



Republic of Zambia

Ministry of Education

PRE- LITERACY IN ENGLISH LANGUAGE

TEACHING MODULE

EARLY CHILDHOOD EDUCATION - TERM 3



Published by Curriculum Development Centre
Lusaka
2026



Republic of Zambia

**Ministry of Education Directorate of
Curriculum Development**

The Curriculum Development
Centre

PRE-LITERACY IN ENGLISH LANGUAGE

TEACHING MODULE

ECE 4-5 YEARS

TERM THREE (3)

Authors:

Moyo Steven (PhD): Curriculum Development Specialist- English Language, CDC, Lusaka.

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

Josephine Kabila: Curriculum Development Specialist, CDC, Lusaka.

Annie Mathatha: Curriculum Development Specialist, CDC, Lusaka.

Monica Kamwengo Simasiku: Curriculum Specialist English Language-Secondary, CDC,
Lusaka.

Mwelwa: Kitwe College of Education- Senior Lecturer-ECE, Kitwe.

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

Brian : Malcom Moffat College of Education- Senior Lecturer, Serenje.

Sinyinza: Chipaata Primary School- ECE Class Teacher, Chitambo.

Phiri: Chadiza Primary School, ECE Class Teacher Chadiza.

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.

I hope that teachers will make effective use of this resource to enhance teaching and learning.



Kelvin Mambwe (PhD)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

Acknowledgement

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 Center for their commitment in ensuring the successful completion of this teaching module.



Petronella Malungisa Samutete (Ms.)

Director – Curriculum Development

MINISTRY OF EDUCATION

Table of Contents

Authors:	3
Preface	4
Acknowledgement	5
Introduction.....	8
HOW THE MODULE SHOULD BE USED	9
EARLY CHILDHOOD EDUCATION 4-5 YEARS TERM 3	10
LISTENING AND SPEAKING	10
UNIT: 1.....	10
TOPIC: 0.2.1 CONVERSATION.....	10
Sub-Topic: 0.2.1.4 Making Requests	11
UNIT: 2.....	17
TOPIC: 0.2.2 NAMING	17
Sub-Topic: 0.2.2.5 Naming Occupations	18
Sub-Topic: 0.2.2.6 Naming Modes of Transport.....	28
UNIT: 3.....	34
TOPIC: 0.2.3 DESCRIPTION.....	34
Sub-Topic: 0.2.3.4 School Rules	35
Sub-Topic: 0.2.3.6 Singular and Plural Forms	39
UNIT: 4.....	48
TOPIC: 0.2.4 SONGS.....	48
Sub-Topic: 0.2.4.3 Care for the Body.....	49
UNIT: 5.....	53
TOPIC: 0.2.5 NARRATIONS	53
Sub-Topic: 0.2.5.3 Weather.....	54

UNIT: 6.....	61
TOPIC: 0.2.6 STORIES	61
Sub-Topic: 0.2.6.3 Selling and Buying	62
COMPONENT: PRE- READING.....	68
TERM 3	68
UNIT: 1.....	68
TOPIC: 0.2.7 VISUAL DISCRIMINATION.....	68
Sub-Topic: 0.2.7.3 Simple Stories.....	69
UNIT: 2.....	72
TOPIC: 0.2.8 SOUNDS.....	72
Sub-Topic: 0.2.8.6 Recognition.....	73
Sub-Topic: 0.2.8.7 Rhyming	77
Sub-Topic: 0.2.8.8 Tongue Twisters	80
COMPONENT: PRE-WRITING	85
TERM 3	85
TOPIC: 0.2.9 HANDWRITING.....	85
Sub-Topic: 0.2.9.9 Copying.....	86
APPENDIX.....	98
LISTENING AND SPEAKING LESSON PLAN	98
PRE-READING LESSON PLAN	103
PRE-WRITING LESSON PLAN.....	110
BIBLIOGRAPHY.....	115

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 Pre-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 Ps). 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 YEARS TERM 3

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 making requests. The subtopic is 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 different situations and determine the appropriate request to make.
- **Critical Thinking** – Learners will listen carefully and select appropriate words when making and responding to requests.
- **Collaboration** – Learners will participate in pair and group activities, take turns and interact respectfully with others.
- **Emotional Intelligence** – Learners will develop the ability to make requests politely, appreciate other people's responses and show respect during conversations.
- **Communication** – Learners will express their needs clearly, listen actively and use appropriate verbal and non-verbal cues when making requests.
- **Problem Solving** – Learners will use appropriate language to ask for assistance when faced with simple challenges in everyday situations.

Sub-Topic: 0.2.1.4 Making Requests

Overview

Making a request involves politely asking for something, assistance, or permission. Learners practise using polite expressions such as “please,” “may I,” “can I,” “thank you,” and “you are welcome” when making and responding to requests. Through conversations, demonstrations, and role-play, learners develop confidence in using respectful and appropriate language in familiar situations at home, school, and in the community.

Specific Competence: Learners to:

0.2.1.4.1 Use appropriate language in making requests



Key Vocabulary

Request, please, may I, can I, help, give, borrow, book, pencil, crayon, water, come in, go out, thank you, here you are, yes, welcome.

Learning Activities:



Activity 1a: Making Simple Requests

Step 1: Present

- Give learners a warm welcome and introduce a situation where someone needs something from another person.
- Display familiar classroom objects such as a pencil, book, ball, crayon and cup.
- Pick up a book and demonstrate a polite request with another learner or teacher.
 - Teacher: “May I have the book, please?”
 - Learner: “Yes. Here you are.”
 - Teacher: “Thank you.”

- Explain that when asking someone for something, it is good to ask politely.
- Introduce and model simple expressions such as:
 - “Please give me a pencil.”
 - “May I have a book, please?”
 - “Please help me.”
 - “May I have some water, please?”
 - “May I come in, please?”
- Use facial expressions, gestures and real objects to support understanding.
- Learners listen carefully and repeat the requests after the teacher.

Step 2: Practice

- Display different classroom objects and ask learners to name them.
- Hold up an object and guide learners to request it politely.
 - Learners repeat:
 - “May I have the ball, please?”
- Pair learners and give one learner an object.
- The other learner makes a request for the object.
- Learners exchange roles and repeat the activity.
- Move around the classroom, guiding learners to use ‘please’ appropriately.
- Encourage learners to speak clearly and confidently.

Step 3: Produce

- Place familiar classroom objects on a table.
- Learners independently choose an object they would like and make an appropriate request.
- Learners practise making requests in pairs without repeating after the teacher.
- Create simple real-life situations such as:

- asking for a pencil;
 - asking for a book;
 - asking for water;
 - asking for a toy;
 - asking someone for help.
- Selected learners demonstrate their requests in front of the class

Step 4: Closure:

- Ask learners to mention words that can be used when making polite requests.
- Learners give examples of requests they have practised.
- Ask:
 - “What do we say when we want something?”
 - “What polite word should we use?”
- Summarise learners' responses and emphasise the use of ‘please’ when making requests.
- Praise learners for their active participation.

Learning Activities:



Activity 1b: Responding to simple requests

Step 1: Present

- Revise the meaning of making a request.
- Tell learners that when someone makes a request, the other person needs to respond.
- Demonstrate a short conversation with a learner.
 - Teacher: “May I have the red crayon, please?”
 - Learner: “Yes. Here you are.”
 - Teacher: “Thank you.”
 - Learner: “You are welcome.”

- Repeat the demonstration using different objects.
- Introduce appropriate responses such as:
 - “Yes.”
 - “Yes, you may.”
 - “Here you are.”
 - “You are welcome.”
 - “Okay, I will help you.”

Step 2: Practice

- Learners listen to and repeat short request-and-response conversations after the teacher.
- Pair learners and give each pair familiar objects.
- One learner makes a request while the other responds.
- Learners exchange roles.
- Guide learners to wait for their turn to speak.
- Encourage the use of polite expressions.

Step 3: Produce

- Learners practise short conversations independently.
 - Learner A: “May I borrow your pencil, please?”
 - Learner B: “Yes. Here you are.”
 - Learner A: “Thank you.”
 - Learner B: “You are welcome.”
- Give pairs different situations to role-play.
- Selected pairs demonstrate their conversations in front of the class.
- Other learners listen and identify the polite words used.

Step 4: Closure:

- Ask learners:
 - “What can you say when someone asks you for something?”
 - “What do you say when someone gives you something?”
 - “What do you say when someone says thank you?”
- Learners respond orally.
- Summarise the responses and emphasise polite responses to requests.
- Praise learners for listening and taking turns.



Activity 1c: Making requests in different situations

Step 1: Present

- Tell learners that requests can be made in different places and situations.
- Discuss familiar situations at school, home and in the community.
- Demonstrate examples:
 - At school: “May I go outside, please?”
 - At home: “Please help me tie my shoes.”
 - With a friend: “May I play with your ball, please?”
- Explain that learners should speak politely whenever they ask another person for something.

Step 2: Practice

- Give learners different oral situations.
- Guide them to make an appropriate request.
 - Situation: You need a pencil.
 - Learners: “May I have a pencil, please?”

- Situation: You cannot open your bag.
 - Learners: “Please help me open my bag.”
 - Situation: You want some water.
 - Learners: “May I have some water, please?”
- Pair learners to practise different situations.
 - Encourage clear speech, eye contact and appropriate facial expressions.

Step 3: Produce

- Organise learners into pairs or small groups.
- Provide simple role-play situations such as:
 - requesting a classroom object;
 - asking the teacher for permission;
 - asking a friend for assistance;
 - asking for water;
 - asking to join a game;
 - asking an adult for help.
- Learners independently role-play the situations.
- Other learners listen and identify whether the request was made politely.

Step 4: Closure:

- Learners mention one polite request they can make at school.

Suggested Learning and Teaching Materials/Resource

Pencils, crayons, books, charts, classroom, learners

Expected standard:

- Requests made using appropriate language



Assessment Activities:

- **Demonstrations** – appropriate use of polite expressions when making simple requests.
- **Question and Answer** – correct oral responses to different request situations.
- **Presentations** – clear and confident presentation of short request-and-response conversations.

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 naming modes of transport. This term's focus is on naming modes of transport. 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 use appropriate vocabulary to name and talk about occupations and modes of transport.
- **Collaboration** – Learners work together in pairs and groups during matching and role-play activities.
- **Analytical Thinking** – Learners observe and distinguish different occupations and modes of transport according to their appearance and use.
- **Critical Thinking** – Learners select the correct occupation and mode of transport when presented with several alternatives.

- **Creativity and Innovation** – Learners use movements, sounds, drawings and role-play to represent different occupations and modes of transport.
- **Problem Solving** – Learners work out which occupations and mode of transport is represented by a picture, sound, movement or clue.
- **Digital Literacy** – Where digital resources are available, learners observe and identify occupations and modes of transport from digital pictures or short videos.
- **Entrepreneurship** – Learners develop initiative and confidence by sharing knowledge about transport services used in their communities.

Sub-Topic: 0.2.2.5 Naming Occupations

Overview

Identifying occupations by name in the community is an essential part of developing occupation awareness. Teaching learners to name occupations in the community will help them build vocabulary and develop social communication skills. It is the first step to connect to the different roles people play and how each occupation contributes to community life. Therefore, this subtopic will provide the foundation for learners to name and talk about occupations in the community.

Specific Competence: Learners to:

0.2.2.5.1 Naming different occupations in the community



Key Vocabulary

Teacher, nurse, doctor, carpenter, footballer, netballer, driver, shop keeper, school, hospital, clinic, workshop, stadium, bus, shop...

Learning Activities:



Activity 1a: Naming the occupations in the community

Step 1: Present

- Display picture cards of the occupations: “teacher”, “doctor”, “carpenter”, “footballer”, “driver”, “shop keeper” ...
- Name the occupation clearly e.g. “This is a teacher. A teacher teaches us.”
- Show the picture and say the name and the one thing they do.

Step 2: Practice

- Learners name the occupations in groups, then individually.
- Learners in small groups sort the picture cards according to roles they perform e.g. into “teach”, “build”, “drive” ...
- Learners take turns to pick a card and name the occupation

Step 3: Produce

- Learners play "Flash and Name" game:
 - Learner 1: flashes a picture card
 - Learner 2: names the occupation fast
- Learners play “Who Am I?” game:
 - Learner 1: "I teach in class"
 - Learner 2: "You are a teacher"

Step 4: Closure:

- Learners name occupations learnt: teacher, nurse, doctor, carpenter, footballer, netballer, driver, shop keeper...
- Recap the lesson about naming occupations in the community.
- Summarise and emphasise that all these people help our community.
- Praise learners for active involvement.



