; umbrellas can be used on sunny or rainy days</li> <li>› Raincoats and umbrellas are made from waterproof material</li> <li>› We should protect our eyes from strong sunlight</li> <li>› In Jamaica we experience cool or cold weather in the months of December, January and February</li> <li>› We wear coats, sweaters and jackets when the weather is cold</li> <li>› The words undershirt and umbrella begin with the /u/ sound; the /u/ sound is represented by the letter “U” “u”; the capital letter is written “U” and the common letter is written “u”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› use Dress-up Corner and select clothes to wear on a cold or hot day; explain why the clothes are suitable; group clothes in the Dress-up Corner into ‘cold weather clothes’ and ‘warm weather clothes’; make an Experience Chart using pictures of clothes from magazines.</li> <li>› talk about items of clothing that keep feet warm; sort and match socks by colour, size, texture</li> <li>› compare sizes of the brims of different sun hat; talk about each hat and where it was bought or found</li> <li>› decorate sunglass frames and visors made from cardboard; attach strings for securing them when being worn; have fun modeling their fashion sunglasses and visors</li> <li>› experiment with different types of fabric and sprinkle “raindrops” on each; observe which fabrics become soaked and which ones are waterproof; identify which fabric would be suitable for making raincoats</li> <li>› dress cardboard dolls using paper clothing suitable for the weather</li> <li>› experiment with sponges and other materials which absorb water and become “soaked”</li> <li>› fit together jig-saw puzzles showing people dressed for the weather</li> <li>› count by two’s to find out the number of water-boots needed for each group and for the whole class</li> <li>› listen to and identify the /u/ sound in words</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>warm waterproof jacket umbrella undershirt raincoat water-boots umbrella suit</p> <p><u>SIGHT WORDS</u></p> <p>into over take how your</p>

# 5-YEAR-OLDS

Term 3

THEME: THE WEATHER

SUB THEME: Dressing for the Weather

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Collect clothes for the Dress-up Corner – include ‘cold weather clothes’ and ‘warm weather clothes’</li> <li>› Provide container with variety of fabric types, e.g. waterproof, porous; sponges of different colours, sizes, shapes</li> <li>› Provide pre-cut cardboard dolls and paper dolls clothes and water boots</li> <li>› Write letter informing parents about the fashion parade</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Encourage children to engage in activities in the Weather Centre</li> <li>› Promote a spirit of cooperation among children while they engage in group activities</li> <li>› Encourage children to talk about their work with others in a group, commend each other for their work and efforts</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- sort clothes in the Dress-up Corner as ‘cold weather clothes’ and ‘warm weather clothes?’</li> <li>- identify which fabrics are waterproof?</li> <li>- participate in singing rainy day songs?</li> <li>- count by two’s?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- send in clothes for Dress-up Corner to be used for various occasions and types of weather</li> <li>- cut pictures from magazines and newspapers showing clothing suitable for various weather types and paste in scrapbook</li> <li>- help to cut out paper dolls, dolls clothes and waterboots for children’s use</li> <li>- provide appropriate clothing for the fashion parade</li> </ul>

