



ESSENTIAL

Our World and Our People Kindergarten 1

Teacher's Guide



Adwoa Nkrumah



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People

Kindergarten 1

Teacher's Guide

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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 as 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 emphasise 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 meet 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.

Digital Literacy (DL)

Developing learners to discover, acquire and communicate through ICT to support their learning and make use of digital media responsibly.

SUGGESTED TIME ALLOCATION

On an average two to three hours per sitting, of 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.

TALK ABOUT

For all **Practices** in the workbook that involves a “**talk about**” take learners through the following:

1. Show them the picture(s) or refer them to the appropriate page.
2. Engage them to tell you what they see in the picture. They can work in pairs, in groups or as individuals.
3. Accept all answers. No answer is wrong.
4. Align their answers and your instruction to the lesson for better understanding by learners.
5. Now let them colour the pictures that require colouring and trace the words where applicable.

HOME PROJECT

At the end of each sub-strand, there is **Home Project** which relates to the lessons treated under that sub-strand. The project is selected from any lesson.

Give learners directions on what they are expected to do. Encourage parents and guardian support where necessary.

RESOURCES

The resources provided are “**low or no cost**” materials that teachers can easily acquire for use in the activities outlined in each lesson.

These are recommendations.

Where you cannot get access to any of the recommended resources, be innovative and come out with other suitable ones that you can use to teach and facilitate the activities under each lesson.

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/UCAQou7V9FAWXpZd9xtOg3Q> - Little Baby Bum - *Nursery Rhymes & Kids Songs*
- ◆ <https://youtu.be/R-TqxxXfd2M> - *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/Kjl5sPWcd-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/axitOq-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*

Term One

1

Strand:

All About Me

Strand 1: All about me

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

WB:
pages
6-11

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. E.g. animals

Learning outcome: Learners will be able to identify themselves as a unique person and different from other people and other God's creation, e.g. animals.

Essential for learning: Learners know that some of his / her mates are taller/shorter, fat/small, fair/dark

New words: Unique, different gender.

Resources: Pictures of animals, boys and girls, crayons, coloured pencils.

Core competencies: Personal Development and Leadership
Communication and collaboration
Critical thinking and innovation
Creativity

Warming up

Have learners sing this song "Obiba nsa te se obi ba ne nsa" They sing the song and dance at the same time.

Main activities**Activity 1**

- Have learners form a big circle. Outside the classroom.
- One stand in the middle, call out his/ her name and say whether he is a boy/girl and dance while the rest sing a familiar song that they know. E.g. My name is Adwoa. I am a girl.

Activity 2

- Draw two circles on the floor. Call all boys to come and stand in one, and all the girls stand in the other one.
- Have them identify the dresses that the boys are wearing and what the girls are wearing.
- Have learners themselves talk about the differences. E.g. earrings are worn by girls.

Activity 3

- Put learners into groups of five. Let them talk about their ages, where they stay, their likes and dislikes. E.g. the food they like, the game they like and the fruits they like.



Activity 4

Take these objects one by one and learners have to say whether it belongs to a girl or a boy.



a. Earrings



b. Shorts



c. Skirt



d. Belt

Review exercises

Have learners form a big circle. One stands in the middle. Say 'I am a boy', I like Jollof and I like playing football. Make sure everybody takes part in the activity.

Assessment for learning

Refer learners to Practice 1 to 6 on pages 6 to 11 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to draw themselves and trace the words.

Practice 2

Learners to colour their sex.

Practice 3

Learners own answers.

Practice 4

Learners to colour the boy and girl.

Practice 5

Learners to draw and colour the game they like best.

Practice 6

Learners to draw and colour the fruit they like best.

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: My physical body

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. E.g. animals

Learning outcome: Learners will be able to identify the differences in height, complexion.

Essential for learning: Learners know that there is a difference in height, size, likes and dislike among people.

New words: Colour, height, unique, tall, short, fair, dark.

Resources: crayons, coloured pencils, shorts, pictures of different people, earrings, skirts.

Core competencies: Personal Development and Leadership
Communication and collaboration
Critical thinking and innovation
Creativity

Warming up

Have learners sing "obira yawo no Dwowda okonto". They can use the names of all the days in the week: Dwowda, Benada, Wukuda, Yawda, Fida, Memereda, Kwasida.

Main activities

Activity 1

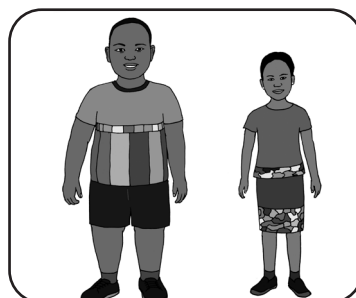
- Make two circles in front of the classroom, call all fair coloured to come and stand in one circle, and all dark coloured also stand in the second circle.



Let them know that they are all unique.

Activity 2

- Call two learners with different heights. Ask learners to compare their heights using words like shorter than and taller than.
- Have them understand that everybody is unique; some are tall others are short.



Activity 3

- Refer learners to page 17 of their Workbook. Direct them to look at the pictures (A and B). Engage them in a critical thinking session to talk about how unique and different each picture is from the other.

Review exercise

Have learners work in groups of five. They discuss among themselves who is tall, fat short and fair.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 12 to 17 of the Workbook for exercises.

Home project:

Refer learners to page 18 of the Workbook. They are to Draw themselves eating the fruit they like best.

Answers to Workbook

Practice 1

Learners to colour the boy.

Practice 2

Learners to colour the boy.

Practice 3

Learners to tick the boy and cross the girl.

Practice 4

Learners to circle the boy.

Practice 5

Learners to draw and colour a dark person.

Practice 6

Learners are expected to engage in a critical thinking section for this activity.

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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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?

Strand 1: All about me

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

WB:
pages
19-23

LESSON 1: Parts of the human 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.

Learning outcome: Learners will be able to name parts of the body and how it grows.

Essential for learning: Learners know that everybody is unique, some are tall, others are short, some are fat, others are thin.

New words: Eyes, hands, legs, nose, mouth and neck.

Resources: crayons, colour pencils, pencils, pictures of parts of the body.

Core competencies:

Communication and collaboration
Critical thinking
Personal Development and Leadership

Warming up

Mention parts of the bodies and learners touch them, e.g. eyes, nose and learners touch it.

Have learners sing the song about the body parts and what they do.

e.g. "... *what can the eyes do? They can see, they can see.*

Main activities

Activity 1

- Have learners sing the song in their local languages that identify parts of the body and perform an activity on it.

Activity 2

- Have learners say the rhyme "I have two eyes; they are the same same same".
I have two ears; they are the same same same.
I have two hands; they are the same same same.
I have two legs; they are the same same same.
I have two buttocks; they are the same same same.
- Learners say the rhyme while touching the part mentioned and dance as well.

Activity 3

- Ask learners to form a big circle. The teacher stands in the middle of the ring.
- She touches a part of the body and dance moving around the circle and learners do the same.
- Say this rhyme 'this is my head, my head, my head.

These are my hands, my hands, my hands". Call a learner also to come and continue with the parts that the teacher did not mention.

Review exercise

Let learners work in groups of five. One touches a part of the body, and the rest mention the parts name.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 19 to 23 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to colour

Practice 2

Learners to colour

Practice 3

- 1 → d
- 2 → c
- 3 → b
- 4 → a

Practice 4

Learners to trace the names.

Practice 5

Learners to trace the names.

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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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: Functions of the human 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.

Learning outcome: Learners will be able to identify the functions of the external body parts.

Essential for learning: Learners can name their body parts.

New words: functions, match

Resources: cut-out body parts, crayons, pencils, pictures of human body parts.

Core competencies:

Communication and collaboration

Critical thinking

Personal Development and Leadership

Warming up

Have learners sing the song “meba nsa te se obi ba nsa”.

Main activities

Activity 1

- Put the class into four groups. Have

each group perform one of the activities below:

- Group 1: Blindfold one learner and ask him/her to walk to the teacher's table.
- Group 2: Cover one learner's mouth and ask him/her to sing a song.
- Group 3: Fold the two hands of a learner and ask him/her to pick something on the table.
- Group 4: Hold the nose of one learner and watch what happens.
- Now let the leaders tell the whole class their findings.

Activity 2

- Display the body cut-out parts on your table. Call learners to come and pick and act. E.g. if you choose a leg, then you demonstrate what the leg can do. If you select mouth, you show at least one thing that the mouth can do.



We use the legs to walk, run and play football.

Activity 3

- Have learners form a semi-circle. Stand in the middle. Hold a part of the body, and the class perform an action that shows its function.

E.g. Hold your eyes, and all the learners pretend to be reading or searching for something. Hold the legs: learners start to move. Hold the hands and learners clap, write or act as they are putting food in the mouth.

Review exercise

Let learners work in groups of six. The leader asks questions, and the rest respond, e.g. What can the eyes do? Answer: The eyes can see. What can the hand do: The hand can write. Give learners the option to perform any action their body parts can perform.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 24 to 26 of the Workbook for exercises.

Home project:

Refer learners to page 27 of the Workbook. They are to colour the apple tree.

Answers to Workbook

Practice 1

- 1 → walking
- 2 → writing
- 3 → smelling
- 4 → seeing

Practice 2

- 1 → a
- 2 → d
- 3 → b

Practice 3

- 1 → c
- 2 → d
- 3 → a
- 4 → b

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?

Strand 1: All about me

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

WB:
pages
28-33

LESSON 1: Personal hygiene

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 fingernails- 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.

Learning outcome: Learners will be able to demonstrate how to take care of the body.

Essential for learning: Learners know the names of parts of the body and their functions

New words: caring, brush, bath, hygiene.

Resources: soap, baby doll, towel, sponge, pillow, crayons, pencils, toothbrush, tooth paste.

Core competencies:

Communication and collaboration
Critical thinking
Personal Development and Leadership

Warming up

Have learners sing: **“This is the way we brush our teeth early in the morning”**.

Learners pretend to brush their teeth as they sing the song.

