



**Department of Education
Early Childhood Education Section**

PRESCHOOL SUGGESTED WEEKLY FORECAST GUIDE

January 2025



Theme: Junkanoo (Integrated Unit)

Level 2

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PRESCHOOL SUGGESTED FORECAST GUIDE

LEVEL 2 (4 YEAR OLDS)

Theme: Integrated Junkanoo Theme (Week 1)

Date: January 6th- 10th, 2025

	DEVOTIONS/CIRCLE TIME	SOCIAL/EMOTIONAL/ SPIRITUAL	LANGUAGE DEVELOPMENT	LANGUAGE REINFORCEMENT ACTIVITIES
MONDAY	<p>Circle Time Objectives: -After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy. Activities: Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-20) Months of the Year, Days of the Week, and Rote Counting (0-30), Colours, Shapes</p> <p>Theme The teacher discusses the theme: My Country- Culture Junkanoo for the week along with activities for the day during Circle Time with the students.</p>	<p>Topic: Jesus at the Wedding</p> <p>Objectives: After listening to the Bible story and viewing a demonstration, students will be able to:</p> <ol style="list-style-type: none"> 1. Retell details from the story with 90% accuracy. 2. Associate the miracle with Jesus with 80% accuracy. <p>Content: Jesus performed His first miracle at a wedding in the city of Cana. When the hosts ran out of wine to serve the guests, Mary knew that her son, Jesus, would take care of the situation. He miraculously turned plain water into excellent wine.</p> <p>Resources: Beginners Bible, cup of water, food coloring</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Show students a photograph of a wedding. Discuss what is happening in the photograph 2. Have students listen to the Bible Story. Demonstrate the water changing into wine using food colouring 3. Ask student to rec all details from the story by answering questions. 4. Sing “My God is so Big” song. 	<p>Topic: Letter Nn and Letter /n/ Sound Recognition</p> <p>Objectives: After watching a video, engaging in a letter hunt and engaging in various activities, students will be able to:</p> <ol style="list-style-type: none"> 1. identify uppercase ‘N’ and lowercase ‘n’ with 85% accuracy. 2. demonstrate the sound that letter ‘n’ makes with 80% accuracy. 3. differentiate between the letter n and other letters with 95% accuracy. 4. give examples of some words that begin with the /n/ sound with 75% accuracy. <p>Content: The letter n is the 14th letter of the alphabet. Words such as nut, nurse, no and nail all begin with the letter n and the /n/ sound.</p> <p>Letter formation rhymes Uppercase N- Straight line down, then down again, then go up and it’s an N. Lowercase n- A short stick down, jumps on the ground, that’s how you make an n.</p> <p>The uppercase N is written differently from the lowercase n</p> <p>Resources: Nat and Nancy Poem Chart</p> <p>Activity: Students will:</p> <ol style="list-style-type: none"> 1. Echo the Nat and Nancy Poem after listening to the teacher. Nat and Nancy like to eat nuts and noodles at night in November. 2. Students circle the upper case and lower case letters on the chart. They make the /n/ sound for each letter circled. 	<p>Student Activities:</p> <p>Students will:</p> <p>1 Group 1: Form the letter Nn by pasting fringed paper strips or pieces in outline of the letter Nn.</p> <p>Group 2-Colour/paste objects beginning with the letter n e.g net, nuts, nuggets.</p> <p>Group 3- Draw a picture of 3 objects which begin with /n/. Copy the uppercase and lower case Nn</p> <p>Group 4- Draw pictures of objects which begin with the letter N and write the upper and lower case letter Nn.</p> <div style="text-align: center;">  </div>

			<p>3. Students recite the letter Nn formation rhymes.</p> <p>4. Identify objects which begin with N</p> <p>5. Tell a sentence using a word that begins with the letter N</p>	
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Circle Time

Objectives:

-After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.

Activities:

Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-20) Months of the Year, Days of the Week, and Rote Counting (0-30), Colours, Shapes

Theme

The teacher discusses the theme: My Country- Culture Junkanoo for the week along with activities for the day during Circle Time with the students.

Topic: What is culture?

