

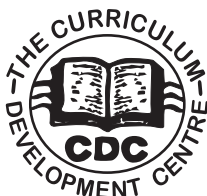
Republic of Zambia
MINISTRY OF EDUCATION

Early Childhood Education

PRE-LITERACY IN ENGLISH

3 - 4 years TERM 3

TEACHING MODULE



Developed by the Curriculum Development Centre
Lusaka
April 2025

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Authors

Dr. Moyo Stephen:

Curriculum Development Specialist- English Language, CDC, Lusaka.

Mushiba Nawa:

Curriculum Development Specialist- English Language, CDC, Lusaka.

Mathatha Annie:

Curriculum Development Specialist, CDC, Lusaka

Kabila Josephine:

Curriculum Development Specialist, CDC, Lusaka

Chewe Brian:

ECE Lecturer, Malcom Moffat College Education, Serenje

Mushipi Agness

Class Teacher, Ishuko Primary School, Kitwe

Mubanga Theresa

Lecturer, Kitwe College of Education, Kitwe.

Mwelwa Phyllis:

Teacher, Kitwe College of Education Demonstration Centre, Kitwe

Humphrey Sinyinza :

Class Teacher, Muchinka Primary School, Chitambo .

Misheck Phiri:

Class Teacher, Chadiza Primary, Chadiza.

Coordinators

Petronella Malunginsa Samutete

Assistant Director - Directorate of Curriculum Development, Lusaka.

Exildah Sangweni

Research & Evaluation - Directorate of Curriculum Development, Lusaka.

Typesetter

Boykin Kabulo

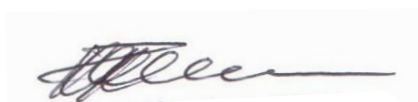
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PREFACE

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.



Joel Kamoko (Mr.)
Permanent Secretary- Educational Services
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The **Literacy and Language in English** Teaching Module for ECE Level 1 (3-4) 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 3. 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.

COMPONENT: LISTENING AND SPEAKING

UNIT: 1

TOPIC: 0.1.7 Songs

Overview

This topic focuses on simple songs. Songs help learners build vocabulary and improve pronunciation. They also enhance listening and comprehension skills as well as reinforce language patterns through repetition as well as improving memory through rhythm and rhyme. This topic will support cognitive development including sequencing and recall. It will enable learners to express emotions, helping them to recognise and manage feelings. Learners will also be exposed to different cultures and languages thereby enabling them to use appropriate language in different situations and express themselves clearly and fluently.

General competence(s):

- **Communication** - Developing their ability to express themselves through singing simple songs.
- **Collaboration** - Working together in pairs or groups to sing simple songs
- **Creativity and innovation** - Engaging in creative activities to identify words contained in simple songs.
- **Critical thinking** - Engaging in exploring new ideas and concepts based on simple songs.

Sub-Topic: 0.1.7.1 Simple Songs

Songs are an important part of human life. Teaching learners to productively identify songs and words contained in them helps learners to build self-esteem, confidence and communication skills. When learners identify and sing songs they learn to connect with society and its real-life activities that influence them. This is the first step to making songs that motivate learners to learn English. This sub-topic will enhance learners' ability to sing simple songs.

Specific Competence: Learners to:

0.1.7.1.1 Sing Simple Songs

Key Vocabulary

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, simple, song

Learning Activities:



Activity 1a: Introduction to Simple Songs

Step 1: Present

- Introduce words in the simple song e.g. 'Sunday, Monday, Tuesday...'
- Learners recite the words of the song.
- Demonstrate singing stanza by stanza to the learners' for example:

- Sunday Monday
- Tuesday Wednesday
- Thursday Friday Saturday
- Sing the song with actions and gestures to learners.

Step 2: Practise

- Learners sing the given simple song stanza by stanza.
- Learners practise singing the simple song in pairs/groups.
- Learners demonstrate singing to their peers in pairs/groups.

Step 3: Produce

- Learners sing the simple song together repeatedly with expressions and appropriate gestures.
- Listen and observe learners singing and provide support to those having challenges to pronounce and master the words in the song.

Step 4: Closure /Recap

- Review the words in the simple song.
- Learners to share what they liked about the song Sunday Monday...
- Conclude with singing the simple song Sunday Monday.
- Praise learners for their active involvement in the lesson and encourage them to continue singing simple songs.



Activity 1b: Identifying Simple Songs

Step 1: Present

- Introduce the song title and explain the words in the song.
- Sing a simple song to the learners e.g. head and shoulders...
- Sing the song with actions and appropriate gestures.

Step 2: Practise

- Learners sing a song.
- Learners sing with actions and appropriate gestures.
- Pause the song at various points and ask learners to repeat a line or phrase.
- Listen and observe learners singing and provide support to those having challenges to pronounce and master the words in the song.

Step 3: Produce

- Learners sing the whole song together.
- Encourage learners to make up their own actions to accompany the song.

Step 4: Closure /Recap

- Recap the song title and ask learners to pronounce the words contained in the song.
- Ask learners to share at least one thing they enjoyed in the song.
- Praise the learners for their active participation in the lesson and encourage them to continue singing songs.



Activity 1c: Identifying Simple Songs with Repetitive Words

Step 1: Present

- Show pictures representing the actions in the song e.g. “this is the way we wash our hands...”
- Recite the words in the song e.g. “wash, hands, morning”

Step 2: Practise

- Learners sing a song.
- Learners sing with actions and appropriate gestures.
- Pause the song at various points and ask learners to repeat a line or phrase.
- Listen and observe learners singing while providing support to those having challenges to pronounce and master the words in the song.

Step 3: Produce

- Learners sing the whole song together.
- Encourage learners to make appropriate actions to accompany the song.

Step 4: Closure /Recap

- Recap the song title and ask learners to pronounce the words in the song.
- Ask learners to share at least one thing they enjoyed in the song.
- Praise the learners for their active participation in the lesson and encourage them to continue singing songs.



Activity 1d: Identifying Simple Game Songs

Step 1: Present

- Sing a simple game song to the learners e.g. “Fire on the mountain.”
- Explain the game to learners with clear instructions on how to play it.
- Demonstrate playing the game with a song.

Step 2: Practise

- Learners sing the game song in groups.
- In groups, learners to practise playing a game with a song.
- Observe the learners’ demonstration and provide needed support.

Step 3: Produce

- One group demonstrates singing and playing the game to their peers.
- Learners play the game with a song.

Step 4: Closure /Recap

- Learners to share what they liked about the game song.
- Conclude with song of the game.
- Praise learners for their active involvement in the lesson and encourage them to play and sing game songs.



Activity 1e: Simple Story Songs

Step 1: Present

- Sing a simple story song to the learners e.g. “walking walking hop hop hop running running” (use tune for, ‘are you sleeping brother John?’)
- Show the learners pictures representing actions words of the story and do the actions.
- Tell the story incorporating the story song.

Step 2: Practise

- Learners sing the story song in groups.
- In groups, learners to practise telling a story and incorporating a song.
- Observe the learners’ singing a song in a story and provide needed support.

Step 3: Produce

- Learners sing a song together.

Step 4: Closure /Recap

- Learners to share what they liked about the story song.
- Conclude with the song of the story.
- Praise learners for their active involvement in the lesson and encourage them to sing story songs.

**Activity 1f: Singing Simple Songs with Body Percussions****Step 1: Present**

- Introduce a familiar song e.g. “roll roll your boat gently down the stream”
- Sing the song demonstrating how to use the body parts such as hands, fingers and feet to produce sounds.
- Focus on demonstrating the song’s core elements: melody, key words, and actions.

Step 2: Practise

- Learners sing a song together.
- Learners integrate actions and simple rhythmic movements in a song to tap out the beat.
- Learners demonstrate coordination of actions following a rhythm in a song.

Step 3: Produce

- Learners sing the song independently/small groups.
- Learners add their own actions.

Step 4: Closure/Recap

- Ask learners what they enjoyed and what they learned.
- Encourage learners to continue singing with body percussions outside the classroom.
- Praise learners for best performance.

**Activity 1g: Singing Simple Songs with Instruments****Step 1: Present**

- Display simple instruments e.g. “shakers, drum, sticks...”
- Demonstrate playing simple instrument while singing.

Step: Practise

- Learners sing simple songs while playing musical instruments in groups.
- Learners demonstrate coordination when incorporating musical instruments in the song.
- Provide positive reinforcement for attempts, focusing on progress.

Step 3: Produce

- Learners sing and play the musical instruments.

Step 4: Closure/Recap

- Ask learners what they enjoyed.
- Sing the song together as a final performance and use instruments and actions to enhance the experience.



