



Department of Education
Early Childhood Education Section

PRESCHOOL SUGGESTED WEEKLY FORECAST GUIDE

January 2025



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Theme: Junkanoo (Integrated Unit)

Level 1

LEVEL 1 (3 YEAR OLDS)

Theme: My Country –Culture -Junkanoo (Week 1)




Date: January 13th -17th, 2025

	Devotions/ Circle Time	Social/Emotional/Spiritual	Language Development	Language Reinforcement Activities
MONDAY	<p>Circle Time</p> <p>Objectives:</p> <p>After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p> <p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-5) Months of the Year, Days of the Week, and Rote Counting (0-20), colours, shapes</p> <p>Theme</p> <p>The teacher introduces the theme: My Country-Culture Junkanoo during Circle Time.</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 at least 90% accuracy. 2. Associate the miracle that Jesus performed with Jesus with at least 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>Activities:</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 students to recall details from the story by answering questions. 4. Sing “My God is so Big” song. 	<p>Topic: Letter Recognition – Letter Dd</p> <p>Objectives: After watching a video and engaging in various activities, students will be able to:</p> <ol style="list-style-type: none"> 1. identify uppercase D with 100% accuracy 2. identify lowercase D with 100% accuracy. <p>Content: The Letter Dd is the fourth letter of the alphabet. It is the letter that follows the letter C in the alphabet. It is a consonant, and it makes the /d/ sound. It can be seen at the beginning of the words, dog, donut, and duck.</p> <p>To form the upper-case D: Straight line down to the ground, then take a break. Go back to the top and a half circle You’ll make.</p> <p>To form lower-case d: Small circle around to the left, then go up to the top, make a straight line down.</p> <p>Uppercase D looks different from lower case d</p> <p>Resource: you-tube video Recognition https://www.youtube.com/watch?v=SizYpeJL_UE</p> <p>Activity: Students will:</p> <ol style="list-style-type: none"> 1. Watch a You-tube video displaying pictures and rhymes/chants with upper and lower-case Dd. 2. Watch a You-tube video displaying how to form upper- and lower-case Dd. 3. Sing along with the teacher and identify upper- and lower-case D while using fingers to form the letter in the air. 	<p>Student Activities:</p> <ol style="list-style-type: none"> 1. Students will use jewels, beads, tricks and junkanoo materials to decorate the D.  <ol style="list-style-type: none"> 2. Students will use paint and a small paint brush or Q-tip, to paint a junkanoo pattern on a large cut-out of the letter D. 
TUESDAY	<p>Circle Time</p> <p>Objectives:</p> <p>After listening to instructions from the teacher, students will</p>	<p>Topic: What is culture?</p> <p>Objectives: After watching a video, having a discussion, and looking at pictures, students will be able to:</p>	<p>Topic: Writing Letter D.</p> <p>Objectives: After reciting the rhyme and watching a demonstration on forming the letter D, students will be able to:</p> <ol style="list-style-type: none"> 1. Recite the letter D formation rhyme with 100% accuracy. 	<p>Student Activities</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. watch a You-tube video explaining the formation of the letters D and d 2. watch the teacher demonstrate writing the letter D and d

