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PRE- LITERACY IN ENGLISH LANGUAGE

TEACHING MODULE

EARLY CHILDHOOD EDUCATION -TERM 1 & 2

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TEACHING MODULE

ECE 4-5 YEARS

TERM ONE & TWO

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PREFACE

The introduction of the Competence-Based Curriculum (CBC) represents a new phase in education that focuses on practical and meaningful learning experiences aimed at equipping learners with essential 21st-Century skills. It is an important step towards improving the quality, relevance and effectiveness of education.

The Early Childhood Education Teaching Module has been developed in line with the principles of Competence-Based Education, which emphasise connecting classroom learning with real-life experiences. The general competences outlined in the 2023 Zambia Curriculum Framework have been integrated into the content of this module to support the holistic development of learners.

This module is intended to assist Early Childhood Education teachers in implementing the CBC, especially in situations where approved textbooks are not yet available. It demonstrates the Ministry's continued commitment to supporting teachers and ensuring a smooth transition to the new curriculum.

Teachers are, however, encouraged to enrich the module with their own research, creativity and innovative teaching strategies to address any gaps that may arise during its implementation.

It is hoped that teachers will make effective use of this resource to enhance teaching and learning.

Kelvin Mambwe (PhD)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEGEMENT

The Literacy and Language in English Teaching Module for ECE (4–5 years) was developed through a collaborative and participatory process. Various individuals, institutions and organisations were consulted and given the opportunity to contribute ideas and suggestions regarding the content of this teaching module.

I would like to extend my sincere appreciation to all the individuals, institutions and organisations that provided both financial and technical support towards the successful development of this module. These include teachers, lecturers from Colleges of Education and Universities, subject associations, civil society organisations and cooperating partners.

Lastly, I acknowledge and commend the dedication and hard work of the staff at the Curriculum Development Centre for their commitment in ensuring the successful completion of this teaching module.

Charles K. Ndakala (Dr.)
Director Curriculum Development
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INTRODUCTION

The Pre-Literacy in English Module for Early Childhood Education (4-5years) has been developed to assist teachers in effectively delivering ECE English Literacy and Language lessons within the reformed curriculum. The purpose of this module is to help address the gap created by the absence of approved textbooks. It provides teachers with practical guidance, activities and assessment strategies that are appropriate for the learning level and needs of learners aged 4–5 years.

The adoption of CBC represents an important step towards improving the quality and relevance of education by focusing on the development of knowledge, skills, and positive attitudes that learners need in everyday life. This module demonstrates the Ministry's commitment to supporting teachers during this transition by offering structured guidance, suggested classroom activities, and formative assessment strategies that align with principles of CBC. Teachers are, however, encouraged to complement the module with their own research, creativity and innovative practices in order to address any gaps that may arise during implementation.

The suggested activities and assessments in this module are designed to promote practical learning and the development of critical thinking skills among learners. They are also flexible enough to suit different school environments. Teachers are encouraged to adapt these teaching approaches to suit the needs of their learners and classroom contexts. In addition, teachers may explore learner-centred methods and trans-language practices that support the multilingual nature of many classrooms in Zambia. Such flexibility ensures that all learners are able to benefit from meaningful and engaging learning experiences.

It is expected that this module will serve as a useful resource for teachers as they implement the Competence-Based Curriculum. By using this module effectively, teachers will be better equipped to support learners in developing essential language and literacy knowledge, skills, and positive attitudes.

HOW THE MODULE SHOULD BE USED

This module is intended to support teachers in planning and delivering Pr-Literacy lessons in English for the 4-5years. The content is organised in units which has topics and subtopics. Within each subtopic, a range of suggested activities is provided which teachers can develop into complete lessons. Teachers are encouraged to design their own lesson plans using these activities together with other appropriate resources.

The teaching approach recommended in this module follows the three-stage model: Present, Practice, and Produce (the Three P.s.). This approach includes a variety of learner-centred methods such as pair work, group activities, role play, language games, songs, rhymes, dialogue, conversation and other interactive learning experiences.

In addition, teachers are encouraged to use a variety of teaching strategies to support the development of early reading and writing skills. Further guidance is given that where learners face challenges with English as a medium of instruction, teachers may apply trans-language strategies, including the use of code-switching, to support understanding and participation in the learning process.

EARLY CHILDHOOD EDUCATION 4-5 TERM 1

LISTENING AND SPEAKING

UNIT: 1

TOPIC: 0.2.1 Conversation

Introduction

This topic covers four subtopics. These are greetings, simple instructions, classroom rules and making requests. For this term, the focus is on greetings and simple instructions. The subtopics are meant to help learners develop confidence in communication, foster social connections and enhance their vocabulary. Through this content, learners will be exposed to a variety of listening and speaking situations that encourage active participation, engagement and the use of appropriate language in different contexts.

General Competence(s):

- **Analytical Thinking** - Learners will interpret meanings and respond appropriately in conversations.
- **Critical Thinking** - Learners will listen carefully and respond appropriately in different social interactions.
- **Collaboration** - Learners will engage in pair and group activities, take turns in conversations, and follow shared social norms.
- **Emotional Intelligence –** Learners will have the ability to understand emotions in communication, show empathy and respond appropriately.
- **Communication** - Learners will have the ability to express thoughts clearly, listen actively, and use appropriate verbal and non-verbal cues.

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

Sub-Topic: 0.2.1.1 Greetings

Overview

Greeting is an important part of everyday conversation. People greet each other when they meet in different places. Greetings can take place at home, school, or in the community and are usually done before conversations begin. In this subtopic, learners will practise different greetings and responses.

Specific Competence: Learners to:

0.2.1.1.1 Use appropriate greetings at different times of the day

Key Vocabulary

Respond, common, fine, how, greetings, conversation, morning, afternoon, evening, hello, good day, good morning, good afternoon, good evening, thank you, how are you, please, I am fine.

Learning Activities:

Activity 1a: Respond to common greetings

Step 1: Present

- Warm welcome. Greet the learners with a cheerful tone by saying, “Good morning, class?!”
- Say common greetings to the learners (“Good morning? Good afternoon? Good evening? How are you?”)
- Model correct response to the greetings (“Good morning!”, “Good afternoon!”, “Good evening!”, “I am fine, thank you.”)

- Use actions and facial expressions (smile) to support understanding while learners listen, repeat and observe how greetings are used.

Step 2: Practice

- Pair learners to say a greeting and prompt learners to respond to the greeting.
- Go round the classroom to guide and encourage learners to practise using the correct greetings.
- Learners in pairs to demonstrate correct greetings and responses to other learners.
- Learners practise greetings using songs and rhymes when transitioning from one/activity area to another.

Step 3: Produce

- Create a short real-life situation and allow learners to role-play independently (meeting a friend, greeting the teacher, and meeting an elder).
- Learners respond to greetings confidently in pairs independently.

Step 4: Closure

- Learners to identify when different greetings are performed (morning, afternoon, and evening). E.g., how do we greet in the morning?
- Summarise the learners' responses and emphasises on when different greetings are performed.
- Praise learners for their active participation in the activities.

Suggested Learning and Teaching Materials/Resources

- Puppets, picture chart, and card, digital tools…

Expected standard: Greetings at different times of the day used appropriately

Assessment Activities:

- **Demonstrations** - correct use of greetings at different times.
- **Question and Answer** - correct responses to different greetings of the day.
- **Presentations:** fluency and correct use of greetings at different times.

Specific Competence: Learners to:

0.2.1.1.2. Take turns to speak

Key Vocabulary

Hello, Hi, Good morning, Good afternoon, Good evening, How are you?, I am fine, Thank you.

Learning Activities:

Activity 1b: Practising taking turns

Step 1: Present

- Display a chart showing two people greeting each other and tell learners that when people greet each other, they **take turns to speak**.
- Demonstrates a short greeting with a learner e.g., “Good morning” – “Good morning, teacher”.

Step 2: Practice

- Learners in pairs repeat greetings after the teacher.
- Learners practise greeting each other while waiting for their turn to respond.

Step 3: Produce

- Learners work in pairs and practise short greeting conversations independently.
- Selected pairs demonstrate greetings in front of other learners.

Step 4: Closure

- Learners tell why it is important to wait for their turn to speak.
- Learners repeat one greeting together as a class.
- Summarise the learners' responses and emphasises on turn taking in speaking.

Activity 1c: Role-playing taking turns to speak

Step 1: Present

- Tell learners that they will act out greeting situations.
- Demonstrate a short role-play e.g., greeting a friend at school.

Step 2: Practice

- Learners in pairs or small groups practise the role-play.
- Learners are guided to listen carefully and respond at the right time.

Step 3: Produce

- Learners perform their greeting role-plays.
- Other learners listen and observe how turns are taken during the conversation.

Step 4: Closure

- Praise learners for speaking politely and taking turns.
- Learners mention one greeting they used during the activity.
- Summarise the learners' responses and emphasises on taking turns.

Suggested Learning and Teaching Materials/Resources

Flash card, Pictures, Role-play cards, Classroom puppets or dolls

Expected standard: Turn taking in a dialogue done accordingly

Assessment Activities:

- **Question and Answer** - demonstrating greeting conversations while taking turns to speak.
- **Presentation** - presentations of short greeting dialogues in pairs in front of other learners.
- **Demonstrations** - greeting conversations while taking turns to speak.

Sub-Topic: 0.2.1.2 Simple Instructions

Overview

Simple instructions are short directives that guide someone on what to do. Learners need to understand and follow instructions given by teachers, parents, peers, and other people. In this subtopic learners will be exposed to simple instructions, which will enable them to perform different functions in their daily lives.

Specific Competence: Learners to:

0.2.1.2.1 Follow simple instructions

Key Vocabulary

Simple, stand, down, sit, follow, instructions, role-play, act, playing, keep quiet, properly, jump, head, touch, turn, around, window, shopkeeper, parent, driver, teacher, close, open, raise, once.

Learning Activities:

Activity 1a: Following simple instructions

Step 1: Present

- Demonstrate a clear one-step instructions to the learners, e.g., “stand up”, “sit down”, “clap your hands”, “close the door”, “open the window”, “keep quiet”, “sit properly” …
- Repeat instructions slowly and clearly.
- Learners watch, listen and imitate the actions of the instructions given.

Step 2: Practice

- Learners in groups perform instructions shown on the picture cards, e.g., “keep quiet”, “sit properly”, “get your book”, “jump”, “turn around”, “touch your head.” …
- Encourage learners in groups and correct them gently.

Step 3: Produce

- Learners in small groups demonstrate simple instructions to peers.
- Individual learners perform instructions given independently.
- Learners pretend to be different people while giving instructions e.g.
    - Teacher – sit on the mat.
    - Shopkeeper – pay at the counter.
    - Driver – fasten your seatbelt.
    - Parents – wash your hands.

Step 4: Closure

- Learners practise giving and performing simple instructions, e.g., “sit down”, “jump”, and “open your book”.
- Summarise the learners’ responses and emphasises on simple instructions.
- Praise learners for following instructions that were given throughout the lesson

Activity 1b: Role-playing following instructions

Step 1: Present

- Tell learners: “We are going to act out following instructions. This is called a role play.

- Model simple instructions using playful actions such as come here, sit on the mat, and open the window as a shopkeeper, learner, teacher, driver, parent, or child.

Step 2: Practice

- Learners watch and imitate or copy the teacher.
- Learners in groups choose familiar roles (shop-keeper, learner, teacher, driver, parent, child)
- Learners role-play chosen roles using simple instructions, e.g., “stand in line, “put your bag down, “give me the pencil, “come in” ...
- Give support to the learners using gestures if needed and allow learners to act out the roles and follow the instructions together.

Step 3: Produce

- Set up short role-play scenarios and allow learners to take turns giving and following instructions, e.g., open the door, sit down, raise your hand, clap your hands.
- Learners act out roles of following simple instructions with less guidance.
- Encourage learners to follow given instructions.

Step 4: Closure

- Learners demonstrate following **simple instructions**. (Open the door, sit down, raise your hand, clap your hands…)
- Learners sing a song while demonstrating the instructions, e.g., Jump once, Touch your nose.
- Summarises the learners responses and emphasises on following simple instructions.
- Appreciate their efforts and active performance in the lesson.

Suggested Learning and Teaching Materials/Resources

Picture cards, learners, pencil, mat…

Expected standard: Simple instructions followed accordingly

Assessment Activities:

- **Question and Answer** - correct responses to simple commands.
- **Demonstrations** - correct responses to simple commands.
- **Presentations** - correct response to simple commands.

UNIT: 2

TOPIC: 0.2.2 Naming

Introduction

The topic naming consists of six subtopics. These are naming things at home, school, domestic animals, wild animals, occupations and modes of transport. This term's focus is on naming things at home and school. Naming activities will help learners expand their vocabulary, enhance their ability to communicate effectively, and advance their confidence in using English in a real-life situation. It will provide learners with opportunities to demonstrate good listening and speaking skills, use appropriate language in different situations, express oneself clearly, fluently, and effectively as they take turns in speaking with others.

General Competence(s):

- **Communication** -Learners will develop ability to name things, people and express themselves using appropriate oral language.
- **Collaboration** - Learners will work together in pairs or groups to practise naming things and people.
- **Creativity and innovation** - Learners will name things in their environment.
- **Critical thinking** - Learners will observe objects and identify their correct names.

Sub-Topic: 0.2.2.1 Things at Home

Overview

Identifying things by name at home is an essential part of developing home awareness. Teaching learners to name things found at home will help them develop vocabulary and social communication skills. It is the first step to connect with the home environment. Therefore, this subtopic will help learners to name objects found at home.

Specific Competence: Learners to:

0.2.2.1.1 Name objects found at home

Key Vocabulary

Brooms; plates, pots, chair, table, spoon, mat…

Learning Activities:

Activity 1a: Naming objects found in the kitchen

Step 1: Present

- Display objects found in the kitchen e.g., “pot”, “broom”, “plate” …
- Name the objects displayed e.g., “broom”, “plate”, “pot” …
- Show a picture of an object to the learners and name the object.

Step 2: Practice

- Learners name different objects found in the kitchen
- Learners in small groups sort objects found in the kitchen from mixed objects.

- Learners take turns to name the sorted objects found in the kitchen.

Step 3: Produce

- Learners play a name game e.g.,

    - Learner 1 show a picture or a real object found in the kitchen.
    - Learner 2 mention the name of an object.

- Learners take turns playing "What is in the Kitchen?" game.

    - Learner 1 hide an object found in the kitchen
    - Learner 2 guess what is in the kitchen.

Step 4: Closure

- Learners name objects found in the kitchen (brooms, pots, cups…).
- Recap the lesson about naming objects found in the kitchen.
- Summarise the learners' responses and emphasises on objects found in the kitchen
- Praise learners for their active involvement in the lesson and encourage them to continue responding to name things found in the kitchen.

Activity 1b: Naming objects found in the sitting room

Step 1: Present

- Display picture cards/models of objects found in the sitting room e.g., "sofa", "TV", "table" …
- Name objects displayed e.g., "sofa", "TV", "table" …

Step 2: Practice

- Learners name objects found in the sitting room.
- Learners in groups sort sitting room objects from mixed objects.

- Learners name the sorted objects.

Step 3: Produce

- Learners take turns to do the ‘naming game’.

    - Learner 1 shows a sitting room object
    - Learner 2 mentions the name of an object.

- Learners take turns playing a guessing game.

    - Learner 1 hides and describes the hidden object.
    - Learner 2 the other learner guesses the name of the object.

Step 4: Closure

- Learners name objects learnt.
- Recap naming objects in the sitting room.
- Summarise the learners’ responses and put emphasis on objects found in the siting room
- Praise learners and encourage them to keep naming objects.

Activity 1c: Naming objects found in the bedroom

Step 1: Present

- Display picture cards/models of objects found in the bedroom e.g., “beds”, “pillow”, “wardrobe”, “dressing mirror” “mat”, “blanket” …
- Name the objects displayed e.g., “beds”, “pillow”, “wardrobe”, “dressing mirror”, “mat”, “blanket” …

Step 2: Practice

- Learners identify rooms of the house on a given chart.
- Play a game to place home objects in the correct room of the chart e.g., “running a lotto game”

Step 3: Produce

- Learners, in small groups, play a memory game.

    - Learners place pairs of similar picture cards facing down on the table/floor.
    - Each learner takes a turn to flip two cards at the same time and name the object on the card.
    - If cards are similar, the learner gets to keep the cards; if they are not, a learner puts them back in the same position and gives the turn the other learner.
    - Whoever collects/wins more cards in the game wins the round.

Step 4: Closure

- Learners name objects found in the bedroom.
- Summarise the learners’ responses and emphasise on naming bedroom objects.
- Praise and encourage them.

Suggested teaching and learning materials/resources

Pictures of objects, real objects, storybooks, picture books…

Expected standard: Objects found at home named correctly

Assessment Activities:

- **Demonstrations:** Identification of objects found at home by name.
- **Question and Answer**: Correct responses to questions about things found in the bedroom.

- **Presentations**: Perform the presentation correctly on naming things found in the bedroom.

Sub-Topic: 0.2.2.2 Things at School

Overview

Identifying objects by name at school is essential for developing school awareness. Teaching learners to name objects at school promotes confidence and helps them build self-awareness and social communication skills.

Specific Competence: Learners to:

0.2.2.2.1 Name objects found at school

Key Vocabulary

Chair, table, desk, blackboard, pencil, books, duster…

Learning Activities:

Activity 1a: Naming objects found inside the classroom

Step 1: Present

- Show learners a picture of a school showing classrooms.
- Name things found in the classroom e.g., chair, desk, pencil, book, teacher, board…
- Use the structure, "what is this?", "That is a …" to name objects found in the classroom)

Step 2: Practice

- Learners pick a card and name the object on the card.

- Learners practise naming objects in a guessing game e.g., Learners take turns play a guessing game e.g.,

    - Learner 1 picks a picture card from the hidden objects in teachers' secret bag, and asks the other learner without showing, "What is this?"
    - Learner 2 guesses what's inside using the structure That is a …

Step 3: Produce

- Learners pick an object in the classroom and name it.
- Learners take turns naming objects found in the classroom, e.g.,

    - Learner 1 says "what is this?"
    - Learner 2 answers "this is a ruler/duster."

Step 4: Closure

- Learners name objects learnt.
- Summarise the learners' responses and emphasise on naming classroom objects: chair, desk, pencil, book, board…
- Praise learners for active participation.

Activity 1b: Exploring Outside the Classroom

Step 1: Present

- Take learners on a short walk outside the classroom.
- Point out and name objects e.g., National flag, taps/well/streams, trees, grass, toilets, playground, offices.
- Name objects found outside the classroom on the picture cards.

Step 2: Practice

- Learners play a game in which they will walk around the school surroundings to search for the objects on the picture cards given e.g., Scavenger Hunt

Step 3: Produce

- Learners choose an object outside and describe it.
- Learners take turns naming objects found outside the classroom.

Step 4: Closure

- Learners name objects found outside the classroom.
- Summarise the learners responses and emphasise on naming objects found outside the classroom e.g., National flag, taps/well/streams, trees, grass, toilets, playground, offices.
- Praise the learners for active participation throughout the lesson.

Activity 1c: Exploring the play ground

Step 1: Present

- Take learners on a short walk outside the classroom to the play-ground.
- Point out and name objects at the play-ground e.g., swing, slide, sandpit, sea-saw, climber...
- Point at an object at the play-ground and ask learners to name it using the structure, "what is that?", "that is a …."

    - "What is that?"
    - "That is a slide…" (swing, slide, sandpit, sea-saw, climber...)

Step 2: Practice

- Learners in pairs tell each other objects found at the play-ground using the structure demonstrated.

Step 3: Produce

- Learners in pairs name objects on the picture cards using the structure provided.

Step 4: Closure

- Learners name objects they saw at the playground.
- Summarise the learners' responses and emphasise on naming objects found at the playground.
- Praise the learners for the positive responses.

Suggested Learning and Teaching Materials/Resource

Pictures, real objects, flashcards,

Expected standard: Objects found at school named correctly

Assessment Activities:

- **Demonstrations:** Identification of objects found inside and outside the classroom.
- **Question and Answer:** Correct responses names of objects found inside and outside the classroom.
- **Presentations:** Correct naming of objects found inside and outside the classroom.

UNIT: 3

TOPIC: 0.2.3 Descriptions

Introduction

This topic, will focus on descriptions, which encompasses six subtopics. These are Colours, Describing Things, House Chores, School Rules, Positions of Things, Singular and Plural Forms. This term, the focus will be on colours and describing things. These topics will help learners develop oral language skills by sorting and describing objects according to their colour and other attributes. Learners will also use correct and appropriate language to discuss about home chores,

and school rules. This content will enable learners to communicate clearly and confidently in everyday situations.

General Competence(s):

- **Collaboration:** Learners work together in pairs or groups to sort objects by colour, describe items, and discuss house chores and school rules.
- **Analytical Thinking:** Learners observe and compare objects based on colour, size, position, and number.
- **Critical Thinking:** Learners think about why certain words are used to describe objects, actions, and positions.
- **Communication:** Learners will develop the ability to describe objects using simple words.
- **Creativity and Innovation:** Learners will use imagination to describe objects creatively.
- **Digital Literacy:** Learners will use basic gadgets such as phones, minicomputers and mini tablets to recognise pictures, videos and audios.
- **Problem Solving:** Learners solve simple language problems such as choosing the correct words, learn to correct mistakes and improve their descriptions through practise.

Sub-Topic: 0.2.3.1 Colours

Overview

Colours are part of learners' daily experiences. Through sorting and describing coloured objects, learners will build vocabulary, improve observation skills, and learn to express ideas using simple descriptive sentences.