Activity 1h: Sing a Simple Songs

Step 1: Present

- Display picture cards representing words in song e.g. “domestic animals”
- Explain the pictures to identify the key words that are in a song e.g. “domestic, animals, cry, names, moo, cries, cow...”
- Sing a song to learners stanza by stanza e.g. “domestic animals cry their names moo moo cries the cow... (Use the tune, ‘I am going to the river’.)
- Sing the song to learners.

Step 2: Practise

- Learners sing the song e.g. “domestic animals cry their names moo moo cries the cow... (Use the tune, ‘I am going to the river’.)

Step 3: Produce

- Learners sing the song independently/in small groups.
- Groups compete singing the same song.

Step 4: Closure/Recap

- Each group sing the song of choice.
- Use instruments and actions to enhance the experience.

Expected Standard

- Simple Songs Sung Correctly



Assessment Activities:

- **Observation:** learners’ interaction while singing, diction of words
- **Question and answer:** responding using appropriate vocabulary.
- **Presentations.** Pair/group presenting using appropriate diction of words, expression and creativity.

UNIT: 2

TOPIC: 0.1.8 Drama

Overview

Drama serves as a dynamic means of communication. It equips learners with life skills that benefits them beyond the stage. This topic will introduce learners to basic plays, aiding them in developing confidence, creativity, and teamwork skills while deepening their comprehension skills. By engaging in dramatisation, learners participate in storytelling, role-playing, and various performances. This improves their communication abilities, builds self-esteem, encourages appropriate language use in diverse situations, and promotes collaboration. Drama also stimulates imagination, critical thinking, expressing emotions, fosters an understanding of feelings, and cultivates empathy for others, making it an effective educational tool.

General Competence(s):

- **Communication** - engaging in role-playing and storytelling, using simple sentences, and body language to express ideas and emotions.
- **Creativity and innovation** - using imagination to create characters, scenarios, dialogues and expressing emotions and ideas in unique and playful ways.
- **Collaboration** - Working with peers to act out simple stories, or pretend play scenarios.
- **Critical thinking** – adapting to their role or storyline based on new ideas and interactions.

Sub-Topic: 0.1.8.1 Simple Plays

This sub-topic allows learners to perform simple stories and plays. Through involvement in drama exercises, learners will improve their listening and speaking abilities, convey emotions and practise suitable language to express feelings like sympathy, joy, and surprise while engaging in creative simple plays. This will boost their communication skills and foster empathy in their interactions.

Specific Competence: Learners to:

0.1.8.1.1 Dramatise Simple Stories and Plays.

Key vocabulary:

Drama, play, actor/actress, dialogue, scene, role-play, expression, performance, characters, stage, sympathy, emotions, dialogue, sorry, care, help, kind, sad, happy, love, support

Learning activities:



Activity 1a: Listening to Drama and Play Stories

Step 1: Present

- Act out a simple scene from a story of everyday life e.g. “going to the market”(model using a puppet)
- Use appropriate facial expression and gestures.
- Learners watch and guess what is happening.
- Explain the role of actors by using e.g. “a puppet to model character play.”

Step 2: Practise

- Learners listen to the story from the teacher/audio.
- Ask learners comprehension questions related to the play.

Step 3: Produce

- Learners take turns to retell and listen to simple story in pairs/groups/whole class.

Step 4: Closure/Recap

- Revise roles of drama characters.
- Emphasise on the use of appropriate facial expressions and gestures.
- Praise and appreciate learners for their active participation in the story.



Activity 1b: Acting out Simple Plays

Step 1: Present

- Act out a simple play e.g. “home chores” (model using a puppet)
- Demonstrate how to use facial expressions, gestures, and voice modulation.

Step 2: Practise

- Learners imitate actions or emotions e.g. happy, sad, and tired like character.
- Play a group mini-drama acting out home chores attaching them to emotions e.g. “I feel happy when I am washing plates...”
- Learners being the characters.
- Encourage learners to take turns, use appropriate expressions and body language.

Step 3: Produce

- Learners take turns acting out a scene from the play in groups to the peers.
- Provide positive reinforcement and support to learners.

Step 4: Closure/Recap

- Revise roles of drama characters and taking turns being the characters.
- Encourage them to use appropriate facial expressions, gestures and body language.
- Praise and appreciate learners for their active participation in the story.



Activity 1c: Performing Short Plays

Step 1: Present

- Act out a short play e.g. “family”
- Demonstrate how to use facial expressions, gestures, and voice modulation.

Step 2: Practise

- Act out being a mother, father and children in a family.
- Learners take turns being the characters.
- Encourage them to use appropriate expressions and body language.

Step 3: Produce

- Learners role play family scenario in groups to the peers.

Step 4: Closure/Recap:

- Review key areas of plays (acting, dialogue, expressions).
- Discuss what learners enjoyed and what they learned from the activities.
- Encourage learners to practise role-playing at home.

Learning Activities:



Activity 1a: Dramatise Simple Plays

Step 1: Present

- Show and discuss picture cards about home chores e.g. drawing water...
- Act out some home chores depicted on the picture cards e.g. drawing water...
- Assign roles to learners.

Step 2: Practise

- Learners to practise their roles in pairs or small groups.
- Learners act out home chores e.g. drawing water, mopping, tidying the place...
- Encourage the use of expressions and body language.
- Provide guidance and corrections as needed.

Step 3: Produce

- Learners perform short plays in front of their peers.

Step 4: Closure/recap

- Recap key areas of plays (acting, dialogue, expressions).
- Discuss what learners enjoyed and what they learned from the activities.
- Encourage the use of expressions and body language



Activity 1b: Dramatise Simple Plays

Step 1: Present

- Show a picture chart/poster of activities at school e.g. “picking litter, sliding, drawing, painting ...”
- Explain the roles and storyline based on the poster displayed.
- Dramatise simple play about school activities.

Step 2: Practise

- Assign roles and allow learners to rehearse in their groups.
- Guide them on how to act their roles.
- Learners act out in groups.

Step 3: Produce

- Groups of learners to perform plays to peers.
- Provide constructive feedback.

Step 4: Closure/Recap

- Recap key areas of plays (acting, dialogue, expressions).
- Discuss what learners enjoyed and what they learned from the activities.
- Encourage the use of expressions and body language
- Encourage the learners to continue performing plays



Activity 1c: Dramatise simple plays

Step 1: Present

- Sing a song about farm scenario to learners e.g. old Macdonald
- Discuss different activities done at the farm e.g. weeding, watering
- Dramatise activities done at the farm to learners e.g. I like weeding, we like watering...

Step 2: Practise

- Learners name activities done at the farm using picture cards.
- Learners say what they like to do at the farm.

Step 3: Produce

- Learners dramatise saying what they like doing at the farm as a group.
- Groups perform in front of the class.
- Provide feedback and discussion following up on each performance.

Step 4: Closure/Recap:

- Ask questions about their favorite part of the activity.
- Sing a song about activities at the farm.
- Praise learners for participating in the lesson activities.

Suggested teaching/learning material/resources:

Puppets, story scripts, picture cards, role-play props, Storybooks with simple plays, audio recordings of short plays, puppets, masks, picture cards illustrating different emotions and expressions

Expected standard:

- Simple plays dramatised correctly.



Assessment Activities:

- **Observation:** Demonstrations on family, farm, home and school activities.
- **Presentations:** key elements of drama (acting, dialogue, expressions) as they present on different family/school roles and farm responsibilities.
- **Question and Answer:** Answer oral questions based on the story (family, farm, home and school activities.)

Specific Competence: Learners to:

0.1.8.1.2. Use Appropriate Language to show Sympathy

Learning Activities:



Activity 1a: Using Appropriate Language to show Sympathy

Step 1: Present

- Act out a short play showing sympathy to a friend e.g. “lost a pencil” (use a puppet)
- Provide an example of a phrase that expresses sympathy e.g. “I am sorry that happened.”
- Demonstrate a short role-play to model the use of sympathetic language.

Step 2: Practise

- Pair learners and ask them to practise using sympathetic phrases in role-play situations.
- Learners rotate to practise with a different partner.

Step 3: Produce

- Put learners in small groups to perform short performances that involve showing sympathy.
- Provide feedback on their performances.

Step 4: Closure/Recap

- Learners share one thing they would say to a sad person.
- Learners sing a song with kind words

**Activity 1b: Expressing Emotions in Simple Plays****Step 1: Present**

- Introduce different emotions and how they can be expressed through dialogue and body language e.g. “emotion picture cards”
- Show examples of short scenes where characters express emotions e.g. this child fell down so he/she is sad.