Objectives: After watching a video, having a discussion, and looking at pictures: students will be able to:

1. **Define** the term culture with at least 80% accuracy.
2. **State** something about The Bahamian culture with at least 75% accuracy.

Content: Our country is called The Bahamas. Culture is the things people do and say. Some aspects of culture include language, religion, food, music, and arts. We speak English and use Bahamian dialect. Our music is called “ Rake n scrape” Junkanoo is a musical celebration which includes dancing costumes and music.

Resources: laptop, projector, pictures depicting Bahamian culture,
<https://www.youtube.com/watch?v=hTxKv5n5M2Y&t=25s>

Activities:


1. Have students view a video about culture.
2. View and discuss pictures depicting Bahamian culture.
3. Participate in a discussion about things we do and say in The Bahamas.


**Topic: High Frequency Word ‘we’
 “ Who are we?”**

Objectives: After viewing sight word card, watching a video and engaging in a sight word hunt, students will be able to:

1. **identify** high frequency word ‘we’ with 85% accuracy.
2. **use** high frequency word ‘we’ in a 4–6 word sentence with 95% accuracy.
3. **differentiate** between high frequency word ‘we’ and other words with 90% accuracy.

Content: The word we is a high frequency word. The word we is used in chants such as Who are We? and We coming !. These chants are said during parades and sporting activities. The word “we” refers to you and others. We can use the word ‘we’ to make sentences about junkanoo that we can read such as:

We can see the 

Can we hear the  ?

We can beat the 

We like the big 

Resources: word cards, glue, drum, pencil, sight word ‘we’ worksheet, play dough

Activity:

1. Say the chant, Who are we? Students join in and say the name of the school or the mascot.
2. Show the word card “we” as the word is said.
3. Distribute “we” words to students to decorate using materials provided
4. Use sight word ‘we’ to create simple sentences about junkanoo. Read each sentence. Complete independent activities.

Student Activities:

Students will:

1. use letter cards to create sight word ‘we’. Trace high frequency word ‘we’ at the bottom of the paper.



2. use play dough to form the letters that make up high frequency word ‘we’ then place them in the correct order.

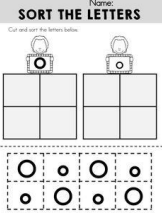


3. engage in high frequency word ‘we’ word search.



Conclusion

Students parade around the classroom holding we word card and singing we comin’.