Specific Competence: Learners to:

0.2.3.1.1 Describe objects according to primary colours

Key Vocabulary

Red, blue, yellow, colour, object, book, ball

Learning Activities:

Activity 1a: Recognising Primary Colours

Step 1: Present

- Show large, clear flashcards of red, blue and yellow. One at a time.
- Match real objects to each colour flash card e.g., red-apple, blue-ball and yellow-banana.
- Clearly say the name of each colour slowly and encourage learners to listen carefully.
- Models sentences e.g.,
    - "The ball is blue."
    - "The banana is yellow."

Step 2: Practice

- Learners point to the flash cards or objects and say the colour name.
- Learners play a game in which they will walk around the classroom and bring an object matching the colour given.
- Learners ask each other e.g.,
    - Learner 1: "What colour is the _____?"
    - Learner 2: "The _____ is _____".

Step 3: Produce+

- Learners pick an object and use the given structure to describe its colour e.g., “the ball is blue”.
- Learners repeat the given structure for different objects.

Step 4: Closure

- Lead the class in singing a simple repetitive song about the primary colours e.g., ‘red colour, red colour, I love red, I love red, red is the colour red is the colour ding dong bell.’
- Individual learners name colours on the flashcard again.
- Summarise the learners’ responses and emphasises on identification of primary colours.
- Sing a song and appreciate learners e.g., ‘red colour, red colour, I love red, I love red, red is the colour red is the colour ding dong bell.’

Activity 1b: sorting objects by colour

Step 1: Present

- Show learners mixed objects or pictures with primary colours.
- Demonstrate sorting displayed objects by colour using e.g., coloured baskets, trays, boxes…

Step 2: Practice

- Learners in small groups collect mixed colour objects.
- Learners sort mixed coloured objects into three boxes or trays labelled red, blue, and yellow.
- Learners confirm if items are sorted correctly by describing the items in the labelled boxes or trays.

Step 3: Produce

- Learners repeatedly sort objects and describe the sorting process using correct sentences, e.g., “I put the red ball in the red box.”

Step 4: Closure

- Learners talk about how they did the sorting.
- Summarise the learners’ responses and emphasise on the colours by showing flashcards and asking the class to shout out the names.
- Ask learners to tell their favourite colour.
- Praise the learners for participating actively in the lesson.

Activity 1c: Producing Secondary Colours

Step 1: Present

- Display three clear tins with water inside and separate tins with colours (red, blue, yellow) to mix.
- Demonstrate mixing two primary colours using water colours in clear containers e.g. red + yellow = orange.
- Show the resulting secondary colours (orange, green, purple) and name each clearly.
- Show green, orange, and purple objects.
- Model sentences: “The bag is green.”

Step 2: Practice

- In small groups, learners mix primary colours with brushes or droppers to create secondary colours.

- Learners carefully observe and describe the changes correctly.
- Learners identify secondary colours produced from the mixing of primary colours.

Step 3: Produce

- Learners name the new colours they created and talk about them using the structure "I made colour_____" e.g. I made colour green…
- Learners go around the classroom to identify objects or pictures with colours they created
- Support sentence formation with prompts if needed.

Step 4: Closure

- Play a quick "Colour Match" game where learners match colour objects to colour flashcards. Learners to share the results.
- Summarises the learners responses and emphasises on the colours by showing flashcards and asking the class to shout out the names.
- Praise the learners for participating actively in the lesson.

Suggested Learning and Teaching Materials/Resources

Coloured objects (balls, bottle tops, blocks, crayons, toys), colour charts and flashcards, picture cards and real objects (books, bags, cups, cars) and sorting baskets, trays, or mats

Expected standard: Objects described according to primary colours correctly.

Assessment Activities:

- **Demonstrations** – Description of coloured objects during sorting activities and Observe correct colour mixing
- **Question and answer** - Respond orally to colour-related questions.
- **Presentations** - Talk about an object in front of the class e.g., this is a red ball.

Sub-Topic: 0.2.3.2 Describing things

Overview

Describing things by their attributes helps learners observe carefully and communicate meaningfully. In this subtopic learners will learn to use descriptive words related to size, shape, colour, weight and sentences to express what they observe and experience. This skill helps build their vocabulary, enhances observation, and improves their confidence in communicating clearly about the world around them.

Specific Competence: Learners to:

0.2.3.2.1 Describe things according to their attributes

Key Vocabulary

Big, small, tall, short, size, red, yellow, blue, Long, Round, Square, Triangle, Light, Heavy, Sweet, Sour, Bitter, Salty, Shape, Size, Weight, Taste, Object, Describe

Learning Activities:

Activity 1a: Describing Things by Size

Step 1: Present

- Show two objects of the same kind but different sizes, e.g., “a big ball” and “a small ball” and demonstrate the words “big” and “small.”
- Describe the size of an object using the structure: “Which one is ___” “The ___ is ___”
    - “Which one is big/small?”
    - “The ball is big/small.”

- Use gestures to demonstrate size, e.g., spreading arms wide for big, fingers close together for small to reinforce meaning.
- Encourage learners to listen carefully and watch your gestures as you repeat the words “big” and “small” several times.

Step 2: Practice

- In small groups, learners get objects or pictures with contrasting sizes, e.g., “big” and “small balls,” “big and small boxes.”
- Learners hold the objects and compare sizes.
- Learners in pairs ask each other the size of an object using the structure: “Which one is ___” “The ___ is ___”
    - “Which one is big/small?”
    - “The ball is big/small.”
- Learners compare various objects in pairs and use correct sentences to describe the size of objects, e.g., “The ball is small/big.”

Step 3: Produce

- Learners to pick an object from a collection of classroom items or pictures.
- Learners to describe the size of their chosen object using full sentences, e.g., “The ball is big/small.”
- Encourage learners to speak clearly and confidently and to listen respectfully when others are speaking.

Step 4: Closure:

- Learners tell what they enjoyed in the lesson.
- Recap the words “big” and “small” by showing various objects and asking learners to describe them aloud.

- Summarise the learners' responses and emphasise by reinforcing that "big" means large in size and "small" means little in size.
- End with a fun chant or song about big and small things

Activity 1b: Shapes and Weights around us

Step 1: Present

- Display common shapes (circle, square, triangle) using flashcards and real objects.
- Show objects of different weights (light and heavy) using a balance scale or by lifting, e.g., hang-wire.
- Demonstrate by lifting objects and say "light" and "heavy" clearly. Then describe the shapes by pointing out the edges, corners, and curves of objects.
- Use the structure, "This ball is round and heavy," to describe the weight and shape of each objects.

Step 2: Practice

- In small groups, learners sort objects by shape first, grouping all circles, squares, and triangles.
- Learners to sort objects by weight, using a balance scale or by lifting.
- Learners to describe the size of an object using the structure, "What shape is the ___", "The ____is ____" e.g. "What shape is the box", "The box is square"
- Learners to describe the weight of the object using the structure, "What is the weight/shape of the___", "The ____is ____" e.g. "What is the weight/shape of the box", "The box is heavy/light/circle"
- Encourage to peer discussion by using the above structure.

- Learners to work in groups, compare objects and explain their sorting choices to classmates.

Step 3: Produce

- Learners in pairs describe an object's shape and weight using the structure, "What is the weight/shape of the___", "The ____is ____" e.g. "What is the weight/shape of the box", "The box is heavy/light"
- Learners to choose different objects and practise speaking in front of the class or in small groups.
- Learners ask and answer questions about the objects, fostering conversational skills.

Step 4: Closure

- Learners use given structure to describe objects weight and shape.
- Summarise the learners' responses and emphasise on shapes and weight vocabulary by showing objects and asking learners to describe them aloud.
- Praise learners for their participation.

Activity 1c: Describing Things by Taste

Step 1: Present

- Introduce taste words using picture-word cards, e.g., sweet, sour, salty, bitter (focus on sweet and sour).
- Show pictures of fruits or models representing these tastes e.g., mangoes for sweet, lemon for sour).
- Use expressive language and facial expressions to demonstrate the taste sensations (smiling for sweet, wrinkling for sour).
- Repeat the taste words several times and encourage learners to say them aloud.

Step 2: Practice

- Learners in pairs pretend to taste the fruit models one at a time, encouraging them to show the taste expressions for each as demonstrated earlier.
- Learners ask each other the taste of food using the structure, “Is the __ sweet or sour?” “The ____ is ____ ”, e.g., “Is the mango sweet or sour?” “The mango is sweet.”

Step 3: Produce

- Learners in pairs take turns in describing the taste of a food item using the structure, “Is the __ sweet or sour?” “The ____ is ____ ”, e.g., “Is the mango sweet or sour?” “The mango is sweet.”
- Learners use the new vocabulary to describe to peers other foods they know or have tasted at home.

Step 4: Closure

- Learners describe the objects by taste using the sentence structure learnt.
- Summarise the learners’ responses and emphasise on food tastes and remind learners that foods can taste differently.
- Praise learners for trying new words and sharing their ideas confidently.

Suggested Learning and Teaching Materials/Resources

Shape cut-outs (circle, square, triangle), big and small objects, heavy and light objects (stones, sponges, empty and full containers). Real/model objects of different sizes, shapes, weights and tastes (balls, blocks, fruits), flashcards with pictures (size, shape, weight, taste, scales or balance), sentence strips or charts with descriptive words.

Expected standard: Things described according to their attributes correctly

Assessment Activities:

- **Demonstrations**: sorting objects by colour, size, shape, or weight.
- **Question and answer:** oral responses to questions on size, shape, weight, or taste of objects.
- **Presentations:** presentations of objects to the class, describing their attributes clearly and confidently.

UNIT: 4

TOPIC: 0.2.4 Songs

Introduction

This topic will focus on Songs, which encompasses three subtopics. These are days of the week, months of the year, and care for the body. This term, the focus will be on songs talking about days of the week and care for the body. Through songs, learners will develop vocabulary, memory, confidence and improve rhythm and pronunciation. Songs also promote collaboration, creativity and enjoyment during learning. Learners participate through singing, movement, repetition and simple conversations.

General Competence(s):

- **Communication –** Learners will develop the ability to express ideas through singing.
- **Collaboration –** Learners will work together in singing activities.
- **Creativity and Innovation –** Learners will express themselves creatively through singing, rhythm, body movements and actions that match lyrics of a song.
- **Emotional Intelligence –** Learners will express their feelings through songs and interaction.

Sub-Topic: 0.2.4.1 Days of the Week

Overview

This sub-topic introduces learners to the names of the days of the week through songs and rhythmic activities. Learners listen to songs, repeat them and participate in actions that help them remember the sequence of the days. This develops listening skills, memory and oral expression.

Specific Competence: Learners to:

0.2.4.1.1 Name days of the week

Key Vocabulary

Days, Week, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, today, yesterday, tomorrow.

Learning Activities:

Activity 1a: Listening to the days of the week song

Step 1: Present

- Display a chart/model calender showing the seven days of the week.
- Point to each day while pronouncing it clearly.
- Sing a simple Days of the Week song slowly while pointing to each day. (use the tune for twinkle-twinkle little star).

Step 2: Practice

- Learners repeat the song slowly with guidance.
- Learners sing the learnt song independently while pointing to each day.
- One learner point randomly at the chart and ask the other learner to say the day e.g. Which day is this? It is Tuesday…

Step 3: Produce

- Individual learners to look at the model calendar and point to a day while saying its name.
- Learners in pairs practise saying the days of the week using the structure, “What was/is/will be the ____? “____was/is/will be ___” e.g.

  Learner 1asks “what was the day yesterday?”

  Learner 2 asnwers “yesterday was Sunday.”

  Learners 1: What is the day today?

  Learner 2: Today is Monday.

Step 4: Closure

- Learners to name the days of the week learned.
- Summarise the learners’ responses and emphasise on naming days of the week.
- Praise learners for active participation.

Activity 1b: Singing and naming the days

Step 1: Present

- Revise the song learnt in Activity 1a.
- Say simple sentences such as:
  - “Today is Monday.”
  - “Tomorrow is Tuesday.”
  - “Yesterday was Sunday”

Step 2: Practice

- Learners to sing the song while pointing to the days on the chart.

Step 3: Produce

- Learners to take turns leading the class in singing the song.
- Learners play a game, e.g., ‘days of the week naming game.’ Where learners sit in a circle, pass a ball while singing days of the week song. When the last day of the week is mentioned in the song, the learner holding the ball says the next day in sequence.

Step 4: Closure

- Learners conduct a movement activity where they jump or clap when they hear a day.
- Summarise the learners’ responses and emphasise on naming days of the week.
- Sing a song together.
- Praise learners for active participation.

Activity 1c: Talking about activities on different days

Step 1: Present

- Sing a song on daily activities, e.g., ‘On Monday I go to school.’ Using the tune ‘this is the way I wash my face’.

Step 2: Practice

- Learners repeat the learnt song after the teacher replacing daily activities e.g., sleeping, eating, going to school.
- Learners perform actions of the daily activities as they sing.

Step 3: Produce

- Learners sing a song of the days of the week accompanying them with what happens on those days e.g., Monday we go to school, Tuesday we go to school … Saturday and Sunday holiday, holiday and going to church.

Step 4: Closure

- Sing the song of days of the week.

- Summarise the learners' responses and emphasise on the activities done on each day of the week.
- Praise and thank learners for active participation in the lesson.

Suggested Learning and Teaching Materials/Resource

Days of the week chart, flashcards, songs and rhymes, picture cards, calendar chart

Expected standard: Days of the week named correctly

Assessment Activities:

- **Question and Answer -** correct responses to days of the week.
- **Demonstrations -** naming days of the week in songs correctly.
- **Presentations –** practicing saying the day that comes after the other correctly

Sub-Topic: 0.2.4.3 Care for the body

Overview

This subtopic introduces learners to good hygiene habits that will help them gain skills of how to take care of their bodies. Learners will sing songs related to hygiene such as washing hands, combing hair, brushing teeth and bathing. These songs help learners understand the importance of keeping their bodies clean and healthy. These activities will help learners develop language skills as they talk about body care routines while also promoting good health habits. Learners will be encouraged to practice these habits both at school and at home.

Specific Competence: Learners to:

0.2.4.3.1. Use appropriate language about caring for the body

Key Vocabulary

Body, hands, teeth, face, wash, clean, brush, dirty, bath, soap, water, toothbrush, comb, nails, clothes

Learning Activities:

Activity 1a: Listening to body care song

Step 1: Present

- Introduce body parts using pictures or pointing to learners' bodies parts.
- Show pictures demonstrating brushing teeth, bathing, washing hands…
- Sing a hygiene song, e.g., 'This is the way we wash our hands,' using the same tune

Step 2: Practice

- Learners in pairs sing song and repeat the actions mentioned in the song above repeatedly.

Step 3: Produce

- Learners perform the actions of caring for the body independently, e.g., demonstrate washing hands, brushing teeth, bathing…

Step 4: Closure:

- Learners mention the hygiene activities they learnt in the day's lesson.
- Summarise the learners' responses and emphasise on body care activities.
- Sing a hygiene song.

- Praise learners for active participation.

Activity 1b: Singing and talking

Step 1: Present

- Tell learners simple sentences - “I wash my hands.”, “I brush my teeth.”, “I clean my body.”
- Introduces a question-and-answer activity using the structure - What do you do to keep your body clean. I wash my hands, I brush my teeth …
- Demonstrate actions while saying the expressions to care for the body e.g. “I wash my hands,” “I brush my teeth,” “I bath my body,” …

Step 2: Practice

- Learners repeat the sentences above while doing the actions.
- Learners in pairs sing and talk about how to care for the body e.g.

    - Learner 1 - “I brush my teeth.”
    - Learner 2 - Repeats and act out the sentence.

Step 3: Produce

- Learners say one hygiene sentence individually, e.g., “I wash my face.”
- Learners sing and act out care for the body actions

Step 4: Closure

- Learners tell what they liked about the lesson.
- Summarise the learners’ responses and emphasise on the care for the body.
- Sing a song about hygiene.

Activity 1c: Role-Play Caring for the Body

Step 1: Present

- Act out actions about caring for the body using the following sentences; "I wash my hands," "I brush my teeth," "I comb my hair"…
- Sing a song using lyrics washing hands, brushing teeth, combing hair and act them out (Use any appropriate tune).

Step 2: Practice

- Learners act out actions about caring for the body using the given structures; "I wash my hands," "I brush my teeth," "I comb my hair"…
- Learners in small groups sing a song using lyrics, washing hands, brushing teeth, combing hair and act them out.

Step 3: Produce

- Each group performs to peers e.g. Washing hands, Brushing teeth, Bathing, Combing hair

Step 4: Closure

- Learners tell what they do to keep their bodies clean.
- Summarise the learners' responses and emphasise on the ways of caring for the body.
- Thank the learners for active participation in the learning process.

Suggested teaching and materials/resource

Pictures, flashcards, songs, puppets, real objects (toothbrush, soap)

Expected standard: Language about caring for the body used appropriately

Assessment Activities:

- **Question and Answer –** correct responses to questions about caring for the body.
- **Demonstrations -** sing and act care for the body songs correctly.
- **Presentations -** saying the ways of caring for the body correctly.

UNIT: 5

TOPIC: 0.2.5 Narrations

Introduction

This topic focuses on narrations, which covers three subtopics. These are road safety rules, simple events and weather. For this term, the focus will be on road safety rules. Narration activities help young learners develop listening and speaking skills by encouraging them to talk about real-life experiences and familiar situations. Through simple narrations, learners build vocabulary, confidence and the ability to express ideas clearly. This topic helps learners talk about road safety rules using appropriate and simple language.

General Competence(s):

- **Communication** – Learners will demonstrate good listening, speaking skill as they use appropriate language in talking about road safety rules.
- **Creativity and Innovation** – Learners will use their imagination to create simple stories and experiences
- **Critical thinking** – Learners will think about the events and explain what happened first, next and last
- **Collaboration** – Learners will share and take turns during narrations about road safety rules which enhances social interaction skills

Sub-Topic: 0.2.5.1 Road Safety Rules

Overview

Road safety rules help to keep everyone safe when using the road. Young learners need to understand basic road safety rules such as stopping, looking, listening, and road crossing safely. Through narration activities, learners will talk about road safety rules using simple and appropriate language, helping them stay safe in their daily lives.

Specific Competence: Learners to:

0.2.5.1.1 Use appropriate language to talk about road safety rules

Key Vocabulary

Road, safety, cross, stop, look, traffic, lights, zebra crossing, car, pedestrian

Learning Activities:

Activity 1a: Talking about crossing the road safely

Step 1: Present

- Show learners pictures of children crossing the road at a zebra crossing.
- Narrate the activities on the shown picture.
- Explain simple rules such as “Stop, Look, and Listen.”
- Model simple sentences, e.g., “I stop before crossing the road.”

Step 2: Practice

- Learners repeat the model sentence after the teacher.
- Learners in pairs ask each other simple questions e.g.

- Learner 1asks “What do you do before crossing the road?”
- Learner 2 answers “I stop before crossing the road.”

Step 3: Produce

- Learners in small groups talk about crossing the road safely using picture strips provided.
- Learners in small groups describe what they see in the picture e.g. “The child stopped before crossing the road.”, “The child is crossing the road.”

Step 4: Closure:

- Learners tell what they do when crossing the road at home.
- Summarise the learners responses and emphasise on what to do before crossing the road.
- Encourage learners to continue this practice to stop before crossing the road.

Activity 1b: Talking about traffic lights

Step 1: Present

- Show a picture, model or chart of traffic lights.
- Narrate what is shown about traffic lights.
- Explain the meaning of each color (Red – Stop, Orange – get ready, Green – Go).
- Model sentences such as, “Red means stop.”

Step 2: Practice

- Show learners a picture scenario of children crossing the road on the traffic lights.
- Learners describe the scenario on the picture by repeating the sentences learnt aloud.
- Learners point to the correct colour when named.

Step 3: Produce

- Learners in pairs talk about traffic lights using simple sentences e.g., “Green means go.”
- Some pairs present to peers the narration about the traffic lights.

Step 4: Closure

- Display a model of traffic lights.
- Learners interpret the meaning of colours on traffic lights.
- Summarise the learners' responses and emphasise on the meaning of each colour on the traffic lights
- Praise the learners for their active participation.

Activity 1c: Talking about walking safely on the road

Step 1: Present

- Show pictures of people walking on the side of the road.
- Narrate the picture about people walking on the road side/pavement while bringing out the importance.
- Model speaking sentences e.g., "Where can you walk safely when using the road?", "I walk on the pavement/side of the road."
- Draw a road on the floor of your classroom with pedestrian crossing to make it more exciting and playful.

Step 2: Practice

- Learners in small groups, walk on a model road in the classroom saying e.g. "we are walking on the side of the road."
- Peers ask each other which part of the road the friends are walking using the structure:

    - Peers: "where are you walking?
    - Others respond: "we are walking on the side of the road."

Step 3: Produce

- Learners in pairs repeat the activity and sentences in practice stage.

- Learner ask the other learner where they are walking. The other learner responds: I am walking on the side of the road?"

    - Learner 1 asks "Where are you walking?
    - Learner 2 answers "I am walking on the side of the road."

- Encourage full participation and correct learners' errors gently where needed.

Step 4: Closure

- Emphasise that we stop, look, and listen before crossing the road.

    - Traffic lights help us know when to stop or go.
    - Road safety rules help keep everyone safe.

- Summarise the learners' responses and emphasise on using simple and polite language to explain to learners that roads can be dangerous if rules are not followed and talk about road safety

- Praise the learners for active participation.

Suggested teaching and Learning and materials/resource

Road safety charts and posters, picture cards, traffic light models, songs and rhymes about road safety

Expected standard: Language for talking about road safety rules used correctly.

Assessment Activities:

- **Demonstrations** – the use of simple and polite language when talking about road safety rules in simple narrations.
- **Presentations**- use of simple and polite language when talking to peers about road safety
- **Question and answer sessions** - respond to questions on how to use the road.

