



ESSENTIAL

Language and Literacy Kindergarten 1

Teacher's Guide



Adwoa Nkrumah &
Evelyn Kwarteng



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NNF Esquire Limited
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Authors: Adwoa Nkrumah, Evelyn Kwarteng

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Introduction

RATIONALE

The rationale for the Kindergarten Curriculum is to provide through play and use of creative learning and teaching approaches a positive learning experiences to learners at this level so that they are ready for school. The first eight years in a child's life are the formative and the most critical years and require that the learning to which they are exposed are appropriate in enhancing their curiosity, creativity and critical thinking. The kind of physical and psychological environments that are created, the interactions and the experiences adults have with learners influence and have lasting effects on them. At this stage the child requires basic needs like nutrition, warmth, health, security, interaction and stimulation for social, emotional psychological, physical and cognitive development. It is during this stage that the child establishes learning patterns, attitudes, personality and a sense of being. Learners generally learn by practice and this is done naturally and best through play. They are very active, curious, and explorative and enjoy listening to stories. This natural tendency should be the basis for designing teaching and learning programmes for young learners.

Since learners learn better in a positive learning environment, where they feel emotionally and physically safe to enjoy learning, play-based learning this curriculum has at its heart this practices essential for motivating learners to attend, stay in school and perform better socially and academically. An integrated, inquiry and discovery approach to teaching and learning will foster caring, supportive and committed relationships

between teachers and learners, as well as between learners and their peers. Teachers become more confident in their practice, feel trusted by learners, and can develop better classroom management and positive discipline practices. Play-based learning further helps to develop the inherent potential of learners and the critical thinking and imagination skills.

PHILOSOPHY

The Early Years learning curriculum is informed by three main philosophical ideas, namely the Brain research, Developmental theory and the Social Constructivism. Firstly, learner's brain; from birth to ages eight undergoes maximum development. During this developmental period, the young child's brain is extraordinarily active, developing very fast, and this is the optimal time for learning and development for life. Early years are critical and very important because the experiences a child encounters at that period have a decisive impact on the development of connections in the brain. During this critical and "sensitive period" of the early years, the child develops language and literacy skills, physical, psycho motor, cognitive, emotional control and interpersonal social skills. It is important for every growing child to be exposed to learning experiences that are positive, appropriate and holistic instead of fragmented and compartmentalised.

LEARNING PHILOSOPHY

Developmental theories affirm that learners go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develop at their own pace.

In language and cognitive skills development, learners go through different stages that are unique. This curriculum identifies the individual differences and variability in a child's development and affirms that the differences would not be seen as deficit or weaknesses, but rather rich and appropriate developmental experiences to help them bridge home and school experiences. This curriculum ensures that classroom experiences are made rich and activities are developmentally appropriate to cater for the different and unique stages.

Further, the current curriculum relies on social constructivist philosophical notions which emphasises that learners learn better when they are actively involved in their own learning: Learning is a social and interactive process. Learners learn better when they interact and share ideas with adults and other knowledgeable peers around them. The typical characteristics of the learners at the early years is that they are active, explorers, builders, also extremely curious and thus learn best when they are involved actively in their own learning process. For such learners, learning and play are inextricably linked and as learners play and interact with their friends, they learn better.

Finally, to promote high quality learning, that is functional, meaningful, and authentic, the growing child needs a safe, warm, nurturing, and welcoming Physical, social, emotional and psychological environment. This is vital because research affirms that the type of environment created for the child is key to their successful development and a brighter future.

LEARNING OUTCOMES

Learning outcomes are grade specific. They describe, in observable and measurable terms, what learners must be able to demonstrate, with respect to each of the content standards, to meet grade level expectations.

The learning outcomes for each content standard become progressively more complex as learners move up the grade levels. This is done to ensure that learners become increasingly more proficient in their understandings and their use of these understandings as they move through the grade levels.

It should be noted that learning outcomes define what students should understand and be able to do. They do not define teaching methods. Teachers are free to select the instructional strategies they feel are most appropriate for ensuring that learners can meet the learning outcomes.

It should be noted that in early primary, learner's learning is focused around a limited number of content standards. By p3, however, learners are expected to be developing understandings with respect to all five standards.

Order of learning outcomes within a content standard

The content standards themselves, and the learning outcomes for a given content standard, are not necessarily organized sequentially. For example, just because learning outcome A comes before learning outcome B does not mean that learning outcome A should be addressed before learning outcome B. Teachers might want to address learning outcome B before learning outcome A, or address the two learning outcomes at the same time.

The illustrative term and weekly schemes of work provided in this resource guide serve as examples of how teachers might organize learning for a given grade level.

ASSESSMENT TASKS

Assessment tasks are simple problems or task that district staff, head teachers or classroom teachers can use to measure whether learners have met the standards described in the performance standards. Each task has a simple to interpret scale to allow teachers to determine whether a given learner is performing at, below or above expectations for their grade levels. Assessment tasks are included for the end of year performance standards.

CORE COMPETENCIES

Core competences describe a body of skills that teachers at all levels should seek to develop in their learners. The competences presented here describe a connected body of core skills that are acquired throughout the processes of teaching and learning. Core competences include the following:

Critical thinking and Problem solving (CP)

Developing in learners' cognitive and reasoning abilities to enable them to analyse and solve problems. Learners will be able to analyse and find solutions to problems using their own experiences. This will allow learners to embrace the problem and take responsibility for their own learning.

Creativity and Innovation (CI)

This competence will help learners to develop an entrepreneurial skill that requires imagination, (ingenuity of ideas, arts, technology and creativity. Learners will be able to think independently and create solutions to address problems.

Communication and Collaboration (CC)

Learners will be able to use languages, symbols and texts to exchange information about themselves and their experiences. Learners will actively participate in sharing ideas and engaging in dialogues. This will be able to boost their listening and speaking skills. They will also learn to listen, respect, value other people's views and be able to work together with peers.

Cultural identity and Global Citizenship (CG)

Develop learners to put country and service first by making them understand what it means to be active citizens. Inculcating in them a strong sense of environmental, social, and economic awareness, with emphasis on protecting the environment. Learners make use of the knowledge, skills, attitudes acquired to contribute effectively towards the socioeconomic development of the country and on the global stage. Build skills to critically analyse cultural trends, identify and contribute to the global world.

Personal Development and Leadership (PL)

Improving self-awareness, health, building self-esteem; identifying and developing talents, skills, of self and others. Also, fulfil dreams and aspirations. It involves recognising the importance of values such as honesty and empathy; seeking the well-being of others; distinguishing between right and wrong; fostering perseverance, resilience, and self-confidence; exploring leadership, self-regulation and responsibility, and developing love for lifelong learning.

STRUCTURE OF LANGUAGE AND LITERACY CURRICULUM

There are four main language skills to develop in learners right from the early years in order to help them become successful in their future education. These skills are:

- ◆ Listening (Oral language)
- ◆ Speaking (Oral language)
- ◆ Reading
- ◆ Writing

Explanation of the meaning of the four skills is as follows:

◆ **Listening**

This is the ability to accurately receive, attend to, understand and interpret messages in the communication process, e.g., the ability to listen to, understand and follow directions, instructions etc. given in a language. This is closely related to Speaking. The two skills move together.

◆ **Speaking**

This is the ability to speak a language clearly, and in a way that will be understood by listeners. This is an oral communication skill that learners should be encouraged to practise to perfection because it serves as a foundational skill to other language and literacy skills.

◆ **Reading**

Reading which is a receptive skill is closely linked to Listening. This is the ability to receive a written message through reading it, attend to it, and understand what is conveyed in a piece of

writing/print. The reader must be able to read fluently, coherently, understand what is read before responding to it. The reader responds to something that is read in many ways; answer questions arising from the passage/text read, retell, summarize texts read in his/her own words to show understanding of the texts, act it out or write a response to it. Reading is closely linked to Writing and must not be treated as an isolated skill.

◆ **Writing**

It is the ability to express one's thought clearly and comprehensively in writing. Writing may be in the form of scribbling, drawing, simple sentences, short essays, compositions, summaries, letters, etc.

The relationship among these quadruplet skills is that "Listening" and "Reading" are referred to as "Receptive Skills"; the skills through which a learner receives communication or a message. "Speaking" and "Writing" are referred to as the "Productive/Expressive Skills" because these skills help the learner to respond to a message received, or knowledge acquired, by expressing his/her understanding either through speaking the language and/or through writing. When a child scribbles, draws, paints, writes new stories, letters, simple sentences, short essays, or any form of compositions, he/she is producing language. It is in this context that we

need to teach these skills and not see them as isolated skills.

Besides the dimensions just discussed, learning language and literacy involves the acquisition of two major behaviours. These are “Knowledge and Understanding” and the “Use of Knowledge”. “Knowledge and Understanding” refers to the ability to identify and recall, for example, letter-sound relationship, manipulation of sounds in speaking and writing, etc. acquired through Listening and Reading and the principles of grammar acquired through instruction. “Use of Knowledge” implies the ability to use the language in writing and in speaking.

Reading is another complex skill which has many other components. For learners to become fluent and skilled readers, they need to acquire the following six essential components of reading. These are phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) as well as the other learning areas (numeracy, our world and our people and creative arts). This is because the appropriate integration of the language and literacy skills into the other learning areas and vice versa promote learners’ early literacy acquisition that will prepare them to succeed in the higher academic and social endeavours.

In this integrated thematic KG curriculum, the strands (themes) are

taken from Our World and Our People of which the other learning areas are interwoven, therefore the teacher must think through and plan as well as adopt strategies and activities that will facilitate the connection.

It is therefore important to create communication-rich and print-rich classroom environments that will help motivate learners to use and experience authentic ways which in turn fosters the foundational language and literacy skills. It is essential for the teacher to label the major objects (board, door, windows, teacher’s table, learning centres), teaching and learning materials and other classroom displays bilingually (in a Ghanaian language and the English language) to promote bilingualism and biliteracy.

THE SIX ESSENTIAL LANGUAGE AND LITERACY SKILLS

Phonemic Awareness: Awareness to recognize that spoken language is made up of series of sounds. Learners need to have the ability to notice, think about, and work with the individual sounds in spoken words.

Concept of Print: The knowledge and skills of identifying, understanding and working with print. Learners need to know how print works (writing/reading from left to right, top to bottom, proper handling of books/print, etc.)

Alphabetic Knowledge and Phonics: Ability to identify the letter names and their respective sounds and the

manipulation of the sounds to make meaningful words. Learners need these knowledge and skills to enable them work out appropriate patterning of words into meaningful utterances and writing. Phonics instruction teaches learners the relationship between the letters of alphabets of a written language and the individual sound(s) they make in spoken language (letter-sound relationship).

Vocabulary: Words that learners must know to enable them interact effectively. Effective vocabulary instruction broadens learners' sight words that facilitates fluency and comprehension.

Comprehension: Ability to understand spoken language as well as written text. Having rich interaction and frequent reading to learners promote their comprehension of words or utterances.

Fluency: Ability to read a text correctly and quickly. This language and literacy skill enables the learner to become familiar with words so much so that the recognition of such words is automatic to them and they read them without effort. The skill is crucial to language and literacy development because it provides a bridge between word recognition and understanding (comprehension)

ORAL LANGUAGE (LISTENING AND SPEAKING)

Oral language activities (Listening and Speaking) enhance the acquisition of the six essential

skills. These activities include songs, rhymes, storytelling, role play/dramatization, conversation, reading to learners, shared reading, listening comprehension, giving and responding to commands/instructions/directions, making and responding to requests, presentation, etc. The purpose of each of these segments is to encourage learners to listen carefully, recite, sing, carry out instructions and speak both the Ghanaian and the English languages with confidence.

Oral activities such as community circle time, discussion using conversation posters or wordless books, etc. are good platforms to introduce the strands and/or sub-strands.

The teacher must endeavour to do frequent read aloud with learners especially in the English language so that they will be exposed to the oral aspect of the languages. The daily/frequent reading must integrate the instruction of the language skills. This practice will facilitate their language skills, enrich their vocabulary and inculcate in them the habit of reading.

Above all, the teacher must endeavour to use the mother tongue-based bilingual medium of instruction (MTB-BMoI) and consciously teach the languages as much as possible in play-based activities so that learners will be able to acquire effective skills in speaking.

Rhymes and songs

Songs and rhymes are a staple of the preschool and kindergarten classroom, and have been for generations.

The list of rhymes and songs below are a few compiled youtube links that can go a long way to help make your lessons interesting and succesful.

This is the way we brush our teeth

This is the way we brush our teeth
brush our teeth
brush our teeth
This is the way we brush our teeth
We do it in the morning!

Brushing up, and
brushing down
left and right and round and round ...
A nice white smile will then be found!
We've brushed really well!

This is the way we brush our teeth
brush our teeth
brush our teeth
This is the way we brush our teeth
We do it in the evening!

Brushing left, and
brushing right
Brushing our teeth are bright til!
Then we say [yamn] "good night!"
We've brushed really well!

This is the way we brush our teeth
brush our teeth
brush our teeth
This is the way we brush our teeth
We do it twice a day!

Internet links

- ◆ <https://www.youtube.com/channel/UCKAqou7V9FAWXpZd9xtOg3Q> - Little Baby Bum - *Nursery Rhymes & Kids Songs*
- ◆ <https://youtu.be/R-Tq xvXfd2M> - *Head Shoulders Knees and Toes*
- ◆ <https://youtu.be/Pd4WnsXwdqw> - *This is the way we brush our teeth.*
- ◆ <https://youtu.be/KUB-4dTbhM8> - *safety at home*
- ◆ <https://www.youtube.com/watch?v=4IYlaNZ2u40> – *family members story*
- ◆ <https://youtu.be/2ROuHhAWYTM> - *role of family members*
- ◆ <https://youtu.be/KjI5sPWcD-o> - *our family rhyme and song*
- ◆ <https://youtu.be/w6eTDfkvPmo> - *shapes*
- ◆ <https://youtu.be/Ow1i916uYYU> - *traffic light*
- ◆ <https://youtu.be/GkipANiBspE> - *moral story*
- ◆ <https://youtu.be/6vT6sqjBFrs> - *body language*
- ◆ <https://youtu.be/axiOq-rtwA> - *good manners*
- ◆ <https://youtu.be/tblo9qztEn0> - *relating well with others*
- ◆ https://youtu.be/BW_LSOMxTIQ - *places in the community*
- ◆ <https://youtu.be/gYKFFoJrdC8> - *ghana's independence*
- ◆ <https://www.youtube.com/watch?v=zFGydQHh0KA> – *story on living and non-living things*
- ◆ <https://youtu.be/h7rhOM2dXtE> - *what is air*

- ◆ <https://youtu.be/Uah3JvhppRI> - *thirsty crow*
- ◆ https://youtu.be/9nGrDI5_zrc - *What do Plants Need to Grow*
- ◆ <https://youtu.be/H61y3i9eNf4> - *uses of plants*
- ◆ https://youtu.be/Ep9_94G_k-s - *parts of plant*
- ◆ <https://youtu.be/TGk7AVLJq7c> - *grow your plant*
- ◆ <https://youtu.be/ownoP8e7TI8> - *types of soil*
- ◆ https://youtu.be/_vjhMWJ2wE - *Noah's ark*
- ◆ https://youtu.be/u1_n4CYTrxQ - *aeroplane up in the sky*

Starter activities

- ◆ **Musical Balloons** - What you need to do is play your music and have each child grab a balloon when the music starts have kids bounce their balloons in the air and move to the music. When the music stops they have to freeze and whoever is holding a balloon “wins.”
- ◆ **Statues** - Have children move to the music and when it stops they have to be still like a statue.
- ◆ **We All Fall Down** – Play music and have kids move around when the music stops they all fall down.
- ◆ **The Word Dance** – Have kids write a word on a slip of paper and then make up a dance to go with that.
- ◆ If you're happy and you know it– Play “If You're Happy and You Know it” and change around the words to end with shake your bottom, do the twist, dance like a ballerina, hop on one foot....
- ◆ **Follow the leader:** the Leader, begins moving around with actions that the rest of the players must mimic. Anything — including wildly flailing his hands or furiously scratching his head — what the leader does, the others must follow. Those players who disobey, or lag behind the leader's motions are out of the game.
- ◆ **Red light green light:** One person is chosen to be 'It' (the traffic light) and he/she stands a good distance away from the other players with his back to them. The other players stand in a line facing It.
- ◆ When It calls 'Green Light,' the other players move towards him until he spins around, calling 'Red Light.' When they hear the red light command the other players must freeze on the spot. Any child seen moving must return to the starting line. The children must remain frozen until the next 'Green Light' command is given.
- ◆ Play continues in this manner until someone reaches and tags It. The tagger becomes the new It and the game begins again.

- ◆ **Mr/Mrs Wolf** - Choose one player to be Mr. (or Mrs.) Fox. The goal of the game is to get past the Fox without getting caught. To start, have the Fox stand about 20 feet away from the other players with their back turned to the other players. The players then say, "What time is it Mr./Mrs. Fox" The Fox responds with a certain time (whatever the Fox chooses) and the other players should walk forward that many steps. For example, if the Fox says it's five o'clock, the players should take five steps (any size step) forward. This continues until the Fox responds to "What time is it, Mr./Mrs. Fox" by saying "Midnight!" At that point, the Fox chases the players back to the starting line trying to tag them. The first player that gets tagged by the Fox becomes the Fox for the next game.
- ◆ To make the game more challenging and help children develop more physical skills, you can have them hop their steps on one foot or even skip forward.
- ◆ **Mr Crocodile** - All of the players (except one who is chosen as 'Mr Crocodile') stand side by side at one side of the yard or room, facing the other side. Mr Crocodile stands in the middle of the yard or room.
- ◆ The players chant, "Please Mr Crocodile may we cross the river? If not, why not, what's your favourite colour?"
- ◆ Mr Crocodile calls out one colour name and any of the players wearing that colour are safe to cross past Mr Crocodile to the other side of the yard/room. For example, if Mr Crocodile calls, "Blue," anyone wearing blue is safe to cross.
- ◆ Once the safe players are across to the other side of the space, the players not wearing the selected colour must try to run across to the other side of the yard/room without being caught by Mr Crocodile.
- ◆ The player that is caught becomes the next Mr Crocodile and the game starts again.
- ◆ **Frog jumps** - Hop hop, back and forth like a frog.
- ◆ **Dolphin Jump** - Make a circle on the floor, let learners jump in and out many times.
- ◆ **Bean bag balance game** - Arrange empty baskets or bowls in front of the class. Call a learner, give him or her 5 neatly folded socks. Upon whistling, the learner picks 1 sock and puts on his/her foot and lifts that foot and drops the socks in the basket/bowl.
- ◆ **Animal Dance** - Let children pick a card at random and have them dance to the music as that animal. Consider, talk about and encourage things like the typical types of movements of each animal. Does the animal usually move fast/slow, with big/small

movements, quietly/loudly, on all fours? etc.

- ♦ **Dancing with Props** - Provide a selection of props (balloon, wigs, twigs, flowers, scarfs, ribbon, hat, etc) and have children choose one at a time to dance with. Talk about how each item changes or influences their movement. Extend this by allowing children to search out and find their own props to dance with. Can they dance with a partner while still using their prop?

SUGGESTED TIME ALLOCATION

On an average two to three hours per sitting, depending on the age and level of learners, each period consisting of thirty minutes, is allocated to the teaching relevant physical play-based activities with equal participation, co-ordination of each learner to develop their cognitive skills at the preschool level.

Term One

1

Strand:

All about me

Strand 1: All about me

Sub-strand 1: I am a wonderful and unique creation

WB:
pages
2-7

LESSON 1: My unique self

Content Standard

K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.1 Identify and talk in simple sentences about the features of our body that make us unique and different from other God's creation.

K1.1.1.1.2 Sing an action song that helps learners name the parts of the body and point to them.

Learning Outcome

- ◆ Learners will be able to name parts of the body and point to them.

Essential for Learning

Learners know that they have eyes and legs.

New Words

unique, different, girl, boy.

Resources

Crayons, pictures of parts of the body, posters.

Core Competencies

Personal Development and Leadership (PL)
Communication and collaboration (CC)

Warming Up

Have learners flip their fingers and move shoulders while you clap for them to dance.

Main Activities:

Activity 1

- Put learners in a community circle. Let them sing different action songs/ rhyme and dance as well. E.g
Me ba nsa te se obi ne ba nsa
Na ne to na 'eyε me fe'

I have two eyes, they are the same same same

I have two legs, they are the same same same

I have two ears, they are the same samesame

I have two buttocks, they are the same same same.

- Let learners touch the part of their bodies as they sing or say the rhyme.
- Use the following questions to guide the learners who cannot talk fluently e.g

What is your name?

How old are you?

Are you a girl or a boy?

What do you like?

What do you dislike?

Activity 2

- Refer learners to page 3. Let them say the rhyme; “Head, shoulders, knees and toes”. Make sure everybody takes active part and point to the parts of their bodies as they recite the rhyme.

Activity 3

- Have learners identify parts of their body. Hold a part of the body, say “nose” and let learners hold theirs and say the name. Do these activities for the rest of the parts of the body.

Activity 4

- Have learners work in pairs. One mentions a name of the part of the body and the other holds that part. Let them take turns. Give them posters/pictures of parts of the body for learners to identify their names and point to them.

Activity 5

- Have learners sing different songs (in either a Ghanaian language or in English) that identify parts of their body. Let them perform an action on it. Eg. “I have two eyes”.

Review Exercise

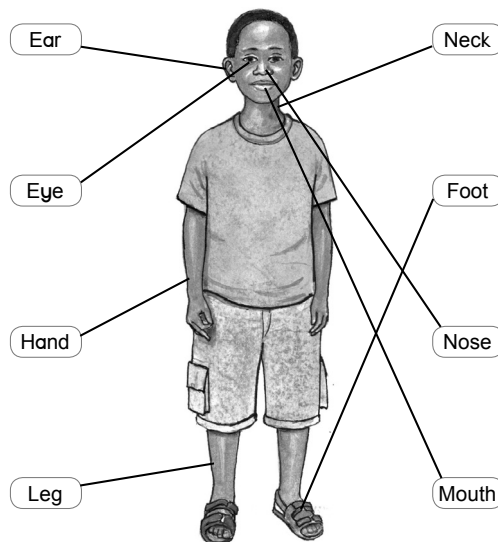
Have learners work in groups of four. Give them pictures of a human being with parts of their body missing. They should identify the parts that are missing. Draw a head and leave out ear and eye.

Assessment for Learning

Refer learners to Practice 1 - 6 on pages 2-7 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1



Practice 2

Learners to tick head, ear, mouth.

Practice 3

Learners to draw and write their name

Practice 4

- 1 → mouth
- 2 → foot
- 3 → hand
- 4 → ears

Practice 5

Learners to draw

- one eye
- mouth
- one ear

Practice 6

Learners to draw missing hand, arm, and leg.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Relating different parts of a book to our body parts

Content Standard

K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.3 Recognise and talk about the different parts of book, (the front/cover page of a book and back of a book) and relate the content of the text to our body parts.

Learning Outcome

- ◆ Learners will be able to relate parts of a book to our body parts.

New Words

Unique, different, front cover, back page, book.

Resources

Learners' book, crayons, pencils, picture of front book and cover of books.

Core Competencies

Critical thinking and innovation (CI)
Creativity

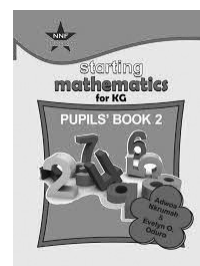
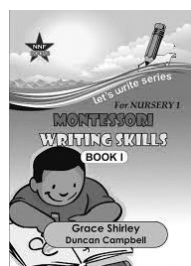
Warming Up

Have learners recite the rhyme "Head, shoulder, knees and toes".

Main Activities

Activity 1

- Read a short story about parts of the body from a book to learners. Use think-pair-share for learners to talk about the front and back cover of the book.



Activity 2

- Relate the different parts of a book to the parts of the body.
- Books have front view. We also have a front view.
- Books have back covers/views. We also have back views.
- Let them talk about what they see at the front and back of the book. Let them also talk about the front and back of themselves. They should work in pairs.

Activity 3

- Point to the pictures on the back of the book and have learners talk about the pictures, showing parts of the body. Let them do picture walk through the text.

Activity 4

- Have learners work in groups of four. Give them different books for them to identify the front covers and the back covers.

Review Exercise

Have learners work in pairs. They should face each other and talk about parts of the body by naming them. One turns his or her back towards the other and talk about the features they see there.

Assessment for Learning

Refer learners to Practice 1 - 3 on pages 8-10 of their learners book for exercises.

