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Republic of Zambia
MINISTRY OF EDUCATION

Early Childhood Education

PRE- LITERACY IN ENGLISH LANGUAGE

TEACHING MODULE



3 - 4 YEARS - TERM 1



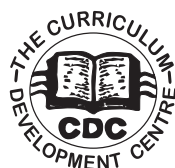
Republic of Zambia

MINISTRY OF EDUCATION

DIRECTORATE OF CURRICULUM DEVELOPMENT

PRE- LITERACY IN ENGLISH LANGUAGE EARLY CHILDHOOD EDUCATION TEACHING MODULE

TERM 1



Developed by the Curriculum Development Centre
Lusaka

2025

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AUTHORS

Dr. Stephen Moyo : *Curriculum Development Specialist- English Language, CDC, Lusaka.*

Nawa Mushiba : *Curriculum Development Specialist- English Language, CDC, Lusaka.*

Annie Mathatha: *Curriculum Development Specialist, CDC, Lusaka*

Josephine Kabila: *Acting Senior Curriculum Development Specialist - ECE, CDC, Lusaka*

Theresa Mubanga: *Lecturer, Kitwe College of Education, Kitwe.*

Chaangu Kashewe Daka: *Technical Specialist -Early Childhood, World Vision, Lusaka.*

Phyllis Mwelwa: *Class Teacher, Kitwe College of Education Demonstration Centre, Kitwe*

Humphrey Sinyinza : *Class Teacher, Muchinka Primary School, Chitambo .*

Cecilia Zulu: *Class Teacher, Prince Takamando Primary School, Lusaka.*

Misheck Phiri: *Class Teacher, Chadiza Primary, Chadiza .*

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PREFACE

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21st century skills. It marks a transformative step in improving education quality and relevance.

The Pre-Literacy in English Language Teaching Module for nursery level (3-4) has been designed in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Education Curriculum Framework are linked to the content of this module.

The module aims to support Early Childhood Education teachers in the implementation of the CBC in the absence of approved text books. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.



Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

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ACKNOWLEDGEMENT

The **Pre-Literacy and Language in English** Teaching Module for Nursery Level (3-4 years) has been developed through a consultative and participatory process. Many individuals, institutions and organisations were consulted and accorded an opportunity to make proposals about the content of this teaching module. I would, therefore, like to express my profound gratitude to individuals, institutions and organisations that provided the financial and technical input to the successful development of this teaching module. These include; Teachers, Lecturers from Colleges of Education and Universities, Subject Associations, Civil Society Organisations, and Cooperating Partners.

Finally, I appreciate the commitment and hard work of the staff at the Directorate of Curriculum Development in ensuring the successful completion of the Teaching Module.



Charles Ndakala, (Dr.)

Director – Curriculum Development

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INTRODUCTION

The Pre-literacy in English Module for ECE has been developed to support teachers in the effective delivery of English Literacy and Language lessons under the reformed curriculum. The module is developed based on the approved 2024 Competence-based English language Syllabus. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry of Education understands the challenges that come with transitioning to a new curriculum that is Competence-Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these pedagogical skills to their unique classroom dynamics and to explore alternative, acceptable approaches which are learner centred and translanguage practices that support the multilingual teaching environment necessary in the Zambian classrooms. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential Language and Literacy knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

HOW THE MODULE SHOULD BE USED

This module is designed to support teachers in planning and delivering Pre-Literacy lessons in English for Term 1. It is organised into topics and sub-topics covering various thematic areas. The module offers a variety of activities that can be translated into lessons. Teachers are encouraged to design their own lessons using the suggested activities and supplementary resources.

SUGGESTED TEACHING METHODOLOGY

The teaching method in this module follows the three Ps - Present, Practice, and Produce, tailored for pre-listening and speaking skills. The approach includes various methods like pair work, group activities, role play, language games, songs, rhymes, dialogue, conversation, and interactive games. Additionally, teachers are encouraged to use a variety of teaching methods and approaches to enhance the development of reading and writing skills among learners. Teachers are encouraged to trans-language by using accommodation strategies such as code-switching in instances where learners are not exposed to English as their first language.

CHAPTER 1: LISTENING AND SPEAKING

UNIT: 1

TOPIC: 0.1.1 NAMING

Overview

This topic will focus on naming oneself, friend, family members, things at home, things at school and things found in the environment. Through this content, learners will confidently develop competence in naming people and things. This topic will enable learners to expand their vocabulary, enhance their ability to communicate effectively, and develop their confidence in using English in real life situation. It will provide learners with opportunities to demonstrate good listening and speaking skills, use appropriate language in different situations, express oneself clearly, fluently and effectively as they take turns in conversing with others.

General Competence:

The general competences that learners will acquire through this learning experience include:

- **Communication** - Learners will develop their ability to name things and people using appropriate language.
- **Collaboration** - Learners will work together in pairs or groups to practice naming things and people.
- **Creativity and innovation** - Learners will engage in creative activities in naming things and people by constructing various sentences.
- **Critical thinking** - Learners will engage in exploring new ideas and concepts based on names of things and people.

Sub-Topic: 0.1.1.1 Own Name

Names are an essential part of who we are. Teaching learners to confidently say their name helps them build self-awareness, confidence, and social communication skills. When learners introduce themselves they learn to connect with others and form relationships. It's the first step to making friends and talking to people. Therefore, this sub topic will help learners to respond and tell own names.

Specific Competence: Learners to:

0.1.1.1.1 Tell own name

Key vocabulary

Yes, here, I am here, Sir, Madam, name, my name is, hello, respond, introduce

Learning Activities:

Activity 1a: Responding to own name

Step 1: Present

- Explain the importance of recognizing and responding to own name; in this activity you may focus first name.
- Introduce the common words used to respond to own name such as "Present", "Yes, I am here"
- Call a learner's first name and show how to respond by saying, "Present" or "Yes, I'm

here!”

Model this interaction using a puppet. Call a name and respond using a puppet “Present”, or “Yes, I am here”

Step 2: Practice

- Call out learners' names randomly to model the activity. Learners respond with, "present" "Yes, I'm here!"
- Pair learners up and have them practice e.g. one learner calls the name, and the other responds.
- Let learners take turns calling and saying their name.

Step 3: Produce

- Instruct learners to play a name game where one learner calls a friend's name, and the other learners respond by saying, "present" or “Yes, I'm here!”
- Have learners take turns and play “Who is Missing?” game e.g. ask one learner to leave the room while others guess who is absent.

Step 4: Closure /Recap

- Recap the lesson by asking learners how to respond when someone calls their name.
- End with a song about responding to own name e.g. “If I hear my name, I say, 'Yes, I am here!”
- Praise learners for their active involvement in the lesson and encourage them to continue responding to own names in different situations.

Activity 1b: Telling Own Name

Step 1: Present

- Explain why names are important e.g. “Names help us identify each other and make friends!”
- Introduce the phrase, “My name is...”
- Demonstrate telling own name by introducing yourself, “My name is...”
- Instruct learners to ask the question and give correct response e.g. “What is your name?” Guide them to respond by saying, “My name is...”

Step 2: Practice

- Conduct a whole class practice with the sentence, “My name is ...”
- Ask learners to take turns as they introduce themselves to each other using this clue; “What is your name?”
“My name is...”

Step 3: Produce

- Pair learners and let them take turns to ask and respond to their names
- Ask learners to play a naming game e.g. Use a ball-passing game. The learner holding the ball says their name before passing it to another learner who should also say their name before passing it to another learner.

Step 4: Closure/Recap

- Recap the importance of introducing oneself. Ask learners what they should say when someone asks their name.
- End with a song to reinforce the concept e.g. “My name is ..., yes, it is!”
- Praise learners for clear and confident speaking and encourage them to continue practising saying their names using the structure, “My name is ...”

Activity 1c: Role-Playing telling and responding to own name

Step 1: Present

- Set up role-playing scenarios where learners introduce themselves in a 'pretend social setting,' such as store, school ... meeting new friends.

Step 2: Practice

- Provide dialogue prompts:
 - Learner 1: “Hello, what is your name?”
 - Learner 2: “My name is ..., what is your name?”
- Practise in pairs, rotating partners to ensure everyone interacts with different classmates.

Step 3: Produce

- Divide learners into small groups for a role-play activity. Groups perform their introductions in front of the class.
- In pairs or small groups in a pretend play area, allow learners to role-play introducing themselves to each other as models of different people e.g. a doctor, mother, father, sister...

Step 4: Closure/Recap

- Summarise the importance of responding to and telling one's name confidently.

Suggested teaching and learning materials/resources

Picture flashcards, real objects, storybooks, picture books, interactive games, puppets, dolls, name tags, models

Expected standard

Own name told accordingly

Oral Language Assessment

Demonstrations: Ask the learner to introduce themselves in a pretend scenario, such as meeting a new friend or speaking to a teacher.

Question and Answer: Ask, “What is your name?” and observe the response.

Presentations: Have the learner introduce themselves in front of a small group.

Sub-topic: 0.1.1.2 Friend's Name

This sub-topic focuses on enabling learners to confidently tell their friends' names appropriately. This is a fundamental social skill that helps to foster friendship, collaboration and mutual respect.

Specific competence

0.1.1.2.1 Tell name of friend

Key vocabulary

Friends, name, friends' name, first name, last name

Learning Activities

Activity 1a: Telling friend's first name

Step 1: Present

- Introduce the importance of knowing and sharing friends' names e.g. "When you know your friend's name, you can talk to them and play with them!"
- Demonstrate with a puppet how to introduce the friend's name, "This is my friend. My friend's name is Max"

Step 2: Practice

- Put learners in pairs to practise saying, "My friend's name is ..."
- Pair learners and ask them to take turns to introduce their partner using, "My friend's name is ..."

Step 3: Produce

- Let learners introduce their friends to the group; example: "This is my friend. My friend's name is ..."
- Ask learners to play an interactive game of friend's introduction e.g. learners hold a hand of a friend, and introduce them to the class.

Step 4: Closure/Recap

- Recap with a group discussion on the importance of names.
- Ask learners to end with a fun song to reinforce the concept of introducing the friend's name, e.g. "This is my friend, yes it is!"
- Thank learners for their active participation and encourage them to continue practising introducing their friends to others saying their names using the structure "My friend's name is ..."

Activity 1b: Telling Friend's Last Name

Follow the steps in Activity 1a but focus on telling friend's last name. For example:

- "My friend's name is Peter **Mwansa**."
- "This is my friend, Anna **Banda**."