UNIT: 6

TOPIC: 0.2.6 Stories

Introduction

Stories are essential in developing listening and speaking skills in Early Childhood Education. Through storytelling and discussion, learners are encouraged to listen attentively, understand messages, and express ideas using meaningful spoken language. Stories introduce children to different means of communication and how people share information in everyday life, while also supporting vocabulary growth, imagination, and social values such as kindness, empathy and responsibility through stories about caring for others.

General Competence(s):

- **Communication** – Learners to effectively practise listening and speaking skills during story time.
- **Emotional Intelligence** – Learners to show empathy, social awareness and confidence in oral expression
- **Creativity and Innovation** – Learners to create imaginative stories and tell to peers.
- **Collaboration** – Learners to work in groups when telling stories to develop social interaction.
- **Problem solving -** Learners to exercise patience and persistence when telling stories.
- **Critical Thinking** – Learners to respond constructively to challenges they can face when telling stories.
- **Analytical Thinking -** Learners to identify story telling patterns.

Sub-Topic: 0.2.6.1 Caring for Others

Overview

Caring for others is an important value that helps children build positive relationships and understand the needs of people around them. Through simple stories and role play, learners will listen to, talk about, and act out situations that show caring for others such as helping the sick, the elderly, and people with different abilities. These activities encourage learners to use appropriate language to express care, kindness, and concern.

Specific Competence: Learners to:

0.2.6.1.1 Use appropriate language to tell stories about caring for others

Key Vocabulary

Care, help, love, share, sick, elderly, friend, kind, support

Learning Activities:

Activity 1a: Listening to simple stories about caring for others

Step 1: Present

- Tell a short, simple story about caring for others e.g. 'a child helping a sick friend or sharing food with an elderly person.

  'One day Tabo was going to school. On her way she met her friend Choolwe vomiting. Choolwe told Tabo, "I need help, am unwell. Tabo held Choolwe's hand and walked with her back to her house. Choolwe said thank you to Tabo.'

- Use expressive voice, gestures, and pictures to maintain interest.
- Stress the key vocabulary related to caring e.g. "help, kind, share".

Step 2: Practice

- Ask simple comprehension questions such as:

- "Who needed help in the story?"
- "What did the child do?"

- Encourage learners to answer in short sentences.

Step 3: Produce

- Learners in small groups say caring actions they heard in the story.
- Learners describe the events in the story using simple words.

Step 4: Closure:

- Review various caring actions.
- Learners identify caring actions used in the story.
- Summarise the learners responses and emphasise on simple stories about caring for other
- Praise learners for their active participation and encourage them to care for other.

Activity 1b: Re-telling Simple Stories about Caring for Others

Step 1: Present

- Retell the story in activity 1a briefly, highlighting the beginning, middle, and end.
- Model simple sentences for retelling e.g., "The girl helped her friend."

Step 2: Practice

- Learners retell the story together as a class using guided simple sentences and questions.
- Learners retell the story following the pattern as guided.
- Gently correct language where necessary
- Learners in small groups to retell the story.

Step 3: Produce

- Individual learners or small groups to retell the story in their own words to peers.

Step 4: Closure:

- Learners share what they liked most from the story.
- Summarise the learners responses and emphasise on the actions to care for others.
- Praise learners for their active participation.

Activity 1c: Role playing caring for others (sick, elderly, differently abled)

Step 1: Present

- Demonstrate simple role-play situations such as helping a sick person, guiding an elderly person, differently abled.
- Model polite and caring language such as “Can I help you?”

Step 2: Practice

- Learners in small groups and assigned simple roles.
- Guide learners to use caring words and actions as they practise the roles e.g.

    - Learner: “Can I help you?”
    - Sick person: “Yes please.”

- Learners practise acting out caring actions and giving support to various needy groups e.g. guiding an elderly person, differently abled.

Step 3: Produce

- Learners in small groups take turns to perform their role plays to the class.
- Learners use appropriate caring language for each action modelled.

Step 4: Closure

- Learner’s to tell what actions they can take to people who need support.

- Summarise the learners responses and emphasise on the use of appropriate caring language for specific action.
- Praise learners for their active participation.

Suggested teaching and learning materials/resource

Storybooks and picture cards, puppets, charts showing caring actions, role-play props (bandage, walking stick, toy utensils), learners

Expected standard: Language to tell stories about caring for others told correctly.

Assessment Activities:

- **Demonstration** - perform role plays in front of the class.
- **Presentations** - using caring words and actions in re-telling stories and responses.
- **Question and answer sessions** – give responses using caring words demonstrated.

Sub-Topic: 0.2.6.2 Communication

Overview

Communication is the way people share messages, ideas, and information with one another. Learners use communication every day when they talk, listen, watch, or send messages. Through stories and discussions, learners will explore different means of communication and practice using appropriate language to talk about them.

Specific Competence: Learners to:

0.2.6.2.1. Use appropriate language to talk about means of communication

Key Vocabulary

Communication, talk, phone, letter, radio, television, message, story, drums, fire, smoke, messenger

Learning Activities:

Activity 1a: Identifying language used for various means of communication

Step 1: Present

- Show learners pictures or real objects of different means of communication e.g., phone, radio, television, letter, drums, fire, smoke, messenger.
- Name each item and explain how it is used to communicate.
- Model simple sentences such as:
- "We use a phone to talk."
- "We listen to news on the radio."

Step 2: Practice

- Learners practise saying sentences modeled by the teacher.
- Learners in pairs ask each other questions using language used for various means of communication such as:

    - Learner: "What do we use to talk to someone far away?"
    - Learner: making a call, write/sending a letter, listening to the radio, sending a messenger,

- Encourage learners to respond using short sentences.

Step 3: Produce

- Learners use picture cards to describe the means of communication depicted.
- Learners make simple statements to describe how some items for communication are used e.g. "This is a phone. We use it to talk."

Step 4: Closure:

- Learners mention different ways we use to communicate.
- Summarise the learners responses and emphasise on language to use on various means of communication.
- Praise learners for good discussion and their participation.

Activity 1b: Telling simple stories on means of communication

Step 1: Present

- Model a short simple story on communication e.g.,

  Kakoma was sent to buy tomatoes at the market. He bought the tomatoes and started going back home. While going back he lost his way and started crying. Her friend Ndumba saw him crying and she ran to him. She asked why he was crying, he said I can't find my way home please help me. Ndumba said, "let's go to my mum in the shop she will call your mum. Kakoma and Ndumba walked together to the shop and Ndumba's mum called Kakoma's. Kakoma was given the phone to tell his mum that he couldn't find the way. Kakoma's mum told him to stay at the shop am coming to pick you. Kakoma hanged up the phone.

- Emphasise on key words used in the story.
- Allow learners to listen attentively and respond to simple questions about the story.

Step 2: Practice

- Learners in small groups use simple sentences to tell a short story.
  - This is John. He calls his mother. He says, "Hello Mum"
- Pair learners and ask them to model a short story following the same pattern.
- Learners in groups use pictures to tell short stories.`

Step 3: Produce

- Learners independently share real life experiences of how they communicate or send their messages.
- Learners tell short stories about talking to a friend, calling someone on the phone, sending a message or letter.

Step 4: Closure

- Learners share what they enjoyed about telling stories.
- Summarise the learners' responses and emphasise on telling and retelling stories.
- Praise learners and give positive feedback on common errors.

Activity 1c: Role-playing communication

Step 1: Present

- Demonstrate a simple role-play using a toy phone or pretending to write a letter.
- Use simple language while acting out the communication.

Step 2: Practice

- Learners in pair and practise role-playing communication situations.
- Learners practise using polite and simple language.
- Encourage learners to speak clearly and confidently.

Step 3: Produce

- Few pairs role-play communication to peers.

Step 4: Closure

- Learners mention which h means of communication they use most often.
- Summarise the learners' responses and emphasise on the vocabulary used in means of communication.

Activity 1d: Talking about ways we communicate

Step 1: Present

- Pretend talking to parents on phone to attract learner's attention as well as to introduce ways of communication.
- Show pictures or a poster of people talking to each other using different modes of communication.
    - Describe the means of communication using short sentences e.g. "I ___ to ___."
    - "I talk to my teacher," or "I write a letter to my friend."

Step 2: Practice

- Learners show pictures or flashcards of different communication methods to peers and ask them to name them.
- In pairs, learners take turns describing how they communicate using one of the methods, e.g., "I talk to my teacher," or "I write a letter to my friend."

Step 3: Produce

- Learners to choose one means of communication and describe it using a full sentence, e.g., "I use a phone to call my family."
- Learners with sentence starters: e.g. "I write a _____.

Step 4: Closure

- Learners review the key vocabulary by showing pictures and say the words aloud.
- Few learners to share their favorite way to communicate and why.
- Summarise the learners responses and emphasise on the key vocabulary to use during communication and why.

- Sing a song about communication
- Appreciate for their active participation in the lesson.

Activity 1e: Talking About Ways We Communicate

Step 1: Present

- Show pictures/flash cards/real objects, e.g., radios, TV, newspapers…
- Explain how showed images or objects are used for communication e.g., a phone is used for talking to …

Step 2: Practice

- Learners point to the picture/flash card/ object and say means of communication used.
- Learners play a game in which they will identify an object and say means of communication used e.g.
    - One leaner: "I spy phone"
    - Other learners: "Talking"

Step 3: Produce

- Learners play a game in which they search for an object and say which means of communication it is used for e.g., a phone is used for talking

Step 4: Closure

- Learners to share one thing they learned.
- Summarise the learners responses and emphasise on means of communication commonly used.
- Praise the learners for their active participation in the lesson.

Activity 1f: Ways to communicate when in Danger

Step 1: Present

- Tell a simple short story on how communication is done in various situations e.g. lost in the bush- lighting fire/smoke to alert people very far or you need help.

  Mphatso was craving for a rodent (imbeba) so he picked a backet, stick and a hoe. He reached in the bush and started digging them. He got five and started and decided to go back home. After walking for while he realized he missed his path so he got confused and sad. He shouted for help no one was coming then he thought his voice was not enough then started beating the bucket with the stick loudly. After some time he head voices of people coming to his rescue. He was very happy and relieved …

- Use simple, clear language and gestures to foster understanding.
- Model simple questions about the story, e.g. "What was used to alert the people?" to prompt learning.

Step 2: Practice

- Learners in small groups to retell parts of the story using short sentences were means of communication actions have been demonstrated.
- Learners in groups present their story on communication to peers.

Step 3: Produce

- Learners in pairs tell simple stories to each other about means of communication they experienced or heard about.

Step 4: Closure

- Learners talk about means of communication that was learnt.
- Learners describe how communication was done in the story.
- Summarise the learners responses and emphasise on the means of communication learnt.
- Praise learners for their active participation.

Suggested Learning and Teaching Materials/Resource

- Storybooks, Puppets, Picture charts and flashcards, Toy phones, Radio or television pictures

Expected standard: Language to talk about the means of communication used correctly.

Assessment Activities:

- **Presentations –** ability to tell and retell stories ,listen and respond
- **Demonstrations -** Role play performances
- **Question and answer sessions –** responses to questions about means of communication used.

TERM 1

COMPONENT: PRE- READING

UNIT 1

TOPIC: 0.2.7 Visual Discrimination

Introduction:

Visual discrimination is a topic with three main subtopics namely matching, identification and simple stories. For this term the focusing is on matching. Visual discrimination is key in developing pre-reading skills that helps learners notice similarities and differences in objects, pictures, and symbols. It also supports correct eye movement needed for reading readiness. Through matching and tracking activities, learners develop left-to-right eye movement, which prepares them for reading and writing in later stages.

General Competence(s):

- **Analytical thinking** - Learners to develop visual perception and observation skills in matching activities.
- **Critical thinking** – Learners to enhance Eye–hand coordination when classifying items.
- **Creativity and innovation** - Learners to develop Early reading readiness skills
- **Communication** - Learners to improve their concentration and attention.
- **Collaboration** - Learners to help and support peers during activities.
- **Digital Literacy** - Learners to demonstrate simple hand-eye coordination when playing visual discrimination games on digital tools.

Sub-Topic: 0.2.7.1 Matching

Overview:

Matching is a developmental activity that help learners to visually discriminate objects and demonstrate correct eye movement. By practicing left-to-right eye movement, learners learn how to visually scan pictures and objects in preparation for reading. These activities encourage learners to follow directions and focus on details while matching similar items correctly.

Specific Competence: Learners to:

0.2.7.1.1 Demonstrate left to right eye movement

Key Vocabulary

Match Same Different Left Right Picture Shape Line

Learning Activities:

Activity 1: Practicing left-to-right eye movement

Step 1: Present

- Show learners a chart with objects arranged from left to right.
- Encourage learners to look at the objects as you demonstrate how the eyes move from the left side to the right side by pointing on each and every object starting with the first object from the left going to the last object to the right.
- Learners follow the teacher's finger as it moves from left to right across the chart.
- Use simple language to explain how the eyes should move e.g. "We look from left to right."

Step 2: Practice

- Learners arrange given objects from left to right.
- Learners trace lines starting from left to right using their fingers.
- Learners do the tracing activity repeatedly.

Step 3: Produce

- Provide each learner with a picture card showing a movement from left to right e.g. a bee (drawn on the left) flying to the flower (drawn on the right).
- Learners independently track pictures from left to right using their eyes while describing the picture they are looking at, e.g., the spider (left) is going to the house (right).
- Observe and guide learners who need support.

Step 4: Closure

- Learners demonstrate to peers tracking pictures from left to right using a card or displayed chart.
- Summarise the learners responses and emphasise on the left to right eye movement.

- Praise learners' positive efforts.

Activity 2: Reading with Pointer Sticks

Step 1: Present

- Show pointer sticks to learners and demonstrate how to move the pointer from left to right of the chart/board.
- Model pointing to pictures or symbols while moving across a chart from left to right.
- Display matching pictures arranged in two columns (left and right).
- Demonstrate matching the picture on the left side to the similar picture on the right side.

Step 2: Practice

- Learners use pointer sticks to point from left to right.
- Learners in groups use pointer sticks to practise pointing from left to right on picture cards or simple pattern strips.
- Learners match pictures with pointer sticks following drawn lines.

Step 3: Produce

- Learners use pointer sticks independently to follow pictures from left to right.
- Learners match similar items from left to right on worksheets or cards
- Observe learners as they complete the task independently.

Step 4: Closure

- Select learners randomly to show peers how to follow pictures from left to right.

- Summarise the learners responses and emphasise on how to use the pointer to track pictures.
- Praise correct eye movement and proper use of the pointer.

Suggested Teaching and Learning Materials/Resources:

Picture charts/cards, flash cards, pointer sticks, worksheets, lines and matching cards, patterns

Expected Standard: Left to right eye movement demonstrated accordingly.

Assessment Activities:

- **Observation -** ability of learners to match from left to right correctly.
- **Demonstration –** learners ability to match items and objects from left to right correctly.
- **Presentations –** learners' participation and accuracy during group discussions and presentations.

UNIT 2

TOPIC: 0.2.8 Sounds

Introduction:

The topic sounds consist of eight subtopics. These are natural sounds, initial sounds, number of sounds, blending, substitution, blending, recognition, rhyming and tongue twisters. For this term, the focus will be on: natural sounds, initial sounds, number of sounds and blending. Learners will develop the competence of recognising sounds through fun activities like identifying domestic animals and their sounds, listening to recorded animal sounds, exploring musical instruments, and imitating natural sounds. Learners will sharpen their pre-reading skills as they build a stronger skill to discriminate heard sounds around them and get ready for reading.

Learners will learn to associate sounds with their sources and express themselves creatively through drama.

General Competence(s):

- **Communication** - Learners will develop their ability to recognise sounds around them
- **Collaboration** - Learners will work together in pairs or groups to practice listening to natural sounds from the environment.
- **Creativity and innovation** - Learners will engage in creative activities in imitating sounds from the environment.
- **Critical thinking** - Learners will engage in exploring sounds made by various objects and animals from the environment.

Sub-Topic: 0.2.8.1 Natural Sounds

Overview:

Sounds are everywhere in our environment. Learners will learn to hear various sounds in nature and recognise them. This will help learners understand their surroundings. Discriminating sounds and their sources will sharpen learners' skills to listen more carefully and connect with the world around them.

Specific Competence: Learners to:

0.2.8.1.1 Recognise sounds

Key Vocabulary

Cow, cat, dog, sheep, moo, baa, domestic, animal, woof, meow, sounds…

Learning Activities

Activity 1: Sound made by domestic animals

Step 1: Present

- Display picture cards of domestic animals e.g., cow, cat, dog, sheep…
- Play/ say a sound and point to the domestic animal that produces the sound e.g., moo-cow
- Show pictures or videos of animals making sounds.

Step 2: Practice

- Learners pick a picture card of a domestic animal and say the sound it produces e.g., cat-meow.
- Learners imitate animal sounds.

Step 3: Produce

- Learners in pairs play a sound identification game, e.g.,
    - Learner 1, makes a sound
    - Learner 2 guess that animal which makes that sound.
- Role play animal sound e.g., Animal Sound Game

Step 4: Closure

- Learners share animal sounds they learnt.
- Summarise the learners responses and emphasise on the animal sounds: moo, meow, woof, baa, etc.
- Learners share their favourite animal sound.
- Praise the learners for good feedback and active participation.

Activity 2: Listening to recorded domestic animal sounds

Step 1: Present

- Show videos or pictures of the animals making the sounds.
- Play recorded domestic animal sounds, e.g., cow mooing, dog barking, cat meowing.
- Identify domestic animals that make each sound played.

Step 2: Practice

- Learners identify animal sounds heard, e.g., phone, TV, Radio, DVD, environment, …
- Learners mimic sounds for animal sounds they hear.

Step 3: Produce

- Learners play a game making animal sounds they heard e.g., Animal Sound Chain
- Learners create their own short story using animal sounds.

Step 4: Closure

- Learners to share animal sounds heard.
- Summarise the learners responses and emphasise on the domestic animal sounds heard in the recording.
- Praise the learners for their good feedback.

Expected Standard: Sounds recognised correctly

Sub-Topic: 0.2.8.2 Initial Sounds

Overview:

Initial sounds are the first sounds we hear at the beginning of a word. Learners learn to listen carefully and identify these sounds in familiar words. In this lesson, learners will practise sounding out the initial vowels and consonants s, a, t, i, p, n using simple and familiar words.

Specific Competence: Learners to:

0.2.8.2.1 Sound out initial sounds

Key Vocabulary

Sound, letter, beginning, vowel, consonant, sun, apple, table, insect, pig, nest, initial, Sound

Learning Activities:

Activity 1: Initial Sounds of Objects around us

Step 1: Present

- Show learners an object/picture card, say the name of the object and sound out the initial sound in the word slowly, /**s**/un, /**p**/in, …
- Instruct learners to listen carefully to the first sound.
- Repeat the initial sound slowly and clearly.

Step 2: Practice

- Repeat the given words/names of objects and sound out their initial sound several times.
- Learners identify initial sounds of names/words of given different objects.
- Encourage learners to say the initial sound clearly and clap once when they get it right.

Step 3: Produce

- Play a game e.g., “Sound Hunt” game where learners find objects or pictures around the room that start with the target sounds, e.g., /**s**/ /**p**/
- Learners say a word slowly and identify the first sound by raising the matching letter card.
- Invite learners take turns saying the first sound of the given different pictures/objects.

Step 4: Closure

- Display pictures of objects used in the lesson.
- A few learners to share their favorite word and its initial sound with the class.
- Summarise the learners responses and emphasise on identifying initial sounds.
- Praise learners for their participation and correct answers.

Activity 2: Sounding out initial sounds

Step 1: Present

- Show learners word cards with simple words and point at initial sound in the word.
- Clearly pronounce the initial sound repeatedly, e.g., /s/.
- Repeat the procedure using other words, e.g., sat, pin, at, pit
- Stress the first sound /s/ and ask learners to repeat the sound together.
- Learners repeat pronouncing the initial sounds in other words.

Step 2: Practice

- Learners sit in a circle and display different picture cards with initial sound cards e.g., /a/ – sat, pin, at, pit
- One learner picks a picture of choice, say a word and sound out the initial sound. e.g., p-in.
- Learners to repeat the initial sound together, e.g., p-in
- One learner says the initial sound of other pictures to other learners.

Step 3: Produce

- Learners to pick a word from mixed word cards, identify and sound out initial sound correctly, e.g., s, a, t, i, p, n.
- Encourage learners to clap once, when they hear peer say the initial sound correct.

Step 4: Closure

- Learners identify and sound out the initial sounds in selected words.
- Summarise the learners responses and emphasise on the sounds learnt in the lesson.
- Conclude by reminding learners that the initial sound is the first sound we hear in a word.

Suggested teaching and learning materials/ resources

Sound cards, word cards,

Expected Standard: Initial sounds in given words sounded correctly

Assessment activities

Demonstrations - sounding out the initial sounds correctly.

Question and answer - responding to questions on initial sounds.

Presentations - identifying and sounding out initial sounds in words correctly.

Sub-Topic: 0.2.8.3 Number Sounds

Overview:

In this subtopic, learners will develop the ability to identify and count the number of sounds they hear in simple words. Learners will listen carefully to spoken words and break them into individual sounds, helping them understand that words are made up of different sounds. Understanding the number of sounds in words will help learners improve their phonological awareness, which is essential for early literacy development.

Specific Competence: Learners to:

0.2.8.3.1 Count the number of sounds in regular words

Key Vocabulary

Count, sound, regular, words, identifying, number

Learning Activities:

Activity 1: Counting and identifying the number of sounds in regular words

Step 1: Present

- Read a simple word to the learners.
- Demonstrate clapping repeatedly the number of sounds in simple words, e.g.,
  - sit-/s//i//t/ (3 sounds)
  - pin-/p//i//n/ (3 sounds)
  - pat-/p//a//t/ (3 sounds)

Step 2: Practice

- Learners in pairs identify the number of sounds in given words.
- Learners in pairs clap the number of sounds in different regular words, e.g., sit, at, pin, tin, it, sat…
- Learners count the number of sounds in different regular words, using fingers, counters, stones...

