**Reflection 5P**

**U.O.I.**

The provocation and the pre-topic assessment which were carried out over the past two weeks went very smoothly and this gave the teacher glimpses of the students’ prior knowledge as well as connections they could make with the word ‘Energy’ in regards to how the world works. Moreover, it was interesting to note that quite a few students already have some basic knowledge of the topic and now it is time to whet their curiosity and create the necessary conditions for inquiry to take place.

This week Learners will draw a list of ideas/ questions that they will need to have in order to understand the central idea in length and depth. Furthermore, they will identify different sources/forms of energy and their uses, and carry out simple experiments to show energy conversion

**Reading**

The reading strategy: Synthetizing started very well and learners were fully focused. Teacher had to read a story **An Angel for Solomon Singer by Cynthia Rylant** and he stopped every now and then to give children the time to take down notes and complete their thoughts. However, time was a real constraint and the activity could not be completed ---the story could not be read until the end. However, a certain atmosphere prevailed, which is indicative of the interest learners were to the activity .while the teacher was reading. Both lessons will be completed this week.

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**Writing**

For writing over the past two weeks much emphasis has been laid on writing on any moment  ( the seed ) learners have experienced during the holidays. There were no clues given as to how to go about with the story.. Learners were  allowed to come up with their own ideas. Unfortunately, due to time constraint the first strategy of ***adding details to writing*.**could not be completed. This week teacher will demonstrate the strategy to the whole class with one of the children’s drafts. A revision technique namely 2 pluses and 3 wishes, which are two things they have really appreciated, and 3 things they wish the author would change to make their text more lively will be introduced. The changes would be synonymous to adding more details to render the writing more interesting in terms of its organisation, character portrayal amongst others.

**Maths**

Learners have been revisiting **place value** during the previous weeks. Most of them were able to show their understanding through writing in words, writing in figures, and writing in expanded form. However, I noted that a few learners were still not confident about the concept. This week a few games on place value will be introduced and these hands on activities will help those who have still not understood the concept to construct meaning of the same .Moreover, **Fractions** as a way of  representing whole-part relationships will be introduced. Each group will be in one station and will be given manipulatives to construct meaning. Once they have finished their work they will write reflections to show and reflect on their understanding and knowledge of fractions.