Activity 1c: Role-playing responding to own name and telling friend's name

Step 1: Present

- Explain the importance of responding when someone calls your name.
- Demonstrate by calling a learner's name and waiting for them to respond:
 - Teacher: "Peter Mubita!"
 - Peter Mubita: "Yes, I am here!"

Step 2: Practice

- Call names of learners in the class randomly (Ensure that every learner is called)
- Ask learners to respond with:
 - “Yes, I am here.”
 - “My name is”

Step 3: Produce

- Conduct a role-playing activity where learners respond to their names and introduce their friends.

Step 4: Closure/Recap

- Summarise the importance of responding to names.
- Encourage learners to introduce themselves to their family members at home.

Activity 1c: Role-Play responding to own name and telling friend's name

Step 1: Present

- Set up a role-playing scenario where learners introduce themselves in a pretend social setting, such as meeting new friends and introducing friends.

Step 2: Practice

- Provide dialogue prompts questions such as;
 - Learner 1: “Hello, what is your name?”
 - Learner 2: “My name is ... What is your name?”
 - Learner 1: This is my friend; my friends name is...
- Ask learners to practice in pairs, rotating partners to ensure everyone interacts with different classmates.

Step 3: Produce

- Divide learners into small groups for a role-play activity. In groups learners introduce themselves and their friends' in front of the class.

Step 4: Closure/Recap

- Summarise the importance of responding to own name; telling one's own name; and telling friends' names. Tell learners to speak with confidence.
- Guide learners to practise responding and telling their names through interactive activities. These exercises will build confidence and enhance their communication skills.

Suggested teaching and learning materials

Name charts, posters, rhymes, name flashcards, name tags, picture flash cards, storybooks, picture books, interactive games, puppets, dolls, models...

Expected standard

Friend's name told correctly

Assessment Activities

Oral Language Assessment:

Demonstrations: Encourage learners to take turns saying their friends' names whilst pointing at them. This can be done in pairs or small groups.

Question and Answer: Direct Questions: Ask, "Who is your friend?" or "Can you name two of your friends?"

Presentations: Friend Introductions: Ask learner to introduce a friend to the group, saying their name and one thing about them.

- **Responding to Names:** Practise saying "Here I am" or raising a hand when called.
- **Telling Names:** Use "My name is..." to introduce oneself.
- **Role-Playing:** Engage in fun scenarios to practise responding to own name and introducing friends

Sub-Topic: 0.1.1.3 Names of Family Members

Introduction: The sub-topic introduces learners to the concept of identifying their parents by name and sharing about their family confidently. Learners will learn how to say the names of their mother and father and their brothers and sisters confidently using full sentences, enhancing their ability to share personal information. This will help learners recognise their family members.

Specific Competence – Learners to:

0.1.1.1.2 Tell names of family members.

Key Vocabulary

Parent, family, mother, father, brother, sister, sibling

Learning Activity:

Activity 1: Tell Names of Family Members

Activity 1a: Telling Parents' Names

Step 1: Present

- Hold up a picture of parents and introduce them as mother and father.
- Demonstrate telling their names by saying, "My mother's name is Mary, and my father's name is John."
- Introduce a structure "What is your mother's /father's name?" "My mother's/father's name is..."

Step 2: Practice

- Pair learners and guide them to practise saying their parents' names using the structure "What is your mother's name?" Encourage them to answer: "My mother's name is ..."
- Repeat for father's name: "What is your father's name?"
- Ask learners to play a game where they will be taking turns sharing their parents' names.

Step 3: Produce

- Ask learners to make a 'My Family Card.'

- Encourage learners to share their parents' names with a partner, saying, "My mother's/father's name is..." (using the 'My Family Card')

Step 4: Closure/Recap

- Ask learners, "What is your mother's name? What is your father's name?"
- End with a song about names which is related to the activity. Praise learners for their active participation in the lesson.

Activity 1b: Telling Siblings' Names

Step 1: Present

- Introduce the activity by explaining the meaning of siblings. e.g. "Siblings are our brothers and sisters. Let's learn how to say their names!"
- Demonstrate introducing your siblings' names using the structure "My brother's name is Tom. My sister's name is Sarah."
- Ask learners who have siblings to tell their siblings names.

Step 2: Practice

- Pair learners and ask them to share their siblings' names e.g.
- One learner asks, "What is your brother's name?"
- The other answers, "My brother's name is ..."
- Repeat with "sister."
- Role-play the question-and-answer activity.

Step 3: Produce

- Tell learners to present their family pictures.
- Ask learners to tell their relationship with the people in the picture e.g. "This is my brother/sister."
- Ask them to name the people in the picture .e.g. " This is my sister, Mutinta ..."
- End with a rhyme e.g. "Brothers and sisters are my friends; I'll say their names till the day ends! My brother is ..., my sister is..., and sharing their names is fun to do!"

Step 4: Closure/Recap

- Show the picture of the family members.
- Ask learners to identify members of the family in the picture.
- Instruct them to pair and tell names of their family members. Use the following questions:
 - What is your father's/mother's name?"
 - "What is your brother's/sister's name?"
- Thank the learners for their active involvement in the lesson and encourage them to continue telling family members' names to those who ask them.

Activity 3: Telling Family Members' Names

Step 1: Present

- Show a simple family tree chart.
- Identify the images as mother, father, brother, sister.
- Tell learners that they all have families. Families have their names that are used to identify them.
- Demonstrate telling your parents'/guardians' names. e.g. "This is my mother. Her name is Mary. This is my father. His name is John."

Step 2: Practice

- Pair up learners and guide them to take turns telling names of their family members, Example: "My father's name is ... My brother's name is ..."
- Ask them to play a guessing game e.g. hold up a puppet or picture and have learners guess the relationship e.g. "Is this your mother?" "What is her name?" Practise that on all family members.

Step 3: Produce

- Let each learner show his/her family picture to the class and say their relationship.
- Have learners work in pairs and alternate telling family members names using a structure "This is my... (Mother/father). His/her name is..."

Step 4: Closure/Recap

- Recap with an activity on family members where learners identify the people on the chart and place labels to them as mother, father, brother, sister and say their names.
- Ask learners to sing a song on family. Thank the learners for their active involvement in the lesson and encourage them to continue telling family members' names to those who ask them.

Suggested teaching and learning materials/Resources

Family members chart, family photo cards, dolls, ball, name charts, posters, name flashcards, name tags, picture flash cards, storybooks, picture books, puppets, models

Expected standard: Name of family members told correctly

Assessment Activities

Demonstrations: Puppet Play: Use dolls or puppets to represent family members and have the learner name them.

Question and Answer: Direct Questions: Ask, "What is your mother's name?", "Who lives in your house?"

Presentations:

- **Family Storytelling:** Ask the learner to share a short story about a family member e.g. "My dad likes to..."
- **Role-Playing:** Let the learner pretend to introduce their family to a new friend, saying each of their names.

Sub-Topic: 0.1.1.4 Things at Home

Introduction

This sub-topic helps learners recognise and name common things found in different rooms of the house; the things or objects may be pots, plates, cups, chairs, television set, radio, bed, bags.... These things will be found in different rooms of the house, including kitchen, bedroom, sitting room bedroom. The focus will be on practising simple, everyday vocabulary to promote communication and improve the learners' ability to talk about their home environment in English.

Specific Competence(s) - Learners to:

0.1.1.4.1 Name things found at home

Key Vocabulary:

Kitchen, sitting room, bedroom, bed, table, chair, spoon, fork, fridge, traditional fire place, stove, cupboard, television set, radio, sofa, pillow, blanket, lamp.

Learning Activities:

Activity 1: Naming Things Found at Home

Activity 1a: Naming Things Found in the Kitchen

Step 1: Present

- Introduce the common items found in the kitchen/open traditional kitchen, e.g. brazier, stool, stove, traditional fire place, cup, pot, spoon, plate, cupboard, etc.
- Show pictures or actual items from the kitchen; you may take a kitchen tour
- Mention the name of each item and demonstrate how to pronounce it correctly.
- Demonstrate using the structure, "What is this...?", "This is a..." to practise items found in the kitchen

Step 2: Practice

- Conduct a learner based whole-class activity of saying names of the kitchen items.
- Pair learners and ask them to take turns naming kitchen items using pictures or real objects.

Step 3: Produce

- Ask learners to make short sentences or questions using the names of items found in the kitchen. For example:
 - "What is this...?"
 - "This is a..."
- Have learners work in pairs or small groups to discuss and name the items found in the kitchen.

Step 4: Closure/Recap

- Summarise the kitchen items learned and ask learners to name one item they can find in the kitchen.
- Ask learners to sing a simple song related to kitchen items e.g. a song about food or

utensils.

Activity 1b: Naming things found in the sitting room

Step 1: Present

- Introduce the common items found in the sitting room e.g. stool, television set, radio, coffee table, lamp, chair etc.
- Show pictures or actual items from the sitting room
- Mention the name of each item and demonstrate how to pronounce it correctly.
- Demonstrate using the structure "Where is the...?" "The...is..." to practise items found in the sitting room.

Step 2: Practice

- Conduct a whole-class learner based repetition activity where learners mention the names of things found in the sitting room items.
- You may take a sitting room tour.
- Pair learners and ask them to take turns naming sitting room items using pictures or real objects.

Step 3: Produce

- Ask learners to construct short sentences or questions using names of items found in the sitting room. For example:
 - "Where is the table/chair/radio?"
 - "The table is in the sitting room."
- Have learners work in pairs or small groups to discuss and name the items found in the sitting room.

Step 4: Closure/Recap

- Summarise the sitting room items learned and ask learners to name one item they can find in the sitting room.
- Ask learners to sing a simple song related to sitting room items e.g. a song about cleaning items in the sitting room.
- Thank and praise the learners for active involvement in the activity

Activity 1c: Naming things found in the bedroom

Step 1: Present

- Introduce the common items found in the bedroom e.g. bed, pillow, blanket, dresser, and lamp etc.
- Show pictures or actual items of things found in the bedroom/ you may take a bedroom tour.
- Mention the name of each item and demonstrate how to pronounce it correctly
- Demonstrate using the structure, 'Where is the...?' 'The...is...' to practise items found in the bedroom

Step 2: Practice

- Conduct a whole-class activity mentioning the names of items found in the bedroom.
- Pair learners and ask them to take turns naming bedroom items using pictures or real objects.

Step 3: Produce

- Ask learners to construct short sentences or questions using names of items found in the bedroom. For example:
 - "Where is the blanket?"
 - "The blanket is on the bed."
- Let learners work in pairs or small groups to discuss and name the items found in the bedroom.