Step 3: Produce

- Learners take turns counting the number of sounds they hear in given words.
- Learners individually count and say the number of sounds in given words.
- Learners in small groups demonstrate count the number of sounds they hear in regular words to their peers.

Step 4: Closure:

- Learners count sounds in few words together as a class.
- Summarise the learners responses and emphasise on counting number of sounds in given words using claps, fingers and counters.
- Praise learners for listening and providing good response during the lesson

Activity 2: Number of Sounds in Regular Words

Step 1: Present

- Tell a regular word and count the number of sounds in the word.
- Model counting sounds in words slowly stretching each sound in the following words: Pit, sin, tin…
    - Pit - p-i-t (3 sounds)
    - Sin - s-i-n (3 sounds)
    - Tin - t-i-n (3 sounds)

Step 2: Practice

- Learners in pairs count sounds in simple regular words, e.g., sin, tin, pit
- Learners to use fingers, claps and counters to help them count sounds in the regular words given
- Learners say the sounds and show the number using fingers or claps.

Step 3: Produce

- Learners individually say the number of sounds in the given regular words e.g., pit, sit, sat, it, at, in …
- Learners independently count sounds of the given regular words and respond with the correct number.

Step 4: Closure:

- Learners read simple regular words and count the number of sounds in each word they read.
- Learners count number of sounds in given words using claps, fingers and counters.
- Summarise the learners responses and emphasise on counting the number of sounds in each word they read.
- Praise the learners for active participation and correct feedback during the lesson.

Expected standard: Number of sounds in given words counted correctly

Sub-Topic: 0.2.8.4 Blending

Overview:

Blending is an important early reading skill that helps learners combine individual sounds to form words. It is one of the foundational skills in phonological awareness and prepares learners for reading and decoding words in later stages of literacy development. When learners blend sounds, they listen to separate sounds and then join them together to pronounce a word.

Specific Competence: Learners to:

0.2.8.4.1 Blend Sounds

Key Vocabulary

Word, sound, blend, word, listen, say,

Learning Activities:

Activity 1: Blending Syllables

Step 1: Present

- Introduce the concept of blending by explaining that sounds can join together to make words.
- Slowly says two sounds: /b/ … /a/ then blends them to form ba
- Repeat the sounds several times so that learners can hear the difference between separate sounds and the blended sounds.
- Models more examples:
    - /m/ /a/ → ma
    - /s/ /a/ → sa
    - /t/ /a/ → ta
- Use hand movements to show blending. Example:
    - hand apart = separate sounds
    - hands together = blended sound

Step 2: Practice

- Say sounds slowly while learners repeat as a whole class.e.g. practice sounds:
    - /p/ /a/ → pa
    - /b/ /o/ → bo
    - /m/ /e/ → me
    - /l/ /a/ → la
- Learners in pairs practice blending the sounds.

Step 3: Produce

- Learner's blend sounds independently e.g. /p/, /i/ pi

Step 4: Closure

- Learner's blend given sounds to make syllables.
- Summarise the learners responses and emphasise on blending sounds.
- Praise learners for their active participation in the lesson.

Activity 2: Blending with Actions

Step 1: Present

- Demonstrate blending sounds by clapping to form syllables/words, e.g., /i/ (clap) /t/ - it
- Repeat the procedure to form other syllables/words. e.g., /i/ (clap) /n/ - in,

Step 2: Practice

- Learners repeat the activity e.g.
    - Teacher: /t/ (clap) /a/ (clap)
    - Learners: ta
    - More examples: /t/ /i/ → ti /s/ /i/ → si /s/ /a/ → sa Learners clap for each sound.

Step 3: Produce

- Learners take turns leading the activity.
    - One learner says the sounds while the class blends them.
    - Learner 1: /t/ (clap) /a/ (clap)
    - Learner 2 : ta
    - More examples: /n/ /a/ → na /p/ /i/ → pi /s/ /a/ → sa Learners clap for each sound.

Step 4: Closure

- Learners tell which sounds made syllables/words.
- Summarise the learners responses and emphasise on blending syllable to form simple words.

Activity 3: Blending Game (Picture Game)

Step 1: Present

- Show a picture of a bat.
- Slowly says the sounds: /p/ /a/ /t/ and blend the sounds to make the word: pat
- Repeat the process with other pictures e.g., sit, pin, tin…

Step 2: Practice

- Learners repeat the sounds with the teacher e.g.,

- Teacher: /s/ /a/ /t/ Learners: sat
- Teacher: /p/ /a/ /n/
- Learners: pan
- Teacher: /t/ /i/ /n/
- Learners: tin

Step 3: Produce

- Learners take turns blending sounds for the class.
- The teacher shows a picture.
- Learners say the blended word e.g.

Picture	Sounds	Word
pan	/p/ /a/ /n/	pan

tin	/t/ /i/ /n/	tin
sit	/s/ /i/ /t/	sit
pin	/p/ /i/ /n/	pin

Step 4: Closure

- Learners to blend selected sound to make syllables/words.
- Summarise the learners responses and emphasise on making syllables/ words.
- Sing a blending song.
- Praise them for learners active participation.

Activity 4: Oral Blending

Step 1: Present

- Revise sounds to be used in oral blending e.g., /s/, /a/, /t/, /i/, /p/ , /n/
- Sing a song to blend revised sounds into syllables/words e.g., '/i/ and /t/ together make 'it', 'it', 'it', 'it'' /i/, /t/ makes it, can you hear it.
- Use sound cards or mouth movements to demonstrate blending.

Step 2: Practice

- Learners to practice blending /i//t/ - it (use sounds of the day as guided by the syllabus) using a song e.g., Sound Blend Song

Step 3: Produce

- Learners play a game to focus on the sounds that make the said word e.g., blend hoping game /i//t/- it.

Step 4: Closure

- Learners to share one thing they learnt.
- Summarise the learners responses and emphasise on blending sounds orally.
- Praise the learners for their active participation in the lesson.

Suggested Teaching and Learning Materials/Resources:

Sound cards, pictures, sound cards (letters), picture cards of simple objects, flashcards with simple Consonant Verb Consonant (CVC) words, real classroom objects such as bag, cup, pen, mat, Flashcards, Alphabet charts, Real classroom objects, Charts with simple words

Expected Standard: Sounds blended correctly

Assessment Activities:

- **Demonstrations**: correct blending of sounds.
- **Question and Answer**: correct response to oral blending
- **Presentations**: blended word presented correctly

TERM 1

COMPONENT: PRE-WRITING

UNIT: 1

TOPIC: 0.2.9 Handwriting

Introduction:

Handwriting development in early childhood begins with strengthening small muscles in the hands and fingers. Through purposeful hand and finger manipulation activities, learners develop

fine motor control, hand–eye coordination, and finger strength. These skills prepare learners for correct pencil grip and smooth handwriting in later stages.

General Competence(s):

- **Critical Thinking** – learners' ability to use techniques, tools, and methods to improve handwriting.
- **Collaboration** – learners ability to practice with others and improve motor skills like hand/finger manipulation or sitting posture when writing.
- **Communication** – learners' ability to express challenges faced during writing and solutions.
- **Problem Solving** – learners' ability to identify and overcome obstacles related writing.
- **Creativity and Innovation** – learners' ability to adapt physical actions or methods to achieve better results or create new solutions in writing.

Sub-Topic: 0.2.9.1 Sitting Posture

Overview:

Good sitting posture is important for neat and comfortable handwriting. Learners need to sit upright with their feet on the floor, their back straight, and the paper placed properly on the desk. Correct posture helps children control their hands and pencils better, making writing easier and clearer. In this lesson, learners will practice how to sit properly when writing.

Specific Competence: Learners to:

0.2.9.1.1 Demonstrate correct sitting posture

Key Vocabulary:

Sit, upright, feet, desk, posture

Learning Activities:

Activity 1: Demonstrating Correct Sitting Posture

Step 1: Present

- Demonstrate the correct sitting posture e.g., sitting upright with back straight, feet flat on the floor, and arms resting gently on the table or desk.
- Introduce the phrase “Sit like Leo” as a fun way to remember the correct posture.
- Show a picture or puppet named Leo sitting correctly to make the concept engaging.

Step 2: Practice

- Learners stand up and then sit down slowly, trying to copy the “Sit like Leo” posture using a game e.g. Simon says
- Learners sit upright, keep their backs straight, feet flat, and arms resting on the desk as guided.
- Walk around the classroom to observe and gently correct learners who need help adjusting their posture.
- Encourage and praise learners who demonstrates the correct posture.

Step 3: Produce

- Learners demonstrate the correct sitting posture individually or in small groups.
- Encourage them to tel what they are doing, e.g., “I am sitting like Leo with my back straight to be comfortable.”
- Allow peers to give positive feedback or reminders to each other.
- Facilitate a short discussion on why good posture is important for learning and health.

Step 4: Closure

- Reinforce the “Sit like Leo” phrase and encourage learners to remember it during all seated activities.
- Emphasise on correct sitting posture.
- Praise the class for their effort and remind them to practice good posture every day.
- Learners demonstrate the posture one last time as a group before ending the lesson.

Sub-Topic: 0.2.9.2 Hand/Finger Manipulation

Overview:

Hand and finger manipulation involves using the fingers and hands to hold, move, squeeze, and control objects. These activities help strengthen the muscles needed for writing. Therefore, engaging learners in fun, hands-on tasks will promote finger control and coordination.

Specific Competence: Learners to:

0.2.9.2.1 Manipulate objects

Key Vocabulary:

Fingers, Hands, Grip, Manipulate, Squeeze, Twist, Pull, Press, clay, beads, bottle tops, pegs, sand, stones, sticks, leaves, grass, shapes, patterns.

Learning Activities:

Activity 1: Practising finger and hand exercises

Step 1: Present

- Demonstrate simple finger and hand exercises such as:
    - Opening and closing fists
    - Finger tapping
    - Finger stretching

- Sing a finger rhyme while showing the movements e.g.,

    - Open, shut them, open, shut them,
    - Give a little clap, clap, clap!
    - Open shut them, open, shut them,
    - Fold them in your lap, lap, lap!
    - Wiggle, wiggle, little fingers,
    - Stretch them to the sky, sky, sky!
    - Wiggle, wiggle, little fingers.
    - Wave and say goodbye, bye, bye!

Step 2: Practice

- Learners imitate the teacher's finger and hand movements.
- Repeat exercises several times to strengthen finger muscles.

Step 3: Produce

- Learners perform the exercises independently.
- Encourage learners to demonstrate exercises to peers.

Step 4: Closure

- Learners show their favourite finger exercise again.
- Learners sing the finger rhyme once more while performing the movements.
- Summarise the learners responses and emphasise on how to move and exercise fingers to make them strong for writing and other activities.
- Praise learners for active participation in the lesson.

Activity 2: Manipulating activities

Step 1: Present

- Show learners how to manipulate materials/objects such as clay, sand, stones, sticks, leaves, grass, beads, bottle tops, or pegs.
- Demonstrate squeezing, rolling, pinching, and threading.

Step 2: Practice

- Learners manipulate materials/objects provided with guidance e.g. clay, beads, bottle tops, tweezers or pegs, sand, stones, sticks, leaves, grass.
- Encourage correct finger use and control.

Step 3: Produce

- Learners independently manipulate material/objects to create simple shapes or patterns.
- Learners explain what they are doing using simple language.

Step 4: Closure

- Learners display the shapes or patterns they made using the materials/objects.
- Few learners explain what they created.
- Summarise the learners responses and emphasise on using materials/objects to create simple shapes and patterns.
- Appreciate learners' effort and encourage them to keep practising.

Activity 3: Tool-based hand manipulation

Step 1: Present

- Demonstrate the use of child-safe tools such as crayons, pencils, or tweezers.
- Show how to hold and control the tools using tripod grip.

Step 2: Practice

- Learners practice holding and using the tools correctly with guidance and support.

Step 3: Produce

- Learners independently use tools to perform simple tasks such as picking objects or drawing lines.

Step 4: Closure

- Learners to show how they hold their crayons, pencils, or tools correctly.
- Few learners to demonstrate the correct grip to the class.
- Learners answer the following questions e.g.,
    - Which tools did we use today?
    - How should we hold a pencil or crayon?
- Summarise the learners responses and emphasise on holding of the writing tools.
- Praise learners and remind them to handle tools carefully

Suggested Teaching and Learning Materials/ Resources:

Clay or playdough, Beads and strings, Pegs and bottle tops, Crayons and pencils

Expected Standard: Objects manipulated accordingly

Assessment Activities:

- **Demonstrations -** proper coordination between fingers and tools.
- **Presentations -** holding tools such as crayons, pencils, or tweezers correctly.

Sub-Topic: 0.2.9.3 Book Handling

Overview:

Book handling involves managing books to keep them in good condition. This will help learners to learn to open books properly, turn pages correctly, and generally handle books with care. Demonstrating standard skills in book handling will help build in learners a strong foundation for writing, a skill which is important for learning across all subjects.

Specific Competence: Learners to:

0.2.9.3.1 Demonstrate correct book handling habits

Key Vocabulary:

Gently, shelving, putting books away, no paper chewing, tearing pages…

Learning Activities:

Activity 1: Practising Correct Book Handling

Step 1: Present

- Show learners the correct way of getting a book from the shelf.
- Demonstrate safe ways of handling books when seated in different positions e.g. on the chair or mat.

Step 2: Practice

- Learners practise getting books from the shelves demonstrating correct handling.
- Learners demonstrate correct handling of books while sitting in different positions.

Step 3: Produce

- Learners demonstrate correct book handling habits in pairs or small groups.
- Encourage them to remind each other of the rules e.g. hold books carefully

Step 4: Closure

- Learners to share good handling habits.
- Summarise the learners responses and emphasise on the correct book handling habits.
- Praise the learners for their active participation.

Activity 2: Using Books Safely and Independently

Step 1: Present

- Show learners book station set up with different books.
- Demonstrate getting a book from the shelf and show the correct way of opening a book, turning pages, and finding a page.

Step 2: Practice

- Learners rotate through stations, practising correct book handling.
- Encourage them to work independently and follow the rules.

Step 3: Produce

- Learners at each station demonstrate correct book handling skills.
- Some pairs demonstrate correct book handling to peers.

Step 4: Closure

- Learners to share what they liked about using books at the stations.
- Summarise the learners responses and emphasise on the handling of books correctly.
- Praise the learners for their active performance.

Suggested Learning and Teaching Materials/Resource

Library, books, shelves

Expected standard: Correct book handling habits demonstrated accordingly

Assessment Activities:

- **Demonstrations –**showing correct book handling.
- **Question and Answer** –correct responses about book handling.
- **Presentations –** sharing library rules.

Sub-Topic: 0.2.9.4 Book Exploration

Overview:

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

Specific Competence: Learners to:

0.2.9.4.1 Name different parts of a book

Key Vocabulary:

Book, name, parts, different, exploration

Learning Activities:

Activity 1: Parts of a Book

Step 1: Present

- Show a book to the learners and name its parts clearly e.g., front cover, pages, back cover.

Step 2: Practice

- Learners point at different parts book e.g., front cover, pages, back cover.

Step 3: Produce

- Learners in pairs take turns to name and point at the parts of the book.
- Some pair show peers the cover of a book, pages of a book, back of a book
- Learners independently identify and name the parts of a book.

Step 4: Closure

- Learners tell that a book has a front cover, pages and the back cover.
- Summarise the learners responses and emphasise on naming parts of a book.
- Praise learners for their good participation and feedback.

Activity 2: Exploring books freely

Step 1: Present

- Display different books to the learners focusing on picture books and touch and feel books.
- Show learners how to turn pages gently and touch textures in the book.
- Tell learners to focus on exploring books by turning pages, feeling textures, and looking at pictures.

Step 2: Practice

- Learners explore provided books and encourage them to turn pages slowly using their fingers correctly.
- Learners touch and feel the texture of books to identify soft or rough textures.

Step 3: Produce

- Learners point to a picture in the book and describe it e.g. I see a bag or this is very soft
- Learners show turning pages slowly, gently and correctly.

- Learners engaged actively in turning pages and interact with the pages.

Step 4: Closure

- Learners tell their discovery about book exploration.
- Summarise the learners responses and emphasise on exploring books freely.
- Praise learners for responding well during book exploration.

Suggested Teaching and Learning Materials/ Resources:

Books, learners exercise books, picture books, magazines,

Expected Standard: Different parts of a book named correctly

Assessment Activities:

- **Demonstrations –**showing correct book handling.
- **Question and Answer** –correct responses about book handling.
- **Presentations –** sharing library rules.

Sub-Topic: 0.2.9.5 Make Own Book

Overview:

In this topic, learners will learn how to create their own simple books using pictures, drawings and basic words. They will explore how books are organised, including parts as the cover, pages and simple. Making their own simple books help learners develop early literacy and creativity skills. Through guided activities, learners learn how to fold paper, draw pictures, tell simple stories, and present their ideas in a book format. These activities help learners understand how books are created and encourage them to express themselves through pictures and simple words.

Specific Competence: Learners to:

0.2.9.5.1 Make picture book

Key Vocabulary:

Book, page, cover, story, picture, title, author

Learning Activities:

Activity 1: Exploring a Picture Book

Step 1: Present

- Show a picture book to the class.
- Describe parts of the book earlier shown by pointing at the parts e.g.,
    - Point at the cover
    - Point at the title
    - Open the pages
    - Show the pictures

Step 2: Practice

- Learners explore books in small groups by doing the following activities with guidance;
    - Talking about the cover
    - turning pages
    - Identifying pictures
    - Talking about what they see in the book.

Step 3: Produce

- Learners explain what they saw in the book e.g., “I saw a dog.”, “I saw a house.”
- Learners tell where they saw the pictures in the book.

Step 4: Closure:

- Learners talk about the parts of the book e.g., Today we learnt how books look. “Books have covers and pages…”
- Summarise the learners responses and emphasise on the parts of a book.
- Praise the learners for their active participation in the lesson.

Activity 2: Making a Simple Book

Step 1: Present

- Demonstrate how to make a simple book by showing the following major steps;
    - Folding paper into halves.
    - Glue or tie the pages.
    - Draw a picture on the cover.
    - Add some pictures in the made book.

Step 2: Practice

- Learners make their own books following instructions;
    - Folding paper into halves.
    - Glue or tie the pages.
    - Draw a picture on the cover.
    - Add some pictures in the made book.
- Assists learners where necessary

Step 3: Produce

- Learners create their own books, draw pictures inside the book.
- Tell stories from their books to peers.

Step 4: Closure

- Learners proudly show their books.

- Learners to talk about themselves as authors and also talk about the book they have created e.g., My name is _____ I have made a book about _____.
- Summarise the learners responses and emphasise on creating own books.
- Praise learners for their good effort.

Activity 3: Narrate Pictures from their Story book

Step 1: Present

- Show a picture book to the learners.
- Narrate the pictures from the storybook.

Step 2: Practice

- Learners in small groups take turns narrating pictures on each page of their book…

Step 3: Produce

- Learners in pairs narrate pictures on each page of their book to each other e.g., “This is my mother.”, “This is my dog.”
- Monitor the process and encourage participation.

Step 4: Closure

- Learners to display their made books.
- Summarise the learners responses and emphasise on narrating pictures in the story books.
- Praise learners for their active participation in the lesson and for being young authors

Suggested Teaching and Learning Materials/ Resources:

A4 papers, crayons, pencils, stapler or string, sample books, picture cards

Expected Standard: Picture books made creatively

Assessment Activities:

- **Demonstration** – fold paper to form a book.
- **Presentations** – share their books with others.
- **Question and answer** – explanations of their drawings in the made books.

TERM 2

LISTENING AND SPEAKING

UNIT: 1

TOPIC: 0.2.1 CONVERSATION

Introduction:

This topic introduces young learners to the essential elements of everyday conversations, covering four important subtopics: greetings, simple instructions, classroom rules, and making requests. The main focus for this term will be on classroom rules, which play a crucial role in creating a positive and respectful learning environment. Through engaging activities, children will develop basic listening and speaking skills that help them communicate effectively, understand social cues, and participate confidently in classroom interactions. By exploring greetings, following and giving simple instructions, understanding classroom rules, and making polite requests, learners will build a strong foundation for language development and social skills that support their success both academically and socially.

General Competence(s):

- **Emotional Intelligence:** Learners show respect for others by sharing materials, taking turns, and following classroom rules during play and group activities.

- **Problem Solving:** Learners identify problems such as litter in the classroom or disorganised materials and suggest or demonstrate appropriate actions such as picking litter and packing items properly.
- **Creativity and Innovation:** Learners participate in role-plays, songs, and demonstrations that show peaceful play, cleaning, and proper organisation of classroom materials.
- **Critical Thinking:** Learners observe pictures or situations and explain why certain behaviours (such as sharing, cleaning, and packing things) are important for a safe and orderly classroom.
- **Communication:** Learners use simple structures and vocabulary to ask, respond, and express ideas during role-plays and discussions.
- **Analytical Thinking:** Learners compare situations such as a clean classroom and a littered classroom and explain which environment is better for learning and why.
- **Collaboration:** Learners work together in pairs or small groups to practise classroom rules, share materials, clean the classroom, and role-play peaceful play situations.

Sub-Topic: 0.2.1.3 Classroom rules

Overview:

Classroom rules help learners behave well, stay safe and respect others. Following rules makes learning enjoyable and peaceful. Learners must understand and practice simple rules daily. This subtopic supports the development of listening and speaking skills as learners talk about rules, follow instructions, and participate in classroom discussions. By engaging in different activities, learners will learn the importance of rules in creating a safe, organised, and supportive learning environment.