Answers to exercises in the Workbook

Practice 2

Learners to colour the teacher writing on the board.

Practice 3

Learners to colour the part with title and author.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Describing ourselves using positive expressions

Content Standard

K.1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

K1.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body.

Learning Outcome

- ◆ Learners will be able to use positive expressions to describe themselves.

Essential for Learning

Learners can name parts of their bodies.

New Words

Fair, dark, tall, short, girl, boy.

Resources

Pictures/posters of different genders and different structures, crayons, pencils, cut-out body parts.

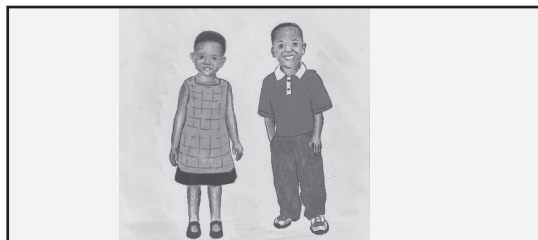
Warming Up

Have learners sing the song "Kyerewoti" or any song that they know.

Main Activities

Activity 1

- Call two learners to the front of the class, a boy and a girl. Let learners describe them by gender. Adjoa is a girl. Dela is a boy.



- Call two learners of the same sex both with different heights to the front of the class. Have learners describe them by their height. For example, Ama is short and Akos is tall.

Activity 2

- Group all learners according to fairness and darkness. Let them describe themselves.

Review Exercise

Have learners be in a semi-circle, one stands in front and describe himself or herself. Eg "I am a boy. I am tall/dark". Make sure everybody has his or her turn.

Assessment for Learning

Refer learners to Practice 1 on page 11 of the Workbook for exercises.

Suggested Homework

Let learners draw themselves and colour.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 2: The parts of the human body and their functions

WB:
pages
12-15

LESSON 1: Functions of the parts of the body

Content Standard

K1.1.2.1 Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.

Indicator

K1.1.2.1.1 Using a conversation poster of body parts, learners talk about the functions of the parts of the human body that we can see.

K1.1.2.1.2 Use visual information to aid comprehension before, during and after reading a text on functions of the parts of the human body.

Learning Outcome

- ◆ Learners will be able to identify the functions of parts of the body.

Essentials for Learning

Learners can identify and name parts of their bodies.

New Words

functions, smell, hear, eat.

Resources

Pictures of body parts performing some functions, crayons, pencils

Core Competencies

Communication and collaboration (CC)
Critical thinking
Personal Development and Leadership (PL)

Warming Up

Have learners sing any song connected with the functions of parts of the body.

Main Activities

Activity 1

- Put learners in a community circle. Let learners sing songs about the body parts and what they do. Eg. What can the eyes do? The eyes can see and see. What can the ears do? The ears can hear and hear.

Activity 2

- Let learners perform different activities to enable them to identify the functions of parts of the body.
 - 1 e.g. Let them cover their mouth and ask if they can talk.
 - 2 Blindfold learners and let them search for objects. eg. book.

Activity 3

- Have learners play "Pick and act" They pick a body part and they perform what that body part can do.

Activity 4

- Put learners in a community circle. Show the Big Books to learners. (If you don't have the Big Book make one for yourself). Demonstrate how books are read from left to right to learners. Guide them to read pictures.

- Using think-pair-share, have learners talk about what they have learnt about the functions of parts of the human body from the book.

Activity 5

- Have learners work in groups of four or six. They should form a circle. One stands in the middle, focus on a letter eg. 's' as 'see', 'smell' and performs activities with smelling and seeing.

Review Exercise

Have learners sing song related to the functions of the body parts. Eg. Olaa, olaaa, tra la lala.

Assessment for Learning

Refer learners to Practices 1 - 3 on pages 12-15 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice

Learners to draw a hand.

Practice 2

Learners to circle

- 1 eat
- 2 smell
- 3 see
- 4 hear

Practice 3

Learners to colour.

Practice 4

Learners to trace over the word underlined.

Diagnostic Assessment

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8. How are you going to build on this achievement in subsequent lessons?
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10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Using different parts of the body to perform action

Content Standard

K1.2.1.2 Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.

Indicators

K1.2.1.3 Learn and use new/vocabulary related to what they do with the parts of the body.

K1.2.1.4 Sing songs about functions of the body parts and perform the actions on it.

Learning Outcome

- ◆ Learners will be able to perform actions with the body parts while singing.

Essential for Learning

Learners can identify the names of the parts of the body.

New Words

eat, smell, hear, clap.

Resources

Pictures/posters of parts of the body performing some functions.

Warming Up

Have learners sing "I have two eyes".

Main Activities

Activity 1

- Put learners in a community circle.

- Stand in front of the circle. Point to one part of the body, say "eye" and ask them what can the eyes do. Expected answers: the eyes can see, the eyes can read etc. What can the hands do? The hands can clap, the hands can write etc.

Activity 2

- Let learners sing the following songs
What can the mouth do?
The mouth can eat
What can the legs do?
The legs can walk

Activity 3

- Call some learners to the front of the class to "Pick and Act". Put pictures of mouth, nose, legs, etc on your table. The learner picks one and performs an action with it. e.g. if a learner picks the mouth, he/she can sing a song or pretend to be eating.

Activity 4

- Call out a body part and let learners perform its function. E.g point to the legs and everybody starts to walk. Point to the 'ear' and everybody pretends to hear something from someone. Continue the above activity until all parts of the body has been used for their functions.

Review Exercise

Put learners into groups of four. Let them act out all the functions of all parts of the body.

Assessment for Learning

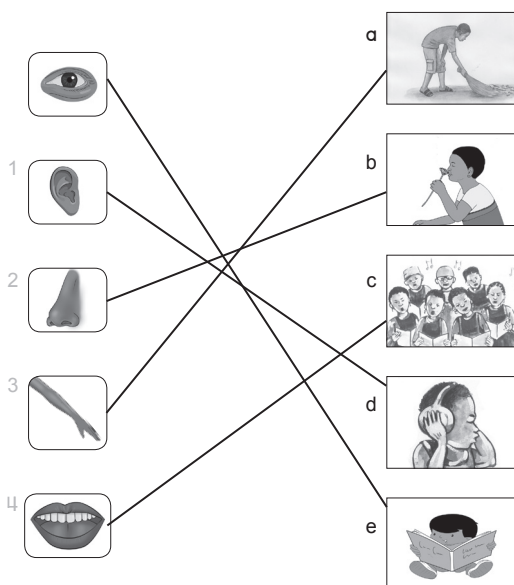
Refer learners to Practices 1 - 2 on pages 16-17 of the Workbook for exercise.

Suggested Homework

Have learners draw parts of the body which can smell.

Answers to exercises in the Workbook

Practice 1 Match the part of the body to its function.



Practice 2

Learners to draw.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 3: Caring for the parts of my body

WB:
pages
18-20

LESSON 1: Personal hygiene (1)

Content Standard

K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet, finger nails - washing, face washing, nose.

Indicator

K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. e.g. This is the way we wash our face.

K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body.

Learning Outcome

- ◆ Learners will be able to identify the correct ways to care for each part of the body.

Essentials for learning

Learners have been bathing and cleaning their teeth everyday.

New Words

hygiene, fingernails, nail cutter.

Resources

soap, towel, nail cutter, brush, toothpaste, toothbrush, pictures/posters of people taking good care of their bodies.

Core Competencies

Communication and collaboration (CC)
Critical thinking
Personal Development and Leadership (PL)

Warming Up

Ask these questions;

What was the first thing you did when you woke up this morning?

What did your parent do for you after bathing you?

Let different learners answer these questions.

Main Activities

Activity 1

- Have learners sit in a community circle. Let them sing different songs about caring for the parts of the body. eg. "This is the way I wash my face".
Insert another one here.

Activity 2

- Put learners in a community circle. Show a video clip on how to clean parts of the body. Ask them questions after the video. E.g
(1) What materials were used to clean the teeth? (Toothbrush and toothpaste).
(2) After bathing, what was used to wipe the body? (Towel) Write their answers on the board.

Activity 3

- Read aloud the story in the (Big Book) to learners. Let them listen attentively. Show the pictures in the book to learners about how to care for different parts of the body. E.g washing your hands, face, brushing your teeth and bathing.

Activity 4

- Create a cleanliness corner in the classroom. Display materials used in taking care of the body. E.g (towel, toothbrush, mirror, toothpaste, comb etc.) Have learners take turns to go to the centre to care for their body. Eg. One will go and comb the hair, another can pretend cleaning the teeth etc.

Review Exercise

Have learners work in pairs. Each learner mention two items used in taking care of the body.

Assessment for Learning

Refer learners to Practice 1 - 3 on pages 18-20 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 water, soap.
- 2 accept different answers and ask them the reason.

Let them know it's advisable to wash their hands often.

Practice 2

- 1 water
- 3 cup
- 5 arm/fingers

Practice 3

- B
- 1 water, sponge, soap
 - 1, 2, accept learners answers and ask them their reasons.
- C Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Personal hygiene (2)

Content Standard

K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails- washing, face washing, nose.

Indicator

K1.1.3.1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.

K1.1.3.1.4 Show and explain why learners' books are open from right to left.

Learning Outcome

Learners will be able to:

- ♦ explain why their books are open from right to left.
- ♦ identify the words that care for the body.

Essential for Learning

Learners can identify the functions of parts of the body.

New Words

wash, brush, bath, toothbrush, toothpaste.

Resources

Toothbrush, word cards with the words that show how to take care of the human body e.g wash, brush, bath etc.

Core Competencies

Communication and collaboration (CC)
Critical thinking
Personal Development and Leadership (PL)

Warming Up

Have learners sing "This is the way I wash my hands"

Main Activities

Activity 1

- Have learners sit in a community circle. Let learners listen to you as you read story on the theme to them. Demonstrate how to care for different parts of the body. Wash your face and hands, brush your teeth and cut your fingernails.

Activity 2

- Show pictures in the book by doing picture walks. Let them tell you the direction you are going as you open the pages. Use the think-pair-share strategy. Let them discuss how to take care of parts of their body.

Activity 3

- Give out learners Workbooks to them. Let learners glance through the book, page by page while observing the pictures to reinforce the left-right and top-bottom movement in reading. Demonstrate and let them do the same.

Activity 4

- Have learners sing several songs on caring for the body.
*This is the way I clean my teeth,
Clean my teeth, clean my teeth.
This is the way I clean my teeth, early in the morning.*
- Demonstrate how to stretch the words and have them follow along just doing the actions.

Repeat these activities several times using the appropriate words.

Activity 5

- Display the cut-out tools/materials on your table. Let learners pick and demonstrate appropriate ways of how that tool is used to clean the body. Introduce the words: wash, bath, brush, cut, nails, one after the other, to learners.

Review Exercise

Using think-pair-share, let learners talk about why we should care for our bodies.

Assessment for Learning

Let learners draw themselves brushing their teeth.

Suggested Homework

Draw two things used in taking care of parts of the body.

Answers to exercises in the Workbook

Practice 1

Learners to think:
brush, towel, soap, sponge
tooth brush, tooth paste.

Practice 2

Learners to colour.

Practice 3

Learners to colour.

Practice 4

Learners to trace the first sound.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Words about personal care of the body

Content Standard

K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nails - washing, face washing, nose.

Indicator

K1.1.3.1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.

Learning Outcome

- ◆ Learners will be able to share words about personal hygiene.

Essential for Learning

Learners now know that they have to brush their teeth twice daily.

New words

words, stress, tools

Resources

word cards, tools for cleaning parts of the body. e.g towel, tooth brush, toothpaste, comb.

Warming up

Have learners sing the song
"This is the way. I brush my teeth" (2x)
This is the way I wash my face (2x)
This is the way I bath myself (2x)
 Let learners clap the rhyme as they sing the songs and make action on the stress words (wash, bath, brush).

Main Activities

Activity 2

Model for them how to stress the words and have them do the same (bath, wash, clean). Repeat and stress the words several times with learners.

Activity 3

Display tools for cleaning the body on your table. Let learners identify their names eg. (towel, soap, sponge, comb, nail cutter etc.) Now call a learner and let he/she pick one of the tools and demonstrate how that tool is used to clean the body.

Activity 4

Introduce the letter-sound for the week /c/. Let them say the sound several times. Write some words on the board and let learners identify the letter sound /c/ and underline them.

- 1 clean
- 2 care
- 3 nail cutter
- 4 cup

Review Exercise

Have learners work in pairs. Let them stress and say the following words words in turns: clean, bath, wash, brush.

Assessment for Learning

Refer learners to Practice 1 on page 25 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 4: Keeping my body healthy by eating good food and taking my vaccination

WB:
pages
26-29

LESSON 1: Eating good food

Content Standard

K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

Indicator

K1.1.4.1.1 Learners talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food, etc.)

K1.1.4.1.2 Tell their own short stories about pictures in the Big book to be read.

K1.1.4.1.3 Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.

Learning Outcome

Learners will be able to:

- ◆ Identify food to eat to keep our bodies strong and healthy.
- ◆ Retell their own stories after showing them pictures in a book.
- ◆ Listen attentively to read-aloud text on balanced diet and form simple sentences with the new words learnt.

Essentials for Learning

Learners have been eating food like rice and stew and yam and nkontomire.

New Words

Banku, bread, brodoo, alphabet

Resources

Samples of vegetables and fruits, yam, bread, eggs, cooking oil, crayons, pencils pictures of the six groups of foods, letter cards of the alphabets, etc.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and Problem-solving skills
Communication

Warming Up

Let learners sing any song that they know about food. Eg. "Bankye bankye ode wo fufu"

Main Activities

Activity 1

- Have learners sit in a community circle. Ask learners questions to find out things we have to do to keep healthy and strong. Show pictures on different kind of balance food. We need to eat to help us grow. Use think-pair-share strategy.

Activity 2

- Show pictures from the Workbook on page 30. Ask them to make connections to the written symbols under them. Encourage learners to give examples of words that contain the prominent sound in the word of the day eg. fat, mat, dat, sat. Write these words on the board for learners to read.

Activity 3

- Have learners sit in a semi-circle. Read aloud text on balanced diet to learners (note; you can get it on YouTube). Mention and explain the different types of food we have.

E.g.

Fat and Oil. Such foods are high in fat and sugar e.g: margarine, cheese.

Protein e.g beef and chicken.

Carbohydrates e.g starchy food, bread, cereal and rice.

Calcium which helps the bones.

Fruits and vegetable.

Whole grain foods eg. Bread, wheat.

Activity 4

- Guide learners to examine the food they eat at home, what they bring to school and what they buy in school. Are they eating balanced meals?

Review Exercise

Have learners work in pairs. Let them talk about food that needs to be eaten for them to be healthy.

Assessment for Learning

Refer learners to Practice 1 - 4 on pages 26-29 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1 - 3

Learners to trace.

Practice 4

- 1 They are eating
- 2 To grow, to be healthy
- 3 2, 3, several times depending on learners answer.
- 4 Learners to answer

Diagnostic Assessment

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P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Identifying beginning letters

Content Standards

K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

Indicator

K1.1.4.1.5 Sing alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/.

Learning Outcome

- ◆ Learners will be able to identify the beginning letter of common food found in the community.

Essential for Learning

Learners can give examples of some food group eg. protein → egg and meat.

Warming Up

Have learners sing any song on food eg.

Dokono ne nam 2x

okobɔ atwede

Nam hwe dokono 2x

Kokromoti sore 2x

ɔfa nam de bɔ dokono so 2x

Main Activities

Activity 1

- Put learners into a semi-circle. Let them sing a song on the English alphabets. Display the picture cards of food items on a table. Match the letter cards to them.
A (apple), B (banana), P (pear), O (orange)

Activity 2

- Have learners identify the letter B and the food items with the first letter B ie. banku, beans, banana. Now, mix the picture cards of food items that do not have /b/..... in their names with other cards. eg. rice, cocoyam, yam.
- Play “Show and Tell”. Ask a learner to pick a picture card that matches with “B” food item and show it to the class.
- Talk about food items that are not good for the body Eg. too much sugar and oily foods. Encourage learners to reduce intake of these foods.

Activity 3

- Let learners know the good food found in the environment which are healthy to be eaten Eg. nkantomire, all greens and all types of fruits.
- Encourage learners to form simple sentence orally with the new words learned. Encourage every learner to make an attempt e.g.
I like nkotomire stew.
I eat fruits every day.

Review Exercise

Use the think-pair-share strategy for learners to talk about two of the six food types they have learnt.

Assessment for Learning

Refer learners to Practice 1 - 3 on pages 30-32 of the Workbook for exercise.

Suggested Homework

Have learners draw one fruit they like and colour it.

Answers to exercises in the Workbook

Practices 1 - 2

Learners to trace.

Practice 3

Learners to draw.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?

9. Reflect on two challenges you faced when teaching the lesson.

10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 5: My environment and my health

WB:
pages
33-35

LESSON 1: Keeping the environment clean (1)

Content Standard

K.1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.

Indicator

K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.

Learning Outcome

Learners will be able to

- ♦ Keep their environment clean in order to be healthy.

Essentials for learning

Learners have been sweeping and dusting their classrooms.

New Words

Environment, dirty, clean, sickness.

Resources

Materials used in cleaning the environment e.g. brooms, brush, pictures/posters of clean environment and dirty environment.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Critical thinking and innovation (CI)
Creativity

Warming Up

Have learners recite the rhyme “Mama mama, I am sick” with actions.

Main Activities

Activity 1

- Put learners in a semi-circle. Show pictures of a clean environment and a dirty environment to learners. Refer learners to page 33 of the Workbook. Using think-pair-share strategy, let them talk about the pictures. Let them identify from the pictures, the things that make the environment dirty. (Picture B). Again, let them discuss how we make the environment dirty. e.g. throwing rubbish around, urinating in rivers, not sweeping and dusting our classrooms. Defecating everywhere, etc.) show posters of dirty and swampy areas in the city to learners. Let them talk about the pictures in pairs.

Activity 2

- Using the think-pair-share **strategy**, let learners come out with the various ways they can keep their classrooms and the compound clean and neat. After a while, ask the paired groups to come out with what they discussed e.g avoid littering, sweeping and dusting our classroom daily, avoiding littering of papers and plastic bags etc.

Review Exercise

Put learners into groups of four. Let each group come out with one answer for this question. "What should we do to avoid getting sick?"

Expected answers

- (a) washing hands regularly with soap under running water
- (b) sweeping and dusting regularly
- (c) avoiding littering our environment.

Assessment for Learning

Refer learners to Practice 1 - 3 on pages 33-35 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 B
- 2 by cleaning
- 3 Accept any answer with reasons but let learners know its better to live in an environment like one in picture A.

Practice 2

Learners to tick:

- 1 Cutlass
- 3 Broom
- 4 Mop bucket and brush
- 6 Hoe

Practice 3

Learners to tick:

- 1 Man planting tree
- 4 Boy sweeping with broom
- 5 Man collecting dirt in gutter

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to **"TRAP"** the lesson taught.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Keeping the environment clean (2)

Content Standard

K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.

Indicator

K1.1.5.1.2 Recognise that written symbols in books carry important information about the pictures.

K1.1.5.1.3 Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments.

K1.1.5.1.4 Compose their stories about pictures in the book to be read to enable them understand that important messages are hidden in books.

Learning Outcome

Learners will be able to:

- ◆ Listen to read aloud text about diseases and compose their own stories.
- ◆ Compare their own stories about pictures in books.

Essentials for learning

Learners can identify things used to clean the environment e.g. brooms, ceiling brushes, etc.

New words

Environment, messages, stories.

Resources

Story books with pictures, posters/ pictures, cut-out words and letters on cleanliness.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and innovation (CI)
Creativity

Warming Up

Have learners sing any song connected to cleanliness of the environment.

Main Activities

Note: these activities are practical **Activity 1**

- Put learners in a community circle. Do picture walk through the Big Book. Note (if you do not have the Big Book, you can create your own, based on the various themes in the curriculum. Make sure they are boldly written with clear pictures. You can use the pictures in the Workbook as well if they are appropriate). Ask learners to tell a story about the pictures they see. (You can refer them to page 36 let them observe the nurse, write a story about her and compare their stories with the rhyme.)

Activity 2

- Ask learners to tell a story about the pictures they see. Through interactive reading of the big book, have learners compare their stories to the author's version to see if they are similar or different.

Activity 3

- Now introduce the “KWL”. Ask learners to tell you what they already know about diseases we get from dirty environment. Expected answers: diarrhoea, cholera, malaria, etc. Encourage them to ask questions on what they want to know about the theme.
- Now read the story about dirty environment and the diseases that we can get to learners. Make sure every learner is listening attentively.

Activity 4

- Let learners tell you what they have learnt after the read-aloud lesson (L). KWL simply means:
K-What learners know already,
W- what learners want to know,
L- What learners have learnt.
After the story. pair learners to share what they have learnt.

Activity 5

- Let learners come up with rules about how to take care of their books. Show these word cards to learners to read them: neat clean tidy clear

Review Exercise

Put learners into groups of five. Give them word cards of the four words. Let them trace the words into their jotters.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 36-37 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 dirty environment, mosquito bite, eating bad food, etc.

- 2 Hospital, accept others answers from learners with reasons.
- 3 Doctor, Nurse, my mother, etc.

Practice 2

Learners to trace.

Practice 3

A learners to trace

B Learners to circle /a/ in the words.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?

9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing activities (letters)

Content Standard

Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.

Indicator

K1.1.5.1.5 Sing alphabet songs that contain the letter of the week.

K1.1.5.1.6 Begin to write letters of the alphabet.

Learning Outcome

- ♦ Learners will be able to sing the alphabet song and start writing letters of the alphabets.

Essentials for Learning

Learners can trace pictures and words.

New words

Alphabet, trace.

Resources

Slates, jotters, sand tray, pencils, chalk etc.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming Up

Have learners sing alphabet songs.
A,B,C,D.....

Main Activities

Activity 1

- Introduce the lowercase of the vowel /a/ to learners.

Write it boldly on the board /a/. Select words with the vowel /a/ which relate to diseases from the environment. E.g. cholera, diarrhea etc. Write them on the board. Read the words aloud and let learners repeat after you several times. Let them identify the 'a' letters in the words.

Activity 2

- Have learners come out with different words with the /a/ sound in it. E.g. Ama, ant, apple, Asante, Asare, etc. Let learners pronounce the words after you several times.

Activity 3

- Now, ask learners who have the /a/ sound in their names to stand up and wave their hands. Note: Help learners who are not able to identify that they have 'a' vowel in their names calling their names to stand up.

Activity 4

- Have learners begin to write the letters of the alphabets now. Have learners flip their fingers, shake their hands and clap while singing any local song eg. "kyer3 woti, kyerewa ano".

Activity 5

- Stand with your back facing the class and write the letter 'a' in the air, let learners do the same. They should write on slates, sand-tray and in their jotters.

Activity 6

- Use the same method for learners to write the letter 'd'.

Review exercise

Have learners work in pairs. Let them practise writing the letter 'a' and 'b' at the backs of their partners with their fingers. Let them talk about their experiences.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 38-39 of the Workbook for exercises.

Suggested Homework

Let learners write the letters of the alphabet 'a' and 'b' in their homework books.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 6: Protecting ourselves from home and road accidents

WB:
pages
40-43

LESSON 1: Keeping safe in the environment

Content Standard

K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).

Indicator

K1.1.6.1.1 Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them.

K1.1.6.1.2 Recognise that spoken words are represented in written language in books.

K1.1.6.1.3 Listen to and respond to a read aloud text about keeping safe in the environment.

Learning Outcome

Learners will be able to:

- ◆ Identify possible home and/ or road accident that occur.
- ◆ Identify how to take measures against home/school accidents.
- ◆ Listen to a read aloud text from a book on how to keep yourself safe in the environment.

Essentials for Learning

Learners know how to keep the environment clean eg sweeping, scrubbing, putting dirty things in bins, etc.

New Words

Environment, accidents, safety measures.

Resources

A book on protecting against accidents, sharp objects e.g. knives, blades, pictures/posters of harmful objects.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and innovation (CI)
Creativity

Warming Up

Have learners recite a rhyme or sing a song related to the topic e.g. "if you see a traffic light".

Main Activities

Activity 1

- Revise with learners about possible accidents they learnt during their OWOP lesson. Put learners into groups of six. Let them discuss possible home/school and road accidents. Let them present their findings by role-playing the various accidents and how to avoid them.

Activity 2

- Do a picture walk through the Big Book. Note: if you do not have that book, create yours and make the letters legible. Use the Language Experience Approach (LEA).

Have learners tell their own stories from the pictures. Write their stories for them. Read the words one by one and let learners read after you. Let them compare the author's stories with theirs.