WEDNESDAY	<p>Circle Time Objectives: -After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities: Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-20) Months of the Year, Days of the Week, and Rote Counting (0-30), Colours, Shapes</p> <p>Theme The teacher discusses the theme: My Country- Culture Junkanoo for the week along with activities for the day during Circle Time with the students.</p>	<p>Topic: How do I feel about Junkanoo?</p> <p>Objectives: After watching a video, students will be able to:</p> <p>Tell 3 aspects of junkanoo with least 80% accuracy.</p> <p>Tell how they feel about the junkanoo parade with 90% accuracy</p> <p>Content: Junkanoo is an aspect of Bahamian culture. People have different feelings about junkanoo. Some of those feelings are proud because they have family members or friends in the parade. „Some people are happy because they like the music and the beautiful costumes. Some people are excited when their group is performing or even sometimes people are sad if their group does not win.</p> <p>Resource: laptop, paper, pencils, crayons, feelings chart, https://www.youtube.com/watch?v=qiRhqHVzWew er</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Play video for students to view and discuss. 2. Talk about the different aspects of Junkanoo. 3. Draw a face to show how the music made them feel. 4. Place a happy or sad face on the How We Felt About Junkanoo chart. 	<p>Topic: Letter Oo and Letter /o/ Sound Recognition</p> <p>Objectives: After watching a video, air writing and doing a variety of activities, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify uppercase O and lowercase o with 100% accuracy. 2. Demonstrate the /ō/ sound with 100% accuracy. 3. Differentiate between the letter o and other letters with 100% accuracy. <p>Content: The letter O is the 15th letter of the alphabet. The letter o is a vowel and has two sounds. Words such as octopus, olive, orange, ox, owl and ostrich all begin with the short o sound. Words such as open, oval, over and overcast all begin with the long o sound. Cheerios and spaghetti o's are in the shape of the letter o.</p> <p>Letter formation rhyme O- To make an O, start at the top, and around you go! o- Start at the dots, make a circle and stop, that's how you make an o. The upper and lower case O has the same shape but are different sizes.</p> <p>Resources: box of Cherrios, oranges, bottle covers, paint, papers, octopus cutout, glue,</p> <p>Activity: Give each child 5 Cherrios in their hand. Play the Cherrios exchange game. Standing in a circle, the leader calls a number. That is how many cherrio's you receive from the person to your right to add to your collection and give to the person to your left.</p>	<p>Student Activities Students will:</p> <ol style="list-style-type: none"> 1. Paste 'o' shapes cereal on the letter O or the tentacles of the cutout of an octopus. 2. Make O prints using the orange half or other circular vegetable or fruit or bottle covers. 3. Sort uppercase and lowercase Oo.  <p>4. draw pictures of things that begin with the /o/ sound on the cutout of an orange.</p>
THURSDAY	<p>Circle Time Objectives: -After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p>	<p>Topic: Junkanoo</p> <p>Objectives: After watching a junkanoo parade and discussing Junkanoo students will be able to:</p> <ol style="list-style-type: none"> 1. Tell 2 sentences about Junkanoo with 80% accuracy. 	<p>Topic: Roman and the Pink Flamingoes Interactive Story Time/Listening Comprehension</p> <p>Objectives: After listening to the story, students will be able to:</p> <ol style="list-style-type: none"> 1. Recall details of the story in sequence first, next, last with 90% accuracy. 	<p>Student Activities: Students draw a picture and dictate a sentence about something that happened in the story. Group 1- Draw a picture and dictate sentence</p>

	<p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-20) Months of the Year, Days of the Week, and Rote Counting (0-30), Colours, Shapes</p> <p>Theme The teacher discusses the theme: My Country- Culture Junkanoo for the week along with activities for the day during Circle Time with the students.</p>	<p>Recall an experience they had with Junkanoo with 100% accuracy.</p> <p>Content: Junkanoo is a cultural celebration in the form of a parade that is used to celebrate special occasions in the Bahamas. There are Junkanoo parades at Christmas, New Years, Independence, parties, special ceremonies and events. There is loud Junkanoo music and colourful Junkanoo costumes in the parade. The costumes are made from cardboard, crepe paper, feathers and decorations. The instruments used are goat skin drums, cowbells, horns, whistles and scrappers.</p> <p>Resources: junkanoo video</p> <p>https://www.google.com/search?q=junkanoo+for+children&rlz=1C1VDKB_enBS1062BS1062&oq=junkanoo+for+children&gs_lcrp=EgZiaHJybWUyBggAEEUYOdIBCTYwNzhqMGoxNagCCLACAQ&sourceid=chrome&ie=UTF-8#fpstate=ive&vld=cid:17f1da3d,vid:4VJXiOMyTAA,st:0</p> <p>photographs of junkanoo, junkanoo pieces, junkanoo instruments</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Ask students if they have attended or seen a Junkanoo parade. 2. Show the Junkanoo artifacts. 3. Discuss each piece. 4. Watch a video of a Junkanoo parade. 5. Have a discussion about Junkanoo. 6. Ask students to pretend you are talking to a person from another country. How would you explain Junkanoo to them? 7. Write the sentences on a chart. Paste photographs on the chart. 	<ol style="list-style-type: none"> 2. Answer 3 questions about the story with 90% accuracy. 3. Draw a scene from the story and dictate a sentence with 100% accuracy. <p>Content: Roman and his family visit the Ardastra Gardens. While there he has a chance to see the animals and the birds. Roman enjoyed the visit and plays a prank on his sister.</p> <p>Resource: Roman and the Pink Flamingoes book, paper, crayons, pencils</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Students listen as the teacher reads the story. 2. Encourage students to respond to questions during the story and perform actions as requested. 3. Students retell the events of the story in sequence. 4. Students answer comprehension questions related to the story. 	<p>Group 2- Draw a picture, dictate sentence and copy write sentence</p> <p>Group 3- Draw picture of what you would do at the Ardastra Gardens , dictate sentence and copy write sentence</p>
FRIDAY	<p>Circle Time Objectives: -After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p>	<p>Topic: The Bahamian National Symbols</p> <p>Objectives: After looking at pictures of national symbols students will be able to:</p> <ol style="list-style-type: none"> 1. Name the national symbols with 75% accuracy 	<p>Topic: Journal Writing (My Junkanoo Experience)</p> <p>Objectives: After engaging in a discussion about Junkanoo preschoolers will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate left to right progression writing and drawing tools to express share their experience with 75% accuracy. <p>Content:</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Review with students some things they learnt about Junkanoo from the previous lesson. 2. Provide students with their Journals or large sheets of paper and have them draw a picture and write about their Junkanoo experience.