Step 4: Closure/Recap

- Make a summary of items found in the bedroom and ask learners to name one more item they can find in the bedroom
- Ask learners to sing a simple song related to the bedroom items e.g. a song about the use of bedroom items.
- Encourage learners to practise naming items at home to their family members, reinforcing the vocabulary learned in class.

Suggested teaching and learning materials/Resources

Real objects, pictures, chart, setting cards, dolls, posters, rhymes, picture flash cards, storybooks, picture books, interactive games, puppets, models, puzzles

Expected standard:

Things found at home named correctly

Assessment Activities:

Oral Language Assessment:

- **Demonstrations:** Learners name and describe items in the kitchen, sitting room, and bedroom.
- **Question and Answer:** Ask learners to identify items from pictures or real objects and respond to questions about these items.
- **Presentations:** Learners present a list of items from one room of the house to the class.

Sub-Topic: 0.1.1.5 Things at School

Introduction: This sub-topic will equip learners with the ability to name objects found in the classroom. It will enable learners to use appropriate vocabulary for classroom objects, improving their ability to engage in classroom conversations and enhancing their understanding of the learning environment.

Specific Competence(s) - Learners to:

0.1.1.5.1 Name things found in a classroom.

Key Vocabulary:

- Desk/table, chair, blackboard, eraser, slates, marker, book, pen, pencil, book, ruler, teacher, learner, computer, trash bin.

Learning Activities:

Activity 1a: Naming things found in a classroom

Step 1: Present

- Introduce common classroom items e.g. desk, chair, rubber, book, pen, ruler, etc. using pictures, real objects, or other visual aids.
- Name each item correctly and explain its purpose in the classroom. For example, "This is a crayon. We use it for colouring."

Step 2: Practice

- Conduct a learner based whole-class activity where learners are naming classroom items
- Pair learners and ask them to take turns naming classroom objects, using pictures or actual items as prompts
- Rotate pairs to give learners the opportunity to practice with different partners

Step 3: Produce

- Divide the learners into small groups and ask each group to engage in a dialogue using names of items found in the classroom. For example:
 - "I have a pencil. Do you have a book?"
 - "Yes, I have a book."
- Instruct each group to role-play their dialogue in front of the class

Step 4: Closure/Recap

- Mention the names of classroom items learned during the lesson
- Ask learners to share one item they can see in the classroom
- Summarise the lesson and reinforce the vocabulary by singing a simple song or chant related to classroom items

Activity 1b: Naming Writing Tools

Step 1: Present

- Introduce common writing tools e.g. crayon, pencil, painting brush, pen, etc. using pictures, real objects, or visual aids.
- Mention the names of each object clearly, explaining its purpose in the classroom; for example, "This is a crayon. We use it for colouring."

Step 2: Practice

- Conduct a learner based whole-class activity to name writing tools
- Pair learners and ask them to take turns naming writing tools, using pictures or actual items as prompts
- Rotate pairs to give learners the opportunity to practise with different partners

Step 3: Produce

- Divide the learners into small groups and ask each group to engage in a dialogue using writing tools. For example:
 - "I have a pencil. What do you have...?"
 - "I have a crayon. What do you have...?"
- Each group to role-play their dialogue in front of the class

Step 4: Closure/Recap

- Mention the names of writing tools learned during the lesson
- Ask learners to name one item they can see in the classroom
- Summarise the lesson and reinforce the vocabulary by singing a simple song or chant related to writing tools

Activity 1c: Naming Furniture

Step 1: Present

- Introduce common classroom items e.g. desk, chair, table etc. using pictures, real objects, or visual aids.
- Name each item correctly and explain its purpose in the classroom. For example, "This is a chair. We use it for sitting."

Step 2: Practice

- Conduct a learner based whole-class activity on naming classroom furniture.
- Pair learners and ask them to take turns naming classroom furniture, using pictures or actual items as prompts.
- Rotate pairs to give learners the opportunity to practise with different partners.

Step 3: Produce

- Divide the learners into small groups and ask each group to engage in a dialogue using pictures of classroom items; for example:
 - "I am sitting on a chair. Where do you sleep...?"
 - "I sleep on the bed...?"
- Let each group role-play their dialogue in front of the class.

Step 4: Closure/Recap

- Ask learners which part of the activity they liked most.
- Mention the names of classroom items learned during the lesson.
- Ask learners to share one item they can see in the classroom.
- Summarise the lesson and reinforce the vocabulary by singing a simple song or chant related to classroom items.
- Encourage learners to continue practising naming classroom items throughout the day.
- Praise the learners for their active participation in the activity.

Suggested teaching and learning materials/Resource

Real objects, pictures, charts, setting cards, dolls, posters, picture flash cards, picture strips, storybooks, picture books, puppets, models, puzzle pieces, other visual aids

Expected standard:

Things found in the classroom named correctly.

Assessment Activities:

Oral Language Assessment:

- **Demonstrations:** Learners demonstrate their understanding by naming classroom objects when prompted.
- **Question and Answer:** Learners identify classroom items from pictures or real objects and respond to questions.
- **Presentations:** Learners present a list of classroom items and use them in sentences to describe their classroom.

Summary:

- Classroom items include things like desks, chairs, books, pens, rubbers, and rulers.
- Learners will be able to identify and name various objects found in the classroom and practice using these items in context.

Sub-Topic: 0.1.1.6 Things in the Environment

Introduction

This sub-topic introduces learners to the names of things found in the environment such as plants, insects, and animals. Understanding and naming these things are essential for fostering an appreciation of nature and promoting observational skills.

Specific Competence(s) - Learners to:

0.1.1.1.6.1. Name things in the environment

Key Vocabulary

Plant, tree, flower, grass, insect, ant, butterfly, bee, animal, dog, cat, cow, bird

Learning Activities

Activity 1a: Naming Plants

Step 1: Present

- Introduce the names of common plants e.g. tree, grass...
- Show pictures or point to actual plants around the school.
- Pronounce each name correctly and ask learners to pronounce names
- Introduce the structures, "This is a ..." what do you see? "I see a ..."

Step 2: Practice

- Conduct a learner based whole-class activity to practise saying the names of plants using the structure, "This is a ..." what do you see? "I see a ..."
- You may conduct a nature walk/tour (School orchard/garden/surrounding)

- Pair learners and ask them to name plants they can see in their environment.

Step 3: Produce

- Ask learners in small groups to construct sentences with names of plants such as fruit/ordinary trees, flowers, grass, shrubs...Let them use the following structures to construct the sentences
 - "I see a tree."
 - "This is a flower."
- Ask learners in groups to share their sentences to the class

Step 4: Closure/Recap

- Summarise the names of plants learned
- Sing a simple song about plants e.g. "The Green Grass Grows All Around."

Activity 1b: Naming insects

Step 1: Present

- Introduce the names of common insects e.g. house fly, ant, butterfly and bee.
- Use pictures or toy models of insects to illustrate each name
- Mention the name of each insect with the correct pronunciation
- Name and describe insects using the structure, "This is a..., It is..."

Step 2: Practice

- Lead a learner based whole-class activity to practise saying names of different insects using the structure, "This is a..., It is..."
- Pair learners to identify and name insects from pictures or their surroundings using the above structure e.g. "This is a..., It is..."

Step 3: Produce

- Ask learners to form small groups and let them state the names of insects and describe them. Example:
 - "This is a butterfly. It is colourful."
 - "I see an ant. It is small."
- Allow groups to present to the class.

Step 4: Closure/Recap

- Name common insects.
- Sing a song or rhyme about insects e.g. "I'm bringing home a baby bumblebee."

Activity 1c: Naming Animals

Step 1: Present

- Introduce the names of domestic animals e.g. dog, cat, cow, bird.
- Show pictures or use toy models of domestic animals.
- Mention the name of each domestic animal with the correct pronunciation.

- Introduce naming of domestic animals using the structure, "What can you see? I can see a..."

Step 2: Practice

- Lead a learner based whole-class activity to practise saying names of domestic animals using the structure, "What can you see? I can see a..."
- Pair learners to name domestic animals from pictures or discuss animals they have seen
- Conduct a nature tour, where possible, to the nearest farm, kraal or around the school surrounding if there are animals within

Step 3: Produce

- In small groups, let learners make sentences about domestic animals, such as:
 - "What can you see? I can see a dog".
- Let each group share their sentences to the class.

Step 4: Closure/Recap

- Make a summary about animals learned.
- Lead the learners in singing a song about animals e.g. "Old MacDonald had a farm."
- Encourage learners to practise naming plants, insects and animals at home with their family.
- Reinforce vocabulary through songs, stories and nature walks.

Suggested teaching and learning materials/Resources

Real objects, pictures, charts, setting cards, posters, picture flash cards, picture strips, storybooks, picture books, puppets, models, puzzles pieces, other visual aids, mobiles, real environment

Expected standard:

Things found in the environment named correctly.

Assessment Activities:

Oral Language Assessment:

- **Demonstrations:** Learners name plants, insects, and animals using pictures or real objects.
- **Question and Answer:** Learners identify and name items from pictures or their surroundings.
- **Presentations:** Groups present their sentences or findings to the class.
- **Plants:** Examples include tree, flower, grass.
- **Insects:** Examples include ant, butterfly, bee.
- **Animals:** Examples include dog, cat, cow, bird.

UNIT: 2

Topic: 0.1.2 CONVERSATION

Overview

This topic will focus on conversation which encompasses several subtopics. These include greetings,

simple commands, permissions, likes and dislikes. The sub topics here in are designed to help learners develop confidence in communication, foster social connections, and enhance their vocabulary. Through this content, learners will be exposed to a variety of listening and speaking situations that encourage active participation, engagement and use of appropriate language in different situations.

General Competence(s):

Analytical Thinking - Learners will recognise patterns, interpret meanings and respond appropriately in conversations.

Critical Thinking - The ability to assess information and make appropriate responses in different social interactions.

Collaboration - They will have the ability to interact effectively with others, take turns in conversations and follow shared social norms.

Emotional Intelligence – Learners' ability to understand emotions in communication, show empathy and respond appropriately will be enhanced.

Communication -Learner will have the ability to express thoughts clearly, listen actively and use appropriate verbal and non-verbal cues.

Problem Solving - Learners will be able to handle conversational challenges, misunderstandings, or conflicts effectively.

Key Vocabulary:

Greeting, responding, conversation, morning, afternoon, evening, hello, good day

Sub-Topic: 0.1.2.1 Greetings Introduction

This sub-topic focuses on teaching learners how to greet and respond to greetings appropriately at different times of the day. Learners will understand the importance of greetings in building relationships and fostering respect in conversations.