Activity 3

- Put learners in a community circle. Use K.W.L strategy. Let learners tell you what they know already about the theme. (Keeping safe in the environment) e.g playing with scissors or blade, crossing roads without watching. Ask learners to tell you more of what they want to know about the theme/topic.

Activity 4

- Read to learners, the theme of safety measures we need, to avoid accidents. Show pictures along as you read to them. Stress on harmful objects like blades, scissors, boiling water, electricity, etc. Now ask questions to elicit from learners what they learnt e.g. Mention two objects that can cause harm. How will you protect yourself from electricity?
- Have learners role-play these activities.

Activity 5

- Have learners work in pairs. They will learn from each other how electricity, fire, crossing roads can cause accidents. Play "Show and Tell". One picks an object and the other tells how it can cause accident and how to keep safe from that objects. E.g. one picks a picture of a blade and the other tells how it can cause accidents and what to do to keep safe from sharp objects.

Review Exercise

Divide the class into three.

Group One role-play how to cross the road safely.

Group 2: how to use sharp objects safely.

Group 3: avoiding fire accidents.

Assessment for Learning

Refer learners to Practice 1 - 4 on pages 40-43 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

- 1 Playing with a naked wire and socket
- 2 No, because it change electrocute him.

Practice 3

- 1 Look left, look right and look left again.
Get an elderly to help you check if no car is coming
- 2 2 times.
- 3 You will have to stop for the car to pass.

Practice 4

- 1 petrol, gas, candles, coil, etc.
- 2 call an elderly person.
- 3 water, fire extinguisher, sand.

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Clapping and counting syllables

Content Standard

K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).

Indicator

K1.1.6.1.4 Clap and count syllables in longer words.

Learning Outcome

- ◆ Learners will be able to read longer words with more than one syllable.

Essentials for Learning

Learners can say and write the vowel “a”.

New Words

Syllables, words.

Resources

Word cards for words like bicycle, lorry, accident, road.

Core Competencies

Personal Development and Leadership (PL)

Clap the word “strangers” and let learners tell you the number of syllables in it. There are two syllables. stran - gers

1 2

- Let learners clap and pronounce the word “electricity”. Learners will notice that it has five syllables e-lec-tri-ci-ty.

1 2 3 4 5

Activity 2

- Quiz learners about the words written on the board one after the other. In each case, let learners clap and call out the name to identify the number of syllables.

Review Exercise

Have learners work in pairs. Let them call out two words on their own and let them determine the number of syllables in each word. Write these words in learners’ homework books to identify the number of syllables in them.

1	Boy	2	Girl
3	Safely		

Assessment for Learning

Refer learners to Practice 1 on page 44 for exercises.

Answers to exercises in the Workbook

Practice 1

1 → 5
2 → 2
3 → 2
4 → 2
5 → 2
6 → 2

Warming Up

Have learners say the rhyme “if you see the traffic light”.

Main Activities

Activity 1

- Write these words on the board. **(1) Strangers, (2) traffic, (3) accident and (4) electricity.** Let learners understand that we invent words according to the syllables.

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Expressing how to protect ourselves

Content Standard

K1.1.6.1 Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).

Indicator

K1.1.6.1.5 Use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water.

Learning Outcome

- ♦ Learners will be able to demonstrate how to protect themselves from accidents.

Essentials for Learning

Learners can identify some objects which can cause accidents e.g. sharp objects like blades, scissors, knives.

New Words

Strangers, protect, accident, safety.

Resources

Sharp objects, e.g. scissors, blades and knives. Pictures of zebra crossing and a sentence card which reads “do not go near.”

Core Competencies

Critical thinking and Problem Solving (CP)
Creativity and innovation (CI)

Main Activities

Activity 1

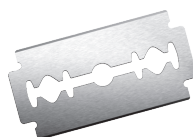
- Have learners revise what they learnt from the previous lesson. Let them work in pairs. They will learn from each other how the following can cause accidents.
 1. Electricity
 2. Crossing road
 3. Using sharp objects

Activity 2

- Now have learners work in groups of four. Give each group a drawn cut-out objects that can cause accidents. One picks it and the other tells what kind of accident it can cause e.g.



→ it can cut you.



→ it can cut you.

Activity 3

- Play “Pick and Act”. One learner picks the picture of an object. He or she tells and acts how it can cause accidents and how he or she can protect himself from it.

Warming Up

Have learners recite the rhyme “if you see a traffic”.

Review Exercise

Have learners work in pairs; let them read the captions on the word cards and talk about them.

Do not go near fire.

Assessment for Learning

Refer learners to Practice 1 on page 45 of the Workbook for exercise.

Suggested Homework

Ask learners to draw one object that can cause accidents.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

2

Strand:

My family

Strand 2: My family

Sub-strand 1: Types and members of my family

WB:
pages
48-49

LESSON 1: Elements of a book

Content Standard

K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

Indicator

K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities.

K1.2.1.1.2 Demonstrate that print matches with illustration in a book.

Learning Outcome

- ◆ Learners will be able to identify the key elements of a book.

Essential for Learning

Learners have been reading pictures in books.

New Words

Elements, author, writer, illustrator illustrations.

Resources

Story book, learner's Workbook.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and innovation (CI)
Creativity

Warming Up

Have learners sing any song they like and enjoy most.

Main Activities

Activity 1

- Have learners sit in a community circle.
- Have learners mention the people in their family and what they see each person do. e.g. daddy preparing breakfast, mummy cooking, elder siblings washing clothes and cleaning the house.

Activity 2

- Show pictures/posters of extended families. Use the think-pair-share strategy to talk about what they see the members of their families do.

Activity 3

- Put learners into smaller groups and let them role-play the roles and responsibilities of different families.

Activity 4

- Have learners sit in a semi-circle. Hang the poem at a place where everyone can see.

From a book to a child

I am your friend.

Handle me with care.

Don't throw me on the floor.

*Don't pour water or oil on me.
Don't bend me else my spine will break.
If you handle me with care,
Your siblings will also enjoy me.*

Activity 5

- Guide learners to identify the illustrator the author/writer, back cover, front cover and spine.
- Give them the Workbook to use for this activity.
- Let them rub their fingers on the front, back page and spine of the book.

Activity 6

- Using interactive reading, let learners track the poem as you read. Run a pointer under the words as you read. When you read, make sure learners are tracking you.

Review Exercise

Refer learners to page 48 of the Workbook. Have learners point to the front page, back page and spine of the book.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 48 - 49 of the Workbook for exercise.

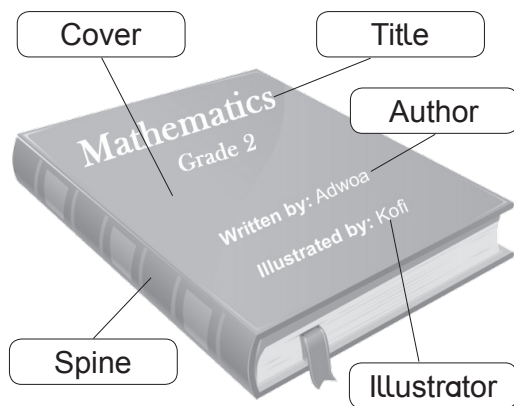
Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

Use the words from the word bank to label the parts of the book.



Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Roles and responsibilities of family members

Content Standard

K1.2.1.1.2. Demonstrate that prints matches with illustration in a book.

Indicator:

K1.2.1.1.3 Listen, interact actively in a read aloud session on a story about families and use the new vocabulary learnt to describe the roles and responsibilities of their family members.

Learning Outcome

- ◆ Learners will be able to identify the roles and responsibilities of family members.

New Words

role, responsibilities, family members nuclear, extended family.

Resources

Pictures of family members, pictures and posters of family members performing some roles.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming Up

Repeat the poem learnt during the previous lesson, "From a book to the Child".

Main Activities

Activity 1

- Get a story about family members from a book and read to learners. Show pictures first to learners to predict what the story is about.
- Now do a picture walk in the story with learners.

Activity 2

- Using interactive reading, pause often and let learners talk about the family members and what they themselves do to help the family.

Activity 3

- Let learners tell you what prevails in their families.
 - 1 What do you as a learner do to help the family?
 - 2 What does mother do to help the family?
 - 3 What about father and the siblings?
- Get different learners to talk about the roles of each member in the family.

Review Exercise

Have learners work in pairs. Let them read from word cards, the new vocabulary they have learnt

cooking

washing

sweeping

Assessment for Learning

Refer learners to Practice 1-4 on pages 50-53 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to colour the mother.

Practice 2

Learners to trace.

Practice 3

Learners to trace.

Practice 4

Learners own answers.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

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1. How did the lesson go?
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3. Were you able to catch the learners' attention throughout the lesson?
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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Words with similar beginning sounds

Content Standard

K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

Indicator

K 1 .2.1.1.4 Identify the names and words with similar beginning sounds.

Learning Outcome

- ♦ Learners will be able to identify words with similar beginning sounds.

Essential for Learning

Learners can say and write the letter sounds /a/ and /b/.

New Words

Beginning, letter-sounds.

Resources

Word cards of some names with beginning sounds e.g. Kwesi, Kate, Kweku, Kafui, Ama, Ansah, Asante,

Core Competencies

Critical thinking and innovation (CI)
Creativity

Warming Up

Have learners sing and dance with “Obiara yawo no dwoda okonto”

Make sure they sing the song from Monday to Sunday so that everybody gets the chance to dance. Let them form a big circle.

Main Activities

Activity 1

- Call out the names of learners whose first name begin with /a/ sound and write the names on the board.
- E.g. Asante, Akorfa, Asienim, Abrafi, Adjo, Apoakwa and Antwi. Call out the names and let learners repeat after you. Let them listen carefully and identify the first sound of each name /a/.

Activity 2

- Repeat activity 1 with learners with different names with similar beginning. Sounds eg. /b/ sound. E.g. Boakye, Bortey, Boateng, Ben and Bubune. Let them identify the beginning letter sounds of each name. Write them on the board and let learners circle the beginning letter sound /b/.

Review Exercise

Have learners work in groups of five. Let them mention their family members' names and come out with names which have similar beginning sounds.

Assessment for Learning

Refer learners to Practice 1 and 2 on page 54 of the Workbook for exercises.

Suggested Homework

Draw yourself washing dishes at home.

Answers to exercises in the Workbook

Practice 1

Learners to write K in each box.

Practice 2

Learners to circle A.

Strand 2: My family

Sub-strand 2: Origin and history of my family

WB:
pages
55-56

LESSON 1: My family and where we come from

Content Standard

K1.2.2.1 Demonstrate knowledge of the origin and history of our families.

Indicator

K1.2.2.1.1 Listen and tell stories about origin and history of their family members.

K1.2.2.1.2

Demonstrate that print matches with illustration in a book.

Learning Outcome

Learners will be able to:

- ◆ Talk about origin and history of their family members.
- ◆ Listen to a read aloud text and form oral sentences.

New words

Origin, history, family.

Resources

A book which contains the theme, word card and sentence cards with different greetings.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and Problem Solving (CP)
Creativity and innovation (CI)

Warming Up

Have learners sing any local song they know.

Main Activities

Activity 1

- Have learners sit in a community circle. Ask learners to greet their friends in the language they speak at home. Find out whether learners know the names of the languages they speak at home.

Activity 2

- Tell learners the story about Joojo who lives in Accra but his home town is Cape Coast and their language is “Fante”. Ask question about the story. Let learners know the origin of some ethnic groups. e.g. Volta→the Ewe, Accra→the Ga, Kumasi→the Asante, Tamale→Dagomba or Gonja.

Activity 3

- Show the book you want to read to learners. Let them look at the front page illustrations to predict the story. Read the story to learners. Let learners track the text as you read. Pause often and ask questions to monitor whether learners are following and understand what you are reading.

Activity 4

- Put learners into groups of four. Let them take turns in retelling the story.

Let them form simple sentences with the words orally hometown, language, tribe.

Review Exercise

Let learners be in pairs. Let them talk about themselves, the languages they speak, their hometown and the food they usually eat at home.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 55 - 56 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 2

- B
- 1 Joojo's father
 - 2 5 years
 - 3 cape coast
 - 4 He learnt his local language.
He went to see fisherman pulling their net and how they paddle the canoe.
 - 5 Fante
- C
- Learners expected to draw fish, canoe, sea, palm tree, people, etc.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Identifying names and words with similar beginning sounds

Content Standard

K1.2.2.1 Demonstrate knowledge of the origin and history of our families.

Indicator:

K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child's family.

K1.2.2.1.4 Identify the names and words with similar beginning sounds.

Learning Outcome

Learners will be able to:

- ♦ Listen to a story about the history of a child's family.
- ♦ Identify names and words with similar beginning sounds.

New words

Family, origin, history.

Resources

A book with a history of some families, crayons, pencil, map of Ghana and recorded collections of traditional music.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Critical thinking and Problem Solving

Main Activities

Activity 1

- Give learners their Workbooks. Let them examine the front page and back page of their books as well as the spine.
- Have learners recite the poem "From a book to a child". Have learners listen to you as you read the story on page 59 to them.

Activity 2

- As you read, pause often and let learners relate the story to themselves. E.g. Ask questions like "Where were you born and where is your home town. Joojo was born in Accra but he comes from Cape Coast. What about you? Let learners answer questions based on the story.

Activity 3

- Display the Ghana map on the board. Guide learners to identify their home town on it. When they mention the towns, use your pointer to point it out for them.

Activity 4

- Now sing a traditional song of a region and let those who come from that region stand up and dance. E.g. "All those from the Ashanti Region, stand up bring your song and dance in front of the class". Let them dance to the music.

Warming up

Let learners sing and dance to any traditional song they know.

Activity 5

- Guide learners to identify names and towns with similar beginning sounds. Let them mention the names of their home towns. Pronounce them and let them listen and identify the towns with similar initial sounds. e.g. Kumasi, Kintampo, Koforidua, Kumawu, Konongo.

Review Exercise

Have learners work in pairs. They should identify the front, back pages of the Workbook. They should identify the author and the illustrator as well.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 57-58 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Mankessim, Mampong, Mamfi
- 2 Somanya, Mampong, Saltpond
- 3 Asamankese, Asokore, Konongo, Adom
- 4 Agona, Bekwai, Osino, Bechem

Practice 2

- 1 he, his
- 2 more, made, may
- 3 look, like
- 4 the, that
- 5 day, did

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing

Content Standard

K1.2.2.1 Demonstrate knowledge of the origin and history of our families.

Indicator

K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right and top to bottom.

Learning Outcome

- ◆ Learners will be able to identify words with similar beginning sounds.

New words

Sounds, similar.

Resources

Word cards of some words with similar beginning sounds eg. Koforidua, Kumasi, KoKrokoo, Kokonte, Nkrumah, Nkansah, Nkani, etc.

Core Competencies

Creativity and innovation(CI)
Communication and collaboration (CC)

Warming Up

Have learners tap their fingers one at a time. Do one hand at a time and another as they learn movement.

Main Activities

Activity 1

- Stand in front of the class with your back facing them. Model how to make straight lines in the air for learners to follow the direction and repeat the same.

- Write the strokes on the board. Have learners write some in the sand tray, in their jotters and use their fingers to write at the back of their friends.
- As learners write in the air, let learners recite this song: “Straight straight”
‘a curve, a curve, a curve’ ‘left – right, left-right’.

Activity 2

- Make lines from left to right in the air and on the board for learners to do same.
- Let learners do this on their tables, sand tray, and at the back of their friends. Repeat the same methods for writing the curves.

Review Exercise

Have learners work in pairs. They make strokes from left to right and curves at the back of their friends using their fingers. Let them take turns.

Assessment for Learning

Refer learners to Practice 1 page 59 of the Workbook for an exercise.

Suggested Homework

Give learners plain sheets of paper to make strokes up and down, left and right and present it to class the next day.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 2: My family

Sub-strand 3: Family celebrations and festivals

WB:
pages
60-61

LESSON 1: Special family days

Content Standard

K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.

Indicator

K1.2.3.1.1 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc.

K.1.2.3.1.2 Demonstrate the proper way to handle a book.

Learning Outcome

Learners will be able to:

- ♦ Talk about special family days.
- ♦ Identify how to handle a book carefully.

Essential for learning

Learners have been celebrating their birthdays or have been attending their friends' birthday celebration.

New words

Celebrations, festivals, birthdays.

Resources

balloons, toffees, chocolates, pictures/posters of celebrations.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and Problem Solving
Creativity and innovation (CI)

Warming up

Have learners sing the birthday song. "Happy birthday to you".

Main Activities

Activity 1

- Show a picture of children celebrating birthday. You can refer to learners book at page 60. Have learners use the **think-pair –share** strategy. Let them look at the picture and talk about the things they see in the pictures. Eg. toffees, cake, balloons, etc.

Activity 2

- Put learners into groups of four. Let them talk about their family celebrations (eg. "Dipo", "Akwantukese") and share with the whole class. Let them talk about how they celebrate their birthdays. Let them sing and dance to some celebration songs e.g. "Happy birthday to you".

Activity 3

- Give out story books to learners. Demonstrate how to handle and open the books while learners watch you.
- Using your big book, call out some learner to come and open the book. Now, ask each learner to open his/her Workbook. Let them open the book page by page until they get to the last page.

Review Exercise

Have learners work in pairs. Let one learner open the book page by page while the other learner watches. Let them take turns.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 60-61 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learn to trace

Practice 2

Learners expected to draw:
cake, drinks, table, chair, food, etc.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Festivals

Content Standard

K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.

Indicator

K1.2.3.1.3 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc.

K1.2.3.1.4 Talk about the basic concepts of writing: from left to right, and top to bottom.

Learning Outcome

Learners will be able to:

- ◆ Listen and interact during read loud session and share their ideas.
- ◆ Identify that we write from left to right and top to bottom.

Essential for Learning

Learners can scribble lines and curves. They can also listen to stories and retell them.

New Words

Right, left, top, bottom, interact, festivals

Resources

Crayons, pencils, jotters, “your Big Book”.

Core Competencies

Communication and collaboration (CC)
Personal Development and
Leadership (PL)

Warming up

Have learners flip their fingers, clap and sing “Happy Birthday to you”

Main Activities

Activity 1

- Put learners into a community circle. Use the KWL Strategy. Ask learners to tell you what they already know about any local festival. Get different learners to talk e.g. Akwasidae, Dipo, Aboakyir and Damba.

Activity 2

- Read one festival in your Big Book to learners. eg. Akwasidae. Check Google and YouTube for more examples. As you read the text, call some of the learners to demonstrate how to open the pages. Repeat this activity throughout the reading.
- Ask questions after the reading session and ask learners what they have learnt.

Activity 3

- Stand with your back facing the class. Make several strokes in the air and on the board. Direct learners to make several strokes in the air, sand trays and on their tables. Draw their attention to the top to bottom writing.

Activity 4

- Now, make strokes and curves from left to right while learners watch you.

Review Exercise

Have learners work in pairs. Give them sheets of paper. Let them make strokes up and down and left to right.

Assessment for Learning

Refer learners to Practice 1 - 3 on pages 62 - 64 of the Workbook for exercises.

Suggested Homework

Draw one thing you like when you attend a birthday party.

Answers to exercises in the Workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to colour and trace words.

Practice 3

Learners drawing.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 2: My family

Sub-strand 4: My school rules and regulations

WB:
pages
65-66

LESSON 1: Members of my school family

Content Standard

K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school.

Indicator

K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom.

Learning Outcome

- ◆ Learners will be able to identify the members of the school family.

Essential for Learning

Learners have classmates and friends in the school.

New Words

Head teacher, teacher, classmates, family.

Resources

Pencil, crayons, pictures/posters of members of the school family.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming up: Have learners recite any rhyme or song which is related to the topic.

Main Activities

Activity 1

- Have learners sit in a community circle.
- Ask them what they learnt at “OWOP” on this theme. (Note: Look for a story or book which talks about family members) Ask the following questions:
 - i Who is your best friend?
 - ii Name some of your classmates.
 - iii Who is your teacher?
 - iv Who is your head teacher?
 - v Do you have friends outside your class?
- Have learners use the **think-pair-share** strategy to answer these questions. Let learners know that the head teacher, your teacher, other teachers, classmates form the family members of the school.
- Ask learners if there are others, we have not mentioned. Let the learners mention them. E.g. workers in the school, vendors, etc.

Activity 2

- Let learners tell you some special activities that go on in the school. Have learners work in groups of four. Let them talk about the topic and report to the class.

Expected answers:

- 1 Teachers teach learners;
- 2 Learners learn;

- 3 Learners tidy up the classroom and the school compound;
 - 4 Head teacher makes sure everything goes on well in the school;
 - 5 We sing songs, we say rhymes and we play lot.
- Write some of these points on the board and read through with a pointer and let learners read after you.

Review Exercise

Working in pairs, have learners mention two people who belong to the school family.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 65-66 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to colour and trace

Practice 2

- 1 classroom
- 2 Teacher (man), books, boy, girl, chair, chalk board, dress
- 3 books
- 4 one girl

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Rules and regulation in the classroom

Content Standard

K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school

Indicator

K1.2.4.1.2 Demonstrate that print matches with illustration in a book

K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school.

Learning Outcome

- ◆ Learners will be able to identify rules and regulations which govern their school.

Essential for Learning

Learners know that they have to keep quiet when teacher is talking / teaching.

New Words

Misbehave, rules and regulations, obey, obedient,

Resources

Cut-out words of the new words, pencils, crayons, pictures/posters of people showing respect.

Core Competencies

Critical thinking and Problem Solving (CP)

Creativity and innovation (CI)

Warming up

Have learners clap and jump ten times and sing any local song familiar to them.

Main Activities

Activity 1

- Look for a book which contains rules and regulations for schools before you go to the class or write it on a big cardboard. Have learners identify the front and back page of the book. Let them talk about it in pairs.

Activity 2

- As you read to learners, use a pointer to run through the words for learners to track the text. Pause often and let learners ask you questions about the pictures. Let them predict what will follow next. Ask questions about what you read to them.
- Revise what you read to learners by asking them questions about what they are not supposed to do e.g. we have to come to school early. Read the text again to learners. Write the new words on the board as you read the text. When you come to a new word, use context clues to explain for learners to understand. Misbehave rules, regulation.

Activity 3

- Have learners work in groups of five to create their own rules for the class. Learners should report to the whole class. Write some of the rules at the corner of the board and read through with learners every day.
 - 1 Come to school early.
 - 2 Do not talk when teacher is teaching.
 - 3 Do not litter the classroom and the school compound.

- 4 Do not fight or bully anyone.
- 5 Learn to say please and thank you when needed.

Review Exercise

Have learners work in groups of four. Give word cards to each group to read the words in turns.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 67-68 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1 Tick(✓) the right commands to follow at school.

		
☒	☐	☒
		
☒	☐	☒
		
☒	☐	☐

Practice 2

- 1 clean the board
- 2 pick a book
- 3 write
- 4 put your hand behind you

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Rhyming words

Content Standard

K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school

Indicator

K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school.

K1.2.4.1.5 Recognise and identify the target letter name for the week in given words related to the school.

Learning Outcome

Learners will be able to:

- ◆ Identify some common rhyming sounds in a rhyme.
- ◆ Identify the target letter name in given words.

Essential for Learning

Learners have been reciting rhymes in their class eg. "One two, buckle my shoes"

New Words

Diddle, fiddle, moon, spoon

Resources

Rhyme written on a cardboard, letter card, words cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Critical thinking and Problem

Warming up

Have learners recite the rhyme

"To market to market"

to buy a fat pig

home again home again joggerty-jog."

Main Activities

Activity 1

- Have learners sing some songs and recite some rhymes that they know already. Write this rhyme on the board.
*Hey diddle, diddle,
The cat and fiddle,
The cow jumped over the moon;
The little dog laughed
To see such sport,
And the dish ran away with the spoon*

Activity 2

- Ask from them the rhyming words in the rhyme. "diddle, diddle" "moon, spoon".
- Write the rhyming words at a corner of the board for learners to read on their own.
- Teach more rhymes with rhyming words.

Activity 3

- Write the letter "s" as the letter to be learnt for the week on the board. Write some words on the board with the /s/ sound. Let learners identify where the /s/ sound is located. Is it at the beginning, middle or ending?

1. School;
2. Second;
3. Spoon;

4. Learners;
5. Members;
6. Messenger.

- Let learners circle the “s” in the words.

Activity 4

- Demonstrate how to write the letters in the air for learners to observe. Now let learners write letters in the air with you.

Activity 5

- Have learners practise writing the letter “s” on their tables, sand-trays and at the back of their friends with their fingers. Let learners take turns when writing at the back of their friends.