	<p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-20) Months of the Year, Days of the Week, and Rote Counting (0-30), Colours, Shapes</p> <p>Theme The teacher discusses the theme: My Country- Culture Junkanoo for the week along with activities for the day during Circle Time with the students.</p>	<p>2. Colour the national symbols correctly with 100% accuracy.</p> <p>Content: National symbols are patriotic symbols selected by nations or countries, aimed at uniting its people. The National symbols of The Bahamas are: The National flag, The Blue Marlin-The National Fish, The Flamingo-The National Bird, The Lignum Vitae-The National Tree,</p> <p>Resources: pictures of national symbols, colouring pages.</p> <p>Activity: Students will:</p> <p>1.Look at the pictures of the national symbols.</p> <p>2.Name the different symbols.</p> <p>3.Colour the national symbols</p>	<p>Journal writing is an activity made up of writing and drawing used to share your day, experience, feelings, or anything you like. When writing in your Journal, start from the left side and move your writing or drawing tool to the right.</p> <p>Resource: Junkanoo video, photographs of junkanoo, junkanoo pieces, junkanoo instruments, paper, Journals, markers, crayons and pencils</p>	<p>Group 1 Draw picture and dictate a sentence</p> <p>Group 2 Draw picture, dictate a sentence and copy write the sentence underneath</p>
	<p>COGNITIVE DEVELOPMENT (MATH) and Science</p>	<p>SMALL GROUP/LEARNING CENTRES</p>	<p>STORY TIME, RECALL AND DISMISSAL</p>	<p>CREATIVE AND PHYSICAL DEVELOPMENT ACTIVITIES</p>

Topic: Around

Objectives: After demonstration and playing a game, students will be able to:
 1. **follow** directions using positional word around.
 2. **describe** the relative position of objects using the term-around.

Content: The position of an object can be determined based on where one object is with respect to another object. When you go **around** an object you make a circle outside of it.



Resources: chairs, music,

Activities:
 Students will play the game of musical chairs; walking **around** the chairs until the Junkanoo music stops.

Group 1

Students will
 Paste a piece of yarn around the junkanoo dancer on the paper.

Group 2

Students draw a circle around the junkanoo costumes and colour them.

Group 3

Use concrete objects to place them around other objects. For example, use chain links to place around bears

DRAMATIC PLAY CENTRE

Food Stall

Students pretend to make dishes for before and after Junkanoo

BLOCK CENTRE

Add cardboard pieces and boxes to the block centre to create junkanoo pieces

ART CENTRE

Paper Fringing Junkanoo Picture
 Provide paper strips for children to fringe and paste to make a picture

WRITING CENTRE

Make a Letter N Book

LIBRARY CENTRE

Bahamian books :
 Ben’s Boat Ride
 Roman and the Pink Flamingoes
 Anna’s Adventures
 Carl’s Cap
 On Grandpa’s Back
 Family Guardian Calendar

Story: The teacher identifies an appropriate story related to the theme or skills for the week.