Step 2: Practise

- Assign different emotion cards to learners and have them practise expressing the emotions in short dialogues.
- Encourage learners to use facial expressions and gestures appropriate to the emotion card.

Step 3: Produce

- Ask learners to make and act out a short play that includes various emotional expressions.
- Provide constructive feedback on their dramatisations.

Step 4: Closure/Recap

- Learners review sympathetic phrases using emotion cards.
- Sing a song containing sympathetic words.

**Activity 1c: Dramatise a Sympathetic Story****Step 1: Present**

- Read or tell a story that highlights the theme of kindness and sympathy e.g. “calves of a cow eaten by a lion”.
- Discuss the emotions and actions of the characters.
- Model sympathetic expressions in the story e.g. “I am sorry, I feel sad...”

Step 2: Practise

- Learners share a real or pretend sad or difficult experience.
- Pairs take turns responding with kind and sympathetic expressions or words to each other.

Step 3: Produce

- Each learner takes a turn sharing a feeling and hearing sympathetic responses from peers.

- Encourage sympathetic body language and kind tone of voice.

Step 4: Closure/Recap:

- Revise key vocabulary and expressions used in the story dramatised.
- Ask learners to reflect on what they learned.
- Thank the learners for sharing their experiences and using kind words.
- Conclude with a class hug.

Learning Activities:



Activity 1a: Using Appropriate Language in showing Sympathy

Step 1: Present

- Tell a story about caring for other people e.g. sick people
- Discuss a character helping a patient in need from the story told.
- Demonstrate using expressions the character used to show sympathy e.g. “I’m sorry to hear that,” “How can I help?,” “I care about you.”, “get well soon”
- Discuss how people can express sympathy in different situations.

Step 2: Practise

- Learners tell what they can say to someone sick.
- Engage learners in a discussion about times when they have shown or received sympathy e.g. “I’m sorry to hear that,” “How can I help?,” “I care about you.”, “get well soon”
- Pair learners to practise using these phrases in role-play scenarios.

Step 3: Produce

- Divide learners into small groups and assign them a situation where someone needs sympathy e.g. “a friend who was unwell.”
- Groups present their plays to the class.
- Provide feedback and encouragement to the learners.

Step 4: Closure/Recap

- Learners form a circle and each one of them say one kind of expression they can tell a sick person.
- Sing an appropriate sympathetic song.
- Thank learners for use of kind words.



Activity 1b: Role-Playing Sympathy Situations

Step 1: Present

- Introduce different situations where people may need sympathy e.g. friend spills food
- From the situation introduced, model a simple role-play showing a person comforting a friend using words that shows sympathy e.g. “I am sorry for..., I feel sad for you, let me help clean up...”

Step 2: Practise

- Learners pretend having a sad experience and using appropriate sympathetic phrases e.g. “I’m so sorry for ...”, “I love you”, “I feel sad for you.”, “Wishing you well”.
- Rotate partners to ensure appropriate interactions.

Step 3: Produce

- In groups, learners role-play a sympathetic short play depicting a real-life sympathy scenario.
- Encourage sympathetic body language and kind tone of voice.
- Observe the performance and offer needed support

Step 4: Closure/Recap:

- Revise key vocabulary and expressions used to express sympathy.
- Ask learners to say what they loved in the lesson.
- Thank the learners for sharing their experiences and using kind words.
- Conclude with a class hug.

**Activity 1c: Expressing Sympathy through Storytelling****Step 1: Present**

- Display a picture strip showing a theme of kindness and sympathy e.g. 'katalina lost in the bush'.
- Tell the story using the picture strip displayed.
- Discuss the emotions and actions of the characters in the picture strip e.g. sad, angry, scared...

Step 2: Practise

- Learners retell the story in their own words, emphasising expressions of sympathy.
- Learners suggest phrase that shows sympathy that they can use.
- Encourage learners to add their own details.

Step 3: Produce

- Learners act the sympathetic retold short story and use kind expressions in small groups.
- Few groups present the acted story to all learners in class.

Closure/Recap:

- Review key sympathy phrases and discuss when to use them.
- Ask learners to share a time when they showed or received sympathy.
- Encourage them to practise using kind and supportive language in daily life.

Suggested teaching/learning materials/resources:

Storybooks with themes of kindness and sympathy, flashcards with sympathy pictures, role-play props e.g. toy phone, picture cards depicting different emotions, picture strip, Puppets, flashcards, storybooks, props for dramatisation, posters, emotion cards

Expected Standard:

- Appropriate language to show sympathy used accordingly.

**Assessment Activities:**

- **Demonstrations:** Role-play expressing emotions.
- **Presentations:** short plays

- **Question and answer:** oral responses on sympathetic expressions.
- **Observation:** Learners' participation and use of expressive language

Specific Competence: Learners to:

0.1.8.1.3 Use Appropriate Language to Talk about Food Hygiene.

Key vocabulary

Role play, covering, food, washing, clean, water, hygiene.



Activity 1a: Using Appropriate Language to Talk About Fruits

Step 1: Present

- Display a chart showing different food stuffs e.g. “vegetables and fruits.”
- Mention the fruits on the chart to the learners.
- Introduce the structure of the day to use appropriate language to talk about fruits e.g. “I wash my (Fruit name) before I eat.”
- Demonstrate using the day’s structure to talk about fruits. Point at one fruit so that you can give a complete example e.g. “I wash my guava before I eat it.”
- Learners say the structure of the day using the complete sentence which has just been constructed.

Step 2: Practise

- Display cards of different fruits for learners to practise talking about fruits in pairs.
- Learners to take turns talking about washing fruits using the structure of the day in pair’s e. g. “I wash my oranges before I eat them.”
- Pair partners rotate as they practise talking about washing fruits using the structure of the day.

Step 3: Produce

- Learners use fruit models or flash cards with fruit pictures to engage in a discussion on washing fruits using the structure of the day in groups.
- Learner’s role play washing fruits while saying their action using the structure of the day.

Step 4: Closure /Recap

- Learners talk about their experiences during the activities highlighting the parts they liked most.
- Conclude with any English song on food hygiene e.g. this is the way I wash my fruits ... (use ‘this is the way we wash our hands tune ...’)
- Praise learners for their active participation and encourage them to continue talking about and practicing washing fruits before they eat.



Activity 1b: Using Appropriate Language to Talk about Vegetables

Step 1: Present

- Display a chart showing different vegetables and fruits.
- Mention the vegetables on the chart to the learners.
- Introduce the structure of the day to use appropriate language to talk about vegetables e.g.

“Do you wash the before cooking/eating?” “Yes I do.”

- Demonstrate using the day’s structure to talk about vegetables e.g. “Do you wash the vegetables before cooking/eating?” “Yes, I do.”
- Learners talk about washing vegetables using the structure of the day e.g. “Do you wash the vegetables before cooking/eating?” “Yes, I do.”

Step 2: Practise

- Display cards of different vegetables for learners to practise talking about vegetables in pairs.
- Learners take turns practicing talking about washing vegetables using the structure of the day in pairs.
- Learners change their pair partners as they practise talking about washing vegetables using the structure of the day.

Step 3: Produce

- Learners use a chart with vegetable pictures to engage in a discussion on washing vegetables using the structure of the day in groups.
- Learners role play washing vegetables while saying their action using the structure of the day.

Step 4: Closure /Recap

- Learners talk about their experiences during the activities highlighting the parts they liked most.
- Conclude with any English song on food hygiene e.g. “this is the way I wash my vegetables” ... (use ‘this is the way we wash our hands tune ...’)
- Praise learners for their active participation and encourage them to continue talking about and practicing washing vegetables before they cook/eat them.



Activity 1c: Using Appropriate Language to Role Play Food Hygiene

Step 1: Present

- Narrate a story on food hygiene to the learners e.g. “James is a good boy. He uses clean water to wash fruits and vegetables.”
- Introduce the structure of the day to use appropriate language to talk about vegetables and fruits e.g. “What do you use to wash?” “I use clean water.”
- Demonstrate using the day’s structure to talk about vegetables and fruits e.g. “What do you use to wash vegetables and fruits?” “I use clean water.”
- Learners talk about washing vegetables and fruits with clean water using the structure of the day e.g. “What do you use to wash vegetables and fruits?” “I use clean water.”

Step 2: Practise

- Learners retell the story e.g. “James is a good boy. He uses clean water to wash fruits and vegetables.”
- Learners take turns practicing talking about washing vegetables and fruits with clean water using the structure of the day in pairs.
- Learners change their pair partners as they practise talking about washing vegetables and fruits with clean water using the structure of the day.