Activity 1b: Naming occupations by what they do

Step 1: Present

- Display pictures or real-life objects related to different occupations, such as a stethoscope, steering wheel, books, cooking utensils, building tools and money.
- Show pictures of people doing different jobs, such as teaching, treating patients, driving, selling, cooking, farming and building.
- Demonstrate each action and ask learners to observe carefully.
- Introduce the occupation and its function, for example: “A teacher teaches learners.” “A doctor treats sick people.”
- Use simple questions to encourage learners to identify the occupations: “Who teaches?” “Who drives a bus?” “Who builds houses?”
- Let learners imitate the actions as the teacher names each occupation.

Step 2: Practice

- Show an occupation picture and ask learners to demonstrate what the person does.
- Learners match occupation cards to action/picture cards, for example, doctor → treats sick people and teacher → teaches learners.
- Play a “Who am I?” guessing game. Give clues such as, “I drive people from one place to another. Who am I?”
- Organise learners into small groups. Each group chooses an occupation, acts out what the person does, and allows the other groups to guess.
- Ask learners to complete simple oral sentences: “A teacher _____.” “A farmer _____.”
- Let learners sort pictures into groups according to the work people do.
- Pair learners and let one learner name an occupation while the partner demonstrates the action

Step 3: Produce

- Learners take turns role-playing different occupations using available classroom materials or pretend objects.
- One learner acts out an occupation without speaking while others identify and name the occupation.

- Learners explain what the person does using simple sentences, for example, “A nurse treats sick people.”
- Invite learners to choose an occupation they would like to be and demonstrate the work they do.
- Create a “Community Workers” role-play corner where learners take turns being teachers, nurses, drivers, shopkeepers, farmers, builders and other familiar workers.
- Encourage learners to ask and answer simple questions: “What do you do?” “I am a farmer. I grow crops.”

Step 4: Closure:

- Display several occupation pictures and ask learners to name each occupation and state what the person does.
- Play a quick action-and-name game where the teacher performs an action and learners name the occupation.
- Ask individual learners to name their favourite occupation and say what the person does.
- Review the key vocabulary by repeating the occupation names and actions together.
- Correct pronunciation gently and encourage learners to speak clearly.
- Praise learners for participating, cooperating and correctly identifying occupations.



Activity 1c: Matching the occupations to workplaces

Step 1: Present

- Display charts of School, Hospital, Workshop, Stadium, Bus, Shop
- Place occupation cards in places of operation. E.g. teacher to school, nurse or doctor to hospital, carpenter to workshop, footballer or netballer to play ground, driver to bus, shop keeper to shop.

Step 2: Practice

- Learners name the workplace for each occupation

- Groups play a “workplace lotto” by place occupation card on correct workplace.

Step 3: Produce

- Learners play a "Where do I work?" game:
 - Learner 1: "I am a carpenter"
 - Learner 2: "You work in a workshop"

Step 4: Closure:

- Learners name occupations and where they work
- Recap matching
- Praise learners



Activity 1a: Naming occupations we see in our community

Step 1: Present

- Talk with learners about familiar places in the community, such as schools, clinics, shops, markets, farms, police stations, fire stations and stadiums.
- Display pictures of these places and ask learners to identify and name them.
- Show pictures of people working in these places and introduce the occupations, for example, teacher, nurse, doctor, shopkeeper, police officer, farmer and security guard.
 - Ask simple questions such as:
 - “Who works at the school?”
 - “Who works at the clinic?”
 - “Who sells things in a shop?”
 - “Who keeps people safe?”
- Invite learners to share occupations they have seen in their own community.
- Use songs, rhymes or simple chants about community workers to reinforce the names of occupations.

- Allow learners to imitate the actions of different workers as the teacher names the occupations.

Step 2: Practice

- Learners work in small groups to discuss and name occupations they have seen in their community.
- Give learners picture cards of occupations and places and let them match each worker to the place where they work.
- Play a “Who am I?” guessing game using simple clues, for example, “I work at a clinic. Who am I?”
- Let learners take turns picking an occupation picture, naming it and telling the group where the person works.
- Display several occupation pictures and ask learners to identify the pictures when the teacher calls out an occupation.
- Organise an occupation hunt around the classroom by hiding occupation pictures for learners to find, identify and name.
- Pair learners and let one learner point to an occupation while the other names it.

Step 3: Produce

- Learners draw their favourite occupation and attempt to name or label it.
- Learners take turns pretending to be different workers while classmates identify the occupation.
- Invite learners to complete simple oral sentences, such as:
 - “This is a teacher.”
 - “I see a nurse.”
 - “A farmer works in the community.”
- Let learners choose an occupation picture and say its name to the class.
- Create a community occupations display by placing learners’ drawings on a classroom chart or wall.

- Encourage learners to talk about an occupation they have seen in their community and where they saw it.

Step 4: Closure:

- Display several occupation pictures and ask learners to name them one by one.
- Play a quick “Name the Occupation” game where the teacher gives a clue or acts out an occupation and learners identify it.
- Ask learners to mention one occupation they remember and where they see the person working.
- Invite a few learners to present their drawings and name the occupation they have drawn.
- Review the vocabulary by repeating the names of the occupations together.
- Correct pronunciation gently and encourage learners to speak clearly.
- Praise learners for participating, identifying occupations and sharing their experiences.



Activity 1b: Naming occupations by uniform

Step 1: Present

- Display pictures of people wearing uniforms associated with different occupations, such as a teacher with a chalkboard or books, nurse/doctor in a white coat, carpenter in work clothes, footballer/netballer in a sports jersey, driver with a cap, and shopkeeper wearing an apron.
- Allow learners to observe the pictures and identify the different clothing items.
- Name each occupation and describe the uniform, for example, “This is a nurse. A nurse may wear a white coat or uniform.”
- Ask guiding questions such as:
 - “What is the person wearing?”
 - “Who wears a jersey?”
 - “Who wears an apron?”
 - “Who might wear a white coat?”

- Let learners imitate or pretend to wear the different uniforms as the teacher names the occupations.
- Explain that some occupations may have similar uniforms, so the uniform is a clue rather than the only way to identify a job.

Step 2: Practice

- Learners work in small groups to match pictures of uniforms with pictures of occupations.
- Give each group occupation and uniform cards and let learners sort and match them.
- Learners take turns picking a uniform picture, naming the occupation and explaining their choice.
- Show a uniform picture partially covered and gradually reveal it for learners to guess the occupation.
- Play “Point and Name”: display several pictures and call out an occupation; learners point to the person wearing the appropriate uniform and name the occupation.
- Let learners complete simple oral sentences, for example, “A footballer wears a jersey.”
- Pair learners and let one learner describe a uniform while the other identifies the occupation.

Step 3: Produce

- Learners play a “Guess the Job” game in groups using uniform clues.
- One learner chooses or wears an item associated with an occupation while others guess the job.
- Encourage learners to give clues, for example, “I am wearing an apron. I work in a shop. Who am I?”
- Learners take turns wearing or pretending to wear different uniform items and naming the occupation.
- Provide simple classroom props such as an apron, cap, jersey, coat, books or toy tools for role-play.
- Learners role-play an occupation and allow classmates to identify the occupation from the uniform or props.

- Ask learners to state the occupation and the uniform in a simple sentence, for example, “A driver wears a cap.”

Step 4: Closure:

- Display different uniform pictures and ask learners to name the occupation associated with each uniform.
- Conduct a quick “What Am I Wearing?” review game where the teacher describes a uniform and learners name the occupation.
- Ask learners to mention one occupation and the uniform or clothing associated with it.
- Reinforce that uniforms provide clues about people's occupations, but some workers may wear different types of clothing.
- Review the key occupation vocabulary together.
- Correct pronunciation where necessary and encourage learners to speak in complete simple sentences.
- Praise learners for participating, matching correctly, identifying occupations and working cooperatively.



Activity 1c: Naming occupations by tools

Step 1: Present

- Display real objects, models or pictures of tools associated with different occupations, such as chalk/books – teacher, stethoscope – doctor/nurse, hammer and saw – carpenter, ball – footballer/netballer, steering wheel – driver, and goods for sale – shopkeeper.
- Allow learners to observe, touch and identify the tools where appropriate.
- Name each tool and introduce the occupation associated with it.
- Demonstrate how each tool is used, for example, pretend to use a hammer to build or a stethoscope to examine a patient.
- Ask guiding questions such as:
 - “What is this?”

- “Who uses it?”
- “What does the person use it for?”
- Invite learners to pick a tool, name it and identify the occupation that uses it.
- Emphasise that some tools may be used by more than one occupation

Step 2: Practice

- Place different tools or tool pictures around the classroom and let learners move around, observe and match each tool to an occupation.
- Organise learners into small groups and provide each group with tool and occupation picture cards to match.
- Play “Pick and Name”: a learner picks a tool, names it and says the occupation associated with it.
- Show a tool without naming it and ask learners to identify the occupation that uses it.
- Let learners sort the tools according to occupations, for example, teacher's tools, carpenter's tools and driver's tools.
- Ask learners to complete simple oral sentences such as “A carpenter uses a saw.”
- Let learners take turns demonstrating how a particular tool is used while others identify the occupation.

Step 3: Produce

- Learners play a memory and matching game in pairs or small groups using occupation and tool cards.
- One learner selects or demonstrates the use of a tool while the other learner names the occupation.
- Learners take turns acting out an occupation using a pretend tool while their classmates guess the occupation.
- Encourage learners to give clues instead of showing the tool immediately, for example, “I use this to cut wood. Who am I?”
- Provide simple classroom props for learners to use in occupation role-play, such as a cap, books, toy steering wheel, ball, apron or pretend tools.

- Ask learners to state the occupation and its tool in a simple sentence, for example, “A doctor uses a stethoscope.”
- Allow learners to draw one occupation and the tool used by that worker, then name both.

Step 4: Closure:

- Display or hold up different tools and ask learners to name the occupation that uses each tool.
- Play a quick “Who Uses It?” game: the teacher shows a tool and learners respond with the occupation.
- Ask individual learners to choose one tool and say: “A _____ uses a _____.”
- Review the occupations and tools learnt during the activity.
- Reinforce correct pronunciation and encourage learners to use the occupation names confidently.
- Praise learners for identifying tools, matching them correctly to occupations, participating in role-play and working cooperatively.

Sub-Topic: 0.2.2.6 Naming Modes of Transport

Overview

Learners develop oral language and vocabulary by identifying, naming and discussing common modes of transport through observation, matching, songs and role-play. The teacher uses pictures or models to introduce different modes of transport, encourages learners to share their experiences, and models the correct pronunciation of their names.

Specific Competence: Learners to:

0.2.2.6.1 Naming modes of transport



Key Vocabulary

Car, bus, bicycle, motorcycle, truck, train, aeroplane, boat, ship, taxi, van, lorry

Learning Activities:



Activity 1a: Identifying and Naming Modes of Transport

Step 1: Present

- Display pictures, real objects/models, or flashcards of different modes of transport.
- Point to each picture and clearly names the mode of transport, e.g. “This is a bus.”
- Learners listen and repeat the names after the teacher.
- Briefly explain how each mode of transport is used, e.g. “A bus carries people.”

Step 2: Practice

- Learners identify and name modes of transport shown on flashcards.
- Learners work in pairs to match pictures of transport with their names.
- The teacher moves around the groups, supporting learners with pronunciation and identification.

Step 3: Produce

- Learners independently name different modes of transport shown by the teacher.
- Learners take turns selecting a picture and telling the class its name.
- Learners mention a mode of transport they have seen or used in their community.

Step 4: Closure:

- Review the names of the modes of transport using selected flashcards.
- Learners name their favourite mode of transport and say one thing they know about it.
- Praise learners for participating, naming their favourite mode of transport and working cooperatively.

Learning Activities:



Activity 1b: Naming Modes of Transport through Role-Play

Step 1: Present

- Demonstrate different movements or sounds associated with modes of transport, such as pretending to drive a car or ride a bicycle.
- Learners observe and identify the mode of transport being demonstrated.

Step 2: Practice

- Learners imitate the teacher's movements and name the corresponding mode of transport.
- Learners work in small groups to act out different modes of transport.
- Other learners observe the actions and name the mode of transport being acted out.

Step 3: Produce

- Individual learners or groups choose a mode of transport and act it out without showing its picture.
- Other learners identify and name the mode of transport being demonstrated.
- Learners explain where or how the named mode of transport is used.

Step 4: Closure:

- Display several pictures and asks learners to name them.
- Learners sing a simple transport song or repeat the names of the modes of transport learned.



Activity 1c: Sorting modes of transport

Step 1: Present

- Display pictures of different modes of transport.
- Introduce the three categories: **land**, **water** and **air transport**.

