



Republic of Zambia
MINISTRY OF EDUCATION
EARLY CHILDHOOD EDUCATION

PRE- LITERACY IN ENGLISH LANGUAGE

TEACHING MODULE

3-4 years - TERM 2



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VISION

Quality, lifelong education for all, which is accessible, inclusive and relevant to individual, national and global needs and value systems

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: Curriculum Development Specialist, CDC, Lusaka

Brian Chewes: ECE Lecturer, Malcom Moffat College Education, Serenje

Agness Mushipi :Class Teacher, Ishuko Primary School, Kitwe

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

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

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

Phiri Misheck: Class Teacher, Chadiza Primary, Chadiza

CO-ORDINATORS

Petronella Malunginsa Samutete

Assistant Director - Directorate of Curriculum Development, Lusaka.

Exildah Sangweni

Research & Evaluation - Directorate of Curriculum Development, Lusaka.

PREFACE

The Early Childhood Education Teaching Module for ECE has been designed in line with the Competence Based Education CBC principles which seek to link education to real life experiences. The content is linked to the 2023 Zambia Educational Curriculum Framework in order to make learning more meaningful and responsive to individual, national and global needs.

This module aims to support Early Childhood Education teachers to implement the Competence Based Curriculum in the absence of approved text books. The material, therefore, reflects the Ministry of Education's unwavering commitment to the implementation of the CBC, and ultimately the provision of quality education. Teachers at ECE are expected to use this material as a primary teaching tool; however, they are encouraged to supplement this module with other academic resources, 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.



Kelvin Mambwe (PhD)
Permanent Secretary-Educational Services
MINISTRY OF EDUCATION

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The **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

MINISTRY OF EDUCATION

INTRODUCTION

This module reflects the Ministry's unwavering commitment to the implementation of the curriculum. It provides structured guidance, suggested activities, and formative assessments that align with a competence-based curriculum; a competence-based curriculum is one that aims at developing the skills, values and knowledge of learners with focus on their knowledge, abilities, skills, values and potentialities. The content (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 translanguaging 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 serves 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 2. 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. Therefore, 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 strategy; that is Present, Practise, and Produce. 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. The educators are also 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.

LISTENING AND SPEAKING

UNIT: 1

TOPIC: 0.1.4 Description

Overview

This topic is on describing objects, tasks and everyday activities. Learners will investigate a range of descriptive terms and expressions that assist them in effectively communicating about various items and actions in their surroundings. The lessons are designed to improve learners' skills in observing, recognising and detailing objects according to their characteristics such as size, shape, texture and colour. This will boost their vocabulary, enhance their communication abilities and increase their confidence in articulating their thoughts clearly.

General Competence(s):

- **Communication** - Using simple words and short sentences to describe familiar objects and activities
- **Critical thinking** - Identifying similarities and differences between objects
- **Creativity and innovation** - Using imaginative language to describe objects in new ways for instance, "The cloud looks like a rabbit"
- **Collaboration** - Participating in group activities that involve describing objects and tasks e.g. sorting objects together.

Sub-Topic: 0.1.4.1 Describing Things

This sub-topic will enable learners to describe items based on their characteristics. Learners will engage in exercises involving descriptive language to distinguish and categorise objects by their size, shape, texture, colour and other qualities. Grasping the art of description is vital for successful communication and establishes a solid base for language growth.

Specific Competence: Learners to:

0.1.4.1.1 Describe things according to their attributes.

Key Vocabulary

Size: big, small, tall, short, long, tiny.

Color: red, blue, yellow.

Shape: round, square, rectangular, oval.

Texture: rough, smooth, soft, hard.

Learning Activities:**Activity 1a:****Step 1: Present**

- Show learners various objects and tell them the colours of those objects such as yellow bottle tops, blue cup...
- Engage learners in a discussion on naming the colours of objects.
- Introduce the structure to practise describing objects, “What colour is the...,” “The ... is...”
 - “What colour is the cup?”
 - “The cup is blue.”

Step 2: Practise

- Demonstrate sorting objects according to their colours.
- Ask learners to sort objects based on their colours.
- Conduct a group activity where learners describe colours of objects to their peers using the demonstrated structure.
 - “What colour is the book?”
 - “The book is red.”

Step 3: Produce

- Learners describe objects in their surroundings using the learned vocabulary.
- Learners present their descriptions to their peers.

Step 4: Closure/Recap:

- Recap descriptive words for colour.
- Ask learners to describe objects in the classroom using the vocabulary learned.
- Encourage learners to practise describing things at home.
- Praise learners for their active participation.

**Activity 1b: Describing Objects According to Size****Step 1: Present**

- Display different objects of various sizes.
- Explain the differences in size of the objects displayed.
- Discuss comparative size terms e.g. big, small, tall, long...
- Describe the objects using the structure: This is a ... The ... is...
 - “This is a ball.”
 - “The ball is big.”

Step 2: Practise

- Pair learners and ask them to describe objects using the structure: This is a ... The ... is...
 - “This is a pencil.”
 - “The pencil is long.”

- In pairs, learners use real objects or pictures to reinforce learning size related vocabulary by using the above structure.

Step 3: Produce

- Learners describe objects of different sizes in a sentence or short paragraph.
- Conduct an interactive activity where learners identify and describe objects in the classroom.

Step 4: Closure/Recap:

- Discuss descriptive words for size.
- Ask learners to describe an object in the classroom using the vocabulary learned.
- Encourage learners to practise describing things at home.
- Praise the learners for their active involvement in the lesson.

**Activity 1c: Describing objects according to shape.****Step 1: Present**

- Introduce shapes using visual aids such as picture cards or real objects.
- Show and name shapes of different items such as, round, rectangle, square, triangle.
- Introduce the structure: “What shape is this?”, It is ...
 - “What shape is the ball?”
 - “It is round.”

Step 2: Practise

- Ask learners to match objects to descriptive words of shapes using the above structure.
 - “What shape is the box?”
 - “It is rectangle, square...”
- In pairs, have them describe objects based on basic shapes.

Step 3: Produce

- Learners describe objects using basic shapes in complete sentences.
- Conduct a fun guessing game where learners describe an object, and others guess it.

Step 4: Closure/Recap:

- Discuss descriptive words for size, shape and color.
- Ask learners to describe an object in the classroom using the vocabulary learned.
- Encourage learners to practise describing things at home.
- Praise learners for actively participating in the lesson.

Suggested Learning and Teaching Materials/Resources

Real objects e.g. toys, books, balls. Flashcards with pictures, pictures of objects in different sizes, shapes and colours, posters of pictures illustrating descriptive words

Expected standard:

- Learners correctly describe things according to their attributes.

**Assessment Activities:**

- **Oral demonstrations:** Object descriptions
- **Pair and group presentations:** Objects according to shape
- **Question and answer:** Describing objects according to shape
- **Observation:** Learners' participation and use of descriptive vocabulary

Sub-topic: 0.1.4.2 Chores

Household chores are the routine tasks and responsibilities involved in maintaining a clean environment. This sub-topic will help learners to discuss various household chores. Learners will engage in using descriptive language to explain different tasks around the home, the importance of the chores and the ways by which these chores are carried out. This will aid learners in expanding their vocabulary and enhancing their capability to communicate clearly about home responsibilities.

Specific competence: Learners to:

0.1.4.2.1 Describe home chores.

Key vocabulary

Chores: sweeping, washing, cooking, cleaning, mopping, dusting.

Tools: broom, mop, soap, bucket, sponge, clothe, tidy up.

Process: First, then, last, finally

Learning activities:**Activity 1a:** Describing home chores**Step 1: Present**

- Introduce the different home chores using pictures or real-life examples.
- Display and identify items used for doing home chores.
- Explain the importance of each chore and how it contributes to cleanliness and organisation.
- Use the structure for describing chores e.g. “What is she/he doing?”, “She/he is...”, “What is she/he using?”, “She/he is using a ...”

Step 2: Practise

- Engage learners in a discussion on chores they do at home using the structure, “What is she/he doing?”, “She/he is...”, “What is she/he using?”, “She/he is using a ...”
- Learners in pairs describe different home chores to each other in pairs/groups.
 - Learner 1: “What is she/he doing?”
 - Learner 2: “She/he is sweeping.”
- Conduct a matching activity where learners match chores to their respective tools.
 - Learner 1: “What is she/he using?”
 - Learner 2: “She/he is using a broom.”

Step 3: Produce

- Learners role-play performing different chores while describing their actions using the given structure.
- Learners make short sentences or dialogues about their home responsibility with appropriate tools.
- Provide feedback on their descriptions and encourage improvements.

Step 4: Closure/Recap:

- Talk about vocabulary related to home chores.
- Encourage learners to describe chores they plan to do at home.
- Name appropriate tools used to do different home chores.

**Activity 1b: Identifying and naming chores****Step 1: Present**

- Show images or videos of various home chores.
- Introduce vocabulary related to the chores using the structure: “What is she/he doing?”, “She/he is...”, “What is she/he using?”, “She/he is using a ...”, “What are they doing?”, “They are ...”

Step 2: Practise

- Learners practise the given structure as they demonstrate doing the chores in pairs and groups.
- Conduct a game where learners identify and name chores from pictures using the given structure.
- Learners describe what they see in the images/videos in pairs/groups.

Step 3: Produce

- Learners describe the chores they do at home using complete sentences.
- Allow each learner to present their description to the peers.

Step 4: Closure/Recap:

- Go through vocabulary related to home chores.
- Ask learners to share their favourite chores and give reasons for their choice.
- Praise and encourage learners to describe chores they plan to do at home and name the appropriate tools required.

**Activity 1c: Explaining the process of doing chores****Step 1: Present**

- Introduce the steps involved in doing different chores e.g. how to wash dishes step by step.
- Provide model sentences explaining each step of a process e.g. first, then, last, finally
 - First sort the dishes.
 - Then put them in water.