Step 3: Produce

- Learners engage in a discussion on washing vegetables and fruits with clean water using the structure of the day in groups.
- Learners demonstrate washing vegetables and fruits with clean water using the structure of the day.

Step 4: Closure /Recap

- Learners talk about their experiences during the activities highlighting the parts they liked most.
- Conclude with any English song on food hygiene e.g. This is the way I wash my vegetables ... (use 'this is the way we wash our hands tune ...')
- Praise learners for their active participation and encourage them to continue talking about and practicing washing vegetables and fruits with clean water.



Activity 1a: Using Appropriate Language to talk about Keeping Food Safe.

Step 1: Present

- Display a chart showing covered food stuffs e.g. "nshima, porridge, cooked rice, vegetables, fruits ..."
- Talk about the concept of keeping food covered by discussing what is depicted on the displayed chart.
- Introduce the structure of the day to learners e.g. "What do you do to keep ... (name of food stuff) safe?" "I cover the (name of food stuff)"
- Learners say the structure of the day. "What do you do to keep nshima safe?" "I cover the nshima."

Step 2: Practise

- Learners to take turns in practicing saying what they do to keep the food safe using the structure of the day in pairs.
- Learners change their pair partners as they continue practicing what they do to keep the food safe using the structure of the day.
 - ⇒ Learner one: What do you do to keep the nshima safe?
 - ⇒ Learner two: I cover the food.
- Divide learners into groups and put the cards upside down for each group.
 - ⇒ **Learner one:** Picks the card and asks learner two what he/she does to keep the (name of food on the card picked) safe using the structure of the day.
 - ⇒ **Leaner two:** Answers using the correct response using the structure of the day.

Step 3: Produce

- Learners play the game explained on the practise step to practise talking about how to keep the food safe.

Step 4: Closure /Recap

- Learners explain what they do to keep the food safe using the question-and-answer discussion.
- Recap the lesson by singing a song expressing their feeling on the lesson e.g. "If you are happy and you know song."

- Praise learners for their participation in the lesson and encourage them to continue practicing saying what they do to keep the food safe.



Activity 1b: Using Appropriate Language to talk about Things used to Cover Food

Step 1: Present

- Use real objects to show and explain items used to cover different food stuffs e.g. “lid, plate, food covering net, bottle tops ...”
- Introduce the structure of the day to the learners e.g. “What do you use to cover food with? “I cover my food with ... (lid/plate...)”
- Learners saying what they use to cover food using the structure of the day.
- Flash a card with a picture of a food cover and use a puppet to demonstrate a dialogue to practise saying what they use to cover food using the structure of the day.
 - ⇒ **Teacher:** What do you use to cover food with?
 - ⇒ **Puppet:** “I cover my food with a lid ...”

Step 2: Practise

- Learners take turns in practicing saying what they use to cover food using the structure of the day in pairs.
- Learners change their pair partners and continue practicing saying what they use to cover food using the structure of the day.

Step 3: Produce

- Divide learners in groups and give them different food covering items/ utensils.
- In groups let the learners’ role play covering some food stuffs using different food covering items/ utensils using the structure of the day.

Step 4: Closure /Recap

- Recap the lesson by asking some learners to practise saying what they use to cover food using the structure of the day.
- Ask the learners what they liked most in the lesson.
- Praise learners for their participation in the lesson and encourage them to be covering food.



Activity 1c: Using Appropriate Language to tell Stories about Food Hygiene

Step 1: Present

- Tell a story about an experience of a person who ate uncovered food and got sick e.g. Moses came back from school and was very hungry. He found food at home which was not covered and ate it. After few minutes he started crying because his stomach was paining ...
- Ask simple oral comprehension questions to check understanding of the characters and events of the story.
- Explain the results of eating uncovered food.

Step 2: Practise

- Learners retell the story about Moses and predict what might have happened next.
- Go round and reinforce the importance of covering food using prompts such as, “Why is

it good to cover food? What happens when you do not cover food? What happens when you eat food that is not covered? ...

Step 3: Produce

- Learners discuss what they should do to keep the food safe in groups.
- Go round to provide needed guidance to the groups.
- Groups share their discussions to the peers.

Step 4: Closure/ Recap

- Praise learners for their active involvement in the lesson activities and encourage them to continue talking about good practise s on food hygiene.

Suggested teaching and learning materials/resources

Water, basins, chart showing different food stuffs, chart showing people washing vegetables, fruit models, chart and picture cards showing items to use to cover food, real items used to cover food...

Expected standard

- Appropriate language to talk about food hygiene used appropriately.



Assessment activities:

- **Demonstrations:** observe learners taking turns in talking about food hygiene using the structures of the day.
- **Question and answer:** ask questions to foster conversations during the lessons.
- **Presentations:** observe learners as they do pair/group/whole class presentations on the various tasks.

Specific Competence: Learners to:

0.1.8.1.4 Use appropriate language to talk about simple events

Key vocabulary:

Birthday, happy, dress, celebrations, good, excellent, thank you, independence, Christmas, flag, green, red, black, orange, special, colour, together, dance, clap, songs, balloons, flowers, candles, ribbons ...

Learning Activities:



Activity 1a - Using Appropriate Language to talk about Birthday Celebrations

Step 1: Present

- Explain a birthday using a chart with pictures representing birthday celebrations.
- Explain the appropriate and common words/ phrases used to talk about birthdays e.g. “happy birthday, how old are, present ...”
- Pretend a birthday conversation using prompts using a puppet e.g.
 - ⇒ **Teacher:** How old are you now?
 - ⇒ **Puppet:** I am 4 years old today
 - ⇒ **Teacher:** Happy birthday day to you.
 - ⇒ **Puppet:** Thank you!

Step 2: Practise

- Learners practise a birthday conversation in pair's e.g.
 - ⇒ **Learner 1:** How old are you now?
 - ⇒ **Learner 2:** I am 4 years old today.
 - ⇒ **Learner 1:** Happy birthday day to you.
 - ⇒ **Learner 2:** Thank you!
- Rotating partners to ensure everyone interacts with different classmates.

Step 3: Produce

- Divide learners into small groups to dramatise birthday conversations using appropriate language.
- Groups present in front of peers.

Step 4: Closure/Recap

- Learners talk about birthdays using appropriate language.
- Ask learners to share what their experience was during the activities.
- Praise the learners for their active participation during the lesson.
- Learners sing a birthday song e.g. "Happy birthday to you ..."

**Activity 1b: Using Appropriate Language to talk about Christmas Celebration.****Step 1: Present**

- Tell a story about the birth of Jesus.
- Explain Christmas events using a chart with pictures representing Christmas celebrations.
- Introduce common phrases used to talk about Christmas e.g. "happy Christmas, Jesus is born ..."

Step 2: Practise

- Divide the learners into small groups, give each group a Christmas event card and ask the learners to discuss the event.
- Learners role play the event on the picture cards using the correct phrases.
- Learners model the activities to peers using the appropriate phrases for the event to peers.
- Go around the groups and give feedback on using appropriate Christmas phrases.

Step 3: Produce

- Learners dramatise Christmas conversations using appropriate language in groups.
- Groups rotate performing Christmas event to the whole class.

Step 4: Closure /Recap

- Learners talk about appropriate language used during Christmas celebrations.
- Ask learners to share what their experience was during the lesson activities.
- Praise the learners for their active participation during the lesson.
- Learners sing a Christmas song e.g. "Christ is born ..."

**Activity 1c - Using Appropriate Language to talk about Independence Celebrations****Step 1: Present**

- Narrate a story about independence.
- Explain the colours associated with independence celebrations e.g. red, green, orange and black.
- Introduce the structure of the day, “What do you do at Independence Day?” “I ...
- Explain some common happenings at Independence day e.g. “I eat/sing/wear nice clothes with independence colours/play with friends ...”
- Model an Independence Day conversation using the given structure e.g. “What do you do at Independence Day?” “I eat/sing/wear nice clothes with independence colours/play with friends.

Step 2: Practise

- Learners’ role play asking and responding to each other what they do at Independence Day using the structure of the day in small groups. “What do you do at Independence Day?” “I ...
- Groups alternate presenting the practised conversations to the whole class.
- Go around the groups and give feedback on using appropriate independence vocabulary.

Step 3: Produce

- Give a variety of coloured cards to groups and ask them to sort colours associated to independence.
- Learners role play Independence celebration in small groups.
- Go around the groups and provide needed support.

Step 4: Closure/Recap

- Learners talk about appropriate language used during independence celebration using the structure of the day.
- Ask learners to share what they liked about the lesson activities.
- Praise the learners for their active participation during the lesson.