Main activities

Activity 1

- Have learners sit in a semi-circle (community circle time). Demonstrate personal hygiene by bathing the doll while learners watch you. Bath the armpit, the buttocks, the private parts well. Have learners sing the song.
- “This is the way I brush my teeth. This is the way I wash my face” (2 times)



Activity 2

- Use fresh water to clean the doll. Use a clean towel to wipe it. Comb the hair and powder it. Put her to rest on a pillow.

Activity 3

- Have learners tell you items we use to do the following:

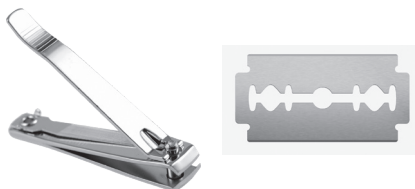
Bathing - soap, towel, water etc.



Brushing teeth - brush, toothpaste



Trimming nails – blade, nail cutter



Activity 4

- Have learners tell you why we have to:
 - wash our body regularly.
 - Bath regularly.
 - Brush our teeth a least twice a day.
 - Keep our hair short.
- Let learners brainstorm in their various groups. When they finish, let each group present their report to the class. Let learners know that they have to take their bath twice daily.

First, in the morning and evening before going to bed. Again they have to brush their teeth twice daily: Early morning and lastly before going to bed.

Review exercise

Have learners work in groups of six. They act out the following activities:

- Brushing their teeth and washing their faces.
- Bathing.
- Cutting their fingers nails.
- Combing their hair.

Assessment of learning

Refer learners to Practice 1 to 5 on pages 28 to 32 of the Workbook for exercises.

Home project:

Refer learners to page 33 of the Workbook. They are to draw themselves brushing their teeth and colour it.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Sweeping → c

Bathing → a

Washing hands → b

Practice 3

Items used to take care of the body

1, 3, 4, 6, 7, 8

Practice 4

1 → c

2 → a

3 → b

Practice 5

- 1 → c
- 2 → a
- 3 → b

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 1: All about me

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

LESSON 1: Eating good food

WB:
pages
34-39

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. (Bodybuilding food, energy-giving food etc.)

Learning outcome: Learners will be able to identify and classify the food that can make them grow healthy.

Essential for learning: Learners know how to keep the external body clean and healthy. E.g. cleaning their teeth and bathing.

New words: Posters, healthy, energy.

Resources: conversational posters, fat and oil foods, bread, cereal, rice, vegetables, crayons and pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and Problem-solving skills
Communication

Warming up

Play “clap, clap, tap, tap.” Learners clap two times and tap their feet two times while saying clap, clap, tap, tap.

Main activities

Activity 1

- Have learners sit in a semicircle. Let them tell you the food they usually eat in their homes. Let them tell you what will happen to them if they don't eat the whole day. They will be hungry. They will fall sick.

Activity 2

- Show them posters on different types of food

1. Fats and oil



2. Protein (beef, chicken, beans, eggs)



3. Carbohydrate (bread, cereal and rice)



4. Fruits (orange, banana, mangoes, apples etc.)



5. Vegetables (tomatoes, pepper, onions, carrots)



Note: (teach one of the six types at a time).

Activity 3

- Let learners know that it is good to eat at least one from the six groupings to become healthy. Eating more starchy food will make you grow lean and fall sick (kwashiorkor). Let them tell you the food they like best.

Activity 4

Refer learners to page 42 of the Workbook for home project. On the day of submission, guide learners to talk about the picture.

Assessment for learning

Refer learners to Practice 1 to 6 on pages 34 to 39 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Learners to colour.

Practice 4

- Learners to draw a vegetable.
- Learners to draw a fruit.

Practice 5

Learners to colour and trace the words.

Practice 6

Learners to tick - 1, 4 and 5.

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: Taking my vaccinations

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. (Bodybuilding food, energy-giving food etc.)

Learning outcome: Learners will be able to understand that taking all vaccination make you grow strong and healthy.

Essential for learning: Learners know that eating good food makes you grow healthy and strong.

New words: vaccination, healthy, vaccine.

Resources: pictures or posters of nurses giving a vaccination, crayons, pencils, syringe.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and Problem-solving skills
Communication

Warming up

Have learners recite “Mama mama, I am sick. Call the doctor very quick.”

Main activities

Activity 1

- Have learners sit in a semi-circle. Let them sing or recite rhyme connected with health. Ask the learners questions. When you are sick, and you go to the hospital, what happens? What does the nurse do? What does the doctor do? Get different learners to answer the questions. Let them know that some of the injections they give them are vaccine. It makes them strong. You do not fall sick, and you grow healthy and strong.

Activity 2

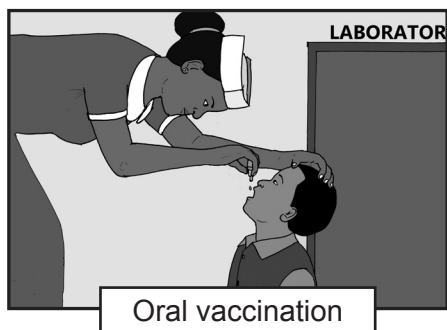
- Ask learners who have been vaccinated before when they were young? Let them share their experiences with the class. Get about three or four learners to share their experiences with the class.

Activity 3

- Let learners know that some of the vaccines are oral, and some are injection. Show pictures or posters to them. Refer them to page 41 of the Workbook. They should look at how they give oral and injection vaccinations.



Injection vaccination



Review exercise

Ask: “why do we have to take our vaccination seriously?” (so that we do not fall sick. To grow healthy and strong). Have learners act out as nurses giving oral and injection vaccinations.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 40 to 41 of the Workbook for exercises.

Home project

Refer learners to page 42 of the Workbook. They are to colour the picture.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to tick - 2, 3 and 4.

Diagnostic Assessment

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6. Were learners able to do the exercises at the end of the lesson?
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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 1: All about me

Sub-strand 5: My environment and my health

WB:
pages
43-48

LESSON 1: Keeping the environment clean

Content standard: K1.1.5.1

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

Indicator: K1.1.5.1.1 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.

Essential for learning: Learners have been sweeping and dusting their classroom.

New words: environment, clean, good habit, bad habit.

Resources: broom, scrubbing brush, pictures of clean and dirty environment.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learners clap three times and tap three times.

Main activities

Activity 1

- Have learners sit in a semi-circle. Let them play: “**catch my ball**” one learner throws the ball. The person who catches it stand in the middle and throws it.

Activity 2

- Ask learners what make people fall sick. Encourage everybody to talk. Expect answers like:
 1. Because of poor diet.
 2. Because of dirty environment.
 3. Make learners aware that dirty environment can cause sickness.
- Have learners use **think-pair-share strategy** to come out with some illness that dirty environment can cause. (e.g. cholera, malaria etc.)

Activity 3

- Discuss with learners how we can make the environment dirty. Take learners outside to observe rubbers and papers scattered on the compound, choked gutters etc. all these can make us fall sick.

Activity 4

- Put learners into groups of six. Let them discuss how they can keep the environment clean to avoid sickness. Ask learners questions for them to come out with the following answers:

1. Sweeping, scrubbing and dusting our classroom and our homes.
 2. Avoid littering in the classroom and on the compound and in our homes.
- Show pictures of a clean and dirty environments to learners to talk about them.



Review exercise

Have learners work in groups of four. Each learner comes out with one thing he/she will do to keep the environment clean.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 43 to 47 of the Workbook for exercises.

Home project

Refer learners to page 48 of the Workbook. They are to draw a dustbin and broom and colour.

Answers to Workbook

Practice 1

Good habits --- 2, 4

Bad habits --- 1, 3

Practice 2

Learners to colour.

Practice 3

Learners to colour.

Practice 4

Correct Practices --- 2, 3.

Practice 5

Bad Practices --- 1 and 4

Diagnostic Assessment

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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?

Strand 1: All about me

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

LESSON 1: Accident at home and school

WB:
pages
49-52

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.

Learning outcome: Learners will be able to protect themselves from home and road accidents.

Essential for learning: Learners know that playing with life sockets can kill them.

New words: accident, safety, measures, prevent.

Resources: pictures of activities that can cause accidents, crayons, pencils etc.

Core competencies:

Communication and collaboration
Personal Development and Leadership

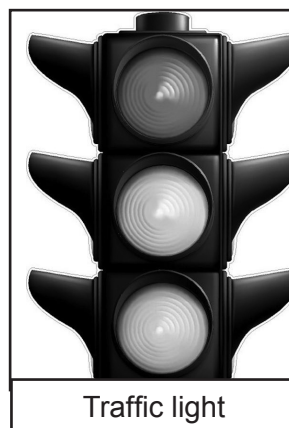
Warming up

Have learners recite “if you see a traffic light, there is something you should know. Red means stop, yellow means get ready, green means go, go and go”.

Main activities

Activity 1

- Create a road scene outside the classroom. Have learners role-play crossing the road with or without a traffic light.



- Have different people role-play this activity.

Activity 2

- Advise learners that when they are crossing roads without a traffic light, they should wait and plead with an adult to help them cross the road. Teach learner this sentence:

Dad/Mum, please help me cross the road.

They should say thank you after assisting them.

Activity 3

- Put learners into groups of six Guide them to come with practical examples of how accidents happen at the following places:

- Home.
- On the way to school.
- At school.

At home: Examples are playing with fire, knife, taken bottled medicine, touching naked wires, climbing chairs, tables and walls.



A child playing with fire

On the road: Crossing road, walking in the bush, stepping on a nail or broken bottle.

At school: Climbing table and chairs, jumping, chalk in your nose/ears etc. Leader of the various groups presents their finding to the class.

Activity 4

- Let learners know that swimming in a river, ponds and streams are hazardous so they should not venture.

Review exercise

Have learners sit in a semicircle.

Let them come out with some safety measures they can take to avoid accidents.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 49 to 51 of the Workbook for exercises.

Home project:

Refer learners to page 52 of the Workbook. They are to colour the picture.