# 5-YEAR-OLDS

Term 3    THEME: THE WEATHER

SUB THEME: Whether the Weather

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Lots of things you do depend on the weather, sunny days are for playing outdoor games/sports, swimming, flying a kite, washing clothes, sweeping the yard, washing the car</li> <li>› On rainy days we stay <i>indoors</i> and have fun reading books, playing games, doing craft activities, watching <i>television</i> and playing <i>computer</i> games</li> <li>› On rainy days <i>outdoors</i> we can use paper-boats for racing and we can jump into <i>puddles</i> for fun</li> <li>› On a hot sunny day we drink ice-cold drinks and lots of water</li> <li>› On a cold or rainy day we drink hot soups and <i>beverages</i></li> <li>› <i>Igloos</i> and <i>Thermos flasks</i> can be used to keep cold foods and drinks cold and can also be used to keep hot food and drinks hot</li> <li>› The words <i>zinc</i>, <i>zero</i> and <i>buzz</i> have the /z/ sound at the initial and end positions; the /z/ sound is represented by the letter “Z” “z”; the capital letter is written “Z”, and the common letter is written “z”</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› learn and say poem, “Whether the Weather”</li> <li>› draw pictures of things we do on sunny, rainy and windy days; write about the pictures and talk with each other about what they have written</li> <li>› organize a display of their work</li> <li>› play a variety of outdoor games</li> <li>› identify, create and engage in a variety of “rainy day” games and activities for indoors</li> <li>› read their favourite story books and dramatize being the characters; suggest a different ending to the story</li> <li>› go ‘shopping’ in the Shop Corner to buy items for making a cool drink; add up the cost of the items and make change</li> <li>› help to mix the drink and share for the class; place ice in the jug and notice how the water level rises; observe the melting process; experiment with various insulated containers</li> <li>› pretend swimming in a make-believe pool; use non-standard units to measure the perimeter of the pool; write and display own written rules for using the swimming pool</li> <li>› make and sail paper boats; experiment with <i>sinkers</i> and <i>floaters</i> and how to make <i>floaters</i> into <i>sinkers</i></li> <li>› listen to words with the /z/ sound; create nonsense words and rhymes using the /z/ sound</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>indoor outdoor Igloos Thermos flask computer television puddle beverage floaters sinkers zinc zero buzz</p> <p><u>SIGHT WORDS</u></p> <p>with just came was back</p>

# 5-YEAR-OLDS

Term 3

THEME: THE WEATHER

SUB THEME: Whether the Weather

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare puzzles and games for children</li> <li>› Display books in Reading Corner for children to read and share with others</li> <li>› Become familiar with current TV programmes and cartoons</li> <li>› Provide a variety of insulated containers for children to experiment with</li> <li>› Create a make-believe swimming pool, e.g. using a clean blanket or clean blue tarpaulin</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Supervise children while doing puzzles and encourage them to help each other</li> <li>› Praise children for their efforts frequently</li> </ul>	<p><i>Observe and note each child's performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- draw pictures and talk about things we do on sunny, rainy and windy days?</li> <li>- suggest an alternative ending to a story?</li> <li>- calculate the cost of items from the Shop Corner and make change?</li> <li>- contribute to measuring the perimeter of the make-believe pool?</li> <li>- experiment with various containers to prevent ice from melting?</li> <li>- make sinkers out of floaters?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- help children fit jig-saw puzzles together</li> <li>- have children help with shopping, learning about money and how to count change</li> <li>- engage children in mixing cool drinks and reading simple labels on drink containers</li> <li>- play outdoors with children</li> <li>- read to children</li> <li>- censor the television programmes that their children watch</li> </ul>