- Wash them using a sponge.
- Finally, /last rinse them.

Step 2: Practise

- Guide learners to describe the process of completing a chore using sequencing words (first, next, then, finally).
- Learners discuss the chores they do at home in groups.
- Few groups to do presentations to their peers.

Step 3: Produce

- Learners role-play doing a chore in the home corner while explaining the steps using appropriate sequencing words.
- Learners orally present a short explanation of how they complete a specific chore.

Step 4: Closure/Recap:

- Recap words related to home chores.
- Ask learners to share their favourite chores and give reasons for their choice.
- Encourage learners to describe chores they plan to do at home.

Suggested Learning and Teaching Materials/Resources:

Real objects e.g. broom, soap, bucket, cloth. Flashcards with images of chores, videos demonstrating home chore, posters illustrating different household tasks

Expected standard:

- Home chores described accordingly.

**Assessment Activities:**

- **Oral demonstrations:** Home chore descriptions.
- **Pair and group presentations:** Home chores.
- **Question and answer:** Responses on home chores.
- **Observation:** Learners' participation and use of descriptive vocabulary.
-

NOTE: For the next three lessons, follow the same procedures as above using different home chores according to the environment.

Sub-Topic: 0.1.4.3 Daily Activities

Daily activities are routine tasks or actions that people do every day as part of their daily lives. Grasping how to explain daily activities is vital for effective communication and establishes a solid base for language acquisition. This sub-topic will enable learners use descriptive language to discuss their routines and the typical tasks they perform during the day such as waking up, brushing, eating, walking, running, playing, sleeping, reading, writing, listening, talking, cleaning.

Specific Competence: Learners to:

0.1.4.3.1 Describe daily activities.

Key vocabulary:

Wake/ing up, brush/ing, eat/ing, walk/ing, run/ing, play/ing, sleep/ing, read/ing, write/ing, listen/ing, talk/ing, clean/ing ...

Learning activities:**Activity 1a: Describing daily activities****Step 1: Present**

- Introduce common daily activities using pictures or picture cards.
- Model sentences describing daily activities e.g. “What do you do when you wake up?” “I ..., We ..., They...”

Step 2: Practise

- Conduct a whole class activity with learners talking about daily activities using appropriate structures.
 - Teacher: “What do you do when you wake up?”
 - Learner/s: “I wash my face.” “We wash our face.”
 - Teacher: “What do they do when they wake up?”
 - Learner/s: “They wash their face.”
- Learners ask and answer questions about their daily routines in pairs/groups as in the above structures.
- Provide sentence frames to guide learners e.g. “I wash my face. We.... They...”

Step 3: Produce

- Learners make a short dialogue describing their daily activities.
- Learners present their dialogues in front of their peers.
- Provide constructive feedback on pronunciation and sentence structure.

Step 4: Closure/Recap:

- Revise words and phrases related to daily activities.
- Ask learners to describe their daily routine using complete sentences.
- Encourage learners to practise describing their routines at home using learnt structures.

**Activity 1b: Describing a friend’s daily routine****Step 1: Present**

- Introduce the structure for describing friends’ daily routine e.g. “What does (name) do at home/when he/she wakes up?” “He ..., She ..., Name...”
- Provide examples and model proper sentence structures e.g.
 - “What does Peter do at home/when he wakes up?”
 - “Peter spreads the bed/ washes his face/ brushes his teeth/ sweeps his room...”

Step 2: Practise

- Learners discuss their friends’ routine in pairs/groups using the above structure.

- Learners use a dialogue to practise new vocabulary using the structure learned.
 - Learner 1: “What does Jane do at home/when she wakes up?”
 - Learner 2: “Jane mops the floor/washes her face/ brushes her teeth/ sweeps her room...”

Step 3: Produce

- Learners take turns presenting short oral description of their friend’s daily routine as shown on the picture cards.
- Provide feedback to learners on fluency and accuracy.
-

Step 4: Closure/Recap:

- Review appropriate language and phrases related to daily activities.
- Ask learners to describe their friends’ daily routine using complete sentences.
- Encourage learners to practise describing their friends’ routines at home.

**Activity 1c: Comparing daily activities****Step 1: Present**

- Introduce comparative phrases e.g. “I... but my sister ...”
- Provide examples of different routines that people have.
 - “I read but my sister writes.”

Step 2: Practise

- Learners compare their routines using guided sentence structures in pairs.
 - “I colour but my sister paints.”
 - “I wash but my brother sweeps.”
- Engage learners in group discussions on similarities and differences using the above structure.

Step 3: Produce

- Learners present a short description comparing their routine with a classmate.
- Provide feedback to learners on sentence construction and vocabulary use.

Step 4: Closure/Recap:

- Revise vocabulary related to daily activities.
- Ask learners to describe their daily routine using complete sentences.
- Encourage learners to practise describing their routines at home.

Suggested Learning and Teaching Materials/Resources:

Picture cards with daily activities, posters illustrating daily routines, videos, real-life objects e.g. toothbrush, book, clock

Expected standard:

- Daily activities described accordingly.



Assessment Activities:

- **Demonstrations:** Daily activities
- **Pair and group:** Presentations on daily activities
- **Question and answer:** Responses to questions on daily activities
- **Observation:** Learners' participation and use of descriptive vocabulary

UNIT 2

TOPIC: 0.1.5. RHYMES

Overview

This topic will focus on listening and reciting simple rhymes. Rhymes play a critical role in language and cognitive development as well as promoting literacy skills. The topic will help learners develop phonological awareness, recognising and manipulating sounds in words. This will enable learners to expand their vocabulary, enhance their ability to communicate effectively and develop their confidence in using English language in real life situation.

General Competence(s):

- **Communication-** Demonstrating good listening and speaking skills
- **Collaboration-** Working with peers in pairs/groups to recite rhymes.
- **Critical thinking** – Engaging in exploring new vocabulary and word patterns when rhyming.

Sub-Topic: 0.1.5.1 Rhymes

This sub-topic focuses on enabling learners to attentively listen to short rhymes, recite and tell the rhymes appropriately. This is a fundamental social skill that helps to foster language, collaboration and buildup of imaginations.

Specific competence: Learner to:

0.1.5.1.1 Recite rhymes

Key Vocabulary:

Story, picture card, end, listening, rhyme, words, sounds, rhythm, repeat, match

Learning Activities:



Activity 1a: Listening to short rhymes.

Step 1: Present

- Introduce a short simple rhyme appropriate for learners e.g. “a cat a hat a rat a mat.”
- Show visuals of a rhyme e.g. “storybook/videos/pictures to engage learners and explain vocabulary of the rhyme.”

Step 2: Practise

- Play/sing/tell a rhyme with expression, pausing at key points to check learners listening skill and understanding.
- Learners recite the given rhyme in pairs/groups.
- Observe as learners recite and provide needed support.

Step 3: Produce

- Learners' alternate retelling the rhyme in small groups.
- Use prompts like: "What was the first word did you listen to at the beginning of the rhyme?"

Step 4: Closure/Recap

- Play a quick "Rhyme or Not?" game where learners listen to word pairs and clap if they rhyme.
- Emphasise on the rhyming words to learners.
- Encourage learners to play rhyming games with peers
- Thank them for participating actively in the lesson.

**Activity 1b: Reciting short rhymes****Step 1: Present**

- Introduce an action rhyme and model reciting it to learners e.g. "ant aunt rant."
- Identify the rhyming words such as, "**ant, aunt, rant.**"
- Reciting the stanzas of the action rhyme after the teacher and do the actions.

Note: A puppet may be used when modelling.

Step 2: Practise

- Call out learners' names randomly to model reciting an action rhyme e.g. ant aunt rant.
- Learners practise in pairs/small groups.
- Learners rhyme together as they do actions of the rhyme.

Step 3: Produce

- Learners recite the action rhyme using a game.
- Learners take turns and recite the rhyme as they play the game.

Step 4: Closure /Recap

- Recite the rhyme and emphasise the rhyming words.
- Praise learners for their active involvement in the lesson and encourage them to continue reciting rhymes.

**Activity 1c: Tell rhymes****Step 1: Present**

- Recite a common rhyme to learners.
- Indicate the rhyming words.
- Tell the rhyme slowly while pointing at the pictures representing rhyming words.

Step 2: Practise

- Provide picture cards representing rhyming words to the learners.
- Learners identify the rhyming words represented by the given pictures using a game e.g. “memory game.”
- Learners practise telling the rhyming words.

Step 4: Produce

- Learners tell the rhyme in small groups.
- Learners do presentations to peers in small groups.

Step 5: Closure/Recap

- Ask learners to work in pairs or small groups to tell the rhyming words and rhymes.
- Rotate among the groups, providing guidance and feedback as needed.
- Ask a few pairs to tell rhymes.
- Praise learners for their efforts.

Learning Activities**Activity 1d: Identifying rhyming words****Step 1: Present**

- Introduce the concept of rhymes by reading a short age-appropriate rhyme e.g.
 - Look at me, I am jumping up and **down**
 - Look at me, I am walking to **town**
 - Look at me, I am sweeping the **floor**
 - Look at me, I am knocking at the **door**
 - Look at me, I am making my **bed**
 - Look at me, I am touching my **head**
 - Look at me, I am helping my **mother**
 - Look at me, I am playing with my **brother**
- Emphasise rhyming words by repeating them to the learners: **down-town, door-floor, bed-head, mother -brother ...**
- Engage learners to rhyme words after the teacher.