Answers to Workbook

Practice 1

Causes accidents --- 2, 3, 4

Practice 2

Prevents accidents --- 2, 4

Practice 3

Learners to colour.

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?

2

Strand:

My Family

Strand 2: My family

Sub-strand 1: Types and members of my family

LESSON 1: Family members and their roles

WB:
pages
54-58

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

Learning outcome: Learner will be able to identify their family members and the role they play.

Essential for learning: Learners know that father and mother are their immediate family members.

New words: origin, language, tribe.

Resources: posters of people from different tribes, crayon, coloured pencils, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and innovation
Creativity

Warming up

Have learner sing any traditional song.
“Obi mfre nana Osei mame”

Main activities

Activity 1

- In a community circle, have learners sing more traditional songs. “odrumankoma odapagyan yon”. Give them pictures of the family to identify the family members. E.g. father mother, siblings.

Activity 2

- Tell learners stories about the tribes we have. E.g. the Ewes are from Volta Region, Kumasi – Asantis, Accra – Ga’s, Tamale the Dagombas or Gonjas.

Activity 3

- Have learners tell you about the role of family members. E.g. father/ mother going to work, mother and children cooking and washing clothes. Dada is doing general cleaning in the house.

Review exercises

In pairs, let learners talk about their family history.

1. Where they come from.
2. Their staple food.
3. The number of members in their family.
4. The work of their parents.
5. The language they speak.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 54 - 57 of the Workbook for exercises.

Home project

Refer learners to page 58 of the Workbook. They are to draw and colour their family members sitting.

Answers to Workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to trace the names.

Practice 3

Learners to colour and trace the words.

Practice 4

- 1 → c
- 2 → d
- 3 → a
- 4 → b

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 2: My family

Sub-strand 2: Origin and history of my family

LESSON 1: My family and where we come from

WB:
pages
59-64

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

Learning outcome: Learners will be able to trace the origin and history of their families.

Essential for learning: Learners know the members of their family.

New words: origin, history, family tribe.

Resources: posters of different families in Ghana, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and innovation
Creativity

Warming up

Have learners sing song on family members (<https://youtu.be/NVEzzzia8Yo> - family members)

Main activities

Activity 1

- In community circle time, have learners turn and face each other. Let them greet each other in their home language. Let them talk about the names of the languages they speak.
- Volta region - Ewe
 - Ashanti region - Akan
 - Northern Region - Hausa
 - Central Region - Fanti.

Activity 2

- Have learners group themselves according to tribes. E.g. Ewes, Gas, Northerners, Akans, each form their groups. They should speak their cultural language. Go around and join them to speak if you can.

Review exercises

In a community circle, ask the various groups to sing a song in their local language. When they are singing, the rest stand up and dance.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 59 to 63 of the Workbook for exercises.

Home project

Refer learners to page 64 of the Workbook. They are to draw themselves in their traditional dress.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace the names.

Practice 4

Learners to trace the names.

Practice 5

Learners answer.

Diagnostic Assessment

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Strand 2: My family

Sub-strand 3: Family celebrations and festivals

LESSON 1: Special family days

WB:
pages
65-70

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.

Learning outcome: Learners will be able to talk about some special family festivals.

Essential for learning: Learners have been celebrating or attending birthday parties. They have been watching celebrations like naming and marriage ceremonies.

New words: festivals, celebrations, birthday, naming, ceremony.

Resources: posters of pictures of celebrations, crayons, coloured pencils, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learners sing “I’m counting one”.

Main activities

Activity 1

- In a community circle have learners tell the class their birth dates. Let them say to the class what their parents do for them on this occasion.

Activity 2

- Display poster of people celebrating a festival. Have learners use think-pair, share, observe the picture and talk about what they see.

Activity 3

- Put them into groups of six. Let them talk about their family celebrations to each other and share with the whole class.

Activity 4

- In a community circle. Have learners talk about these celebrations
 1. My first day at school.
 2. Birthday celebration.
 3. Special celebrations that they have attended

They work in pairs and later tell the whole class what they have learnt.



Activity 5

- Invite somebody from the community or parents to come and talk about the community festivals to the class.

Review exercises

Let learners form a big circle. Have them sing and dance the following songs

1. Happy birthday to you.
2. Bronya aba, afe ato yen.
3. Afe ako abeto yen bio.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 65 to 69 of the Workbook for exercises.

Home project

Refer learners to page 70 of the Workbook. They are to draw and colour their first day at school.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

learners to trace the words.

Practice 3

Learners to colour and trace the words.

Practice 4

- 1 → Hogbetstso
- 2 → Homowo
- 3 → Aboakyer

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
71-74

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 members of the school family.

Essential for learning: Learners can tell the names of their best friends who are in school.

New words: Members, rules, regulations, govern.

Resources: posters of a picture of learners, teachers, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and Problem Solving
Creativity and innovation

Warming up

Have learners sing a song on their school family. Refer to youtube for song (<https://youtu.be/BNqAgwT2jel>)

Main activities

Activity 1

- Have learners be in their community circle. Ask them the following questions: who are the members of the school community? Which people do you see in your class? Our mates and teachers. Who is the head of the school? i.e. the headteacher. So who are the members of the school family? They are:
 - Learners themselves
 - Headteachers
 - Vendors
 - Labourers
 - Teachers
 - Learners in other classes.
 - Security personnel

Learners answer these questions using the think-pair-share strategy.

Activity 2

- Have learners discuss in groups of six the activities the family members do. E.g. the teacher teaches us and take care of us. The vendors cook and sell foods for us. We learners also learn together.

Review exercises

Let learners answer the following questions.

- Who are the members of our school family? name them.
- Do you like this family? Why?

Assessment for learning

Refer learners to Practice 1 to 3 on page 71 to 74 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Learners trace the words.

Practice 4

1 → c

2 → a

3 → b

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 2: Rules and regulations in the classroom

Content standard: K1.2.4.1

Demonstrate understanding of the rules and regulations that governs the members of the school

Indicator: K1.2.4.1.1 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 rules and regulations which will help the school family live in peace.

Essential for learning: Learners know the members of the school family.

New word: rules and regulations, obey, peace

Resources: crayons pencils, coloured pencils, posters of rules and regulations.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Critical thinking and Problem Solving
Creativity and innovation

Warming up

Have learners sing songs on classroom rules. Refer to youtube for songs "<https://youtu.be/uWXPCP8t00M>, <https://youtu.be/xteEjYsroFU>"

Main activities

Activity 1

- Have learners sit in a community circle. Pose this question to them. Why should we have rules in our schools? Use think-pair-share strategy for learners to discuss the topic. After ten minutes have learners report to the whole class.

Suggested answers:

1. We have to be tolerant.
2. We have to be obedient.
3. We have to respect each other.
4. We have to obey instructions.
5. We have to respect our teachers and seniors etc.

Activity 2

- In pairs, have learners talk about some activities which are not right for the school family. E.g. fighting each other, bullying, stealing, talking while the teacher is teaching etc.



Review exercise

Through questions and answers, have learners come out with some rules

which will make us live peacefully in our schools.

1. I have to come to school early.
2. We must respect each other's view.
3. We must respect authority.
4. We must be kind and friendly to others.

Assessment for learning

Refer learner to Practice 1 to 3 on pages 75 to 78 of the Workbook for exercises.

Home project:

Refer learners to page 79 of the Workbook. They are to draw themselves together with their best friend.

Answers to Workbook

Practice 1

Good behaviour --- 2, 3.

Practice 2

Learners to trace the words.

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.

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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 Two

3

Strand:

Values & Beliefs

Strand 3: Values and beliefs

Sub-strand 1: Our family values

WB:
pages
82-85

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 likes and dislikes.

Learning outcome: Learners will be able to identify the good manners their families value.

Essential for learning: Learners know that they have to obey school rules and regulations.

New words: Good manners, values, beliefs, community circle time.

Resources: crayons, coloured pencils, pencils, posters, pictures showing good manners.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Personal development and Leadership
Communication and collaboration

Warming up

Have learner recites (Abofra ye somako a Obiara pe n'asem (3x) Ntsi ye somako.

Main activities

Activity 1

- Put learners in a community circle. Have them work in groups of five. They discuss what they like and dislike. Let the group leaders come out with what they dislike. Write some on the board.

Likes	Dislikes
Praising me.	Waking me up in the morning.
Buying new things for me.	Sending me on errands.
Loving me.	Scolding me.
Being kind and generous to me.	reprimanding me.
	Beating me.

Activity 2

- Advice learners why they should accept some of the following values and obey them. Show pictures of good manners for learners to talk about them.

Activity 3

- Talk about good manners and bad manners to learners. E.g.
 - Eating behaviour.
 - Helping the elderly.
 - Helping your friends.
 - Joining the queue for your turn.

5. Forcing and beating someone to take something that does not belong to you.
6. Fighting each other.
7. Cheating in class.

Activity 4

- Have learners look at the picture on page 79 and talk about it.
- Ask: Why should we help elderly people? Let them colour the picture.

Review exercise

In groups of five. Let learners discuss why family values are good.

Assessment for learning

Refer to Practice 1 and 3 on page 82 - 84 of the Workbook for exercises.

Home project

Refer learners to page 85 of the Workbook. They are to colour the poster and trace the words.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Learners to trace the words.

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 3: Values and beliefs

Sub-strand 2: My cultural values

WB:
pages
86-89

LESSON 1: Cultural values

Content standard: K1.3.2.1

Demonstrate the understanding of our cultural values and how it can help us fit in the society.

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

Learning outcome: Learners will be able to talk about Cultural values and virtues and follow them.

Essential for learning: Learners know some good manners.

New words: values, virtues, culture.

Resources: crayons, coloured pencils, pencils, posters, pictures depicting moral values.

Core competencies:

Personal development and Leadership
Communication and collaboration
Critical thinking and Problem Solving
Creativity and innovation

Warming up

Have learner recites (Abofra ye somako a Obiara pe n'asem (3x) Ntsi ye somako.