- Demonstrate sorting a picture, e.g. “A car travels on land, so I will put it under land transport.”

Step 2: Practice

- Learners sort transport picture cards into **land, water and air** categories.
- Learners name each mode of transport as they place it in the correct group.
- Guide learners who have difficulty identifying or naming the modes of transport.

Step 3: Produce

- Learners work in groups to sort a mixed set of transport pictures independently.
- Each group presents its categories and names the modes of transport they have sorted.

Step 4: Closure:

- Review the three categories with the learners.
- Learners name one mode of transport for each category.

Learning Activities:



Activity 1a: Transport Sounds and Guessing Game

Step 1: Present

- Make or play sounds associated with different modes of transport, such as a car horn, train, aeroplane or motorcycle.
- Learners listen carefully and guess the mode of transport.

Step 2: Practice

- Make a transport sound while showing several pictures.
- Learners point to the picture that matches the sound and name the mode of transport.
- Learners take turns making transport sounds for their classmates to identify.

Step 3: Produce

- Learners play a “What am I?” transport game in groups.
- One learner acts out or makes the sound of a mode of transport while others identify and name it.
- Learners explain whether the transport moves on land, water or in the air.

Step 4: Closure:

- Ask learners to name the transport sounds they identified.
- Learners imitate one transport sound and name the corresponding mode of transport.



Activity 1b: Transport Song, Rhyme and Movement

Step 1: Present

- Introduce a simple song or rhyme about modes of transport.
- Demonstrate actions for different modes of transport, such as driving a car, riding a bicycle or flying an aeroplane.

Step 2: Practice

- Learners sing the transport song after the teacher.
- Learners perform the corresponding actions while naming the modes of transport.
- Pause at different points and asks learners to name the transport mentioned.

Step 3: Produce

- Learners sing the song in groups and perform appropriate movements.
- Groups create additional actions for other modes of transport and name them.
- Individual learners are invited to demonstrate one movement while others identify the mode of transport.

Step 4: Closure:

- Learners name the modes of transport included in the song.
- Reinforce correct pronunciation and vocabulary.



Activity 1c: My journey – talking about modes of transport

Step 1: Present

- Tell a simple story about a journey using different modes of transport, e.g. “I went to the market by bus. I saw a bicycle and a motorcycle.”
- Display pictures as the story is narrated.

Step 2: Practice

- Learners listen to the story and identify the modes of transport mentioned.
- Learners answer simple questions about the story, such as “What did the person use to go to the market?”
- Learners practise making simple statements such as “I travel by bus.”

Step 3: Produce

- Learners take turns talking about a journey they have made or would like to make.
- Learners name the mode of transport they would use, e.g. “I will go by bus.”
- Learners draw a preferred mode of transport and orally present it to the class.

Step 4: Closure:

- Selected learners name the mode of transport they would use for a journey.
- Summarize the lesson by revising the names of different modes of transport.

Suggested Learning and Teaching Materials/Resource

Workplace charts, occupation cards, manilla paper, crayons... Picture cards/flashcards, charts, toy cars, buses, bicycles or other transport models, locally available materials/models, storybooks, real objects, chalkboard/whiteboard, digital pictures or short videos, songs/rhymes

Expected standard:

- Various modes of transport named correctly



Assessment Activities:

- **Demonstrations:** Identification of occupation, modes of transport from pictures, models or objects by name.
- **Question and Answer:** Correct responses to questions about mode of transport and occupations.
- **Oral Presentation:** Perform oral presentation correctly on naming occupations, modes of transport and briefly stating how or where they are used.

UNIT: 3

TOPIC: 0.2.3 DESCRIPTION

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 school rules and Singular and Plural Forms. These topics will help Learners develop the ability to describe and talk about familiar school rules using simple and appropriate language. Through observation, discussion, role-play, songs and classroom situations, learners identify common school rules and practise expressing what they should and should not do

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



General Competence(s):

- **Communication** – Learners use appropriate words and simple sentences to describe and discuss school rules.
- **Collaboration** – Learners work together during role-play, group discussions and school-rule games.
- **Analytical Thinking** – Learners observe situations and identify whether behaviours follow or break school rules.
- **Critical Thinking** – Learners think about appropriate and inappropriate behaviour and explain why certain rules should be followed.
- **Creativity and Innovation** – Learners use drawings, role-play, songs and actions to represent school rules.
- **Problem Solving** – Learners suggest appropriate behaviour when presented with situations where a school rule is not being followed.
- **Digital Literacy** – Learners observe digital pictures, animations or short videos showing appropriate school behaviour, where digital resources are available.
- **Entrepreneurship** – Learners develop responsibility, initiative and self-discipline by taking ownership of classroom routines and keeping their learning environment orderly.

Sub-Topic: 0.2.3.4 School Rules

Overview

The teacher engages learners in a short discussion about what they do when they arrive at school. The teacher shows pictures of learners following and breaking school rules and asks learners to describe what they see. The teacher introduces the concept of school rules as agreed ways of behaving safely, respectfully and responsibly at school.

Specific Competence: Learners to:

0.2.3.4.1 Use appropriate language to talk about school rules



Key Vocabulary

School, rules, listen, obey, respect, greet, share, help, clean, quiet, walk, sit, line up, wait, play, run, classroom, teacher, learner, please, thank you, should, should not, must, must not.

Learning Activities:



Activity 1a: Identifying and Describing School Rules

Step 1: Present

- Display pictures showing learners following different school rules.
- Introduce and explain simple rules such as “We listen to the teacher” and “We keep our classroom clean.”
- Model the appropriate language used when talking about rules.
- Learners listen and repeat the statements after the teacher.

Step 2: Practice

- Learners observe pictures and identify the school rules being followed.
- Learners repeat simple statements about the rules, e.g. “We walk in the classroom.”
- Ask learners questions such as, “What should we do in the classroom?”
- Learners answer using simple appropriate language.

Step 3: Produce

- Learners take turns describing school rules shown in different pictures.
- Learners make simple statements about rules, e.g. “We must listen to the teacher.”
- Learners identify one school rule they follow every day.

Step 4: Closure:

- Review the school rules discussed.
- Learners name two school rules they remember.



Activity 1b: Role-playing school rules

Step 1: Present

- Demonstrate appropriate and inappropriate behaviour in the classroom.
- Model language such as “We should walk” and “We should not run in the classroom.”
- Learners observe and identify the behaviour demonstrated.

Step 2: Practice

- Learners work in pairs or small groups to practise following different school rules.
- Learners role-play situations such as greeting the teacher, lining up, sharing materials and keeping the classroom clean.
- Guide learners to use appropriate language when describing the behaviour.

Step 3: Produce

- Groups perform short role-plays showing different school rules.
- Other learners identify and describe the rule demonstrated.
- Learners explain what should or should not be done in each situation.

Step 4: Closure:

- Ask learners what rules were demonstrated during the role-play.
- Learners mention one behaviour they should practise at school.



Activity 1c: Talking about school rules through a game

Step 1: Present

- Introduce a “Good Behaviour/School Rules” game using pictures or situation cards.
- Show a picture and model a statement, e.g. “We must put rubbish in the bin.”
- Learners listen and repeat the statement.

Step 2: Practice

- Learners select a picture card and identify the school rule shown.
- Learners practise describing the rule using simple sentences.
- The teacher provides prompts such as “We should...” or “We should not...”

Step 3: Produce

- Learners take turns choosing cards and talking about the school rules shown.
- Learners describe appropriate behaviour independently using simple sentences.
- Learners create or draw one school rule and orally explain it to their classmates.

Step 4: Closure:

- Ask learners to mention the most important school rules they have learned.
- Learners repeat selected school rules together.

Suggested Learning and Teaching Materials/Resource

Pictures/flashcards, chart/poster, situation cards, storybooks, puppets/dolls, role-play materials, classroom objects, chalkboard/whiteboard, locally available materials, digital pictures/videos, songs and rhymes

Expected standard:

- School rules discussed using appropriate language



Assessment Activities:

- **Demonstrations:** Identification of appropriate behaviour through actions and role-play, such as lining up, greeting the teacher, listening, sharing materials, walking and keeping the classroom clean.
- **Question and answer:** Correct responses to questions using appropriate words or simple sentences.
- **Presentations:** Perform the oral presentation correctly on one or more school rules using simple statements

Sub-Topic: 0.2.3.6 Singular and Plural Forms

Overview

Singular and plural forms is an important part of language that is in use every day by people to describe each other and things when they meet in different places. Singular and plural forms can take place at home, school, or in the community and usually done to give sense to every item under description. In this subtopic, learners will practice different Singular and plural forms. They will learn how to use singular and plural forms appropriately when conversing.

Specific Competence: Learners to:

0.2.3.6.1 Use appropriate vocabulary to express singular and plural forms



Key Vocabulary

Singular, plural, form, identify, things, by, number, one, many, picture, object, One, many, singular, plural, book, books, ball, balls, cup, cups, pencil, pencils, boy, boys, girl, girls, tree, trees, car, cars, cat, cats...

Learning Activities:



Activity 1a: Identifying things by number (one-many)

Step 1: Present

- Show learners real objects, counters or pictures e.g., one book - many books, one apple vs many apples.
- Model sentences such as, “This is one book” and “These are many books”
- Point out the difference between singular and plural forms by underlining the “s” ending letter.

Step 2: Practice

- Learners identify singular and plural forms in given words
- Tell learners to identify singular and plural portions of words e.g. singular “tomato” plural “tomatoes”
- Ask learners to say “One pencil, many pencils.”
- Provide flashcards or classroom items for learners to identify again:
 - Ask learners; “What is this?” while holding one pencil and later many pencils.
 - Learners respond: “It is a pencil” and others say many pencils
 - Asks again “What are these?” while showing several crayons.
 - Learners respond: “They are crayons.”
- Go around the classroom to guide and encourage learners to practice the use of singular and plural forms of words.

Step 3: Produce

- Provide sets of objects to the learners and give them instructions to identify singular and plural forms of objects provided.

- An individual learner asks “What is this or What are these?” the other learner answers using correct singular or plural forms e.g. this is a chair, and these are chairs.

Step 4: Closure:

- Review key vocabulary and reinforce the rule: Singular -one, Plural - many (add -s).
- Learners share one example to each other aloud.
- End with a short chant: “One book, many books; one pen, many pens!”
- Praise the learners for their active participation in the activities.

Learning Activities:



Activity 1b: Expressing nouns as singular and plural.

Step 1: Present

- Display different real objects or pictures e.g.:
 - “This is a book.” - “These are books.”
 - “This is a desk.” - “These are desks.”
 - “This is a chair.” - “These are chairs.”
- Explain to the learners the rule of adding “s” at the end of a word to make plural forms for regular nouns using different examples e.g. shoe-shoes, cloth-clothes, spoon-spoons, cup-cups...
- Clearly demonstrate singular and plural forms of words and repeat the instructions slowly while learners watch and listen as they imitate the demonstration.

Step 2: Practice

- Learners in groups to demonstrate plural and singular forms of objects given
- Learners say the singular and plural forms of given objects e.g. “Book–Books, Desk–Desks, and Chair–Chairs.”
- Individual learners to show one object and then many and ask fellow learners to respond:

- “What is this?” - “It is a book.”
- “What are these?” - “They are books.”
- Encourage learners to practice in chorus and individually.

Step 3: Produce

- Invite learners to work in small groups and provide each group with flashcards or assorted items to demonstrate singular and plural forms of words.
- Let individual learners ask fellow learners, “What is this or what are these?” while other learner answers using correct singular or plural forms e.g. “This is a desk” or “these are desks.”

Step 4: Closure:

- Ask learners about what they learnt and how they can use what they have learnt
- Recap by going through the rule: Singular = one, Plural = many (add -s) and ask learners to give one example each aloud.
- End with a quick game where you say a word in singular and learners respond in plural form e.g., singular “Chair” and plural “Chairs”.
- Praise learner for following instructions that were given throughout the lesson.



Activity 1c: Expressing nouns as singular and plural.

Step 1: Present

- Show different real objects or pictures and state their singular and plural form e.g., “This is a boy.” - “These are boys.”, “This is a girl.” - “These are girls.”, “This is an apple.” - “These are apples.”, “This is an orange.” - “These are oranges.”, and “This is a banana.” - “These are bananas.”
- Explain to the learners that a noun is a naming word and can represent one thing or many things

- Demonstrate and express nouns as singular and plural forms using the rule that enable words to be singular and plural e.g. Adding of “s” or “es” to make plural for regular nouns and the absence of “s” for singular ones.

