**Unit**

This week has proved to be very exciting for the learners. Right from the provocation which consisted into watching short films on children’s conditions of life around the world. They were able to understand that the coming unit would focus on Children’s Rights and when they had to attend to the Pre Unit Assessment, most of them were able to share their understanding about Children’s Rights. Even if some misconceptions were noted namely on the legal age of a child or the difference between their needs which determine their rights and their wants, they were able to understand that everyone has rights. Since the children are also reading the novel, “The breadwinner” by Deborah Ellis they were able to connect the story of this little girl in Afghanistan under Taliban rule to accessibility of rights for all children. Since they were very excited to know about rights, this brought up a rich conversation where learners were able to voice out their questions and everyone wanted to contribute their ideas and opinions. Hence, we were not able to unpack the Central Idea which will be done early next week before looking at Children’s rights in Mauritius and answering the question of - Do all children in Mauritius have access to their rights?. Learners will list their questions and in the meantime, the Ombudsperson for children will be contacted for a talk to the learners to answer their questions together with a guest from the Child Protection unit of the Ministry of Gender Equality and Child Welfare.

**Reading**

Learners enjoyed reading this week namely with the Breadwinner as well as visualizing and matching the adjectives used to the visual image. Until now, learners have listened to 2 chapters of the story and this has given rise to an awareness that there are big differences between their lives in Mauritius and these children who live in areas affected by wars. In order to make this story more obvious, it has been decided to retell this story using the lens of the unit of inquiry namely Children’s Rights. A mannequin will be used to represent Parvana and learners will use information gathered about Children’s Rights as the book is read to represent visually their understanding. This will enable learners to think out of the box and to represent access and lack of rights according to their creativity. Nobody is wrong as long as any learner can come forward to justify what he/she did and the reasons behind. Learners decide on how to retell and how to use the mannequin and whether a board will be used or not. Alongside to reading the novel, learners have been reading descriptions of different settings such as a house and a street. They have visualize the picture and they have highlighted the words, phrases used to describe the drawing. They have tried out visualization and now this week they will complete their drawing before sketching their own street. They will pass on this sketch to a friend to write up the description of the setting using some of the words identified earlier as well as words and descriptors from their personal vocabulary.

**Writing**

This week learners had the opportunity to experiment with various diary entry from different examples. This was done to enable them to bring variety in their diary entry as one of their reading and writing engagement is to impersonate Parvana and keep of diary of her life as they learn more about her. Since all learners are also keeping a personal diary, they will be able to use their understanding to bring life to their entries. Learners will continue with this piece of work while also attending to practicing report writing, as they will need to write a report after their interview of the Ombudsperson for Children and officers of the Child development unit of the Ministry of Gender Equality and Child Welfare.

**Maths**

Learners have put in a lot of efforts in attending to the maths objectives for last week. They had to carry out addition of subtraction of fractions with different denominators, conversion of improper fractions to mixed numbers and vice versa as well as simplifying fractions. Most learners were able to attend to these engagements without much difficulty and those who struggled; it was observed that it was mostly due to learners’ inability to recall multiplication facts. Learners were so engaged that they were willing to undertake some addition and subtraction practice during the weekend. At the same time, learners will need to keep revising their multiplication tables for them to be able to calculate quicker. This week they will be attending to exponents as well as exploring and measuring angles.