Main activities

Activity 1

- In a community circle. Tell learners stories about values. Let them sing songs or rhymes about values. E.g.
Abofra ketewa bi wo ho.
Onnim me pa wokyew ka.
Osere adee ahokyere mu.
Papa bi befa no kosi bepo tenten bi so
Okyerere no kom nnansa
Afei ohuu mepa wokyew ka.

Activity 2

- Let learners know that all religious bodies want good behaviour from children. In groups of five, let learners talk about some of the good values. They discuss how they can show or exhibit those behaviours.
Group 1: how they can show love.
Group 2: how they can forgive others
Group 3: how they can live in peace with others.

Activity 3

- Pick and act: write these words on a sheet of paper for learners to pick and act.

Love

Forgiveness

Peace

Given

Activity 4

- Refer learners to Practice 1 in the Workbook. They should talk about the picture and tell whether it is a good cultural value or not.

- Let them tell you when we say:
 1. **Please**
 2. **Sorry**
 3. **Thank you.**

Assessment for learning

Refer learners to Practice 1 to 3 on pages 86 to 87 of the Workbook for exercises.

Home project

Refer learners to page 89 of the Workbook. They are to colour the words.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace the words.

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?

Strand 3: Values and beliefs

Sub-strand 3: Our religious values

WB:
pages
90-93

LESSON 1: Religious values

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 understand their religious values and how to show them.

Essential for learning: Learners can forgive their friends when they offend them.

New words: values, virtues, religion.

Resources: pencils, crayons, coloured pencils, posters, pictures of different religious group.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learner sing any religious song common to them.

Main activities

Activity 1

- Have learners know the three religious groups:
 1. Christian religion.
 2. Muslim religion.
 3. Traditional religion.

Activity 2

- Have learners be in their community circle. Let them know that all three religious bodies talk about:
 1. Love
 2. Forgiveness
 3. Living in peace
 4. Helping each other.
- Have learners explain how they can also show these to people. Let them role-play love and forgiveness. Have learners listen to a story about why we should respect people of different religious groups.

Activity 3

- Put learners in their respective religious bodies.
 1. Christians in one group. Muslims in another group and traditionalist in another group. Each group sing their song and dance.

Review exercise

Refer learners to Practice 1 to 3 of the Workbook. Let learners talk about the picture and what is written under them.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 90 to 92 of the Workbook for exercises.

Home project

Refer learners to page 93 of the Workbook. They are to draw and colour themselves helping a friend.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace 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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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
94-96

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.

Learning outcome: Learner will be able to identify that God is the creator of the universe.

Essential for learning: Learners have learnt that three religious bodies worship God.

New words: God, worship, creator.

Resources: crayons, coloured pencils, pencils, posters, pictures.

Core competencies:

Communication and collaboration
Personal Development and Leadership.

Warming up: Have learner sing this song:

“God is a wonderful God” He created the earth, the sun, the moon and the stars. He is indeed a wonderful God.

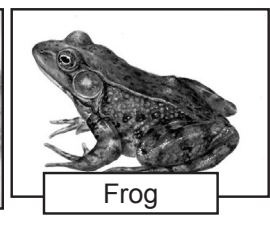
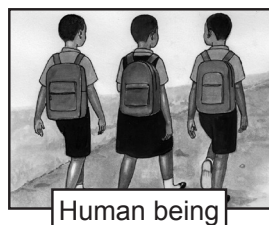
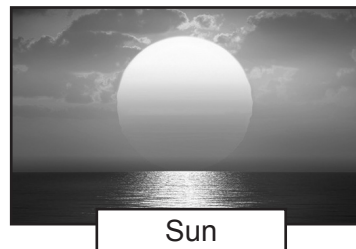
Main activities

Activity 1

- In the community circle, let learners tell you what they know about God. Let them work in small circles of six and later say to the class what they discussed. Allow learners to ask questions about God. The expected question would be: Who is God? Where does he live?

Activity 2

- Ask learners to tell you some of the things God created.
 - Human beings
 - Sun, moon, stars etc.



Activity 3

- Ask learners to tell you some things that were not created by God. E.g. cars, aeroplanes, houses, furniture mobile phones, football.

Review exercises

In groups of six, have learners mention three things that God created and three things that were created by man.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 94 to 96 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Things created by God --- 1, 2, 4, 5,

Practice 3

Things created by man --- 2, 3, 6

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?
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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: Different ways of worshipping God

Content standard: K1.3.4.1

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

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

Learning outcome: Learners will be able to identify the different ways of worshipping God.

Essential for learning: Learners can mention at least three things created by God.

New words: worship, different, religion, God, creator.

Resources: crayons, coloured pencils, pencils, posters, pictures.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learner sing this song:

“God is a wonderful God” (2x) He created the earth, the sun, the moon and the stars. He is indeed a wonderful God.

Main activities

Activity 1

- In a community circle, ask learners to tell you why they should worship God. Expected answers:
 - Because He created us.

- Because He is Good.
- Because He is Supreme.
- Because He loves us.

Activity 2

- Let the class tell you the group of people who worship God. Put them into three categories.

- Christians.
- Muslims.
- Traditionalist.

They discuss how they worship their God.

- Christians go to church on Sundays.
 - Muslims pray five times and go to the mosque on Fridays.
 - Traditionalist pour libation.
- Let them report to the whole class.

Review exercises

Have learners sing various songs and dance to worship God.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 97 to 99 of the Workbook for exercises.

Home project

Refer learners to page 100 of the Workbook. They are to draw and colour one thing they use to worship in their religion e.g. Bible, Quran, drums, calabash.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace the words.

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?

4

Strand:

**My Local
Community**

Strand 4: My local community

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

LESSON 1: Special places in our community

WB:
pages
102- 105

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.

Learning outcome: Learners will be able to identify special places in their communities.

Essential for learning: Learners have been to hospital before.

New words: special places, hospital, police station, palace.

Resources: crayons, coloured pencils, pencils, pictures of special places.

Core competencies:

Communication and collaboration.
Personal Development and Leadership.

Warming up

Have learners sing “to market to market”. Refer to <https://youtu.be/RdXlticrWWM> for the song.

Main activities

Activity 1

- In a community circle, have learners answer these questions.

1. Where do you go when you are sick?
 2. Where do you go when you steal?
E.g. Prison
- Let learners tell you about the important places in the community and why they are important. E.g. the hospital, the chiefs palace, churches, mosque, market, etc.

Activity 2

- Display pictures of the important places in the community.
 1. Hospital.
 2. Chief palace.
 3. Police station.
 4. Market etc.
- Put learners onto groups according to the pictures that you have. They talk about the picture in their groups and ask questions among themselves. Let them report to the class.



A Hospital

Activity 3

- Field trip: Arrange and take your class on a field trip. They visit either the chief palace, police station, market or post office.

Note: Prepare for your going. Ask permission from

1. Parents
2. School authority
3. District director and arrange with the officer who is in charge of where you are going.

Review exercise

Ask each learner to draw one important place he/she likes and colour it. They should explain why they like that place. They display on the walls for others to admire.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 102 to 104 of the Workbook for exercises.

Home project

Refer learners to page 105 on the Workbook. They are to draw one special place in their community they like.

Answers to Workbook

Practice 1

Learners colour and trace the words.

Practice2

Learners trace the words.

Practice 3

Learners to trace 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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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

WB:
pages
106-112

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

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.

Learning outcome: Learners will be able to identify the people in the community and their occupation.

Essential for learning: Learners know that their teachers are one of the important people in their community.

New words: important, community, occupation, neighbour.

Resources: crayons, coloured pencils, pencils, posters, pictures of some important people,

Core competencies:

Communication and collaboration
Personal Development and Leadership
Cultural identity and Global citizenship
Creativity and Innovation.

Warming up

Have learners recite the rhyme “**farmer farmer go to Farm**”

Main activities

Activity 1

- In the community circle, learners talk with their peers about the work of their parents. My parents are farmers, teachers, fisherman etc.

Activity 2

- Let them talk about the work their neighbours do. Where do they see them going in the morning? Ask a lot of questions. Do you have a nurse, teacher, doctor, police officer, trader, fishmonger staying near you?

Activity 3

- Put learners in groups to talk about them each profession and report to the class.

Group 1: A teacher.

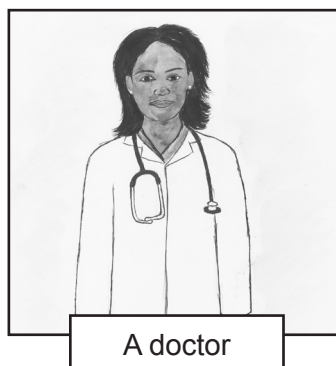
Group 2: A farmer.

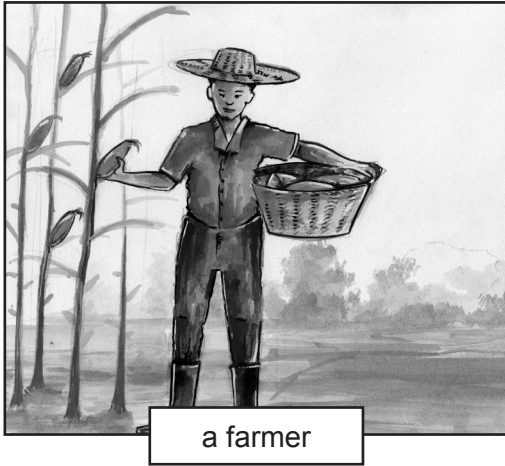
Group 3: A doctor.

Group 4: A nurse.

Group 5: A fisherman.

Group 6: A police officer.





- They brainstorm to talk about professions and how important they are.

Activity 4

- Let learners sing songs about these professions and dance. You can use tape recordings as well. Now have learners tell the class the job they would like to do when they grow up.

Review exercise

Refer learners to Practice 1 to 6 on pages 106-111 of the Workbook to identify and talk about the pictures there.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 106 to 111 of the Workbook for exercises.