Review Exercise

Have learners work in pairs to identify the letter “s” in the following words (1) message, (2) same, (3) as, (4) numbers, (5) sound.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 69-70 of the Workbook for exercises.

Suggested Homework

Let learners write the letter “s” in the Workbook.

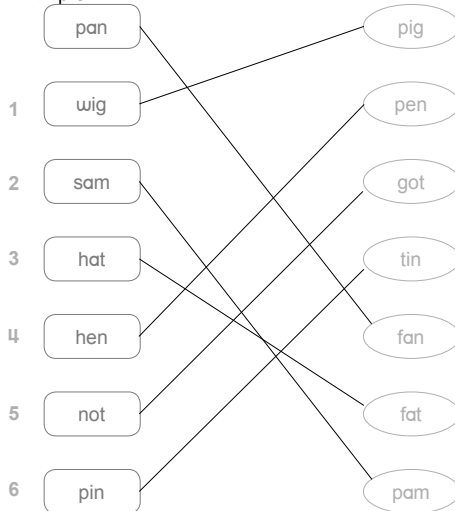
Answers to exercises in the Workbook

Practice 1

- 1 spoon, soon
- 2 hat, sat, mat
- 3 sip, tip, nip
- 4 not, hot, rot
- 5 slice, rice, nice

Practice 2

Example



Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Term Two

3

Strand:

**Values and
beliefs**

Strand 3: Values and beliefs

Sub-strand 1: Our family values

WB:
pages
72-73

LESSON 1: Good manners

Content Standard

K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

Indicator

K1.3.1.1.1 Identify the good manners our families value and how it can change our personal likes and dislikes.

K1.3.1.1.2 Demonstrate that spoken words are represented in written words/print.

Learning Outcome

- ◆ Learners will be able to:
- ◆ Identify good manners our family's value.
- ◆ Identify that spoken words are represented in written words/print.

Essentials for learning

Learners say good morning to their teacher when they go to school in the morning.

New Words

Good morning, good afternoon, good evening, likes, dislikes.

Resources

Pictures/posters showing the various greetings, crayons, pencils etc.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Personal development and Leadership (PL)

Warming Up

Have learners sing this song.

"Hello, hello, how are you"

I'm fine, I'm fine, thank you'

Main Activities

Activity 1

- Put learners in a community circle. Use think-pair-share to talk about their likes and dislikes. Write them on the board.

Children,s likes	Children's dislikes
To be loved	Beating
Attention	Threatening with cane
Playing	Insulting
Eating sweets	Laughing at them
Security	Sending them on errands
Pampering	Asking them to wash plates
	Brushing their teeth.

- Write their likes and dislikes on manila cards and paste them on the board.

Activity 2

- Now, let learners talk about what their parents and grandparents value most and why it is necessary to respect and follow those values e.g. Obedience, respect, helping people in need, truthfulness.

Activity 3

- Let learners know that spoken words could be written in text. Go through what they like and dislike (previous lesson) with them. Display them on the board. Read through with a pointer, for learners to know, that what they said/spoke could be written in words.

Review Exercise

Have learners work in pairs. Let them talk about why they should respect their grandparents and parents values.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 72-73 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

Match the pictures with the correct greetings.

1 

2 

3 

4 

good bye

good morning

good evening

hello

The matching lines are: 1 to good morning, 2 to hello, 3 to good evening, 4 to good bye.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

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2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Importance of greetings

Content Standard

K.1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

Indicator

K1.3.1.1.3 Listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society.

Learning Outcome

- ◆ Learners will be able to listen to a story on the importance of exhibiting good manners.

Essentials for Learning

Learners have learnt how to accept family values obey and respect them. E.g. Greeting everybody you meet and being obedient and respectful to adults and teachers.

New words

Greetings, good afternoon, good evening, good morning.

Core Competencies

Communication and collaboration (CC)

Warming Up

Let learners sing this song
*"Abofra y3 somak) a
 Obiara p3 nas3m (3x)
 Nti y3 somak)"*

Main Activities

Activity 1

- Refer learners to the story on page 74. Read the story about Abu to learners.
- Let them listen attentively. Ask oral questions about the story and let learners answer using the think-pair-share strategy.
- Let learners discuss (1) why the boy refused to greet the old lady? (2) What moral lesson have they learnt from the story?

Activity 2

- Guide learners to know the various daily greetings and when they are used.

Good morning for mornings

Good afternoon for afternoons

Good evening for evenings

Good night when going to bed

Activity 3

- Have learners role-play the daily greetings. One to three learners should go out and return in turns to greet.(for morning) 'Good morning' and the class responds the same. Have another set go out and come and greet for afternoon and evening.

Review Exercise

Have learners work in groups of four. Give out the greeting cards to each group. One picks say; "Good morning" and everybody stand up and greet. Let them have turns.

Assessment for learning

Refer learners to Practice 1 on page 74 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Abu
- 2 To collect mangoes
- 3 No. Because he disrespected her
- 4 He fell in a trap and was bitten by a snake.
- 5 Show respect to others.
Live in peace with others.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing and phonic activities

Content Standard

K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

Indicator

K1.3.1.1.4 Recognise that spoken words are made up of individual speech sounds and letters that can be written down.

K1.3.1.1.5 Recognise details in shapes and height of the letter for the week and write it legibly and correctly.

Learning Outcome

- ◆ Learners will be able to
- ◆ Identify that spoken words are made up of speech words and letters.
- ◆ Write some selected letters of the alphabets.

Essential for learning

Learners can identify and say the sound for /s/ and write it in their exercise books.

New Words

Alphabets, sounds.

Resources

Word cards of the words (school, greetings, conversation, keywords, visitor).

Core Competencies

Personal development and Leadership (PL)

Communication and Collaboration (CC)
Creativity Innovation (CI)

Critical Thinking and Problem solving

Warming Up

Let learners sing the alphabets songs "A B C D E F G H __, __"

Main Activities

Activity 1

- Write these words on the board. Greetings, visitor, keywords, school. Guide learners to say the words slowly stretching them using rubber band. Have learners identify the number of syllables in each word; e.g. Visitor is stretched as vi si tor with three syllables.

Activity 2

- Have learners circle the letter 's' in the words on the board. E.g. greeting(s), vi(s)itor, (s)chool, keyword(s).

Activity 3

- Using some phonic games, assist learners to replace different sounds/ letter at the beginning of some selected words to create new words e.g. (1) man, fan, sat, can (2) pen, hen, fen (3) sit, pin, bin, fin

Activity 4

- Have learners watch you while you model some pre-writing exercises. Model writing of some letters, example **a, b, d** in the air and write some on the board for learners to emulate.
- Let learners write the letters in the air using their fingers, on their tables, in sand-trays, on slates and on the back of their friends using their fingers.

(Note: Teach writing of the letters one by one and move on to the next letter when they can write the previous one).

Assessment for learning

Refer learners to Practice 1 – 7 on pages 75-81 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- A Learners to say and trace /A/ and /a/.
- B Learners to colour.

Practice 2

- A Learners to say and trace /B/ and /b/.
- B Learners to colour and circle /B/.

Practice 3

- A Learners to say and trace /C/ and /c/.
- B Learners to colour and circle /c/.

Practice 4

- A Learners to say and trace capital 'D' and small 'd'.
- B Learners to write d under each picture.

Practice 5

- A Learners to say and trace /E/ and /e/.
- B Learners drawing.

Practice 6

- A Learners to say and trace /F/ and /f/.
- B Learners to circle – f in fresh, fish and fit.
- C Learners to colour.

Practice 7

- A Learners to say and trace /G/ and /g/.
- B Learners to colour.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 3: Values and beliefs

Sub-strand 2: My cultural values

WB:
pages
82-83

LESSON 1: Showing respect

Content Standard

K1.3.2.1.1 Talk about some important cultural values and good manners that promote respect and politeness.

Indicator

K1.3.2.1.1 Talk about some important cultural values and good manners that promote respect and politeness.

K1.3.2.1.2 Recognise the basic components of a book using the Big Book on showing respect.

Learning Outcome

- ♦ Learners will be able to identify some cultural values and manners that promote respect and politeness.

Essentials for learning

Learners know that they have to greet in the morning, afternoon and evening as “Good morning, Good afternoon and Good evening” respectively.

New Words

Good manners, please, thank you, permission

Resources

Pictures/posters of people showing good cultural values, pencil, crayons, cut-out words e.g.?

Thank you.

Please may I go out?

Core Competencies

Personal development and Leadership (PL)
Communication and collaboration (CC)
Critical thinking and Problem Solving (CP)
Creativity and innovation (CI)

Warming Up

Have learners sing any cultural song common in the locality.

Main Activities

Activity 1

- Put learners in a community circle. Let them sing any cultural value songs and rhymes. “Abofra ketewa bi w) ho”. Show the greeting cards to learners and let them role play.

Good afternoon

Good morning

Good evening

- Pick one of the greeting cards. Read with the learners stressing on the syllables and the sound of the first letter. Let learners pronounce the words after you. Have learners demonstrate how to greet adults, father, mother, etc in the society. Let them demonstrate all the greetings.

Please

Thank you

May I go out

Activity 2

- Give out conversational posters with the inscriptions.
- Go through the sentence with learners. Create a scenario for learners to tell the appropriate polite words/phrases to use and explain why.
E.g. Call a boy and girl to the front of the class. Give one packet of crayons to the girl. Ask the boy to ask her for one. Let the class tell you what the boy should say and what he should say when the girl gives him the crayons. 'Please give me a crayon'. 'Thank you'. Have learners role-play some of the scenarios.

Activity 3

- Use "Your Big book" on how to show respect and politeness. Let them know how to handle books correctly. Have learners talk about the front/cover page, the body and the end page of the book. Have picture walk from the cover page illustration and the body/content up to the end with learners.
- Write the keywords on the board before reading the story. E.g. Good morning, please, thank you, may I go out. Explain the meaning of the words first before reading the text to learners.

Activity 4

- Have learners use some of the keywords to form sentences on their own.

E.g.

1. Please teacher, may I go out?
 2. Please may I take your pencil?
 3. Thank you. Mama
 4. Please, how are you Esi?
- Write some of the words on the board. Let learners fill in the missing letters.
Tha__k
P__ease

Review Exercises

Have learners work in pairs. Let them use polite words "please" and "thank you" to form sentences.

Assessment for learning

Refer learners to Practices 1 and 2 on pages 82-83 for learners to do exercises.

Answers to exercises in the Workbook.

Practice 1

- 1 Aku
- 2 A man and woman
- 3 Ask for help to cross the road
She said thank you to the man
She asked permission from her teacher.
- 4 The man helped her to cross the road.
- 5 Be careful at all times.

Practice 2

- A
- 1 may
 - 2 respect
 - 3 think
 - 4 please
 - 5 sorry
 - 6 help
- B Learners to trace

LESSON 2: Cultural values

Content Standard

K1. 3.2.1.1 Talk about some important cultural values and good manners that promote respect and politeness.

Indicator

K1.3.2.1.3 Use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show respect to teachers and peers at school.

K1.3.2.1.4 Identify the location of individual sounds in a given word (beginning or end of a word).

Learning Outcome

- ◆ Learners will be able to:
- ◆ Use the positive words learnt to talk about how to show respect to adults, teachers and peers.
- ◆ Identify the location of sounds in a given word.

Essentials of learning

Learners can form sentences with polite words like 'please' and 'thank you'.

New Words

Respect, predict, positive, thank you, please.

Resources

cut-out words of polite words e.g. pictures/posters of people showing respect.

Core Competencies

Personal Development and Leadership (PL)

Warming Up

Have learners sing any local songs which show respect.

Main Activities

Activity 1

- Use your Big Book or write your own story about a girl who refused to obey her parents, or read the story of Aku on page 82 to learners. Do picture walk through the text.
- Looking at the pictures, let learners predict what the story will be.

Activity 2

- Let learners use think-pair-share to talk about what they learnt from the story relating it to how good it is for a child to adopt their cultural values. Write the keywords on the board before reading the story e.g. Good morning, please, thank you, may I go out, etc. Explain the following words before reading the text to learners. Read the story slowly to learners. Pause for learners to predict what will follow.

Activity 3

Have learners use some of the keywords to form sentences on their own. E.g.

- Please teacher, may I go out?
- Please may I take your pencil?
- Thank you Mama.
- How are you Esi?

Write some of the words on the board.

Let learners fill in the missing letters.

Pl__ase (2) Tha____k yo__

- Have learners describe different ways to show respect to teachers and their parents.

Activity 4

- Introduce the letter sound for the week /p/ to learners. Write words which have the letter sounds at the beginning and middle on the board. Have learners pronounce the words after you and let them circle the letters. E.g. please, pear, people, pepper, promise, pebbles.

Activity 5

- Have learners write the letter P in their exercise books. They should first write it in the air, on slates, in sand-trays and at the backs of their friends using fingers.

Review Exercise

Have learners work in pairs. Let them use polite words such as please and thank you to form sentences.

Assessment for learning

Refer learners to Practices 1 and 2 on pages 84-85 of the Workbook for exercises.

Review Exercise

Let learners work in pairs. Give them sentence strips. Read the sentence to Let them. They identify the words that begin with letter sound /p/.

Please Papa, can I take your pink pencil?

Assessment for learning

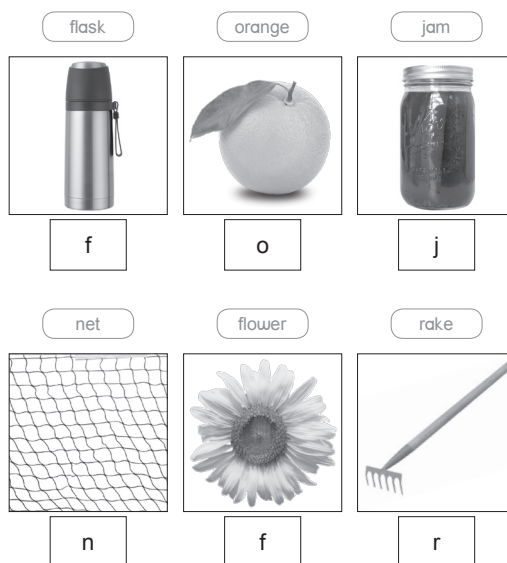
Refer learners to Practices 1 and 2 on pages 84-85 of the Workbooks for exercises.

Suggested Homework

Have learners underline /p/ in the following words (1) President (2) Pawpaw (3) Perpetual (4) Parcel.

Answers to exercises in the Workbook

Practice 1



Practice 2

- 1 A boy and a girl shaking hands
A boy smiling
A girl smiling
- 2 Thank you
how are you
- 3 Showing respect and appreciation
- 4 After someone has helped you,
After someone gives you a lift,
If your teacher permits you to go out,
etc.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 3: Values and beliefs

Sub-strand 3: Our Religious values

WB:
pages
86-87

LESSON 1: Religious and moral values (1)

Content Standard

K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims.

Indicator

K1.3.3.1.1 Recite rhymes and talk about religious values and how to show it.

Learning Outcome

- ◆ Learners will be able to identify the religious values (love, peace, and forgiveness) of the three religious groups.

Essentials for learning

Learners sing songs at their various worship places to worship the supreme being.

New Words

Shrine, Moslem, Mosque, Church, Christians, Traditional Priest.

Resources

Pictures/posters of places of worship, crayons, pencils.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming Up

Have learners sing song “Jesus is coming this way”.

Main Activities

Activity 1

- Have learners sit in a semi-circle. Let them sing songs and recite rhymes which depict religious values. Using the think-pair-share strategy let learners tell you what are normally preached to them when they go for Sunday School. i.e “peace, love, forgiveness”.

Activity 2

- As a class, discuss the common moral values to learners (1) love (2) peace (3) forgiveness. Take them one by one and let learners talk about them
 1. How to show love to people.
 2. When do we have to forgive our friends?
 3. How to live in harmony or peace with the people in class, school and at home.

Activity 3

Divide the class into three groups. Write the three virtues on a piece of paper.

Peace

Forgiveness

love

Note: Let the words accompany pictures. Let each group pick one of these and dramatise the religious and /or moral values they picked.

Review Exercises

Have learners work in groups of four. Let each learner form a sentence with one of the words learnt.

Assessment for learning

Refer learners to Practices 1 and 2 on pages 86-87. Have learners sing the songs. If they don't know how to sing them, teach them in advance. Go through Practice 1 and 2 with learners.

Answer to exercises in the Workbook

Practice 1

- 1 At church
- 2 Sing, pray, dance, clap
- 3 Jesus
- 4 Help others, share with others

Practice 2

- 1 At the mosque
- 2 Pray
- 3 Mat, beads, plastic kettle

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Religious and moral values (2)

Content Standard

K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims.

Indicator

K1.3.3.1.2. Handle books correctly and with care.

K1.3.3.1.3 Interact actively with peers during a teacher-read aloud session about religious and moral values, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to create short sentences.

Learning Outcome

- ◆ Learners will be able to
- ◆ identify appropriate way of handling books.
- ◆ use new vocabulary acquired to create short sentences.

New Words

Religious values, moral values, love, forgiveness, peace.

Resources

Word cards and sentence strips on new words. Crayons, pencils.

Core Competencies

Personal development and Leadership (PL)
Communication and collaboration (CC)
Creativity Innovation (CI)
Critical thinking and Problem solving (PC)

Warming Up

Have learners sing these songs

- (1) Jesus loves me
- (2) Allah Mungode

Main Activities

Activity 1

- Use your “Big Book” (Note: If you don’t have the big book, make your own “Big Book” or search on Google to get information on the various themes). Today’s theme is ‘Religious and Moral values’. Use visual information and gestures to explain the key words before you start the reading (peace, love, forgiveness).

Activity 2

- Read the text to learners slowly. Assist them to identify the keywords (peace, love, forgiveness) which are the moral values for the theme. Let learners form sentences with the new words.

E.g (1) I love everybody.
(2) Please, forgive me.
(3) Let peace stay with us.
(4) Let us work in peace.

Review Exercise

Have learners work in pairs. Let them form sentences with the three words ‘peace, forgiveness and love’.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 88-89 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to colour their place of worship.

Practice 2

A Learners to trace

B Bible → B

Pot → P

Mat → M

C bat mat pat

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?

4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing exercise

Content Standard

K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims.

Indicator

K1.3.3.1.5: Write letters legibly and boldly.

Learning Outcome

- ♦ Learners will be able to write letters of words depicting moral values.

Essentials for learning

Learners can form oral sentences with words e.g. love and peace.

New Words

Peace, love, forgiveness.

Resources

Word cards of some moral values.

Core Competencies

Creativity and innovation (CI)

Warming Up

Have learners click their fingers /shake their hands and clap while singing their favourite song.

Main Activities

Activity 1

- Write these words boldly on the board peace and love. Have learners pronounce it using the rubber band style. Let learners tell you when these value words are used. E.g. Let them spell the words and form simple sentence. E.g.

- (1) God loves me
- (2) There is peace at home.

Activity 2

- Have learners practise writing these two words on their tables, sand-tray and in their jotters.

Assessment for learning

Have learners write the two words in their exercise books.
“Peace” “Love”.

Answers to exercises in the Workbook

Practice 1

Learners to trace

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

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9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 3: Values and beliefs

Sub-strand 4: Our beliefs

WB:
pages
91-92

LESSON 1: God the creator

Content Standard

K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs.

Indicator

K1.3.4.1.1 Talk about God as the Creator of all things and discuss different ways that people worship him.

K1.3.4.1.2 Handle their religious scriptures (book) appropriately.

Learning Outcome

Learners will be able to

- ◆ Identify God as the creator of all things
- ◆ Handle religious books carefully and appropriately.

Essentials for Learning

Learners know that there is a God who created human beings and animals.

New Words

Creator, God, worship.

Resources

Bible, Quran, pictures/posters of places of worship and people worshipping God, crayons, pencils.

Core Competencies

Personal development and Leadership (PL)

Communication and collaboration (CC)

Critical thinking and Problem Solving (CP)

Creativity and innovation (CI)

Warming Up

Have learners sing any religious songs common to everybody.

Main Activities

Activity 1

- Use K.W.L Strategy.
- K. Have learners share what they know about God. E.g. He is the Supreme Being. He created human beings, animals and plants.
- W. Now ask learners to ask you questions about God. Find out from learners the religious groups that they belong to. Let them tell you the different names given to God in their Religions e.g Muslims calls him Allah, some Akan African Traditional Worshippers call him Nyame, Christians call him God.
- L. Have learners talk about what they learnt about the topic.

Activity 2

- Put learners into three religious groups. Let them talk about how they worship their God. Briefly let learners tell the class how they worship the Supreme Being.
- L. Encourage learners to appreciate each other and share what they have learnt from their peers.

Activity 3

- Show the Bible, Quran, Bible stories, etc. to learners. Displays them on your table.

Teach learners how to open the books, paying attention to page numbers from the beginning to the end.

Let them recite the rhyme from a book to a friend.

Create your own story. Use the story to assist learners appreciate and respect other religious books.

Review Exercise

Have learners sing songs of the three religious bodies and dance.

Assessment for learning

Refer learners to practices 1 and 2 on pages 91-92 of the Workbook. Direct learners to identify the things made by God and answer the oral activity on page 95.

Answers to exercises in the Workbook

Practice 1

- 1 God
- 2 learners choice
- 3 learners answers
- 4 learners answers

Practice 2

- 1 H
- 3 M
- 4 F

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

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3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Different ways of worshipping God

Content Standard

K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs.

Indicator

K1.3.4.1.3 Interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.

Learning Outcome

- ◆ Learners will be able to
- ◆ use new vocabulary acquired to talk about their beliefs.

Essentials for learning

Learners know that there are three main religious bodies in Ghana. (Christianity, Islam and African Traditional Religion).

New Words

Religion, christianity, church, mosque, shrine.

Resources

Pictures/posters of different religious worshipping places, crayons, pencils.

Core Competencies

Personal Development and Leadership (PL)

Personal development and Leadership (PL)

Communication and collaboration (CC)
Critical thinking and Problem Solving (CP)

Warming Up

Have learners sing some religious songs common to them and dance to the music.

Main Activities

Activity 1

- Have learners sit in a communal circle. Use your Big Book or get information from YouTube. Read aloud the text on different religious groups in Ghana and how they worship their gods. Ask what they know before reading (K). Encourage them to ask questions about what they want to know (W). Use usual information e.g. pictures/posters to explain information words, like church, shrine and mosque.

Activity 2

- Learners can ask questions like why Moslems go to the Mosque only on Fridays, etc. As you read the text, pause often and have learners respond to some questions which will relate the information to their lives E.g Moslems wash their feet, mouth and nose before praying. This means you have to be clean before talking to Allah.

Activity 3

- Have learners share what they have learnt from the story. Let them work in pairs and later share what they learnt with the whole class. E.g. all the religious bodies preach about peace, harmony love and forgiveness.

Activity 4

- Ask learners the following questions.
 1. How will you relate well with people from different religious group?
- Let learners group themselves in their various religious groups.
 1. Group A - Christians
 2. Group B - Moslems
 3. Group C - Traditionalist
- One group sings one of their songs and all the other religious groups dance together. They should take turns. Encourage learners to sing and dance to the various music as a way of appreciating each other and living in harmony with different people from religious groups.

Review Exercise

Have learners role-play what their religious leader does when they are leading worship.

Assessment for learning

Refer learners to Practice 1 - 4 on pages 93-96 of the Workbook.

Answers to exercises in the Workbook

Practice 1

- 1 Learners choice
 - 2 Singing at church
 - 3 He is praying
 - 4 Band, whisk, chain
- C Learners to trace

Practice 2

Learners to colour

Practice 3

- 1 Shrine
- 2 Whisk
- 3 Pot, doll, egg, drink

Practice 4

- 1 Astupi – Christian
Baba – Muslim
Awo – Traditionalist
- 2 Baba
- 3 Awo gave him one of her pencil
- 4 Share what we have with others who do not have.

Diagnostic Assessment

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?

9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Sight words

Content Standard

K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs.

K1.3.4.1.5

Play different musical instrument, sing religious songs and dance on the music.

Learning Outcome

- ◆ Learners will be able to read sight word cards.

Essential for Learning

Learners can identify initial letter sounds in words.

New Words

Sight words.

Resources

Letter cards, word cards, sight words.

Warming up

Have learners squeeze their fingers, flip their hands and clap.

Main Activities

Activity 1

- Write the sight words boldly on the board. Cat, an, my, we at, bat.
- Guide learners to read the sight words several times.

Activity 2

- Put learners into groups of four. Give them the sight word cards. In their groups, let them read in turns. Explain the words to them. Encourage them to form simple sentences with the words orally.