Specific Competence: Learners to:

0.2.1.3.1 Follow classroom Rules

Key Vocabulary

Rules, Listen, Share, Play, Litter, Clean, Pack, Quiet

Learning Activities:

Activity 1a: Play peacefully

Step 1: Present

- Show learners a picture strip showing children playing.
- Narrate the picture to the learners.
- Introduce the structure, “May I play with your ____?”, “Yes you can” “Thank you.” e.g.
    - Learner 1: May I play with your toys?
    - Learner 2: Yes you can.
    - Learner 1: Thank you.
- Demonstrate a short role-play using the structure provided e.g., sharing toys.
- Discuss with learners how peaceful the play was in the role play.

Step 2: Practice

- Learners tell why the play was peaceful.
- Learners practise the structure, “May I play with your ____.”, “Yes you can” “Thank you.”
- Learners in small groups role play sharing toys using the given structure.

Step 3: Produce

- Learners in pairs role-play playing peacefully using the given structure.
- Selected groups demonstrate peaceful playing to peers.

Step 4: Closure

- Learners tell how peaceful play was demonstrated in the role-plays.
- Summarise the learners responses and emphasise on the traits of peaceful playing e.g., sharing, asking, appreciation …
- Sing a short song about peaceful play.
- Praise the learners for active participation in the lesson.

Activity 1b: Pick litter

Step 1: Present

- Show learners a picture/ poster/video for a clean and a littered classroom.
- Ask learners to choose the classroom they would love to learn from.
- Explain that litter makes a classroom look dirty.
- Introduce the structure, “pick litter.” “throw litter in the bin”,
- Demonstrate picking real litter and throw in the bin.

Step 2: Practice

- Learners role-play encouraging each other to pick litter.
- Learners in pairs, describe the activity using the structure given.

Step 3: Produce

- Learners pick litter around the classroom and throw in the bin while singing a cleaning motivation song.

Step 4: Closure

- Learners say what they should do when they see litter.
- Summarise the learners responses and emphasise on the key points on litter picking.
- Praise learners for cleaning and participating in the lesson actively.

Activity 1c: Pack your Things

Step 1: Present

- Show learners a shelf/ table/ with unpacked things e.g., books, pencils, crayons …
- Demonstrate packing the unpacked things properly in the full view of all the learners slowly and clearly.
- State how the space looked like before and after packing things/ items.
- Introduce the structure, "what do you do when you finish ____" "I pack my _____."

Step 2: Practice

- Learners practise packing their bags in shelves/ bag racks while saying the structure introduced to them.
- Learners repeatedly say the given structure.

Step 3: Produce

- Learners role-play packing things in the home corner/classroom.
- Learners explain what they were doing in the home corner.

Step 4: Closure

- Learners tell the importance of packing their things.
- Summarise the learners responses and emphasise on the important key points of the lesson.
- Praise the learners for their active participation in the lesson.

Suggested Learning and Teaching Materials/Resource

Flashcards, books, bags, toys, litter bin, chart, storybooks, waste paper pieces digital device (if available)

Expected standard: Classroom rules followed accordingly

Assessment Activities:

- **Demonstrations** – learners ability to correctly follow the rules and participate actively in the activities.
- **Question and Answer** – understanding of classroom rules and correct responses.
- **Presentations** – cooperation, correct use of the language structure, and understanding of the rules.
- **Oral presentation** - clarity of speech, correct vocabulary, and confidence in expressing ideas.

UNIT: 2

TOPIC: 0.2.2 NAMING

Introduction:

The topic naming consists of six subtopics. These are naming things at home, school, domestic animals, wild animals, occupations, and modes of transport. This term's subtopics introduce learners to naming domestic and wild animals. Naming is an important early language skill that helps children identify and correctly call objects, people, animals and things in their environment. At the Early Childhood Education level (ages 4–5), learners develop vocabulary through observation, listening, speaking and interaction. Through naming activities, learners build confidence in oral communication while connecting words to real-life objects and experiences.

General Competence(s):

- **Collaboration -** Learners work in pairs or small groups to match animal pictures with their names or sounds and participate in group naming activities.
- **Analytical Thinking -** Learners observe pictures and sounds of animals and correctly identify and name the domestic animals.
- **Communication -** Learners pronounce and say the names of domestic animals clearly during class discussions, games, and oral activities.
- **Critical Thinking -** Learners listen to animal sounds and think about which animal produces the sound before naming it correctly.
- **Creativity and Innovation -** Learners imitate animal sounds, act like animals during games, and participate in role-play activities that involve naming animals.
- **Digital Literacy -** Learners observe and learn from digital pictures or videos of domestic animals if available.
- **Problem Solving -** Learners take part in guessing games where they identify animals from their sounds or pictures.
- **Entrepreneurship -** Learners will understand that some animals such as cows, goats and pigs help families earn money or provide food.

Sub-Topic: 0.2.2.3 Naming Domestic Animals

Overview:

Domestic animals are animals that live with people and are cared for by humans. They provide benefits such as food, protection, and companionship. Through this subtopic, learners will identify and correctly name common domestic animals found in their community.

Specific Competence: Learners to:

0.2.2.3.1 Name domestic animals

Key Vocabulary

Dog, cow, goat, cat, chicken, pig, sound, animal, domestic, name

Learning Activities:

Activity 1a: Identifying Domestic Animals

Step 1: Present

- Show pictures or toys of domestic animals e.g. dog, cat, cow, goat, pig.
- Clearly name each animal using the structure "What animal is this?" "This is a___." while pointing to the picture e.g.

- "What animal is this?"
- "This is a cat."

Step 2: Practice

- Learners in small groups name the animals on the pictures using the structure given e.g.,

- "What animal is this?"
- "This is a cat."

Step 3: Produce

- Learners in pairs name the animals on the pictures using the structure given.
- Some pairs present the naming activity using the given structure to peers.

Step 4: Closure

- Learners name animals on given pictures.
- Summarise the learners responses and emphasise on the naming of domestic animals.
- Praise learners for their active participation.

Activity 1b: Talking about Domestic Animals

Step 1: Present

- Display a picture of domestic animals e.g., cow, cat…
- Make various sounds produced by one of domestic animals e.g., moo-moo …
- Talk about domestic animals e.g., cow-physical look, food they eat, how they move…

Step 2: Practice

- Learners in small groups play a game of talking about domestic animals.

Step 3: Produce

- Some groups present talking about domestic animals.

Step 4: Closure

- Learners talk about all the domestic animals learnt during the lesson.
- Summarise the learners responses and emphasise on talking about domestic animals.
- Praise learners for their good feedback.

Activity 1c: Moulding and Naming Domestic Animals

Step 1: Present

- Display clay and a picture of the domestic animals.
- Briefly review the displayed domestic animals' names.
- Demonstrate moulding one of the displayed domestic animal.

Step 2: Practice

- Learners in pairs practise moulding domestic animals of their choice.
- Learners engage in talking about domestic animals moulded.

Step 3: Produce

- Individual learners mould animal.

- Learners individually show and talk about moulded animals to peers e.g., where it leaves, the food it eats...
- Encourage all learners to participate.

Step 4: Closure

- Learners name all domestic animals.
- Summarise the learners responses and emphasise on moulding animals.
- Praise learners for participating actively.

Suggested Learning and Teaching Materials/Resource

Charts, toy animals, flash cards, storybooks, digital videos or images (if available), crayons, paper

Expected standard: Domestic animals named correctly

Assessment Activities:

- **Demonstrations** - accuracy and participation of learners as they demonstrate their understanding by pointing at pictures and naming the correct animal.
- **Question and Answer** - Learners ability to respond by naming the correct domestic animal as well as demonstrating understanding and correct pronunciation.
- **Role-play Presentations**- learners' participation and ability to correctly identify the animal as they act like a domestic animal by imitating its movement or sound while other learners guess and name the animal.
- **Oral Presentation** - correct naming, pronunciation, and confidence as learners come to the front and name one domestic animal from the pictures or toys displayed.

Sub-Topic: 0.2.2.4 Naming Wild Animals

Overview

Identifying wild animals by name is an essential part of developing awareness of nature. Teaching learners to name wild animals confidently helps them build curiosity, confidence, and social communication skills. When learners name wild animals, they learn to connect with other forms of life. It's the first step to connect with the natural environment. Therefore, through fun activities and games, the topic will provide learners with opportunities to demonstrate good listening and speaking skills, use appropriate language in different situations, and express oneself clearly, fluently, and effectively as they take turns in speaking with peers.

Specific Competence: Learners to:

0.2.2.4.1 Name wild animals

Key Vocabulary

Bush, cat, lion, zebra, elephant, buffalo

Learning Activities:

Activity 1a: Name Wild Animal

Step 1: Present

- Show pictures or toys of wild animals e.g. lion, leopard, buffalo…
- Clearly name each animal using the structure "What animal is this?" "This is a___." while pointing to the picture e.g.,
    - "What animal is this?"
    - "This is a lion."

Step 2: Practice

- Learners in small groups name the animals on the pictures using the structure given e.g.,

- "What animal is this?"

- “This is a zebra.”

Step 3: Produce

- Learners in pairs name the animals on the pictures using the structure given.
- Some pairs present the naming activity using the given structure to peers.

Step 4: Closure

- Learners name animals on given pictures.
- Summarise the learners responses and emphasise on naming wild animals.
- Praise learners for their active participation.

Activity 1b: Talking about wild animals

Step 1: Present

- Show pictures/flash cards/models of wild animals, e.g., Lion, Zebra, Elephant…
- Demonstrate naming wild animals showed using a sentence structure while pointing on the picture or model of the wild animal: “What animal is this?” “This is a _____.” e.g.,

- “What animal is this?”
    - “This is a Lion.”

Step 2: Practice

- Learners in small groups name wild animals using the structure “What animal is this?” “This is a _____.” While pointing to the pictures/model of the wild animal.

Step 3: Produce

- Learners in pairs, sort cards with pictures of wild animals from domestic and wild animals while discussing using the structure given.
- Learners take turns naming the wild animals.
- Learners play a game were one learner shows a wild animal picture, and others name it using a structure sentence given.

Step 4: Closure

- Learners name wild animals using a sentence structure.
- Summarise the learners responses and emphasise on using sentence structure on naming animals.
- Praise learners and encourage them to keep naming wild animals using sentence structure.

Activity 1c: Wild Animals in Stories

Step 1: Present

- Tell a short story with names of wild animals in the story.
- Show pictures of animals mentioned in the story, e.g., Buffalo, Giraffe.
- Name animals mentioned in the story using the sentence structure: “I heard the name of a_____ in the story.”

Step 2: Practice

- Learners in groups listen to one learner retell a short story with wild animals mentioned in it.
- Learners to name wild animals heard in the story using a sentence structure: “I heard the name of a_____ in the story,” e.g., “I heard the name of a Zebra in the story,”

Step 3: Produce

- Learners narrate a story on wild animals using picture strips.
- Learners tell their own stories about wild animals.
- Learners use a sentence structure to name the animal they heard in the story.

Step 4: Closure

- Learners name the wild animals learnt.
- Summarise the learners responses and emphasise on wild animals heard in the story.
- Praise and encourage them to tell stories and name what they heard in the story

Suggested Learning and Teaching Materials/Resource

Pictures of wild animals, storybooks, interactive games, puppets…

Expected standard: Wild animals named correctly

Assessment Activities:

- **Demonstrations** – correct use of sentence structures learnt when naming wild animals.
- **Question and answer** – correct oral response to questions about naming wild animals.
- **Presentations -** correct use of sentence structures learnt.

UNIT: 3

TOPIC: 0.2.3 DESCRIPTION

Introduction:

This topic, will focus on descriptions, which covers six subtopics. These are Colours, Describing Things, House Chores, School Rules, Positions of Things, Singular and Plural Forms. This term, the focus will be on colours, house chores and position of things. These topics will help learners develop oral language skills by sorting and describing objects according to their colour and other attributes. Learners will also use correct and appropriate language to talk about home chores, and

school rules. This content will enable learners to communicate clearly and confidently in everyday situations.

General Competence(s):

- **Communication:** Learners will develop their ability to talk about house chores, position of things and describe objects, people, and places using primary colours and appropriate language.
- **Collaboration:** Learners will work together in pairs or groups to talk about house chores, position of things and practice describing objects and sharing ideas about colours.
- **Creativity and innovation:** Learners will engage in creative activities on house chores, position of things and when using colours to describe and express their thoughts and ideas in unique ways.
- **Critical thinking:** Learners will engage in exploring house chores, position of things and comparing different colours, objects, and descriptions, developing their analytical skills.

Sub-Topic: 0.2.3.1 Colours

Overview:

Colours are all around us, and help us to describe the world we see. In this topic learners will identify, name and use different colours to describe objects in their environment such as clothing, animals, fruits and classroom items. Through fun and practical activities like matching, colouring and speaking, learners will develop the ability to observe and communicate clearly using colour words. This helps to build their vocabulary, creativity and confidence in expressing ideas.

Specific Competence: Learners to:

0.2.3.1.2 Describe objects according to secondary colours

Key Vocabulary

Red, blue, yellow, orange, green, purple

Learning Activities:

Activity 1a: Describing secondary colours

Step 1: Present

- Show mixed coloured objects.
- Introduce baskets labelled green, orange, purple.
- Model sorting objects according to secondary colours using the structure "This is a ___ ___" "I put it in a ___" e.g.,

- "This is a green bottle top."
- "I put it in a green basket"

Step 2: Practice

- Learners in groups sort objects into correct colour baskets using the given structure e.g. "This is a ___ ___" "I put it in a ___" e.g.,

- Learner: "This is a green bottle top." "I put it in a green basket"

- Learners play a pick and play game e.g.,

- Learner 1: call out a colour -"pick something purple
- Group members: pick the correct colour and place in correct colour group.

Step 3: Produce

- Each learner is given mixed objects to sort independently in green, orange and purple group using the given structure.

Step 4: Closure

- Learners to sort objects according to colour.
- Summarise the learners responses and emphasise on the colours learnt.
- Praise Learners for their active participation in the lesson.

Activity 1b: Colourful Pictures

Step 1: Present

- Show objects/ pictures of objects painted in orange, green, and purple or violet.
- Describe the object using the sentence structure: “The _____ is _____” E.g., “The mango is green.”

Step 2: Practice

- Learners in small groups take turns describing the given pictures/models using sentence structure.
  “The _____ is _____” E.g., “The mango is green.”
- Learners in pairs take turns describing colours of objects on picture cards e.g.,
  - Learner 1: the plate is purple.
  - Learner 2: the cup is orange.

Step 3: Produce

- Learners play a Colour Hunt game where they go around the classroom searching for objects with secondary colours.

- Learner who finds any object with a secondary colour describes to the class using the sentence structure:
  "The _____ is _____" E.g., "The mango is green."

Step 4: Closure

- Learners describe any object that has a secondary colour.
- Learners identify the colours they liked from the lesson.
- Summarise the learners responses and emphasise on describing objects using the sentence structure learnt.
- Praise learner for their active participation in the lesson.

Activity 1c: I Spy Colours

Step 1: Present

- Demonstrate playing a colour game called, "I Spy" using a puppet, e.g.
  - Teacher: I spy something ____ e.g. green… what is it?
  - Puppet: It is a ____ .

Step 2: Practice

- Learners in small groups play the "I Spy" game with colours.
  - Learner 1: I spy something orange. What is it?
  - Other learners: "It is a car."

Step 3: Produce

- Learners in pairs play the "I Spy" game with colours.
  - Learner 1: "It is a _____",
  - Learner 2: "It is a Mango."

Step 4: Closure

- Learners tell which colours they liked.
- Summarise the learners responses and emphasise on naming the colours learnt.

- **Suggested Learning and Teaching Materials/Resource**

Real objects, colour charts, picture cards, flash cards, classroom environment

Expected standard: Objects described according to secondary colours correctly

Assessment Activities:

- **Demonstrations** – learners describing sorted objects by colour.
- **Question and Answer** – learners' correct response to questions about secondary colours.
- **Presentations** – ability to use correct colour vocabulary with confidence.

Sub-Topic: 0.2.3.3 House Chores

Overview:

This subtopic will introduce learners to the concept of house chores, which are simple familiar tasks carried out regularly either at home or school to keep the environment clean, safe, and organised. These chores may include activities such as sweeping, washing dishes, making the bed, cleaning rooms, fetching water, and helping to prepare food. Through guided conversations, demonstrations, and interactive activities, learners will describe tasks they do at home and explore the importance of helping with house chores as part of being responsible members of a family. This helps them understand responsibility and develop language for everyday activities.

Specific Competence: Learners to:

0.2.3.3.1 Describe home chores

Key Vocabulary

Sweeping, washing, dishes, cooking, tidying, home, chores, doing, plates, floor, cleaning, fetching, water, safe, environment, rooms, bed

Learning Activities:

Activity 1a: Identifying Home Chores

Step 1: Present

- Show pictures of children sweeping, washing dishes, cooking, and tidying.
- Name each chore and describe what is happening using the structure "What is the child doing? "He/She is ____.

Step 2: Practice

- Learners says the names of home chores repeatedly using picture cards.
- Learners in pairs respond to questions such as: What is the child doing? Learners respond: Sweeping, washing plates…

Step 3: Produce

- Learners in pairs take turns saying one chore they help with at home using a full sentence e.g., I sweep the floor, I wash plates…
- Some pairs present to peers what chores they help with at home.

Step 4: Closure

- Learners say the chores they like most in full sentences.

- Summarise the learners responses and emphasise on home chores, helping and responsibility.
- Praise the learners for their good feedback.

Activity 1b: Describing Chores

Step 1: Present

- Demonstrate an action such as sweeping…
- Describe using the structure e.g., "I am ____."
    - "I am sweeping."
    - "I am washing."
- Display pictures/charts showing various home chores and describe what is happening.

Step 2: Practice

- Learners act out performing home chores and describe them.
- Learners work in pairs to describe chores e.g. one learner acts, the other describes in a full sentence e.g. he/she is mopping the floor.

Step 3: Produce

- Learners in pairs, to look at the pictures provided and describe chores they see in pictures.
- Learners in pairs, demonstrate chores they see in pictures and peers to describe.
- Learners individually describe one chore they like doing at home.

Step 4: Closure

- Learners to tell chores they enjoy doing at home
- Summarise the learners responses and emphasise on helping and responsibility.
- Praise correct efforts demonstrated.

Activity 1c: Helping at Home

Step 1: Present

- Display e.g. a picture strip, chart showing a home scenario about helping…
- Using the picture strip/chart, explain the roles about helping at home for example sweeping, cleaning, cooking…
- Use the structure e.g.,' May I help you with ____ (sweeping…) "Yes please you can."

Step 2: Practice

- Learners in pairs role-play a short home scenario about helping using the given vocabulary.

    - Learner 1: May I help you with sweeping?
    - Learner 2: Yes please you can.

- Learners in small groups practise (sweeping, cleaning, cooking…) using the correct structure provided.

Step 3: Produce

- Learners in small groups role-play helping parents at home with various chores.
- Some groups present their role-plays to peers and describe what they are doing.

Step 4: Closure

- Learners tell which chores they like doing at home.
- Summarise the learners responses and emphasise on helping and responsibility.
- Appreciate learners for their active performance and good feedback.

Suggested Learning and Teaching Materials/Resource

Picture charts, Real cleaning tools (small broom, cloth), Flashcards, picture strips

Expected standard: Home chores described correctly

Assessment Activities:

- **Demonstration:** ability to correctly demonstrate the chore and use appropriate vocabulary
- **Oral descriptions** - correct vocabulary, pronunciation, and the learner's ability to clearly describe the chore.
- **Role-play presentations** – participation, correct use of vocabulary, and confidence in speaking.
- **Question and answer** – understanding of chores and their ability to communicate clearly.

Sub-Topic: 0.2.3.5 Position of Things

Overview:

The subtopic introduces the concept of position of things, which focuses on understanding where objects are located. This is an important early learning skill that helps children make sense of their surroundings. Learners will be exposed to simple positional words such as on, under, in, behind, in front of, next to, and between. Through demonstrations, learners will identify objects placed in different positions and describe what they see. This will allow learners to connect words with real-life situations. By exploring the position of things, learners will develop spatial awareness, which is essential for problem-solving and early mathematics skills. At the same time,

they will expand their vocabulary and improve their ability to give and follow instructions clearly.

Specific Competence: Learners to:

0.2.3.5.1 Use appropriate language to show position of things.

Key Vocabulary

Under, in, beside, on, between, chair, table, box, bag, desk, books, bags, sand, grass, trees

Learning Activities:

Activity 1a: Identifying Positions

Step 1: Present

- Place a book on a table and say: The book is on the table.
- Show various objects in different positions e.g., in, on, at, under...
- Tell the position of objects using the structure, “Where is the ___? “The ___ is ___ the ___ e.g., The book is on the table.

Step 2: Practice

- In small groups learners place objects in different positions of choice.
- Learners ask each other the position of objects e.g. where is the …? Learner respond e.g. “The ___ is ___ the ___.

Step 3: Produce

- Learners in pairs place objects in different positions and ask each other the position of objects in full view of other learners e.g. where is the …?
- Individual learners describe object positions to other learners e.g. “The ___ is ___ the ___.

Step 4: Closure

- Learners place objects in various positions tell the position of those objects.
- Summarise the learners responses and emphasise on the words for different positions.
- Sing a position song.

Activity 1b: Position Game

Step 1: Present

- Hide an object (under a chair, inside a box).
- Spot the object and tell its position using the structure e.g. the ___is ___ the ___.

Step 2: Practice

- Learners work in small groups to tell positions of objects using position words.
- Learners use the given structure e.g. the book is in the box.
- Learners play a game e.g.,
    - Learner: ‘I spy a/an _____ (object), where is it?
    - All learners: It is on/in/at/under the ____ (position).

Step 3: Produce

- Learners pick different objects within the classroom.
- In pairs, Learners take turns placing objects and describing positions to each other.
- Few pairs demonstrate telling positions of objects to others.