Step 2: Practice

- Put learners in groups and provide different objects to them
- Tell learners in groups to explain how items given to their group can be called and when they are many e.g. “Apple–Apples, Orange–Oranges, Banana–Bananas.”
- An individual learner shows one object and then many, asking fellow group members say the singular and plural form of such items:
 - “What is this?” - “It is a paper.”
 - “What are these?” - “They are papers.”
- Learners practice individually saying singular and plural forms of nouns to reinforce pronunciation.

Step 3: Produce

- Learners in pairs or small groups receive flashcards or classroom items from the teacher.
- Individual learners take turns to ask “What this is or what these are?” while other learner answers using correct singular or plural forms e.g. “This is a girl.” or “These are girls.”

Step 4: Closure:

- Ask learners to say what they have learnt in the lesson e.g. girl-girls, boy-boys, paper-papers (singular and plural forms)
- Recap the lesson about expressing nouns as singular and plural forms by reminding the learners that singular means one and plural means many
- Ask learners to give one example aloud on the singular and plural forms of expression.

- Praise learners for their active involvement in the lesson and encourage them to use singular and plural forms accordingly.

Learning Activities:



Activity 1a: Identifying One and Many

Step 1: Present

- Display one ball and say:
 - “This is one ball.”
- Display several balls.
 - Say:
 - “These are many balls.”
- Repeat using familiar objects such as books, pencils, cups and toys.
- Explain simply that ‘one’ means only one and ‘many’ means more than one.

Step 2: Practice

- Show different numbers of familiar objects.
- Learners say ‘one’ or ‘many’.
- Learners sort objects into groups of one and many.

Step 3: Produce

- Learners independently select classroom objects.
- They show either one or many and describe what they have e.g.
 - **“One book.”**
 - **“Many books.”**

Step 4: Closure:

- Ask learners what ‘one’ means.
- Ask learners what ‘many’ means.
- Review using real objects.
- Praise learners for active participation.



Activity 1b: Naming singular and plural objects

Step 1: Present

- Display one book and say:
 - “Book.”
- Display two or more books and say:
 - “Books.”
- Continue with:
 - ball – balls;
 - cup – cups;
 - pencil – pencils;
 - toy – toys.
- Emphasise the difference between naming one object and naming more than one.

Step 2: Practice

- Teacher says a singular form.
- Learners give the plural form.
 - Teacher: “Ball.”
 - Learners: “Balls.”
 - Teacher: “Book.”
 - Learners: “Books.”

- Repeat using familiar vocabulary.
- Learners practise in pairs.

Step 3: Produce

- Learners pick picture cards.
- They say whether each picture shows one or many.
- Learners name the object or objects appropriately.
- Selected learners present their responses to the class.

Step 4: Closure:

- Review several singular and plural pairs.
- Ask learners to give one example of a singular word and its plural form.
- Praise learners for correct responses.



Activity 1c: Using “This is” and “These are”

Step 1: Present

- Show one object and say:
 - “This is a book.”
- Show several books and say:
 - “These are books.”
- Demonstrate additional examples:
 - “This is a ball.”
 - “These are balls.”
 - “This is a pencil.”
 - “These are pencils.”

- Explain through examples that ‘this is’ is used when talking about one object, while ‘these are’ can be used when talking about more than one.

Step 2: Practice

- Learners listen and repeat:
 - This is a ball.
 - These are balls.
 - This is a pencil.
 - These are pencils.
 - This is a cup.
 - These are cups.
 - This is a book.
 - These are books.
- Pair learners and give them different classroom objects.
- Learners practise making sentences using ‘this is’ and ‘these are’.

Step 3: Produce

- Learners independently select objects or picture cards.
- They make sentences using the appropriate form .e.g.
 - “This is a crayon.”
 - “These are crayons.”
- Learners demonstrate their sentences in front of the class.

Step 4: Closure:

- Review the difference between talking about one and more than one.
- Learners give one sentence using ‘this is’.
- Learners give one sentence using ‘these are’.
- Summarise learners' responses.

Suggested Learning and Teaching Materials/Resource

Real objects, assorted items, flash cards, word cards, charts, pictures, Real classroom objects, picture cards, charts, toys, counters, flash cards, puppets and digital resources....

Expected standard:

- Singular and plural forms of things expressed correctly



Assessment Activities:

- Describe singular and plural forms of words through different objects during activities and Sort objects accordingly.
- Respond orally to related questions.
- Talk about an object in front of the class e.g. this is a paper, these are papers.

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 care for the body. Through songs, learners will develop vocabulary, memory, confidence and improve rhythm and pronunciation. It is important to note that songs also promote collaboration, creativity and enjoyment during learning. Learners participate through singing, movement, repetition and simple conversations during and after teaching and learning experiences.



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: 0.2.4.3 Care for the Body

Overview

This subtopic introduces learners to good hygiene habits through songs. 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 home, school and in play set environments.

Specific Competence: Learners to:

0.2.3.4.1 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, play

Learning Activities:



Activity 1a: Singing ‘Care for the body song’

Step 1: Present

- Introduces the song “This is the way we...” to the learners e.g., “This is the way we wash our hands, wash our hands, and wash our hands...”
- Explain that the song teaches us how to care for our bodies by washing, brushing, cleaning, and eating healthy.
- Sing the first verse slowly while showing actions (washing hands, brushing teeth).

Step 2: Practice

- Learners sing the song ‘this is the way we...’ and repeat the song line by line with the teacher.
- Use gestures to reinforce meaning and pretend to wash hands, brush teeth, comb hair.
- Encourage learners to sing together in chorus.

Step 3: Produce

- Learners sing the song in small groups or pairs, adding actions.
- Let each group create one a simple new verse about body care e.g., “This is the way, we comb our hair...”
- Learners perform their verse about care for the body to the class.

Step 4: Closure:

- Review the key body care actions mentioned in the song (washing, brushing, eating healthy, and cleaning).
- Learners reflect by saying one body care action they will do at home.
- End with a joyful whole-class performance of the song with actions.
- Praise the learners for singing along with each other



Activity 1b: Naming items used to keep the body clean

Step 1: Present

- Introduce different items used for body care e.g. soap, water, toothpaste, face cloth, nail cutter, comb, and toothbrush.
- Show real objects or pictures while naming them clearly.
- Model sentences like, “This is soap and we use soap to wash our bodies.”

Step 2: Practice

- Learners repeat saying the names of items used to care our bodies e.g. “Soap, Water, and Toothpaste...”
- Asks learners to point to or hold up the items as they say the names.
- Use a simple rhythm or chant to make repetition fun: “Soap and water, toothpaste too, face cloth, comb, nail cutter, toothbrush for you!”

Step 3: Produce

- Learners in pairs or small groups receive pictures or real items from the teacher.
- One learner asks, “What is this?” While the other learner answers: “This is a toothbrush.” or “This is soap”.
- Learners then create short sentences about use: “We use a comb to comb our hair.”

Step 4: Closure:

- Recap the lesson by reviewing all items and their uses with the learners.
- Ask learners to sing a short verse of the “Care for the Body Song” incorporating the items e.g. this is the way we brush our teeth, brush our teeth, and brush our teeth...
- Conclude the lesson with learners naming one item they will use at home to care for their body.
- Praise learners for active participation in the lesson.



Activity 1c: Naming things used to make the body clean

Step 1: Present

- Introduce different items used for body care e.g. soap, water, toothpaste, face cloth, nail cutter, comb, and toothbrush.
- Show real objects or pictures while naming them clearly.
- Model sentences like, “This is soap and we use soap to wash our bodies.”

Step 2: Practice

- Learners repeat saying the names of items used to care our bodies e.g. “Soap, Water, and Toothpaste...”
- Ask learners to point to or hold up the items as they say the names.
- Use a simple rhythm or chant to make repetition fun: “Soap and water, toothpaste too, face cloth, comb, nail cutter, toothbrush for you!”

Step 3: Produce

- Learners in pairs or small groups receive pictures or real items from the teacher.
- One learner asks, “What is this?” While the other learner answers: “This is a toothbrush.” or “This is soap”.
- Learners then create short sentences about use: “We use a comb to comb our hair.”

Step 4: Closure:

- Recap the lesson by reviewing all items and their uses with the learners.
- Ask learners to sing a short verse of the “Care for the Body Song” incorporating the items e.g. this is the way we brush our teeth, brush our teeth, and brush our teeth...
- Conclude the lesson with learners naming one item they will use at home to care for their body.
- Praise learners for active participation in the lesson.

Suggested Learning and Teaching Materials/Resource

Real objects, soap, toothpaste, toothbrush, comb, water, scribing brush, clean, body, care, name, things, healthy

Expected standard:

- Language about caring for the body used appropriately.



Assessment Activities:

- **Question and Answer** – correct responses to questions about caring about the body.
- **Demonstrations** - Learners ‘correctly demonstrate actions to songs about care for the body when singing.
- **Presentations** - Learners’ perform different ways of caring for the body correctly.

UNIT: 5

TOPIC: 0.2.5 NARRATIONS

Introduction

Narrations help learners develop listening and speaking skills by enabling them to listen to, understand, and talk about familiar events and experiences. Through narrations, learners are encouraged to use simple and appropriate language to describe what they see, hear, and experience in their daily lives. The topic covers safety rules, simple events, and weather, with emphasis on helping learners talk about different weather conditions and how these affect their daily activities. Learners will listen to and participate in simple conversations, answer questions, describe weather conditions, and share their experiences using simple sentences. Through these activities, learners develop confidence, vocabulary, listening skills, and the ability to communicate their ideas clearly.



General Competence(s):

- **Communication:** Learners use simple sentences to name and describe different weather conditions.
- **Collaboration:** Learners work in pairs and as a class to practise talking about the weather.
- **Critical Thinking:** Learners think about what people should do during different weather conditions.
- **Analytical Thinking:** Learners observe weather pictures and identify the weather condition shown.
- **Emotional Intelligence:** Learners understand how to care for, help, and protect others in different weather conditions.

Sub-Topic: 0.2.5.3 Weather

Overview

Weather refers to the condition of the atmosphere at a particular time and place. In Early Childhood Education, learners are encouraged to talk about different weather conditions such as sunny, rainy, cloudy, windy and cold. Through oral stories and role-play, learners will develop language and communication skills while learning how different weather conditions affect people, animals and the environment.

Specific Competence: Learners to:

0.2.5.3.1 Use appropriate language to talk about weather



Key Vocabulary

Weather, sunny, rainy, cloudy, windy, cold, hot, rain, sun, wind, umbrella, shelter, clothes, warm, help, care, share, protect, friend, family, kindness, safe, thank you, please, sorry

Learning Activities:



Activity 1a: Weather story

Step 1: Present

- Ask learners about the weather for the day.
- Display and name pictures showing different weather conditions.
- Explain that people should care for one another during different weather conditions.
- Tell a short, simple oral story about caring for others during bad weather e.g.

Sample Oral Story: Helping a Friend in the Rain

One afternoon, dark clouds covered the sky and it started to rain. A girl called Thandi was walking home from school. She did not have an umbrella. Her friend Lindiwe saw her and shared her umbrella with her. They walked home together. Thandi thanked Lindiwe for helping her. Lindiwe was happy because she had helped her friend.

Step 2: Practice

- Ask simple questions about the story:
 - What happened in the story?
 - What was the weather like?
 - Who needed help?
 - Who helped Thandi?
 - How did Lindiwe help her friend?
- Learners answer the questions orally.
- Repeat important words and phrases from the story.
- Learners repeat the words and phrases after the teacher.
- Learners identify ways of caring for others during rainy or cold weather.

Step 3: Produce

- In pairs, learners take turns in telling one thing they remember from the story.
- Learners use simple sentences to explain how Lindiwe cared for Thandi.
- Learners mention other ways they can help friends during different weather conditions.

Step 4: Closure:

- Learners name the weather condition in the story.
- Review the main events of the story.
- Praise learners and encourage them to be naming different weather conditions
- Learners sing a simple song about helping one another.



Activity 1b: Types of weather

Step 1: Present

- The teacher greets the learners and asks them about the weather:
 - “How is the weather today?”
 - “What can you see in the sky?”
 - “Is it sunny or rainy?”
- The teacher displays the weather pictures one at a time and introduces each weather condition.
- The teacher shows a picture of the sun and says:
 - “It is sunny.”
 - The learners repeat:
 - “It is sunny.”
- The teacher continues with the other pictures:
 - “It is rainy.”
 - “It is cloudy.”
 - “It is windy.”

- “It is cold.”
- “It is hot.”
- Introduce the phrase of the day: “It is ...”
- Explain that learners can use the phrase to talk about the weather.
- Point to different pictures and models:
 - Teacher: “It is ...”
 - Learners: “Sunny!”
 - Teacher: “It is sunny.”
- Learners repeat the complete sentences after the teacher.