Home project

Refer learners to page 112 of the Workbook. They are to draw one special leader they like.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to colour and trace the words.

Practice 3

Learners to colour and trace the words.

Practice 4

Learners to trace the words.

Practice 5

- 1 → c
- 2 → d
- 3 → b
- 4 → a

Practice 6

- 1 → d
- 2 → c
- 3 → b
- 4 → a

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 3: Knowing the special leaders in my community

WB:
pages
113-116

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.

Learning outcome: Learner will be able to identify special leaders in their community. E.g. religious and traditional leaders.

Essential for learning: Learners know that the chief in their community is a special leader.

New words: leader, special, community, match.

Resources: posters, pictures depicting special leaders in the community, crayons, pencil.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Cultural identity and Global citizenship
Critical thinking and problem-solving
Creativity and Innovation.

Warming up

Have learners sing any traditional song familiar in the community.

Main activities

Activity 1

- In a community circle, let learners talk about the special leaders in the community, show pictures. E.g. Religious leaders, Pastors, Priest, Imam. Ask a lot of questions for learners to answer. Let them also ask you questions.

Activity 2

- Take them one by one and talk about their roles. E.g.
 1. Pastors.
 2. Imam.
- Put the class into two groups, Muslims and Christians. They discuss the role of the pastor, and the Imam in the community. Expected answers. They preach love, peace, and they settle disputes etc.

Activity 3

- Let learners mention some of the traditional leaders and the role they play. E.g. Queen mothers and the chiefs:
 1. They see to it that there is peace in the community.
 2. They make sure social amenities like water, toilet facilities and schools are available.
 3. They settle disputes.
 4. They give lands for projects. E.g. schools, clinic, etc.



Review exercise

Have learners role-play the following:

1. Pastor preaching.
2. Queen mother settling disputes.
3. Chief instructing people for communal labour.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 113 to 115 of the Workbook for exercises.

Home project

Refer learners to page 116 on the Workbook. They are to draw themselves in the uniform of the work they will like to do in future.

Answers to Workbook

Practice 1

- 1 → b
- 2 → a
- 3 → c
- 4 → d

Practice 2

Special leaders only --- 2, 3, 5 and 6.

Practice 3

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.

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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.
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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?

5

Strand:

My nation Ghana

Strand 5: My nation Ghana

Sub-strand 1: History and celebration of Ghana's independence

LESSON 1: My home region and festivals

WB:
pages
118-122

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.

Learning outcome: Learners will be able to locate their home region on the Ghana map and learn the history behind their forefathers.

Essential for learning: Learners have been taken part and watch how 6th March is celebrated.

New words: festivals, history, map.

Resources: Cut-out shapes of regions of Ghana, pictures of some festivals in Ghana, crayons, pencils, Ghana flag.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Cultural identity and Global citizenship
Creativity and Innovation.

Warming up

Have learners sing any of the festivals songs, e.g. "oburomanpon, oburumanpon odapagyan".

Main activities

Activity 1

- Before you start this topic, let learners find out from their parents the region that they come from and the festivals that they celebrate. In other words, do advanced preparation. Let parents or guardian write it on a sheet of paper for their wards.
- Put learners in their usual community circle. Deduce from them the region they come from. E.g.
 1. Ewes – Volta region
 2. Asante's – Ashanti region
 3. Fante's – Central region
 4. Gonjas – Northern region

Activity 2

- Still, in their regional groupings, let them talk about home festivals. E.g.
 1. Fanti – Aboakyer
 2. Ewe – Hogbetsotso
 3. Asante – Akwasidae
 4. Ada – Asafotufiam
 5. Northern – Damba
 6. Ga – Homowo

Activity 3

- Give them pictures of the various festivals. Let them talk about the pictures in groups of six. Their leaders report to the whole class on what they appreciate about the pictures.

Activity 4

- Show Ghana flag to learners. Give each learner a copy as well. Explain the meaning of the colours to them.

About the Ghana flag

- The Ghana Flag was designed by Mrs Theodosia Okoh, a Ghanaian, to replace the flag of the United Kingdom upon attainment of independence in 1957.
 - The Flag of Ghana consists of the colours **Red**, **Gold** and **Green** in horizontal stripes with a five-pointed star in the centre of the gold stripe
1. **RED** represents the blood of those who died in the country's struggle for independence.
 2. **GOLD** represents the mineral wealth of the country.
 3. **GREEN** symbolises the country's rich forest.
 4. **The BLACK STAR** is a symbol of African emancipation from slavery. As it is rightly known, Ghana is the first country in Africa to gain independence. And it needed a symbol to inspire other African countries to also fight for freedom, hence, the black star.

Activity 5

- Display the Ghana map on the board. Group learners, according to the tribe that they come from. Give out the coloured cut-out shapes of Ghana to the groups. They look at the map and match the region they are holding to the map. Make sure everybody points to his/her region.

Review exercise

Have learners role-play the following:

Festivals

1. Asafotufiam
2. Aboakyer
3. Homowo

Assessment for learning

Refer learners to Practice 1 to 3 on pages 118 to 121 of the Workbook for exercises.

Home project

Refer learners to page 122 of the Workbook. They are to colour the Ghana flag and answer the questions that follow.

Answers to Workbook

Practice 1

Learners to trace the names.

Practice 2

Learners to trace the names.

Practice 3

- 1 d
- 2 → c
- 3 → a
- 4 → b
-

Practice 4

Learners to locate where they come from.

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?

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
124-129

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

Learning outcome: Learners will be able to identify living and non-living things around us.

Essential for learning: Learners know that babies eat and grow to become an adult.

New words: living, non-living, grow, eat, adult.

Resources: pictures of animals and mountains, pencils, plants, fruits.

Core competencies:

Communication and collaboration
Personal Development and Leadership.

Warming up

Let learners sing a song on living things. Refer to youtube. (<https://youtu.be/tzN299RpJHA>)

Main activities

Activity 1

- Take the class out to observe and identify things around them. Back to the classroom, in a community circle time. Let them mention some things they saw outside and write them on the board. E.g. trees, animals, human beings, stones, etc.

Activity 2

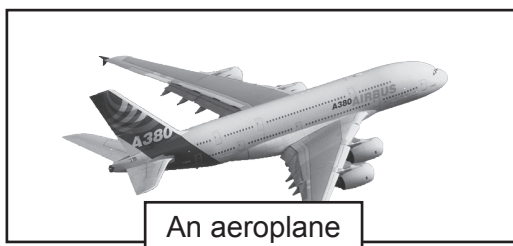
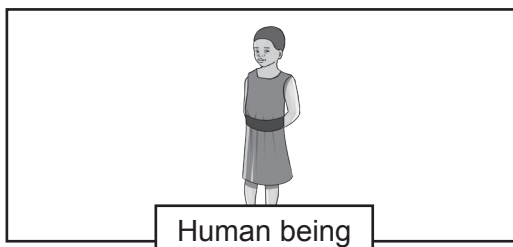
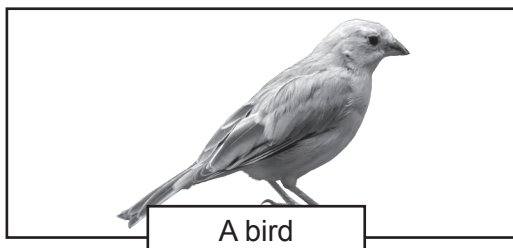
- Have learners talk about the things they saw, those that can grow, have babies. E.g. human beings. Now, casting their minds back home. Find out from them whether they have senior, junior siblings at home. Let them know that all of them were babies (including themselves) who have grown to be like what they are now. Deduce from them whether they have animals who also give birth. (e.g. cats, dogs).



A car



A butterfly



Activity 3

- Ask learners to tell you things they know which do not:
 - a) grow b) move on their own
 - c) give birth d) do not die, etc.
 Expect answers: cars, tables, chairs, cups houses, etc.

Activity 4

- In a community circle, discuss with learners which of the things are living things and non-living things? Living things grow, move and feed. Whereas non-living things do not grow, move, nor feed. List living and non-living things on the board.

Living things	Non-living things
Human being	Stones
Animals	Doll
trees	Table
	Chairs
	cars

Review exercise

Have learners work in pairs. Each person calls out two living things and two non-living things.

Assessment for learning

Refer learners to Practice 1 to 6 on pages 124 to 128 of the Workbook for exercises.

Suggested homework

Draw one living and one non-living thing.

Home project

Refer to page 129 of the Workbook. They are to draw a house and colour it.

Answers to Workbook

Practice 1

Living things --- 2, 3, 6, 7, 8.

Practice 2

Learners to colour 2, 3, 5.

Practice 3

Living things → 1, 4, 5.

Non-living things → 2, 3.

Practice 4

Learners to draw.

Practice 5

Learners to trace the names.

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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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 2: Living things - animals (domestic and wild)

WB:
pages
130-131

LESSON 1: Domestic and wild animals

Content standard: K1.6.2.1

Demonstrate understanding of domestic and wild animals.

Indicator: K1.6.2.1. Sing and talk about different kinds of animals, what they eat, the sound they make and put them into groups.

Learning outcome: Learners will be able to identify domestic and wild animals.

Essential for learning: Learners can identify living and non-living things.

New words: domestic, wild, animals, posters.

Resources: pictures of domestic and wild animals.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learners sing “Akoo ketewa bi”

Main activities

Activity 1

- In a community circle, let learners tell you the animals they have in their homes or see around. E.g. dog, cat, goat, hen, cattle.

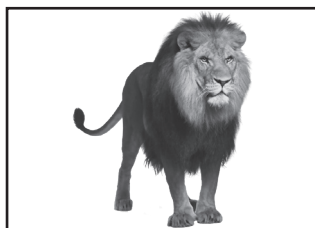
Let them tell you which one they like most and why? They should give reasons.

Activity 2

- Apart from these animals, have learners talk about other insects found at home. E.g. house fly, ants, grasshopper, lizard, cockroach, wall gecko. Ask: Do you like these animals? Why?