<p>participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p> <p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-5) Months of the Year, Days of the Week, and Rote Counting (0-20), colours, shapes</p> <p>Theme</p> <p>The teacher introduces the theme: My Country-Culture Junkanoo during Circle Time</p>	<p>1. Define the term culture with at least 75% accuracy.</p> <p>2. State something about The Bahamian culture with at least 70% accuracy.</p> <p>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.</p> <p>Resources: laptop, projector, pictures depicting Bahamian culture, https://www.youtube.com/watch?v=hTxKv5n5M2Y&t=25s</p> <p>Activities:</p> <ol style="list-style-type: none"> 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. <p>Topics for discussion-Bahamian food and language Bahamian music and art</p>	<p>2. form the letters Dd using a variety of materials with 100% accuracy.</p> <p>Content: Letter D formation rhyme To form the upper-case D: Straight line down to the ground, then take a break. Go back to the top and a half circle You'll make. To form lower-case d: Small circle around to the left, then go up to the top, make a straight line down.</p> <p>Junkanoo costumes have a lot of bright beautiful colours</p> <p>Resource: letter D formation video https://www.youtube.com/watch?v=-4BFXIOT8k</p> <p>Sand, flour, shaving cream, paint, paintbrush/Q-tip. dog and duck cut outs, markers, crayons, paper</p>	<p>3. select students to form the letter D and d in the wet sand.</p> <p>Group 1 Students will form the letter D and d using paint and their fingers</p> <p>Group 2 Students will trace the letter D and d on the duck cutout</p> <p>Group 3 Students will write the letter D and d using crayons on a dog cut out.</p> <div data-bbox="2134 634 2448 873" data-label="Image"> </div>
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WEDNESDAY	<p>Circle Time</p> <p>Objectives:</p> <p>After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p> <p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-5) Months of the Year, Days of the Week, and Rote Counting (0-20), colours, shapes</p> <p>Theme</p> <p>The teacher introduces the theme: My Country-Culture Junkanoo during Circle Time</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 90% accuracy.</p> <p>Tell how they feel about the junkanoo parade with 100% 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 I feel About Junkanoo chart. 	<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 80% accuracy. 2. Answer 5 questions about the story with 80% 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, 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 and perform actions during the story. 3. Students retell the events of the story in sequence. 4. Students answer comprehension questions related to the story. 	<p>Student Activities</p> <p>Students will:</p> <p>Students draw a picture and dictate a sentence about something that happened in the story.</p> <p>Students mix red and white paint. Students predict what new colour red and white will make.</p> <p>Students paint a pink flamingo.</p> <p>Students finger paint an outline of a flamingo .</p>
THURSDAY	<p>Circle Time</p> <p>Objectives:</p> <p>After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p> <p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-5) Months of the Year, Days of</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>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</p>	<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 using writing and drawing tools to express their experience with 75% accuracy. <p>Content: 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>Activity:</p>	<p>Student Activities</p> <p>Students will:</p> <p>Use writing and drawing tools to write about their Junkanoo experience demonstrating writing progression from left to right.</p>

	<p>the Week, and Rote Counting (0-20), colours, shapes</p> <p>Theme</p> <p>The teacher introduces the theme: My Country-Culture Junkanoo during Circle Time</p>	<p>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&og=junkanoo+for+children&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTYwNzhqMGoxNagCCLACAQ&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>Activity: Ask students if they have attended or seen a Junkanoo parade. Show the Junkanoo artifacts. Discuss each piece. Watch a video of a Junkanoo parade. Have a discussion about Junkanoo. Ask students to pretend you are talking to a person from another country. How would you explain Junkanoo to them. Write the sentences on a chart. Paste photographs on the chart.</p>	<p>1. Review with students some things they learnt about Junkanoo from the previous lesson.</p> <p>2. Create a language experience chart with sentences dictated by the students</p> <p>3. Provide students with their Journals or large sheets of paper and have them draw a picture and write about their Junkanoo Experience.</p>	
FRIDAY	<p>Circle Time</p> <p>Objectives:</p> <p>After listening to instructions from the teacher, students will participate in Circle Time activities with 90% accuracy.</p> <p>Activities:</p> <p>Good Morning Song, National Anthem/Pledge Review of Alphabet, Number Review (0-5) Months of the Year, Days of the Week, and Rote Counting (0-20), colours, shapes</p> <p>Theme</p> <p>The teacher introduces the theme: My Country-Culture Junkanoo during Circle Time</p>	<p>Topic: The Bahamian National Symbols</p> <p>Objectives: After looking at pictures of national symbols students will be able to:</p> <p>1. Name the national symbols with 75% accuracy</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. Identify the different symbols.</p> <p>3. Colour the national symbols</p>	<p>Topic: Viewing/Visually Representing</p> <p>Objectives: After watching a video about Junkanoo preschoolers will be able to:</p> <p>1. Tell two things they learnt about Junkanoo with 80% accuracy</p> <p>2. Draw a picture which shows a Junkanoo musician or dancer with 100% accuracy.</p> <p>Content: Videos and pictures can give us information about events, people and places. We can represent the information by drawing, painting or creating something to convey the meaning of the video or picture.</p> <p>Resource: Junkanoo video</p> <p>https://www.youtube.com/watch?v=UejfF6doPXs&ab_channel=GoombayKids</p> <p>photographs of Junkanoo, Junkanoo pieces, Junkanoo instruments, paper, Journals, markers, crayons, paint, paint brushes and pencils</p> <p>Activity: Show the Junkanoo video clip. Discuss some of the information shared in the video. Ask students to tell in a sentence something they learnt about Junkanoo.</p>	<p>Student Activities:</p> <p>Group 1: Provide paints, paintbrushes and paper for students to create a Junkanoo painting.</p> <p>Group 2: Provide crayons, markers and paper for students to draw and color a Junkanoo musician or dancer.</p> <p>Group 3: Provide tissue or crepe paper squares for students to create a Junkanoo costume</p>