Step 2: Practice

- Display weather pictures where all learners can see them.
- Learners work in pairs.
- One learner points to a weather picture while the other learner mentions the weather condition using the phrase of the day e.g.
 - Learner A: (points to a rainy picture)
 - Learner B: “It is rainy.”
- They change roles and continue with the other pictures.
 - Pairs practise:
 - “It is sunny.”
 - “It is rainy.”
 - “It is cloudy.”
 - “It is windy.”
 - “It is cold.”
 - “It is hot.”
- The teacher moves around the class, listens to the learners and provides support where necessary.

Step 3: Produce

- Learners work independently.

- The teacher displays the weather pictures around the classroom.
- Each learner is given an opportunity to choose or point to a picture and say a complete sentence about it using the phrase of the day e.g.
 - “It is sunny.”, “It is rainy.”, “It is cloudy.”, “It is windy.”, “It is cold.”, “It is hot.”
- The teacher encourages each learner to speak clearly and independently.
- Learners who are able to do so may give an additional sentence e.g.
 - “It is rainy. I use an umbrella.”

Step 4: Closure:

- Conduct a whole-class activity.
- Display the weather pictures one by one.
- Whole class say the appropriate sentence together e.g. when the teacher displays a picture of clouds, all learners say:
 - “It is cloudy.”
- Repeat this with all the weather pictures.
- Ask the whole class:
 - “What do we say when we talk about the weather?”
 - “What is the phrase of the day?”
 - “What types of weather did we learn?”
- Learners respond together:
 - “It is ...”
 - The class then says the weather sentences together:
 - “It is sunny. It is rainy. It is cloudy. It is windy. It is cold. It is hot.”



Activity 1c: Role-playing about caring for others in different weather conditions

Step 1: Present

- Review the types of weather with the learners using pictures.
- Display a rainy-weather picture and asks:

- “What is the weather like?”
- Learners respond: “It is rainy.”
- Demonstrate a simple helping situation.
- Pretend to be carrying an umbrella while another person has no umbrella.
 - Teacher says: “It is rainy. Let me help you.”
 - The teacher shares the umbrella.
- Introduce the phrase of the day: “Let me help you.”
- Learners repeat the phrase together.
- Demonstrate other examples by using the weather pictures:
 - Cold: “Let me help you. Here is a warm sweater.”
 - Hot: “Let me help you. Here is some water.”
 - Windy: “Let me help you. Let us go to the shelter.”
- Model a short conversation:
 - Learner A: “It is rainy.”
 - Learner B: “I do not have an umbrella.”
 - Learner A: “Let me help you.”
 - Learner B: “Thank you.”

Step 2: Practice

- Divide learners into pairs, each pair receives or chooses a weather situation.
- Learners practise short conversations based on the situation.

Rainy Weather

- Learner A: “It is rainy.”
- Learner B: “I do not have an umbrella.”
- Learner A: “Let me help you.”

- Learner B: "Thank you."

Cold Weather

- Learner A: "It is cold."
- Learner B: "I am cold."
- Learner A: "Let me help you."
- Learner B: "Thank you."

Hot Weather

- Learner A: "It is hot."
- Learner B: "I am thirsty."
- Learner A: "Let me help you."
- Learner B: "Thank you."

- Move around the class, helping learners use the appropriate words and phrases.

Step 3: Produce

- Each learner is given a chance to perform a short role-play in front of the class.
- Present a weather situation, and the learner acts out how to care for someone e.g.
- Sharing an umbrella during rainy weather.
- Helping someone find shelter during windy weather.
- Giving someone water during hot weather.
- Giving someone warm clothes during cold weather.
- Helping someone find shade during sunny weather.
- The learner uses simple sentences such as:
 - "It is rainy. Let me help you. Here is my umbrella."
- The teacher encourages learners to speak clearly and demonstrate kindness.

Step 4: Closure:

- The teacher conducts a whole-class role-play activity.
- The teacher shows different weather pictures and asks:
 - “What can we do to help others?”
 - The whole class responds

Suggested Learning and Teaching Materials/Resource

Weather picture cards showing different weather conditions, Storybooks, Charts and posters, Weather pictures, Umbrella, Hats and caps, Warm clothes, Flashcards, Puppets, Real objects used during role-play

Expected standard:

- Language to talk about the weather used correctly



Assessment Activities:

Question and Answer: Correct responses to questions about caring for others on different weather scenarios.

Demonstration: Demonstration of appropriate caring actions and usage of suitable language while demonstrating.

Presentation: Fluency and correct use of phrases on caring for others.

UNIT: 6

TOPIC: 0.2.6 STORIES

Introduction

Stories help learners develop listening and speaking skills by providing opportunities to listen to, understand, retell, and talk about familiar experiences and situations. Through stories, learners are encouraged to express their ideas, feelings, and experiences using simple and appropriate language.

The topic covers caring for others, communication, and buying and selling, with the major focus on helping learners understand and talk about simple buying and selling situations. Learners will listen to and participate in stories about markets, shops, goods, buyers, and sellers, and practise using simple words and sentences related to buying and selling. Through these activities, learners develop listening skills, vocabulary, confidence in speaking, and the ability to communicate effectively in everyday situations.



General Competence(s):

- **Communication:** Learners listen to stories and use appropriate words and simple sentences to communicate during buying and selling situations.
- **Collaboration:** Learners work in pairs and groups during role-play, storytelling, and buying and selling activities.
- **Critical Thinking:** Learners think about what to buy, how to ask for prices, and how to respond appropriately in buying and selling situations.
- **Analytical Thinking:** Learners identify buyers, sellers, goods, prices, and important expressions from stories and conversations.
- **Emotional Intelligence:** Learners practise politeness, patience, honesty, respect, and appropriate ways of interacting with buyers and sellers.
- **Entrepreneurship:** Learners develop an understanding of buying and selling by taking turns as buyers and sellers, handling pretend money, setting or identifying prices, and learning the value of goods.

Sub-Topic: 0.2.6.3 Selling and Buying

Overview

Selling and buying are common activities in the community. Learners encounter these activities when visiting shops, markets and other places where goods are exchanged. Through simple oral stories, role-play, songs, conversations and practical activities, learners will listen to and use

appropriate language for buying and selling. They will practise expressions such as “How much is this?” “I would like to buy...” “Here is the money,” “Thank you,” “You are welcome,” and “Please give me...”

Specific Competence: Learners to:

0.2.6.3.1 Use appropriate language for buying and selling



Key Vocabulary

Buy, sell, buyer, seller, shop, market, money, price, cost, goods, pay, change, cheap, expensive, please, thank you, welcome, How much? I would like to buy..., Here is the money, Give me..., Take the money.

Learning Activities:



Activity 1a: Listening to a Story about Buying and Selling

Step 1: Present

- Show pictures or objects commonly bought and sold, such as fruits, vegetables, bread, books and toys.
- Use the structure, “how much?” “it is ...”
- Tell a simple oral story about a child visiting a shop to buy some items. For instance;

One morning, Mbao went to the shop with five kwacha to buy bread. He greeted the shopkeeper and asked, “How much is the bread?” The shopkeeper said, “It is five kwacha,” so Mbao bought the bread, thanked the shopkeeper and went home happily.

- Learners listen attentively to the story.

Step 2: Practice

- Retell the story slowly, emphasising words and phrases used when buying and selling. E.g. how much ... ?, it is ..., thank you
- Learners repeat key words and phrases after the teacher.
- Learners in pairs practice buying and selling expressions such as:
 - “How much is the bread?”
 - “It is five kwacha.”
 - “Here is the money.”
 - “Thank you.”
 - “You are welcome.”

Step 3: Produce

- Learners take turns retelling parts of the story using their own words.
- Selected learners act out a short buying and selling conversation.
- Learners use appropriate greetings and polite expressions during the conversation.

Step 4: Closure:

- Review the key words and expressions used in the story.
- Learners mention things that people can buy and sell.
- Praise learners for participating and using appropriate language.



Activity 1b: Role-Play of Buying and Selling

Step 1: Present

- Create a simple pretend shop in the classroom.
- Demonstrate a buying and selling conversation with a puppet.
- Model appropriate language, for example:

- “Good morning.”
- “Good morning. How can I help you?”
- “I would like to buy a sweet, please.”
- “How many would you like?”
- “I would like two.”
- Here is the money.”
- “Thank you.”

Step 2: Practice

- Learners practise the conversation in pairs.
- One learner acts as the seller while the other acts as the buyer.
- Learners change roles so that each learner gets an opportunity to be both a buyer and a seller.
- Guide learners who have difficulties using the appropriate expressions.

Step 3: Produce

- Learners conduct their own buying and selling conversations in small groups.
- Learners use classroom objects or pretend goods as items for sale.
- Learners practise asking about prices, requesting goods, paying and thanking the seller.

Step 4: Closure:

- Learners share some of the expressions they used during the role-play to the whole class.
- Reinforce the importance of being polite, honest and patient when buying and selling.
- Learners repeat selected expressions together.



Activity 1c: Storytelling and Dialogue

Step 1: Present

- Tell a short story about a child who goes to the market to buy food.

One morning, Nelson went to the market with his mother to buy tomatoes. He greeted Mr. Mbingwa the seller and asked, “How much are the tomatoes?” Mr. Mbingwa the seller told him the price, and Nelson politely paid and thanked her.

- Learners listen for words and expressions related to buying and selling.

Step 2: Practice

- Ask learners to identify the buyer and seller in the story.
- Learners identify what was bought and sold.
- Learners repeat important sentences from the story.
- Guide learners to practise polite buying and selling language.

Step 3: Produce

- Learners work in small groups to create and present a simple buying and selling story.
- Each group chooses learners to act as buyers and sellers.
- Learners use appropriate language while presenting their stories.
- Observe learners' use of vocabulary, pronunciation, turn-taking and polite expressions.

Step 4: Closure:

- Ask learners to mention some expressions used when buying and selling.
- Learners demonstrate one buying or selling expression individually or in pairs.
- The teacher summarizes the lesson by emphasising the importance of using polite and appropriate language when buying and selling.

- Learners sing a short song about buying and selling or repeat a simple buying and selling rhyme.

Suggested Learning and Teaching Materials/Resource

Real or pretend money, Pictures of shops and markets, Pictures of goods, Fruits and vegetables, Empty food packages, Toys and classroom objects, Toy shop/counter, Price tags, Puppets

Expected standard:

- Language for buying and selling is used correctly.



Assessment Activities:

- **Question and Answer:** Correct responses during the buying and selling conversations.
- **Demonstration:** Identification of correct bought and sold items.
- **Presentation:** presentation of short buying and selling dialogue or story individually, in pairs or in groups.

COMPONENT: PRE- READING

TERM 3

UNIT: 1

TOPIC: 0.2.7 VISUAL DISCRIMINATION

Introduction

Learners develop pre-reading skills by observing, identifying, interpreting and sequencing pictures in simple stories. Through picture observation, discussion, sequencing, storytelling and role-play, learners learn to follow events in a picture story and express what is happening using simple oral language.

General Competence(s):

- **Communication** – Learners describe pictures and express ideas about events in a story using simple language.
- **Collaboration** – Learners work in pairs and groups to arrange and discuss pictures.
- **Analytical Thinking** – Learners observe details and identify similarities, differences and the sequence of events.
- **Critical Thinking** – Learners predict what may happen next and explain their ideas about the pictures.
- **Creativity and Innovation** – Learners create or suggest different endings to simple picture stories.
- **Problem Solving** – Learners work out the correct order of mixed-up story pictures.
- **Digital Literacy** – Learners use digital pictures or short picture-story presentations where available.
- **Entrepreneurship** – Learners demonstrate initiative and confidence by creating and presenting their own simple picture stories.

Sub-Topic: 0.2.7.3 Simple Stories

Overview

The teacher shows learners a sequence of pictures depicting a familiar event, such as a child going to school, playing with friends, washing hands or planting a tree. Learners observe the pictures and talk about what they see. The teacher asks simple questions to help learners identify the characters, objects and actions and introduces the idea that pictures can tell a story.

Specific Competence: Learners to:

0.2.7.3.1 Read picture stories



Key Vocabulary

Picture, story, read, look, see, child, boy, girl, school, home, play, walk, eat, wash, plant, first, next, then, last, beginning, middle, end, before, after.

Learning Activities:



Activity 1: Reading and sequencing picture stories

Step 1: Present

- Display a simple sequence of three to four pictures showing familiar events.
- Ask learners to observe the pictures carefully and identify what they can see.
- Model how to read the pictures from **left to right** and from the **beginning to the end**.
- Describe the events in the pictures using simple sentences.