Activity 3

- Write some of the sentences on the board.
 - 1 This is for me.
 - 2 I am beautiful.
 - 3 Sit on your chair.
 - 4 I want to go home.
- Let learners trace the sight words in their exercise books.

Review Exercise

Have learners work in pairs. Let them form oral sentences with these sight words.

- 1 my
- 2 have

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 97-98 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read, trace and colour words.

Practice 2

Learners to trace the sight words and read the sentences.

Diagnostic Assessment

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

4

Strand:
My local
community

Strand 4: My local community

Sub-strand 1: Knowing the special place in my local community

WB:
pages
100-101

LESSON 1: Special places in my community (1)

Content Standard

K1.4.1.1 Demonstrate understanding of the special places in our local communities.

Indicator

K1.4.1.1.1 Visit and talk about some special places in our community.

K1.4.1.1.2 Use visual information (illustrations) when reading.

Learning Outcome

- ◆ Learners will be able to
- ◆ Identify and name special places in the community.
- ◆ Use illustrations when reading and talk about what they see.

Essentials for learning

Learners have been going to some special places. E.g. hospital, market.

New Words

Hospital, market, palace, police station, post office.

Resources

Crayons, pencils, pictures/posters of special places e.g. hospital, chief palace, etc.

Core Competencies

Personal development and Leadership (PL)
Communication and collaboration (CC)
Creativity and Innovation (CI)

Warming Up

Have learners recite the rhyme.

'Mama mama I am sick.

Call the doctor very quick,

Doctor doctor shall I die?

No my baby do not cry'.

Main Activities

Activity 1

- Put learners in a community circle. Ask them where they go when they fall sick i.e hospital. Let learners tell you the people they meet at the hospital and what they do.
- Refer learners to page 101 of the Workbook. Let them do the oral activities on the page.

Activity 2

- Let learners talk about other important places they know e.g. market, chiefs palace, etc. Have learners work in pairs. Let them discuss why these places are important. E.g. A market is important because it is a place where we buy goods, provisions etc. without the market, we shall not get food to eat.

Activity 3

- Use your "Big Book." If you do not have one, look for a book where you can get the theme. Go through the pictures from cover to cover as you flip the pages. Let learners talk about what they see in the pictures.

Activity 4

- Now read the book on special places in the community to learners. Use visual information (posters and pictures) to explain new words like chief palace, police station, post office to learners. Ask learners questions to test understanding of text.

Review Exercise

Play 'pick and act'. Divide the class into 3 groups. One group role-play a scene at the market the second group play a scene at the hospital and the last group play a scene at the police station.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 100-101 of the Workbook for exercises. Have learners say the rhyme 'To market to market' and answer the oral questions there.

Answers to exercises in the Workbook

Practice 1

- B
- 1 Hospital
 - 2 Doctor, a nurse
 - 3 Doctor, nurse, medicine, needle
 - 4 Learners answers

Practice 2

- 1 Market, store
- 2 Market
- 3 A fat dog
- 4 Learners answers
- 5 Learners answers

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Special places in my community (2)

Content standard

K1.4.1.1 Demonstrate understanding of the special places in our local communities.

Indicator

K1.4.1.1.3. Listen attentively and interact with peers during a teacher-read-aloud session about special places in our community and answer questions.

Learning Outcome

- ◆ Learners will be able to; listen to 'read-aloud' session about special places in our community.

Essential for learning

Learners have been going to hospital when they are sick. Some of the learner's mothers sell at markets.

New Words

Hospital, market, retell, story.

Resources

Pictures/posters of markets, post office, palace etc. crayons, pencils, word cards of names of special places.

Core Competencies

Personal development and Leadership (PL)

Communication and collaboration (CC)

Creativity Innovation (CI)

Main Activities

Activity 1

- Use the K.W.L strategy to read about the theme (important places in the community) to learners. Let them tell you what they know about the important places in the community (e.g. police station). Encourage them to ask more about what they want to know.

Activity 2

- Ask them what they know about the police station. Who are sent there? What do policemen /women do? Can you describe their uniform? Read aloud slowly and pause for learners to interact with peers. Read a story on someone who stole money and was sent to the police station. Ask learners to work in pairs about what they learnt from the 'read aloud' session.

Activity 3

- Refer learners page 102 of Workbook.
- Let them do a picture walk on the page. Have them predict what is happening in the pictures on the pages. Let them answer the oral questions there.

Review Exercise

Have learners work in pairs. Let them discuss why people should be careful so that they are not sent to the police station.

Warming Up

Have learners recite 'To market to market'.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 102-103 of the Workbook for exercises.

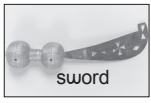
Answers to exercises in the Workbook

Practice 1

- B 1 building drums, stool, umbrella
flags, tree, grass, women, basket,
fruits,
2 A – market
B – stool office
C – school
D - chiefs palace

Practice 2

are right.

 syringe	☐ S	
1  okro	☐	
2  handcuff	☐	
3  envelope	☐	
4  sword	☐	

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing activities

Content Standard

K1.4.1.1 Demonstrate understanding of the special places in our local communities.

Indicator

K1.4.1.1.4 Find as many words in the community in which we can find the new letter-sound for the week.

Learning Outcome

- ◆ Learners will be able to find more words for the new letter sound /k/.

Essentials for learning

Learners can find words for the letter sound /m/. e.g. man, mama, mat.

New Words

Kitchen, kitten, cookies, kick.

Resources

Word cards of new words (kick, kitchen kitten), crayons, pencils.

Warming Up

Have learners recite the rhyme “To market to market”

Main Activities

Activity 1

- Introduce the letter ‘k’ which is to be used for the week. Teach the correct pronunciation of the letter sound /k/.

Activity 2

- Show learners how to write it on the board. Have learners write in the air, on slates, tables and at the back of their friends using their fingers. Pair learners, give them sheets of paper and let them practise writing it.

Activity 3

- Scaffold learners to look for words with the letter ‘k’ which could be found in the community. Write them on the board.
- Read the words and let learners read after you. (1) kitchen, kettle, coke, lake, kite, market, cake, kaba, kenten, kente, akok). Call learners to come and circle the letter ‘k’ in the words. Let them pronounce the word first before circling it.

Activity 4

- Make a ‘word wall’ (a chart on the wall) and keep track of all the words found with the letter ‘k’. Anytime learners find a new word with the letter ‘k’ add it to the list.

Activity 5

- Teach a tongue twister rhyme with the sound ‘k’ in it. Write these on the board
- “Ketty caught the kitten in the kitchen”. How many /k/ sounds have you identified? Circle them on the board. Refer learners to page 104 of the Workbook. Go through the tongue twister sentences on the page with learners. Let them identify the letter ‘k’ and underline them.

Assessment for learning

Refer learners to Practice 1 on page 104 of the Workbook for exercises.

Answer to Workbook

Practice 1

- 1 Circle t
- 2 Circle c
- 3 Circle k
- 4 Circle k

B Learners to trace

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 4: My local community

Sub-strand 2: Knowing (who) the important people/occupation in my community

LESSON 1: People in my community and the work they do.

WB:
pages
105-107

Content Standard

K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.

Indicator

K1.4.2.1.1 Talk about who the neighbours are, the work they do and how important their profession are in the community.

K1.4.2.1.2 Demonstrate that sentences are made of words and that words are separated in print.

Learning Outcome

Learners will be able to:

- ♦ Identify the important people in their community and the work they do.
- ♦ Identify that sentences are made up of words.

Essentials for Learning

Some learner's parents do formal and informal work like trading, farming (informal) nursing, teaching (formal).

New Words

Formal, informal, fisherman, fishmonger, community, occupation, important, carpenter.

Resources

Pictures/posters of formal and informal work places, telescope, syringe, needles, tools for carpenter, etc. Cut-out word cards, crayon, pencils.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity and Global citizenship (CGC)
Critical thinking and problem-solving (CP)
Creativity and Innovation (CI)
Critical thinking

Warming Up

Recite rhyme on "Farmer, farmer go to farm".

Main Activities

Activity 1

- Introduce the theme by revising the important cultural values and good manners.
- What do you say when you need something from somebody? "We say please"
- What do you say again when the person satisfies your needs? "We say thank you."
- Let learners answer more questions on our cultural values and manners.

Activity 2

- In a community circle, have learners talk about the occupation of their parents. Guide learners with the terminologies to guide the discussion on the theme.

(e.g. doctor, nurse, teacher, farmers, trader, fisherman, driver, etc). Guide learners to group the occupation into formal and informal sectors. Give examples of each category.

Formal Job	Informal Job
Teacher	Farmer
Nurse	Trader
Doctor	Fishmonger
Police Officer	Fisherman
Soldier	Mason

- Let learners select the job they want to do when they grow up. Let them explain why they want that occupation.

Activity 3

- Have learners play the game “Be the word”. Write the sentences on the board. “I want to be a nurse”. Cut out this sentence into individual words as follows:

I want to be a nurse

- Mix the words up. Call six learners, three girls and three boys to the front of the class. Let them randomly pick the words. Ask learners to read the words they picked several times.

Activity 4

- Have learners rearrange the words to form the sentence “I want to be a nurse”. Have different learners pick these words and rearrange the words to form this sentence. “This is a fishmonger”.

This a is Fishmonger

- Call different learners to rearrange the words. Ensure that learners have a space in between them when rearranging the words to form the sentences.

Review Exercise

Have learners work in pairs. Let them talk about the profession they will like to do when they grow up. They should give reasons.

Assessment for learning

Refer learners to Practice 1 - 3 on pages 105-107 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace

Practice 2

- Fire, fish, bow, woman
- She is smoking fish

Practice 3

- 1 and 4 → informal
- 2 and 3 → formal

LESSON 2: The importance of occupations

Content Standard

K.1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.

Indicator

K1.4.2.1.3 Interact with resource people from different occupation.

K1.4.2.1.4 Recognize the letter-sound learnt in the previous week in words.

Learning Outcome

- ◆ Learners will be able to:
- ◆ Interact with some resource persons in the community.
- ◆ Identify the letter sound learnt the previous week.

Essentials for learning

Learners can identify uniforms of some formal occupation e.g doctors, policemen etc.

New Words

Resource person, occupation, profession.

Resources

Crayons, pencils, pictures/posters of some resource persons in their uniform (draw one) costume of some jobs.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity and Global citizenship (CGC)
Critical thinking and problem-solving (CP)
Creativity and Innovation (CI)
Critical thinking

Warming Up

Have learners recite a rhyme and sing a song connected with occupation. E.g “Doctor doctor I am sick”.

Main Activity

Activity 1

- Invite some formal/informal professionals to the school. E.g (a nurse, a farmer). Before they come, coach learners the questions they should ask the resource persons. E.g
 1. What work do you do?
 2. How important is your work to the community?
 3. How did you become a nurse/ farmer?
 4. How can I be like you?
- Using the K.W.L strategy, allow learners to say all they know about a nurse/farmer (K). Now encourage learners to ask the questions you coached them. (W). Allow resource persons to:
 1. Talk about themselves to learners.
 2. What they do.
 3. How and why they chose that professions.
 4. Why they are very important in the community.

Activity 3

- Have learners use the think-pair-share strategy to share what they have learnt from the resource persons.

Review Exercise

Have learners work in groups of four. Let them talk about what they learnt from the resource persons.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 108-109 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to colour and trace.

Practice 2

Learners to colour and trace.

Diagnostic Assessment

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
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10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Pre-writing (letter sounds)

Content Standard

K1.4.2.1 Demonstrate knowledge of the people in the community and their occupation.

Indicator

K1.4.2.1.4 Recognise the letter-sound learnt in the previous week in words.

K1.4.2.1.5 Write boldly and legibly the target letter for the week and add a name of a friend to it.

Learning Outcome

- ◆ Learners will be able to:
- ◆ Identify the letter sound /k/ learnt previously in some given words.
- ◆ Write boldly and legibly the letters for the week /o/

Essentials for learning

Learners can identify the letter sound K and write it.

New Words

Target word, treasure, hunt.

Resource

Word cards of some selected words.
Eg. Kwesi, Koko, sentences written in strips.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity and Global citizenship (CGC)
Critical thinking and problem-solving (CP)
Creativity and Innovation (CI)
Critical thinking

Warming Up

Have learners flip their fingers, clap their hands and shake their hands.

Main Activity

Activity 1

- Write the letter “K” on the board. Write the words learnt previously with the letter “K” either at the beginning, middle or end of the words. e.g. Kokrokoo, Kumasi, Konongo, Kookoo. Have learners read the words and underline the letter “k”.

Activity 2

- Write these words on the board.
Kwesi (5) Koko
Kite (6) King
Key (7) Kick
Kind (8) Knock
- Have learners pronounce the letter ‘K’ in the words.

Activity 3

- Write these words on the board for learners to determine which words have the /k/ sound in them. Let learners underline these words.
- Mankessim, School, Community, Kite, Teacher, Kelewele, Tnock, Doctor, Fishmonger.

Activity 4

- Write the target letter ‘o’ on the board. Have learners give you words which contain the letter ‘o’ e.g. (1) okro (2) Okailey Oko Okoto. Let learners underline the letters with the /o/ sounds.

Activity 5

- Start to write the ‘O’ in the air with learners. Write some on the board while learners write on their tables,

sand-trays and at the back of their friends. Let them practise in their jotters before asking them to write in their exercise books.

Review Exercise

Have learners work in pairs. Let them do 'treasure hunt' for words beginning with 'O'.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 110-111 of the Workbook for exercises.

Suggested Homework

Let learners write the letter 'K' and 'O' in their homework exercise books.

Answers to exercises in the Workbook

Practice 1

- A
- 1 no
 - 2 yes
 - 3 yes
 - 4 yes
 - 5 no
 - 6 yes
 - 7 no
 - 8 yes
 - 9 yes

B Learners will trace

Practice 2

Learner's choices

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to "TRAP" the lesson taught.

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1. How did the lesson go?
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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 4: My local community

Sub-strand 3: Knowing the special leaders in my community

WB:
pages
112-114

LESSON 1: Special leaders in my community

Content standard

K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

Indicator

K1.4.3.1.1 Talk about and describe the traditional and religious leaders in our community.

K1.4.3.1.2 Listen attentively to an informational read aloud text on who our special leaders are and respond by sharing what they have learnt about the different ways they support the community.

Learning Outcome

Learners will be able to:

- ♦ Identify special leaders in our community.
- ♦ Listen to read-aloud text on special leaders in community and how they support the community.

Essentials of learning

Learners know that there is a chief in their community.

New Words

Community, chief, imam, leaders.

Resources

Pictures showing some special leaders e.g. Chief, queen mother, imam, etc. posters, pencils, crayons, etc.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity and Global citizenship (CGC)
Critical thinking and problem-solving (CP)

Warming Up

Have learners recite the rhyme “I am a little tea pot”.

Main Activities

Activity 1

- Put learners in a community circle. Show pictures/posters of special leaders like, the Chief Imam, the Members of Parliament, etc. Let them talk about the pictures and tell their friends what they know about the people and whether they have such people in their community. Ask them to mention the names of the chiefs, queen mothers, pastors in the community.

Activity 2

- Read a book which talks about special people in the community to learners. Have learners come out with all they know about the chief and the queen mother in their community (K).

Have learners ask more questions about the imam and the pastors they know in their community e.g. their names and what they do to help the community. (W)

Activity 3

- Now, read the text on chief and queen mother aloud to learners. Pause as often as possible to give chance to learners to interact with you and their peers.
- Have learners listen attentively. Ask questions to find out the level of understanding.
- Let learners share what they have learnt with the whole class (L).
- Note: Use the same strategy to teach the other special leaders in the community.

Review Exercise

Have learners work in pairs, using the think-pair-share strategy to talk about what they heard from the read aloud sessions.

Assessment for learning

Refer learners to Practice 1 - 3 on pages 112-114 for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 An Imam
- 2 A pastor
- 3 Spiritual leaders
- 4 a – church
b – mosque
- 5 Pastor – leads worship, prayer, teach
Imam – leads prayers

Practice 2

- 1 A chief, A queen mother
- 2 Traditional leaders
- 3 Yes
- 4 Settle disputes, lead in community development

Practice 3

Learners to trace and match:

Imam → 4

Chief → 1

Queen mother → 3

Pastor → 2

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.

8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Pre-writing activity

Content Standard

K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

Indicator

K1.4.3.1.4 Recognise and identify target letter name and the sound in items and names of words in the home.

Learning Outcome

- ◆ Learners will be able to Read the letter sound /a/ and write it in the Workbook.

Essential for learning

Learners know that the chief settles disputes in the community.

New Words

Role-play, chairman, rego.

Resources

Regalia of a chief, P.T.A Chairman, pictures of a chief, word cards with the /a/ sound in them. E.g. Ant, asase, asempa.

Core Competencies

Personal Development and Leadership (PL)
Cultural identity and Global citizenship (CGC)

Warming Up

Have learners sing any local song which is common to them.

Main Activities

Activity 1

- Write the new letter on the board. /a/. Introduce the new letter sound. Let learners pronounce the words after you.
- Have learners write in the air and on other surfaces before they write it into their exercise books.

Activity 2

- Write these words on the board for learners to identify the letter 'a' in them. Let them underline them. (a) apple (b) ananse (c) ant (d) asuse (e) amase (f) asempa.

Activity 3

- Guide learners to come out with their own words with the /a/ sound in them.

Activity 4

- Divide the class into three groups. Let them role-play the roles
 1. The chief of their community
 2. The P.T.A Chairman and the Assembly member.
- Have learners rehearse this several times. At a P.T.A meeting, have learners dress in full. They play the roles of the three important leaders who are to support the school. Try to create more innovative ideas for this role-play.

Review Exercise

Have learners work in pairs, they write two words with /a/ sound in it. talk about the activities which went on during the role play.

Assessment for learning

Refer learners to practice 1 on page 115 of the Workbook for exercises.

Answers to exercises in the Workbook Practice 1

- A Learners to circle /f/ sound
- B Learners to trace

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Role of special leaders in our community

Content Standard

K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

Indicator

K1.4.3.1.5 Role-play the various leaders and what they do in the community.

Learning Outcome

- ♦ Learners will be able to identify the roles of the leaders in the community and role-play their roles.

Essential for Learning

Learners know some important people in the community e.g. Chief, Imam.

New words

role-play, community, leaders, regalia.

Resources

regalia of some leaders. e.g. (chief imam, queen mother)

Core Competencies

Critical thinking and problem-solving (CP)
Creativity and Innovation (CI)

Warming up

Have learners sing any local song common to learners.

Main Activities

Activity 1

Divide the class into four groups (depending on the number in the class). Let group 1 talk about the role of the chief. Let group 2 talk about the role of the imam. Let group 3 talk about the role of the priest. Let group 4 talk about the role of the assembly member.

Activity 2

Let each group leader tells the whole class what they discussed in their groups. e.g. chief and queen mother settle disputes. They give lands for government projects.

Activity 3

Now let learners role-play what they discussed in their group with full regalia. Note: (If your class is too large, you can add the role of the P.T.A chairman, etc.)

Activity 4

At a P.T.A meeting, let learners dress in full regalia to play the roles of the chief, P.T.A Chairman, Imam, Queenmother who are to support school for improvement.

Review Exercise

In groups of four, have learners talk about the role-play they performed.

Assessment for Learning

Refer learners to Practices 1 and 2 on pages 116-117 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Learners to trace a.
- 2 Learners to trace b.
- 3 Learners to trace c.
- 4 Learners to trace a, b and c.

Practice 2

- 1 Chief.
- 2 Settling dispute.
- 3 and 4 Learners answer.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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8. How are you going to build on this achievement in subsequent lessons?
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10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

5

Strand:

My nation Ghana

Strand 5: My nation Ghana

Sub-strand 1: History and celebration of Ghana's independence

WB:
page
120

LESSON 1: Ghana's independence day celebration

Content Standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana

Indicator

K1.5.1.1.1 Locate their home regions on an outline map of Ghana and talk about the history behind their festivals.

K1.5.1.1.2 Learners retell the story about Ghana's independence.

Learning Outcome

- ◆ Learners will be able to;
- ◆ Locate their home regions on an outline map.
- ◆ Tell the story they have heard about Ghana independence.

New Words

Independence, map of Ghana, festival, region, celebration.

Resources

Ghana map, pictures of learners marching on 6th March.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity
Cultural identity and global citizenship (CG)

Warming Up

Have learners sing the National Anthem.

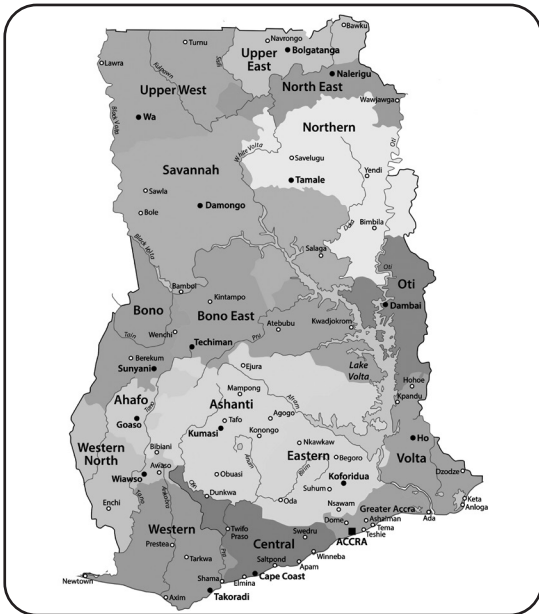
Main Activities

Activity 1

- Have learners sit in a community circle. Ask them about their hometown and the region that they come from. Before this give a sheet of paper as homework for parents/guardians to write their hometowns and the regions they come from and the festival they celebrate to their wards.
- Display a big poster of the map of Ghana showing the 16 regions in different colours on the board.

Activity 2

- Demonstrate by pointing to the location of your home region. Tell the class a brief history of your festival. Have learners take turns to pick the colour from the cut-out papers that is the same as the colour of their region and locate their region on the map. Encourage learners to talk about their festival that they know.



Activity 3

- Have learners be in a community circle. Let learners tell you what they know about Independence Day celebration. e.g. what they see on T.V and what they do at school.
- Encourage learners to ask questions related to what they want to know about the Independence Day celebration.

Activity 4

- Briefly tell learners a story about the Independence Day of Ghana and why we celebrate it on 6th March. Mention the names of those who contributed to Ghana's independence. Show pictures to learners.

Review Exercise

Have learners work in pairs. Let them retell the story/history behind the 6th March.

Assessment for learning

Refer learners to Practice 1 on page 120 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

- 1 6th March 1957
- 2 They march at independence square.
- 3 Kwame Nkrumah

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Making simple sentences

Content Standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana

Indicator

K1.5.1.1.3 Show peers that sentences are made of words and that words are separated in print.

K1.5.1.1.4 Listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana

Learning Outcome

Learners will be able to

- ◆ Identify that sentences are made up of words.
- ◆ Listen to read-aloud session about the Independence Day of Ghana.

Essentials for learning

Learners know the story behind the 6th March celebration.

New Words

“Be the word”, sentences.

Resources

Word cards

Core Competencies

Personal Development and Leadership (PL)

Cultural identity and global citizenship (CG)

Communication and collaboration (CC)

Personal Development and Leadership (PL)

Cultural identity

Warming Up

Have learners sing the National Anthem.

Main Activities

Activity 1

- Write these sentences on the board.
 1. Today is Independence Day.
 2. Ghana is free forever.
 3. I want to march.
- Read through the sentences with learners. Cut-out the words from the sentences and let learners know that sentences are made up of words.
- Call two girls and two boys to the front of the class. Let them read the first sentence on the board. Let them identify the number of words in the sentence. Mix the cut-out words and ask the learners to pick one. Now use “Be the word” to rearrange the words to form the sentence. Each learner becomes the word he/she selects.

is

Today

Day

Independence

Activity 2

- Cut-out the second and third sentences. Call different learners to come and pick the words and rearrange them to form the original sentence. Leave the sentences on the board to guide them.

Activity 3

- Follow the before reading, during reading and after reading strategies as you read an informational text on Independence Day of Ghana. Use visual information such as pictures to explain unfamiliar words such as, celebration, independence, freedom march.

Activity 4

- Learners should identify and share what they have learnt about the Independence Day and 6th March. Encourage learners to interact actively with their peers during the teacher read aloud session on the theme.
- Ask leading questions and have learners answer to bring out the main point in the text. E.g
 1. On which date did Ghana get its Independence?
 2. Who declared the Independence Day?
 3. What was his declaration words?

Activity 5

- Have learners use the new vocabulary learnt (celebrate, independence, freedom) to form sentences.
-

Review Exercise

Show video of 6th March celebration to learners.