	COGNITIVE DEVELOPMENT (MATH)	SMALL GROUP/LEARNING CENTRES	STORY TIME,	CREATIVE AND PHYSICAL DEVELOPMENT ACTIVITIES
MONDAY	<p>Topic: Around Objectives: After engaging in a discussion, music and movement activities and demonstration by the teacher, students will be able to:</p> <ol style="list-style-type: none"> 1. Follow directions using positional word <i>around</i> with 100% accuracy. 2. Describe the basic position of an item using the term <i>around</i> with 70% accuracy. 3. Display action of moving an object with <i>around</i> 100% accuracy. <p>Content: Around – Stating where an item is located in relation to another. Around can also be defined as “located or situated on every side” Example:</p> <ol style="list-style-type: none"> 1. There is grass <i>around</i> the trunk of the tree. 2. The children are moving around the circle. <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Resource: YouTube video The Wheels on the Bus Boomkanoo https://youtu.be/gn-7JSBstMI Picture cards depicting around, hoops/rings, objects</p> <p>Activity: Students will:</p> <ol style="list-style-type: none"> 1. Engage students in a discussion about the term ‘around’ 3. Place objects around an object (for example, place a ring or hoop around the child in the circle. 4. View and listen to music by “Boomkanoo and demonstrate actions in the song “The Wheels on the bus go round and round.” 	<p>DRAMATIC PLAY CENTRE Food Stall Students pretend to make dishes for before and after Junkanoo Dress up box with Junkanoo costumes</p> <p>BLOCK CENTRE Add cardboard pieces and boxes to the block centre to create Junkanoo pieces</p> <p>FINE MOTOR CENTER Play dough, lacing cards, scissors and paper Links and manipulatives</p> <p>MATH CENTRE Games to reinforce concept for the week</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</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 Newspaper clippings of Junkanoo articles</p>	<p>Story: The teacher identifies an appropriate story related to the theme or skills for the week.</p> <p>Bahamian stories</p> <p>Announcements/Reminders:</p>	<p style="text-align: center;">Music and Movement</p> <p>Topic: Listen & Dance to the Junkanoo</p> <p>Objectives: At the end of the lesson, the students will be able to:</p> <ol style="list-style-type: none"> 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 <p>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.</p>  <p>Resource: Lap top, Junkanoo costume Activity: · Listen to Junkanoo music and watch a Junkanoo video · Participate in a discussion about the music, instruments and the beat.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Students listen to and move to Junkanoo music. ·

				2.Perform special Junkanoo dance moves such as the “Vola”
TUESDAY	<p>Topic: Seasonal Weather Objectives: After viewing a videoclip and listening to the story ‘What makes the Seasons’, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify weather conditions associated with each season with at least 75% accuracy. 2. Discuss activities associated with various weather conditions. <p>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 rainy, windy 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.</p> <p>Resources: Read Aloud Story “What Makes the Seasons” by Megan Montague Cash https://youtu.be/th-muAOiBcw</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Have students view videoclip and listen to the story. 2. Discuss and answer questions based on the story. 3. Have them draw a picture and dictate a sentence about what occurs in one season. 4. Using different weather symbols have students create a winter, spring, summer or fall day. 	<p style="text-align: center;">DRAMATIC PLAY CENTRE Food Stall Students pretend to make dishes for before and after Junkanoo</p> <p style="text-align: center;">BLOCK CENTRE Add cardboard pieces and boxes to the block centre to create Junkanoo pieces</p> <p style="text-align: center;">FINE MOTOR CENTER Play dough, lacing cards, scissors and paper Links and manipulatives</p> <p style="text-align: center;">ART CENTRE 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 Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers etc.</p> <p style="text-align: center;">MATH CENTRE Games to reinforce concept for the week</p> <p style="text-align: center;">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. Bahamian Culture Announcements/Reminders:</p>	<p>Topic: Gross Motor-Ring Play Objectives: At the end of the lesson, students will be able to:</p> <ol style="list-style-type: none"> 1.Skip and dance in a circular movement after viewing a demonstration with 75% accuracy. 2.Sing ring play songs with 80% accuracy <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 Fa la la la la There’s a brown girl/boy in the ring Fa la la la la There’s a brown girl/boy in the ring Fa la la la la And she looks like a sugar in the plum, plum plum.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. The teacher explains and demonstrates ring play. 2.Students form a circle and selects one child to stand in the middle. 3.Students repeat the ring play rhyme after the teacher and claps along with the singing. “There’s a brown girl/boy in the ring” 4.Continue until everyone had a turn.