Step 2: Practice

- Learners identify the people, objects and actions shown in each picture.

- Learners answer questions about what is happening in each picture.
- The teacher mixes up the pictures and guides learners to arrange them in the correct order.
- Learners use words such as **first, next, then and last** to describe the sequence.

Step 3: Produce

- Learners work in pairs or small groups to arrange a set of picture cards into the correct sequence.
- Learners orally tell the story by describing what happens in each picture.
- Selected learners retell the picture story to the class in the correct sequence.

Step 4: Closure:

- Review the sequence of events with the learners.
- Learners identify what happened **first, next and last**.
- Reinforce that pictures can be used to tell or read a story.



Activity 2: Creating and role-playing a picture story

Step 1: Present

- Display a simple picture story and discuss the characters, setting and actions with learners.
- Model how to use the pictures to tell a short story.
- Learners listen and observe how the events are connected.

Step 2: Practice

- Learners work in groups to study a set of picture cards.

- Learners discuss what is happening in each picture and arrange the pictures in sequence.
- Ask questions such as **“What happened first?”**, **“What happened next?”** and **“What happened at the end?”**
- Learners practise telling the story to one another using the pictures as a guide.

Step 3: Produce

- Groups present their picture stories orally to the class.
- Learners role-play the characters and actions shown in the picture story.
- Individual learners or groups create a simple picture sequence and tell the story to their classmates.
- Learners suggest what might happen next or provide a simple ending to an unfinished picture story.

Step 4: Closure:

- Learners discuss what they enjoyed about the picture-story activity.
- Asks learners to mention the main events in one of the stories.
- Learners collectively retell the story using the pictures.

Suggested Teaching and Learning Materials/Resources:

Picture story cards, Picture books, Charts/posters showing simple stories, Flashcards, Storybooks with large illustrations, Locally made picture cards, Puppets/dolls, Objects related to the stories, Chalkboard/whiteboard, Crayons, pencils and paper, Digital pictures or short videos, where available

Expected Standard:

- Picture stories read correctly.



Assessment Activities:

- **Question and Answer** – correct responses to questions on the arrangement of the correct sequence.
- **Demonstrations** – correct demonstration on arranging mixed-up pictures in the correct order or showing the sequence of events using picture cards.
- **Presentations** - present or retell a simple picture story by Arranging and explaining the events in the correct order and using simple sentences and appropriate vocabulary.

UNIT: 2

TOPIC: 0.2.8 SOUNDS

Introduction

Sounds help learners develop effective listening and speaking skills by enabling them to listen to, identify, produce, and differentiate different sounds in their environment and in spoken language. Through the topic, learners are introduced to natural sounds, initial sounds, number of sounds, blending, substitution, recognition, rhyming, and tongue twisters. The major focus is on recognition, rhyming, and tongue twisters. These will help learners listen to and practise saying simple, age-appropriate words clearly and correctly. Through enjoyable and repetitive activities, learners develop clear pronunciation, listening concentration, sound discrimination, fluency, confidence, and coordination of speech sounds. The activities also provide opportunities for learners to have fun while improving their ability to speak and listen effectively.

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 practice 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: 0.2.8.6 Recognition

Overview

Making letter sounds is an important first step in learning to read. When learners know and say letter sounds, they can start to put sounds together to read simple words. This helps them to read words they know and new words. Therefore, this topic will help learners to listen to sounds, say sounds, and begin to read simple words.

Specific Competence: Learners to:

0.2.8.6.1 Identify sounds found in words



Key Vocabulary

Pot, bag, cat, sun, cup, pen, dog, fish

Learning Activities:



Activity1: identifying beginning sounds in words

Step 1: Present

- Display picture cards: “pot”, “bag”, “cat”, “sun”
- Say word slowly and emphasise first sound: “/p/ - ot. The sound /p/ is at the beginning of pot.”

Step 2: Practice

- Learners say words and name the first sound: "pot - /p/"
- Learners in small groups sort picture cards into sound groups: all /b/ words together, all /s/ words together
- Learners take turns to name the picture and say the beginning sound.

Step 3: Produce

- Learners play "Sound Hunt" game:
 - Learner 1 picks a picture card
 - Learner 2 says: "The beginning sound is /c/"
- Learners play "What's the First Sound?" game
 - Learner 1 says a word: "dog"
 - Learner 2 says the beginning sound: "/d/"

Step 4: Closure:

- Learners name words and their beginning sounds: pot - /p/, bag - /b/
- Recap the lesson about sounds at the beginning of words
- Summarise and emphasise: "The first sound is at the beginning"
- Praise learners for active involvement.



Activity2: Matching beginning sounds to pictures

Step 1: Present

- Display picture cards: "cup", "pen", "dog", "fish"
- Say word and stretch it: "c - /u/ - p. The sound /u/ is in the middle of cup."
- Clap 3 times for 3 sounds to show middle

- Say word slowly and emphasise middle sound: “/u/ - p. The sound /u/ is in the middle of cup.”

Step 2: Practice

- Learners say words slowly and find the middle sound
- Learners in groups sort words by middle sound: all /a/ words together - cat, bag, mat
- Learners take turns to say the middle sound.

Step 3: Produce

- Learners play "Middle Sound Game":
 - Learner 1 says a word: "bed"
 - Learner 2 says: "The middle sound is /e/"

Step 4: Closure:

- Learners name words and their middle sounds: cup - /u/, pen - /e/
- Recap about sounds in the middle of words
- Summarise and emphasise: "The middle sound is in the centre"
- Praise learners for active involvement



Activity 3: Consolidating sound recognition

Step 1: Present

- Review familiar environmental and speech sounds previously introduced.
- Produce sounds such as: clapping; knocking; ringing a bell; tapping;
- Familiar animal sounds.
- Explain that some sounds are the same while others are different.

- Say familiar words slowly and allow learners to listen carefully to their sounds.

Step 2: Practice

- Produce two sounds.
- Learners listen carefully and indicate whether the sounds are the ‘same’ or ‘different’.
- Repeat using familiar environmental sounds.
- Say pairs of familiar words.
- Learners listen for similarities in their beginning sounds.
- Use picture cards to support the activity.

Step 3: Produce

- Learners independently participate in a sound-recognition game.
- One learner produces a familiar sound while others identify it.
- Learners match pictures whose names begin with similar sounds where appropriate.
- Learners take turns listening and responding.

Step 4: Closure:

- Ask learners to name some of the sounds recognised during the activity.
- Ask whether selected pairs of sounds were the same or different.
- Summarise the importance of listening carefully.
- Praise learners for active participation.

Suggested Teaching and Learning Materials/Resources:

Bell, containers, sticks, familiar classroom objects, animal pictures, picture cards, audio recordings and appropriate digital resources.

Expected Standard:

- Sounds in given words identified correctly



Assessment Activities:

- **Demonstrations:** sound recognition in simple words.
- **Question and answer:** oral responses to questions on word recognition.
- **Presentations:** recognised sounds.

Sub-Topic: 0.2.8.7 Rhyming

Overview

Sounds are everywhere in our environment. Learners will learn to hear various sounds in nature and recognise different rhyming words. This will help learners to understand their surroundings. Rhyming words will sharpen learners' skills to listen more carefully, connect with the world around them, and enhance their pronunciation.

Specific Competence: Learners to:

0.2.8.7.1 Identify rhyming words in rhymes and songs



Key Vocabulary

Rhyme, songs, words, identify,

Learning Activities:



Activity 1: Identifying rhyming words in songs

Step 1: Present

- Sing a warm up rhyming song with the learners e.g. “Twinkle Twinkle Little star”
- Explain rhyming words as words that sound the same at the end e.g. star-are, high-sky
- Write 2 pairs of rhyming words to be identified e.g. star-are, high-sky

- Demonstrate the rhyming words to the learners by clapping when you hear rhyming words in the song

Step 2: Practice

- Give different word cards to the learners and ask them to identify rhyming words
- Learners in pairs do a clapping game of given rhyming words e.g. cat-hat, dog-car, sun-run, book-look
- Pair work: learners get picture cards: ball-call, tree-bee. Match the rhyming pictures.

Step 3: Produce

- Learners in pairs sing any 2 lines of a song and point to 1 rhyming pair e.g. row row row your boat- gently down the stream.
- Learners take turns rhyming the paired words.
- Emphasize on rhyming words and repeat them to create meaning.

Step 4: Closure:

- Recap the lesson by saying a rhyming phrase and ask learners to shout 1 word that rhymes in the phrase e.g. row row row your boat- gently down the stream - row
- Praise and encourage learners for the active participation in the lesson and emphasise of use of rhymes in real life



Activity 2: Rhyming words with actions

Step 1: Present

- Display rhyming words and corresponding pictures
- Demonstrate rhyming words on the pictures
- Model the rhyming process repeatedly

Step 2: Practice

- Learners rhyme words after the teacher
- Learners in pairs tell rhyming words to each other

Step 3: Produce

- Learners explain rhyming words to each other and give examples of rhyming words
- Learners sing a song having rhyming words

Step 4: Closure:

- Recap the lesson by going through different rhyming words
- Appreciate learners for their involvement in the lesson



Activity 3: Playing games or singing to identify rhyming words

Step 1: Present

- Introduce the idea of rhyming word
- Clap and say pairs of words e.g. cat-hat, sun-run, and dog-frog

Step 2: Practice

- Learners in pairs say rhyming words and tell learners to rhyme the actual words
- Engage learners in a thumbs up, thumb down game in such a way that when they rhyme they should give a thumbs up or thumbs down
- Ask learners to tell rhyming words among different words said to them

Step 3: Produce

- Learners use a thumbs up and thumb down game to rhyme words in pairs
- Learners take turns to rhyme given words
- Individual learners identify rhyming words among different words stated to them

Step 4: Closure;

- Ask learners to tell what they learnt in the lesson about rhyming words
- Recap the lesson by rhyming different words with the learners
- Appreciate and encourage learners for their positive involvement throughout the lesson

Suggested Teaching and Learning Materials/Resources:

Word cards, charts, real objects, pictures

Expected Standard:

- Rhyming words in rhymes and songs identified correctly.



Assessment Activities:

- **Question and Answer** - Learners' give correct responses to rhyming words.
- **Demonstrations** - Learners' rhyme different words correctly.
- **Presentations** - Learners' practice saying the rhyming words one after the other correctly

Sub-Topic: 0.2.8.8 Tongue Twisters

Overview

Tongue twisters are short groups of words that contain repeated or similar sounds. They help learners practise pronunciation, speaking fluency, listening and accurate production of sounds. Learners will listen to simple tongue twisters, repeat them and eventually recite them independently.

Specific Competence: Learners to:

0.2.8.8.1 Recite tongue twisters



Key Vocabulary

Tongue, twist, sound, speak, listen, repeat, recite, slowly, quickly, say, pronounce, clear

Learning Activities:



Activity 1: Listening to and Repeating Simple Tongue Twisters

Step 1: Present

- Introduce the activity by explaining that learners will practise saying words with similar sounds.
- Model a simple tongue twister slowly and clearly, for example:

“Six small snails slide slowly.”

- Learners listen carefully without repeating.
- Ask learners to identify the repeated /s/ sound.

Step 2: Practice

- Say the tongue twister one word at a time.
- Learners repeat each word after the teacher.
- Learners practise saying the tongue twister slowly as a whole.
- Correct pronunciation gently where necessary.
- Learners practise in pairs.

Step 3: Produce

- Individual learners take turns reciting the tongue twister.
- Learners try to recite it without teacher support.

- Learners who are confident may gradually increase their speaking speed while maintaining clear pronunciation.

Step 4: Closure:

- Ask learners which sound they heard repeatedly.
- Learners recite the tongue twister together once more.
- Praise learners for listening and participating.



Activity 2:

Step 1: Present

- Model a simple tongue twister slowly and clearly, for example:
- “Sally sells six small sweets.”
- Introduce actions that can accompany the tongue twister.

Actions:

- “Sally” – learners point to themselves.
- “Sells” – learners pretend to give something to a buyer.
- “Six” – learners show six fingers.
- “Small sweets” – learners pretend to hold and eat a sweet.
- Recite the tongue twister while demonstrating the actions.
- Learners watch and listen.

Step 2: Practice

- Recite the tongue twister and ask learners to repeat on each word.
- Learners repeat the tongue twister while performing the actions.

- Divide learners into small pairs.
- Each pair to practise the tongue twister one learner after another.
- Move around the groups and provides support.