Step 2: Practise

- Say pairs of words e.g. cat-hat, dog-log and ask learners to identify if they rhyme.
- Say word pairs and ask learners to clap if they rhyme e.g.
 - Cat-hat (clap)
 - Dog-log (clap)
 - Bag-bad (no clap)
 - Sun-run (clap)
 - Car-table (no clap)

Step 3: Produce

- Give learners picture cards of objects e.g. dog, log, cat, hat and let each learner find a partner with a rhyming picture card using a hunting game.
- Learners in pairs/groups sort and match picture cards which are rhyming.
- Learners play a memory game to identify rhyming words

Step 4: Closure/Recap

- Play a quick "Rhyme or Not?" game where learners listen to word pairs and clap if they rhyme.
- Emphasise on the rhyming words to learners.
- Encourage learners to play rhyming games with peers
- Thank them for participating actively in the lesson.

**Activity 1e: Singing a rhyme song****Step 1: Present**

- Introduce words of the rhyme.
- Recite the rhyming words to learners.
- Teach a simple rhyme song e.g. "Humpty Dumpty."

Step 2: Practise

- Sing the song together, emphasising rhyming words.
- Ask learners to sing the same rhyming song.
- Listen and provide needed support to learners.

Step 3: Produce

- Learners sing the same rhyming song in groups.

Step 4: Closure/Recap

- Ask learners how they felt learning the rhyme song.
- Ask learners what they learned in the lesson.
- Praise them for participating in the lesson actively.

**Activity 1f: Rhyme matching game****Step 1: Present**

- Display various picture cards representing rhyming words e.g. fan, dog, pig, log, fig, sun
- Demonstrate matching rhyming words using picture cards e.g. sun-fan, dog-log, fig-pig...

Step 2: Practise

- Learners practise matching rhymes by using picture cards that are rhyming in small groups/pairs e.g. fish dish, cat hat, tree bee, car star...

Step 3: Produce

- Learners use picture prompts to form rhyming words.

Step 4: Closure/Recap

- Learners present their matched picture cards representing rhyming words.
- Recite presented rhymes.
- Praise the correct matched rhymes and provide appropriate feedback.
- Thank learners for their effort and encourage them to practise rhyming at home.

Suggested Teaching and Learning Materials/Resources:

Picture cards, real objects, storybooks, picture books, interactive games, puppets, dolls, radio.

Expected standard:

- Short rhymes recited correctly



Assessment Activities:

- **Demonstration:** Discussions on rhymes.
- **Observation:** Matching rhyming word pairs.
- **Presentation:** Simple rhymes.

UNIT: 3

TOPIC 0.1.6 TONGUE TWISTERS

Overview

Tongue twisters are phrases or sentences that are tricky to pronounce quickly and correctly. They often involve repetitive sounds and rhymes which can be challenging to learners' articulation, pronunciation and fluency of series of words. In this topic, learners will be exposed to the benefits of tongue twisters through guided and independent speech practises.

General Competence (s):

- **Communication-** Developing good listening and speaking skills and recognising similar sounds in different words or phrases.
- **Critical Thinking** – Manipulating different words so as to confidently pronounce tongue twisters.
- **Analytical Thinking-** Identifying patterns as they practise saying tongue twisters.

Sub-Topic 0.1.6.1 Tongue Twisters

This sub-topic focuses on enabling learners to attentively listen to age-appropriate tongue twisters. This is an important social skill that helps to foster language, collaboration and builds up imaginations. It helps learners practise clear speech and pronunciation in a fun way.

Specific competence: Learners to:

0.1.6.1.1 Recite tongue twisters

Key Vocabulary:

Tongue, twister, fast, slowly, repeat, word, speak, clear, tricky, fun, short, simple, sound, words, sentence, familiar, recite, listening

Learning Activities:



Activity 1a: Listening to short and simple tongue twisters.

Step 1: Present

- Introduce a short simple tongue twister to learners e.g. “cats catch cute cats.”
- Explain vocabulary of the tongue twister using visuals e.g. “picture cards, storybook, videos to learners.”
- Model slowly saying a tongue twister with expression while emphasising on the tricky parts.

Step 2: Practise

- Learners say the given tongue twister in pairs/groups.
- Listen and provide needed support.

Step 3: Produce

- Learners say tongue twisters in groups repeatedly.
- Learners take turns saying the given tongue twister in pairs/groups.
- Learners compete saying tongue twisters in large groups.

Step 4: Closure/Recap

- Find out from learners how they felt learning the tongue twisters.
- Go through the learned tongue twisters with the whole class.
- Praise learners for their active involvement in the lesson and encourage them to continue saying tongue twisters.

**Activity 1b: Reciting short repetitive tongue twisters****Step 1: Present,**

- Introduce the common words of the tongue twister e.g. “Betty bother bought some butter, but she said butters bitter.”
- Recite a short tongue twister slowly, clearly and with expression to learners.

Model this interaction using a puppet**Step 2: Practise**

- Learners recite tongue twisters in pairs starting slowly, medium, fast e.g. “Betty bother bought some butter, but she said butter is bitter!”
- Learners recite the tongue twister together as they tap fingers to help with the pace.

Step 3: Produce

- Each learner says one word of a tongue twister followed by the other until the tongue twister is complete.
- Learners say the complete tongue twister in groups and then present the same to everyone.

Step 4: Closure /Recap

- Find out from learners their favourite tongue twister.
- All learners say the tongue twister loud and proud.
- Praise learners for their active involvement in the lesson and encourage them to continue saying the tongue twisters.

**Activity 1c: Telling short simple tongue twisters.****Step 1: Present**

- Introduce a short simple tongue twister appropriate for learners e.g. “blue balloon bounces.”
- Explain vocabulary of the tongue twister using visuals e.g. “pictures, storybook, videos to learners.”
- Say a tongue twister at an appropriate speed.

Step 2: Practise

- Learners say one word at a time slowly in the tongue twister in pairs/groups.
- Learners tell the short tongue twister fast and aloud repetitively individually.

Step 3: Produce

- Learners compete saying tongue twisters with the group.
- Groups compete saying different tongue twisters one group after the other.

Step 4: Closure/Recap

- Compete saying tongue twisters.
- Praise learners for their active involvement in the lesson and encourage them to continue saying tongue twisters.

Learning activities:**Activity 1d: Listening and saying a tongue twister****Step 1: Present**

- Introduce a short, simple tongue twister e.g. “Six scones, six sticky scones.”
- Say it slowly for learners to listen to the sounds.
- Ask learners to say after the teacher.

STEP 2: Practise

- Say it slowly, then gradually increase the speed.
- Learners say it all together, then in pairs.
- Encourage them to say it faster as they improve.

STEP 3: Produce

- Each learner recites the tongue twister individually or takes turns in small groups.
- Learners recite a tongue twister as a class.

STEP 4: Closure/Recap

- Ask learners what sounds were tricky.
- Praise efforts and encourage practise at home.

**Activity 1e: Practising tongue twister****STEP 1: Present**

- Read the tongue twister for the learners e.g. “She sells seashells by the seashore.”
- Emphasise on the difference in pronunciation for (‘sh’ and ‘s’) sounds.
- Say a tongue twister slowly and clearly for learners to listen to the sounds.
- Ask learners to say the tongue twister after the teacher.

STEP 2: Practise

- Learners pair up and take turns saying the tongue twister to each other.
- Encourage correct pronunciation and listening to each other.
- Provide assistance with tricky sounds.

STEP 3: Produce

- Practise the tongue twister slowly with hand claps.
- Learners say a tongue twister quickly and clearly in front of their peers in pairs.

STEP 4: Closure/Recap

- Encourage learners to continue saying the tongue twister for mastery.
- Appreciate learners for active participation.

**Activity 1f: Using tongue twisters in a game****STEP 1: Present**

- Introduce the tongue twister e.g. “boldly blowing bubbles.”
- Say it slowly and clearly while learners listen.
- Show pictures of tongue twister characters e.g. “boldly blowing bubbles.”
- Emphasise the (/b/) sound.
- Learners clap on every (/b/) sound while reciting.

STEP 2: Practise

- Learners stand in a circle.
- Learners play a game e.g. “Circle challenge.”
- One learner says the tongue twister to the next learner who also tells it to the next till the last learner.
- Each learner says it faster than the previous learner.

STEP 3: Produce

- Learners clap or tap their desks in rhythm as they say the tongue twister.
- Encourage learners to say it a little faster each time.
- Encourage playful recitation of the tongue twister.

STEP 4: Closure/Recap

- Ask individual learners to recite the tongue twister to the peers.
- Reflect on which sounds were difficult and how to improve.
- Praise their efforts and correct gently where needed.

**Activity 1g: Using tongue twisters in a game**

STEP 1: Present

- Introduce and model e.g. “Black bug bit a big black bear.”
- Explain tricky sounds like e.g. “bl” and “b”.

STEP 2: Practise

- Read a tongue twister slowly, then quickly e.g. “Black bug bit a big black bear.”
- Learners point to the objects mentioned in the tongue twister while saying the words.
- Practise saying it with the whole class and then in groups.

STEP 3: Produce

- Divide learners into small groups to play a game e.g. “tongue twister relay”
- One learner from each group runs to the teacher, hears a tongue twister, runs back to recite it to the group and the group says it aloud.
- The group that says it correctly wins the game.

STEP 4: Closure/Recap

- Reflect on which words were challenging.
- Do a simple and short role-play where learners pretend to be the characters in the tongue twister.

**Activity 1h: Compose own tongue twister****STEP 1: Present**

- Introduce your fun words e.g. “Fuzzy, Wuzzy,
- Compose tongue twister using fun words e.g. “Fuzzy Wuzzy was a cat. Fuzzy Wuzzy had no hair.”
- Say the words slowly and allow learners to say after you.
- Gradually increase the pace of saying the words.

STEP 2: Practise

- Learners say fun words they like.
- Help learners compose simple tongue twisters using their fun words.
- Learners recite the words slowly.

STEP 3: Produce

- Learners say the composed tongue twisters.
- Learners say their tongue twister in turns.

STEP 4: Closure/Recap

- Highlight rhyming and fun sounds/words created.
- Recap the tongue twisters and highlight tricky sounds.