Assessment for learning

Refer learners to Practice 1 on page 121 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

Learners to trace

Diagnostic Assessment

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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: The Ghana flag

Content Standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

Indicator

K1.5.1.1.3 Show peers that sentences are made of words and that words are separated in print.

Learning Outcome

Learners will be able to

- ◆ Recite the National Pledge.
- ◆ Identify the colours of the national flag.

Essentials for learning

Learners can sing the national anthem.

New Words

Flag, national anthem

Core Competencies

Personal Development and Leadership (PL)
Cultural identity

Activity 2

- Play the pledge and let them listen several times. Have learners recite alongside the recording.

Activity 3

- Play “Ye ara yen asase ni”. Have learners listen carefully. Let them recite along with the recording.

Activity 4

- Show the national flag to learners. Let them identify the red, green, yellow and black star in the middle.

Review Exercise

In small groups of four, give materials to learners to prepare the Ghana flag.

Assessment for learning

Refer learners to Practice 1 on page 122 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to colour and trace the name

Warming Up

Have learners sing the national anthem.

Main Activities

Activity 1

- Ask the class to stand up, with the correct posture i.e standing at attention hand on the chest, learners listen to a recording of the national anthem. Let them sing along several times.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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5. Did the learners ask you questions during and after the lesson?
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8. How are you going to build on this achievement in subsequent lessons?
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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 4: Pre-writing activity

Content Standard

K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

Indicator

K1.5.1.1.6 Sing alphabet song and point to the letters of the alphabet in the classroom.

Learning Outcome

- ♦ Learners will be able to sing alphabet songs and pick and show the letters in turns.

Essentials for learning

Learners can pronounce the sounds of some letters of the alphabets e.g. /a/, /p/.

New Words

Alphabet

Resources

Letters of the English alphabet from A-Z on cards, crayons, pencils.

Warming Up

Let learners sing any local song they know and dance.

Main Activities

Activity 1

- Display the letters of the alphabet in the classroom. Pick the letters whose sounds they have learnt already. 'a', 'p' and 'in'.

Activity 2

- Ask learners to form words with the letters e.g. Asem, apple, pen, pear, mango, etc.

Activity 3

- Now let learners sing different songs on the English alphabets. A,B,C,D,E,F,G,H
- Display a lot of the letters in the classroom. Let them pick the letter as they sing the song along.

Activity 4

- Pick some of the letters to form words. E.g



Review Exercise

Put learners into groups of four, they pick some of the alphabets to form words.

Assessment for learning

Refer learners to Practice 1 and 2 on pages of the Workbook 123-124 for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Practice 2

- A 1 Ten
2 Ben
3 Pen
4 Den
5 Hen
6 Men
- B Learners to write

Diagnostic Assessment

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Term Three

6

Strand:

All around us

Strand 6: All around us

Sub-strand 1: Living and non-living things

LESSON 1: Different types of things around us

WB:
pages
126-129

Content Standard

K1.6.1.1 Demonstrate understanding of living and non-living things.

Indicator

K1.6.1.1.1 Talk about different types of things around us and classify them into living things and non-living things.

K1.6.1.1.2 Participate actively in an interactive read aloud story about living and non-living things.

New Words

Syllables, living things, non-living things, grow, die, give birth.

Resources

Plants, flowers, pictures/posters of living and non-living things. E.g. animals, human beings, cars, tables, aeroplane, ship.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Communication and Collaboration (CC)
Creativity and Innovation (CI)

Main Activities

Activity 1

- Refer learners to page 126 and teach them the rhyme on living and non-living things.

Activity 2

- Take learners out to observe and identify things around them. Back to the classroom, have learners talk about or mention things they saw moving e.g. hens, goat, reptiles, cow, etc. (Draw two) Ask this question. Did you see the plants moving? Use think-pair-share for learners to talk about and conclude that the leaves of the plants also move.

Activity 3

- Let them come out examples of non-living things such as cars, tables, earoplane, books etc. (Draw two). Guide learners to classify the list on the board into living and non-living things.

Living Things	Non-living things
Birds, Dogs, cows, hens, ants, fishes, flowers butterflies.	Cars, aeroplane, tables, pencils, books, bottle.

- Living things grow, eat, die, move on their own and reproduce.
- Non-living things cannot move on their own, they do not eat, they do not give birth.

Warming Up

Have learners sing/recite rhyme on living and non-living things e.g. "Akoo Ketewa bi".

Activity 4

- Take your Big Book, which contain the text of living and non-living things. Take learners through the pre-reading activity. E.g. Have learners observe the book and have a picture walk with learners. Let them predict the content of the story. Read the text to learners. Ask questions to find out whether learners are following you.

Activity 5

- After reading, take learners through post-reading activities, retell the story. Ask them questions.
 1. How many categories can we classify things?
 2. Mention two living and two non-living things that you know.
 3. Give two characteristics of each living and non-living things.
 4. Which of the living things do you like? Why?

Review Exercise

Have learners recite the rhyme on page 126.

Assessment for learning

Refer learners to practices 1 – 3 on pages 126-129 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

B

- 1 Die, grow, move on their own, grow, change, eat food, breath.
- 2 Don't grow,
do not die
cannot move on their own
do not food
do not breathe
- 3 Because it cannot move, die, grow, etc.

- 4 Because it can move eat, breathe, grow big, etc.
 - 5 Not a living thing
Because it cannot move on its own.
- C Learners to trace.

Practice 2

l – cat, zebra, bird, girl and lion
n – book, telephone, bottle, bell

Practice 3

- A Learners answers
B Learners drawing

Diagnostic Assessment

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Clapping/counting syllables words

Content Standard

K.6.1.1.1 Demonstrate understanding of living and non-living things.

Indicator

K1.6.1.1.3 Blend letter sounds to form words related to the theme

Learning Outcome

Learners will be able to

- ♦ Clap the syllables of names of objects.

Essentials for learning

Learners can form words with initial letter sounds e.g /a/, /p/

New Words

Syllables.

Resources

Word cards e.g.

cat

tree

river

book

crayons, pencils, word cards.

Core Competencies

Communication and Collaboration (CC)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Main Activities

Activity 1

- Write some letters on the board e.g. Encourage learners to identify the letter sounds and pronounce them. E.g. /a/, /p/, /l/, /m/, /o/.

Activity 2

- Write some names of living and non-living things on the board. E.g. cat, tree, river, table, dog, cow, aeroplane. Have learners clap the syllables of the names of the objects e.g. aeroplane has three syllables cat, tree, dog all have one syllable.

Activity 3

- Let learners write examples of the names of objects with one syllables and those with more than one syllables. E.g.
- One syllable words - book, cat, dog, mat, pen.
- Two syllable words - table, bucket, blanket, pencil, motto, people.

Review Exercise

Have learners work in pairs. Let them write two words each for living and non-living things.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 130-131 of the Workbook for exercises.

Warming Up

Have learners recite the rhyme on “Living Things”.

Answers to exercises in the Workbook

Practice 1

- a → 1
- b → 2
- c → 2
- d → 3
- e → 2
- f → 1
- g → 3
- h → 2
- i → 1

Practice 2

- 1 bag
- 2 book
- 3 bat
- 4 rat
- 5 hate
- 6 frog
- 7 boat
- 8 coin

Learners tracing

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Initial sounds of objects

Content Standard

K1.6.1.1 Demonstrate understanding of living and non-living things.

Indicator

K1.6.1.1.4 Identify and write initial sounds of the objects.

Learning Outcome

Learners will be able to

- ♦ Identify and write initial sounds of objects.

Essentials for learning

Learners can clap and identify the number of syllables of the names of objects.

New Words

Syllables, initial sounds.

Resources

Pictures of living and non-living things, pencils, crayons, letter cards/word cards.

Core Competencies

Problem Solving and Critical Thinking (PC)

Communication and collaboration (CC)

Personal Development and Leadership (PL)

Warming Up

Have learners recite the rhyme “Living things”.

Main Activities

Activity 1

- Refer learners to page 128 of the Workbook. Let them identify the living and the non-living things on the page.
- Mention a name, write it on the board and have learners circle the initial sound. E.g. Cat, table, pencil, hen.

Activity 2

- Call out and show a word and show a word for learners to identify the initial letter sound and pick the correct letter sound to match it.
Eg. P - Pencil D - dog
B - book .
- Repeat the above activity with different words.

Activity 3

Let learners match pictures with their initial letter sounds.

table

t



sheep

s



Review Exercise

Have learners work in pairs. Let them call out a name of an object while the other person calls out the initial letter sound.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 132-133 of the Workbook for exercises.

Suggested Homework

Ask learners to draw one living and one non-living thing each.. Write their names under.

Answers to exercises in the Workbook

Practice 1

- 1 b
- 2 d
- 3 g
- 4 p
- 5 s
- 6 r
- 7 p
- 8 t
- 9 f

Practice 2

- 1 → b
- 2 → f
- 3 → v
- 4 → r
- 5 → a

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 2: Living things - animals (domestic and wild)

LESSON 1: Domestic and wild animals

WB:
pages
134-137

Content Standard

K1.6.2.1 Demonstrate understanding of domestic and wild animals.

Indicator

K1.6.2.1.1. Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups

K1.6.2.1.2 Handle a book correctly e.g. hold the book upright and open right to left

Learning Outcome

Learners will be able to

- ◆ Identify domestic and wild animals.
- ◆ Handle books correctly with care.

Essential for Learning

Learners have been tracking stories when teacher is reading.

New Words

Domestic, wild animals, forest, bush, protection.

Resources

Pictures of domestic and wild animals, pencils.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Communication and Collaboration (CC)
Creativity and Innovation (CI)

Warming up

Have learners recite any rhyme animals e.g. "Fiddo is dog".

Main Activities

Activity 1

- Put learners in a community circle. Show a video clip of domestic and wild animals to learners. Learners should watch carefully.
 - 1 the sound they make.
 - 2 the food they eat.
 - 3 where they could be found.E.g. Dog, sheep, cock are found in the homes. They eat food and plant and they make sounds like wow wow, mbææ, kokrokro respectively.

Activity 2

- From the video let learners tell you the animals they found in the forest eg. tiger, lion, snails, etc.
- Now, let learners tell you the uses of some these animals. Some of the domestic animals are used as pets or protection while others are used for food. e.g. cats and dogs are used as pet or protection whereas goat and cock are used for food.

Activity 3

- Guide learners to talk about other living things around the home e.g. insects like ants, houseflies, grasshopper, cockroaches, etc. Let learners know that we have to prevent them from entering the homes We must make sure they do not come near our food.

Activity 4

- Have learners sing any song on animals. Take your Big Book and show it to learners. Let them be in groups of four. Give the Big Book to them in turns and let them open it. Have them take turns. Do a picture walk with learners. Let them discuss the pictures giving attention to the pages.

Activity 5

- Guide learners to read aloud the sentences using echo-reading. e.g.
 - 1 I like cat
 - 2 I call it pussy
- Demonstrate the proper way of holding a book, opening the pages from right to left etc. Have learners recite **“from a book to the child”**.

Review Exercise

Have learners work in groups of four. Give them their Workbook. Let learners pretend to read the book. Demonstrate the appropriate handling of books with them.

Assessment for Learning

Refer learners to Practices 1- 4, on pages 134-137 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Cat, dog, pig, goat, sheep and rabbit.
- 2 Elephant, bear, wolf, zebra, antelope.
- 3 Learners answer.
- 4 Learners answer.

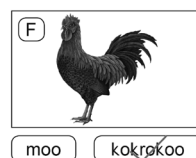
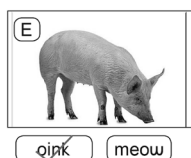
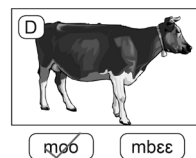
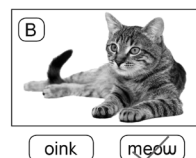
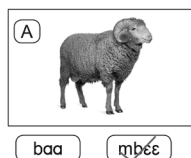
Practice 2

- 1 Insects
- 2 Ant, cockroach, housefly, grasshopper, dragon fly and mosquito
- 3 At home
- 4 Keeping your surrounding clean weeding grown weeds

Practice 3

- 1 cat and cow
- 2 cat → meow
cow → moo-moo

Practice 4



Diagnostic Assessment

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Initial sound of animal names

Content Standard

K1.6.2.1 Demonstrate understanding of domestic and wild animals.

Indicator

K1.6.2.1.3 Tap or clap and count the syllables of the names of animals and identify the initial sound of the animal names.

K1.6.2.1.4 Review list of letter sounds learnt and use letter sounds to list and match the pictures of domestic animals.

Learning Outcome

Learners will be able to

- ◆ Clap and identify the number of syllables of the names of animals and their initial sound.
- ◆ Use letter sounds to match pictures of domestic animals.

Essential for Learning

Learners can form words with the letter sounds /a/, /m/, /p/.

New Words

Syllables, domestic animals.

Resources

Letter cards, word cards, crayons, pencils.

Core Competencies

Personal Development and Leadership (PL)
Communication and Collaboration (CC)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners sing “Old MacDonald had a farm”.

Main Activities

Activity 1

- Have learners make sounds of the various domestic animals. Call the names of the animal and let all learners mimic the sounds it makes e.g. mention a cat and all learners will mimic meow, meow, meow. Repeat for the other animals like dog, cock, goat and sheep.

Activity 2

- Play a song about animals for learners to listen. Let them mention the names of the animals they heard from the song and mimic the sounds they make.

Activity 3

- Show pictures of animals to learners. Let them call out their names. Write a list of domestic names on the board. Pronounce the names and learners shout the number of syllables.
eg. dog and learners shout 1, goat → 1, chicken → 2, mosquito → 3.

Activity 4

- Revise the list of letter sounds learnt with learners.
/a/, /b/, /p/, /m/, /d/, /e/
- Have learners pronounce the above letter sounds and form words with them e.g. /b/ bag, /p/ pet, /m/ man, /d/ dog.

Activity 5

- Put learners into groups of four, give out papers and ask learners to list animals in their homes whose name begin with following.

- 1 /c/ → cat
- 2 /d/ → dog
- 3 /g/ → goat
- 4 /s/ → sheep
- 5 /c/ → chick
- 6 /h/ hen
- 7 /p/ parrot

Activity 6

- Let learners make simple sentences with the names of animals listed. Let them write the name of the animal they like best.

- e.g.
- 1 I love cats.
 - 2 My pet name is pussy.
 - 3 Dogs bark wow, wow.

Review Exercise

Have learners work in pairs and let them come up with two words which start with the initial letter sounds /d/, /c/ and /s/.

Assessment for Learning

Refer learners to practices 1 - 4 on pages 138-141 of the Workbook for exercises.

Suggested Homework

Which animal sounds “wow wow” _____?

Which animal sounds “mbæ” _____?

Which animal sounds “meaw meaw” _____?

Answers to exercises in the Workbook

Practice 1

- 1 2
- 2 1
- 3 2
- 4 3
- 5 2
- 6 2
- 7 2
- 8 2
- 9 3

Practice 2

- 1 g
- 2 h
- 3 a
- 4 t
- 5 l

Practice 3

- A
- 1 Goat
 - 2 Dog
 - 3 Cat
 - 4 Housefly
- B Learners to trace.

Practice 4

Learners to draw.

Diagnostic Assessment

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9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 3: Water

WB:
pages
142-145

LESSON 1: Where we get water from

Content Standard

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.1 Talk about where we get water from and its uses.

K1.6.1.3.1.2 Listen and interact with teacher and peers as they listen to a read aloud text on the uses.

Learning Outcome

Learners will be able to

- ◆ Identify the sources of water.
- ◆ Make simple sentences with words from read aloud text.

Essential for learning

Learners drink water everyday and they can identify the initial letter sounds of some words.

New words

Falling, stream, faraway, raincoat, sources, lagoon, stream, lake

Resources

Pictures of sources of water, pictures of people using water at different times.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners recite the rhyme on pages 142 and 143.

Main Activities

Activity 1

- Put learners in a community circle. Let them discuss where they get water from in their community. e.g. streams, pipe, lagoon, etc.

Activity 2

- Using the think-pair-share strategy, have learners talk about the uses of water. Let them share their ideas with the whole class. Write what they say on the board. Uses of water;
 - 1 Drinking
 - 2 Bathing
 - 3 Washing
 - 4 Watering plants and flowers etc.

Activity 3

- Get a text with sources and uses of water. Have learners sit in a semi-circle. Take them through the pre-reading activities in your Big Book i.e.
 - 1 discussing the cover page, front page, author's name
 - 2 picture walk
 - 3 explanation of key words

Activity 4

- While reading the text on sources and uses of water, write some of the key words on the board. Use illustration/pictures to explain the keywords to learners. e.g. pictures of sources of water:

- Ask questions during the reading to assist learners monitor their understanding.

Activity 5

- Take learners through the post-reading activities.
 - 1 retell the text.
 - 2 answering questions and summarising the text.

Review Exercise

Have learners work in pairs. Each person tells three sources at water and two uses of water.

Assessment for Learning

Refer learners to practices 1 - 4 on pages 142-145 of the Workbook for exercise.

K1.6.1.3.1.2

Main Activities

Activity 1

- Revise the meaning of the key words for 'uses of water'. Write the words on the board. **Wash, drink, cook, garden, bath.**
- Use illustration in the form of pictures demonstration to explain the meaning of the words.

Activity 2

- Guide learners to identify the initial sound of the listed words on the board. Let learners circle the initial sounds (d)rinking, (b)athing, (w)ashing, (c)ooking, (g)ardening.

Activity 3

- Repeat this activity with the ending sounds of the listed words eg. washing the initial sound is /w/, ending sound /ng/, bathing the initial sound is /b/ and ending sound is /ng/.

Activity 4

- Have learners role-play some uses of water. "Pick and act". A learner picks one of the words and act eg. When he/she picks "bathing" then he/she pretends bathing. "**Charade**" also could be used. (One learner act without talking for others to guess the meaning for the activity).

Review Exercise

Have learners work in pairs. Each person comes out with two words which have ending sound /ng/.

Assessment for Learning

Refer learners to Practices 1 - 2 on pages 146-147 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

- 1 Rain
- 2 Learner's answer
- 3 Learner's answer

Practice 2

- 1 Rain, rivers, lakes, streams, ponds, well, tap.
- 2 Rain, because all the other sources get water after it rains.
- 3 Rain water.
- 4 Learner's answers. Let them give you reason why they choose it.

Practice 3

- 1 → c Rain
- 2 → e Tap
- 3 → d Stream
- 4 → b Well
- 5 → a Lagoon

Practice 4

Learners to trace:

- 1 Rain
- 2 Tap
- 3 Well
- 4 Sea
- 5 Lagoon
- 6 Stream
- 7 River

Diagnostic Assessment

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Beginning and ending letter sounds

Content Standards

K1.6.3.1 Demonstrate understanding of sources of water and its uses.

Indicator

K1.6.3.1.3 Recognise letter sounds and names which begin words that describe how human beings and animals use water.

K1.6.3.1.4 Use a variety of new vocabulary learnt about the sources of water to make simple sentences orally

Learning Outcome

Learners will be able to:

- ◆ Identify mention a word related to how humans, plants and animals use water.
- ◆ Use new vocabulary learnt on uses of water to form sentences.

New Words

Gardening, mapping, watering, bathing, cooking.

Resources

Letter cards, word cards, crayons, pencils, pictures of people using water in different ways.

Warming up

Have learners recite rhyme about

- a falling rain
- b Sources of water

Main Activities

Activity 1

- Put learners in a community circle. Refer learner to the Workbook on page 146. Have learners do picture walk at the page. Write the new words on uses of water on the board.
 1. Washing.
 2. Bathing.
 3. Drinking.
 4. Cooking.
 5. Gardening.

Activity 2

- Guide learners to use the words to about uses of water in their everyday life. Let them pick pictures and words and form sentences orally. Write some of their sentences on the board. E.g.
 - 1 **wash**: I wash my everyday.
 - 2 **bath**: Mummy will bath me today.
 - 3 **cook**: Cook rice for me.

Activity 3

- Invite learners to go to the board and underline the new words. Make sure everybody in the class form at least one sentence orally.

Review Exercise

Have learners work in groups of four. Each person forms a sentence with one of the new words.

Assessment for learning

Refer learners to Practice 1-2 on pages 148-149 of the Workbook for exercise.

Suggested Homework

Let learners underline the beginning and ending letter sounds.

Wash.

Bath.

Drink.

Answers to exercises in the Workbook

Practice 1

- | | |
|---|---|
| 1 | b |
| 2 | c |
| 3 | w |
| 4 | g |
| 5 | w |
| 6 | m |
| 7 | b |
| 8 | m |

Practice 2

- | | |
|---|----|
| 1 | ng |
| 2 | ng |
| 3 | ng |
| 4 | ng |
| 5 | ng |
| 6 | ng |
| 7 | ng |
| 8 | ng |

Diagnostic Assessment

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9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 4: Air

WB:
pages
150-152

LESSON 1: The presence of air

Content Standard

K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

Indicator

K1.6.4.1.1 Share their understanding and describe the presence of air through experimentation.

K1.6.4.1.2 Use visual information to help them understand the text they read.

Learning Outcome

Learners will be able to

- ◆ Share their experience after activities of the presence of air.
- ◆ Tell their experiences after read aloud text on air.

Essential for Learning

Learners have been seeing papers and rubbers blown by the wind.

New Word

air, kite, experiment

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Creativity and Innovation (CI)

Problem Solving and Critical Thinking (PC)

Warming up

Have learners recite the rhyme on page 150 about air.

Main Activities

Activity 1

- Have learners answer the oral question about the rhyme on the page 150 of the Workbook. **Using** think-pair-share, have learners discuss what was said about “air” in the rhyme, i.e. you cannot touch air, you cannot see it, you can blow it. Do not pollute it.

Activity 2

- Take learners outside the classroom to fly kites.
- Tie cloths around their waists and hold the opposite ends over their heads while they run.
- Blow air into balloons.

Review Exercise

Put learners into groups of four. Let them talk about their experiences after the activities they performed outside.

K1.6.4.1.2

Main Activities

Activity 1

- Show “Your Big Book” to learners. Give it to them in turns to look at the cover page and the front page. (Note: make sure your Big Book contain information on ‘air’. If not get information from the internet).

- Whiles you are reading show picture to learners to predict what they think would happen before reading each page of the book to them.

Activity 2.

- Ask questions as you read along to test learners understanding. Eg. What are the uses of air? Use think-pair-share to get answers from learners.

Activity 3

- Refer learners to page 151. Have picture walk with learners. Let them predict or talk about what is happening in each picture.

Review Exercise

Have learners work in pairs. They talk about three things that air can do.

Assessment for Learning

Refer learners to practices 1 - 3 on pages 150-152 of their work book for exercise.

Answers to exercises in the Workbook

Practice 1

- B
- 1 air
 - 2 no
 - 3 no
 - 4 by feeling it.

Practice 2

- 1 children running with clothes behing them.
- 2 a boy blowing air into a balloon.
- 3 a boy fanning fire.
- 4 a boy and girl flying kites.
- 5 a man pumping a tyre.
- 6 canoe on a river.
- 7 all the activity are using air.
- 8 air.
- 9 learners own observation.

Practice 2

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Position of sounds in words

Content Standards

K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

Indicator

K1.6.4.1.3 Recognise the position of the target sounds in words either at the initial, middle or the ending of the words related to the theme.

Learning Outcome

- ♦ Learners will be able to identify the position of the target sound in words.

Essential for Learning

Learners can identify the letter sounds at the beginning of words.

New Words

Position, target sound, blowing, cooling, fanning, breathing

Resources

Letter cards, word cards, pencils, crayons

Warming Up

Have learners recite the rhyme “Air is everywhere”

Main Activities

Activity 1

- Revise the letter sound with the ending /ng/ with learners.
e.g wash(ng) bathi(ng) sweepi(ng) gardeni(ng). Encourage learners to come out with their own words.

Activity 2

- Write the target sound on the board. /ai/. Have learners practise the sound in pairs, in groups of four and with the whole class.

Activity 3

- In groups of four, give out word cards and ask learners to identify and clap the number of target sound in the word. e.g.
1 Rat
2 Ram
3 Star
4 Rag

Activity 4

- Have learners fill in the missing letters of same given words.
E.g.
1 ballo _ n
2 blowi _ g
3 a _ r

Review Exercise

Have learners work in pairs. Let them write two words from the word “blowing”.

Answers to exercises in the Workbook Practice 1

A Learners to circle /r/ in the words.
B 1. cealing, 2. fanning 3. blowing
4. breathing 5. air 6 balloon
C 1. k 2. b 3. f

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

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1. How did the lesson go?
2. Was the introduction catchy?
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4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Forming sentence

Content Standards

K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

Indicator

K1.6.4.1.4 Use a variety of new vocabulary learnt about importance of air to make simple sentence orally.