Suggested teaching and learning materials/resources

Water, basins, chart showing different food stuffs, chart showing people washing vegetables, fruit models, chart and picture cards showing items to use to cover food

Expected standard

- Language to talk about simple events used correctly.



Assessment Activities:

- **Demonstrations:** observe learners taking turns in talking about simple events using the structures of the day.
- **Question and answer:** ask questions to foster conversations during the lessons.
- **Presentations:** observe learners as they do pair/group/whole class presentations on the various tasks.

Specific Competence: Learners to:

0.1.8.1.5 Use Appropriate Language for Buying And Selling.

Key vocabulary

How much, expensive, may I have, thank you, sell, selling, buying, change, fruits, vegetables, people, sweets, drinks ...

Learning Activities:



Activity 1a: Using Appropriate Language to Identify Things Found at The Market.

Step 1: Present

- Display a market poster showing activities done and things found at the market.
- Talk about the things found/ activities done at the market using the poster displayed e.g. “fruits, vegetables, people, sweets, drink, clothes, sugar, bread, people selling, people buying, shop, ...”
- Introduce the structure of the day to learners e.g. “What can you see?” “I can see ...”
- Demonstrate naming things found at the market using the day’s structure e.g. “What can you see?” “I can see sweets/drink/clothes/sugar/bread/people selling/people buying/shop.”
- Learners say the structure of the day to identify things found at the market e.g. “What can you see?” “I can see sweets/drink/clothes/sugar/bread/people selling/people buying/shop.”

Step 2: Practise

- Learners name things found at the market using the structure of the day in pairs e.g. “What can you see?” “I can see sweets/drink/clothes/sugar/bread/people selling/people buying/shop.”
- Go around the pairs and give needed support on naming the things found at the market using the structure of the day.

Step 3: Produce

- Learners practise naming things found at the market using the structure of the day in groups.
- Groups alternate demonstrating conversations on naming things found at the market using the structure of the day to the whole class.

Step 4: Closure /Recap

- Round up learners using a song.
- Recap the activity by naming various things found at the market using the structure of the day.
- Reinforce appropriate language use for things found at the market using a song.
- Praise learners for active involvement in the lesson activities.



Activity 1b: Using Appropriate Language to Identify People Found at the Market.

Step 1: Present

- Show a conversation poster showing people found at the market e.g. shopkeeper, buyers, marketeers ...
- Explain the pictures on the conversation poster identifying people found at the market e.g. shopkeepers, buyers, sellers, marketeers, tailors...
- Introduce the structure of the day using appropriate language to identify people at the market e.g. “Who do you see in the picture?” I can see a ...

- Demonstrate naming people found at the market using the day's structure e.g. "Who do you see in the picture?" "I can see a shop keeper/marketeer..."
- Learners use the structure of the day to name people found at the market e.g. "Who do you see in the picture?" "I can see a shop keeper/marketeer..."

Step 2: Practise

- Distribute conversation posters showing people found at the market to small groups.
- Learners name kind of people found at the market as seen on the conversation posters using the structure of the day in small groups e.g. "what kind of people can you see?" "I can see a shop keeper/marketeer..."
- Go around the small groups and give needed support on naming people found at the market using the structure of the day.

Step 3: Produce

- Groups compete naming people found at the market to the whole class. One group member at a time from each group in an alternating manner. The group which names people found at the market clearly with less mistakes wins the competition.

Step 4: Closure /Recap

- Conclude by asking learners what they have learnt.
- Using a song to reinforce appropriate language used for buying and selling.



Activity 1c: Using Appropriate Language for Selling and Buying.

Step 1: Present

- Explain the activity and model a role-play scenario with a puppet e.g.
 - ⇒ **Teacher:** "Sale! Sale! Customer"
 - ⇒ **Puppet:** "How much is a sweet?"
 - ⇒ **Teacher:** K1
 - ⇒ **Puppet:** "May I have 2 please."
 - ⇒ **Teacher:** "Here they are"
 - ⇒ **Puppet:** "Thank you"

Step 2: Practise

- Learners practise buying and selling using appropriate language in pairs.
- Learners sing a song to reinforce appropriate language used for selling and buying.

Step 3: Produce

- Learners role-play buying and selling using the appropriate language in groups.
- Encourage learners to use a variety of materials from within or outside the classroom to make the activity more engaging.
- Go around and offer support and guidance.
- Groups compete in role-playing buying and selling scenarios in front of the peers. The group with well-coordinated ideas and shows more creativeness wins the competition.

Step 4: Closure /Recap

- Conclude by asking learners what they have learnt.
- Summarise by highlighting the appropriate language used for buying and selling.

Suggested teaching and learning materials/resources

Price tags, paper money cutouts, item packs, shop corner materials...

Expected Standard

- Appropriate language for buying and selling used correctly

**Assessment Activities:**

- **Demonstrations:** Observe learners role playing buying and selling using appropriate language.
- **Question and Answer:** Ask learners about buying and selling.
- **Presentation:** Observe learners' responses about using appropriate language as they do presentations on buying and selling.

COMPONENT: PRE-READING**UNIT: 1****Sub-Topic: 0.1.9.6 Visual Memory**

This sub-topic focuses on visual memory which enhances learners' capacity to remember and identify objects, patterns, and experiences. This skill develops learners' cognitive and observational skills, allowing them to store and access information efficiently. By participating in tasks that require the recollection and reproduction of visual details, learners boost their attention to detail and ability to recall things from memories.

Specific Competence: Learners to:

0.1.9.6.1 Recall objects and experiences from memory.

Key Vocabulary:

Memory, objects, familiar, recall, toys, block, patterns,

Learning Activities:



Activity 1: Describing From Memory

Step 1: Present

- Show the children a tray with a set of 5-7 familiar objects e.g. a toy car, a block, a crayon, a ball.
- Allow learners to observe the objects for one minute, pointing out each object and its attributes e.g. "This is a red ball."
- Cover the tray with a cloth and explain that they will try to recall the objects they saw.

Step 2: Practise

- Learners name or describe the objects they remember seeing on the tray.
- Uncover the tray and compare their answers to the objects on display.
- Repeat the activity with a new set of objects or by removing one or two objects from the tray to see if they notice what is missing.

Step 3: Produce

- In pairs or small groups, provide each group with a new set of objects to observe for one minute.
- After covering the objects, ask each group to describe as many objects as they can remember.
- Encourage them to share their recollections with the class, and reveal the objects to compare their memory with the actual items.

Step 4: Closure/Recap

- Recap the importance of paying close attention to visual details to help remember objects and experiences.
- Encourage learners to practise using their visual memory by observing their surroundings and recalling what they see.

- Encourage learners to apply this skill in their daily lives, such as remembering where they placed their belongings or recalling classroom activities.
- Praise their efforts and highlight how this skill helps in daily activities, such as finding items or remembering instructions.



Activity 2: Describing Experience and Objects from Memory.

Step 1: Present

- Show different objects e.g. “Kitchen utensils.”
- Sing a song on objects shown and explain its vocabulary e.g. “pots, plates...”
- Describe objects displayed to the learners

Step 2: Practise

- In pairs, learners name the objects given.
- Learners in small groups play a memory game and identify different objects.
- Guide learners to take turns as they conduct the activity.

Step 3: Produce

- Learners play a game where they have to memorise the position of an object on the cards.
- Learners’ turnover two cards at a time to find a match among the displayed.
- Learners in pairs play a memory game with different objects.
- Rotate pairs to ensure every learner gets to practise

Step 4 Closure/Recap

- Learners share their experiences during the activity
- Praise learners for their efforts during the activity
- Repeat matching different pictures.



Activity 3: Describing Experiences and Objects from Memory

Step 1: Present

- Tell a story and show picture cards representing different objects or real objects e.g. “pencils, books, eraser, ruler...”
- Describe the appearance of the objects to learners using the following attributes: colour, shape, texture...
- Remove the displayed materials and ask learners to identify object e.g. “pencils, books, eraser, ruler...”

Step 2: Practise

- Learners describe objects in the story told using various attributes e.g. “Colour, Shape, Texture ...”

Step 3: Produce

- In groups or pairs, learners retell the story.
- Learners answer questions based on the story e.g. what was in the story? ...

Step 4: Closure /Recap

- Summarise by asking learners what they have learned.

Suggested Teaching and Learning Materials/Resources:

Books, picture cards, card board, puzzle, picture book, pencils, eraser, ruler, utensils, objects, toy car, block, crayon, ball.