**Activity 1i: Tongue twister performance****STEP 1: Present**

- Introduce a tricky tongue twister e.g. “Six silly snakes sneak in the room...”
- Divide the tongue twister and practise with learners e.g. “Six silly snakes/ sneak in the room.”
- Say the tongue twister together slowly, adding gestures.

STEP 2: Practise

- Learners take turns saying the tongue twister to a partner.
- Learners form groups and perform it together.
- Applaud the learners and give feedback.

STEP 3: Produce

- Learners practise their favourite tongue twister individually.
- Learners take turns performing it to their peers.

STEP 4: Closure/Recap

- Applaud learners for composing their own tongue twisters.
- Go through the composed tongue twisters and ask learners to choose the most fun.
- Ask learners what words were tricky in the chosen tongue twister and let them give reasons for their choice. Reflect on the tricky words and how to improve saying them.

**Activity 1j: Tongue twisters in a story****Step 1: Present**

- Show learners picture cards that have familiar objects found in the environment e.g. mop, mat...
- Tell a story that has words with repetitive sounds at the beginning of the words e.g. “Mary helped Mama to mop more mats. She told her friends that Mama moped more mats every day.”
- Demonstrate saying words slowly that begin with the same initial sound in the story to form a tongue twister e.g. “Mama mopped more mats”
- Learners listen to a tongue twister formed from the story.

Step 2: Practise

- Learners practise saying words slowly that have similar initial sounds from the story in pairs/groups.
- In pairs/groups, learners take turns saying and listening to a simple tongue twister derived from the story

Step 3: Produce

- Learners take turns speaking and listening to a tongue twister derived from the story in pairs/ groups.

Step 4: Closure /Recap

- Ask learners how they felt learning tongue twisters that are derived from the story.

**Activity 1k: Tongue twisters in a story****Step 1: Present**

- Show learners picture cards that have familiar objects found in the environment e.g. “elephant, egg...”
- Tell a story that has words with repetitive sounds at the beginning of the words e.g. “Edgar watched elephants eating eggs early.”
- Demonstrate saying words slowly that begin with the same initial sound in the story to derive a tongue twister e.g. “Edgar watched elephants eating eggs early.”
- Learners listen to a tongue twister derived from the story.

Step 2: Practise

- Learners practise saying words slowly that have similar initial sounds from the story in pairs/groups.
- In pairs/groups, learners take turns saying and listening to a simple tongue twister derived from the story.

Step 3: Produce

- Learners take turns speaking and listening to a tongue twister derived from the story in pairs/ groups.

Step 4: Closure /Recap

- Ask learners how they felt learning tongue twisters that are derived from the story.

**Activity 1l: Tongue twisters in a story****Step 1: Present**

- Show learners picture cards that have familiar objects found in the environment “e.g. mop, mat...”
- Tell a story that has words with repetitive sounds at the beginning of the words e.g. “Ben played with water in a cup. He boldly blew blowing bubbles in a cup”.
- Demonstrate saying words slowly that begin with the same initial sound in the story to derive a tongue twister e.g. “boldly blew blowing bubbles”
- Learners listen to a tongue twister derived from the story.

Step 2: Practise

- Learners practise saying words slowly that have similar initial sounds from the story in pairs/groups.
- In pairs/groups, learners take turns saying and listening to a simple tongue twister derived from the story.

Step 3: Produce

- Learners take turns speaking and listening to a tongue twister derived from the story in pairs/ groups.

Step 4: Closure /Recap

- Ask learners how they felt learning tongue twisters that are derived from the story.

**Activity 1m: Tongue twisters in a song.****Step 1: Present**

- Show learners pictures of objects mentioned in a song e.g. “a red lorry”
- Sing a song repeating the words “red lorry” to derive a tongue twister. e.g. red lorry red lorry red lorry looks nice (use twinkle twinkle little star tune)
- Compose a short simple tongue twister using the words mentioned in a song, e.g. “red lorry red lorry”
- Demonstrate reciting the composed tongue twister while tapping fingers from slow to fast.

Step 2: Practise

- Learners recite tongue twisters in pairs e.g. red lorry red lorry.

Step 3: Produce

- Learners compete in singing the learned tongue twister song accompanied with actions in pairs or small groups.

Step 4: Closure /Recap

- Ask learners to say the learned tongue twisters.
- Ask learners if they enjoyed learning tongue twisters

**Activity 1n: Tongue twisters in a song.****Step 1: Present**

- Show learners pictures of objects mentioned in a song, e.g. snake.
- Sing a song that has words with repetitive sounds at the beginning of the words. e.g. “sneaky snakes sneaked in the house”. Use the tune from the ‘snake in the grass’ song.
- Compose a short simple tongue twister using the words mentioned in a song e.g. “sneaky snakes sneaked in the house”.
- Demonstrate reciting the composed tongue twister while tapping fingers from slow to fast.

Step 2: Practise

- Learners recite tongue twisters in pairs, e.g. sneaky snakes sneaked

Step 3: Produce

- Learners compete in singing the learned tongue twister song accompanied with actions in pairs or small groups.

Step 4: Closure /Recap

- Ask learners to say the learned tongue twisters.
- Ask learners if they enjoyed learning tongue twisters

**Activity 10: Tongue twisters in a song.****Step 1: Present**

- Show learners pictures of objects mentioned in a song e.g. dog
- Sing a song that has words with repetitive sounds at the beginning of the words e.g. “dogs, dance, delightfully /d/ /d/ /d/”.
- Compose a short simple tongue twister using the words mentioned in a song e.g. “dogs, dance, delightfully”
- Demonstrate reciting the composed tongue twister while tapping fingers from slow to fast.

Step 2: Practise

- Learners recite tongue twisters in pairs e.g. “dogs dance delightfully”

Step 3: Produce

- Learners compete in singing the learned tongue twister song accompanied with actions in pairs or small groups.
- Learners recite the tongue twister in groups.

Step 4: Closure /Recap

- Ask learners to say the learned tongue twisters.
- Ask learners if they enjoyed learning tongue twisters.
- Applaud learners for their participation in the lesson.

Suggested Teaching/Learning Resources and Materials:

Flashcards, audio recordings, picture cards, puppets, posters, picture, aids and props, storybooks, story with words that can form tongue twisters, Picture cards.

Expected standard:

- Short tongue twisters recited correctly

**Assessment Activities:**

- **Demonstrations:** Learners recite tongue twisters in class.
- **Question and Answer:** Teacher asks learners to identify repeated sounds.
- **Presentations:** Learners perform tongue twisters in small groups or individually.

COMPONENT: PRE- READING**TERM 2****UNIT 1****TOPIC: 0.1.9 Visual Discrimination****Overview:**

This topic focuses on visual discrimination. The topic discusses identification and odd one out where learners will be recognising and discriminating objects according to their attributes such as sounds, colours, shapes and sizes. Learners will participate in activities that involve organising, pairing, and arranging objects based on these characteristics. The topic will improve learners' capacity to identify and distinguish among different sensory and visual inputs, thereby enhancing their foundational literacy and cognitive abilities. Cultivating this skill is crucial for subsequent learning in reading and problem-solving. Through interactive activities, learners will improve their ability to observe and react to visual details in their surroundings, thus equipping them for more advanced cognitive challenges.

General Competence(s):

- **Communication-** Using appropriate language in expressing different visuals according to attributes.
- **Critical thinking-** Classifying items according to their attributes.
- **Creativity and innovation-** Showing interest in exploring new materials and activities.
- **Collaboration-** Working with peers in groups.
- **Analytical thinking-** Identifying patterns.

Sub-Topic: 0.1.9.4 Identification

This sub-topic focuses on ensuring that learners recognise objects by their characteristics. By participating in interactive exercises, learners will be able to differentiate various sounds, colors, shapes and sizes. This will foster critical thinking and enhancing their observation and classification abilities.

Specific Competence: Learners to:

0.1.9.4.1 Identify objects according to their attributes.

Key Vocabulary

Sounds: loud, soft, high, low, colors: red, blue, green, yellow, black, white.

Shapes: round, square, rectangular, oval.

Sizes: big, small, tall, short, long.

Tiny, visual, discrimination, object, attribute, match, identify

Learning Activities:**Activity 1: Identifying different sounds in the environment****Step 1: Present**

- Introduce different environmental sounds e.g. “birds chirping, wind blowing, rain drops, water flowing, vehicles honking.”
- Distinguish sounds heard on loudness.

Step 2: Practise

- Learners listen to environmental sounds e.g. “Recorded sounds”
- Learners identify the sounds heard.
- Encourage learners to mimic the sounds they heard.

Step 3: Produce

- Organise a sound identification game where learners listen and match sounds to images.

Step 4: Closure/Recap

- Recap on the environmental sounds identified.
- Reinforce the importance of paying attention to sounds when identifying the object making the sound.
- Practise grouping objects producing similar sounds.
- Praise learners’ participation and encourage them to practise identifying sounds of objects in their environment, such as toys or classroom materials.

**Activity 2: Object Sounds****Step 1: Present**

- Display objects that produce different sounds.
- Introduce sounds produced by different displayed objects e.g. “bell, drum, whistle.”
- Demonstrate how each object sounds when played or struck.

Step 2: Practise

- Learners explore sounds made by different objects through e.g. “drumming, striking, hitting, blowing...”
- Learners experiment with objects and listen to the sounds they produce.
- Conduct a matching game where learners associate sounds with objects.

Step 3: Produce

- Conduct an activity where learners match objects to their corresponding sounds.
- Learners describe the sounds of different objects in their own words.
- Encourage them to classify objects based on their sounds.

Step 4: Closure/Recap

- Talk about the different attributes explored on sounds.
- Reinforce the importance of paying attention to sounds when identifying the object making the sound.
- Practise matching objects producing similar sounds.
- Praise learners' participation and encourage them to practise identifying sounds of objects in their environment, such as toys or classroom materials.