Specific Competence(s): Learners to:

0.1.2.1.1 Use appropriate greetings at different times of the day.

Learning Activities

Activity 1a: Using common greetings at different times of the day

Step 1: Present

- Introduce the concept of greetings
- Demonstrate a simple greeting and response; for example:
 - Teacher: "Good morning, learners!"
 - Learners: "Good morning, teacher!"
- Introduce various greetings e.g. Good morning/afternoon/evening; you may also introduce other greetings such as, hello, hai....

Step 2: Practice

- Conduct a learner based whole-class activity to practise morning greetings. Have them greet each other according to the appropriate time.

Step 3: Produce

- Organise learners into small groups and ask them to take turns greeting and responding to each other.
- Encourage learners to vary their greetings e.g. "Hello," "Hi," "Good day."

Step 4: Closure/Recap

- Ask learners to sing a simple song about greetings such as the "Hello Song."

Activity 1b: Practising greeting and responding to greetings of different times of the day

Step 1: Present

- Explain the appropriate greetings for afternoon time.
- Demonstrate examples of greetings and responses for each time:
 - "Good afternoon, Peter!" / "Good afternoon, Jane!"

Step 2: Practice

- Pair learners to do an activity of greeting and responding to each other appropriately.
- Display chart, posters or pictures showing morning and afternoon and let learners use appropriate greetings at different times of the day.

Step 3: Produce

- Pair learners to practise greetings and responses for morning and afternoon time.
- Rotate pairs to ensure learners practise with multiple classmates.

Step 4: Closure

- Use different greetings and ask learners to share which one they enjoyed practising the most.
- Encourage learners to continue using the appropriate greetings at home.

Activity 1c: Responding to common greetings

Step 1: Present

- Explain the activity and model a role-play scenario with a learner. For example:
 - Teacher: "Good morning, John!"
 - John: "Good morning, Teacher!"
 - Teacher: "How are you?"
 - John: "I am fine".

Step 2: Practice

- Assign small groups of learners to make short role-play scenarios involving greetings and responses.
- Provide prompts or situations e.g. meeting a friend at school.

Step 3: Produce

- Make groups and allow learners to role-play scenarios involving greetings and responses in front of the class.

- Encourage learners to use props or puppets to make the activity more engaging.

Step 4: Closure/Recap

- Provide positive feedback and highlight good examples of greetings and responses.
- Encourage learners to practise greetings at home with their family members to reinforce the importance of using appropriate greetings in different situations.

Suggested teaching and learning materials/Resources

Pictures, charts, setting cards, posters, picture flash cards, picture strips, storybooks, picture books, memory cards, puppets, mobiles, videos, audios, other visual aids

Expected standard:

Greetings at different times of the day used correctly.

Assessment Activities:

- **Oral Demonstrations:** Learners greet and respond to classmates and teachers.
- **Presentations:** Groups present role-play scenarios involving greetings.
- **Question and Answer:** Learners identify appropriate greetings for morning and afternoon

Sub-Topic: 0.1.2.2 Simple Commands

Introduction

This sub-topic focuses on developing learners' ability to listen, understand and respond appropriately to simple commands. The aim is to equip learners with essential listening skills, comprehension and the ability to follow instructions in daily situations. Understanding and responding to commands are foundational skills that promote effective communication and discipline.

Specific Competence(s): Learners to:

0.1.2.2.1 Listen and respond to commands.

Key Vocabulary

Commands, listening, responding, actions, following instructions, stand up, sit down, clap your hands

Learning Activities

Activity 1a: Listening to Simple Commands

Step 1: Present

- Introduce the concept of commands by explaining what they are e.g. instructions given to do something.
- Provide examples of simple commands such as:
 - "Stand up."
 - "Sit down."
 - "Clap your hands."
- Demonstrate how to follow each command while explaining the meaning.

Step 2: Practice

- Conduct a learner-based whole-class activity where the teacher gives commands, and learners listen and act accordingly.
- Do the activity over again and learners respond in unison e.g. learners say the command while performing it.

Step 3: Produce

- Divide learners into pairs. Ask one learner to give a command and the other to respond by acting out the command.
- Rotate roles within the pairs to ensure every learner practises both giving and listening to commands.

Step 4: Closure/Recap

- Play a game e.g. “Simon Says” to reinforce the commands in an engaging way.
- Thank the learners for their active participation in the activity.

Activity 1b: Responding to Simple Commands

Step 1: Present

- Revise the commands introduced in Activity 1a.
- Emphasise the importance of listening carefully before responding.

Step 2: Practice

- Use visual aids e.g. flashcards with actions to support learners in associating commands with the correct response.
- Ask learners to respond individually to commands while the class observes and provides encouragement.

Step 3: Produce

- Group learners into small teams. Each team takes turns listening to commands from the teacher and performing them as a group.
- Provide feedback to each group, highlighting areas of improvement and success.

Step 4: Closure/Recap

- Conduct a game e.g. fire on the mountain where learners respond to commands as quickly as possible.
- Appreciate their active performance.

Activity 1c: Giving Out Simple Commands to Friends

Step 1: Present

- Introduce the idea of learners giving commands to one another.
- Demonstrate how to give a clear and polite command such as:
 - “Please stand up.”
 - “Touch your nose.”

Step 2: Practice

- Pair learners and ask each pair to take turns giving and following commands.
- Provide guidance and correct pronunciation as needed.

Step 3: Produce

- Conduct a role-playing activity where learners take turns being the “teacher” and giving commands to a small group of classmates.
- Encourage creativity by allowing learners to come up with their own commands based on classroom or home routines.

Step 4: Closure/Recap

- Reflect on the activity by asking learners how they felt giving and following commands.
- Reinforce the importance of being polite and respectful when giving instructions.
- Praise the learners and find out if they liked the activities.
- Encourage learners to practise listening to and giving commands at home with family members to strengthen their understanding and confidence.

Suggested teaching and learning materials/Resources

Pictures, charts, posters, picture flash cards, storybooks, picture books, puppets, hanging mobiles of picture commands, videos, audios, other visual aids

Expected standard

Commands listened and responded to accordingly.

Assessment Activities

1. **Demonstrations:** Observe learners as they respond to commands during practise and production stages.
2. **Presentations:** Have learners give commands to their peers and assess clarity and correctness.
3. **Question and Answer:** Ask learners to explain the meaning of commands and describe how to perform them.

Sub-Topic: 0.1.2.3 Permission

Introduction

This sub-topic focuses on equipping learners with the ability to ask for and give permission appropriately. Learners will practise polite expressions and responses when seeking and granting permission in various contexts. These skills are essential for fostering respect, developing good manners, and promoting effective communication in both school and home environments.

Specific Competence(s) - Learners to:

0.1.2.3.1 Use appropriate language when asking and giving permission.

Key Vocabulary

Permission, may, can, yes, no, please, thank you.

Learning Activities

Activity 1a: Asking for Permission e.g. "Please teacher may/can I ...?"

Step 1: Present

- Introduce the structure, "May I...?" and "Can I...?" as polite ways to ask for permission.
- Demonstrate examples:
 - "May I go to the toilet?"
 - "Can I borrow your pencil?"
- Explain various scenarios where permission might be needed.

Step 2: Practice

- Conduct a learner-based whole class activity expressing phrases like:
 - "May I...?"
 - "Can I...?"
- Pair learners to practise asking for permission in dialogues:
 - Learner 1: "May I use your book?"
 - Learner 2: "Yes, you may."
- Rotate pairs to ensure everyone participates.

Step 3: Produce

- Guide a role-play scenario where learners must ask for permission, such as borrowing items, leaving the room, or using classroom materials.
- Encourage groups to perform their dialogues for the class.

Step 4: Closure/Recap

- Summarise the lesson by asking learners to practise asking for permission at home or in class.

Ask learners to sing a simple song or rhyme about asking for permission e.g. "Please may I borrow, please May I try?"

Activity 1b: Giving Permission

Step 1: Present

- Introduce the structure, "Yes, you may..." as a polite way to give permission.
- Provide examples:
 - "Yes, you may use my pencil."
 - "Yes, you can sit here."

Step 2: Practice

- Conduct an activity which requires response such as, "Yes, you may..."
- Pair learners and ask them to practise giving permission in response to various scenarios.
 - Learner 1: "May I use your rubber?"

- Learner 2: "Yes, you may."
- Learner 1: "May I use your crayon?"
- Learner 2: "Sorry, I am using it."

Step 3: Produce

- Make small groups to role-play situations where one learner asks for permission, and another gives permission.
- Allow groups to perform their scenarios where appropriate use of language will be demonstrated.

Step 4: Closure/Recap

- Summarise the importance of using polite phrases when giving permission.
- Applaud learners for practising the vocabulary on permission effectively.

Activity 1c: Responding to permission granted

Step 1: Present

- Introduce the structure, "Thank you!" as a polite response when permission is granted.
- Demonstrate a dialogue:
 - Learner 1: "May I borrow your book?"
 - Learner 2: "Yes, you may."
 - Learner 1: "Thank you!"

Step 2: Practice

- Conduct an activity which requires response such as, "Thank you!"
- Pair learners to practise full dialogues including asking, giving permission, and responding:
 - Learner 1: "May I sit here?"
 - Learner 2: "Yes, you may."
 - Learner 1: "Thank you!"

Step 3: Produce

- Assign groups to make their own scenarios involving asking, granting permission, and responding.
- Let groups perform their scenarios in front of the class.

Step 4: Closure/Recap

- Recap the lesson by emphasising the importance of politeness in conversations.
- Thank the learners for participating fully.
- Encourage learners to practise using polite phrases for asking and giving permission at home and in school. Highlight the importance of respect and politeness in communication.

Suggested teaching and learning materials/Resources

Puppets, ball, posters, picture flash cards, storybooks, picture books, dolls, models

Expected standard

Language for asking and giving permission used appropriately

Assessment Activities:

- **Demonstrations:** Learners ask and give permission in role-play activities.
- **Question and Answer:** Learners respond to prompts like “How do you ask for permission to leave the room?”
- **Presentations:** Groups perform permission-related dialogues for the class.

Sub-Topic: 0.1.2.4 Likes and Dislikes

Introduction

This sub-topic focuses on equipping learners with the ability to express their likes and dislikes in simple sentences. Learners will explore vocabulary related to common preferences, such as favorite foods, colors, activities, and toys. Expressing likes and dislikes is a critical communication skill that helps learners share their thoughts and preferences with others, fostering self-expression and social interaction.