Announcements/Reminders:

Music and Movement

Topic: Listen & Dance to the Junkanoo

Objectives: After listening to and watching a video, the students will be able to:
 1. **Identify** Junkanoo music as a genre of Bahamian music after listening to a CD at least 80% accuracy. ·

2. **Perform** some junkanoo dance moves after watching a junkanoo video with 80% accuracy

Content: Junkanoo is a Bahamian cultural celebration that includes dance, music, spirituality, and a celebration of freedom. Junkanoo music is a special type of music. It sounds different because of the instruments and the rhythm.



Resources: Lap top, Junkanoo costume, junkanoo video clip https://www.youtube.com/watch?v=RUBaV-yH3IU&list=PLvm1eppykyvZ_icfqfXAaQivWrWGeUqdY&index=1&t=23s&ab_channel=DjSamplerBahamas%28Music%2CCulture%2CFood%29

Activities:

1. Have students listen to Junkanoo music and watch a junkanoo video ·
2. Participate in a discussion about the music, instruments and the beat of Junkanoo.
3. Students listen to and move to Junkanoo music and perform special junkanoo dance moves such as the “Vola”.

Topic: Seasonal Weather

Objective: After viewing a videoclip and listening to the story ‘What makes the Seasons’, students will be able to:

1. **Identify** weather conditions associated with each season with at least 75% accuracy.
2. **Discuss** activities associated with various weather conditions.

Content:

Seasons are changes in the weather that takes place throughout the year.

There are four weather seasons:

Spring: Spring is the time of new life. Animals have their babies, seeds are planted and in some place flowers bloom, trees get new leaves, and it starts to get warmer. In some places the weather is windy, rainy or sunny.

Summer: It's the hottest time of year, perfect for swimming and playing outside. Plants grow and bloom because of the sunlight.

Fall: Leaves change colors (red, yellow, orange!) and fall from trees.

Winter: It's cold, and sometimes it snows in some places.

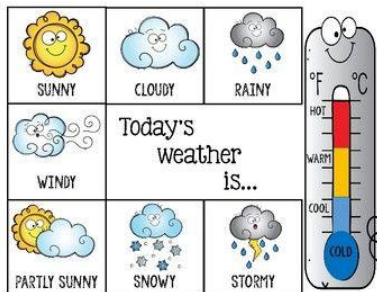
Resources:

Read Aloud Story “What Makes the Seasons” by Megan Montague Cash <https://youtu.be/th-muAOiBcw>

Paper, crayons

Activities:

1. Have students view videoclip and listen to the story.
2. Discuss and answer questions based on the story.
3. Have students make a weather chart using pictures or drawings of weather conditions (sunny, rainy, windy, etc)
4. Students share their chart with the class.



DRAMATIC PLAY CENTRE

Food Stall

Students pretend to make dishes for before and after Junkanoo

BLOCK CENTRE

Add cardboard pieces and boxes to the block centre to create junkanoo pieces

ART CENTRE

Paper Fringing Junkanoo Picture
Provide paper strips for children to fringe and paste to make a picture

WRITING CENTRE

Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers etc.

LIBRARY CENTRE

Bahamian books :

Ben’s Boat Ride

Roman and the Pink Flamingoes

Anna’s Adventures

Carl’s Cap

On Grandpa’s Back

Family Guardian Calendar

Add books about seasons and the weather

Story: The teacher identifies an appropriate story related to the theme or skills for the week.

Announcements/Reminders

Physical -Fine Motor .

Topic: Tracing

Objectives: At the end of the lesson the students will be able to :

1. Create a replica of the Bahamian flag by tracing the outlines of the shapes, after observing a picture of the flag with at least 80% accuracy. .
2. Cut out each shape and paste to make a flag with 80% accuracy.

Content: To trace around a stencil shape, place the shape on top of the paper holding it in place with your non writing hand. Use a pencil to draw a line around the stencil. **When** the stencil is removed, the shape can be seen on the paper.



Resources: National Flag poster, pencil, laptop, scissors, shape stencils, construction paper, glue, flag outline.

Activities:

1. Display a Bahamian flag.
2. Ask students which shapes make up the flag?
3. Tell student that we will make a replica of the Bahamian flag using the stencils provided.
4. Demonstrate to students how to use the stencil to trace the shape onto the paper.
5. Distribute stencils, coloured paper , scissors and pencils.