**Activity 3: Identifying and sorting objects by shape****Step 1: Present**

- Show a variety of objects representing shapes e.g. “a circle, square, triangle and discuss their shapes.”
- Ask learners to name each shape as you display them.
- Explain that each object has a unique shape, which helps us identify it.

Step 2: Practise

- Provide learners with objects of different shapes and ask them to identify each one.
- Pair learners to identify and sort objects with the correct shape label.
- Rotate pairs to ensure all learners have an opportunity to practise.

Step 3: Produce

- Give learners in small groups a set of mixed objects and ask them to sort and group the objects by shape.
- Each group present their groups of objects to the peers, explaining how they identified the shapes.
- Provide feedback and encourage learners to share their observations.

Step 4: Closure/Recap

- Revise the shapes identified during the activity and emphasise the importance of recognising different shapes.
- Encourage learners to look for shapes in their environment.

**Activity 4: Identifying objects by colour****Step 1: Present**

- Show a variety of objects representing primary colours e.g. “bottle tops and discuss their colours.”
- Learners name each colour as you display them.
- Explain that each object has a unique colour, which helps us identify it.

Step 2: Practise

- Provide learners with objects of different colours and ask them to identify each one.
- Pair learners to match objects with the correct colour.
- Rotate pairs to ensure all learners have an opportunity to practise.

Step 3: Produce

- Give learners, in small groups, a set of mixed objects and ask them to group the objects by colour.
- Each group present their groups of objects to the peers, explaining how they identified the colours.
- Provide feedback and encourage learners to share their observations.

Step 4: Closure/Recap

- Revise the colours identified during the activity and emphasise the importance of recognising different colours.
- Encourage learners to look for different colours in their environment.

**Activity 5: Identifying objects by size****Step 1: Present**

- Show a variety of objects representing different sizes e.g. “bottles, blocks” and discuss their sizes.
- Learners describe each size of the object as you display them.
- Explain that each object has a unique size which helps us identify it.

Step 2: Practise

- Provide learners with objects of different sizes and ask them to identify each one.
- Pair learners to match objects with the similar size.
- Rotate pairs to ensure all learners have an opportunity to practise.

Step 3: Produce

- In small groups, give learners a set of mixed objects and ask them to group the objects by size.
- Each group present their groups of objects to the peers, explaining how they identified the sizes.
- Provide feedback and encourage learners to share their observations.

Step 4: Closure/Recap

- Revise the sizes of the objects identified during the activity and emphasise the importance of recognising different sizes.
- Encourage learners to look for objects of different sizes in their environment.
- Encourage learners to identify objects in the classroom that are either big or small and discuss the differences.

**Activity 6: Identifying and sorting objects of similar properties.****Step 1: Present**

- Display a variety of objects with different attributes e.g. “blocks of various colours, shapes, and sizes.”

- Introduce the concept of attributes by explaining what makes objects similar or different e.g. “This block is red, and this one is blue.”
- Demonstrate how to group objects by a specific attribute, such as color or shape, while describing the process aloud.

Step 2: Practise

- Provide each learner with a set of objects with various attributes e.g. “colored shapes or picture cards.”
- Learners identify and group the objects based on a chosen attribute, such as all red items or all circles.
- Walk around to guide and provide needed support, reinforcing their identification and grouping skills.

Step 3: Produce

- Divide the learners into small groups or pairs and give them a sorting task, such as grouping objects by two attributes e.g. “red circles, blue squares.”
- Each group to present their sorted objects to the class, explaining the attributes they used for identification.
- Provide feedback to learners and praise their efforts, encouraging them to notice details in the objects.

Step 4: Closure/Recap

- Recap the concept of identifying objects based on attributes such as color, shape, and size.
- Reinforce the importance of paying attention to details when identifying and sorting objects.
- Explain the concept of attributes and how to identify them in objects.
- Praise learners’ participation and encourage them to practise identifying different attributes.

**Activity 7: Identifying animal offsprings.****Step 1: Present**

- Show pictures or videos of adult animals with their young e.g. “cow-calf, cat-kitten, dog-puppy.”
- Discuss common animals and what their offsprings are called.

Step 2: Practise

- Learners name the adult animals and their young shown in the picture/video in pairs.
- Engage learners in groups in a left to right matching activity where they match animals to their offsprings.
- Imitate and discuss the sounds of each offspring.

Step 3: Produce

- Learners play a matching game, where learners pair adult animals with their offspring.
- Learners describe an animal and its offspring in a complete sentence.
- Conduct a role-play where learners imitate animal sounds and movements.

Closure/Recap:

- Sing a short and simple song on animals and offsprings
- Engage learners in a quick question-and-answer session to reinforce learning.
- Encourage learners to continue identifying and describing animals and their offsprings.

**Activity 8: Matching items according to their relation****Step 1: Present**

- Introduce the concept of matching animals according to their relation by showing picture cards of e.g. “a chicken, chicks and kids.”
- Using the picture cards, formulate and tell a short story to show the concept of matching animals according to their relation e.g. chicken - chick.
- Ask learners to identify characters and their relationship in the story e.g. “Chicken-Chicks.”

Step 2: Practise

- Sort out picture cards and identify related attributes.
- Learners match animals according to their relation using e.g. “picture cards, puzzles.”

Step 3: Produce

- Ask learners, in small groups, to sort and match related objects on the given picture cards.

Step 4: Closure /Recap

- Sing a song about animals to recap.
- End by asking learners what they have learnt.

Suggested Teaching and Learning Materials/Resources:

Recorded sounds, flashcards with images of animals and objects, real-life objects for sound exploration, picture charts illustrating different attributes

Expected Standard:

- Objects identified and matched according to their attributes correctly.

**Assessment Activities:**

- **Observation:** Observe the ability of learners to match objects according to their attributes correctly.

- **Demonstration:** Observe and assess learners' ability to match items and objects.
- **Presentations:** Assess learners' participation and accuracy during group discussions and presentations.

Specific Competence: Learners to:

0.1.9.4.2 Arranging items according to size

Key Vocabulary

Left, right, first, next, last, line up, put in order, before, after, start, end, big, small, bigger, smaller, largest, smallest, arrange, size

Learners Activities:



Activity 9: Sequencing items from left to right.

Step 1: Present

- Raise up your left hand, holding any object and say, "This is my left!" and raise up your right hand holding an object visibly different from the other object held on the left hand and say, "This is my right!"
- Explain with descriptions where the left side and right side of the class is according to the sitting position.
- Show learners three objects and demonstrate arranging them from left to right in full view of learners.

Step 2: Practise

- Provide various objects or items for learners to arrange e.g. "books, sticks..."
- In pairs, learners arrange items from left to right.
- Learners take turns to arrange items from left to right in groups.

Step 3: Produce

- Divide the learners into manageable groups.
- Give each group three pictures to order from left-right e.g. "baby-child-adult."
- Learners to arrange a complete line of pictures from left to right.
- Provide a chart showing 3 pictures depicting stages of an activity e.g. "cup of water, tooth paste on the tooth brush, brushing teeth".
- Learners cut and glue in order from left to right.

Step 4: Closure /Recap

- Recap the lesson by asking learners to parade animal toys or pictures going from left to right.
- Praise learners for active participation.
- Conclude by asking the learners to recite the structure of the day, "I match from left to right. Guide them to be moving their heads from left to right."
-

**Activity 10:** Arrange items from left to right according to size**Step 1: Present**

- Show three objects of different sizes e.g. “blocks or pictures of animals”
- Introduce the concept of arranging from **left (small) to right (big)**.
- Use visual aids to describe objects as small, medium and big and demonstrate arranging them from left to right starting with a small object.

Step 2: Practise

- Display a chart on the board showing straight horizontal lines.
- Stick cards on the displayed chart in the drawn straight lines from left to right. Cards cut out should be arranged beginning with the smallest to the biggest.
- Allow two learners to practise arranging the cards on the displayed chart from left to right.

Step 3: Produce

- Display a variety of play material and aids like; bottle tops, sticks, cards, bottles, building block etc. of different sizes.
- Learners pick three similar items displayed and arrange from left to right starting with the smallest to the biggest.
- In groups, learners present their arranged items and explain e.g. “This is small, this is bigger, and this is biggest.”

Step 4: Closure /Recap

- Recap the lesson by asking four learners to arrange different items from left to right for example, learner A - Arranges bottles, Learner B- Arranges sticks
- End by asking the learners to recite the structure of the day, “I arrange things from left to right.”
- Guide learners to be moving their heads from left to right.
- Reinforce terms: small, big, arrange, order.

Suggested Teaching and Learning Materials/ Resources:

Picture cards (daily routines), blocks, toys, sticks, stones, bottles building block, left/right hand signs, storybooks with clear left-to-right progression

Expected Standard:

- Items arranged according to size correctly.

**Assessment Activities:**

- **Observation:** Observe the ability of learners to describe the position of objects or items arranged in a series. Learners describe and compare item sizes.
- **Demonstration assessment:** Observe and assess learners' ability to arrange items and objects in order.

- **Group activity assessment:** Assess learners' participation and accuracy during group discussions and presentations.
- **Games:** Size-matching, sorting races.
- **Presentations:** Learners explain their sorting choices in small groups.

Sub-Topic: 0.1.9.5 Odd One Out

The sub-topic "Odd One Out" focuses on enhancing learners' skills in recognising differences among objects according to their characteristics, including shape, size, color, or pattern. This exercise improves their observational abilities and aids in grasping the ideas of grouping and categorisation. By identifying the item that is different within a group, learners strengthen their logical reasoning and visual differentiation skills.

Specific Competence: Learners to:

0.1.9.5.1 Discriminate objects according to attributes.

Key Vocabulary:

Odd One Out, objects, classroom, items, bottle tops, classify, sort, match, similar, different, appearance, shape, size, color, pattern, details

Learners Activities:



Activity 11: Pick an odd one out from given objects

Step 1: Present

- Show the learners a set of objects or pictures where one item is different from the others e.g. three red bottle tops and one blue bottle top.
- Explain the concept of "odd one out" by highlighting the difference in attributes e.g. "This bottle top is blue, but the others are red, so it is the odd one out."
- Encourage learners to observe and identify what makes the odd object different.