Activity 3

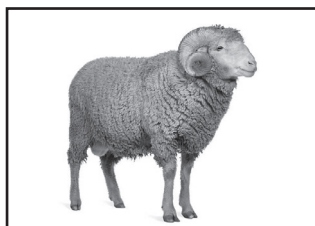
- Have learners mention some animals that live in the forest (show video and pictures). E.g. lion, tiger, snails, hyena, rats.



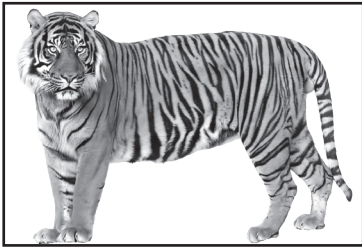
A lion



An ant



A sheep



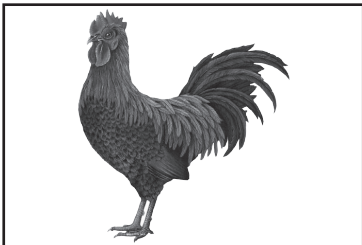
A tiger



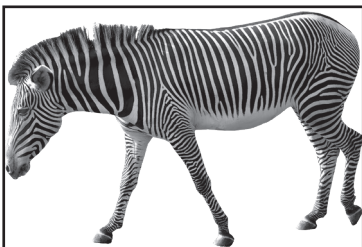
A dog



An antelope



A cock



A zebra



A cat

Activity 4

- Let learners work in groups of four. They brainstorm to come out with reasons why some animals live in the house, and others live in the forest.

Review exercises

Have learners group pictures of animals into two. Those that live in the forest and those that live at home.

Assessment for learning

Refer learners to Practice 1 and 2 on page 130 to 131 of the Workbook for exercises.

Suggested homework

Draw one animal that lives in the forest. Colour it.

Answers to Workbook

Practice 1

Learners to colour --- 1, 3, 4.

Practice 2

Animals in the forest --- 1, 4, 6, 8.

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?
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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: Animals and the food they eat

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.

Learning outcome: Learner will be able to identify the types of food eaten by animals.

Essential for learning: Learners can identify animals that live in the forest and those that live at home.

New words: food, plants, forest.

Resources: pictures of animals, plants, some food, crayons, pencils.

Core competencies:

Communication and collaboration

Personal Development and Leadership

Warming up

Have learners sing any song on food that they know. E.g. "Dokono ne nam"

Main activities

Activity 1

- In a community circle, let learners tell you the animals they have at home. E.g.. dog, cat, hen, goat, etc. Ask these questions:
 1. What food do animals eat?
 2. Who prepares food for them?
 3. Who feeds them?
 4. Do you give them water after eating?

Activity 2

- Deduce from them the type of food these animals eat. 1. Goats, Sheep, cows. 2. Dog, cat. 3. Cock and Hens. Learners come out with these:
 1. Goat eats grass (plants)
 2. Cows eats grass (plants)
 3. Sheep eats grass (plants)
 4. Dog eats bone, meat, etc.
 5. Cat eats fish, meat, etc.
 6. Hen eats maize



Activity 3

- Direct learners to group the animals into those that eat food and those that eat plants.
- Some animals that eat food are dogs, cats, hens, mouse etc.
- Some animals that eat plants are goat, sheep, cows.

Review exercise

Work in pairs. Each person mentions one animal that eat any of the following.

- a. leaves
- b. bones
- c. maize
- d. meat

Assessment for learning

Refer learners to Practice 1 and 2 on pages 132 and 133 of the Workbook for exercises.

Suggested homework

Draw one animal eating the food it likes best.

Answers to Workbook

Practice 1

- 1 → e
- 2 → b
- 3 → a
- 4 → d

Practice 2

Learners to colour.

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: Animals and their uses

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.

Learning outcome: Learners will be able to identify the uses of animals.

Essential for learning: Learners know food eaten by different animals.

New words: uses, animal, trace, protection, pets.

Resources: pictures of animals, crayons, pencils.

Core competencies:
Communication and collaboration
Personal Development and Leadership.

Warming up

Have learners sing “old MacDonald has a farm”

Main activities

Activity 1

- Have learners be in a community circle. Engage them to talk about the uses of animals found in the homes and the forest. Use think-pair-share strategy. Let them report to the calls. Call learners to answer questions. Let them also ask questions.

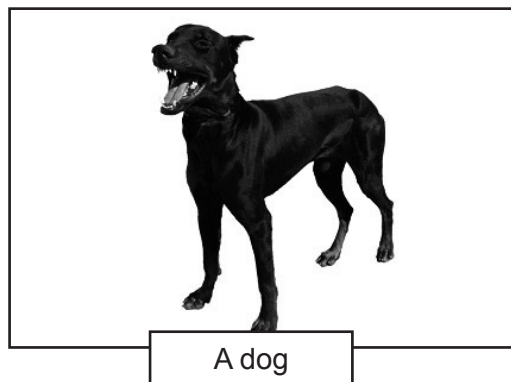
Activity 2

- Working in groups of six, have learners group the uses into three categories
 - Animals use as pets.
 - Animals use as protection.
 - Animals use as food.

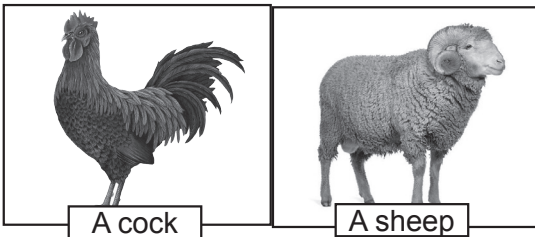
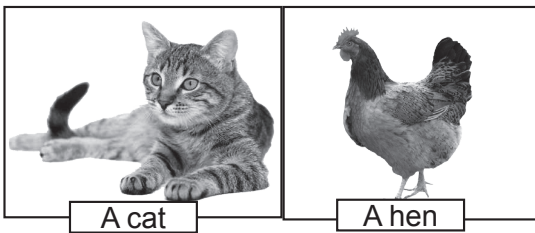
Activity 3

Give out posters of dog, cat, sheep and cock to learners in their groups. When you mention “protection” they pick posters of all animals which are used for protection and paste them at the protection column. When you say, “food”, they stick them at the appropriate column. Repeat same for “pet”.

Protection	Food	Pet
Dog	Sheep	Cat
cat	Hen	dog
	Cow	
	cock	



A dog



Activity 4

- Let learners count the number for each category.

Review exercise

Have learners be in a circle. They sing the following songs and dance.

- “If you look at me I will walk/dance like a cat” then the rest say whether it is used as food/protection/pets. E.g. if you look at me, I will dance like a dog (pet, protection).

Assessment for learning

Refer learners to Practice 1 and 2 on pages 134 to 135 of the Workbook for exercises.

Answers to Workbook

Practice 1

Animals for pets and protection --- 2, 4.

Practice 2

- a, b, c
- c
- c
- c

Diagnostic Assessment

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- 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: Animals and the sound they make

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.

Learning outcome: Learners will be able to identify sounds animals make.

Essential for learning: Learners can identify animals that are used for protection or food.

New words: sounds, meaw, wow, wow, cocrocoo, mεε, mεε.

Resources: pictures, posters of animals, cut out words of sounds of animals.

Core competencies:

Communication and collaboration
Personal Development and Leadership.

Warming up

Let learners sing and act out "If you look at me I will dance like a goat: mεε, mεε" if you look at me I will dance like a dog: "wow wow." etc.

Main activities

Activity 1

- In our usual community circle revise with learners the animals used as protection, pets and food.

Use think-pair-share activity for this. Let them tell their friends the animal they like best as food.

Activity 2

- Ask learners to act out the sounds some animals make. E.g.
Dog – wow wow.
Cat – miaow.
Sheep - mεε, mεε.
Cock – cocrocoo.

Activity 3

- Divide the class into four groups. They act out the sounds made by each animal
Group 1 – dog sound "wow wow"
Group 2 – cat sound "miaow miaow"
Group 3 - sheep mεε, mεε
Group 4 – cock "cocrocoo"
- Now let each group Practice the sound when you say "ready go" all the groups start making their sounds. They continue until you stop them.

Review exercise

Divide the class into 4 groups, when the leader calls out on animal name, they make its sound.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 136 to 137 of the Workbook for exercises.

Home project

Refer learners to page 138 of the Workbook. They are to Colour the picture.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

1 → d

2 → a

3 → b

4 → c

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 6: All around us

Sub-strand 3: Water

WB:
pages
139-141

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.

Learning outcome: Learners will be able to identify the sources of water.

Essential for learning: Learners have been using water for washing, bathing and drinking.

New words: sources, well, lagoon, lake, rain, stream.

Resources: pictures, posters and pictures of different types of water.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up

Have learners recite the rhyme “Rain, rain go away”

Main activities

Activity 1

- In a community circle, have learners tell their partners where they get water from in their communities.

Call some learners to tell the whole class where they get water from. e.g. pipe water, well, stream, river.

Activity 2

- Field trip: Look round the community, if there is a well or bore hole, take learners to the place to have a look at it. Make sure nobody touches the well or the bore hole.

Review exercise

Have learners work in groups of five. Give them pictures of the different sources of water to identify them. One picks a picture and the rest identify the type of water and calls out the name.



Rain



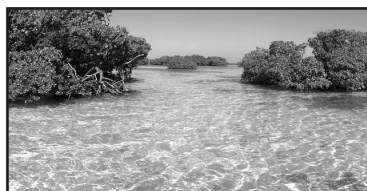
Well



Stream



Lake



Lagoon

Assessment for learning

Refer learners to Practice 1 to 3 on pages 139 to 141 of the Workbook for exercises.

Answers to Workbook

Practice 1

Learners to trace the names.

Practice 2

Learners to trace the names.

Practice 3

- 1 → e
- 2 → d
- 3 → b
- 4 → a

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: Uses of water

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.