Expected Standard:

- Objects and experiences recalled from memory correctly.



Assessment Activities:

- **Oral demonstrations:** Recalling objects and experiences and tell from memory
- **Pair and group:** Hold discussions on positions of objects
- **Question and answer:** Answer questions based on recalling objects from memory.
- **Observation:** Learners' participation and ability to recall their details from memory correctly.

Sub-Topic: 0.1.9.7 Own Name

This sub-topic helps learners in visually recognising their name which will establish a basis for letter recognition and literacy growth. The activities included in this lesson promote familiarity and recognition of own names thus, fostering confidence and a sense of self.

Specific Competence: Learners to:

0.1.9.7.1 Recognise their own Name.

Key Vocabulary

Own, name, recognize,

Learning Activities:



Activity 1: Recognising own Name on a Name Card

Step 1: Present

- Show the name card of one learner and say the name aloud to all learners
- Show the name written clearly and point to the name
- Sing a name song e.g. “my name is...”
- Demonstrate looking in the mirror and say your name.

Step 2: Practise

- Learners say their names to each other in pairs e.g. “my name is...”
- Give name cards to the learners in order for them to describe what they can see.

Step 3: Produce

- Learners point to the name on the name card while saying their name.
- Display a different set of name cards for the learners and each learner chooses his or her name card from the displayed cards, matching it with the one he or she already have.

Step 4: Closure /Recap

- Recap the lesson by asking some learners to introduce themselves and to show their name cards to the whole class.
- Praise learners for their active involvement in the lesson and encourage them to continue practicing saying out their name and showing their card name.

**Activity 2: Recognising own Name on the Name Card.****Step 1: Present**

- Write each learners' name on a card in big font.
- Show the learners their name cards one by one, saying the name aloud and pointing to each name.
- Explain that their name is special and unique to them, and they will learn to recognise it.

Step 2: Practise

- Provide name cards to each learner and in pair's learners to describe their names as they differentiate their names.
- In groups, learners put all the name cards on the table and ask the learners to find their own.

Step 3: Produce

- Learners to play a game of matching their name cards e.g. "running lotto"

Step 4: Closure/Recap

- Learners stand/sit in a circle and recognise own name cards from the displayed cards on the floor.
- Praise their efforts and encourage them to practise recognising own name in class and at home.

Suggested teaching/learning materials/resources:

Name card, crayons, paper, picture card,

Expected Standard:

- Own name recognised correctly

**Assessment Activities:**

- **Oral demonstrations:** Say their names.
- **Pair and group:** Discussions on name identification.
- **Question and answer:** Respond to questions about their names.
- **Observation:** Participation and ability to recognize their names correctly.

Sub-Topic: 0.1.9.8 Picture Reading

Reading through pictures helps learners understand how to interpret and connect visual images with sounds, words, and concepts. This practise enhances their capacity to identify and link

oral sounds to basic words, which is crucial for pre-reading and language acquisition. Activities included in this lesson will also promote creativity, broaden vocabulary, and cultivate a respect for visual representation as a foundational step toward conventional reading.

Specific Competence: Learners to:

0.1.9.8.1 Read pictures

Key Vocabulary

Visual, discrimination, picture, image, interpret, describe, story

Learning Activities:



Activity 1: Picture Reading

Step 1: Present

- Show learners a large, colorful picture e.g. “a scene showing a park with children playing.”
- Point to various elements in the picture e.g. “a boy on a swing, a tree and describe them aloud.”
- Ask the learners to name or describe what they see in the picture.

Step 2: Practise

- Provide each learner with a picture card depicting a simple scenario e.g. a family at a picnic, animals in a jungle.
- Learners describe a picture by responding to appropriate questions e.g. “What is on this picture?” or “Who do you see here?”
- Learners take turns identifying and describing what they can see in their picture.

Step 3: Produce

- Divide the learners into small groups and give each group a large picture.
- Learners read what is happening in the picture in groups.
- Allow each group to present their picture and story to the whole class, emphasising the details they noticed.
- Provide needed support to learners.

Step 4: Closure/Recap

- Recap the activity by asking learners what they learned about reading pictures.
- Practise identifying and describing what is in the picture.
- Emphasise the importance of observing details in pictures to enhance understanding and storytelling.
- Encourage learners to explore and “read” pictures at home to continue developing their skills.

Suggested teaching/learning materials/resources:

Picture card, sound cards, books, picture strips, posters

Expected Standard:

- Pictures read correctly.



Assessment Activities:

- **Demonstrations:** Picture reading
- **Pair and group discussions:** Pictures reading
- **Question and answer sessions:** Responding to questions when reading pictures.
- **Observation:** Learners' participation and ability to read pictures correctly

UNIT: 2

TOPIC: 0.1.10 SOUND RECOGNITION

Overview:

Recognising sounds is a vital ability in early childhood education, laying the groundwork for language growth and literacy. By concentrating on sound recognition in straightforward words, learners cultivate phonemic awareness, which is essential for future abilities like blending and segmenting phonemes in words. Through fun and interactive activities, learners will engage in identifying and distinguishing both beginning and ending sounds in simple words.

General Competences (s)

- **Critical Thinking:** Manipulating different objects to identify sounds.
- **Collaboration:** Sharing and taking turns when matching sounds.
- **Communication:** Demonstrating good listening, speaking skills identifying and saying initial and end sounds.

Key Vocabulary:

Sound, initial sound, end sound, word, recognize, listen

Sub-Topic: 0.1.10.1 Initial and End Sound

The aspect of recognising initial and ending sounds emphasises aiding learners in pinpointing the first and last sounds in basic words. This ability enhances auditory discrimination and sets the stage for phonics teaching. By engaging in outlined activities, learners will gain a better understanding of how words start and finish, thereby enhancing their overall literacy abilities.

Specific Competence: Learners to:

0.1.10.1.1 Recognise sounds orally in simple words.

Learning Activities



Activity 1: Sound Recognition

Step 1: Present

- Show learners a series of pictures e.g. “pan, pin, sun...”
- Say the name of each picture aloud, emphasising the beginning sound of the word e.g. “/p/- pan, /s/-sun”.
- Ask the learners to repeat the sounds after you, focusing on clear articulation.

Step 2: Practise

- Provide learners with a set of picture cards and ask them to name the objects in the pictures.
- Encourage them to say the beginning sounds of each word e.g., “S-S-Sun”.
- Play a matching game where learners match pictures to corresponding sounds e.g. a picture of a pin with the sound “/p/-pin”.

Step 3: Produce

- Divide the learners into small groups and provide each group with a collection of picture cards.
- Ask each group to take turns picking a card, saying the word aloud, and emphasising the sound at the beginning of the word.
- Learners make a simple sentence using the picture e.g. “The sun is bright”.

Step 4: Closure/Recap

- Recap the activity by showing the pictures again and asking the learners to say the corresponding sounds.
- Reinforce the idea that pictures help us understand and connect sounds to words.
- Praise the learners for their participation and encourage them to practise identifying sounds in their environment.



Activity 2: Recognising Initial Sounds orally in Simple Words.

Step 1: Present

- Introduce the concept of sounds in words by saying simple words slowly, emphasising the first sounds e.g. “pin” – /p/ ...
- Use picture cards or real objects to identify the begin sounds in the words.
- Explain that the first sound is the ‘starting sound.’

Step 2: Practise

- Say a word aloud e.g. “tin” and ask the learners to repeat it.
- Learners identify the starting sound (/t/).
- Use clapping or tapping to emphasise the sounds e.g. Clap once for the initial sound.
- Provide multiple examples e.g. “sun,” “pig” ... and guide the learners to identify the initial sound as needed.

Step 3: Produce

- Divide the learners into small groups and give each group picture cards or objects.
- Learners say the names of the items aloud and identify the starting sound.
- Each group share one word with the class and identify its initial sounds.
- Offer positive reinforcement and correct gently if necessary.

Step 4: Closure/Recap

- Recap the activity by asking learners to share examples of words and their initial sounds.

- Reinforce the importance of listening carefully to sounds in words.
- Practise listening for the first sounds in simple words e.g. “pin” – /p/.
- Praise the learners for their participation and encourage them to practise sound recognition at home.



Activity 3: Recognising Initial Sounds orally in Simple Words.

Step 1: Present

- Show learners objects and identify their names e.g. cup, bag...
- Say their names slowly emphasising their first sounds e.g. “cup” – /c/ ...
- Sing a song mentioning the names of objects highlighting the begin sounds in the words.
- Explain that the first sound is the ‘starting sound.’