Step 2: Practise

- Provide each learner with a set of objects that include one odd item.
- Learner identifies and points out the odd one in each set, explaining their choice.
- Walk around to provide guidance and ask questions to reinforce their understanding of attributes e.g. "What is different about this object?"

Step 3: Produce

- Divide the learners into small groups and provide them with multiple sets of objects.
- Learners work together to identify the odd one out in each set, discussing their observations with their peers.
- Ask each group to present their findings to the class, explaining why they chose a particular object as "the odd one out."

Step 4: Closure/Recap

- Recap the activity by reviewing the concept of "odd one out" and the importance of paying attention to details to recognise differences such as color, shape, size, or pattern.
- Encourage learners to practise identifying differences of objects or items in their everyday environment.
- Praise learners for participating and highlight how this skill helps them in recognising and organising visual information.

**Activity 12:** Pick an odd one out from items**Step 1: Present**

- Display four items with similar shapes but one different e.g. “block, book, ball, slate...”
- Explain the word odd one out using the items displayed.
- Engage learners to pick the odd one out from the items/objects provided.

Step 2: Practise

- In pairs/ small group provide various items with one different e.g. “squares and a rectangle”
- Ask learners to pick objects similar with one different from the items picked.
- Demonstrate discrimination of objects according to their attributes in a role provided.

Step 3: Produce

- Learners discuss the odd one out from the items provided.
- Present the findings to peers.
- Provide appropriate feedback.

Step 4: Closure/ Recap

- Ask learners to demonstrate the process of choosing the odd one out to their peers.
- Appreciate and encourage the learners to continue practicing paying attention to details in order to pick the odd one out.

Suggested Teaching and Learning Materials/ Resources:

Picture cards, toys, books, or classroom items, block, objects, bottle tops

Expected Standard:

- Objects identified and matched according to their attributes correctly.

**Assessment Activities:**

- **Observation:** Observe and assess learners' ability to describe the attributes of objects in lesson.
- **Demonstration:** Evaluate learner's ability to match and identify objects based on their attributes during activities.
- **Presentations:** Learners' participation and accuracy during group discussions and presentations.

COMPONENT: PRE-WRITING**TERM 2****TOPIC: 0.1.11 Handwriting****OVERVIEW**

This topic focuses on handwriting, which includes activities like scribbling, creating patterns, forming letters, engaging in creative expressions, identifying shapes, copying their own name, and linking images to initial letters. These exercises will assist in enhancing fine motor abilities, coordination, and self-assurance in communicating through writing. The educational objectives aligned to this topic are designed to establish fundamental skills that will aid learners in their writing development.

General Competence(s):

- **Communication**-demonstrating good writing skills and using words to describe their writing and drawing e.g. “I made a circle”.
- **Creativity and innovation**- engaging in imaginative drawing and pre-writing activities e.g. making pretend letters.
- **Digital literacy** – demonstrating simple hand-eye coordination and developing fine motor skills.
- **Critical thinking**- showing engagement to explore new ideas and concepts.

Sub-Topic: 0.1.11.5 Scribbling

Scribbling is an introduction to formal handwriting by enabling learners to investigate movement, create patterns and enhance hand control. Through organised activities, learners will build confidence in utilising writing tools and advance their pre-writing abilities.

Specific Competence: Learners to:

0.1.11.5.1 Express oneself through scribbling.

Key Vocabulary:

Scribbling, patterns, lines, shapes, writing tools (pencil, crayon, marker)

Learning Activities:**Activity 1:** Free hand scribbling**Step 1: Present**

- Demonstrate a fun scribbling activity to the learners e.g. “making big circular body movements where the teacher sits/sleeps on the floor and draws lines using a chalk/finger with both hands around his/her body while singing.”
- Show examples of different types of scribbles (curved, straight, circular).

- Discuss the importance of scribbling in developing writing skills.

Step 2: Practise

- Provide learners with paper and writing tools.
- Encourage them to scribble freely using different colors and strokes.
- Observe and support learners as they experiment with different movements.

Step 3: Produce

- Learners scribble and explain what they see in their work.
- Display learners' scribbles in the classroom to appreciate their creativity.

Step 4: Closure/ Recap

- Display learners' scribbles in the classroom to appreciate their creativity.

**Activity 2: Pattern scribbling****Step 1: Present**

- Show picture examples of repeating patterns e.g. "lines -zigzags, loops, waves."
- Demonstrate the formation of patterns in scribbling e.g. 'dancing ribbons' where you wave ribbons in the air following a certain pattern.

Step 2: Practise

- Guide learners to form simple patterns like the ones presented e.g. dancing ribbons (zigzags, loops, waves).
- Learners practise forming their own patterns.

Step 3: Produce

- Learners make a pattern scribble and share with the peers on e.g. paper, floor, slate, ground...

Step 4: Closure/Recap

- Praise the learners for work done.
- Encourage them to use different writing tools when scribbling at school and home.

**Activity 3: Creative scribbling****Step 1: Present**

- Demonstrate creative scribbling and find out from the learners what they can see.
- Explain that scribbles can be turned into creative expressions as you add details to the scribble turning it into a complete drawing, letters...
- Show more examples of scribbles forming objects or imaginative shapes.

Step 2: Practise

- Learners do a scribbling activity.
- Encourage learners to add details to their scribbles to create images.

- Provide prompts e.g. “Can you turn your scribble into an animal?”

Step 3: Produce

- Learners share their creative scribbles and explain their artwork.

Closure/Recap:

- Revise different types of scribbling (free, patterned, creative).
- Encourage learners to continue practising creative scribbling at home.

Suggested Teaching and Learning Materials/ Resources:

Crayons, pencils, markers, large sheets of paper, pattern tracing worksheets, scribble art examples

Expected Standard:

- Freehand scribbling demonstrated accordingly.

**Assessment Activities:**

- **Observation:** Learners’ engagement in scribbling activities.
- **Question and answer:** Ask and respond about their scribbles.
- **Presentation:** Creative scribbles

Sub-Topic: 0.1.11.6 Pattern work

This sub-topic focuses on developing learners’ ability to make and identify patterns using various materials by following a specific pattern. This will enhance learners' ability to control writing tools. These skills are essential for future writing tasks such as forming letters and numbers. Therefore, patterns will foster learners’ ability to write.

Specific Competence(s) - Learners to:

0.1.11.6.1 Trace lines and patterns using templates**Key Vocabulary:**

Line, curve, zigzag, round, up, down, trace, pattern

Learning Activities:**Activity 4: Trace patterns using templates****Step 1: Present**

- Show learners how to trace patterns using templates e.g. “templates: animals, leaves ...”
- Demonstrate tracing with slow and clear movements around the templates.

Step 2: Practise

- Distribute materials e.g. “Strings, beads or pasta to learners.”
- Guide learners to practise tracing around the templates using the materials provided on their own.
- Pair learners and ask them to check each other’s work to appreciate it.

Step 3: Produce

- Learners make simple patterns while tracing.
- Encourage learners to describe their patterns.
- Provide feedback and support.

Step 4: Closure/Recap

- Allow learners to display and discuss their work.
- Ask learners to share their experience of tracing.
- Encourage learners to practise tracing in class and at home.
- Appreciate and praise learners for their endurance or and persistence.

**Activity 5: Drawing patterns using templates****Step 1: Present**

- Provide tracing templates of simple lines which will form pattern drawings when repeated e.g. “straight, zig zag, wavy, spiral, castellated...”
- Explain that tracing along the template changing positions will form a pattern drawing.
- Demonstrate tracing lines on a large surface using templates to form a pattern and add some details to form a picture.
- Emphasise tracing from left-to-right.

Step 2: Practise

- Learners trace lines using templates provided.
- Guide learners as they trace, reminding them to start from left and move to the right.
- Learners draw lines using their fingers on various surfaces to form patterns e.g. “floor, sand trays...”

Step 3: Produce

- Learners trace lines on paper using a template from left-to-right.
- Learners add details to their drawn pattern, making a picture e.g. “after tracing a wavy pattern, they can add a boat on the waves.”
- Learners present their work to the class, showing their tracing skills.

4. Closure/Recap

- Ask learners to demonstrate tracing lines to form patterns.
- Use stickers or small rewards to reinforce positive behaviour and effort.

**Activity 6: Drawing Patterns****Step 1: Present**

- Display materials to draw patterns e.g. “straws, pencils, crayons...”
- Demonstrate drawing of lines to form a pattern e.g. “straight line (top down) then slant (top down).”

Step 2: Practise

- Learners draw lines with the materials provided to form patterns e.g. “straight line (top down) then slant (top down)...”

Step 3: Produce

- Look around the classroom for objects that are long and short and use them to make patterns.
- Learners go round looking at work of their peers and appreciate it.

Step 4: Closure/Recap

- Review the concepts of long and short lines.
- Find out from learners if they enjoyed the activity.
- Use positive reinforcement and praise learners.

Suggested Teaching and Learning Materials/ Resources:

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

Expected standard:

- Patterns traced and drawn using templates correctly.

**Assessment activities:**

- **Demonstrations:** Learners show how to trace the patterns.
- **Question and Answer:** Ask learners to describe the details added to their drawings.
- **Observations:** Check if learners are able to hold writing tools correctly.

Sub-Topic: 0.1.11.7 Letters

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 tools. Eye-hand coordination is a crucial step in preparing young learners for legible writing.

Specific Competence(s) - Learners to:

0.1.11.7.1 Mold different shapes of letters using clay

Key Vocabulary

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

Learning Activities:**Activity 7:** Moulding letters of the alphabet using clay**Step 1: Present**

- Show learners three letters of the alphabet created on stencils e.g. “l, i, t...”
- Demonstrate how to mould given letters to the learners slowly and clear movements.

