**Unit**

Learners were busy last week comparing accessibility of rights for all children in Mauritius and they were able to understand that not all Mauritian children have access to their rights for various reasons namely poverty, alcohol, drugs, distance… They were also ~~presented~~  exposed to their summative assessment and ~~they were~~ ~~requested~~ asked to choose a partner ~~who will be~~ to collabor~~ating~~  e with ~~them to~~ and represent a country during ~~their~~ assembly. They listed the criteria they would use to choose their peer and they were informed that they will be called upon to sign up for a country which they will represent. It was unfortunate that despite repeated calls and emails to the CDU and the Ombudsperson for children, there has been no reply and hence the speech by those involved on a day-to-day basis with protecting children’s rights had to be forsaken. This obstacle will in no way prevent learners from going forward as they will use the information from case studies in Mauritius to support their thinking and help in drawing conclusions while identifying the issues that lies in the way of the implementation of these rights. For the coming week, learners will complete their analysis of the Mauritian situation and will also attend to their first formative assessment on Children’s Rights.

**Reading**

Learners have been ~~attending~~ attempting? to make informed guesses on the meaning of words using context clues. They were given sentences and they were able to identify the clues and ~~to~~ come up with a possible meaning of the words. Unfortunately, they were not able to do the exercise in context where they are given an extract or a chapter. Therefore, learners will be ~~attending to this~~ consolidating this engagement that was scheduled last week before addressing the plan for this week.

**Writing**

Last week, learners ~~have been~~ look~~ing~~ ed at the use of adjectives and after drawing their own streets, have started to describe their streets using the bank of words collected in previous readings and anchor texts given to them such as “The gri-gri tree” and “The house on Mango Street.” Many of them were not able to complete their description in words, as it should be, as they limited themselves to their sight instead of using their senses. After having identified this ~~weakness~~ hurdle ? and brought this limit to their attention, learners have started revising their piece but did not finish. For the coming week, they will complete this engagement before looking at writing strong leads that drag readers into their pieces at first sight.

**Maths**

Learners were successful at identifying angles and could attend to the consolidation engagements with difficulty. The next stage is to use a protractor, identify its features, measure angles before constructing angles which is scheduled for this week.