				6.Students trace, cut and glue shapes to make a Bahamian flag.
W E D N	<p>Topic: Number 0</p> <p>Objectives: After watching a YouTube video and engaging in a class discussion, students will be able to:</p> <ol style="list-style-type: none"> 1. identify numeral zero with 100% accuracy. 2. Recognize the empty set 90% accuracy. <p>Content: The empty set is the set containing no objects. Zero means nothing.</p> <p>Resources: cups, Cheerios, five little duck rhyme,</p> <p>Activities:</p> <ol style="list-style-type: none"> 1.Display cups with different amounts of objects. 2. Explain that the empty set has no objects. 3.Invite volunteers to come and find the empty set from the set of cups. 4. Give each student 1 cookie. Ask students how many cookies they are holding? 5. On the count of three everyone eats the cookie. Ask students how many cookies do they have now? 6.Students practice writing the numeral zero. 	<p>DRAMATIC PLAY CENTRE Food Stall Students pretend to make dishes for before and after Junkanoo</p> <p>BLOCK CENTRE Add cardboard pieces and boxes to the block centre to create junkanoo pieces</p> <p>ART CENTRE Paper Fringing Junkanoo Picture Provide paper strips for children to fringe and paste to make a picture</p> <p>WRITING CENTRE Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers etc.</p> <p>LIBRARY CENTRE Bahamian books : Ben’s Boat Ride Roman and the Pink Flamingoes Anna’s Adventures Carl’s Cap On Grandpa’s Back Family Guardian Calendar</p>	<p>Story: The teacher identifies an appropriate story related to the theme or skills for the week. Announcements/Reminders</p>	<p>Topic: Junkanoo Headpiece</p> <p>Objectives: After viewing pictures of junkanoo costumes and head pieces, students will be able to:</p> <ol style="list-style-type: none"> 1. make a junkanoo headpiece with 80% accuracy <p>Content: A junkanoo headpiece is a head band or hat worn during junkanoo parades. It is made with cardboard and decorated using crepe paper, jewels and glitter.</p> <p>Resource: . junkanoo headpieces, photographs, junkanoo music, posterboard, crepe paper, glue, glitter, jewels.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1.Ask students if they have ever seen or worn a junkanoo headpiece. 2.Talk about how the headpiece looks and how it is made. 3.Distribute headpiece cut out to students. 4.Students use crepe/construction paper, jewels and glitter to decorate the headpiece. 5.Students wear their headpieces in a junkanoo parade around the classroom.
T H U R	<p>Topic: Full and Empty</p> <p>Objectives: After engaging in various class activities and watching a YouTube video students will be able to:</p>	<p>DRAMATIC PLAY CENTRE Food Stall Students pretend to make dishes for before and after Junkanoo</p>	<p>Story: The teacher identifies an appropriate story related to the theme or skills for the week. Announcements/Reminders</p>	<p>Topic: Gross Motor-Ring Play</p> <p>Objectives: At the end of the lesson, students will be able to:</p>