Step 4: Closure

- Learners tell the position words by describing positions of mentioned objects.
- Summarise the learners responses and emphasise on identifying the position of objects.
- Praise learners for the correct responses.
- Encourage learners to continue using prepositions at home.

Activity 1c: Classroom Exploration

Step 1: Present

- Go round the classroom identify positions of certain objects.
- Tell positions using complete sentences e.g., “The pencil is under the chair.”
- Look around the classroom and tell positions of some classroom objects.

Step 2: Practice

- In small groups, learners identify positions using complete sentences e.g. The bag is under the desk.
- Learners check out for more objects and continue telling the positions of objects.

Step 3: Produce

- Individual learners form sentences telling positions of objects and demonstrate to others.
- Learners identify more objects in or outside the classroom and tell their positions.

Step 4: Closure

- Learners tell positions of objects using classroom objects.
- Summarise the learners responses and emphasise on telling positions of objects.
- Appreciate learners for successfully telling positions of objects and allow them to continue using prepositions learnt.

Suggested Learning and Teaching Materials/Resource

Classroom objects, Boxes and books, Picture cards, stones, sand, grass, trees

Expected standard: Language to show position of objects used correctly

Assessment Activities:

- **Demonstrations -** correct placement of objects and correct use of positional language.
- **Oral presentations** - correct use of position words, clarity of speech, and confidence.
- **Question and answer** – responses on correct use of positional language and learners ability to understand and use appropriate vocabulary.
- **Role-play presentation –**participation, correct use of position words, and ability to respond in full senten**ces** to communicate clearly.

UNIT: 4

TOPIC: 0.2.4 SONGS

Introduction:

Songs comprises of three subtopics namely Days of the week, Months of the year, and Care for the body. Focus in this term will be on Months of the year. This will help the learners to name months of the year through singing and naming.

General Competence(s):

- **Collaboration -** Learners will sing songs in small groups and name days of the week and months of the year

- **Analytical Thinking -** Learners will respond to songs appropriately during call and response
- **Communication -** Learners use songs to convey massages about real life.
- **Critical Thinking -** Learners will think about songs and how songs can be used to enable good thinking
- **Creativity and Innovation -** Learners will sing different songs and make movements related to the songs during naming.
- **Digital Literacy –** learners will use different gadgets to listen to songs and name things and objects.
- **Problem Solving -** Learners will identify the correct animal when given clues such as its sound or description.
- **Emotional intelligence** - Learners use songs to convey their feelings and desires in real life

Sub-Topic: 0.2.4.2 Months of the year

Overview:

Months of the year help to organise time and understand how time is divided. There are twelve months, and each month has a name and come in a specific order. In this subtopic, learners will learn to recognise, name and arrange the months of the year. Through songs, recitations and interactive activities learners will develop there speaking, listening and memory skills while understanding how months relate to daily events such as birthdays, school term and seasons. It also builds a foundation for sequencing events, planning activities and understanding of daily life routines. This subtopic also supports both literacy language (time concept) development.

Specific Competence: Learners to:

0.2.4.2.1 Name months of the year

Key Vocabulary

- Months, year, January, February, March, April, May, June July, August, September, October, November, December, shout, clap, Jump, Spin around, sequence, slowly

Learning Activities:

Learning Activities:

Activity 1a: Naming months of the year

Step 1: Present

- Display a model calendar/ flashcards with names of months and pictures describing the months.
- Alternate saying months of the year in a correct sequence with a puppet.
- Sing the "Months of the year" song slowly.
- Say each month and have learners listen attentively.

Step 2: Practice

- Learners alternate saying months of the year in a correct sequence e.g., January...
- Learners take turns saying months and doing actions depicting the months of the year. e.g., January-jump!

Step 3: Produce

- Learners in small groups play "Month Chain" by standing in a circle saying a month one after the other.

- Learners sing the months song with actions.

Step 4: Closure

- Learners sing the months of the year song together.
- Learners to share one month they like.
- Summarise the learners responses and emphasise on naming the months of the year.
- Praise learners for their active participation.

Activity 1b: Sing months of the year

Step 1: Present

- Display a chart showing month of the year and sing a song on months
- Teach a month song to the learners using cards from January to December.
- Sing the "Months of the year" song slowly with actions e.g., "January, February, March(clap), April, May, June (Jump), July, August, September (Spin around), October, November, December(shout)."

Step 2: Practice

- Learners in small groups sing the song about months of the year repeating each line e.g.,
    - January, February, March(clap),
    - April, May, June (Jump),
    - July, August, September (Spin around),
    - October, November, December (shout)."
- Learners sing with fun actions for each month of the year e.g., January- Shiver, July-wipe sweat.

Step 3: Produce

- Learners recite saying the months of the year in order.
- Groups alternate presenting months of the year in sequence.

Step 4: Closure

- Learners sing the song one last time.
- Learners say their favourite month of the year.
- Summarise the learners responses and emphasise on reciting months of the year.
- Praise the learners for the active participation.

Activity 1c: Sing about Events

Step 1: Present

- Talk about events that happen in different months of the year e.g., birthday, Christmas…
- Sing a catchy birthday song.

Step 2: Practice

- Learners in pairs tell each other their birth month.
- In a circle learners share events that happens in different months of the year.
- Sing a song of an important event together.

Step 3: Produce

- Learners to say the favourite month of the year and why.
- Some learners explain to others why they like the particular month.

Step 4: Closure

- Learners sing the song together one last time.
- Each learner tell a month from the months of the year.
- Summarise the learners responses and emphasise on telling the months of the year correctly.

Suggested Learning and Teaching Materials/Resource

Calendar, charts, calendar wheel, flash cards

Expected standard: Months of the year named correctly

Assessment Activities:

- **Observation -** mentioning months of the year following the correct sequence**.**
- **Demonstration -** singing and ordering months of the year.
- **Presentation:** singing months of a year song to peers with confidence.

UNIT: 5

TOPIC: 0.2.5 NARRATIONS

Introduction:

General Competence(s):

- **Collaboration –** Learners work in pairs or small groups to share and listen to each other's simple stories about events.
- **Analytical Thinking –** Learners arrange events in the correct order (beginning, middle, and end) when telling a story.
- **Communication** – Learners express their ideas clearly by narrating simple events using appropriate words and sentences.

- **Critical Thinking** – Learners think about what happened during an event and select important details to include in their narration.
- **Creativity and Innovation** – Learners use imagination and original ideas when describing events and telling simple stories.
- Digital Literacy – Learners observe pictures, videos, or audio recordings (where available) to help them understand and narrate simple events.
- **Problem Solving** – Learners find ways to explain their ideas if they forget a word or need to clarify an event in their story.
- **Entrepreneurship** – Learners build confidence and initiative by sharing their experiences and ideas when narrating events in front of others.

Sub-Topic: 0.2.5.2 Simple Events

Overview:

Simple events are straightforward activities or happenings. These cover social settings and they enable learners to identify and describe characteristics of simple events. This will foster a realization about what birthdays, Christmas, New year and more are in real life.

Specific Competence: Learners to:

0.2.5.2.1 Narrate simple events

Key Vocabulary

Simple, event, birthday, Christmas, New Year, cake, presents, decoration, fireworks

Learning Activities:

Activity 1a: Identify simple events

Step 1: Present

- Show pictures of simple events (Birthday parties, Christmas, New year)
- Narrate what is represented in the pictures
- Expose learners to the simple event vocabulary such as birthday, cake, presents, decoration, Christmas, fireworks, New Year, Christmas.

Step 2: Practice

- Describe each event: “we celebrate birthdays with cake and presents.”
- Ask learners to share about their experiences by telling them to tell about their birthday party and more.
- Role-play birthday events.

Step 3: Produce

- Learners in small groups describe their favourite event using the structure “I like ___.” e.g., Christmas, New year, my birthday…”
- Learners sort pictures showing simple events
- Encourage learners to use simple sentences involving simple events e.g., I had a birthday party.

Step 4: Closure

- Learners tell what was talked about in the lesson.
- Learners tell what their favourite event is**.**
- Summarise the learners responses and emphasise on talking about common events.
- Praise the learners for the active participation in the lesson

Activity 1b: Narrating simple events (what, where, when, how….)

Step 1: Present

- Show a picture of a simple event e.g., a new year, Christmas
- Explain the following "what the event is?", "where the event takes place?", "when the event takes place?" and "how the event take place?" to the learners.
- Model answers basing on the response given out of the four words e.g., it is a birthday party (what?), it is at home (where?), it is on Saturday (when?) and they eat cake (How?)

Step 2: Practice

- Learners in groups describe pictures showing events.
- Learners alternate describing pictures of different events responding to the following questions e.g., what happened? (Christmas) where? (Church), when? (December), How? (With family).

Step 3: Produce

- Learners narrate their own simple events e.g. my birthday party using the example given in practice stage.
- Few learners narrate their own simple events to others.

Step 4: Closure

- Learners tell what was talked about.
- Pair learners to tell each other about what happened during their simple events.
- Summarise the learners responses and emphasise on narrating simple events.

- Praise learners for the good feedback and encourage them to continue their good practices.

Activity 1c: Role-play Simple Events

Step 1: Present

- Show simple props (e.g. party hat, cake, presents, Christmas present).
- Give scenarios on simple events.

Step 2: Practice

- Different groups of learners role-play different events e.g., Birthday, Christmas, New year.
- Practice phrases on simple events e.g. happy birthday, thank you.

Step 3: Produce

- Learners in small groups role-play using the structures and phrases used for these events (Happy Christmas, Happy New Year, Happy Birthday).
- Learners to narrate simple events e.g., today is my birthday. I am having a birthday party! I have a cake…

Step 4: Closure

- Pair learners and ask them to share what they did and what happens during their events.
- Allow learners to narrate their experiences and praise their good effort and feedback.
- Summarise the learners responses and emphasise on narrating the experiences.

- Praise learners for their good feedback.

Suggested Learning and Teaching Materials/Resource

Chart, cake, picture cards, balloons,

Expected standard: Simple events narrated correctly

Assessment Activities:

- **Demonstrations** – acting, sequencing events.
- **Question and Answer** – understanding events.
- **Presentations** – speak confidently.

UNIT: 6

TOPIC: 0.2.6 STORIES

Introduction:

This topic will focus on stories, which consists of three subtopics. These are caring for others, communication and selling and buying. This term, the focus will be on communication and selling and buying. In this topic, learners will explore how stories can be used to describe different means of communication such as speaking, using phones, television, letters, and calling for help. Learners will identify and discuss how people communicate in different situations through simple storytelling. This topic helps learners understand how people communicate in different situations using various means such as speaking, phones, television, letters, and gestures

Through guided stories, role-play, and practical activities, learners will use appropriate and simple language to explain how communication takes place. They will tell short stories about everyday communication experiences such as talking to a friend, making a phone call, watching television, writing a letter, or asking for help when in danger. Learners will also develop the

ability to organise their ideas by explaining what happened first, next, and last, strengthening communication skills.

General Competence(s):

- **Communication:** Learners will develop their ability to use appropriate language for buying and selling in everyday situations. ability to listen, speak, and express ideas clearly through stories
- **Collaboration:** Learners will work together in pairs or groups to practice buying and selling scenarios, negotiating prices, storytelling and discussion activities thus communicating effectively.
- **Creativity and innovation:** Learners will engage in creative role-plays, using imaginative scenarios to practise buying and selling language. Ability to dramatise and represent different means of communication
- **Critical thinking:** Learners will think critically about different buying and selling situations, considering context, prices, and communication strategies. Ability to identify and explain different ways people communicate.
- **Digital literacy –** learners will develop simple hand-eye coordination with digital devices to explore pictures and tell stories.
- **Entrepreneurship** – learners role-play simple entrepreneurial activities on buying and selling.

Sub-Topic: 0.2.6.2 Communication

Overview:

Communication is the way people share messages, ideas, and information with one another. People communicate in different ways such as speaking, listening, using gestures, writing, and using tools like phones, radios, and television. In this topic, learners will explore simple and familiar ways of communicating in their daily lives. They will practise listening and speaking, taking turns in conversations, and using polite and appropriate language when talking to others.

Learners will also learn that communication helps people understand each other, solve problems, and build good relationships. Through activities such as storytelling, role-play, songs, and discussions, learners will develop confidence in expressing themselves and responding to others.

Specific Competence: Learners to:

0.2.6.2.1 Use appropriate language to talk about means of communication

Key Vocabulary

Story, listen, character, help, basket, communication, talk, phone, letter, radio, television, message, story

Learning Activities:

Activity 1a: Listening to a Story

Step 1: Present

- Show learners pictures of different means of communication e.g., phone, radio, TV, letter.
- Tell a very short story for one of the pictures, e.g.,

- "John wanted to talk to his mother. He used a phone. He said, 'Hello Mum.'"
- "Mary listened to the news on the radio. She heard the weather."

- Tell how each story shows how people communicate.
- Model simple sentences from the story e.g.,

- "He used a phone to talk."
- "She listened to the radio."

Step 2: Practice

- Learners in small groups create very short stories from the given pictures, e.g.,

- "This is a phone. The boy is calling his mother."

- Learners repeat sentences from the story.

Step 3: Produce

- Learners individually create very short stories from the given pictures e.g.,

  - "This is a letter." "John wrote to his mother."

- Learners present their stories orally in full view of others.

Step 4: Closure

- Recap questions:

  - "What story did we hear about the phone?"
  - "How did people communicate in the stories?"
  - "What means of communication do you like and why?"

- Summarise the learners responses and emphasise on the different ways people use to communicate.
- Praise the learners for good performance.

Activity 1b: Story Discussion

Step 1: Present

- Tell a short story e.g., John called his mother with a phone. His mum picked the call and says, "Hello John" John responded, "Hello Mum." His mum was happy."
- Emphasise key communication words e.g., calls, hello, phone, answers, pick, responded

Step 2: Practice

- Learners in pairs retell the story.

- Learners in groups create own stories on means of communication e.g., radio, TV, letter, phone…
- Learners practise telling the created stories within their groups.

Step 3: Produce

- Individual learners tell their own stories to others e.g.,

    - talking to a friend
    - calling someone
    - sending a message…

Step 4: Closure

- Learners share what they enjoyed.
- Summarise the learners responses and emphasise on the key words to use on different means of communication.
- Praise learners for their active participation.

Activity 1c: Role-Playing Stories on Communication

Step 1: Present

- Tell a short story and act it out using simple sentences e.g.,

    - Mary wanted to talk to her friend. “I want to talk to my friend”, mary said. “I will use a letter. No the letter will take too long.” Mary said. “I will use a phone.” She used a phone to talk to her friend.”

Step 2: Practice

- Learners in pairs practise acting out the story on communication using simple language, e.g.,

- "I am calling my friend."…

Step 3: Produce

- Learners act their own communication stories to others, e.g., calling, writing, talking.

Step 4: Closure

- Learners explain their means of communication they used in their story.
- Summarise the learners responses and emphasise on storytelling.
- Praise learners for participating actively.

Activity 1a: Narrating a phone conversation

Step 1: Present

- Demonstrate a short phone conversation were two people are talking and the third person is listening e.g.,

- Mum calls dad and says, "Its Johns birthday"
- Dad responds saying, "Yes it is. Let's buy a cake for him."
- Child retells the phone conversation to the friend. "Mum called dad and told him that it was my birthday. Dad agreed and said they would buy for me a cake."

Step 2: Practice

- Learners in small groups practise the phone dialogue as illustrated in the present stage above.

Step 3: Produce

- Learners in groups of three demonstrate to others a role-play about their own phone conversations as illustrated in the present stage above.

Step 4: Closure

- Learners share what they liked in the lesson.
- Learners tell the means of communication using appropriate language.
- Summarise the learners responses and emphasise on the use of polite language when communicating.

Activity 1b: Communication When Lost in the Bush

Step 1: Present

- Tell a story about the lost child using picture strip and tell what the child used to communicate (voice, sound from an object, smoke) e.g.,
    - "A child was lost in the bush. The child shouted, 'Help! Help! I am here'"
- Act out the following actions e.g.,
    - Shouting, waving, calling, beating an object

Step 2: Practice

- Learners repeat key story sentences:
    - "Help me, I am here!"
- Learners in groups, create their own individual scenarios and present them to group members.

Step 3: Produce

- Individual learners present their own created scenarios to the whole class.

Step 4: Closure

- Learners share what they can do when they are lost.
- Learners repeat key safety sentences.
- Summarise the learners responses and emphasise on the key vocabulary to use when communicating.
- Praise the learners for their good feedback throughout the lesson.

Activity 1c: Telling a Story Using a Letter

Step 1: Present

- Introduce the lesson by connecting storytelling and communication.
- Tell a short simple story, e.g.,

    - "Mary went to visit her grandmother. She came back home and wanted to tell her friend what happened. So she wrote a letter."

- Ask learners how Mary communicated with her friend.
- Explain that we use a letter to tell a story about what happened.
- Model reading a story in letter form

    - Dear Friend,

      I went to the farm. I saw a cow. I was happy.

      From Mary.

- Introduce sequence words e.g., first - next - last
- Model, e.g., "First I went to the farm, next I saw a cow, last I came home."

Step 2: Practice

- Learners practise telling a simple story using a letter.
  Dear Friend

  I went to…

  I saw…

I am happy

From…

Step 3: Produce

- Learners independently tell a simple story in letter form following the structure: first - greeting, next-story(event), last-closing, e.g.,

  Dear Mother,

  I went to the market. I saw fruits. I was happy.

  From John.

- Learners role-play writing, sending, receiving and reading the letter.
- Individual learners read letters to others.

Step 4: Closure

- Learners tell what stories they told and how the letter is introduced.
- Summarise the learners responses and emphasise on the lesson emphasising that a letter can tell a story, we use simple sentences, we organise ideas clearly.
- Praise the learners for participating actively throughout the lesson.

Suggested Learning and Teaching Materials/Resource

Papers, pencils, envelope, picture cards, model/real objects, phones, TV, radio, picture strips,

Expected standard: Language to talk about the means of communication used correctly

Assessment Activities:

- **Demonstration-** application of knowledge in letter writing.
- **Question and answer-** express ideas clearly

- **Presentation -** use of appropriate language in storytelling
- **Observation -** sentence formation, sequence and clarity

Sub-Topic: 0.2.6.3 Buying and Selling

Overview:

Buying and selling are common activities in our daily lives. Learners will learn how to use language for buying and selling in everyday situations like markets and shops. Learners will practice words and phrases to communicate effectively when buying and selling. From asking prices to making deals, language helps us get what we need.

Specific Competence: Learners to:

0.2.6.3.1 Use appropriate language for buying and selling

Key Vocabulary

Buy, sell, shop, money, price, customer, shopkeeper, food, pay, change, thank you, please

Learning Activities:

Activity 1a: Buying and Selling Role-play

Step 1: Present

- Show a picture/video of a buying/selling scenario (market/shop).

- Explain the buying and selling activity in the picture using sentence structure: "How much is_____?" "It is ___ e.g.,
    - Mulenga: "How much is sugar?"
    - Chewe: "It is K5."

Step 2: Practice

- Learners in pairs role play buying/selling (customer/shopkeeper), using the structure in the 'present stage' above.
- Use props (play money, items).

Step 3: Produce

- Learners create their own buying/selling scenarios using the given structure.
- Perform buying and selling role-plays in groups and present to the whole class.

Step 4: Closure

- Learners talk about what they learnt on buying and selling.
- Summarise the learners responses and emphasise on using buying/selling language.
- Sing a buying and selling song.

Activity 1b: Vocabulary for Buying and Selling

Step 1: Present

- Model a short dialogue to introduce buying selling and change giving e.g., using a puppet;

    - Puppet (Customer): "Good morning. How much is this banana?"
    - Teacher (Seller): "It is five kwacha."

- Puppet (Customer): “Here is ten kwacha.”
- Teacher (Seller): “Here is your banana and change. Thank you.”

- Slowly repeat saying the key phrases in the dialogue.

  - How much is…?
  - It is …
  - Here is …
  - Thank you

Step 2: Practice

- Learners in small groups, practise the key dialogue phrases introduced.
- In small groups, learners practice selling, buying and giving change using different objects and pretend money.

  - Learner 1: hold up an object and ask: “How much is this?”
  - Learner 2: it is K__ (amount)
  - Learner 1: here is K__ (amount)
  - Learner 2: here is your change. Thank you.

Step 3: Produce

- Learners in pairs to conduct dialogue sessions on selling, buying and change giving
- Few pairs demonstrate selling, buying and change giving to others.

Step 4: Closure

- Learners say what one has to say when one wants to;

  - Know the price of something
  - Give change
  - Appreciate after being served.

- Summarise the learners responses and emphasise on the key words/ phrases used in the process of selling, buying and change giving.
- Praise learners for using polite language and encourage them to be doing the same all the time.

Activity 1c: Tell a story – Shop Interaction

Step 1: Present

- Arrange a small classroom shop with items (toys, fruits, containers).
- Demonstrate how to "buy" items using pretend money.
- Tell a story using the following demonstration in a conversation e.g.,

  James went to the shop to buy bread. He found the shopkeeper and greeted him, "Good morning. I want bread, please. "How much is it?" The Shopkeeper said it is k10. James gave the money to the shopkeeper. The shopkeeper got the money and gave James the bread, "here it is". James said, "Thank you."

Step 2: Practice

- Learners in pairs, practice as customer and shopkeeper given language.
- Learners take turns in buying and selling items.
- Encourage use of polite words

Step 3: Produce

- Learners in pairs, conduct buying and selling conversations.
- Pairs present their dialogue to other learners.
- Some pairs independently present dialogue to the whole class.

Step 4: Closure

- Learners tell what they bought and what the shop owner said.

- Summarise the learners' responses and emphasise on politeness and respectful communication.
- Praise learners for their active involvement in the lesson.