Specific Competence(s) - Learners to:

0.1.2.4.1 Talk about likes and dislikes

Key Vocabulary

Like, dislike, enjoy, do not

Learning Activities

Activity 1a: Talking About Likes

Step 1: Present

- Introduce the structure, “I like...” and explain its meaning.
- Provide examples of things people might like, such as foods, colors, and activities.
- Demonstrate sentences such as:
 - “I like apples.”
 - “I like playing football.”

Step 2: Practice

- Conduct a learner based whole-class activity where learners use the structure, “I like...” with various examples.
- Display flash cards of different objects and real objects which they can like.
- Pair learners to practise the structure, “I like...” using flash cards or real objects.
 - Learner 1: “I like bananas.”
 - Learner 2: “I like swimming.”

Step 3: Produce

- In small groups, ask learners to construct and share their own sentences about things they like.

- Rotate groups to ensure everyone gets a chance to practise.

Step 4: Closure/Recap

- Summarise by asking learners to name one thing they like.
- Sing a song about favorite things e.g. "These Are a Few of My Favorite Things."

Activity 1b: Talking about dislikes

Step 1: Present

- Introduce the structure, "I do not like..." and explain its meaning.
- Provide examples of things people might not like, such as certain foods or activities.
- Demonstrate sentences such as:
 - "I do not like dirt."
 - "I do not like fighting."

Step 2: Practice

- Conduct a whole class learner-based activity using "I do not like..." structure with various examples.
- Display flash cards of different objects and real objects which they may not like.
- Pair learners to practise the structure, "I do not like..." using e.g. flashcards or real objects.
 - Learner 1: "I do not like..."
 - Learner 2: "I do not like ..."

Step 3: Produce

- Ask learners to construct and share their own sentences about things they do not like in pairs or small groups.
- Rotate groups to ensure everyone gets a chance to practise.

Step 4: Closure/Recap

- Summarise by asking learners to name one thing they do not like.
- Play a game where learners practise using the structure "I like" or "I do not like."
- Appreciate learners for active participation.

Activity 1c: Role-Playing talking about likes and dislikes

Step 1: Present

- Model a simple conversation about likes and dislikes using a puppet. For example:
 - Teacher: "I like apples. What do you like?"
 - Puppet: "I like oranges. I do not like apples."

Step 2: Practice

- Pair learners and ask them to role-play conversations about their likes and dislikes using sentence prompts.

Step 3: Produce

- Let learners role-play to the class expressing their likes and dislikes using the appropriate structure.
- Encourage them to use both “I like...” and “I do not like...” structures in their dialogues.

Step 4: Closure

- Summarise the activity by asking learners to share one thing they learned about their partner's preferences.
- Praise for full participation and encourage them to practise these phrases at home with family members or friends, helping to reinforce vocabulary and build confidence in expressing their preferences.

Suggested teaching and learning materials/Resources

Puppets, ball, posters, picture flash cards, storybooks, picture books, real objects, dolls, models

Expected standard

Likes and dislikes expressed accordingly

Assessment Activities

- **Oral Language Assessment:**
- **Demonstrations:** Learners will share what they like and do not like in front of the class.
- **Question and Answer:** Ask learners to respond to prompts such as, “What do you like to eat?”
- **Role-Playing:** Evaluate learners' ability to engage in a conversation about likes and dislikes.

UNIT 3

TOPIC: 0.1.3 STORIES

OVERVIEW

This topic focuses on helping learners develop their ability to listen to and comprehend stories. The topic includes; simple and picture stories. Learners will explore the structure of stories (beginning, middle, and end) and practise responding to simple questions about them. They will also engage in role-playing to reinforce their understanding of the story's key areas. These activities enhance listening skills, critical thinking and creativity.

General competence(s)

Analytical Thinking - Learners will observe details, recognise patterns and make connections within a story.

Critical Thinking - Learners will evaluate information, ask questions, and draw conclusions based on a story's events.

Collaboration - Learners will work with others to understand, retell or create a story.

Emotional Intelligence - Learners will understand and express emotions based on characters' experiences in a story.

Communication - Learners will have the ability to express ideas clearly and understand a story's message through spoken or written language.

Problem Solving - Will have the ability to identify conflicts or challenges in a story and think of possible solutions.

Creativity and Innovation - Learners will be able to imagine new storylines, characters or endings based on a picture or simple story.

Sub-Topic 1: 0.1.3.1 Simple Stories

Introduction

This sub-topic focuses on developing learners' ability to listen to and understand simple stories. Learners will identify the main events and characters in a story, recognising the beginning, middle, and end, and answer simple questions about the story.

Specific Competence(s) - Learners to:

0.1.3.1.1 Listen and respond to simple stories.

Key Vocabulary

Story, characters, beginning, middle, end, listening, responding, role-play, events, setting

Learning Activities

Activity 1a: Listening to simple stories

Step 1: Present

- Introduce a short simple story appropriate for learners. For example, "The Lion and the Mouse."
- Show visuals e.g. storybook pages, videos, pictures or puppets to engage learners and explain key vocabulary before reading.

Step 2: Practice

- Read the story aloud with expression, pausing at key points to check learners' understanding.
- Ask learners to predict what might happen next at different points in the story.

Step 3: Produce

- Ask learners to retell the story in their own words, either individually or in small groups.
- Use prompts like: "What happened at the beginning of the story?" or "What did the particular character do in the story?"

Step 4: Closure/Recap

- Summarise the story together with the class, emphasising the main events and moral of the story.

Activity 1b: Responding to Simple Questions

Step 1: Present

- Tell the learners that you will read the story again. Encourage them to listen attentively because they will answer simple questions about the story.
- Read the story that was read in activity **1a**.
- Formulate a sample question and its expected response using wh- questions (Who, where,

how...) e.g. who helped...? It was ...

- Model a question-and-answer session using a puppet.

Step 2: Practice

- Ask the class questions about the story, such as:
 - "Who are the characters?"
 - "Where did the story take place?"
 - "What happened in the middle of the story?"
- Encourage learners to answer orally, using complete sentences.

Step 3: Produce

- Divide learners into pairs or small groups to ask and answer questions about the story with their peers.
- Provide picture cards as prompts for groups that need support.

Step 4: Closure/Recap

- Revise key questions and answers as a class.
- Praise learners for their efforts in answering.

Specific Competence(s) - Learners to:

0.1.3.1.2 Re-tell simple stories.

Learning Activities

Activity 1a: Re-telling of Simple Stories

Step 1: Present

- Introduce a short simple story to the learners.
- Use visual aids like pictures or story cards to illustrate key parts of the story.
- Read the story aloud, emphasising clear pronunciation and expressions.

Step 2: Practice

- Discuss the story with the learners, focusing on the key elements: characters, setting, beginning, middle and end.
- Encourage learners to repeat key phrases or sentences from the story as a group.

Step 3: Produce

- Ask learners to work in pairs or small groups to re-tell the story in their own words.
- Rotate among the groups, providing guidance and feedback as needed.
- Ask a few pairs to re-tell the story to the class.

Step 4: Closure/Recap

- Emphasise on the weak area noticed during the production stage.
- Applaud their efforts and summarise the main points of the story.

Activity 1b: Answering questions based on re-told stories

Step 1: Present

- Recap the story with the learners, using visual aids to remind them of key events.
- Introduce basic questions related to the story, such as:
 - "Who are the characters in the story?"
 - "Where did the story take place?"
 - "What happened at the beginning of the story?"

Step 2: Practice

- Ask learners to answer the questions as a class, calling on individuals to respond.
- Encourage learners to use full sentences in their answers.

Step 3: Produce

- Pair learners and ask them to take turns asking and answering questions about the story.
- Provide feedback and encourage learners to ask their own questions about the story.

Step 4: Closure/Recap

- Revise the key areas of the story and the questions discussed.
- Encourage learners to share the story and the questions with their family members at home.

Activity 1c: Role-playing a simple story**Step 1: Present**

- Explain that learners will act out the story they listened to.
- Assign roles e.g. lion, mouse, narrator.
- Demonstrate how to act out a small part of the story using expressions and gestures.

Step 2: Practice

- Allow groups to role-play their assigned parts.
- Provide simple props or visuals to support their performance.

Step 3: Produce

- Ask each group to role-play in front of the class.
- Encourage learners to use expressions and gestures to make the story lively.

Step 4: Closure/Recap

- Discuss the performances as a class. Highlight what learners did well and areas for improvement.
- Encourage learners to share stories with their families at home and practise retelling them.

Suggested Teaching and Learning Material/Resources

Puppets, ball, posters, picture flash cards, storybooks, picture books, real objects, dolls, models,

Expected standard

Simple stories listened and responded to correctly

Assessment Activities

- **Listening Assessment:** Observe learners' attentiveness and engagement during story reading.
- **Question and Answer:** Ask learners to answer questions about the story orally.
- **Performance Assessment:** Evaluate learners' participation and creativity in role-playing.

Sub-Topic: 0.1.3.2 Picture Stories

Introduction

This sub-topic focuses on helping learners interpret and narrate stories based on visual aids. By observing and describing picture stories, learners will develop critical thinking, vocabulary, and the ability to organise their thoughts logically.

Specific Competence(s) - Learners to:

0.1.3.2.1 Interpret picture stories.

Key Vocabulary

Picture, story, characters, setting, order

Learning Activities

Activity 1a: Describing Pictures of Stories

Step 1: Present

- Display a picture story e.g. images showing learners playing, helping at home or visiting a market.
- Introduce the concept of identifying characters, actions and settings in a picture.
- Use questions to guide learners in describing the picture e.g. "What do you see in the picture?" or "What is happening here?"

Step 2: Practice

- Conduct a learner-based whole class discussion to describe the details in the picture story.
- Pair learners to discuss and describe what they see in the pictures using simple sentences.
- Encourage learners to focus on the order of events shown in the pictures.

Step 3: Produce

- Divide learners into small groups and provide each group with a picture story.
- Ask each group to describe their picture story and share their observations with the class.

Step 4: Closure/Recap

- Summarise the activity by highlighting the key points of describing a picture story e.g. identifying characters, setting, and actions.
- Provide feedback on the vocabulary and order of descriptions.
- Thank and encourage learners to describe picture stories at home with their families.

Activity 1b: Telling stories based on pictures

Step 1: Present

- Show learners a picture story and explain how pictures can be used to create a story.
- Provide an example by telling a short story based on the pictures, emphasising the beginning, middle and end.

Step 2: Practice

- Pair learners and provide each pair with a set of pictures.
- Ask them to discuss and decide on a story they can tell based on the pictures.
- Guide them to organise their story with a clear structure: begin, middle and end.