Step 2: Practise

- Divide learners in small groups.
- Distribute clay and different letter stencils to learners e.g. “l, i, t ...”
- Learners choose a letter to mould from the distributed.

Step 3: Produce

- Learners mould letters from the distributed
- Go round and provide support where needed.

Step 4: Closure/Recap

- Allow learners to display and discuss their work.
- Praise their work for motivation.

Specific Competence: Learners to:

0.1.11.7.2 Trace Letters of the Alphabet**Key Vocabulary:**

Letter, uppercase, lowercase, sound, alphabet, write, trace

Learning Activities:**Activity 8:** Tracing alphabet letters**Step 1: Present**

- Display letter templates, clay, sand, pencils...
- Demonstrate to learners how to trace letters using templates and materials displayed.
- Demonstrate tracing with slow and clear movements around the templates.

Step 2: Practise

- Distribute materials to the learners e.g. “letter templates, writing tools, worksheets, books ...”
- Guide learners to practise tracing around the templates using the materials provided.
- Pair learners and ask them to check each other’s work and appreciate it.

Step 3: Produce

- Learners trace letters e.g. l, i, t ...

- Encourage learners to trace letters.
- Provide feedback and support to the learners.

Step 4: Closure/Recap

- Allow learners to display and discuss their work.
- Ask learners to share their experience of tracing.
- Encourage learners to practise tracing in class and at home.
- Appreciate and praise learners for their endurance or and persistence.

**Activity 9: Letter matching game****Step 1: Present**

- Show paired lowercase letters on e.g. flash cards...
- Demonstrate matching of these paired letters from left to right.

Step 2: Practise

- Provide paired lowercase letters.
- Learners match these letters left to right.

Step 3: Produce

- Learners match letters as individuals.

Step 4: Closure/Recap

- Ask learners what they have learned.
- Give feedback and emphasise on left to right concept.

Activity 10: Tracing and Writing Letters**Step 1: Present**

- Show correct letter formation using large charts.
- Emphasise the starting point of letter 't'.
- Demonstrate tracing letter 't' on e.g. "board, sand..."

Step 2: Practise

- Learners, as individuals, trace letters on e.g. "sand, paper, or boards"
- Learners demonstrate tracing letters on any surface to the peers.

Step 3: Produce

- Learners write letters on the paper independently.

Step 4: Closure/Recap

- Share and display learners' work.
- Praise for accurate tracing and writing letter 't'
- Demonstrate writing letter 't' to learners.

Suggested Teaching and Learning Materials/Resources:

Alphabet charts, letter flashcards, sand trays for tracing, writing books

Expected Standard:

- Learners can recognise, match, and write letters.

**Assessment Activities:**

- **Observations:** Learners' participation and performance in tracing, matching and moulding letters of the alphabet.
- **Question and Answer:** Ask learners to describe their experiences with each activity.
- **Demonstrations:** Learners show their skills in front of the class.

Sub-Topic: 0.1.11.8 Creative Expression

Creative expression in pre-writing refers to the playful and imaginative activities that help learners develop the fine motor skills, coordination and the skills that they need before accurately writing letters or words. It enables learners to mark-making and drawing in words that are funny and meaning to them. This subtopic focuses on teaching learners' creative expression while building foundational skills such as tripod pencil grip, colouring and hand/finger manipulation.

Specific Competence: Learners to:

0.1.11.8.1 Colour different objects and letters**Key vocabulary:**

Crayon, colour, finger, grip, hand, different, pencil, objects, picture, inside, outside

Learning Activities**Activity 11: Colouring different objects****Step 1: Present**

- Introduce the concept of colouring pictures through singing a song e.g. 'colour, colour, colour, inside only, outside never'.
- Show learners colouring tools and a worksheet with a drawing to be coloured.
- Ask them to mention what they can see e.g. crayons, charcoal.
- Demonstrate colouring pictures on the worksheet or in a book while singing a song to help learners follow instructions.

Step 2: Practise

- Ask learners in pairs to colour given pictures of objects drawn on the worksheet or books. (Encourage learners to sing the colour song while colouring; this will help them to colour in the required area)

Step 3: Produce

- Ask learners in smaller groups/pairs, or individuals to colour the given pictures in the book or paper while singing the colour song.

Step 4: Closure /Recap

- Sing a song to round up learners and attract attention to stop what they are doing.
- Asking learners what they have learnt.
- Check coloured pictures and appreciate learners' efforts by giving them a clap.

**Activity 12: Colouring different letters****Step 1: Present**

- Introduce the concept of colouring letters through a song: e.g. colour, colour, colour, inside only, outside never.
- Show learners colouring tools and a worksheet with drawings of letters to be coloured e.g. “**s, o, u, n.**”
- Ask them to mention what they can see e.g. crayons, charcoal.
- Demonstrate colouring pictures of letters on the worksheet or in a book while singing a song to help learners follow instructions.

Step 2: Practise

- Ask learners in pairs to colour given letters on paper (encourage them to sing the colour song while colouring; this will help them to colour in the required area)

Step 3: Produce

- Learners colour the given pictures of letters on paper or in a book while singing the colour song.

Step 4: Closure /Recap

- Display learners' work and let other learners go round and appreciate their work.
- Summarise by asking learners what they have learned.

**Assessment Activities:**

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

SAMPLE LESSON PLAN

School: Kitwe College Demonstration School

Day: Monday

Teachers Name: Chisanga Jane

Date: 10/04/2025

Level: One

Duration: 30 Minutes

Age Group: 3-4 years

Learning Area: Pre-Literacy and Language

Time: 09.00 – 09.30 Hours

Component: Listening and Speaking

Total Enrolment: Boys: 32 Girls: 28

TOPIC: 0.1.1 Naming

Learners present: Boys: 30 Girls: 22

SUB-TOPIC: Things At Home

Total Learners Present: 52

General Competences:

Communication - Demonstrate ability to name things at home using appropriate language.

Collaboration – Demonstrate ability to work together in pairs or groups to practise naming things at home.

Creativity and innovation - Engage in creative activities of naming things at home and constructing various sentences.

Critical thinking - Engage in exploring new ideas and concepts based on names of things at home.

SPECIFIC COMPETENCES: 0.1.1.4.1 Name things found at home (*This must come from the syllabus with its serial number*)

RATIONALE:

CONTENT: This lesson is on naming things found in the kitchen.

VALUE: Learners will acquire a skill of listening and speaking, appreciate the importance of kitchen items and promote responsibility of taking care of personal property.

METHOD: Brainstorming, discussions, demonstration, role-play

POSITION: This is lesson 1 in the series of 3 on the sub-topic.

PRIOR KNOWLEDGE: Learners already have knowledge of different items found in the kitchen from home interactions.

REFERENCES: ECE English Syllabus page 7, Early Learning Development Standards of Zambia (ELDS) page 33, 34, Pre-Literacy English Teaching Module page 22, Continuous Emergent literacy Activities page 2,

LEARNING ENVIRONMENT:**Natural Environment:****Artificial environment:**

- **Home corner-** display things found in a home.
- **Pretend play area-** set up a kitchen corner.
- **Outdoor kitchen** –display kitchen items
-

Technological Environment:**TEACHING AND LEARNING MATERIALS/RESOURCES:**

Real objects: Actual kitchen items, puppets, models,

Visuals: Posters, charts, pictures and books related to food, picture flash

EXPECTED STANDARD: Things found at home named correctly.

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	PERFORMANCE INDICATOR
INTRODUCTION (2 MINUTES)	<ul style="list-style-type: none"> • Brainstorm with learners through question and answer. - What does mum use to cook food? ... 	<ul style="list-style-type: none"> • Respond to the questions asked - Pot, plates, cooking stick, spoon, cup... 	<ul style="list-style-type: none"> • Learner uses familiar words.
LESSON DEVELOPMENT Step 1: PRESENT (5 Minutes)	<ul style="list-style-type: none"> • Show pictures or real objects of things found in the kitchen; you may take a kitchen tour ask them what they have seen. • Mention the name of each item and demonstrate how to pronounce it correctly. • Demonstrate naming things found in the kitchen with a puppet using the structure, "What is this...?", "This is a..." to practise naming things found in the kitchen. 	<ul style="list-style-type: none"> • Learners listening to teacher's explanations and demonstrations. 	<ul style="list-style-type: none"> • Learners uses an increased number of words and put them into sentences.
Step 2: Practise (10 Minutes)	<ul style="list-style-type: none"> • Provide learners with pictures or actual things found in the kitchen and 	<ul style="list-style-type: none"> • Saying names of things found in the kitchen. 	<ul style="list-style-type: none"> • Learners uses different words to communicate ideas.

	<p>ask them to identify each one of them.</p> <ul style="list-style-type: none"> • Conduct a learner based whole-class activity of saying names of things found in the kitchen items. • Pair learners and ask them to take turns naming things found in the kitchen using picture and real objects in the home corner 	<ul style="list-style-type: none"> • Take turns naming things found in the kitchen using pictures or real objects in pairs. 	
Step 3: Produce (10 Minutes)	<ul style="list-style-type: none"> • Ask learners to name things found in the kitchen using the given structure of the day. For example: “What is this...?” “This is a...” • Ask learners to work in pairs or small groups to discuss and name the items found in the kitchen. 	<ul style="list-style-type: none"> • Make short sentences or questions using the names of items found in the kitchen. For example: “What is this...?” “This is a...” • Work in pairs or small groups to discuss and name the items found in the kitchen. 	<ul style="list-style-type: none"> • Learner uses sentences of varying length.
Step 4: Closure (3 Minutes)	<ul style="list-style-type: none"> • Summarise a lesson by naming 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 kitchen utensils. • Praise the learners for their participation and effort. 	<ul style="list-style-type: none"> • Talk about what they learnt. • Sing a simple song related to kitchen items. • Discuss what was interesting and what was challenging. 	<ul style="list-style-type: none"> • Learners expresses thoughts clearly using a number of common words.
Step 5: Remedial Work(after lesson)	<ul style="list-style-type: none"> • Reteach the lesson to learners who did not manage to name things that are found in the kitchen. 	<ul style="list-style-type: none"> • Name things found in the house. 	-

LESSON EVALUATION:

Learner: Learners were able to identify and name things found in the kitchen using the appropriate language. They were also able to demonstrate collaborative skills during activities with less difficulty.