Suggested Learning and Teaching Materials/Resource

Play money, Toy foods and containers, Shop corner setup, Picture cards, Real objects, flashcards with vocabulary words, pictures of shops/markets, chart with key buying and selling phrases, costumes (optional for drama/ role plays), price tags

Expected standard: Language for buying and selling used correctly

Assessment Activities:

- **Demonstrations** – ability to act out buying and selling/ during shop conversations.
- **Oral presentations -** performance in short role plays in front of the class using correct language.
- **Question and answer sessions** – responses to oral questions about vocabulary and roles

COMPONENT: PRE- READING

UNIT 1

TOPIC: 0.2.7 VISUAL DISCRIMINATION

Introduction:

Visual discrimination consists of three subtopics. These are matching, identification and making simple stories. This term, the focus will be on identification. Visual discrimination enables learners to notice similarities and differences among objects in their environment. Developing this skill helps children recognise patterns, compare items, and classify objects according to their attributes. These abilities form an important foundation for reading readiness, problem-solving, and logical thinking.

General Competence(s):

- **Critical Thinking –** Learners think carefully before selecting or pointing out the correct object, picture, or symbol among others.
- **Communication –** Learners describe what they see and explain how they identified the correct picture, object, or symbol.
- **Collaboration –** Learners work in pairs or small groups to identify and match similar or different pictures, objects, or symbols.
- **Creativity and Innovation –** Learners use creative ways such as drawing or sorting pictures to show differences and similarities.
- **Problem Solving** – Learners find ways to correctly identify objects or pictures when they appear similar.
- **Digital Literacy** – Learners use digital images or learning videos (where available) to observe and identify objects or pictures
- **Analytical Thinking** – Learners observe carefully and identify similarities and differences between shapes, letters, pictures, or objects.

Sub-Topic: 0.2.7.2 Identification

Overview:

Identification helps learners recognise objects and group them according to their attributes such as colour, shape, size, and function. Through engaging activities, learners develop the ability to compare, classify, and distinguish objects found in their surroundings.

Specific Competence: Learners to:

0.2.7.2.1 Identify objects according to their attributes

Key Vocabulary

- Match, same, different, sort, shape, colour, size, big, small, object, group, circle, triangle, square, long, short, red, green, yellow, blue.

Learning Activities:

Activity 1: Matching Items According to their Relationship

Step 1: Present

- Show pictures or real objects that relate to each other e.g., car - road, fish - water, bird - nest, plate – food, boat - water
- Explain how some items belong together because they are used together.
- Demonstrate matching one pair from left to right while learners observe.

Step 2: Practice

- Learners in pairs match objects on picture cards.
- Learners discuss why the items relate to each other.

Step 3: Produce

- Learners work in small groups to match sets of related items.
- Each group presents their matches to the whole class and explain their choices.

Step 4: Closure

- Learners talk about a few objects and how they relate.
- Summarise the learners' responses and emphasise on relationships of objects by describing how they match.
- Praise learners for active participation.

Activity 2: Identifying and Sorting Objects of Similar Properties

Step 1: Present

- Display objects of different colours, shapes, and sizes.
- Demonstrate sorting objects by one attribute e.g., colour or shape.
- Explain the meaning of "same" and "different."

Step 2: Practice

- Provide mixed objects (bottle tops, blocks, beads, leaves).
- Learners sort them into groups based on colour, size, or shape.
- Learners use guiding questions e.g., "Why did you put these together?"

Step 3: Produce

- Learners sorting various objects/items using various attributes.
- Learners independently sort items and explain their relationship to the whole class.

Step 4: Closure

- Learners tell how objects can be grouped according to similarities.
- Summarise the learners' responses and emphasise on matching of items according to attributes.
- Praise learners for active participation.

Activity 3: Sorting by Colour and Size

Step 1: Present

- Display different objects e.g., blocks, bottle tops, fruits, shapes.
- Show learners how to sort by colour first e.g., all red objects together.

- Then demonstrate sorting by size (big vs small) by clearly putting together things that are the same (according to the attribute).

Step 2: Practice

- Learners in small groups sort mixed objects according to the attributes given e.g., colour and size.

Step 3: Produce

- Learners in each group present their sorted objects and explain their grouping using simple sentences such as:

  "These are all red."
  "These are big."

Step 4: Closure

- Learners recap by holding up objects and ask their peers to identify their attributes.
- Summarise the learners' responses and emphasise on the differences of attributes.
- Praise correct responses and active participation in the lesson.

Activity 4: Odd One Out (Pick the Odd Shape or Object)

Step 1: Present

- Show sets of three or four items where one is different e.g., three bananas and one orange
- Identify an item which is not the same as the others.
- Explain why it does not belong. Guide learners to use structure "The ___ is different because it is____." "This one is____. The others are____." e.g.,
  - "The orange is different because it is round."

Step 2: Practice

- Learners identify the odd one out from the given picture cards or drawn sets of items on the board.
- Individual learners present to others their identified odd object.
- Learners explain their answers.

Step 3: Produce

- Learners in small groups create their own "odd one out" sets using classroom objects.
- Few learners display their sets and others identify and say which one is odd and explain why.

Step 4: Closure

- Learners practice identifying, matching, and sorting objects according to their attributes.
- A few pairs present their answers to the class.
- Summarise the learners' responses and emphasise on how to notice the differences in shape, colour, size, or function.
- Reinforce vocabulary: circle, triangle, square, big, small, long, short, red, green, yellow, blue.

Suggested Teaching and Learning Materials/Resources:

Picture cards, Real objects (toys, bottle tops, blocks, leaves), Sorting trays or containers, Charts showing shapes and colours, shape cut-outs (circle, triangle, square), chalkboard and chalk and worksheets (optional).

Expected Standard: Items identified according to their attributes correctly

Assessment Activities:

- **Observation** - sorting and matching activities

- **Demonstrations** –sorting objects and identify the odd one out.
- **Presentations** – correct use of language.
- **Question and answer sessions** – giving correct answers on similarities and differences.

UNIT 2

TOPIC: 0.2.8 SOUNDS

Introduction:

The topic sounds consist of eight subtopics. These are natural sounds, initial sounds, and number of sounds, blending, substitution, recognition, rhyming and tongue twisters. This term, the focus will be on the following subtopics blending and substitution. Learners will develop the competence of blending sounds through activities, and real-life examples. By practicing blending sounds, learners will improve listening skills, enhance their vocabulary, and sharpen their pre-reading skills as they build a stronger skill to discriminate heard sounds around them and get ready for reading.

General Competence(s):

- **Communication:** Learners will develop their ability to listen carefully and communicate effectively using blended sounds.
- **Collaboration:** Learners will work together to practice blending sounds, sharing ideas, and building words together.
- **Creativity and innovation:** Learners will engage in creative sound-blending activities, making words and stories come alive.
- **Critical thinking:** Learners will think critically about sounds, identifying and blending them to form meaningful words and messages.

- **Digital literacy:** Learners follow basic instructions to decode media sounds in interactive educational software
- **Analytical thinking –** Learners ability to identify blending patterns.
- **Problem solving –** learners ability to identify and use pattens.

Sub-Topic: 0.2.8.4 Blending

Overview:

Sounds are all around us, from animal sounds to environmental sounds. This topic will explore blending sounds to make words and meanings. Learners will practice mixing and matching sounds to communicate effectively. By blending sounds, learners will improve their listening skills, enhance their vocabulary, and become more confident in using sounds in everyday life.

Specific Competence: Learners to:

0.2.8.4.1 Blend Sounds

Key Vocabulary

Learning Activities:

Activity1: Blending sounds

Step 1: Present

- Sound out two sounds stressing and stretching the sounds, e.g., /s/-/a/
- Demonstrate blending the sounds using hands where one hand (left) is raised immediately after sounding a particular sound and the second hand (right) is raised in similar manner. Bring the two hands together and pronounce the syllable/word formed.
- Demonstrate repeatedly blending sounds using both a song and hands.

Step 2: Practice

- Learners in small groups sound out and blend two given sounds using a blending song, e.g., '/s/-/a/ together makes sa, sa, sa…'
- Learners in small groups sound out and blend two given sounds using hands, e.g., raise hand (left) immediately after sounding a particular sound and the second hand (right) in similar manner. Bring the two hands together and pronounce the syllable/word formed.

Step 3: Produce

- Learners in pairs sound out and blend two given sounds using both a blending song and hand actions.
- Some pairs demonstrate blending to other learners.

Step 4: Closure

- Learners to share what they liked and enjoyed from the lesson.
- Summarise the learners' responses and emphasise on blending words.
- Praise and encourage learners to continue blending sounds.

Activity2: Blending Three Sounds

Step 1: Present

- Flash learnt sounds to learners e.g., /s//a//t//i//p//n/
- Sound out three sounds stressing and stretching the sounds, e.g., /s/-/a/-/t/
- Demonstrate blending the sounds using fingers where one is raised immediately after sounding a particular sound, the second and the third fingers are raised in similar manner.
- Bring the three fingers together and pronounce the syllable/word formed.
- Demonstrate repeatedly blending sounds using both a song and hands

Step 2: Practice

- Learners in small groups sound out and blend two given sounds using a blending song, e.g., '/s/-/a/ together makes sa, sa, sa…'
- Learners in small groups sound out and blend three given sounds using fingers e.g.,

    - One finger is raised immediately after sounding a particular sound.
    - The second and the third fingers are raised in similar manner.
    - Bring the three fingers together and pronounce the syllable/word formed.

Step 3: Produce

- Learners in pairs sound out and blend three given sounds using both a blending song and finger actions.

Step 4: Closure

- Learners in small groups sound out and blend three given sounds using a blending song, e.g., '/s/-/a/ together makes sa, sa, sa…sa-t makes sat.'(Jolly phonics tune).
- Learners in small groups sound out and blend three given sounds using fingers where one is raised immediately after sounding a particular sound, the second and the third fingers are raised in similar manner. Bring the three fingers together and pronounce the syllable/word formed.
- Summarise the learners' responses and emphasise on blending three sounds.
- Praise learners for their active participation.

Activity 3: Blending Word Patterns

Step 1: Present

- Show word patterns using sounds already taught, e.g., /s/ -at- sat, /p/ - in - pin, /s/- in - sin
- Blend single sounds and words to make new words using cards.

Step 2: Practice

- Learners in small groups blend single sounds and words to make new words using cards given.

Step 3: Produce

- Learners individually blend single sounds and words to make new words using cards given.
- Few learners blend single sounds and words to make new words using cards in full view of other learners.

Step 4: Closure

- Learners blend single sounds learnt to form new words.
- Summarise the learners' responses and emphasise on blending single sounds and words to make new words using cards.
- Praise learners for active participation in the lesson.

Suggested Teaching and Learning Materials/Resources:

Flash cards, picture cards, charts, real objects, manipulatives, TV, letter cards

Expected Standard: Sounds blended correctly

Assessment Activities:

- Demonstrations: correct blending of single sounds and words to make a new word.
- Question and Answer: Learners respond correctly to oral blending.
- Presentations: Learners say a blended word and sounds in the word.

Sub-Topic: 0.2.8.5 Substitution

Overview:

Sound substitution helps learners understand that changing one sound in a word creates a new word. This builds phonological awareness, which is essential for early reading. Learners will listen to sounds, identify them, and practise changing sounds through fun activities such as games, repetition, and word building.

Specific Competence: Learners to:

0.2.8.5.1 Manipulate sounds within words to form new words

Key Vocabulary

Sound, change, word, beginning sound, Middle Sound

Learning Activities:

Activity1: Identifying and Changing Initial Sounds

Step 1: Present

- Show picture/word cards: cat, bat, hat, mat
- Say each word clearly, emphasising the initial sound:

  "/c/ - at → cat"

  "/b/ - at → bat"

- Demonstrates substitution while explaining clearly what is taking place, e.g., "If we change /c/ in **c**at to /b/, we get **b**at."
- Ask learners to listen and repeat words, identify beginning sounds and observe how words change.

Step 2: Practice

- Learners practice sound substitution drill. Teacher says: “Change /c/ in cat to /h/” Learners respond: “hat”…
- Learners in pairs practice substitution, e.g.,
    - One learner says a word
    - The other one changes the first sound to make another word, e.g., “bat → mat”

Step 3: Produce

- Learners independently use picture cards to build words and change first sounds to form new words
- Learners say and create new words, e.g.,“cat → bat” “bat → hat”
- Individual learners change sounds independently, e.g.,
- “Change /**s**/ sit to /**p**/” → pit
- Learners say full words clearly.

Step 4: Closure

- Learners say what happens when the sound is changed in a word.
- Learners sing the substitution song.
- Summarise the learners’ responses and emphasise on sound substitution.
- Praise learners for participating actively in the lesson.

Activity2: Sound Substitution Game and Word Building

Step 1: Present

- Revise previous lesson, e.g., “cat - bat - hat”
- Demonstrate playing a competing sound substitution game within a specific time.
- Show the word man then say the word slowly, /m/ - an → man, change the initial sound sound **/m/** to **/f/** to make the word **fan**
- Repeat the process with other words using a substitution game man → pan, man → can

Step 2: Practice

- Learners in two groups use a substitution game to make as many words as possible within a specific time.
- Learners create a 'sound game chain' by allowing each learner to changes one sound, e.g.,
- cat → bat → bag → rag

Step 3: Produce

- Learners individually build words using letter cards
    - "I changed /c/ to /m/. I got mat."
- Some learners create new words by changing sound is simple words and present to others, e.g.,
    - "Change /p/ in pan to /c/" → can
- Learners say which word they created, "I made can."

Step 4: Closure

- Learners display and say words that they created.
- Summarise the learners' responses and emphasise on sound substitution games.
- Praise learners for their active participation.

Activity 3: Manipulating sounds within words to form new words

Step 1: Present

- Demonstrate a play of sounds e.g., **sit… sat** and show what changes in the words.
- Display words with sounds to be used in a play of sounds that will form new words.
- Model sounds that changed e.g. I changed /i/ to /a/.

Step 2: Practice

- Learners in small groups use given sound and word cards to play a sound changing game e.g., pet – pit
- Learners demonstrate to others changing middle sounds to form new words e.g., pin – pen, sit – set, explaining what sound they changed.

Step 3: Produce

- Learners in small groups generate new words like changing
- Learners in small groups demonstrate to others changing middle sounds to form new words e.g., pin – pen, sit – set, explaining what sound they changed.
- Individual learners demonstrate in full view of other learners formulating new words by changing the middle sound.

Step 4: Closure

- Learners tell what happens when a sound is replaced in a word
- Summarise the learners' responses and emphasise on changing sounds to make new words
- Praise learners for good feedback throughout the lesson.

Activity 4: Substitute End Sounds

Step 1: Present

- Display a picture with words to be played out using a sound swapping game e.g., sin – sit, pit –pin, pet - pen

- Explain to the learners how end sounds are replaced to form a new words.
- Model end sound substitution to make new words.

Step 2: Practice

- Pair learners to play end sound substitution game.
- Learners change end sounds to make new words one after the other using an end sound substitution game.
- Support and guide the learners as they change different provided words to make new words.

Step 3: Produce

- Learners change end sounds to make new words using an end sound substitution game.
- Learners present to other learners the new words formed.

Step 4: Closure

- Learners demonstrate end sound substitution to make new words.
- Summarise the learners' responses and emphasise on making more words.
- Praise the learners for good feedback.

Suggested Teaching and Learning Materials/Resources:

Charts, flash cards, word cards, chalk board, floor, white board, slates, sand tray

Expected Standard: Sounds within words to form new words manipulated correctly

Assessment Activities:

Demonstration - learner changes sounds to form new words correctly

Describing - learner says new words clearly and correctly

Question & Answer - learner response to substitution tasks.

Presentation - learners create words independently.

COMPONENT: PRE-WRITING

TERM 2

TOPIC: 0.2.9 HANDWRITING

Introduction:

The topic handwriting, consists of nine subtopics. These are sitting posture, hand/finger manipulation, book handling, book exploration, make own book, simple gadget exploration, pencil grip, patterns and copying. This term, the focus is on make own book, simple gadget exploration, pencil group and patterns. Pre-writing activities help learners develop fine motor skills, hand–eye coordination, and creativity needed for writing. Making their own picture books encourages children to draw, colour, and organize ideas, preparing them for handwriting while promoting creativity and self-expression.

General Competence(s):

Analytical Thinking – Learners arrange pages in the correct order and decide where to place drawings, letters, or words in their books.

• **Communication** – Learners explain their books to the teacher and classmates using simple words and sentences.

• **Critical Thinking** – Learners think about what to include in their books and choose appropriate drawings or words.

• **Creativity and Innovation** – Learners design and decorate their books using drawings, colours, and simple handwriting.

• **Digital Literacy** – Learners observe pictures or demonstrations from digital devices (if available) showing how a simple book is made.

• **Problem Solving** – Learners find ways to correct mistakes such as rewriting letters or fixing pages that are not arranged properly.

• **Entrepreneurship** – Learners develop confidence and appreciation for creating simpl e products such as handmade books that can be shared or displayed.

Sub-Topic: 0.2.9.5 Make own Book

Overview:

Making a picture book helps learners practice hand control while expressing their ideas through drawings. This activity strengthens finger muscles and prepares learners for handwriting. It also builds creativity and pride in their own work.

Specific Competence: Learners to:

0.2.9.5.1 Make picture book

Key Vocabulary:

Draw, colour, page, cover, picture, book, fold, cut, paste, title, story

Learning Activities:

Activity 1: Preparing Pages for the Book

Step 1: Present

- Show a simple handmade picture book.
- Explain the parts of the book e.g., cover and pages.
- Demonstrate folding paper to create book pages.

Step 2: Practice

- Give each learner sheets of paper.
- Guide them to fold the papers and stack them neatly.
- Assist learners in arranging pages in order.

Step 3: Produce

- Learners prepare their own book pages.
- Help staple or tie pages together.

Step 4: Closure

- Learners explain how they created their own books and name the parts of the book.
- Summarise the learners' responses and emphasise on careful handling of materials.
- Praise learners for preparing their books.

Activity 2: Drawing and Colouring Pictures

Step 1: Present

- Show how to design a cover with a title and picture.
- Give details of the cover tells what the book is about.
- Show examples of simple drawings (family, home, animals, school).
- Demonstrate drawing large clear pictures and colouring neatly.

Step 2: Practice

- Learners decorate the cover using crayons or markers.

- Write the learner's name and book title if needed.
- Learners draw one picture per page.
- Encourage colouring within boundaries.
- Move around guiding grip and control.

Step 3: Produce

- Learners complete drawings on all pages.
- Encourage creativity and personal ideas.
- Learners present their picture books to the class.
- Encourage them to describe their pictures.

Step 4: Closure

- Learners describe pictures they drew in their own books
- Display learners' work and appreciate effort.
- Reinforce pride in completing their own book.
- Encourage careful storage of their books.
- Encourage learners to make their own books even at home.
- Summarise the learners' responses and emphasise on making their own books.

Suggested Teaching and Learning Materials/ Resources:

Plain paper, Crayons and coloured pencils, Markers, Stapler or string, Sample picture books

Expected Standard: Picture books made creatively

Assessment Activities:

- **Observation** – ability to fold pages, draw, and write in their books to check handwriting, effort, participation, and correct use of materials.

- **Presentation** - presentations of their handmade books to the class and explain what they have written or drawn.
- **Question and answer** – respond to simple questions about their books, and learners respond to show understanding of what they created.

Sub-Topic: 0.2.9.6 Simple Gadget Exploration

Overview:

This sub-topic will enable learners to interact with simple gadgets and explore them. Learners will identify, handle and explore different gadgets. This will enhance learners ability to understand the functions of these gadgets. Learners will also practice using simple language and their functions. This subtopic promotes curiosity and safe use of every day technology while developing communication and observation skills.

Specific Competence: Learners to:

0.2.9.6.1 Manipulate simple gadgets

Key Vocabulary

Pencil, crayon, markers, chalk, phone, minicomputer, mini tablet….

Learning Activities:

Activity 1: Exploring Simple Gadgets

Step 1: Present

- Show gadgets to the learners. e.g., pencil, crayon, markers, chalk, phone, minicomputer, mini tablet….
- Demonstrate to learners how to hold each gadget and explain how it works.
- Model the use of gadgets.

Step 2: Practice

- Learners in small groups explore given gadgets. e.g., a pencil, crayon, phone…
- Tell learners in small groups discuss the use of the given gadgets.
- Some learners from groups present on what those gadgets are and how they work.
- Learners practise holding the given gadgets correctly.

Step 3: Produce

- Learners demonstrate holding gadgets correctly e.g., pencil, crayon, tablet…
- Learners demonstrate using different gadgets. e.g., draw a line, colour a picture, make a phone call, open the min-laptop.

Step 4: Closure

- Learners tell their favourite gadget.
- Summarise the learners' responses and emphasise on identifying simple gadgets and demonstrate how each gadget works.
- Praise the learners for their active participation and contributions to the lesson.

Activity 2: Handling Different Gadgets

Step 1: Present

- Show gadgets to the learners (phone, mini tablet, minicomputer).
- Demonstrate to learners how the gadgets are used.
- Model gadget use by playing a game on the phone…

Step 2: Practice

- Learners explore the use of gadgets e.g., tapping the screen, press button to turn on, swipe to change page of the mini-tablet.

Step 3: Produce

- Learners individually demonstrate using gadgets by showing how to turn on the tablet/computer, TV to others.
- Learners explore the operations of gadgets e.g., swipping to the next page, opening an app…

Step 4: Closure

- Learners show and say how to handle and operate the gadgets.
- Learners say what their favourite gadget is.
- Summarise the learners' responses and emphasise on how to handle gadgets and telling the functions of different gadgets. e.g., phones are used for, tablets, computers.

Suggested Teaching and Learning Materials/ Resources:

Tablets, phones, computers, TV, mini tablet, minicomputer, pencil, crayon…

Expected Standard: Simple gadgets manipulated correctly

Assessment Activities:

- **Demonstrations** – correct handling and use of the gadgets.
- **Question and Answer** – accurate responses on questions about gadgets.
- **Presentations** – ability to explain the use of gadgets to others.