Learning Outcome

- ♦ Learners will be able to use new vocabulary learnt about air to form sentences.

Essential for Learning

Learners can identify position of sounds in words.

New Words

Position sentence, blowing breath, blow.

Resources

word cards, sentence cards, crayons, pencils.

Warming up

Have learners recite rhyme on “air is everywhere”.

Main Activities

Activity 1

- Have learners sit in a community circle. Let them discuss the uses of air. Use the think-pair-share strategy. E.g.
1 we breathe in air.

- 2 We use air to cool ourselves.
- 3 Plants and animals use air.
- 4 Air is everywhere.

Activity 2

- Guide and encourage learners to form sentences orally with the keywords learnt e.g. air, breath, blow. E.g.
1 I will blow air into the balloon
2 I am breathing air.
3 The air is making the fan blow.

Activity 3

- Guide learning to make six words from “blowing” →
1 in.
2 blow.
3 low.
4 now.
5 go.
6 owing.
- Write the words on the board. Read through and let learners repeat after you.

Review Exercise

Put learners into groups of four. Write the word ‘**breathing**’ on the board. Have learners write three words from it. Go round and write on the board what each group writes.

Assessment for Learning

Refer learners to Practices 1 and 2 on pages 154-155 of the Workbook for exercises.

Suggested Homework

Have learners write three words from the word 'breathing'.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

- 1 An, in, fan, fin.
- 2 In, at, an, the.
- 3 in, go, on, no.
- 4 On, an, no, all
- 5 Pin, gum, in, gun

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 5: Plant 1

WB:
pages
156-158

LESSON 1: Parts of plants

Content Standards

K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

Indicator

K1.6.5.1.1 Sing and talk about parts of plants and their functions.

Learning Outcome

Learners will be able to

- ♦ identify parts of a plant.

Essential for learning

Learners can identify the colour of the front and back cover of a book.

New word

Plant, stem, root, leaves, fruits.

Resources

Real young plants, pictures of plants showing the parts. Letter cards word cards, sentence cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming Up

Have learners sing or recite rhymes on plants.

Main Activities

Activity 1

- Put learners in a community circle. Play the song on part of plants to learners. Refer to <https://youtu.be/>

Ep9_94G_k-s for the song. Refer learners to page 156. Let learners sing or recite other songs that learners know already on the topic.

- Ask oral questions about the song. e.g. Who is the song talking about?

Activity 2

- Give each child a plant (Note: make sure the plant is not harmful)
- Guide learners to point to and name the parts (root, leaves, stem).

Activity 3

- Display a well labelled drawn plant on the board. Mention a part, and let learners point it on the board. Give out cut-out cards of the plants. Play “pick and act”. One picks say roots and he/she goes to match it on the correct place of the plant on the board.

Review Exercise

Have learners work in pairs. Give them cut-out cards of stem, root, leaf. When you pick it you mention/read it.

Assessment for Learning

Refer learners to practices 1 - 3 on pages 156-158 for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 plant
- 2 roots, stem, leaves.
- 3 all the parts.

Diagnostic Assessment

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1. How did the lesson go?
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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Uses of plants

Content Standard

K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

Indicator

K1.6.5.1.2 Talk about the cover page of the book and point to individual words while listening to the teacher read aloud.

Learning Outcome

- ♦ Learners will be able to identify the uses of plants from a read aloud lesson.

Essential for Learning

Learners can name the parts of plants (stem, roots, leaves)

New Words

Plants, medicine, shade.

Resources

Plant, pictures of plants (Draw with fruits).

Core Competencies

Communication and Collaboration (CC)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners sing the song on plants.

Main Activities

Activity 1

- Have learners sit in a community circle and let them sing song/rhymes about plant. Show your Big Book to learners. Talk about the cover page. Have learners identify the colour and

some letters written on the book e.g.

- 1 Title of the page
- 2 Name of the writer
- 3 Name of the illustrator
- 4 Colour of the book

Activity 2

- Run a pointer under the words as you read aloud to learners, the text on plants. Pause and ask questions about the parts of the plant and it uses.

Activity 3

Uses of plants.

- Plants are used as
 - 1 medicine
 - 2 food
 - 3 shelter
 - 4 fruits
- Have learners give example of each e.g
food- yam, cassava
Fruits – orange, banana, pineapple
Shelter – it is used for building we sit under trees
We get fruits from plants

Activity 4

- Have learners retell the story, read to them. Let them form sentences orally with the key words.
 - 1 medicine
 - 2 food
 - 3 fruits
 - 4 shelter
 E.g. of sentences
 a I don't like medicine.
 b I eat fruits everyday.

Review Exercise

Have learners work in pairs. They form oral sentence each of the words listed above.

Assessment for Learning

Refer learners to Practice 1 on page 159 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Blending letter sounds

Content Standard

K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

Indicator

K1.6.5.1.3 Blend individual sounds and decode simple words which relates to the theme.

K1.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.

Learning Outcome

Learners will be able to:

- ◆ Decode simple words.
- ◆ Identify and write the initial letter sounds on the new words learnt.

Essential for Learning

Learners can name and write parts of plants.

New words

decode, blend, initial.

Resources

Letter cards, word cards about plants, pencils, crayons

Warming up

Let learners flip their fingers, shake their hands and clap ten times.

Main Activities

Activity 1

- Write the new keywords learnt on the board (**plant, root, stem, leaves**). Put learners into groups of four. Have learners read the words on the board. Let them spell them as well.

Activity 2

- In their groups, give them the word cards of the four new words. They read and spell them in turns. **Leaves, stem, root, plant.**

Activity 3

- Give the letter cards to learners in groups of three. Guide them to rearrange and blend the letter sounds to form the names of the parts of plants.

e.g.

1 /s/, /t/, /e/, /m/ stem

2 /l/, /e/, /a/, /f/ leaf

Activity 4

- Let learners play “Pick and Spell”.
- Let them work in groups of four. One picks the word and spell it. Let them take turns. Have learners form simple sentences with the words e.g.

1 The stem is small.

2 Hold the leaf.

- Write same words and leave out some letters for learners to fill. e.g.

1 ro_t root

2 f_od food

Review Exercise

Have learners work in pairs. They form sentences on the new words learnt.

K1.6.5.1.4

Main Activity

Activity 1

- Display a well labeled plant on the board. Recap lesson one of the parts of a plant and take learners through the words again by reading and spelling..

1 stem, roots, leaves, plants.

- Point to a part of a plant and learners mention its name.

Activity 2

- Assist learners to identify the initial letter sounds. Have learners play “show and tell” or letter hunt”. You pick the word; say ‘root’ and you identify the initial letter sounds /r/.

Activity 3

- Write the words on the board. Let them read and spell the words. Call learners to go to the board and underline the ‘initial’ letter sounds Eg. stem

Review Exercise

Have learners work in pairs to indicate the initial letter sounds of these words.

- 1 medicine.
- 2 fruits.
- 3 stem.

Assessment for Learning

Refer learners to practices 1 and 2 on pages 160-161 of their work for exercise.

Suggested Homework

Have learners draw a plant and label the parts.

Answers to exercises in the Workbook

Practice 1

A	1	leaf
	2	stem
	3	plant
	4	food

B

1	o
2	s
3	u
4	o
5	a
6	v

Practice 2

1	l
2	s
3	r

Diagnostic Assessment

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 6: Plant 2

WB:
pages
162-163

LESSON 1: How plants grow

Content Standard

K1.6.6.1 Demonstrate understanding of how plants grow.

Indicate

K1.6.6.1.1 Talk about and discuss how plants and what human should do to enhance the growth process.

K1.6.6.1.2 Talk about the cover page and identify how plants grow in a read aloud story.

Learning Outcome

Learners will be able to

- ◆ Identify how to support the growth of plants.
- ◆ Identify how plants grow in a read aloud story.

New words

plant, grow, shade.

Resources

Plant, pictures of plants, word cards sentence cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)

Warming up

Have learners sing the song “The farmer plant the seed”

Main Activities

Activity 1

- Have learners sit in a semi-circle. Refer to page 162 of the Workbook for the song. Let learners do the oral activity questions there.
- Let them recite the rhyme “Plants can grow”. Let learners identify the key things said about plants in the rhyme.

Activity 2

- Use pictures/posters to discuss with learners how plants grow. Lay emphasis on the things plants need in order to grow well (water, air, good soil). Treat the key words, air, water, good soil and light with learners. Use pictures for learners to understand the words. Refer learners to page 163 to see the process of how plants grow.

Review Exercise

In groups of three, have learners compose a story on a manila card about how plants grow.

K1.6.6.1.2

Main Activities

Activity 1

- Get a story on the theme “How plants grow” Make sure the language is at their level. Give the book to learners, let them talk about the cover page and open the book correctly. Have learners do “pretend” reading and guide them open the pages correctly.

Activity 2

- Use “Echo –reading strategy, read aloud the story and guide learners to read aloud after you. As you read along, ask questions to text understanding. Insist on the correct way of handling books.

Activity 3

- Ask questions for the after –reading stage to reinforce the proper handling of books. Let learners retell the story.

Review Exercise

Have learners work in pairs. Let them talk about proper way of handling books.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 162-163 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 seeds.
- 2 The farmer.
- 3 When rain begins to fall and the sun begins to shine.
- 4 Seed, water, soil, sun.

Practice 2

- 1 Step 1 planting seed
Step 2 watering the seeds
Step 3 plant growing
Step 4 plant growing bigger
- 2 Because it helps the plant to grow

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Beginning and ending letter sounds

Content Standard

K1.6.6.1 Demonstrate understanding of how plants grow.

Indicator

K1.6.6.1.3 Identify the initial and ending letter sounds of objects and blend letter sounds to form words.

Learning Outcome

Learners will be able to

- ◆ blend letter sounds to form words.

Essential for Learning

Learners can identify initial letter sounds of words.

New Words

Blend, initial sounds, ending sounds.

Resources

Letter cards, word cards, crayon, pencils.

Warming up

Have learners recite the rhyme or sing songs on plants.

Main Activities

Activity 1

- Put learners into groups of four. Give them the letter cards. Ask them to rearrange the letter cards and decode the words (stem, roof, leaves, soil, air, sun).

Review Exercise

Have learners work in pairs. Give them word cards to identify the beginning and ending sounds.

Assessment for Learning

- Show pictures of plants and let learners identify the parts (stem, root, leaves). Write the words on the board. Let them identify the beginning and ending sounds of the words. Drill learners on the initial and ending sounds of the key words.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 164-165 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 circle p and trace t.
- 2 circle r and trace t.
- 3 circle l and trace s.
- 4 circle w and trace r.
- 5 circle s and trace n.
- 6 circle l and trace f.
- 7 circle s and trace l.
- 8 circle and trace k.
- 9 circle a and trace r.

Practice 2

- | | |
|-----|------|
| 1 s | 7 s |
| 2 t | 8 b |
| 3 r | 9 w |
| 4 t | 10 s |
| 5 l | 11 g |
| 6 s | 12 l |

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Forming simple sentences

Content Standard

K1.6.6.1 Demonstrate understanding of how plants grow.

Indicator

K1.6.6.1.4 Use vocabulary learnt to form simple meaningful sentences.

Learning Outcome

- ♦ Learners will be able to use the key words learnt to form sentences.

New Words

Keyword, plant, medicine, food.

Resources

Word cards, sentence cards, pencils.

Warming up

Have learners sing/recite any song on how plants grow. You can play one from youtube: <https://youtu.be/cRhGOdqWllo>. Refer learners to page 162 of the Workbook.

Main Activities

Activity 1:

- Write these words on the board.
plant, stem, root, leaves, sun, seed
- Use pictures and word cards to guide learners to read the words. Use short stories and illustrations to help learners understand the selected keywords.

Activity 2

- Guide learners to use the words to construct simple sentences about the theme. e.g.
 - 1 Plants need water to grow.
 - 2 Plants give us food.
 - 3 Plants give us fruits.
 - 4 We get medicine from plants.

Review Exercise

Have learners work in pairs. Let them pick two words from the keywords and form one sentence each.

Assessment for Learning

Refer learners to Practice 1 on page 166 of the Workbook for exercises.

Suggested Homework

Ask learners to form sentences with these words.

- 1 Plant
- 2 Stem
- 3 Medicine

Answers to exercises in the Workbook

Practice 1

Learners to trace and read.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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6. Were learners able to do the exercises at the end of the lesson?
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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 7: Gardening

WB:
pages
167-169

LESSON 1: Types of soil and gardening

Content Standard

K1.6.7.1 Demonstrate understanding of the types of soil.

Indicator

K1.6.7.1.1 Talk about different types of soil and which one is best used for gardening.

K1.6.7.1.2 Point to individual words to track reading.

Learning Outcome

Learners will be able to

- ◆ Identify different types of soil.
- ◆ Track reading by pointing to words.

Essential for Learning

Learners know what should be done to make plant grow well. E.g. Watering the plant.

New words

Garden, soil, loamy, clayey, sand, fertile.

Resources

Samples of loamy, clayey and sandy soils, picture of different types of soil.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners sing any song or recite any rhyme on 'gardens'.

Main Activities

Activity 1

- Put learners in a community circle. Teach learners the rhyme on "My Garden" and in the garden" on pages 167 and 168 respectively. Have learners answer oral questions on the rhyme e.g. What do you see in the garden? What makes the plant grow?

Activity 2

- Put the three different types of soil into different containers. Put learners into groups of four. Put the type of soil on each table. Have them touch, watch and feel each type. make sure learners wash their hand with soap under running water.
- Have learners plant maize in each soil, water them daily and watch what happens after a week.

Review Exercise

Assign two learners from each group to be watering and observing and let them give a report to the whole class.

K1.6.7.1.2

Main Activities

Activity 1

- Have learners sit in a community circle. Show your Big Book to learners. Let them identify the cover page and talk briefly about the pictures and the colours. Guide them to identify the title of the book and the illustrator.

Activity 2

- Let them predict the content by looking at the cover picture critically. Use the Echo-reading strategy to read aloud the sentences and point to the individual words. Show pictures and ask questions to find out whether learners are following the text.

Activity 3

- Ask learners to retell what they heard from your read aloud. Have learners make sentences with these words. soil, loamy, clay, e.g.
 - 1 The soil is good.
 - 2 Which of these soil is good for planting?
 - 3 I used clay to make a doll.

Review Exercise

Refer learners to Practice 1 and 2 on pages 167-169 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 plant in a garden.
sun will shine.
rain will fall.
seeds will grow.
- 2 Because of the rain and sun and good soil.

- 3 yes, so that the plants can grow well.

Practice 2

- 1 Grass, trees
- 2 Garden
- 3 Play, relax

Practice 3

- 1 Sandy soil
- 2 Loamy soil
- 3 Clayey soil
- 4 Loamy soil

Diagnostic Assessment

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.

8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Forming simple sentences

Content Standard

K1.6.7.1 Demonstrate understanding of the types of soil.

Indicator

K1.6.7.1.3 Use a variety of new vocabulary learnt about soil to make simple sentences about it.

Learning Outcome

- ◆ Learners will be able to use new vocabulary learnt to form simple sentences.

Essential for Learning

Learners can identify different types of soil e.g. loamy, clayey, sandy.

New words

Vocabulary, sentences.

Resources

Letter cards, word cards, sentence cards.

Warming up

Have learners recite the rhyme learnt on soil “in the garden”.

Main Activities

Activity 1

- Have learners sit in a community circle. Revise with them the different types of soil that they know.
 - 1 Loamy
 - 2 Sandy
 - 3 Clayey

- Have learners understand the words better by showing real types of soil and pictures of them.

Activity 2

- Let them tell you what has happened to the seeds that they planted. Let each learner show it to the class and talk about it.

Activity 3

- Write the new words on the board. Drill them with the words. Encourage them to form sentences with the words.
 - 1 sandy, clay, loam, garden.
 E.g.
 - 1 I have garden in my house.
 - 2 The soil is good.
 - 3 The sand is hot.
- Write some of their sentences on the board. Read through the sentences with learners.

Activity 4

- Encourage learners to compose stories using pictures and the keywords. Write them on a manila cards for them e.g.

I have a garden
The soil is loamy
I have planted maize.
It is growing very well
I will give some to my teacher when it is ready.

Review Exercise

Have learners work in pairs. Let them form sentences and read to each other with these words soil and sand.

Assessment for Learning

Refer learners to Practice 1 on page 170 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

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2. Was the introduction catchy?
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4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Creating words with sounds

Content Standard

K1.6.7.1 Demonstrate understanding of the types of soil.

Indicator

K1.6.7.1.4 Recognise and create words with given sounds and make art works with the elements of art

Learning Outcome

- ◆ Learners will be able to create words with given sounds.

Essential for Learning

Learners can form sentences with some words e.g. soil

New Words

Rhyme, common sound.

Resources

Letter cards, word cards.

Warming up

Have learners recite rhyme on the garden e.g. "Grow your plant" Refer to this youtube link for the video, <https://youtu.be/TGk7AVLJq7c>.

Main Activities

Activity 1

- Put learners in a community circle. Refer them to page 162. Let them recite the rhyme "the farmer plants the seed" again. Let them tell you common sound in the words. Write them on the board.
1 plant

- 2 seeds
- 3 rain
- 4 fall
- 5 grow

Activity 2

- Use pictures and gestures to explain meaning of the words to learners. Take the words one by one and let learners tell you the common sounds in the words. e.g.
1 plant grant stand cant pant
2 seed weed meet great
need feed
3 rain main gain pain vain
- Make sure everybody take part.

Activity 3

- Give out letter cards to learners in groups of four. Let them form words with them. eg
1 /i/ → (in) (tin), (pin), (bit) (sit)
2 /s /→ (say), (sit), (sin)

Activity 4

- Refer learners to page 171 in the Workbook. Let them recite the tongue twister and identify the common sounds. "Take and make a fake rake."

Review Exercise

Have learners work in pairs. Give the letter card to learners they should add the following sounds to make words.
t, w, p

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 171-172 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

A Learners to circle /oi/ in the tongue twister.

B Learners to trace.

Practice 2

A Learners to circle /a/ in the tongue twister.

B

1 t

2 b

3 f

4 p

5 s

6 w

C

1 b

2 t

3 c

4 s

5 f

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 8: Light - day and night

WB:
pages
173-175

LESSON 1: Sources of light

Content Standard

K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

Indicator

K1.6.8.1.1 Recite rhymes/poems and talk about the different sources of light.

K1.6.8.1.2 Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources light.

Learning Outcome

Learners will be able to

- ◆ Talk about different sources of light.
- ◆ Listen to a read aloud text on sources of light.

Essential for Learning

Learners have been using the sun to dry their clothes.

New word

Sources, artificial, natural, lantern, electricity, day, night, light.

Resources

Pictures of natural sources of light (moon, sun, stars) lantern, candle, etc.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners recite the rhyme “I see the moon”.

Main Activities

Activity 1

- Have learners sit in a community circle. Refer to page 173 of the Workbook. Let them sing the song and recite the rhyme there. Show pictures of the moon, sun, stars to learners. Use the think-pair-share for learners to talk about them. Let them do the oral activity on the page.

Activity 2

- Ask the following questions for learners to answer in groups of four.
 - 1 What gives us light during the day?
 - 2 Where is that light?
 - 3 What lights do we use in the night?
 - 4 Who made those light?
 - 5 Mention two lights that we use during the night.
 - 6 Why do we use bulb, lantern in the night?

Activity 3

- Guide learners to group sources of light as manmade and natural.
 1. Man-made-candles, lantern, bulbs, bobo, matches, flashlight, etc.
 2. God made – sun, moon, stars, etc.

Review Exercise

Have learners work in pairs. Let them mention two natural sources of light and two artificial sources of light

K1.6.8.1.2.

Main Activities

Activity 1

- Get a book which contains content of “sources of light”. Have learners discuss the cover page of “**Your Big Book**” at the pre-reading stage. Do picture walk with learners and let them predict the content of the book. Let them identify the cover and back page.

Activity 2

- Read aloud the text on “sources of Light” to learners. Pause often for learners to interact among themselves and relate what they are listening to their daily lives. Ask questions at vantage points while reading to ascertain whether learners are following the text. e.g. How many categories do we have for sources of light? Name them

Activity 3

- At the post-reading stage, ask question about the whole text. Use think-pair-share for learners to retell the story. They should take turns.

Activity 4

- Have learners mentioned the sources of light they heard in the read aloud text. Let them group them according to daylight and night light.

Daylight	Night light
Sun	Moon
Electricity	Candle, lantern
	Flashlight, etc.

Review Exercise

Have learners work in pairs. Let them form two sentences. Using sources of light. One from day light and one from night light.

Assessment for Learning

Refer learners to Practices 1 - 3 on pages 173-175 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Moon and star
- 2 At night.
- 3 At night.
- 4 Sleep.
- 5 God.

Practice 2

- 1 Sun
- 2 Sun
- 3 Natural – sun, moon and stars.
Artificial – bulb, flashlight.

Practice 3

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

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4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Recognising sounds of letter

Content Standard

K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

Indicator

K1.6.8.1.4 Use a variety of new vocabulary learnt about light to form sentences orally.

Learning Outcome

- ◆ Learners will be able to identify the beginning sounds of letters

Essential for Learning

Learners can make simple sentences with key words in texts.

New words

Initial sound, middle sounds, ending sounds.

Resources

Letter cards, word cards.

Warming up

Have learners recite the rhyme “Twinkle twinkle little stars”.

Main Activities

Activity 1

- Revise with learners, the sources of light ie. daylight and night light. Let them give examples of each one. E.g. Daylight: sun, electricity. Night light: bulb, electricity.

Activity 2

- Have learners mention one source, write it on the board and let learners identify the initial, middle and ending sounds.

E.g.

<u>Initial sound</u>	<u>Middle sound</u>	<u>Ending sound</u>
1 sun – /s/	/u/	/n/
2 light – /l/	/igh/	/t/
3 lantern /ltern/	/ler/	/n/

Activity 3

- Put learners into groups of four. Give them word cards and letter cards to each group. Mention a word e.g. “moon” let pick a letter card which represent the initial letter of the word mentioned. In this case, the letter is (m).

Activity 4

- Assist learners to arrange letter cards to form a given source of light. eg.
1 /b/ /u/ /l/ /b/ → bulb
2 /s/ /u/ /n/ → sun

Review Exercise

Have learners work in pairs. Give them two wordcards. They form simple sentences with them

sun

candle

Assessment for Learning

Refer learners to Practices 1 and 2 on pages 176-177 of the Workbook for exercises.

Answer to Workbook

Practice 1

	Word	Initial sound	Middle sound	Ending sound
1	Sun	s	u	n
2	Moon	m	oo	n
3	Stars	st	ar	s
4	Light	l	igh	t
5	Bulb	b	ul	b
6	Fire	f	ir	e
7	Heat	h	ea	t

Practice 2

- 1 Candle.
- 2 Moon.
- 3 Sun.
- 4 Bulb.
- 5 Stars.
- 6 Lantern.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Forming simple sentences

Content Standard

K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

Indicator

K1.6.8.1.4 Use a variety of new vocabulary learnt about light to form sentences orally.

Learning Outcome.

- ◆ Learners will be able to form simple sentences with key words on “sources of light”.

Essential for Learning

Learners can form word with letters on letter cards.

New words

Sentence, vocabulary.

Resources

Word card, sentence card.

Warming up

Have learners sing the song on light e.g. “Twinkle, twinkle little stars”.

Main Activities

Activity 1

- Put learners in a community circle. Show pictures of sources of lights to learners to revise the theme. Have learners group them into natural and man-made.

1. Natural – moon, sun, stars.
2. Man-made – flashlight, lantern, candle, bulb.

Activity 2

- Put learners into groups of four. Let them discuss the uses of light. e.g.
 - 1 light makes us see.
 - 2 light dries our clothes.
 - 3 light dries our food.
 - 4 light helps us move in the night.

Activity 3

- Have learners do a charadety with the sentence cards. eg.
 - 1 Go and put off the light.
 - 2 Put the light on.
 - 3 The sun is very hot.
 - 4 The moon is shining.
 - 5 The lantern is big.

Activity 4

- Encourage learners to form sentences orally with the keywords learnt. sun, moon, flashlight, candle e.g.
 - 1 The candle will burn you.
 - 2 The sun is too bright.
 - 3 The flash light is dark.

Review Exercise

Let learners be in pairs. Give them strips of sentence card read aloud oral to act out.

Assessment for Learning

Refer learners to Practice 1 on page 178 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 9: Changing weather conditions

LESSON 1: Weather conditions in Ghana

WB:
pages
179-182

Content Standard

K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons

Indicator

K1.6.9.1.1 Sing and talk about the weather condition in Ghana.