Step 2: Practise

- Learners say the words and names of the displayed objects while stretching their initial sound e.g. /c/-cup
- Learners identify the starting sound in various words provided.
- Learners play a game to find a given initial sound from the given objects.

Step 3: Produce

- Divide the learners into small groups and give each group picture cards or objects.
- Learners say the names of the items identified aloud and identify the starting sound.
- Each group share one word with the whole class and identifying its initial sounds.
- Offer positive reinforcement and correct gently if necessary.

Step 4: Closure/Recap

- Recap the activity by asking learners to share examples of words and their initial sounds.
- Reinforce the importance of listening carefully to sounds in words.
- Practise listening for the first sounds in simple words e.g. “lid- /l/, cat- /c/.”
- Praise the learners for their participation and encourage them to practise sound recognition at home.



Activity 4: Ending Sound Sort

Step 1: Present

- Display flash cards with words and say words slowly explaining the ending sounds e.g., “cat-/t/, bat-/t/ both end in /t/.”
- Display other flash cards with pictures and demonstrate identifying end sounds.

Step 2: Practise

- Say a word to the learners and ask them to say the ending sound e.g. “bat-/b/”
- Use picture cards for learners to sort and group objects by end sound.

Step 3: Produce

- Learners identifying and sort cards representing pictures of objects that ends with a given sound.
- Play a game where a teacher says a sound and learners look for a picture in the classroom that has a name which ends with the same sound e.g. “sound scavenger hunt.”
- Learners find and present objects that ends with a given sound.

Step 4: Closure/Recap

- Review a few words from the activity and reinforce ending sound recognition.
- Thank learners and encourage to continue finding sounds in words at home.



Activity 5: Recognise Initial and End Sounds in Simple Words

Step 1: Present

- Begin by showing picture cards or objects representing simple words e.g. “pot-/p/”
- Say the word clearly and emphasize the initial and end sounds e.g. “cat-/c/-at- /t/, dog-/d/-o /g/...”
- Clap once for the initial sound and twice for the end sound.
- Use letter sound flashcards to show the corresponding letters for the initial and end sounds.

Step 2. Practise

- Play sound matching games where learners match pictures to their initial or end sounds.
- Provide a set of picture cards and learners sort them based on their initial or final sounds.
- Learner’s practise orally sounding out simple words stressing the initial sound by clapping once and end sound clapping twice e.g. “cat- /c/- one clap, /t/-two claps.”

Step 3. Produce

- Learners say a word and stress the initial sound by clapping once and end sound clapping twice e.g. “cat- /c/- one clap, /t/-two claps.”
- In pairs/group, one learner says a word while the other clap once for the initial sound and twice for the end sound.

Step 4. Closure/Recap

- Revise initial and end sounds by clapping.
- Ask learners to identify the initial and end sounds on the flash card.



Activity 6: Recognising Initial and End Sounds in Simple Words

Step 1: Present

- Say a picture story and elicit a word to emphasize the initial and end sound e.g. “/p/o/t/, /p/i/n/”
- Use picture letter sound flashcards to show the corresponding letters for the initial and end sounds.
- Explain that words are made up of sounds, and we can “hear” those sounds e.g. “/p/o/t/, /p/i/n/”

Step 2: Practise

- Provide a set of picture word cards and have learners sort them based on their initial or end sounds e.g. “Put all the words that begins with initial /s/ in one pile.”

Step 3: Produce

- Learners present sorted picture word cards and say the initial and end sounds.
- Learners say words learned on the picture card and show the initial and end sound by point.

Step 4: Closure/Recap

- Ask learners to find objects that start or end with specific sounds.
- Ask learners to give examples of words with specific initial or founds.

Suggested Teaching and Learning Materials/Resources:

Picture cards, letter flashcards, classroom objects, interactive games picture cards, objects, puppets, word cards

Expected Standard:

- Sounds orally recognised in simple words correctly.

**Assessment activities:**

- **Demonstrations:** Ability to recognise positions of sounds in words.
- **Pair and group:** Discussions on identifying positions of sound in words.
- **Question and answer:** Respond to questions on sound recognition.
- **Observation:** Learners’ participation and ability to recognize sounds correctly.

COMPONENT: PRE-WRITING

UNIT: 1

TOPIC: 0.1.11 HANDWRITING

OVERVIEW

This topic focuses on handwriting, which encompasses scribbling, pattern creation, letter formation, and creative expression, shape recognition, replicating their own name, and associating images with initial letters. Engaging in these activities, learners will develop fine motor skills, coordination, and self-assurance in conveying ideas through writing. The lessons are designed to establish essential skills that will aid learners in their writing journey.

General Competence(s):

- **Communication-** Describing their drawing and engaging in conversations about letters, shapes, and marks they make.
- **Creativity and innovation-** Scribbling, lines, and shapes to express thoughts and ideas through manipulation of different objects to develop fine motor skills.
- **Critical thinking** - Problem-solving when forming letters or copying shapes,

Sub-Topic: 0.1.11.9 Shapes

Forming a series of shapes is a foundational skill for learners which is crucial for handwriting. Practicing the drawing and identification of fundamental shapes is vital for improving letter formation and writing. Grasping how to create and replicate shapes improves learners' control over writing tools and allows them to express their creativity.

Specific Competence: Learners to:

0.1.11.9.1 Form a Series of Shapes Accurately.

Key Vocabulary

Circle, square, triangle, rectangle, oval, curve, straight line, diagonal, pattern, scribble, stroke

Learning Activities:



Activity 1: Forming Basic Shapes

Step 1: Present

- Introduce different shapes e.g. circle, square, triangle...
- Show examples of each shape using flashcards or drawings.
- Demonstrate how to draw each shape step by step.

Step 2: Practise

- Learners trace shapes on worksheets/book using e.g. templates...
- Encourage learners to draw shapes in the air using their fingers.
- Learners identify and describe different given shapes in pairs.

Step 3: Produce

- Provide worksheets/books for learners to draw basic shapes independently.
- Learners make simple drawings using the shapes they have learned.

Step 4: Closure/Recap

- Learners make a shape man from the shapes given.
- Learners sing a song about shapes.
- Encourage learners to continue drawing shapes on different surfaces at school and at home.
- Thank and praise learners for participating actively.

**Activity 2: Shape Pattern Work****Step 1: Present**

- Introduce different line patterns e.g. zigzag, wavy, dotted lines.
- Demonstrate drawing a series of the same shape to form a shape pattern e.g. triangle, circle...
- Demonstrate how to form patterns by connecting shapes.

Step 2: Practise

- Provide worksheets/books and shape cut outs to learners.
- Learners trace the shape cut outs on worksheets and draw patterns on their own.

Step 3: Produce

- Learners arrange in series different shape cut outs provided to create patterns.
- Display learners' completed pattern work in the classroom.

STEP 4: Closure/Recap

- Learners sing a song about shapes.
- Encourage learners to continue drawing shapes on different surfaces at school and at home.
- Thank and praise learners for participating actively

Suggested Teaching and Learning Materials/Resources:

Worksheets/books, shape cut outs,

**Assessment Activities:**

- **Demonstrations:** Ability to name the shapes.
- **Pair and group:** cooperation and turn taking.
- **Question and answer:** Ability to recall and name shapes based on description.
- **Observation:** shape recognition in natural setting.

Specific competence**0.1.11.9.2 Copy Series of Shapes****Key Vocabulary**

Circle, square, triangle, rectangle, oval

Learning Activities:



Activity 1: Copying Shapes

Step 1: Present

- Display a chart showing basic shapes and describe shapes.
- Demonstrate copying either of the displayed shape e.g. “board, book, worksheet...”

Step 2: Practise

- Divide learners into 4 groups and provide them with writing tools and books/worksheets.
- Learners practise freehand when coping shapes given.

Step 3: Produce

- Learners trace/ copy any shape of their choice from the displayed in their books.

Step 4: Closure /Recap

- Recap the lesson by checking what shapes learners managed to trace/ copy.
- Encourage the learners to go and practise drawing as many shapes as they could at home.

Suggested teaching/learning materials/resources:

Flashcards with different shapes, tracing worksheets, colored pencils, crayons, and markers, cut-out shape templates

Expected Standard:

Shapes formed accurately.

Shapes copied accurately.



Assessment Activities:

- **Oral demonstrations:** Ability to name the shapes.
- **Pair and group:** Cooperation and turn taking.
- **Question and answer:** Ability to recall and name shapes based on description.
- **Observation:** shape recognition in natural setting.

Sub-Topic: 0.1.11.10 Copying Own Name

This sub-topic emphasizes helping learners in the skill of copying their own name from a name card. Learners will engage in activities that enhance their letter recognition and formation, enhancing their handwriting abilities and self-assurance in writing their names on their own.