Step 3: Produce

- In groups, learners to take turns in performing and reciting the tongue twister.
- Learners are encouraged to speak clearly rather than simply speaking quickly.
- Individual learners are given an opportunity to recite it independently.

Step 4: Closure:

- Learners recite the tongue twister together.
- Review the repeated sound.



Activity 3:

Step 1: Present

- Review simple tongue twisters previously introduced.
- Say each tongue twister slowly and clearly. Examples may include:
- “Big Ben bounces balls.”, “Five funny frogs.”
- Introduce another short and simple tongue twister where appropriate.
- Model clear pronunciation and allow learners to listen carefully.

Step 2: Practice

- Learners repeat each tongue twister after the teacher.
- Learners say the tongue twisters: slowly; together as a class; in small groups; in pairs.
- Gradually increase the speaking pace where learners are comfortable.

- Emphasise clear pronunciation rather than speed.

Step 3: Produce

- Learners participate in a playful tongue-twister presentation.
- Individuals or pairs select and say a familiar tongue twister independently.
- Other learners listen carefully.
- Encourage confidence and enjoyment rather than competition.

Step 4: Closure:

- Learners mention their favourite tongue twister.
- Learners say one selected tongue twister together.
- Ask learners why it is important to speak clearly.
- Praise learners for their effort, clear speech and participation.

Suggested Teaching and Learning Materials/Resources:

Picture cards showing objects, animals, and people related to the tongue twisters, Charts/posters displaying the tongue twisters, Puppets or dolls for demonstrating tongue twisters, Real objects related to the words used in the tongue twisters, Audio recordings of simple tongue twisters and environmental sounds.

Expected Standard:

- Tongue twisters recited accordingly



Assessment Activities:

- **Demonstration** - identification of the repeated sound.
- **Question and Answer** - Correct response on mentioning the correct repeated sound in a tongue twister.

- **Presentation:** Individual learners or groups recite a selected tongue twister before the class.

COMPONENT: PRE-WRITING

TERM 3

TOPIC: 0.2.9 HANDWRITING

Introduction

Handwriting is the art of prints to create meaning with a hand and handwriting development in early childhood begins with strengthening small muscles in the hands and fingers. This topic covers nine (9) subtopics being sitting posture, hand/ finger manipulation, book handling, book exploration, make own books, simple gadget exploration, pencil grip, patterns and copying. This term focus on copying. Through the successful coverage of this content learners will develop necessary fine motor skills, hand-eye coordination, and finger strength as well as manipulation. These skills prepare learners for correct pencil gripping and smooth handwriting in later stages of learners' education.

General Competence(s):

- **Communication** – Learners recognise, say and communicate their names while practising writing them.
- **Collaboration** – Learners work in pairs and groups to identify, match and practise copying names.
- **Analytical Thinking** – Learners observe the letters in their names and identify their order, shape and size.
- **Critical Thinking** – Learners compare their written names with the model and identify letters that need correction.

- **Creativity and Innovation** – Learners decorate their name cards and use creative ways to practise writing their names.
- **Digital Literacy** – Learners observe their names displayed on a digital device or use digital writing activities where appropriate and available.
- **Problem Solving** – Learners find ways to correct incorrectly formed letters, spacing or positioning when copying their names.
- **Entrepreneurship** – Learners develop independence, confidence and responsibility by producing and taking care of their own written work.

Sub-Topic: 0.2.9.9 Copying

Overview

Copying is the act of transferring written letters, words, or symbols to produce another copy. Learners develop early handwriting skills by recognising and copying their own names through tracing, matching, air-writing, and copying activities, which help improve fine-motor coordination, pencil control, letter formation, directionality, spacing, and confidence. The teacher introduces the subtopic by asking learners to state their names, displaying name cards for identification, and demonstrating how to copy names correctly while focusing on the sequence, formation, size, and spacing of letters.

Specific Competence: Learners to:

0.2.9.9.1 Copy simple words



Key Vocabulary:

Name, letter, write, copy, trace, line, pencil, paper, capital letter, small letter, first, next, last, Cat, dog, pen, cup, look, jam, to, go, space, write, read.

Learning Activities:



Activity 1: Copying 2-3 letter word with correct grip and direction

Step 1: Present

- Demonstrate picking up bottle tops and drop in a container to show "Pinch like holding a pencil"
- Holding crayons/pencil or stick to show "tripod grip" - thumb and 2 fingers.
- Show big picture of an object and a word. E.g. picture (cat) + word "cat" under it on chart
- Demonstrate writing direction for 'c' (top to down), 'a' (around), 't' (top to down) on board with lines like a book or in a book while verbalising the directions. Say "We start at the top"

Step 2: Practice

- Learners use 2 fingers to write 'c-a-t' in the air, verbalising the direction for each letter in the word (top to down, around, top down)
- Learners trace 'cat' in sand with index finger saying (top to down, around, top down)
- Learners trace dotted 'cat' with crayons.

Step 3: Produce

- Learners copy a word e.g. "cat" under the picture in books

Step 4: Closure:

- Learners to say what they have learnt "We hold pencil like this"
- Appreciate learners for good grip



Activity 2: Copying 2 words – eye hand coordination

Step 1: Present

- Show pictures of two objects or animals and a word under the picture. E.g. dog (picture) and dog (word) pen (picture) and pen (word).
- Demonstrate copying the words 'd-o-g', 'p-e-n' emphasising looking at each letter "Left to right. Top to down" direction.

Step 2: Practice

- Learners trace words on templates with finger, left to right while looking at each letter
- Learners write big 'dog' and 'pen' in the air while saying letters

Step 3: Produce

- Learners copy the word “dog”, “pen” under their pictures in books while moving hand from left to right and looking at words

Step 4: Closure:

- Gallery walk: Learners walk and look at friends' work
- Summarise: "Our eyes look, our hand follows. We write from left to right"
- Praise learners for coordinated hands and eyes

Learning Activities:



Activity 3: Copying slanting lines

Step 1: Present

- Display large examples of slanting lines.
- Demonstrate a slanting line slowly on the board or another large writing surface.
- Show learners the correct starting and finishing points.
- Demonstrate slanting lines in different directions.
- Learners observe carefully.

Step 2: Practice

- Learners make slanting movements in the air using their fingers.

- Learners practise large arm movements.
- Learners' finger-trace large prepared slanting lines.
- Provide dotted slanting lines for learners to trace.
- Guide learners to follow the correct direction of movement.

Step 3: Produce

- Learners independently copy slanting lines in prepared spaces.
- Encourage appropriate spacing and controlled movements.
- Where appropriate, learners copy repeated slanting-line patterns.

Step 4: Closure:

- Display selected learners' work.
- Ask learners to identify slanting lines.
- Briefly review standing, sleeping and slanting lines.
- Praise learners for careful copying and effort.

Learning Activities:



Activity 4: Copying simple words

Step 1: Present

- Display simple, familiar words such as cat, dog, sun, cup, pen using word cards or on the board.
- Read each word aloud and learners repeat.
- Demonstrate how to copy each word, showing correct letter formation, directionality, spacing and use of the writing line.

Step 2: Practice

- Learners trace simple words using dotted or faintly written letters.
- Learners copy the words from word cards or the board into their exercise books.
- Teacher moves around the class, observing learners and providing guidance on pencil grip, letter formation, spacing and size.

Step 3: Produce

- Learners independently copy 3–5 familiar simple words into their exercise books.
- Learners match pictures with their corresponding words and copy the words underneath the pictures.
- Learners display their completed work for peer or teacher observation

Step 4: Closure:

- Ask learners to identify and read some of the words they have copied.
- Learners share their work with a partner and identify correctly copied words.
- Give feedback, praises learners' efforts and reinforces correct letter formation, spacing and neatness.

Specific Competence: Learners to:

0.2.9.9.2 Copy simple sentences

Learning Activities:



Activity 5: Copying a simple sentence

Step 1: Present

- Write the sentence e.g. “Pat sat.” on the board.
- Read the sentence slowly.
- Learners repeat the sentence.

- Demonstrate how to copy the sentence, showing the capital letter, space between words and full stop.

Step 2: Practice

- Learners trace the sentence in the air.
- Learners copy the sentence with teacher guidance.
- Emphasise leaving a space between Pat and sat.
- Learners check their work against the model.

Step 3: Produce

- Learners independently copy:
 - Pat sat.
- Check learners' handwriting and accuracy.

Step 4: Closure:

- Learners read the sentence together.
- Ask: “Where to leave space” in the word of the day.
- Learners identify the capital letter and full stop.



Activity 6: Copying words

Step 1: Present

- The teacher writes and reads the following simple sentences:
 - Pat sat.
 - Nan sat.
 - A pan.
 - A tap.
- Demonstrate how to copy each sentence carefully e.g. **Pat, tap, pan, nap, sap, sat**
- Read each word while pointing to it.

- Demonstrate how to copy each word carefully.

Step 2: Practice

- Learners read the sentences with the teacher.
- Learners trace one sentence in the air.
- Learners practise copying the sentences with teacher guidance.
- Emphasize on;
 - Capital letter
 - Correct letter formation
 - Spaces between words
 - Full stops

Step 3: Produce

- Learners independently copy selected words.
- Learners compare their work with the words on the board.
- Learners correct letters that are missing or incorrectly formed.

Step 4: Closure:

- Learners read the words they have copied.
- Review correct letter formation and spacing.
- Learners show their work to the teacher.



Activity 7: Copying short sentences

Step 1: Present

- Display a chart showing one simple sentence e.g. A boy sat...
- Explain copying to the learners as a way of producing another exact copy from the original form

- Demonstrate copying of the sentence from the chart by showing learners how to copy the sentence from left to right
- Model copying the sentence from left to right

Step 2: Practice

- Expose learners to copying of 3 different simple sentences e.g. A girl is eating, teacher is talking, a cow sat
- Learners take turns to demonstrate copying of the simple sentences repeatedly

Step 3: Produce

- Learners perform the exercises independently
- Encourage learners to demonstrate copying of simple sentences

Step 4: Closure:

- Ask learners to show the sentence they enjoyed copying
- Ask learners to tell the direction of copying simple sentences
- Recap the lesson by reminding the learners that today we learnt about copying of simple sentences and make emphasis on correct copying of words and sentences
- Praise learners for participating fully in the lesson

Specific Competence: Learners to:

0.2.9.9.3 Copy own name



Key Vocabulary:

Name, own, copy, copying, from, name card, copy, tag

Learning Activities:



Activity 8: Copying own name from a name card

Step 1: Present

- Display different blank name tags to the learners

- Give identities to the nametags by naming and writing on each nametag accordingly e.g. joy...
- Show how copying is done from the name cards
- Model copying of a name from the name card

Step 2: Practice

- Give learners different materials or objects including name cards and ask them to copy each name on the name card
- Individual learners copy the name on the name card
- Encourage learners on the correct way of copying names

Step 3: Produce

- Learners independently copy names on name cards to create second copies from the original name on the name card
- Tell learners to explain what they are doing in simple language

Step 4: Closure:

- Ask learners to display the copies they have made from the original names from the name cards
- Allow few learners to explain what they were doing
- Ask recap questions like: what materials did we use today and were you copying the names
- Appreciate learners effort and encourage them to keep participating



Activity 9:

Step 1: Present

- Display individual name cards and ask learners to identify their own names.
- Point to the letters in a learner's name and say the name aloud.
- Demonstrate how to trace a name from left to right.
- Learners observe the correct pencil grip, posture and direction of writing.

Step 2: Practice

- Learners identify their own name cards from a selection of name cards.
- Learners trace their names using their fingers before using a pencil or crayon.
- Learners practise writing the letters of their names in the air while following the teacher's demonstration.
- Support learners who have difficulty recognising or forming particular letters.

Step 3: Produce

- Learners trace their own names on prepared worksheets.
- Learners practise copying their names underneath the teacher's model.
- Learners compare their work with the name card and make corrections with teacher guidance.

Step 4: Closure:

- Ask learners to show and identify their written names.
- Learners say their names aloud while pointing to the letters they have written.
- Praise learners for their effort and correct pencil control.



Activity 10: Copying own name

Step 1: Present

- Demonstrate how to copy a name from a name card onto paper.
- Emphasize correct letter formation, directionality, size, spacing and writing on the line.
- Learners observe the demonstration and discuss what they need to remember when copying their names.

Step 2: Practice

- Learners practise copying their names from individual name cards.
- Learners copy their names several times on lined or prepared paper.
- The teacher moves around the class and provides individual support and feedback.
- Learners compare their writing with the model and correct letters where necessary.

Step 3: Produce

- Learners independently copy their own names without tracing.
- Learners decorate their completed name cards using drawings or simple patterns.
- Learners display their completed name cards for classmates to see.