# 5-YEAR-OLDS

Term 3 THEME: THE WEATHER

SUB THEME: Weather Woes

Suggested Duration:  
1 Week

CONCEPTS AND CONTENT	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
<ul style="list-style-type: none"> <li>› Too much or too little rain can be dangerous</li> <li>› We experience <i>drought</i> when there is too little or no rain for a long time</li> <li>› We can experience <i>flooding</i> when there is too much rain</li> <li>› Droughts can cause plants and animals to die and people cannot get enough water for use</li> <li>› In Jamaica the <i>hurricane</i> season runs from July to September each year</li> <li>› Hurricanes bring a lot of rain and can be harmful; homes may become flooded by such continuous <i>heavy</i> rains</li> <li>› We can prevent landslides and flooding by not cutting down our trees and <i>forests</i></li> <li>› We can prepare for a hurricane or <i>storm</i> by <i>battening</i> down the windows, using storm <i>shutters</i>, getting food <i>supplies</i>, <i>candles</i>, <i>matches</i>, and <i>batteries</i> from the shop</li> <li>› Fishermen cannot go to sea during a storm because the sea will be too <i>rough</i></li> <li>› During the hurricane season everyone should pay close attention to the radio and television for weather advisories and warnings</li> </ul>	<p><i>Children will engage in a wide range of activities in which they can</i></p> <ul style="list-style-type: none"> <li>› listen to and discuss the stories of “Noah and the Ark” and “Joseph in Egypt”</li> <li>› use a piece of aluminium foil to create sun reflectors</li> <li>› make sun tea by using a large plastic jar with a lid, filled with water; place tea bags inside and place in strong sunlight until the water heats up and “cooks” the tea</li> <li>› assist in creating a garden; water one half and not the other; observe what happens</li> <li>› spread out blankets, lie on them to watch the clouds and discuss what they see – shapes, images, etc.</li> <li>› plant peas, corn and other vegetables in a sunny location and water them each day; measure the height of plants weekly and record on a chart</li> <li>› Write simple instructions for planting a seed; read the story “Jack and the Beanstalk”</li> <li>› make a collage of the garden using shapes – circle, triangle, square, rectangle, oval, heart, diamond, star</li> <li>› participate in container gardening at school</li> <li>› talk about water conservation practices and what happens during a drought</li> <li>› make a shopping list of essential items and food needed to prepare for a hurricane; use in Shop Corner role-play</li> <li>› demonstrate a calm sea and a rough sea using a bowl of water and a small boat; using a comb to create waves; make a magnetic fishing game; use fish as counters to calculate simple addition and subtraction problems</li> <li>› go on a fact-finding trip around the community to identify emergency shelters; write the names of the <i>emergency</i> shelters in their journals</li> <li>› review emergency numbers and personal information; share these among their peers</li> <li>› use real telephones to practise dialing various emergency and personal numbers</li> <li>› Discuss pollution in the seas and say how we can keep our water clean by recycling plastic bottles, instead of throwing them in rivers and gullies</li> </ul>	<p><i>(Not to be used as a list for spelling)</i></p> <p>drought flooding hurricane storm heavy batten candle shutters emergency supplies battery rough forest matches</p> <p><u>SIGHT WORDS</u></p> <p>from don’t every any want July August September</p>

# 5-YEAR-OLDS

Term 3

THEME: THE WEATHER

SUB THEME: Weather Woes

PRACTITIONER STRATEGIES	LOOK, LISTEN, NOTE
<p><b><i>Preparing for Learning</i></b></p> <ul style="list-style-type: none"> <li>› Prepare the Shop Corner with items for hurricane preparation</li> <li>› Make model boats from trashables</li> <li>› Prepare containers for gardening activities</li> <li>› Make a magnetic fishing game</li> <li>› Add new words to Word Wall</li> <li>› Make sentence strips to facilitate reading</li> <li>› Make list of children’s names and numbers and place list by toy telephone/ real telephone</li> </ul> <p><b><i>Interacting with and Supporting Children</i></b></p> <ul style="list-style-type: none"> <li>› Give children the opportunities to practise using puzzles, jig-saws, magnetic fishing games</li> <li>› Teach children their personal information for emergency situations</li> <li>› Encourage children to increase their interest in books</li> </ul>	<p><i>Observe and note each child’s performance and progress when appropriate. Record anecdotal comments and remarks regularly.</i></p> <p>Were children able to</p> <ul style="list-style-type: none"> <li>- follow instructions for planting peas, corn, other vegetables or trees?</li> <li>- measure the height of the plants and record on a bar chart?</li> <li>- calculate simple addition and subtraction problems?</li> <li>- make a shopping list of essential items and food needed to prepare for a hurricane?</li> </ul> <p style="text-align: center;"><b>INVOLVING PARENTS</b></p> <p>Ask parents to</p> <ul style="list-style-type: none"> <li>- talk about hurricane preparation</li> <li>- teach children how to protect themselves in their homes during a hurricane</li> <li>- share their experiences of hurricanes with their children</li> <li>- teach children personal information (names, parents’ full names, address, telephone number, name of school, name of community)</li> <li>- read to their children daily</li> </ul>

## A. Literacy Skills for Early Childhood Development

The early childhood period is characterized by tremendous growth. Language development occurs at a pace which is not replicated at any other time in the lifespan. The skills learnt at this stage will form the foundation for literacy development, a critical skill needed for survival and the efficient functioning as an adult. Early childhood practitioners have the enormous task of ensuring the development and nurture of these skills.

The Language Arts component of the Early Childhood Curriculum was developed so as to dovetail with the Language Policy of the Ministry of Education (MOE) as well as with current trends in Early Childhood Development and the teaching of Language Arts.