K1.6.9.1.2 Identify the cover page and illustrations and listen to and respond to a read aloud text on changes in the weather condition.

Learning Outcome

Learners will be able to

- ♦ talk about weather condition in Ghana
- ♦ listen to a read-out text on changes in the weather condition.

Essential for learning

Learners know the weather condition to stay indoors and when to go out to play.

New word

Weather, condition, rainy, sunny, cloudy.

Resources

Pictures of different weather conditions e.g. Stormy, windy, crayons, pencil, word cards, sentence cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Communication and Collaboration (CC)
Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Have learners sing “rain rain go away”.

Main Activities

Activity 1

- Refer learners to page 179, let them recite the rhyme again and answer the questions there. e.g.
 - 1 Which weather was mentioned there?
 - 2 Why must the rain go away?

Activity 2

- Show pictures/posters of different weather condition (sunny, rainy, cloudy, windy). Have learners read the words. Using think-pair-share, let learners talk about the different weather conditions and what they do on each weather condition.

Activity 3

- Take learners outside the classroom to study the weather condition and mention the kind of weather prevailing at that time. Is it sunny? It is rainy? It is cloudy?

Activity 4

- Discuss with learners how to cater for themselves during the different seasons. e.g.
 - 1 Rainy season: Learners have to wear sweater.
 - 2 Windy season: Learners have to be indoors.
 - 3 Sunny season: learners can play.

Review Exercise

Have learners work in pairs. Let them put on a charade to depict what they do on different weather conditions.

K.1.6.1.9.2

Main Activities

Activity 1

- Show the book about the weather condition in Ghana to learners. Let them identify cover page, the writer/author and the illustrator. Let them use the cover page illustration and picture walk to predict the content.

Activity 2

- Read aloud the text and let learners echo after you. Ask questions during the reading to help you monitor their understanding.
- Have learners form sentences with the key words. Use picture illustration to explain the words first.

Activity 3

- Refer learners to page 180 of the Workbook. Let them do picture walk on the page and answer the oral questions there.
 - 1 Which picture shows: a rainy weather?, b windy weather?

- 2 The children are playing because it is _____.

Review Exercise

Have learners work in pairs. Let them put on a charade with these sentences.

- 1 It is windy today.
- 2 It is raining heavily.
- 3 It is sunny today.

Assessment for Learning

Refer learners to practices 1- 4 on pages 179-182 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Rainy weather.
- 2 Becuase little children wants to play.
- 3 Sunny day.

Practice 2

- 1 a – C b – A
 c – D b – B
- 2 Wind blows and weather is cold.
- 3 Learners answer.
- 4 Engage learners.

Practice 3

Learners trace the words and match:

- a $\rightarrow$ cloudy
- b $\rightarrow$ windy
- c $\rightarrow$ rainy
- d $\rightarrow$ sunny

Practice 4

Learners to circle:

- 1 Raining and cold.
2. Weather and hot.
3. Windy.
- 4 Clouds and darker.
- 5 Sun and shining.

Diagnostic Assessment

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Beginning letter sound

Content standard

K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons

Indicator

K1.6.9.1.3 Identify initial letter-sounds of weather and write them under the appropriate pictures

Learning Outcome

- ◆ Learners will be able to write initial letter sounds of key words on the theme 'weather condition'.

Essentials for learning

Learners know the different weather conditions in Ghana.

New words

Weather, windy, sunny, rainy.

Resources

Pictures of the different weather conditions word cards, letter cards.

Warming up

Have learners recite the rhyme. "Rain, rain go away".

Main Activities

Activity 1

- Write the key words on the board: weather, rainy, sunny, cloudy. Use illustration to explain the meaning of the words. Play "pick and act." Display the words on the table. When a learner picks one, he/she should act out the weather condition.

Activity 2

- Have learners use the word cards to match the pictures.

Activity 3

- Now, have learners match the letter cards with the pictures. Let them underline the initial letters of the words
a cloudy b sunny c windy d rainy

Review Exercise

Have learners work in groups of three. Give them the word cards. Let them form sentence with them.

1 Weather 2 Sunny 3 Windy

Assessment for learning

Refer learners to practice 1 on page 183 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

A 1 w 2 s 3 c 4 r

B Learners to trace and match:

w → 2

s → 3

r → 1

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Forming simple sentences

Content Standard

K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.

Indicator

K1.6.9.1.4 Use the vocabulary learnt to talk about the weather.

Learning Outcome

- ◆ Learners will be able to form simple sentences from the key words learnt.

Essential for Learning

Learners can identify initial letter sounds of words.

New word

Weather, rainy, sunny, windy.

Resources

Pictures/posters of different weather conditions word cards (rainy, windy, sunny, cloudy)

Warming up

Have learners sing any song or recite any rhyme on weather condition. e.g. "Rain, rain go away".

Main Activities

Activity 1

- Put learners into community circle. Use pictures/posters to discuss the different weather conditions with them. Show the keywords one by one to learners for learners to read.

Windy, cloudy, sunny, rainy, rain, sun, cloud. Let them play a charade with each word.

Activity 2

- Now, pick the word cards one by one and let learners form sentences with them. eg
 - Weather:** The weather is cold.
 - Rainy:** It is raining.
 - Sun:** The sun is hot.

Activity 3

- Put learners into groups of four. Give them pictures and word cards of names of the weather (rainy, sunny, windy) In turns, have learners pick and read aloud the word and form a sentence with it.

Review Exercise

Have learners work in pairs. Give them sentence cards. Let learners read in turns.

Assessment for Learning

Refer learners to Practice 1 on page 184 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

7

Strand:
**My global
community**

Strand 7: My Global Community

Sub-strand 1: Connecting and communicating with the global community

WB:
pages
186-188

LESSON 1: Means of travelling

Content Standard

K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.

Indicator

K1.7.1.1.1 Using pictures, talk about the various means by which we connect with the international community.

Learning Outcome

- ◆ Learners will be able to recognise the various means we travel to other countries.

Essential for Learning

Learners travelled by foot or car.

New words

aeroplane, train, transport, conditions

Resources

Pictures of aeroplane, train, cars, word cards, sentence cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Communication and Collaboration (CC)

Activity 1

- You can refer to page 186 of the Workbook and teach the song on transportation. Let learners answer the oral questions about the song e.g.
 - 1 How many means of transport were mentioned?
 - 2 Which one flies in the air?

Activity 2

- Let learners sit in a community circle. Use pictures/posters as means of transport to other countries e.g. by **air-aeroplane, sea-ship, road-car, rail-train**. Let learners tell you which of these means of transport they have used before. Use the think-pair-share strategies for them to talk about their experiences.

Activity 3

- Discuss with learners why people travel to other countries.
 - 1 To visit friends and relatives
 - 2 For studies
 - 3 To trade
- Let them tell you if they were travelling outside the country which means of transport will they prefer. They should give reasons for their answers.

Review Exercise

Have learners work in pairs, let them talk about the means by which they come to school.

Warming up

- Have learners recite a rhyme or sing a song on transportation.

Assessment for Learning

Refer learners to Practice 1-3 on pages 186-188 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 Bike, bus, car, train, plane
- 2 Plane
- 3 Ship

Practice 2

- 1 Ghana
- 2 Learners to mention
- 3 By traveling in a bus, train, ship or plane
- 4 Learners' answer
- 5 To study, to trade, to visit, for medical attention

Practice 3

Learners to trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

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6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Means of trading

Content Standard

K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.

Indicator

K1.7.1.1.2 Talks about the various means by which we connect with the international community.

K1.7.1.1.3 Identify and cover and back page of a book and read aloud a simple sentence.

Learning Outcome

Learners will be able to

- ♦ Identify how traders buy and sell.
- ♦ Listen to a read aloud text and form sentences with key words.

Essential for Learning

Learners are always sent on errands to buy items from nearby shops.

New words

Buying, selling, countries, echo-reading.

Resources

Word cards of keywords, aeroplane, train, buying, selling, crayons, pencils.

Core Competencies

Creativity and Innovation (CI)
Problem Solving and Critical Thinking (PC)

Warming up

Let learners sing a song on Transportation.

Main Activities

Activity 1

- Let learners sit in a community circle. Refer learners to page 189 of the Workbook. Read through the story on the page to learners. Have learners track you as you read the story to them. Let them answer the questions. Use the think-pair-share strategy. Let them discuss the following.
 - 1 What brought about buying and selling?
 - 2 How do traders buy from other countries to sell?
- Let them share their ideas with the whole class.

Activity 2

- Write the key words on the board. Drill learners on them and use illustrations in the form of pictures/posters.
 - 1 aeroplane
 - 2 ship
 - 3 train
 - 4 buying
 - 5 selling
- 1 The ship is on the sea.
 - 2 The car is nice.
 - 3 I have seen an aeroplane.

Review Exercise

Put learners into groups of four. Let them discuss how we get food from neighboring countries. Expected answers: cars, ship, aeroplane, motorbikes.

Activity 1

- In a community circle, show a book about transportation to learners. Let them identify the front and the back of the book as part of the pre-reading activity. Guide learners to identify the title, the writer/author and the illustrator of the book.

Activity 2

- Use Echo-reading strategy to assist learners read along the text. Ask questions to test learners understanding e.g.
 - 1 What is the colour of the cover page?
 - 2 Who is the writer?
 - 3 How do people get food from foreign countries?

Activity 3

- Divide the class into three groups. They will role-play using:
 - 1 aeroplane to travel outside the country
 - 2 Ship to travel outside the country
 - 3 Train to travel outside the country

Review Exercise

Put learners into groups of three. Write these words on the board for learners to form simple sentences with them.

1. aeroplane
2. Train
3. Buying
4. Selling.

Assessment for Learning

Refer learners to Practice 1 on page 189 of their work book for exercises.

Answers to exercises in the Workbook

Practice 1

- 1 To buy things.
- 2 When people decide to exchange items of similar value.

- 3 They travel to that country.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners’ attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?
5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 3: Blending sounds

Content Standard

K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.

Indicator

K1.7.1.1. Blend individual sounds to decode words which relates to the theme and write the words in their books.

Learning Outcome

- ◆ Learners will be able to blend sounds to decode words.

Essential for Learning

Learners can identify initial letter sounds of words.

New words

Decode, blend

Resources

Letter cards, word cards, sentence cards, pencil and crayons.

Warming up

Let learners sing the song about transportation.

Main Activities

Activity 1

- Put learners in groups of four. Give each group a letter-sound chart. Let them revise the letter sounds learnt. /a/, /p/, /m/, /p/, /o/, /ai/. Listen to how they pronounce the sound and correct where necessary.

Activity 2

- Still in their various groups, give them the letter cards. Guide them to re-arrange them to form words related to the theme. eg.

1 /s/ /h/ /i/ /p/

2 /c/ /g/ /r/

3 /t/ /r/ /a/ /i/ /n/

- Write the keywords on the board.
- Direct learners to underline the first letter of the words.eg.

1 car 2 train

3 aeroplane 4 ship

Review Exercise

Let learners work in pairs. Give two word cards to each pair to form oral sentences.

1 aeroplane

2 car

Assessment for Learning

Refer learners to Practice 1 on page 190 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

1 ship.

2 aeroplane.

3 train.

4 car

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 4: Forming simple sentences

Content Standards

K1.7.1.1 Demonstrate understanding of different ways we connect and communicate with the global world.

Indicator

K1.7.1.1.5 Use vocabulary learnt to form simple sentences in real life situation.

Learning Outcome

- ♦ Learners will be able to use keywords learnt to form words.

Essential for Learning

Learners can use letters to form sentences.

New word

Vocabulary, sentence.

Resources

Sentences cards, word cards, letter cards.

Warming up

Let learners sing a song on transportation

Main Activities

Activity 1

- Write the key words on the board.
 - 1 Aeroplane
 - 2 Ship
 - 3 Train
 - 4 Car
 - 5 Buy
 - 6 Sell

- Use pictures to explain the meanings further. Let them read the words several times.

Activity 2

- Play “pick and read”. If you pick a word, you mention it and the whole class repeats the word after you.

Activity 3

- Put learners into groups of four. Give them word cards. Let them form simple sentences with them. Write some on the board.
E.g.
 - 1 I like the red car.
 - 2 There are some goods in the ship.
 - 3 I want to travel to America with aeroplane.
 - 4 Mummy will buy me toffee.

Review Exercise

Have learners role-play how neighbouring countries buy and sell goods.

Assessment for Learning

Refer learners to Practice 1 on page 191 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners read and trace.

Diagnostic Assessment

The diagnostic assessment will enable you the teacher assess yourself and know whether the lesson was successful or not.

In other words, you have to “**TRAP**” the lesson taught.

T: Teach: Teach a lesson.

R: Reflect: Reflect on the lesson taught from the introduction to the conclusion.

A: Analyse: Analyse by asking yourself the following questions:

1. How did the lesson go?
2. Was the introduction catchy?
3. Were you able to catch the learners' attention throughout the lesson?
4. Were the learners able to answer your questions during and after the lesson?

5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

P: Plan: If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

GLOSSARY

A

Accident a sudden event (such as a crash) that is not planned or intended and that causes damage or injury

Aeroplane a machine that has wings and an engine and that flies through the air

Air the invisible mixture of gases (such as nitrogen and oxygen) that surrounds the Earth that people and animals breathe

Alphabet the letters of a language arranged in their usual order

Artificial made by human beings

Author the writer of a book, play, story, or other written work

B

Back page the back part of the cover of a book, magazine, etc.

Banku a Ghanaian dish which is cooked by a proportionate mixture of fermented corn and cassava dough in hot water into a smooth, whitish paste, served with soup, okra stew or a pepper sauce with fish

Bath the act of washing the body in order to clean, refresh, or heal

Beginning the point or time at which something begins

Birthday the day when someone was born or the anniversary of that day

Blend to mix (things) thoroughly and usually with good results

Blow to exert air from one's mouth

Blowing expelling air through the mouth or nose

Book sheets of paper bound together between two covers. These pages can be blank or can have text or pictures on them

Bottom the lowest or deepest part of something

Boy a male child or teenager

Bread a baked food made from a mixture of flour and water

Breathing the act or process of inhaling and exhaling air.

Brush an act of cleaning or smoothing something with a brush

Bush A woody plant distinguished from a tree by its multiple stems and lower height,

Buy to get (something) by paying money for it

C

Carpenter a person who builds or repairs houses and other things made of wood

Celebration a party or other special event that you have for an important occasion, holiday, etc.

Chairman the person (especially a man) who is in charge of a meeting, committee, event, company or organisation

Chief the person who is the leader of a group of people

Christianity the religion that is based on the teachings of Jesus Christ

Christians a person who believes in the teachings of Jesus Christ

Church a building that is used for Christian religious services

Classmate a person in the same class as another at a school

Clayey containing a lot of clay

Clean free from dirt, marks, etc

Cloudy having many clouds in the sky

Common sound sound that can be easily detected in a word

Community a group of people who live in the same area (such as a city, town, or neighbourhood)

Condition the state in which something exists

Cookie sweet baked food that is usually small, flat, and round and is made from flour and sugar

Cooking the act or process of preparing food or meals

Cooling removal of heat, usually resulting in a lower temperature

Country an area of land that is controlled by its own government

Creator a person or thing that brings something into existence; sometimes used as a name for God

D

Dark having little or no light.

Day the period between sunrise and sunset.

Decode to find or understand the true or hidden meaning of (something)

Diddle to move with short rapid motions

Die to stop living

Different not the same; not alike

Dirty not clean

Dislike to not like something or someone

Domestic of or related to the home or family

Domestic animals an animal living with people bred or trained to need and accept the care of human beings

GLOSSARY

E

Eat to put into the mouth, chew, and swallow

Echo-reading an innovative concept in which the educator reads a phrase or paragraph, and then the student repeats it back to the educator

Electricity a form of energy that is carried through wires and is used to operate machines, lights, etc.

Element a particular part of something

Ending sounds sounds that make up the end part of words

Environment all the things together that surround animals and humans in the natural world, including the air, the water and soil

Experiment a carefully planned test used to discover something unknown

Extended family a large group of relatives related by blood, marriage, or adoption who compose a single household or live close to each other.

F

Fair having a light skin color

Falling dropping downward from a higher place

Family a group made up of a parent or parents and their children

Family members people who belong to a (particular) family

Fanning cooling (someone or something) by waving an object to create a current of air

Faraway very distant

Fertile able to support the growth of many plants

Festival a special time or event when people gather to celebrate something

Fetish Priest a person who serves as a mediator between the spirit and the living

Fiddle a violin or similar instrument

Fingernail a hard, clear piece that grows at the end of the finger

Fisherman someone who catches fish either as a sport or as a way to make a living

Fishmonger one who sells fish for consumption

Flag a piece of cloth with a special design that is used as a symbol of a nation or group

Food anything that contains nutrients and is eaten by living creatures in order to maintain life, health and growth

Forest a large area of land covered with many trees and other plants

Forgive to stop feeling anger toward someone who has done something wrong

Formal following accepted rules for doing something

Front cover the front part of the cover of a book, magazine, etc.

Fruit the part of a plant that has seeds and flesh, such as apple or strawberry. Most fruits are sweet and can be eaten raw

Function the purpose or role that a thing or a person fulfills

G

Garden an area of ground where plants such as flowers or vegetables are grown

Gardening the activity of tending and cultivating a garden, especially as a pastime

Girl a female child or teenager

Give birth when a woman gives birth, she produces a baby from her body

God the perfect and all-powerful spirit or being that is worshipped especially by Christians, Jews, and Muslims as the one who created and rules the universe

Good afternoon expressing good wishes on meeting or parting in the afternoon

Good evening expressing good wishes on meeting or parting during the evening

Good manners polite or well-bred social behaviour

Good morning expressing good wishes on meeting or parting during the morning

Greeting an expression of good wishes

Grow to become larger by natural development

H

Head teacher the person who is in charge of a school

Hear to be aware of sound through the ear

History the study of past events

Hospital a place where sick or injured people are given care or treatment and where children are often born

Hunt to search for something or someone very carefully and thoroughly

Hygiene the things that you do to keep yourself and your surroundings clean in order to maintain good health

I

Illustrations pictures or drawings used to explain or decorate a book or other written material.

Illustrator a person who draws or creates pictures for magazines, books, advertising, etc.

GLOSSARY

Imam a Muslim religious leader

Important having serious meaning or worth

Independence freedom from outside control

Informal done in a way that is not especially careful or scientific

Initial the beginning of something

Initial sound sounds that make up the beginning part of words

Interact to talk or do things with other people

K

Keyword a word that is used to find information in a piece of writing, in a computer document, or on the Internet

Kick to hit someone or something with your foot

Kitchen a room in which food is cooked

Kite a toy that is made of a light frame covered with cloth, paper, or plastic and that is flown in the air at the end of a long string

Kitten a young cat

L

Lagoon a shallow body of salt water by the sea

Lake a large body of fresh or salt water that is surrounded on all sides by land

Lantern a case or container that is made of a material through which a light can shine and be protected

Leader someone who guides other people

Leaves the usually green, flat parts of a plant or tree that grow from the stem or branch

Left located on the same side of your body as your heart

Letter-sounds relationship between the letters and their corresponding sounds

Light the form of energy that makes it possible to see things the brightness produced by the sun, by fire, by a lamp, etc.

Likes the things that you enjoy

Living things things that are now or once were alive

Loamy denoting a rich, easily crumbled soil made up of silt, sand, clay, and organic matter that is good for growing plants

Love strong feelings of affection for another person

M

Map of Ghana a picture or chart that shows the rivers, mountains, streets, etc. in Ghana

Mapping the act or process of making a map

Market a place where goods are sold

Medicine a drug or other substance used to treat a disease, injury, pain, or other symptoms

Message spoken or written information sent from one person or group to another

Middle sounds sounds that make up the middle part of words

Misbehave to act badly

Moon the large round object that circles the Earth and that shines at night by reflecting light from the sun

Moral values the standards of good and evil, which govern an individual's behaviour and choices

Muslim a person whose religion is Islam

Mosque a building that is used for Muslim religious services

N

Nail cutter a hand tool used to trim fingernails and toenails

National anthem a song that praises a particular country and that is officially accepted as the country's song

Natural existing in nature and not made or caused by people

Night the hours of darkness between sunset and dawn

Non-living things things that were never alive. They cannot grow, move, breathe and reproduce

Nuclear family a couple and their dependent children regarded as a basic social unit.

O

Obedient willing to do what someone tells you to do or to follow a law, rule, etc

Obey to do what someone tells you to do or what a rule, law, etc. says you must do

Occupation the work that a person does; a person's job or profession

Origin the point or place where something begins or is created

P

Palace the official home of a king, queen, president, etc.

Peace a state of freedom from war or conflict.

Permission consent from an authority to do something

Plant a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive

GLOSSARY

Please an expression used to ask for something in a polite way

Police station a place where local police officers work

Position the place where someone or something is in relation to other people or things

Positive a good and desirable quality

Post office a building where the mail for a local area is sent and received

Predict to say that something will or might happen in the future

Profession a type of job that requires special education, training, or skill

Protect to keep someone or something from being harmed, lost, etc.

Protection the state of being kept from harm, loss, etc

R

Raincoat a coat that repels water to keep a person dry when it is raining

Rainy with a lot of rain

Region a part of a country, of the world, etc. that is different or separate from other parts in some way

Religion an organised system of beliefs, ceremonies, and rules used to worship a god or a group of gods

Religious values the beliefs and practices which people who follow a religion partake in

Resource person a person with expertise in a certain area who may be called upon as necessary to perform a task or provide information.

Respect the state or condition of being thought of with honour or admiration

Responsibilities a duties or tasks that you are required or expected to do

Retell to tell a story again especially in a different way

Rhyme a poem, often short and amusing, that uses words that ends with the same or almost the same sound at the end of each lines

Right located on the side of the human body that is opposite where the heart is

Role a part played by a person or thing

Role-play an activity in which people do and say things while pretending to be someone else or while pretending to be in a particular situation

Root the part of a plant that grows underground, gets water from the ground and holds the plant in place

Rules and regulations legal guidelines or instructions of doing something correctly

S

Safety measures activities and precautions taken to improve safety

Safety freedom from harm or danger

Sand tiny, loose grains of ground rock, found on beaches and in deserts

Selling giving or handing over something in exchange for money.

Sentence a group of words that expresses a statement, question, command, or wish

Shade an area of darkness that is produced when something blocks the light of the sun

Short having little height or length

Shrine a sacred place or object that is devoted to a holy person or god

Sickness unhealthy condition of body or mind

Sight words words that we teach our young readers to know from memory

Similar almost the same as someone or something else

Smell the quality of a thing that you can sense with your nose

Soil the top layer of earth in which plants grow

Sound something that is heard

Source the start or cause of something

Spoon a tool with a small, shallow bowl at the end of a handle, used for eating, stirring, serving or measuring.

Stem the main long and thin part of a plant that rises above the soil and supports the leaves and flowers

Story a description of how something happened

Strangers someone you have not met before or do not know

Stream a natural flow of water that is smaller than a river

Stress to place importance on or give special attention to

Sunny having plenty of bright sunlight

Syllable any one of the parts into which a word is naturally divided when it is pronounced

T

Tall greater in height than the average person, building, etc.

Target sound the sound which is specifically selected to be practiced by the child

Target word the word that is meant to appear in the answer to a question or that is meant to be elicited from the student or that is meant to be taught in the lesson segment

GLOSSARY

Teacher a person whose job is to teach students about certain subjects

Thank you used to politely express gratitude at being given or offered something such as a gift, service, opportunity or compliment.

Tool an instrument that is usually held with the hands and helps one to do something

Toothbrush a brush with a short, narrow head and a long handle used to clean the teeth

Toothpaste a paste used to clean the teeth

Top the highest area, point, or surface

Trace to follow the track or trail of

Train a connected series of railroad cars.

Transport to carry someone or something from one place to another

Treasure something that is very special, important or valuable

U

Unique very special or unusual

V

Vocabulary the words that make up a language

W

Wash to clean (something) with water and usually soap

Watering pouring water on to plants or the soil that they are growing in

Weather the state of the air and atmosphere at a particular time and place

Wild animals animals that have not been domesticated or tamed and are usually live in a natural environment

Windy having a great amount of wind

Words a sound, group of sounds, or the symbols for such sounds in writing that have some meaning. Words are a basic unit of language.

Worship to show respect and love for God or for a god especially by praying, having religious services, etc.

Writer someone whose work is to write books, poems, stories, etc.

ESSENTIAL

Language and Literacy Kindergarten 1

Teacher's Guide



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