Step 3: Produce

- Ask each pair to present their story to the class, narrating what is happening in the pictures.
- Provide constructive feedback, focusing on clarity, creativity and vocabulary.

Step 4: Closure/Recap

- Recap the key elements of a story (characters, setting, order, and conclusion).
- Encourage learners to create their own picture stories at home.

Activity 1c: Make Picture Stories

Step 1: Present

- Provide learners with blank sheets of paper and colouring materials.
- Show examples of simple picture stories created by other learners.

Step 2: Practice

- Guide learners to draw the order of three or four pictures that tell a story e.g. a learner planting a tree, a family preparing food, etc.
- Assist them in labeling the pictures with simple words or phrases.

Step 3: Produce

- Ask learners to exchange their picture stories with a partner.
- Each learner will interpret and narrate the story based on their partner's pictures.

Step 4: Closure

- Display the picture stories in the classroom and allow learners to walk around and observe others' work.
- Appreciate learners for their creativity and encourage learners to keep creating stories.
- Encourage learners to practise describing and narrating picture stories with family members, reinforcing their storytelling and vocabulary skills.

Suggested teaching and learning materials/Resources

Picture stories, posters, setting cards, picture flash cards, storybooks, picture books, puppets, models, picture strips ...

Expected standard

Stories based on pictures told correctly

Assessment Activities

Oral Language Assessment:

- **Demonstrations:** Learners describe and interpret picture stories in front of the class.
- **Presentations:** Learners narrate their stories based on the pictures provided.
- **Question and Answer:** Teachers ask questions about the picture stories, and learners respond appropriately.

Summary

Recap

- Picture stories involve characters, settings, and sequences of events.
- Learners describe what they see in pictures and use their imagination to tell stories.
- Practice makes learners more confident and creative storytellers.

UNIT 1

Topic: 0.1.9 VISUAL DISCRIMINATION

Overview: In early Childhood education, developing visual discrimination skills is vital for recognising, comparing, and distinguishing shapes, colours, patterns, and sizes. This developmental milestone is critical because visual discrimination lays the foundation for future learning tasks, such as reading, writing and mathematics. For example, distinguishing between letters like “b” and “d” or recognising shapes and patterns in their surroundings are key abilities that depend on visual discrimination. This topic covers the following sub-topics: book handling, left to right eye movement and identification.

General Competence(s):

Learners will develop:

Analytical Thinking - The ability to observe and compare visual elements, identifying patterns and differences to make informed judgments.

Critical Thinking - The ability to evaluate visual information and make reasoned decisions about what is important or relevant.

Collaboration - The ability to work with others to observe, compare and discuss visual elements in shared activities.

Emotional Intelligence - The ability to understand and recognise emotional expressions or tones in visual stimuli and respond empathetically.

Communication - The ability to clearly express observations or thoughts about visual elements through words or gestures.

Problem Solving - The ability to use visual clues to solve problems or challenges by comparing and contrasting elements.

Creativity and Innovation - The ability to use visual information in new and imaginative ways to create or design.

Key Vocabulary:

Visual discrimination, shape, size, colour, book, cover, pages, objects, match, differentiate, handle

Sub-Topic: 0.1.9.1 Book Handling

Introduction

This sub-topic focuses on teaching learners the proper way to handle books. Proper book handling is an essential skill that encourages learners to take care of their learning materials, which is crucial for maintaining books and using them efficiently. Through this lesson, learners will understand the importance of handling books with care, turning pages properly, and using books as a tool for learning.

Specific Competence(s) - Learners to:

0.1.9.1.1 Demonstrate correct book handling habits.

Learning Activities: Book handling

Activity 1: Correct book handling habits.

Step 1: Present

- Introduce the concept of book handling.
- Explain why books should be kept away from water and food.
- Show learners how to hold a book properly e.g. using both hands, avoiding bending pages, chewing of paper and tearing of pages.
- Demonstrate placing a book gently on a desk.

Step 2: Practice

- Conduct a whole class role-playing activity on correct handling of books.
- Pair learners and ask them to practise holding and opening books correctly.
- Rotate pairs to ensure every learner gets to practise.

Step 3: Produce

Divide learners into small groups.

Ask each group to demonstrate good book-handling habits in front of the class.

Provide feedback and reinforce positive habits.

Step 4: Closure/Recap

- Summarise the importance of book handling.
- Ask learners to repeat a short rhyme or song about taking care of books.

Suggested teaching and learning materials

Books, picture cards, ...

Activity 2: Correct book handling

Step 1: Present

- Show the learners a book and explain its parts e.g. front cover, back cover, pages, etc.
- Demonstrate how to hold a book correctly e.g. using both hands, with the cover facing them.
- Demonstrate how to open a book carefully without tearing the pages.
- Explain that books are special and should be handled carefully to prevent damage.

Step 2: Practice

- Provide each learner with a book and ask them to hold it correctly, with the cover facing them.
- Demonstrate how to turn the pages gently, one at a time, without tearing them.
- Have learners practise holding books correctly.
- Encourage them to open and close the books gently.
- Walk around and provide guidance as needed, reinforcing proper book handling.

Step 3: Produce

- Organise learners into small groups and give each group a set of books.
- Ask them to take turns demonstrating correct book handling e.g. holding, turning pages, to their peers.
- Have each group perform their demonstration in front of the class.
- Provide feedback and praise their efforts.
- Ask learners to work in pairs to demonstrate proper book handling in front of the class.
- Provide feedback and correct any mistakes during the demonstration.
- Allow other learners to ask questions or offer suggestions on proper book handling.
- Provide feedback and praise their efforts.

Step 4: Closure/Recap

- Recap the correct way to handle books: hold them with both hands, keep the cover facing forward, and turn pages carefully.
- Ask learners to repeat the correct way of holding and turning pages.
- Reinforce the importance of caring for books to ensure they remain in good condition for everyone to use.

Expected standard: Book handling demonstrated correctly

Assessment Activities:

✓ **Oral Language Assessment:** Observing the learners as they demonstrate book handling in small groups.

✓ **and Answer:** Ask learners to explain how they would handle a book properly.

✓ **Demonstrations:** Assess the learners' ability to follow instructions and handle the books appropriately during the activities.

Activity 3: Storing books properly

Step 1: Present

- Introduce learners to proper ways of storing books.
- Show pictures or real examples of well-arranged bookshelves.
- Demonstrate how to neatly pile books and return them to the shelf.
- Explain that proper storage help keep books safe and easier to find.

Step 2: Practice

- Set up a small library area in the classroom and ask learners to practise storing books properly.
- Show learners how to place books neatly on a shelf or in a designated area.
- Rotate groups to ensure every learner has a chance to participate.

Step 3: Produce

- Have small groups do a short role-play on proper book storage.
- Let groups present their role-play to the class.
- Provide feedback and reinforce the importance of keeping books organised.
- Assign learners to tidy up the classroom library area, ensuring all books are stored correctly.
- Encourage teamwork and responsibility during the activity and thereafter.

Step 4: Closure/Recap

- Ask learners why book storage is important.
- Encourage them to share how they will store their books at home.
- Emphasise on the correct way and importance of packing books correctly.
- Praise all the learners for participating fully.
- Encourage them to practise packing the books in class and at home.

Suggested teaching and learning materials

Books, shelves, picture cards, posters

Expected standard:

- Book handling demonstrated correctly.

Assessment Activities:

- **Oral Language Assessment:** Observing the learners as they demonstrate book handling in small groups.
- **Question and Answer:** Ask learners to explain how they would handle a book properly.
- **Demonstrations:** Assess the learners' ability to follow instructions and handle the books appropriately during the activities.

Sub-Topic: 0.1.9.2 Left to Right Eye Movement

Introduction

In the development of visual discrimination, it is important for young learners to recognise how their eyes move to help them process visual information. Learning to track objects and texts from left to right is an essential pre-reading skill, as it forms the basis for reading and writing directionality. By practising left-to-right eye movement, learners enhance their ability to follow text directionality, preparing them for future literacy tasks.

Key Vocabulary:

Visual discrimination, left, right, eye movement, direction, observe, left to right, match, compare, movement, direction, eye, pattern, object, sequence

Specific Competence(s) - Learners to:

0.1.9.2.1 Practice left to right eye movement.

Learners' Activities: Ordering objects from left to right.

Activity 1a: Identifying Left and Right

Step 1: Present

- Introduce the concepts of "left" and "right" using visual aids such as arrows or hand movements.
- Walk from the left side to the right side in full view of the learners demonstrating left to right.
- Show a large image or poster with objects arranged from left to right.

Step 2: Practice

- Provide learners with visual lines e.g. dotted lines that they must track with their fingers, moving from left to right.
- Place objects on the left side and learners move them one by one to the right
- Guide their movement directionality using e.g. colourful posters or printed sheets.
- Conduct a simple game where learners point to their left or right based on verbal prompts.

Step 3: Produce

- Learners to arrange the objects in order, placing them starting from the left side to the right side.
- Use a game where learners "read" a sequence of images or symbols from left to right and describe what they see or ordering objects from left to right.
- Encourage group collaboration to complete the task.

Step 4: Closure/Recap

- Recap the importance of left-to-right eye movement in reading.
- Sing a short song or rhyme emphasising left and right movements.

Suggested teaching and learning materials

Books, bottle tops, sticks, stones, building blocks, wooden blocks, shapes, letter cards, picture cards, posters, shape cards, toys, upper- and lower-case letter cards

Activity 1b: Eye movement

Step 1: Present

- Show the learners a simple visual such as an arrow or line of pictures, and explain that when we look at things to read or see, our eyes move from left to right.
- Demonstrate the eye movement by using a finger or pointer to move across the page from left to right, explaining how we follow objects or words this way when reading.
- Emphasise that reading is done from left to right.

Step 2: Practice

- Provide the learners with a visual activity, such as following a line using a finger that starts on the left side of the page and ends on the right.
- Ask them to track the movement with their eyes as you move an object e.g. like a toy or pointer from left to right across a table or paper.
- Encourage the learners to practise following the object or line with their eyes, making sure they move smoothly across without looking away or jumping.

Step 3: Produce

- Learners practise moving their eyes across various materials, such as a row of objects, letters, or simple pictures, following the left-to-right direction.
- Learners to point to each object or image as they follow the left-to-right pattern with their eyes.
- Provide individual feedback, guiding them to make smooth and consistent eye movements.

Step 4: Closure

- Recap the importance of eye movement from left to right for reading.
- Encourage the learners to practise this skill in their everyday activities such as reading books or looking at pictures.
- Reinforce the connection between the movement of the eyes and the ability to read properly.