Learning outcome: Learners will be able to identify the uses of water

Essential for learning: Learners know different types of water. E.g. (well, lagoon, river)

New words: uses, drinking, washing, cooking, bathing, watering, crayon.

Resources: pictures, posters of people using water.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up

Have learners sing rhymes on water.
"Rain rain go away"

Main activities

Activity 1

- Revise with learners the different types of water with them. E.g. well, rain, river etc. use think-pair-share strategy. Let learners talk about the field trip they embarked on last week.

Activity 2

- Now in a community circle, elicit from learners how they use water in their home. Allow them to discuss in groups of five and present their finding to the class. Expected answers: water is used for
1. cooking 2. Bathing 3. Drinking
4. Watering plants and flowers.
5. Modeling blocks for building.

Activity 3

- In community circle, let learners tell the class what will happen if there is no water in our schools and communities. Expect answers, we cannot bath, we cannot cook, so we shall be hungry, we shall smell because we cannot wash our cloths. Plants and animals cannot grow. Refer them to page 139 of their Workbook for them to see the uses of water.

Review exercise

Have learners work in groups of three and role play:

Group 1 water flowers in the school

Group 2 bath a doll

Group 3 wash hands with soap

Assessment for learning

Refer learners to Practice 1 to 3 on pages 142 to 144 of the Workbook for exercises.

Home project

Refer learners to page 145 of the Workbook. They to draw where they get water from.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to trace the words.

Practice 3

Uses of water --- 2, 3, 4.

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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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 4: Air

WB:
pages
146-149

LESSON 1: The presence of air

Content standard: K1.6.4.1

Demonstrate an 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.

Learning outcome: Learners will be able to identify and describe the presence of air.

Essential for learning: Learners know that if a friend covers their mouth and nose, they cannot breathe.

New words: Air, experiment, importance, presence.

Resources: Balloons, kites, clothes, fan, football.

Core competencies:

Communication and collaboration
Personal Development and Leadership
Creativity and Innovation
Problem Solving and Critical Thinking

Warming up

Have learners sing/recite any rhyme on air. Refer to youtube for one: <https://youtu.be/DwRI60fW1Es>.

Main activities

Activity 1

- Have learners be in a community circle. Tell everybody to hold the nose and the mouth. Ask “what happened?” “How did you feel?” Elicit from learners that without air we cannot live.

Activity 2

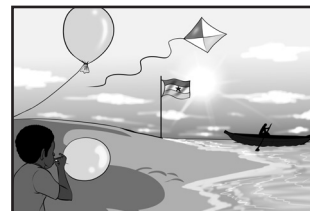
- Have learners work in pairs. Give them balloons. Let them blow air into it and tie the end. Deduce from learners what has bloated the balloon. Untie the balloon and let them listen to the noise which comes out (it's air coming out of the balloon). It means air is everywhere.

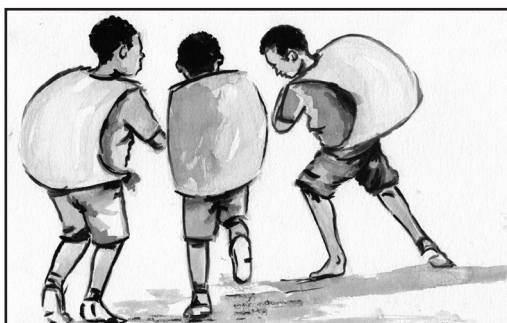
Activity 3

- Take learners outside the classroom. Let them observe the leaves of the trees outside. Let them tell you what they see. (air is blowing the leave).

Activity 4

- Divide the class into two groups. One group fly kites and the other group tie cloths around their waist and hold the opposite end on their heads while they run.





Review exercise

Have learners work in groups of five.

Give each group a fan

1. They use their hands to fan themselves.
 2. They use the fan to fan themselves.
- Let them discuss/talk about how they feel the air is blowing around us. (Air is everywhere).

Assessment for learning

Refer learners to Practice 1 to 3 on pages 146 to 148 of the Workbook for exercises.

Home project

Refer learners to page 149 of the Workbook. They are to trace and colour the picture.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

Learners to trace the words.

Practice 3

Learners to colour.

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?

Strand 6: All around us

Sub-strand 5: Plant -1

WB:
pages
150-153

LESSON 1: Parts of plants

Content standard: 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 plants and their functions.

Essential for learning: Learners have been plucking flowers and leaves from plants.

New words: plants, functions, stem, leaves, roots.

Resources: different types of plants, pictures of different plants.

Core competencies:
Communication and collaboration
Personal Development and Leadership.

Warming up

Let learners sing or recite rhym on plant (<https://youtu.be/YtP0Z8xV6Z4>)

Main activities

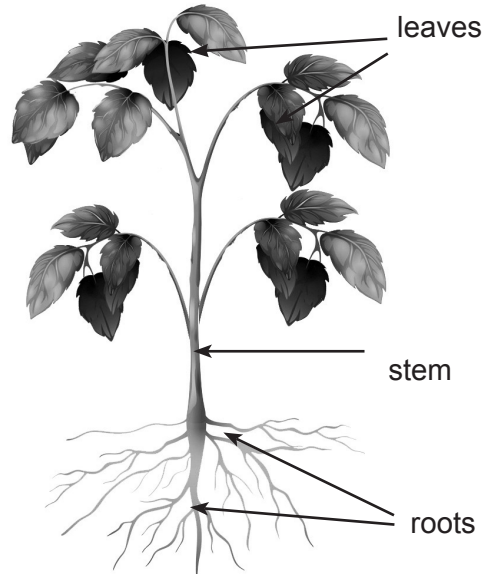
Activity 1

- Let learners sing-song/rhymes on plants.

Plants plant give us flowers
Plants plant give us shade
Plants plant gives us fruits
Plants plant you are kind.

Activity 2

- Put learners in a community circle. Show real plants to learners. **Note:** (select plants which are not harmful). Point to the leaves and tell them the name. Point to the stem and call its name. Point to the roots and let learner call the name after you.



Activity 3

- Field trip: Go outside with the class. Show them different types of plants, big trees and small ones. Let them touch the leaves, stem, roots and the flowers.

Review exercise

Have learners work in pairs. Give them a plant. They look at it carefully and learn the parts. (stem, root, leaves).

Assessment for learning

Refer learners to Practice 1 to 3 on pages 150 to 152 of the Workbook for exercises.

Home project

Refer to page 153 of the Workbook. They are to draw and label parts of plants.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace words.

Practice 3

- 1 → b
- 2 → c
- 3 → a

Diagnostic Assessment

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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 6: Plant -2

WB:
pages
154-156

LESSON 1: How plants grow

Content standard: K1.6.6.1

Demonstrate an understanding of how plants grow.

Indicator: K1.6.6.1.1 Talk about and discuss how plants grow and what human should do to enhance the growth process.

Learning outcome: Learners will be able to learn how plants grow.

Essential for learning: Learners know the parts of plants as stem, leaves and roots.

New words: grow, water, air, good soil.

Resources: plants, water, good soil, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership.

Warming up

Sing a song on “**plant growth with learners**”.

Refer to YouTube. <https://youtu.be/cRhGOdqWllo> (Farmer Plants the Seeds)

Main activities

Activity 1

- Put learners in a community circle.

Let them sing-song on plants. Ask: how do plants grow? Use think-pair-share strategy. They brainstorm, talk and discuss the topic and come out with possible answers as (water, soil, air). Take learners outside the classroom to observe what is making the leaves move. (it is air) Plants need air to grow.

Activity 2

- Let learner tell you what their parents do to flowers in their homes every morning and evening. (They water the flowers). Let them tell you why they water the flowers every day (without water, the flowers will die).

Activity 3

- Now let learners tell you apart from air and water, what else do plants need to grow? Let them work in pairs. Use think-pair-share strategy. (the plant need good soil.). Refer them to pages 154 and 155 to look at the pictures. They talk about what they see there.

Review exercise

Have learners work in pairs. They should find out and talk about the three things which make plants grow well.

Assessment for learning

Refer learners to Practice 1 to 2 on pages 154 to 155 of the Workbook for exercises.

Home project

Refer to page 156 of the Workbook. They are to draw their father watering a plant.

Answers to Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace 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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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
157-159

LESSON 1: Types of soil

Content standard: K1.6.7.1

Demonstrate an 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.

Learning outcome: Learners will be able to identify different types of soil.

Essential for learning: Learners have been playing and using sand to mould objects.

New words: clay, sand, loamy, soil.

Resources: different kinds of soil (loamy, clay, sandy).

Core competencies:

Communication and collaboration
Personal Development and Leadership.

Warming up

Have learners recite the rhyme “in the garden” (<https://youtu.be/YtP0Z8xV6Z4>).

Main activities

Activity 1

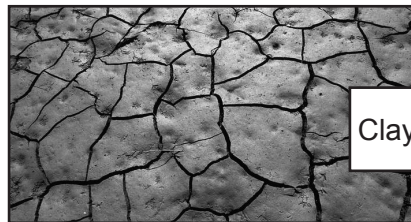
- Show the different types of soil to learners in their community circle. Let them touch and feel them. Discuss with them their finding.



Sandy soil



Loamy soil



Clayey soil

Activity 2

- Divide the class into three. Write
1. Loamy 2. Clayey and
3. Sandy.
- Call out their leaders to pick one. The group which pick 1. Loamy: will plant maize in that. The group which picks 3. Will plant in the sand. Etc.
- Give them maize and containers to plant their seeds. Remind them to water them every morning.

Activity 3

- Label their containers for them.
1. Loamy 2. Clay 3. Sandy.

Review exercises

The group leaders report their findings to the class weekly.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 157 to 158 of the Workbook for exercises.

Home project

Refer learners to page 159 of the Workbook. They are to plant a maize seed at home and give a report to their teacher every week.

Answers to Workbook

Practice 1

Learners to trace the names.

Practice 2

1 → b

2 → c

3 → 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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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
160-163

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.

Learning outcome: Learners will be able to identify the different sources of light.

Essential for learning: Learners have been using the sun to dry their things, and they sleep when it is dark.