Topic: Number 1

Objectives: After watching a YouTube video and engaging in a class discussion, students will be able to:

1. **identify** numeral one with 100% accuracy.
2. **identify** one item with 90% accuracy.
3. **create** a set of one with 75% accuracy.

Content: Numbers tell us how much of an item is present. Each numeral is represented by a set. Example:



1 goat skin drum

Resources: [#Preschool Learning - Number 1 Song - Littlestorybug - YouTube](#)

[The number 1 for kids - Learning to count - Numbers for children - The number one song - YouTube](#)

Activities: Students will:

1. view videos and participate in class discussion of numeral one.
2. locate one household item and share with classmates.
3. Have each student come up and make one thump on the drum.
4. color/ Paste/ Draw one goat skin drum.

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

FINE MOTOR CENTER

Play dough, lacing cards, scissors and paper
Links and manipulatives

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
Newspaper clippings

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

Bahamian Culture

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.





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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.

				<p>4. Demonstrate to students how to use the stencil to trace the shape onto the paper.</p> <p>5. Distribute stencils, coloured paper, scissors and pencils.</p> <p>6. Students trace, cut and glue shapes to make a Bahamian flag.</p>
THURSDAY	<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> <ol style="list-style-type: none"> follow instructions demonstrating concept full and empty with 95% accuracy. identify and state whether an item is full or empty with 95% accuracy. <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: 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. Explain the concept of full and empty using demonstrations. Students will demonstrate filling a container and locating or identifying an empty item.</p> <p>Students will complete one of the following activities: Paste or color a drawing of a container filling one container and showing the other container as empty.</p> 	<p style="text-align: center;">DRAMATIC PLAY CENTRE Food Stall Students pretend to make dishes for before and after Junkanoo</p> <p style="text-align: center;">SENSORY CENTRE Fill bin with sand, water or seeds. Students fill and empty jars.</p> <p style="text-align: center;">ART CENTRE Paper Fringing Junkanoo Picture Provide paper strips for children to fringe and paste to make a picture</p> <p style="text-align: center;">FINE MOTOR CENTER Play dough, lacing cards, scissors and paper Links and manipulatives</p> <p style="text-align: center;">WRITING CENTRE Provide a variety of papers to create a Junkanoo score card with ticks for costume, music, dancers</p> <p style="text-align: center;">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. Bahamian culture</p> <p>Announcements/Reminders:</p>	<p>Topic: Junkanoo Headpiece Objectives: After viewing pictures of junkanoo costumes and head pieces, students will be able to:</p> <ol style="list-style-type: none"> 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"> Ask students if they have ever seen or worn a Junkanoo headpiece. Talk about how the headpiece looks and how it is made. Distribute headpiece cut out to students. Students use crepe/construction paper, jewels and glitter to decorate the headpiece. Students wear their headpieces in a Junkanoo parade around the classroom.

FRIDAY	<p>Topic: STEM IT UP-COOKING</p> <p>Objectives: Following the recipe chart student will be able to: 1. Engage in cooking activity with 80% accuracy. 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: 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. Ask students to predict what will happen at each step. 5. Students observe the changes and discuss what happened. 6. Pour a cup of punch for each student 7. Ask students to describe the taste. 8. Hypothesize what would happen if the sugar was not added or there was no koolaid? 9. Students taste the Junkanoo punch</p>	<p style="text-align: center;">DRAMATIC PLAY CENTRE Food Stall</p> <p style="text-align: center;">Students pretend to make dishes for before and after Junkanoo</p> <p style="text-align: center;">BLOCK CENTRE</p> <p style="text-align: center;">Add cardboard pieces and boxes to the block centre to create Junkanoo pieces</p> <p style="text-align: center;">ART CENTRE</p> <p style="text-align: center;">Paper Fringing Junkanoo Picture</p> <p style="text-align: center;">Provide paper strips for children to fringe and paste to make a picture</p> <p style="text-align: center;">WRITING CENTRE</p> <p style="text-align: center;">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 style="text-align: center;">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.</p> <p>Bahamian Culture</p> <p>Announcements/Reminders:</p>	<p>Topic: Drama-Junkanoo</p> <p>Objectives: After discussing Junkanoo Students will be able to : 1. Create a short story about going to watch Junkanoo 2. Dramatize the story</p> <p>Content: 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>Activity: 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.</p>
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