**STELLAR WORKSHOP PROGRAMME**

**DAY ONE**

**Day 1: 9.00 – 5.00**

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| **Times** | **Focus** | **Materials** | **Trainer** |
| 9.00- 9.30 | **WELCOME**  Orientation to this course  *(Previous experience with Stellar teaching and training. Interest in Grade R and pre Grade R. Refer to Little Stars)* | Labels/name tags, markers  Registers, pens |  |
| 9.30-10.15 | **ACTIVITY ONE**  **1 The importance of the Grade R year**  Activity 1.1: Introductions  Activity 1.2: Is Grade R making a difference?  Activity 1.3: Quality is key |  |  |
| 10.15-10.45 | **ACTIVITY TWO**  **2 Stellar HL Programme: Informed by research and aligned with CAPS**  Activity 2.1: Take a walk through a Teacher’s Guide   * *Colour in the different activity types in 2-week cycle in TG* * *Comparison of Stellar old and new materials and overview of revisions to the Stellar classroom and training materials* | Set of Teacher’s Guides, workbooks and facilitator’s guides  Pencil crayons |  |
| 10.45-11.15 | Activity 2.2: Take a walk around a Stellar classroom | Multisensory letter formation activities  Letter boxes  Story puppets and role play props  Sequence pictures  Shared writing and reading example  Big Book  Read and do example  Practising a letter example  Drawing and emergent writing example  Independent reading books  Letter puzzles and games  Art and construction example |  |
| 11.15 – 11.45 | **TEA** |  |  |
| 11.45-12.15 | **3 Story-based learning with Stellar**  3.1. Getting to know your story pack | Prepared story to tell; story pack |  |
| 12.15-12.45 | 3.2. Story-based activities | Mindmap |  |
| 12.45 -1.30 | **LUNCH** |  |  |
| 1.30-2.15 | **4 Drawing, writing and reading with Stellar**  Activity 4.1: The importance of drawing and emergent writing  Activity 4.2: Activities that model reading and writing processes |  |  |
| 2.15-2.45 | **5 Awareness of sounds in words and letter-sound knowledge with Stellar**  Activity 5.1: Letters and sounds in the daily programme  Activity 5.2: Activities that build awareness of sounds in words and letter-sound knowledge  *(start with Intro, then activity introducing sound from the story, then table)* |  |  |
| 2.45 – 3.00 | **TEA** |  |  |
| 3.00 – 3.30 | **6 Using Stellar within your daily programme**  Activity 6.1: A focus on rotation group activities.  Activity 6.2: CAPS daily programme |  |  |
| 3.30-4.00 | Activity 6.3: Is Stellar informed by research on how young children learn?  Activity 6.4: Is Stellar aligned with CAPS? | CAPS document |  |
| 4.00-4.30 | Module 1: Conclusion and wrap up |  |  |