Language is the engine which drives all literacy endeavours. Jamaica has a dual language system where the first or home language of most children is the Jamaican Creole and not the Standard Jamaican English (SJE), which is the language of academia, aristocracy and international communication. The Ministry of Education in acknowledging this situation has outlined the following position in the Jamaica Language education Policy:

“Maintain SJE as the official language and promote basic communication through the oral use of the home language in the early years (e.g. K-3) while facilitating the development of literacy in English.” (p.24)

Elements of this policy decision in real working terms include the acknowledgement that children will need to be supported in their efforts to gain and be fluent in Standard Jamaican English. The MOE identified as necessary the following provisions:

- increased exposure to English, and particularly to idiomatic English, through different types of immersion;
- guidance by linguistically aware teachers who can appreciate the importance of Creole;
- opportunities to utilize a variety of indigenous forms – songs, poems, stories;
- exposure to a significant amount of material with culturally relevant content and illustrations;
- opportunities to hear and speak the target language in a variety of situations;
- curriculum provisions sensitive to differences in maturity levels and interests of girls and boys.



These are important considerations which Early Childhood practitioners must bear in mind as they deliver the highest quality of education to their children.

Language Arts expresses itself in literature and linguistics. Language Arts can be defined as the creative use of the knowledge of the language systems for social interaction. The components of Language Arts are listening, speaking, reading, writing, thinking and some persons add visualizing and viewing. The Early Childhood Curriculum, Birth through Five years, covers all these areas. It will be noted, however, that not all skills are addressed at every stage, neither is there equal attention paid to each component over the five years. This is because of the developmental nature of language and the children’s development. It would be unrealistic, for example, to expect a three-month-old child to have the cognitive and physical skills to listen to a story and then draw a picture representing the portion they enjoyed the most. This is however, a fair expectation of a five-year-old.

Below is a guide to the Language Arts skills covered in the curriculum.

Language Art Component	Skills addressed	Birth – Two Years	Three Years	Four Years	Five Years
<b>Listening</b>	Responding to sound as a stimuli	*	*		
	Responding to speech sounds	*			
	Differentiating between high and low sound	*	*		
	Responding to melody and rhythm	*	*	*	*
	Identifying similar and different sounds		*	*	*
	Isolating sounds			*	*
	Blending sounds				*
	Manipulating sounds				*
	Vocabulary development	*	*	*	*
	<b>Speaking</b>	Using voice to express emotions	*		
		*			
Promotion of speech sounds e.g. cooing, babbling		*			
		*			
Imitating speech sound		*	*	*	*
Replication of words and sounds		*			

Language Art Component	Skills addressed	Birth – Two Years	Three Years	Four Years	Five Years
	Naming objects	*	*	*	*
	Using one-word sentences	*			
	Using simple two /three-word sentences	*	*		
	Using sentences with more advanced structures		*	*	*
	Using courtesy words	*	*	*	*
	Speaking with sensitivity to and audience.		*	*	*
	Developing vocabulary	*	*	*	*
<b>Viewing</b>	Focusing on a stimulus	*	*	*	*
	Responding to facial expressions	*			
	Holding book upright	*			
	Turning pages left to right	*	*		
	Identifying familiar environmental print (signs, logos, labels, e.g. KFC or STOP)		*	*	*
	Identifying symbols(shapes, letters and numerals) irrespective of font type or size		*	*	*
	Identifying words irrespective of font			*	*
	Interpreting pictures		*	*	*
	Interpreting charts, tables and other diagrams		*	*	*
	Identifying a piece of music	*	*	*	*
	Gathering and summarizing information from electronic and printed sources				
	Recalling facts and details	*	*	*	*
	Main ideas	*	*	*	*
	Understanding sequence	*	*	*	*
	Making predictions		*	*	*
	Finding word meaning in context	*	*	*	*
	Drawing conclusion and making inference		*	*	*
<b>Reading</b>	Vocabulary	*	*	*	*
	Comprehension	*	*	*	*
	Letter knowledge		*	*	*