Step 4: Closure:

- Selected learners show their name cards to the class and say their names.
- Review the correct way of holding a pencil and copying letters.
- Learners collect and safely keep their completed work.

Learning Activities:



Activity 11: Copying from name tags

Step 1: Present

- Display different blank name tags to the learners
- Give identities to the nametags by naming and writing on each nametag accordingly e.g. joy...
- Show how copying is done from the name tag
- Model copying of a name from the name tag

Step 2: Practice

- Give learners different name tags and ask them to identify and copy each name on the name tags
- Learners identify and copy the name on the name tag
- Guide learners on the correct way of copying the names on name tags provided

Step 3: Produce

- Learners independently identify and copy own names on other cards to create second copies from the original name on the name tag
- Tell learners to explain what they are doing in simple language

Step 4: Closure:

- Ask learners to display the copies they have made from the original names from the name cards
- Allow few learners to explain what they were doing
- Ask recap questions like: what materials did we use today and were you copying the names
- Appreciate learners effort and encourage them to keep participating

Suggested Teaching and Learning Materials/Resources:

Individual name cards, name charts, prepared worksheets, lined paper, pencils, crayons, coloured pencils, chalkboard/whiteboard, letter cards, tracing sheets, sand trays or sandpaper letters, modelling clay/playdough, digital writing/name activities, where available

Expected Standard:

- Own name copied correctly.



Assessment Activities:

- **Demonstration:** Correct demonstration on tripod grip and exhibition of good handwriting.
- **Question and Answer:** Correct responses on punctuation and spacing.

- **Observation:** Observe the maintenance of appropriate spacing and letter formation.

APPENDIX

LISTENING AND SPEAKING LESSON PLAN

SCHOOL: Mwaiseni ECE Centre

TEACHER'S NAME: Mukupa Mirriam

CLASS: Reception

DAY: 31/08/2026

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

EXPECTED STANDARD:

Language for talking about road safety rules used correctly.

LESSON PROGRESSION

STAGES	TEACHERS ACTIVITIES	LEARNERS ACTIVITIES	ASSESSMENT CRITERIA

<p>INTRODUCTI ON-</p> <p>PRESENT</p> <p>Activity 1: Picture Discussion</p>	<p>Greet learners and ask learners: “How do you come to school?</p> <p>What do you see on the road?</p> <p>Introduces the lesson on the road safety rules.</p> <p>Show a printed picture of children crossing the road at a zebra crossing.</p> <p>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.</p>	<p>Respond to greetings.</p> <p>Foot, car, bus, bicycle</p> <p>Common places, roads, vehicles, and people</p> <p>Observe the picture and talk about what they see in pairs</p> <ul style="list-style-type: none"> - I have seen the road - The zebra crossing - The children are crossing the road <p>Learners turn to the partner and talk about the rules to follow when crossing the road using the structure:</p>	<p>Learners respond verbally and identify things found on the road.</p>
---	---	--	---

	Model simple sentences, e.g., “when crossing the road i... ”	<p>“When crossing the road I ...”</p> <ul style="list-style-type: none"> - 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	<p>Use a game to prompt learners to mention road safety rules using the structure: when crossing the road I ...</p> <p>Draw a mini-road and assign roles to learners as pedestrians, drivers, Guides learners to practice crossing the road in groups</p>	<p>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.</p> <p>Cross the road safely as they sing the song.</p> <p>‘I want to cross the road, I want to cross the road look right look left, look right again I want cross the road’</p>	<p>Learners listen attentively and repeat safety rules correctly.</p> <p>Learners demonstrate safe road crossing behaviour</p>

		and practice them when walking.	
CONCLUSION	<ul style="list-style-type: none"> Teacher asks learners to repeat the road safety rules together. <p>Teacher summarises the learners responses emphasises the importance of staying safe on the road.</p>	<p>“Learners complete the sentence: “Today I learnt that...” Or</p> <p>“To be safe on the road I must...”</p>	Rules mentioned correctly.

LESSON EVALUATION

.....

.....

.....

.....

PRE-READING LESSON PLAN

LESSON PLAN

SCHOOL NAME: MKUMBUDZIPRIMARYSCHOOL

TEACHER’S NAME: Chola, G**DATE:** 07/ 09/ 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	<ul style="list-style-type: none">• 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? <p>Praise learners for correct identification and tell the learners that identifying a</p>	<ul style="list-style-type: none">• Respond to greeting.• Learners give different guesses• Responds – cup• Observe the displayed objects (three shoes and one hat)	<ul style="list-style-type: none">• Learners guess.• Correctly observes and pays attention to the given objects. <p>Learners correctly identifies the odd one out.</p>

<p>PRESENT</p>	<p>different object from others is called ‘odd one out’</p> <p>Sing an identification song slowly pronouncing the words clearly.</p> <p>Today we will learn about odd one out.</p> <ul style="list-style-type: none"> • 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>.” 	<p>Hat</p> <p>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</p> <ul style="list-style-type: none"> • Observe the objects displayed. • Listen to explanations. 	<p>Learners singing correctly about the odd one out.</p> <ul style="list-style-type: none"> • Learners correctly identify the different object. • Learners say simple
-----------------------	---	--	---

	<ul style="list-style-type: none"> Ask learners to say the structure of the day repeatedly. 	<ul style="list-style-type: none"> Repeat the sentences to practice the structure “The <u>orange</u> is different because it is <u>round</u>.” 	descriptive sentences.
LESSON DEVELOPMENT PRACTICE	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Identify the odd one out from given picture cards. Present answers to each other and to the teacher. Explain reason using the given structure. 	<ul style="list-style-type: none"> Learners correctly identify the odd object. Learners explaining correctly using the learnt structure.
EXERCISE / ASSESSMENT PRODUCE	<ul style="list-style-type: none"> Divide learners into pairs. Instruct learners to create their own “odd one out” sets using classroom different objects. 	<ul style="list-style-type: none"> Work in pairs to create sets. 	<ul style="list-style-type: none"> Learners correctly create valid “odd one out” sets.

	<ul style="list-style-type: none"> Ask pairs to display their sets and explain their findings to the whole class. 	<ul style="list-style-type: none"> Display their sets and explain by using the learnt structure. 	<ul style="list-style-type: none"> Learners confidently explain their reasoning.
HOME WORK	<ul style="list-style-type: none"> Draw a set of four mixed objects with 1 odd one out object. The learners to then circle the object that is different. 	<ul style="list-style-type: none"> At home, identify and draw four objects with 1 odd one out object. Circle the odd one out object. 	<ul style="list-style-type: none"> Learners identify and draw clearly similar objects by type/category and correctly circle the odd one out.
CONCLUSION	<ul style="list-style-type: none"> 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 ____." 	<ul style="list-style-type: none"> Observe objects shown during recap and Identify the odd one out. Use simple sentences to explain their answers. 	<ul style="list-style-type: none"> Learners correctly identify the odd object. Learners use appropriate descriptive vocabulary. Learners confidently

	<ul style="list-style-type: none"> • Praise learners for correct responses and active participation in the lesson. 	<ul style="list-style-type: none"> • Participate actively in the recap. 	use the sentence structure..
--	---	--	------------------------------

LESSON EVALUATION:

.....

.....

.....

.....

.....

PRE-WRITING LESSON PLAN

LESSON PLAN

TEACHER'S NAME: Banda P

DATE: 02/09/2026

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

	<p>Ask learners to state what they think the teacher was using during the pretend actions.</p> <p>Tell learners that today's lesson is on exploring different gadgets.</p>	Say what the teacher was using during the pretend e.g., pencil, crayons, phone ...	
PRESENT	<ul style="list-style-type: none"> • Display pencils, crayons, markers, chalk, phones, min-computers, mini tablets.... 	<ul style="list-style-type: none"> • Observe different gadgets displayed. 	<ul style="list-style-type: none"> • Learners actively participate in observing displayed gadgets.
	<ul style="list-style-type: none"> • Explain how individual gadgets work to the learners 	<ul style="list-style-type: none"> • Listen to functions of the individual gadgets 	<ul style="list-style-type: none"> • Learners clearly demonstrate understanding of how each gadget functions.
	<ul style="list-style-type: none"> • Model the use of gadgets 	<ul style="list-style-type: none"> • Learners imitate using individual gadgets differently. 	<ul style="list-style-type: none"> • Learners observe and replicate the correct use of each gadget.

LESSON DEVELOPMENT- PRACTICE	<ul style="list-style-type: none"> Ask learners to hold individual gadgets and explain the use of the held gadget to others. 	<ul style="list-style-type: none"> Learners hold the gadgets and explain the use of the held gadget to others. 	<ul style="list-style-type: none"> Learners collaborate effectively handle given gadgets appropriately.
	<ul style="list-style-type: none"> Some learners from groups present to other learners on how different gadgets work. 	<ul style="list-style-type: none"> Learners hold pencils correctly, trace and draw strokes, practice on paper. 	<ul style="list-style-type: none"> Learners confidently present to the class, explaining the functions and uses of different gadgets clearly.
EXERCISE / ASSESSMENT- PRODUCE	<ul style="list-style-type: none"> Tell learners to demonstrate gadget holding. e.g., how to hold a pencil, crayon... 	<ul style="list-style-type: none"> Learners demonstrate gadget holding. e.g., how to hold a pencil, crayon... 	<ul style="list-style-type: none"> Learners correctly demonstrate proper handling of different gadgets.
	<ul style="list-style-type: none"> Tell learners to demonstrate how to use the gadgets using different gadget. 	<ul style="list-style-type: none"> Learners draw a line, colour a picture, make a 	<ul style="list-style-type: none"> "Learners accurately demonstrate the practical functions of

		phone call, open the min-laptop.	different gadgets.
CONCLUSION	<ul style="list-style-type: none"> Learners answer questions based on the topic 	<ul style="list-style-type: none"> Learners identify simple gadgets and demonstrate how to use. 	<ul style="list-style-type: none"> Learners actively participate in the recap
	<ul style="list-style-type: none"> Summarise learners' responses emphasise the main points of the lesson. 	<ul style="list-style-type: none"> Learners listen attentively to the main points. 	<ul style="list-style-type: none"> Learners identify and demonstrate the use of gadget correctly.
	<ul style="list-style-type: none"> Praise the learners for their active participation and contributions to the lesson. 		<ul style="list-style-type: none"> "Learners recognised for their active participation accordingly.

Lesson Evaluation:

.....

.....

.....

.....

.....

BIBLIOGRAPHY

Curriculum Development Centre. (2023). **Early Childhood Education Syllabus (Ages 4–5)**. Lusaka: Ministry of Education.

Examinations Council of Zambia. (2016). **Assessment Guidelines for Primary Schools**. Lusaka: ECZ.

Ministry of Education. (2010). **Early Childhood Care, Development and Education (ECCDE) policy**. Lusaka: Government of the Republic of Zambia.

Ministry of Education. (2014). **Primary Literacy Programme (PLP) Teacher’s Guide**. Lusaka: Curriculum Development Centre.

Ministry of Education. (2014). **Teacher’s Curriculum Implementation Guide for Primary Schools**. Lusaka: Curriculum Development Centre.

Ministry of General Education. (2013). **Zambia Education Curriculum Framework (ZECF)**. Lusaka: Curriculum Development Centre.

Ministry of General Education. (2023). **Zambia Education Curriculum Framework (ZECF)**. Lusaka: Curriculum Development Centre.

Ministry of General Education. (2014). **Zambia primary school curriculum**. Lusaka: MoGE.

Opportunity International EduFinance. (2022). **EduQuality programme: Pathways to excellence (P2E) teacher support materials**. Lusaka: Opportunity International.

Room to Read Zambia. (2018). **Early grade reading storybooks**. Lusaka: Room to Read Zambia.

Teaching Service Commission. (2017). **Teacher competency framework**. Lusaka: TSC.

UNESCO. (2017). **Early Childhood Care and Education: A Guide for Teachers**. Paris: UNESCO.

UNICEF Zambia. (2016). **School Readiness and Early Learning in Zambia**. Lusaka: UNICEF.

University of Zambia & USAID. (2017). **Language and Literacy Development Modules (LLDE)**. Lusaka: University of Zambia.

USAID Zambia. (2019). **Let's Read Zambia: Teacher's Guides and Literacy Materials**. Lusaka: USAID.

VVOB Zambia. (2019). **Early Childhood Education Teaching and Learning Materials**. Lusaka: VVOB.

VVOB Zambia. (2020). **Teacher Professional Development Materials for Early Childhood Education**. Lusaka: VVOB.

Zambia Open Community Schools. (2018). **Early Literacy Teaching Strategies**. Lusaka: ZOCS.