Suggested teaching and learning materials

Books, bottle tops, sticks, stones, building blocks, wooden blocks, shapes, letter cards, picture cards, posters, shape cards, toys, upper and lower case letter cards

Expected standard:

Left to right eye movement demonstrated correctly

Assessment Activities:

- **Observe** learners' ability to follow left-to-right patterns during tracing or observation tasks.

- **Use oral questioning** to check understanding of "left" and "right."
- **Evaluate** learners' ability to describe objects or sequences from left to right.

Summary:

- **Recap:**
Explain the importance of moving eyes from left to right.
- Encourage practising this skill for future reading and writing.
- Help learners recognise that we start at the left side of the page and move across to the right, whether it's following objects or reading words.

Learning Activities: Left to Right Eye Movements

Activity 1a: Matching things from left to right

Step 1: Present

- Explain the concept of matching by pointing out pairs of similar items e.g. two red blocks, two triangles.
- Emphasise moving their eyes and hands from left to right as they match the items.

Step 2: Practice

- Play a game where learners match using e.g. cards, shapes, or objects moving from left to right e.g. running lotto.
- Demonstrate how to match the items by looking over from left to right.
- Allow learners to practise matching pairs by placing items in the correct position, starting from the left side and moving to the right side.
- Walk around to offer guidance, ensuring they are following the left-to-right movement.

Step 3: Produce

- Arrange the learners in pairs or small groups and provide them with matching activities, such as sorting coloured blocks into pairs or aligning matching picture cards.
- Ask each group to complete the matching task while emphasising left-to-right eye movement.
- Groups to demonstrate their matching results to the class, highlighting the correct left-to-right sequence.

Step 4: Closure/Recap

- Recap the concept of matching and the importance of moving the eyes from left to right.
- Reinforce the skill by encouraging learners to use it in other activities, such as reading or organising their materials.
- Praise their efforts and provide positive feedback for their participation.

Learners' Activities: Matching according to attributes

Activity 1b: Matching Shapes

Step 1: Present

- Introduce learners to different shapes e.g. circle, square, triangle.
- Show how to match shapes from left to right using a chart or poster.
- Demonstrate the process by pointing to shapes from left to right and matching them with identical shapes on another row.

Step 2: Practice

- Distribute worksheets with shapes arranged in rows.
- Learners to make lines as they match identical shapes from left to right using e.g. bottle tops, sticks, stones...
- Walk around and guide learners as they complete the activity.

Step 3: Produce

- Set up a game where learners match real objects e.g. building blocks, bottle tops with their corresponding pictures, moving from left to right.
- Have learners explain their matches to a partner or the teacher.

Step 4: Closure/Recap

- Emphasise the importance of moving the eyes from left to right for matching and reading.
- Praise learners for their effort and encourage them to practise matching at home.

Suggested teaching and learning materials/Resources

Books, shelves, bottle tops, sticks, stones, building blocks, wooden blocks, shapes, letter cards, picture cards, posters, shape cards, toys, newspapers, upper and lower case letter cards

Activity 1c: Matching Colours

Step 1: Present

- Introduce learners to different colours using coloured cards, objects etc.
- Demonstrate matching identical colours in a sequence from left to right.

Step 2: Practice

- Provide each learner with a set of coloured cards and ask them to match them with the correct colours on the colour chart, moving from left to right.
- Pair learners to practise matching colours, encouraging dialogue about the activity.

Step 3: Produce

- In a group activity learners form colour patterns such as red-blue-red on a board, floor or table, ensuring that they work from left to right.
- Each group to explain their pattern to the class and display them.

Step 4: Closure/Recap

- Recap the activity by asking learners to share their favourite colour matches.
- Reinforce the importance of left-to-right movement in matching and reading tasks.

- Appreciate the learners for their efforts.

Activity 1d: Matching Letters

Step 1: Present

- Model tracking the letters from left to right.
- Demonstrate matching letters from left to right using a finger.
- Demonstrate matching letters on a chart, moving from left to right.

Step 2: Practice

- Provide learners with letter cards and a matching board.
- Learners match letters moving from left to right.

Step 3: Produce

- Organise a group activity where learners arrange letter cards from left to right.
- Each group presents their arrangement to the class.

Step 4: Closure

- Do an activity emphasising left-to-right movement.
- Praise learners for their progress and encourage further practise at home.

Suggested teaching and learning materials

Books, shelves, bottle tops, sticks, stones, building blocks, wooden blocks, shapes, letter cards, picture cards, posters, shape cards, toys, newspapers, upper and lower case letter cards

Expected standard:

Left to right eye movement demonstrated correctly.

Assessment Activities:

- **Observe** learners during matching activities to assess their ability to follow left-to-right movement.
- **Conduct oral questioning** about the matching process e.g. asking learners to describe the matching process.
- **Demonstrations:** Use worksheets or matching games for learners to demonstrate their understanding.

Summary

- Explain and demonstrate the concept of matching.
- Practise matching pairs using left-to-right eye movement.
- Reinforce the importance of moving eyes from left to right as a pre-reading skill.
- Emphasise the role of visual discrimination in recognising and organising visual information.
- Practise matching tasks regularly to strengthen eye movement and focus.

CHAPTER 3: COMPONENT: PRE-WRITING

Topic: 0.1.11 HANDWRITING

Overview

Handwriting lessons will focus on developing essential pre-writing skills. These include eye-hand coordination, sitting posture, hand/finger manipulation, and writing tools grip. Through these lessons, learners will be exposed to various activities that enhance fine motor skills, proper grip techniques, and correct writing posture. This topic is crucial as it provides learners with foundational skills needed for effective and legible handwriting, ensuring confidence and ease in written communication.

General Competence(s):

Analytical Thinking - The ability to observe and evaluate the effectiveness of physical actions and movements. Analyses how adjusting their sitting posture or hand position affects their ability to draw or write more clearly and evaluate whether holding a crayon in a specific way improves their grip or drawing precision.

Critical Thinking - The ability to assess techniques, tools, and methods to improve physical actions and solve challenges.

Collaboration - The ability to work effectively with others to practice and improve motor skills like hand/finger manipulation or sitting posture.

Communication - The ability to explain or express physical challenges and solutions related to motor skills in words.

Problem Solving - The ability to identify and overcome obstacles related to fine motor skills or posture to improve performance.

Creativity and Innovation - The ability to adapt physical actions or methods to achieve better results or create new solutions.

Sub-Topic: 0.1.11.1 Eye-Hand Coordination

Introduction

This sub-topic focuses on developing learners' ability to coordinate their visual perception with hand movements. Activities will help strengthen the muscles needed for handwriting and enhance learners' ability to control writing instruments. Mastering eye-hand coordination is a crucial step in preparing young learners for fluent and legible handwriting.

Specific Competence(s) - Learners to:

0.1.11.1.1 Demonstrate simple eye-hand coordination skills through hands-on activities.

Key Vocabulary

Coordination, threading, cutting, tearing, fine motor skills, and control.

Learning Activities:

Activity 1a: Eye-Hand Coordination (Threading)

Step 1: Present

- Introduce the concept of threading as a way to develop fine motor skills.

- Show learners how to thread beads or pasta onto a string.
- Demonstrate threading with slow and clear movements.

Step 2: Practice

- Distribute materials such as strings and beads or pasta to learners.
- Guide learners to practise threading on their own.
- Pair learners and ask them to check each other's work and render help if needed.

Step 3: Produce

- Let learners make simple patterns while threading.
- Encourage learners to describe their patterns.
- Provide feedback and support where necessary.

Step 4: Closure/Recap

- Discuss the importance of threading in strengthening fingers for writing.
- Allow learners to display and discuss their work.
- Praise their work for motivation.

Activity 1b: Eye-Hand Coordination (Cutting with Scissors)

Step 1: Present

- Introduce the use of scissors for fine motor skill development.
- Demonstrate how to hold and use scissors safely.

Step 2: Practice

- Provide learners with paper and safety scissors.
- Guide them in cutting along straight and curved lines.

Step 3: Produce

- Learners cut out simple shapes.
- Encourage learners to describe their cut-out shapes.

Step 4: Closure/Recap

- Discuss how cutting helps with writing control.
- Display learners' cut-out shapes on a class board.

Activity 1c: Eye-Hand Coordination (Tearing Paper)

Step 1: Present

- Introduce tearing as a way to develop finger strength.
- Demonstrate tearing paper into small pieces or shapes.

Step 2: Practice

- Distribute colored paper to learners.

- Guide them to tear along given lines or create random pieces.

Step 3: Produce

- Learners arrange torn pieces into simple designs e.g. collage
- Encourage them to describe their designs.

Step 4: Closure/Recap

- Discuss how tearing strengthens fingers for holding pencils.
- Display learners' torn paper designs (collage) in the classroom.
- Ask learners to go round the classroom and appreciate their designs.
- Praise and encourage learners to practise these activities at home with their family members to strengthen their fine motor skills further.

Suggested teaching and learning materials

Threads, beads, scissors, strings, chair, table, mat, picture charts, play dough, papers, bottle tops, sand trays, small beads, writing tools, writing books, templates, charts, letter cards, picture puzzles

Expected standard:

Simple eye hand coordinating activities demonstrated correctly.

Assessment Activities:

- **Observations:** Learners' participation and performance in threading, cutting, and tearing activities.
- **Question and Answer:** Ask learners to describe their experiences with each activity.
- **Demonstrations:** Learners show their skills in front of the class.

Summary:

Recap:

- **Threading:** Improves precision and control.
- **Cutting:** Develops finger strength and dexterity.
- **Tearing:** Enhances hand muscle coordination.

Sub-Topic: 0.1.11.2 Sitting Posture

Introduction: Sitting properly helps learners write neatly and comfortably. Good posture keeps our back straight and feet in the right place. Good posture prevents tiredness and makes learning easier.

Specific Competence(s) - Learners to:

0.1.11.2.1 Demonstrate correct sitting posture

Key Vocabulary

Handwriting, posture, grip, coordination, pencil, fingers, writing tools.

Learning activities:

Activities1a: Correct and incorrect sitting postures

Step 1: Present

- Show a picture of a learner sitting correctly with feet flat on the floor, back straight, hands on the table.
- Demonstrate correct sitting posture on sitter e.g. Chair, desk...
- Demonstrate incorrect sitting postures on the e.g. Chair, desk...