Language Art Component	Skills addressed	Birth – Two Years	Three Years	Four Years	Five Years
	Phonics		*	*	*
	Sight words				*
<b>Writing</b>	Scribbling	*			
	Letter formation (upper and lower case)		*	*	*
	Writing words			*	*
	Writing sentences			*	*
	Using correct spacing and letter formation				*
	Using punctuation (full stop)				*
<b>Visualizing/Representing</b>	Creating songs and sounds	*	*	*	*
	Creating/ Mimicking movements	*	*	*	*
	Creating drawings and pictures	*	*	*	*
	Creating models	*	*	*	*
	Creating dramatic pieces,			*	*
	Creating charts, graphs and tables		*	*	*
	Creating posters, murals, photographs, dioramas, puppets. Creating electronic text/graphics		*	*	*

### Bibliography

Jamaica Language Education Policy ( 1999)

Reading Skills Pyramid by Time4Learning

<http://www.sasked.gov.sk.ca/docs/ela/representing01.html>

## B. Numeracy Skills for Early Childhood Development

Why teach mathematics to the young child? There are several reasons:

- 1) Mathematics is a life skill;
- 2) We need to lay the foundation for future learning of mathematics and logical skills;
- 3) Everything around us can be better understood with mathematics;
- 4) When children are young it is a good time for them to become interested in counting, sorting, building shapes, measuring and estimating;
- 5) Children should be given the opportunity to experience mathematics as they play and explore their world;
- 6) Linking mathematics with the other disciplines such as music, science, nature and art can better help the child learn the subject.

With the Ministry of Education's emphasis that "*every child can learn; every child must learn*", practitioners and parents must seek to engage young minds in a variety of interesting ways to learn mathematics.

The teaching and learning of mathematics can be very rewarding when the best methods are used to deliver the content. This curriculum has built its foundation on how children learn best. The focus is on meaningful and active learning.

The five mathematics process strands are emphasized throughout this curriculum.

They are:

- 1) Communication – Children must be given the opportunity to talk about what they are learning. This means that they can express themselves through words, drawings and pictures. When children are given the opportunity to talk, it helps them to think about what they are doing and make their own thoughts clearer. It also improves their vocabulary.
- 2) Connection – Mathematics must be connected to real world situations, since connections make mathematics easier to understand. The use of stories, poems, finger plays, jingles and nursery rhymes is employed to help make mathematics meaningful to the child. Mathematics relates to many subjects such as science, art and music.
- 3) Problem solving – Mathematics is all about problem solving. Young children are eager to solve problems if given the time and the opportunity to do so. They also learn when they are given concrete objects to use, as well as when they are encouraged to tell how they worked out the answer to a given problem. Through problem solving children learn many different ways to find solutions to given scenarios. Problem solving involves the ability to explore, think and reason and helps to build language and social skills.

- 4) Representation – The use of manipulatives, especially counters, and drawings must be a part of the mathematics lesson. These are children at the concrete operation level, while some may be at the semi-concrete level. Care must be exercised when using semi-concrete ideas because not all children are able to operate at this level. Encourage children to use drawings to express their understanding of a given problem.
- 5) Reasoning and proof – Children love to express themselves. They must be encouraged to talk about their thinking. They should be given the time and opportunity to say how they arrived at their answer. To promote reasoning, ask the child relevant questions and give them the opportunity to answer.

Remember children learn best by doing. The use of play is crucial in the mathematics class. Practitioners must encourage children to use the various learning corners in the classrooms as they explore mathematical concepts.

The mathematical concepts used in this curriculum are based on 4 of the 5 mathematics content strands.

These strands are:

## 1. **Number**

### a. Pre Number

- i) sorting and classifying
  - same and different
  - sorting in different ways - size, colour and shape
- ii) position and location
  - inside and outside
  - over, under and on
  - top, middle and bottom
  - right and left

### b. Numbers

- i) rote counting
- ii) numbers 1 to 100

- iii) fractions (whole, halves)
- iv) joining sets
- v) counting, reading and writing numbers
- vi) comparing numbers
  - more than
  - less than
  - one more than
  - one less than

## 2. **Geometry**

Geometry and spatial sense

a) solids (3 dimensional)

b) plane shapes (2 dimensional)

\* shape, size, position, direction and movement

## 3. **Measurement**

a) time

- calendar time - (day, week, month, yesterday, today, tomorrow)

- clock time

b) length, height, weight and capacity

## 4. **Statistics**

a) graphing

b) real graph

c) picture graph

d) bar graphs

e) line plots