	<p>1. follow instructions demonstrating concept full and empty with 95% accuracy.</p> <p>2. identify and state whether an item is full or empty with 95% accuracy.</p> <p>Content: If a container holds as much or as many items as possible it is considered full. If the container has no contents, it is considered empty.</p> <p>Resource: Full and Empty Lili & Torto's Opposite Show (Sesame Studios) - YouTube</p> <p>Activities:</p> <p>Teacher will give two students a jar. Ask students to tell the difference between the jars. (one is full of beans and one is empty)</p> <p>Play a fill it up game. The first student to fill the jar wins.</p> <p>Explain the concept of full and empty using demonstrations.</p> <p>Students will demonstrate filling a container and locating or identifying an empty item.</p> <p>Students will complete one of the following activities:</p> <p>Paste or color a drawing of a container filling one container and showing the other container as empty.</p>	<p>BLOCK CENTRE</p> <p>Add cardboard pieces and boxes to the block centre to create junkanoo pieces</p> <p>ART CENTRE</p> <p>Paper Fringing Junkanoo Picture Provide paper strips for children to fringe and paste to make a picture</p> <p>WRITING CENTRE</p> <p>Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers etc.</p> <p>LIBRARY CENTRE</p> <p>Bahamian books : Ben's Boat Ride Roman and the Pink Flamingoes Anna's Adventures Carl's Cap On Grandpa's Back Family Guardian Calendar</p>		<p>1. Skip and dance in a circular movement after viewing a demonstration with 75% accuracy.</p> <p>2. Sing ring play songs with 80% accuracy</p> <p>Content: In the Bahamas ring play is an activity which children and adults participate in. It is a form of dancing. A ring is formed and a person dances in the middle as the other participants clap and sing ring play songs. The dancer in the middle then chooses a new dancer. The process is repeated until everyone has a turn to be the dancer in the middle.</p> <p>Resource: There's a brown girl /boy in the ring</p> <p>Fa la la la la</p> <p>There's a brown girl/boy in the ring</p> <p>Fa la la la la</p> <p>There's a brown girl/boy in the ring</p> <p>Fa la la la la</p> <p>And she looks like a sugar in the plum, plum plum.</p> <p>Activities:</p> <ol style="list-style-type: none"> The teacher explains and demonstrates ring play. Students form a circle and selects one child to stand in the middle. Students repeat the ring play rhyme after the teacher and claps along with the singing. <p>“There's a brown girl/boy in the ring”</p> <ol style="list-style-type: none"> Continue until everyone had a turn.
<p>F R I</p>	<p>Topic: STEM IT UP-COOKING</p> <p>Objectives: Following the recipe chart student will be able to:</p> <ol style="list-style-type: none"> Engage in cooking activity with 80% accuracy. 	<p>DRAMATIC PLAY CENTRE</p> <p>Food Stall</p> <p>Students pretend to make dishes for before and after Junkanoo</p>	<p>Story: The teacher identifies an appropriate story related to the theme or skills for the week.</p>	<p>Topic: Drama-Junkanoo</p> <p>Objectives: After discussing Junkanoo Students will be able to :</p>

	<p>2. Observe the changes in substances with 80% accuracy.</p> <p>Content: Cooking is a science. We can observe the changes in substances as they are cooked. Some substances can dissolve into a liquid. When two substances are combined they change. These changes can be seen when we observe the process.</p> <p>Resource: recipe chart, water, sugar, Kool aid, orange juice, pitcher, mixing spoon, cups</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Display the recipe chart and the ingredients 2. Discuss the steps to making junkanoo punch 3. Select students to participate in making the junkanoo punch such as pouring in the water, mixing the sugar, tasting the punch. 4. Students observe the changes and discuss what happened. 5. Pour a cup of punch for each student 6. Students taste the junkanoo punch 	<p style="text-align: center;">BLOCK CENTRE</p> <p>Add cardboard pieces and boxes to the block centre to create junkanoo pieces</p> <p style="text-align: center;">ART CENTRE</p> <p>Paper Fringing Junkanoo Picture Provide paper strips for children to fringe and paste to make a picture</p> <p style="text-align: center;">WRITING CENTRE</p> <p>Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers etc.</p> <p style="text-align: center;">LIBRARY CENTRE</p> <p>Bahamian books : Ben's Boat Ride Roman and the Pink Flamingoes Anna's Adventures Carl's Cap On Grandpa's Back Family Guardian Calendar</p>	<p>Announcements/Reminders</p>	<ol style="list-style-type: none"> 1. Create a short story about going to watch Junkanoo 2. Dramatize the story <p>Content:</p> <p>Many people go to watch junkanoo parades on the various islands. They sit on bleachers or stand along the road. It is an exciting time for families and friends. People cheer and chant for their favourite group as they perform.</p> <p>Resource: Junkanoo props</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Ask students to tell of their experience going to watch a junkanoo parade. 2. Talk about what you saw and did. 3. Students create a story about going to a junkanoo parade. "My family and I went to junkanoo....." 4. Students work together in small groups to dramatize the story. 5. Watch each group dramatize their short play.
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