Step 2: Practice

- Begin with a quick **stretching exercise** to reinforce good posture habits.
- Ask learners to sit correctly at their desks.
- Use a fun **“Check Your Posture” Song** where learners sing and check their position such as *“Feet flat, back straight, hands in place, now I’m ready to learn today!”*
- Ask learners to notice the difference and explain why good posture is important.
- Check and praise learners who have demonstrated correct sitting postures.

Step 3: Produce

- Demonstrate how to sit correctly: feet flat, back straight, hands on the table.
- Play a game where learners observe and correct each other's sitting posture e.g. “Posture Detective” game.
- In pairs learners practice sitting correctly while doing an activity e.g. Play the "Sit Like a leo, sit like jumbo" game where teacher calls out to sit like a leo and learners quickly sit with good posture. Sit like jumbo learner, learners quickly sit with bad posture.
- Learners to check each other's posture during the activity.

Step 4: Closure/Recap

- Show the learners a picture demonstrating correct and incorrect sitting posture.
- Ask learners to identify which learner looks ready to learn.
- Emphasise why sitting correctly helps with learning and comfort.
- Ask: "Why do we sit properly on a chair?"
- End with the "Sit Right" song. e.g. *"Feet flat, back straight, hands in place, That's the way to sit with grace!"*

Activities 1b: Mat/floor Sitting Posture

Step 1: Present

- Show pictures of correct and incorrect ways to sit on the floor.
- Demonstrate good posture: legs crossed, back straight, hands on lap.
- Show a picture of learners sitting quietly during a story.

Step 2: Practice

- Role-play a situation where one learner is sitting still and another is moving around. Learners to tell who is ready to listen.
- Play a game e.g. Freeze-and-Listen Game that will make learners act accordingly
 - The teacher starts telling a short story.

- When the teacher claps, learners must freeze in their sitting position.
- If they are sitting properly, they continue listening. If not, they adjust.

Step 3: Produce

- Learners sit on the floor while listening to a short story.
- Pair up learners and have them take turns telling short stories while their partner practises sitting still.
- Play games e.g. "Sit like a Butterfly" where teacher says, "Sit like a butterfly!" and then learners quickly cross their legs, place hands on their laps, and sit upright.

Step 4: Closure/Recap

- Re-emphasise why sitting properly on the floor is important.
- End with a fun stretching activity.
- Praise learners for their efforts and remind them to use this skill in class daily.

Activities 1c: Sitting for Writing and Listening

Step 1: Present

- Demonstrate both chair sitting and floor sitting postures.
- Show pictures and let learners tell what is correct or incorrect.

Step 2: Practice

- Practice a "Sit Right Challenge" where teacher calls out different situations e.g. "Sitting at a desk," "Sitting for story time."
- Learners quickly show the correct posture. Teacher gives stars/stickers/flowers to those who get it right.
- Guide learners to adjust their sitting position before starting a pretend drawing activity.

Step 3: Produce

- Learners take turns demonstrating proper sitting posture for different activities such as writing, reading, listening to a story.
- Pair learners and let them give feedback on each other's posture.
- Encourage self-correction: "Check your back! Check your hands!"

Step 4: Closure/Recap

- Ask learners to show how to sit when writing and when listening to a story
- End with a role play where learners act as a teacher and correct a pretend "slouching" classmate.

Suggested teaching and learning materials

Chair, table, mat, picture charts, writing tools, writing books, templates, charts, letter cards,

Expected standard:

Sitting posture demonstrated correctly

Assessment Activities:

Demonstrations:

- **Model and Imitate:** Show the correct sitting posture and ask the learner to copy it.

- **Sorting Activity:** Display images of correct and incorrect sitting postures and ask the learners to identify the correct one.
- **Observe** if learners sit upright during the lesson and if learners are maintaining good posture during activities.
- **Question and Answer:** Ask individual learners to demonstrate proper sitting posture before a story begins.
 - Direct Questions: Ask, “How should we sit properly?” or “Why is good sitting posture important?”
 - Follow-Up Questions: “What happens if we slouch?” or “Can you show me how you sit in class?”
- **Demonstration Talk:** Have the learner show and explain the correct way to sit.

Summary

- Good sitting posture helps with writing and learning.
- Sitting properly helps to reduce stress when writing.
- Sit properly to stay comfortable and ready to learn.
- Always sit like a star – feet flat, back straight, hands in place!
- Sitting correctly helps us draw and write neatly.
- Sitting still helps us listen and understand better.
- Keep your legs crossed, back straight, hands on lap.
- Sitting correctly on the floor helps us focus and feel comfortable.

Sub-Topic: 0.1.11.3 Hand/Finger Manipulation

Introduction

This sub-topic focuses on engaging learners in various finger and hand exercises to enhance their fine motor skills. Strengthening these muscles is crucial for improving handwriting ability and control. Through structured activities, learners will practice essential hand movements that will help them hold and maneuver a pencil correctly.

Specific Competence(s) - Learners to:

0.1.11.3.1 Practice finger and hand exercises

Key Vocabulary:

Hand, fingers, grip, movement, tracing, control, coordination.

Learning Activities:

Activity 1a: Pinching and Grasping Exercises

Step 1: Present

- Show different objects that require pinching and grasping, such as, small balls, beads....
- Explain how these exercises strengthen fingers for holding a pencil.

Step 2: Practice

- Give each learner small objects to pinch and grasp e.g. picking up beads with tweezers,

squeezing a stress ball.

- Pair learners to practise, ensuring correct grip and control.

Step 3: Produce

- Learners use their fingers to make different patterns or shapes with playdough.
- Encourage them to describe what they made and how they felt during the activity.

Step 4: Closure/Recap

- Revise how these exercises help with writing.
- Sing a simple finger movement song to reinforce learning.

Activity 1b: Tracing and Pre-Writing Movements

Step 1: Present

- Introduce tracing activities using large letters, lines, and shapes.
- Demonstrate proper pencil grip and controlled movement.

Step 2: Practice

- Demonstrate tracing large letters in the air
- Provide learners with worksheets to trace featuring dotted lines, curves, shapes etc.
- Pair learners and ask them to trace letters in the air before practising on paper.

Step 3: Produce

- Learners trace large letters in the air
- Learners use their fingers to trace letters e.g. on sand trays, textured surfaces etc.
- Encourage them to write their names in large, guided strokes using e.g. stones, sticks, bottle tops etc.

Step 4: Closure/Recap

- Ask learners to share one thing they enjoyed about tracing.
- Reinforce correct pencil grip through a short demonstration.
- Encourage learners to practise hand and finger exercises daily to strengthen their writing skills.
- Remind them that proper hand movement and grip are essential for neat handwriting.
- Appreciate them for their full participation.

Suggested teaching and learning materials

Threads, beads, scissors, strings, chair, table, mat, picture charts, play dough, papers, bottle tops, sand trays, small beads, writing tools, writing books, templates, charts, letter cards, picture puzzles

Expected standard:

Finger and hand exercises practised correctly.

Assessment Activities:

- **Observations:** Monitor learners' participation in exercises.

- **Demonstrations:** Ask learners to show a finger exercise they learned.
- **Question and Answer:** Discuss why hand and finger exercises are important for writing.
- **Evaluate:** Learners' ability to trace lines and shapes accurately.

Summary:

Recap:

- Finger stretching helps strengthen hand muscles.
- Pinching and grasping improve control for holding a pencil.
- Tracing and pre-writing movements prepare learners for letter formation.

Sub-Topic: 0.1.11.4 Pencil Grip

Introduction: This sub-topic focuses on equipping learners with the ability to hold writing tools using the tripod grip. Learners will explore and practice the correct way to grip a pencil, crayon, or marker, which is essential for effective and comfortable handwriting. Developing a proper writing grip ensures control, reduces strain, and enhances overall writing efficiency.

Specific Competence(s) - Learners to:

0.1.11.4.1. Hold pencil using the tripod grip.

Learning Activities:

Activity 1: Demonstrating how to hold writing tools correctly.

Activity 1a: Identifying and Handling Writing Tools

Step 1: Present

- Introduce different writing tools e.g. pencils, crayons, markers, chalk etc.
- Show and describe the function of each writing tool.
- Demonstrate how to hold each tool properly.

Step 2: Practice

- Allow learners to hold and explore different writing tools.
- Conduct a whole class learner-based activity to discuss the names and functions of each tool.
- Pair learners to discuss and identify different writing tools.

Step 3: Produce

- Learners try out holding different writing tools.
- Provide feedback and guide learners on proper handling of writing tools.

Step 4: Closure/Recap

- Summarise the importance of correct handling of writing tools.
- Learners to name one writing tool they used in the activity.

Activity 1b: Holding a Pencil Using the Tripod Grip

Step 1: Present

- Introduce the tripod grip (thumb, index, and middle finger grip).

- Demonstrate how to hold a pencil using the tripod grip.
- Show examples of incorrect and correct grips.

Step 2: Practice

- Conduct a whole class demonstration of holding a writing tool using the tripod grip.
- Pair learners and guide them in holding their pencils correctly.
- Allow learners to adjust their grip with teacher guidance.

Step 3: Produce

- Learners practise writing simple strokes or patterns.
- Observe learners' grip and provide corrective feedback.

Step 4: Closure/Recap

- Summarise the importance of the tripod grip.
- Ask learners to demonstrate their grip to a partner.

Activity 1c: Practising Holding a Writing Tool

Step 1: Present

- Reinforce the importance of a proper writing grip.
- Show a picture of a drawn hand holding a writing tool or images of learners holding writing tools correctly.

Step 2: Practice

- Provide learners with writing tools and let them practise holding them.
- Engage learners in guided tracing activities using the correct grip.

Step 3: Produce

- Allow learners to practise freehand drawing using the correct grip.
- Observe and provide feedback on grip technique.

Step 4: Closure/Recap

- Ask learners to share their experience of holding the writing tool.
- Encourage continuous practise at home.
- Encourage learners to practise holding their writing tools correctly in class and at home.
- Reinforce the importance of using the tripod grip for ease and control in handwriting.
- Appreciate and praise learners for their endurance or and persistence.

Suggested teaching and learning materials/Resources

Chair, table, picture charts, writing tools, writing books

Expected standard:

Writing tools held using the tripod grip accordingly.

Assessment Activities:

Oral and Practical Assessment:

- **Demonstrations:** Learners will show how they hold their writing tools.
- **Question and Answer:** Ask learners to describe the tripod grip.
- **Observations:** Check if learners are holding writing tools correctly during activities.

Summary:

Recap:

- Writing tools: Pencils, crayons, markers, and chalk.
- Proper grip: Tripod grip using thumb, index, and middle finger.
- Practising correct grip ensures better handwriting and comfort.

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