Teacher:

SAMPLE LESSON PLAN

SCHOOL: STEPHEN LWISHYA

DATE: 13/4/ 2025

NAME OF TEACHER: Mulenga Banda

DAY: Thursday

LEVEL: One

TIME: 13:04:25

AGE GROUP: 3-4

DURATION: 30 Minutes

LEARNING AREA: Pre-literacy and Language

COMPONENT: Pre-Writing

ENROLMENT: 65: GIRLS: 35, BOYS:

30

ATTENDANCE: 55: BOYS: 25 GIRLS:

30

TOPIC: 0.1.11: Handwriting (*This must come from the syllabus with its serial number*)

SUB-TOPIC: 0.1.11.8 Creative Expression (*This must come from the syllabus with its serial number*)

GENERAL COMPETENCES:

- **Communication-** Use words to describe their drawing and engages in conversations about letters, shapes, and marks they create.
- **Creativity and innovation-** Uses scribbles, lines, and shapes to express thoughts, ideas and manipulation of objects.
- **Critical thinking** - Problem-solving when forming letters or copying shapes e.g. adjusting grip if a crayon keeps slipping.

SPECIFIC COMPETENCES: 0.1.11.8.1 Colour different objects and letters (*This must come from the syllabus with its serial number*)

RATIONALE:

CONTENT: This lesson is on colouring objects and letters. Identifying different colours on different objects (artificial and natural) and is particularly focused on colouring

VALUE: Eye-hand coordination, balancing and fine motor skills

METHOD: Exploration, experimenting, group work, pair work and whole class.

POSITION: This is lesson 1 of 6 lessons.

PRIOR KNOWLEDGE: learners already know colours from home/peer interaction

REFERENCES:

- ECE English syllabus level 1 page 50
- Learning through Play (LtP) teaching manual page....
- Emergent Literacy Manual Chapter 6 page ...

LEARNING ENVIRONMENT

Natural environment: colours found in the immediate environment such as tree barks, leaves, rocks, flowers petals, butterfly wings....

Artificial environment: crayons, papers, painting brushes

Technological environment:

TEACHING AND LEARNING MATERIALS/RESOURCES: Paper, Crayons, Pencils, Read-Made Patterns, brushes water colours

EXPECTED STANDARD: Objects and latter coloured accordingly

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	PERFORMANC E INDICATOR
INTRODUCTION Starting together (2 Minutes)	<ul style="list-style-type: none"> • Sing a song about colours and practise finger exercise 	Sing a song together with the teacher while flexing fingers	Learner engagement, participation and finger flexing movements
LESSON DEVELOPMENT Step 1: Present (5 Minutes)	<ul style="list-style-type: none"> • Model colouring a picture of an object while singing a colour song: "colour colour inside colour outside never" • Demonstrate colouring using crayons, charcoal and worksheets (any colouring tools) 	<ul style="list-style-type: none"> • Observe the teacher colouring using colouring tools 	<ul style="list-style-type: none"> • Name colouring object (refer to ELDs)
Step 2. 10 Minutes Practise	<ul style="list-style-type: none"> • Ask learners to colour given objects drawn on the work sheet or books. 	<ul style="list-style-type: none"> • Colour given objects while singing: colour 	<ul style="list-style-type: none"> • Colouring objects inside

		colour in side yes outside no.	
Step 3: 10Minutes Produce	<ul style="list-style-type: none"> Ask learners to colour the given pictures in the book/paper while singing colour colour song. 	<ul style="list-style-type: none"> Colour the picture of an object while singing colour colour song. 	<ul style="list-style-type: none"> Colour an object.
Step 4: 3 Minutes Closure	<ul style="list-style-type: none"> Use a song to call the learners to sit in a circle. Ask learners what they have learned Check learners' coloured pictures and appreciate efforts 	<ul style="list-style-type: none"> Display their coloured pictures and clap for each other 	
Remedial work (after lessons)	<ul style="list-style-type: none"> Reteach colouring pictures of objects to learners who did not manage to colour. 	<ul style="list-style-type: none"> Colour the pictures of objects 	<ul style="list-style-type: none"> Colour an object.

LESSON EVALUATION:

Teacher evaluation:

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Learner evaluation:

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SAMPLE LESSON PLAN**SCHOOL:** Muchinka Primary**DATE:** 11/04/2025**NAME OF TEACHER:** Mr Patela**DAY:** Monday**LEVEL:** One**TIME:** 08:00-08:30**AGE GROUP:** 3-4**DURATION:** 30 Minutes**LEARNING AREA:** Pre-literacy and Language**ENROLMENT:** B: 20 G:15**COMPONENT:** Pre-Reading**ATTENDANCE:** B: 15 G:12**TOPIC:** 0.1.9 Visual discrimination**SUB-TOPIC:** 0.1.9.4 Identification**GENERAL COMPETENCES:**

- **Collaboration** - Learners work together in pairs and in groups as they carry out sequencing activities.
- **Emotional Intelligence** – Learner's tolerates each other's temperaments as the work with different items used for sequencing.
- **Communication** -Learner will engage in different conversations as pairs and as groups to arrange items with the use of identification.

SPECIFIC COMPETENCES: 0.1.9.4.1 Identify objects according to their attributes**RATIONALE:****TOPIC/CONTENT:** in this lesson involving visual discrimination, learners will identify and order items from left to right.**VALUE:** this content enables learners to start developing a skill knowing that reading has to be done from left to right.**METHODOLOGY:** look and say, exposition, discussion, question and answer, imitation shall be methods to be used**POSITION:** this lesson is number 4 of 5 in this lesson.**PRIOR KNOWLEDGE:** sorting, Names of things (fruits, vegetables, domestic animals...)**REFERENCES:**

- Early Childhood Education pre-literacy and language for English syllabus page 11
- Early Childhood Education Pre-literacy teaching module for English page 36(supposed)

LEARNING ENVIRONMENT

- **Natural environment:** things found in the immediate environment such as oranges, guavas, rape, tomatoes, goats, cow, chicken, pigs....
- **Artificial environment:** name picture card, writings on the walls, wall charts
- **Technological environment:** pixels, ...

TEACHING AND LEARNING MATERIALS/RESOURCES: bottle tops, cards, small stones, building blocks,

EXPECTED STANDARD: Items arranged according to size correctly.

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	PERFORMANCE INDICATOR
INTRODUCTION 2 minutes	Sing a song on sequencing	learners sing along the song on sequencing	<ul style="list-style-type: none"> • Perform a song
LESSON DEVELOPMENT STEP 1 – PRESENT 3 Minutes	<ul style="list-style-type: none"> • conduct a marching exercise/ activity of left to right. • Demonstrate ordering cards by sticking them on the chart from left to right. • Call at least two learners to practise ordering cards from the chart. 	<ul style="list-style-type: none"> • Engage in the marching activity. • Brainstorming, observe and participate in ordering cards. 	<ul style="list-style-type: none"> • Learner shows interest and is curious about engaging in the marching activity.
STEP 2: PRACTISE 10 minutes	<ul style="list-style-type: none"> • Distribute bottle tops to the paired learners. • Learners to take turns to practise ordering bottle tops from left to right in pairs. • Instruct learners that when you ring a bell, they should change the partner but leave the bottle tops on their working spaces. 	Be in pairs and take turns practicing ordering of bottle tops from left to right.	<ul style="list-style-type: none"> • Shows interest and is curious about sequencing items accordingly • Learners' ability to attempt completing tasks
STEP 3 PRODUCE 10 Minutes	<ul style="list-style-type: none"> • Divide learners into groups and give the groups different items to order. • Group 1 = building blocks 	Be in groups and order the given items from left to right.	<ul style="list-style-type: none"> • Learner's ability to complete patterns, and verbalises own

	<ul style="list-style-type: none"> • Group 2 = bottle tops • Group 3 = flash cards • Group 4 = small stones • Guide learners in their formed groups to order the given items from left to right. (all group members to participate in ordering) 		logic using simple objects.
	<ul style="list-style-type: none"> • Groups to compete ordering things from left to right and give each group 10 items. (all group members to take part in ordering items one after the other and the group whose learners finishes fast and orders correctly from left to right wins the game. • Group 1 = building blocks • Group 2 = bottle tops • Group 3 = flash cards • Group 4 = small stones • Guide learners in their formed groups to order the given items from left to right. (all group members to participate in ordering) 	<p>Experimenting</p> <p>Be in groups, practise ordering things</p> <p>Engage in competition on ordering things from left to right.</p>	<ul style="list-style-type: none"> • Learner's ability to complete patterns, and verbalises own logic using simple objects.
STEP 4: CLOSURE CONCLUSION 3 Minutes	<ul style="list-style-type: none"> • Ask learners to reflect on what they learnt about ordering things. 	<ul style="list-style-type: none"> • Sharing reflections and insights on sequencing. 	<ul style="list-style-type: none"> • Learner shows willingness to explore new ideas of sequencing things
REMEDIAL/ HOMEWORK 2 minutes	<ul style="list-style-type: none"> • Ask learners to continue practicing ordering things at their homes. 	<ul style="list-style-type: none"> • Take the homework assignment home of practicing ordering things their homes. 	Administer assessment assignment:

LESSON EVALUATION:

Teacher evaluation

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Learner evaluation:

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.....