Specific Competence(s):

0.1.11.10.1 Copying own name from a name card.

Key Vocabulary:

Letters, name, write, copy, name cards, tracing, matching

Learning Activities:



Activity 1: Copying own Name

Step 1: Present

- Introduce learners to name cards with their names written on them.
- Demonstrate how to trace over the letters on their name card using fingers.
- Explain the importance of learning to write their names.

Step 2: Practise

- Provide learners with tracing worksheets/books where they trace their names.
- Pair learners to practise tracing own names on dotted lines.

Step 3: Produce

- Learners write their names independently on paper coping from name cards.
- Provide feedback and guidance on letter formation.

Step 4: Closure/Recap

- Learners show each other their copied name using gallery walk.
- Appreciate learners with a clap for the work done and encourage them to continue coping/ writing their names.

**Activity 2: Matching Name to Image****Step 1: Present**

- Show learners name cards along with images representing their names e.g. name (John) - image (apple)
- Explain how images help in recognising names.

Step 2: Practise

- Learners sort name cards and correspond images.
- Learners match their name cards corresponding to existing given images.

Step 3: Produce

- Learners write their names below their matched images.
- Observe and assist learners as needed.

Step 4: Closure/Recap

- Recap the lesson by checking how they wrote their names.
- Encourage learners to always remember the way their names are written.

**Activity 3: Copying own Name from the given Name Card****Step 1: Present**

- Show learners a shape man and his name on the name card e.g. “shape man”
- Explain to the learners that every person has a name and the name can be copied.
- Demonstrate copying the name of the shape man from the name card.

Step 2: Practise

- Provide each learner with his or her name card.

- Instruct each learner to copy the name from the name card e.g. floor, slate, sand ...

Step 3: Produce

- Instruct each learner to copy the name from the name card in their books/worksheets.

Step 4: Closure /Recap

- Recap the lesson by checking how they have copied their names. Share some good copying skills exhibited by **NOT** mentioning who has done best but rather encourage all to be always remembering the way their names are written.

Suggested teaching/learning materials/resources:

Name cards, tracing worksheets, flashcards with images, whiteboards and markers, book, floor, sand trays.

Expected Standard:

- Learners accurately copy their names from a name card.



Assessment Activities:

- **Observation:** Learners' writing progress
- **One-on-one demonstration:** Name writing
- **Question and answer:** Learners respond by recognising letters in their name.

Sub-Topic: 0.1.11.11 matching images

Matching is a fundamental skill that helps develop problem solving and critical thinking skills. This subtopic focuses on matching images to their initial letters which is an essential skill for writing and reading. Learners will learn how to match images to their corresponding initial letters thereby developing their phonological awareness.

Specific Competence(s) - Learners to:

0.1.11.11.1 Match Images to Initial Letters

Key Vocabulary

Handwriting, posture, grip, coordination, pencil, fingers, writing tools. Letter cards, picture cards

Learning Activities



Activity 1: Matching Images to Initial Letters.

Step 1: Present

- Show picture cards and their corresponding initial letter on flash card e.g. hat (picture cards), h (flash cards).
- Show the learners the image with its word and its initial letter explaining that the initial letter for the word shown is 'h.'
- Ask learners to say the initial letter they can see/hear in the word e.g. 'hat'-'h'.

Step 2: Practise

- Learners matching the image to its initial letter e.g. “picture chart with different images and initial letter (p, s, d, h...) (pig, sun, dog, hat...)”
- In pairs, ask the learners to trace along dotted lines. (pig, sun, dog, hat images arranged vertically on the left side of the chart) (/s/, /h/, /d/, /p/ letter sounds arranged vertically on the right side of the chart)

Step 3: Produce

- Learners sing a song to help them master the initial letter e.g. “the image in the picture has a letter: p p p. I hear the letter; p (use the tune in the song ‘Old MacDonald’)”
- Give the learners charts showing images on the left and initial letters on the right to match by tracing along dotted lines from the image to their initial letter.

Step 4: Closure /Recap

- Sing a song to round up learners and attract attention to stop what they are doing.
- Summarise by asking learners what they have learnt from the lesson.



Activity 2: Trace and Match Images to their Initial Letter.

Step 1: Present

- Show picture cards and their corresponding initial letter on flash card e.g. plate (picture cards), p (flash cards).
- Show the learners the image with its word and its initial letter explaining that the initial letter for the word shown is ‘p’
- Ask learners to say the initial letter they can see/hear in the word e.g. ‘plate’-‘p’.

Step 2: Practise

- Learners matching the image to its initial letter e.g. picture chart with different images and initial letter (p, c, s...) (plate, cup, spoon...)
- In pairs, ask the learners to trace around the initial letters. (p, c, s...)

Step 3: Produce

- Learners sing a song to help them master the initial letter e.g. the image in the picture has a letter: c c c. I hear the letter; c (use the tune in the song ‘Old MacDonald’)
- Give the learners charts showing images on the left and initial letters on the right to match by tracing along dotted lines from the image to their initial letter.

Step 4: Closure /Recap

- Sing a song to attract learners’ attention.
- Revise by asking learners what they have learned from the lesson.

Activities 3: Matching Images to the Initial Letters

Step 1: Present

- Show learners pictures of different images and explain identifying identical matches.
- Demonstrate a simple matching activity on how to match identical template of images.

Step 2: Practise

- Provide learners with a set of identical picture templates and have them work in pairs to find a match.

- Learners sort identical picture templates and their initial letter templates.
- Learners trace around the sorted templates of pictures and their initial letters.
- Learners say words of traced images and their initial letters.

Step 3: Produce

- Learners play a matching game where learners observe and correct each other e.g. “apple –a Detective” game.
- Provide support and encouragement to learners.

Step 4: Closure/Recap

- Review the concept of matching images and how to identify identical matches correctly.
- Praise learners for demonstrating correct matching skills.



Activities 4: Matching Images to the Initial Letters

Step 1: Present

- Display cut out puzzle cards e.g. “one side has a letter and the other picture.”
- Demonstrate to the learners how to complete puzzles by matching the correct letter to its picture pair.

Step 2: Practise

- Provide learners with a set of cut out picture puzzles.
- Learners sort and complete puzzles by matching the correct letter to its picture in pairs.

Step 3: Produce

- Individual learners complete puzzles by matching the correct letter to its picture in pairs.
- Provide support and encouragement to learners.

Step 4: Closure/Recap

- Learners display their completed puzzles and carry out a gallery walk to view their friends work.
- Praise learners for demonstrating correct matching skills.

Learning activities:



Activities 5: Matching Animal to Initial Letters

Step 1: Present

- Display letter cards and animal pictures clipped to a string.
- Demonstrate clipping of letter cards to its matching animal pictures (use pegs to hang).

Step 2: Practise

- Provide animal pictures clipped to a string.
- Learners clip letter cards to its matching animal picture (use pegs to hang).
- Check and praise learners who have demonstrated correct matching skills.

Step 3: Produce

- Learners clip animal picture cards on a string and match letter cards to its matching animal

picture. (Use pegs to hang).

- Learners to check each other's activity.
- Check and praise learners who have demonstrated correct matching skills in pairs learners

Step 4: Closure/Recap

- Review the concept of matching images and how to identify identical matches correctly.
- Emphasise the importance of visual recognition.
- Praise learners for their participation in the lesson.

Suggested Learning and Teaching Materials/Resources:

Pegs, strings, letter cards, picture cards, puzzles

Expected standard:

- Images matched to their initial letters correctly.



Assessment Activities:

Observations: Learners' participation and performance in matching, images

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
28

Total Enrolment: Boys: 32 Girls:

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 ask them to identify each one of them. 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"> Saying names of things found in the kitchen. Take turns naming things found in the kitchen using pictures or real objects in pairs. 	<ul style="list-style-type: none"> Learners uses different words to communicate ideas.

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 express 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	P E R F O R - MANCE INDI- CATOR
INTRODUCTION Starting together (2 Minutes)	<ul style="list-style-type: none"> Sing a song about colours and practise finger exercise 	<ul style="list-style-type: none"> Sing a song together with the teacher while flexing fingers 	<ul style="list-style-type: none"> 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 colour in side yes outside no. 	<ul style="list-style-type: none"> Colouring objects inside
Step 3: 10 Minutes 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	• 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. 	• 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 • 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) • 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>Be in groups and order the given items from left to right.</p> <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. • 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. 	<p>Administer assessment assignment:</p>

LESSON EVALUATION:

Teacher evaluation

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Learner evaluation:

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