Sub-Topic: 0.2.9.7 Pencil Grip

Overview:

This sub-topic focuses on helping learners hold a pencil correctly using the tripod grip. Proper grip supports neat handwriting and prevents hand fatigue.

Specific Competence: Learners to:

0.2.9.7.1 Hold pencil using the tripod grip

Key Vocabulary:

Pencil, hold, grip, thumb, index finger, middle finger, control and rest.

Learning Activities:

Activity 1: Introduction to Tripod Grip

Step 1: Present

- Show learners a picture of a pencil grip.
- Demonstrate the correct tripod grip slowly.
- Make sure all learners observe your hand closely as you demonstrate the correct way of holding a writing tool.
- Explain clearly:
    - "The pencil rests on the middle finger."
    - "The thumb and index finger hold and control the pencil."

Step 2: Practice

- Give each learner a pencil.
- Guide them step-by-step:
    - Place pencil on the middle finger.
    - Hold gently with the thumb.
    - Place the index finger on top to control.
- Move around correcting learners individually.

- Encourage learners to say:
    - “Middle finger, thumb, index finger.

Step 3: Produce

- Learners hold their pencils without help.
- Learners draw simple lines or circles while maintaining the tripod grip.

Step 4: Closure

- Learners demonstrate the grip in the air without pencils.
- Learners demonstrate correct tripod grip.
- Summarise the learners’ responses and emphasise on correct tripod grip.
- Praise correct grip.

Activity 2: Reinforcing the tripod grip through practice

Step 1: Present

- Review the tripod grip from the previous lesson.
- Demonstrate again slowly and clearly.
- Show learners how the hand rests comfortably on the table.
- Emphasise gentle holding (not too tight).

Step 2: Practice

- Give learners pencils and paper.
- Guide them to hold pencils correctly.
- Learners draw simple pictures or patterns freely.

- Walk around the classroom checking grip and posture.

Step 3: Produce

- Learners draw straight lines, zigzags, or simple shapes.
- Observe if they maintain the tripod grip independently.
- Few learners to show the class how they are holding their pencils and what they drew.

Step 4: Closure

- Learners demonstrate tripod grip once more.
- Summarise the learners' responses and emphasise on pencil holding procedure.
- Praise effort and improvement.

Suggested Teaching and Learning Materials/ Resources:

Pencils, thick triangular pencils (if available), crayons, plain paper, tracing worksheets, chart showing tripod grip diagram, chalkboard and chalk, playdough (for strengthening finger muscles).

Expected Standard: Pencil held correctly using the tripod grip

Assessment Activities:

- **Demonstrations** – correct demonstration on tripod grip.
- **Question and Answer** – responses on questions about pencil grip.
- **Presentations** – showing and explaining how they are holding the pencil in front of others.

Sub-Topic: 0.2.9.8 Patterns

Overview:

In this topic, learners will explore drawing patterns. Practising handwriting will improve their fine motor skills, hand-eye coordination, and pencil grip. By mastering patterns, learners will build a strong foundation for writing letters, words, and sentences, and develop skills to write with confidence and accuracy.

Specific Competence: Learners to:

0.2.9.8.1 Draw lines, patterns and shapes

Key Vocabulary:

Line, straight, curved, up, down, across, zigzag, wave, up, pattern, circle, loop, round, turn.

Learning Activities:

Learning Activities:

Activity 1: Straight and Curved Lines

Step 1: Present

- Demonstrate drawing lines on different surfaces e.g., board, sand…
    - Horizontal lines → __
    - Vertical lines → ||||||

- Curved lines → (((

- Name the types of lines to learners e.g.,

  - "This is a straight line."
  - "This is a curved line."

- Use the finger to show direction in the air.

Step 2: Practice

- Name the types of lines to learners e.g.,

  - "This is a straight line."
  - "This is a curved line."
  - Use the finger to show direction in the air.

Step 3: Produce

- Learners use fingers to demonstrate tracing straight and curved lines in the air in front of other learners.
- Learners draw straight and curved lines in their books.

Step 4: Closure

- Learners draw straight and curved lines in front of others in the air or on the desks.
- Summarise the learners' responses and emphasise on correct formation of lines.
- Appreciate the learners for their active participation in a lesson and drawing of straight and curved lines

Activity 2: Zigzag and Wavy Lines

Step 1: Present

- Draw zigzag and wave lines on different surfaces e.g., board, sand…
- State the type of lines using a structure e.g.,

    - "This is a zigzag line."
    - "This is a wavy line."

Step 2: Practice

- Learners move hands in zigzag and wave motions in the air using different materials e.g., dancing ribbons \/\/\/\/\/\ ~~
- Learners trace through the zigzag and wave patterns slowly.
- Learners draw patterns using fingers on sand trays, floor, ground and desks.

Step 3: Produce

- Learners individually draw zigzag and wave patterns in their books.

Step 4: Closure

- Display drawn work and learners do a gallery walk to name different lines leant and appreciate their work.
- Learners use their fingers to draw zigzag and wave lines in the air.
- Summarise the learners' responses and emphasise on how to form zigzag and straight lines.
- Praise and thank learners for their active participation in the lesson.

Activity 3: Curves and Circles

Step 1: Present

- Draw circles → o o o o and the curves → c c c c c on different surfaces slowly .g., board, sand…

- Demonstrate slow movement while learners trace in the air.

Step 2: Practice

- Learners trace circles using fingers in the air and on the sand.
- Learners trace curves using fingers in the air and on the sand.
- Learners in pairs trace the two patterns on each other's back.
- Learners supported step-by-step e.g., ooooo, c c c c

Step 3: Produce

- Learners individually draw circles and curves in their exercise books.

Step 4: Closure

- Learners demonstrate drawing curved and circular lines.
- Summarise the learners' responses and emphasise on formation of circular and curved lines.
- Praise learners for participating actively in the lesson.

Activity 4: Exploring Patterns

Step 1: Present

- Show patterns, e.g., zigzags, curves.
- Identify patterns in everyday things, e.g., leaves
- Demonstrate drawing different patterns.

Step 2: Practice

- Learners draw patterns on paper (straight lines, curves) using different tools e.g., pencils, crayons, templates.

Step 3: Produce

- Learners draw patterns on paper (straight lines, curves) using different tools (pencils, crayons).
- Learners do a gallery walk to check there friends work.

Step 4: Closure

- Learners draw patterns on paper (straight lines, curves) using different tools (pencils, crayons).
- Summarise the learners' responses and emphasise on drawing correct lines to form patterns.
- Praise the learners for their active participation.

Activity 5: Pattern Building with Shapes

Step 1: Present

- Draw patterns on paper (straight lines, curves) using different tools (pencils, crayons).

Step 2: Practice

- Learners in pairs draw patterns on paper (straight lines, curves) using different tools (pencils, crayons).

Step 3: Produce

- Learners draw patterns (straight lines, curves) on paper using different tools (pencils, crayons) and present their drawings to others.

Step 4: Closure

- Learners name drawn patterns (straight lines, curves).
- Summarise the learners' responses and emphasise on the processes of pattern formation.
- Appreciate and thank learners for their active participation.

Suggested Teaching and Learning Materials/ Resources:

Pencils, papers, board, sand, ribbons

Expected Standard: Lines and patterns drawn accordingly.

Assessment Activities:

- **Demonstrations** – learners tracing patterns and show correct pencil control.
- **Question and Answer** – respond correctly to oral questions about patterns.
- **Presentations** – drawing and tracing patterns accurately.

APPENDIX

LISTENING AND SPEAKING LESSON PLAN

SCHOOL: Mwaiseni Primary school

TEACHER'S NAME: Mukupa M

CLASS: Reception **DAY:** 17/02/2026

LEARNING AREA: Pre-literacy in English **SESSION:** Morning

TOTAL NO OF PUPILS: 30 **BOYS:** 10 **GIRLS:** 20

ATTENDANCE: __ B: __ G: 15

TOPIC: Narration **TIME:** 08:00

SUB TOPIC: Road Safety Rules **DURATION:** 30 minutes

COMPONENT: Listening and Speaking

GENERAL COMPETENCES: Communication, Collaboration, Creativity and Innovation, Critical Thinking, Problem Solving, Emotional Intelligence, Analytical, Digital Literacy.

SPECIFIC COMPETENCE: Use appropriate language to talk about road safety rules

LESSON GOAL: By the end of the lesson, learners should be able to mention and narrate atleast three road safety rules using simple sentences.

RATIONALE: Learners will learn how to use the road when going to school or home and use appropriate language to talk about how to stay safe on the road. Learning road safety rules helps them develop awareness. Demonstration, discussion, question and answer and storytelling will be used in this lesson. This lesson is the first in the series of three.

PRIOR KNOWLEDGE: Learners already know common places, roads, vehicles, and people in the community and have basic listening and speaking skills.

REFERENCES: Curriculum Framework, Zambia Early Childhood Education Syllabi Section B 4-5 page 58. ECE Pre-Literacy in English Teacher's Module Term 1 Page 37-38.

LEARNING ENVIRONMENT:

Natural: School surroundings and nearby road environment used for discussion and examples.

Artificial: Classroom with desks, charts, pictures, and flashcards, mini road drawn with chalk on the floor in the classroom.

Technological: Phone, tablet, or computer used to show pictures or a short road safety video.

TEACHING AND LEARNING MATERIALS / RESOURCES

- Pictures or charts showing road safety rules
- Flashcards with safety actions
- Toy cars or road models
- Chalkboard and chalk
- Short video clip or digital images

EXPEXTED STANDARED:

Language for talking about road safety rules used correctly.

LESSON PROGRESSION

STAGES	**TEACHERS ACTIVITIES**	**LEARNERS ACTIVITIES**	**ASSESSMENT CRITERIA**

INTRODUCTION-	Greet learners and ask learners: "How do you come to school?	Respond to greetings. Foot, car, bus, bicycle	Learners respond verbally and identify things found on the road.
PRESENT	What do you see on the road?	Common places, roads, vehicles, and people	
	Introduces the lesson on the road safety rules.		
Activity 1: Picture Discussion	Show a printed picture of children crossing the road at a zebra crossing.	Observe the picture and talk about what they see in pairs - I have seen the road - The zebra crossing - The children are crossing the road	
	Explain simple rules such as Stop, Look, and Listen, Look left and right, cross at a safe place, walk on the side of the road.	Learners turn to the partner and talk about the rules to follow when crossing the road using the structure: "When crossing	

	Model simple sentences, e.g., "when crossing the road i … „	the road I …" - stop. - look to left and right. - cross at the safe place - walk on the side of road	Learners talk bout the safety rules using the structure correctly
LESSON **DEVELOPMENT-PRACTICE** **Activity 2: Game** **Produce** **Activity 3: Role Play / Demonstration**	Use a game to prompt learners to mention road safety rules using the structure: when crossing the road I … . Draw a mini-road and assign roles to learners as pedestrians, drivers, Guides learners to practice crossing the road in groups	Learners in the circle play a 'Circle Toss Game'. The learner holding the ball mention a road safety rule before passing it to another learner. The activity continues until all learners participate. Cross the road safely as they sing the song. 'I want to cross the road, I want to cross the road look right look left, look right again I want cross the road'	Learners listen attentively and repeat safety rules correctly. Learners demonstrate safe road crossing behaviour
EXERCISE / ASSESSMENT-	Ask learners to:	Explain the road safety	Learner correctly mentions at least

PRODUCE	Mention one road safety rule. Demonstrate how to cross the road. Say what they should do before crossing the road. Recap what to do before crossing the road. Encourage learners to continue this practice to stop before crossing the road.	rules Demonstrate crossing the road on the mini-road. Explain the practical rules followed before crossing road.	one road safety rule. Learner uses simple language related to road safety. .
HOME WORK		Learners tell their parents or guardians three road safety rules learned in class and practice them when walking.	Learners demonstrate road safety rules correctly.

CONCLUSION	• Teacher asks learners to repeat the road safety rules together. Teacher summarises the learners responses emphasises the importance of staying safe on the road.	"Learners complete the sentence: "Today I learnt that…" Or "To be safe on the road I must…"	Rules mentioned correctly.

LESSON EVALUATION

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PRE-READING LESSON PLAN

LESSON PLAN

SCHOOL NAME: MKUMBUDZI PRIMARY SCHOOL

TEACHER'S NAME: Chola, G **DATE:** 06/ 04/ 2026

CLASS: ECE Level 2 **DAY:** 3

LEARNING AREA: Pre-literacy in English **SESSION:** Morning

TOTAL NO OF PUPILS: 61 **BOYS:** 21 **GIRLS:** 37 **ATTENDANCE:….. B: ….. G: …..**

TOPIC: 0.2.7 Visual Discrimination **TIME: 08:00 - 08:30**

SUB TOPIC: 0.2.7.2 Identification **DURATION:** 30minutes

COMPONENT: Pre- Reading

GENERAL COMPETENCES: Communication, Collaboration, Analytical Thinking, Critical Thinking.

SPECIFIC COMPETENCE: 0.2.7.2.1 Identify objects according to their attributes

LESSON GOAL: By the end of the lesson, learners should be able to;

Sort odd one out from the given objects.

RATIONALE

In this lesson learners will learn about visual discrimination. Visual discrimination under the sub topic identification, lays a foundation for pre-reading, pre-writing and overall cognitive development. A variety of teaching and learning methods such as group work, pair work, discussions, and question-and-answer will be used to engage learners and promote active participation. This is the third lesson in the series of three lessons.

PRIOR KNOWLEDGE

- Learners through peer and family interactions have basic knowledge of fruits, shapes and types of lines by name and by their differences.

REFERENCES: Curriculum Framework, ECE 2023 Syllabi page 68, ECE Level 2 Module page

LEARNING ENVIRONMENT

Artificial Environment: Classroom setting with teaching aids (charts, blocks, picture cards).

Natural Environment: Real-life objects such as fruits, stones, leaves.

Technological Environment: Not used in this lesson.

TEACHING AND LEARNING MATERIALS / RESOURCE

Fruits, Bottle tops of different colours, Stones, leaves, sticks, blocks of different shapes and sizes, picture cards showing sets of objects (3 similar + 1 different), charts with basic shapes, Flashcards with colours (red, green, yellow, blue), Counters or beads, Cut-out shapes, Sorting trays or containers, Manila paper and markers for drawing sets.

EXPECTED STANDARD: Objects identified according to their attributes correctly.

LESSON PROGRSSION

STAGES	**TEACHERS ACTIVITIES**	**LEARNERS ACTIVITIES**	**ASSESSMENT CRITERIA**
INTRODUCTION	• Warmly greet the learners. • I have four things very interesting in my mystery bag. Can you guess what they are? • Slowly remove objects one after the other and display them on the mat. • Ask the learners if the objects are all similar. • Which one is different? Praise learners for correct identification and tell the learners that identifying a	• Respond to greeting. • Learners give different guesses • Responds – cup • Observe the displayed objects (three shoes and one hat) Hat	• Learners guess. • Correctly observes and pays attention to the given objects. Learners correctly identifies the odd

	different object from others is called 'odd one out'		one out.
PRESENT	Sing an identification song slowly pronouncing the words clearly. Today we will learn about odd one out. • Display three bananas and one orange. • Demonstrate identifying the fruit which is not the same as others (orange) and explain why it is not belonging. • Model sentence: "The ___ is different because it is_____." "The <u>orange</u> is different because it is <u>round</u>." • Ask learners to say the structure of the day repeatedly.	Sing the song: 'Three shoes on mat talking each other. one hat on the mat looking for a friend' tune-one man and the dog • Observe the objects displayed. • Listen to explanations. • Repeat the sentences to	Learners singing correctly about the odd one out. • Learners correctly identify the different object. • Learners say simple

		practice the structure "The orange is different because it is round."	descriptive sentences.
LESSON DEVELOPMENT **PRACTICE**	• Provide to small groups picture cards with odd one out objects. • Ask learners to take turns in showing each other the identified odd one out objects in the picture cards given. • Move around and ask pairs to show their odd one out discovered objects on the given picture cards.	• Identify the odd one out from given picture cards. • Present answers to each other and to the teacher. • Explain reason using the given structure.	• Learners correctly identify the odd object. • Learners explaining correctly using the learnt structure.
EXERCISE / ASSESSMENT **PRODUCE**	• Divide learners into pairs. • Instruct learners to create their own "odd one out" sets using classroom different objects. • Ask pairs to display their sets and explain their findings to the	• Work in pairs to create sets. • Display their sets and explain by	• Learners correctly create valid "odd one out" sets. • Learners confidently

	whole class.	using the learnt structure.	explain their reasoning.
HOME WORK	• Draw a set of four mixed objects with 1 odd one out object. • The learners to then circle the object that is different.	• At home, identify and draw four objects with 1 odd one out object. • Circle the odd one out object.	• Learners identify and draw clearly similar objects by type/category and correctly circle the odd one out.
CONCLUSION	• Show a few objects and ask learners to identify the odd one out. • Reinforces key vocabulary (round, curved, big, small, colour, shape). • Encourage learners to use the sentence structure: "The ___ is different because it is ___. • Praise learners for correct responses and active participation in	• Observe objects shown during recap and Identify the odd one out. • Use simple sentences to explain their answers. • Participate actively in the recap.	• Learners correctly identify the odd object. • Learners use appropriate descriptive vocabulary. • Learners confidently use the sentence

	the lesson.		structure..

LESSON EVALUATION: ……...

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PRE-WRITING LESSON PLAN

LESSON PLAN

TEACHER'S NAME: Banda P DATE: 24/03/2026

CLASS: ECE LEVEL 2 DAY: TUESDAY.

LEARNING AREA: PRE-LITERACY IN ENGLISH SESSION: 1

TOTAL NO OF PUPILS: 35 BOYS: 15 GIRLS: 20 ATTENDANCE: 28. B: 13 G: 15

TOPIC: 0.2.9 Handwriting TIME: 07:10 HRS TO 07:40 HRS

SUB TOPIC: 0.2.9.6 Simple Gadget Exploration DURATION: 30minutes

COMPONENT: PRE-WRITING

GENERAL COMPETENCES: Communication, Collaboration, Digital Literacy, Critical Thinking, Analytical Thinking, Problem Solving, Creativity And Innovation.

SPECIFIC COMPETENCE: 0.2.9.6.1 Manipulate Simple Gadget.

LESSON GOAL: By the end of the lesson, learners should be able to; operate simple gadget

- To enable learners to practice and improve control of hand movements in preparation for formal handwriting.

RATIONALE:

- In this topic involving Handwriting, learners will learn about simple gadgets exploration. This will enable learners to acquire relevant knowledge and skills about the function and use of different gadgets. Demonstration, discussion, question and answer method shall apply in this lesson. This is the 1st lesson in the series of 2.

PRIOR KNOWLEDGE:

- Drawing shapes, colouring, and tracing lines.

REFERENCES:

- The 2023 Zambia Education Curriculum Framework
- The 2024 Early Childhood Education 4-5 Years English Pre-literacy syllabus page 63.
- ECE Level 2 English Module Page 164

LEARNING ENVIRONMENT:

- **Natural**: Not used in this lesson.
- **Artificial**: Chalkboard, charts, manila paper, classroom space with desks and chairs.
- **Technological**: Projector or tablet (if available) for showing stroke patterns.

TEACHING AND LEARNING MATERIALS / RESOURCES

- Pencils, crayons, markers
- Exercise books/manila paper
- Flashcards with strokes (straight lines, curves, zigzags)

EXPECTED STANDARD: Simple gadgets manipulated correctly.

LESSON PROGRESSION

STAGES	**TEACHERS ACTIVITIES**	**LEARNERS ACTIVITIES**	**ASSESSMENT CRITERIA**
INTRODUCTION	Do pretend actions of writing, colouring, and calling.	Observe the actions as demonstrated by the teacher.	**Listening attentively**

	Ask learners to state what they think the teacher was using during the pretend actions. Tell learners that today's lesson is on exploring different gadgets.	Say what the teacher was using during the pretend e.g., pencil, crayons, phone …	
PRESENT	• Display pencils, crayons, markers, chalk, phones, min-computers, mini tablets….	• Observe different gadgets displayed.	• Learners actively participate in observing displayed gadgets.
	• Explain how individual gadgets work to the learners	• Listen to functions of the individual gadgets	• Learners clearly demonstrate understanding of how each gadget functions.
	• Model the use of gadgets	• Learners imitate using individual gadgets differently.	• Learners observe and replicate the correct use of each gadget.
LESSON	• Ask learners to	• Learners	• Learners

DEVELOPMENT-PRACTICE	hold individual gadgets and explain the use of the held gadget to others.	hold the gadgets and explain the use of the held gadget to others.	collaborate effectively handle given gadgets appropriately.
	• Some learners from groups present to other learners on how different gadgets work.	• Learners hold pencils correctly, trace and draw strokes, practice on paper.	• Learners confidently present to the class, explaining the functions and uses of different gadgets clearly.
EXERCISE / ASSESSMENT-PRODUCE	• Tell learners to demonstrate gadget holding. e.g., how to hold a pencil, crayon…	• Learners demonstrate gadget holding. e.g., how to hold a pencil, crayon…	• Learners correctly demonstrate proper handling of different gadgets.
	• Tell learners to demonstrate how to use the gadgets using different gadget.	• Learners draw a line, colour a picture, make a phone call,	• "Learners accurately demonstrate the practical functions of

		open the min-laptop.	different gadgets.
CONCLUSION	• Learners answer questions based on the topic	• Learners identify simple gadgets and demonstrate how to use.	• Learners actively participate in the recap
	• Summarise learners' responses emphasise the main points of the lesson.	• Learners listen attentively to the main points.	• Learners identify and demonstrate the use of gadget correctly.
	• Praise the learners for their active participation and contributions to the lesson.		• "Learners recognised for their active participation accordingly.

LESSON EVALUATION:

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