New words: day, night, light, flashlight, sun, moon, bulb, lantern, candle.

Resources: bulbs, lantern, star, candle.

Core competencies:

Communication and collaboration

Personal Development and Leadership

Warming up

Play “clap, clap, tap, tap”. Learners clap three times and tap their feet two times.

Main activities

Activity 1

- Have learners be in a community circle. Let them say the rhyme.
“Twinkle twinkle little stars”.

Activity 2

- Put learners in groups of five. Let them select a leader. They talk about the type of light they use in their home. In a community circle, each leader report to the class.

Activity 3

- In a community circle, elicit from learners the types of light they know. E.g. bulbs, flashlight, candles, lantern, sun, moon, stars. Group them into natural and artificial lights.

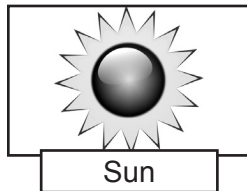
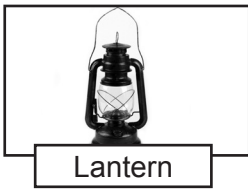
Natural light	Artificial light
Sun	Bulb
Moon	Flashlight
Stars	Bobo lamp
Fireflies	Lantern
	Matches



Candle



Stars



Activity 4

- Ask learners questions:
 1. Why do we call them natural?
 2. Why do we call them artificial?
 3. Have learners brainstorm to come out with the answers.

Review exercise

Have learners work in pairs. Each learner mentions two natural light and two artificial light.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 160 to 162 of the Workbook for exercises.

Home project

Refer learners to page 163 of the Workbook. They are to draw one natural source of light they like and name it.

Answers to Workbook

Practice 1

Learners to colour.

Practice 2

- 1 → d
- 2 → e
- 3 → a
- 4 → f
- 5 → c
- 6 → b

Practice 3

Natural sources --- 2, 4, 5.

Artificial sources --- 1, 3, 6.

Diagnostic Assessment

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Strand 6: All around us

Sub-strand 9: Changing weather conditions

WB:
pages
164-167

LESSON 1: Weather conditions in Ghana

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.

Learning outcome: Learners will be able to talk about the weather conditions in Ghana.

Essential for learning: Learners wear sweaters when the weather is cold and stay indoors.

New words: weather, condition, rainy, windy, sunny, harmattan.

Resources: pictures, a poster of rainy, sunny, windy and cloudy weather.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up

Have learners recite the rhyme “Rain, rain go away”.

Main activities

Activity 1

- Ask learners these questions.
- Why do you want the rain to go away?

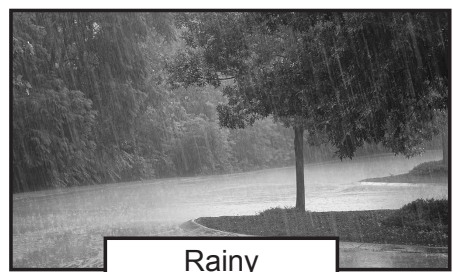
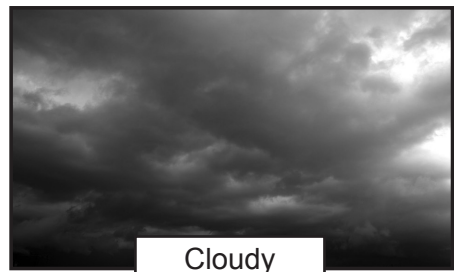
- Why do you want the rain to come another day? Let learners discuss. They use think-pair-share strategy.

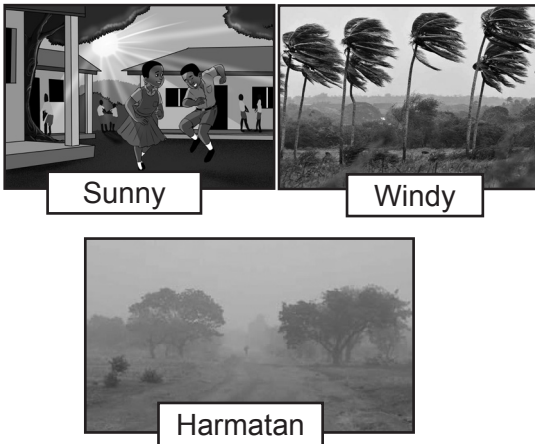
Activity 2

Take learners outside to observe the weather. Ask questions. Is the weather sunny? Is it cold? Can you play in this weather? Have a lot of learners to talk and answer the questions. Allow learners to ask questions among themselves about the weather.

Activity 3

- Show pictures of the different weather to learners and let them learn their names.
- Cloudy, rainy, sunny, windy. Discuss with learners what happens during these different weather conditions.





Review exercise

Put the class into four groups. Cloudy group, raining group, sunny group and windy group. Have learners role-play what and how people behave during these different weather conditions. Refer learners to page 163 of the Workbook.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 164 to 166 of the Workbook for exercises.

Home project

Refer learners to page 167 of the Workbook. They are to draw one weather condition that they like.

Answers to Workbook

Practice 1

Learners to trace the names.

Practice 2

- 1 → c
- 2 → d
- 3 → b
- 4 → a

Practice 3

Good behaviour --- 2, 3.
Bad behaviour --- 1, 4.

Diagnostic Assessment

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7

Strand:

**My global
community**

Strand 7: My global community

Sub-strand 1: Connecting and communicating with the global community

WB:
pages
170-173

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-Transportation.

Learning outcome: Learners will be able to know the various means of travelling outside the country.

Essential for learning: Learners have seen an aeroplane, and they know people use it as a means to travel outside the country.

New words: travel, train, aeroplane, bus, cars, ship.

Resources: pictures, posters of train, aeroplane, ship, cars, buses.

Core competencies:
Communication and collaboration
Personal Development and Leadership.

Warming up

Have learners sing this song
Roll, roll, roll your boat
gentle down the stream
merrily, merrily, merily, merrily
life is but a dream.

Main activities

Activity 1

- Have learners sit in a semi-circle. Have learners discuss the means of transport in Ghana. E.g. Ask these questions: how do you come to school? Mention different types of transportation that you see on our roads.(E.g. Cars, trotro, bicycle motto etc).

Activity 2

- Put learners in groups of five. They discuss the means of transport to other countries. Show pictures of an aeroplane and ship to learners. Let them talk about them.

Activity 3

- Let learners tell you where these kinds of transport are seen.
 - Aeroplane – in air



- Ship – on the sea



- Discuss with learners why people travel outside the country. E.g.
 - a. To visit friends and relative.
 - b. To study.
 - c. To work.

Review exercise

Have learners work in pairs. They select the means of transport they will like to travel abroad with and give reasons.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 170 to 173 of the Workbook for exercises.

Home project

Refer learners to page 173 of the Workbook. They are to draw a plane and colour it.

Answers to Workbook

Practice 1

- 1 → d
- 2 → c
- 3 → a
- 4 → b

Practice 2

Learners to trace the words under the picture

Practice 3

Learners to trace the words under the picture.

Practice 4

Learners to trace the words under the picture.

Diagnostic Assessment

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GLOSSARY

A

accident an unintended and usually sudden and unexpected event resulting in loss or injury

adult a person who is fully grown and mature; grown-up.

aeroplane a machine that can fly because of the force of air upon its wings; plane. An airplane is driven by propellers or a jet engine.

air movement of the atmosphere; breeze or wind.

animal a living thing that is not a human being or plant

B

bad having marked by or relating to problems, troubles, etc

bath a washing of the body

bathing

beliefs a feeling of being sure that someone or something exists or that something is true

birthday the day when someone was born or the anniversary of that day

brush a tool with many stiff hairs, fibers, etc., that is used for cleaning, smoothing, or painting something

bulb a device made of rounded glass used to create electric light

bus a long motor vehicle with many rows of seats used to carry large numbers of people. Buses usually travel along a regular route.

C

candle wax that has been formed into a stick or another shape and has a string in the middle that can be burned to give light

caring feeling or showing concern for other people

cars a vehicle (as an automobile or part of a passenger train) moving on wheels

celebrations a party or other special event that you have for an important occasion, holiday, etc.

ceremony a formal act or series of acts done in a particular way to honor a special occasion.

clay a heavy, sticky material from the earth that is made into different shapes and that becomes hard when it is baked or dried. Clay is used to make pots, bricks, tiles, etc.

clean free from dirt, marks, etc. : not dirty.

cocrocoo the sound that a rooster makes.

community a group of people who live in the same area (such as a city, town, or neighborhood)

condition the state in which something exists : the physical state of something

cooking the act of preparing and cooking food

crayon a stick of colored wax that is used for drawing

creator often used to refer to God or supreme being.

culture the beliefs, customs, arts, etc., of a particular society, group, place, or time.

D

dark having very little or no light

day the period between sunrise and sunset.

different not of the same kind : partly or totally unlike.

domestic living with people : bred or trained to need and accept the care of human beings.

E

eat to put into the mouth, chew, and swallow.

energy ability to be active : the physical or mental strength that allows you to do things.

environment the conditions that surround someone or something : the conditions and influences that affect the growth, health, progress, etc., of someone or something.

experiment a scientific test in which you perform a series of actions and carefully observe their effects in order to learn about something.

eyes the organ of the body that gives animals sight, and the area close around it.

F

fair of a person's hair, skin, etc., having a light color.

festivals a ceremony or celebration that repeats, often once a year, and involves special activities or amusements. A festival is held in honor of a special event, group, or person and often has its roots in religion.

flashlight a small lamp or light that is held in the hand and powered by batteries.

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.

functions the special purpose or activity for which a thing exists or is used.

G

gender the state of being male or female.

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 correct or proper.

govern to officially control and lead (a group of people) : to make decisions about laws, taxes, social programs, etc., for (a country, state, etc.)

GLOSSARY

grow to become larger : to increase in size, amount, etc.

H

habit a usual way of behaving : something that a person does often in a regular and repeated way.

hands the free end part of the arm or forelimb when used (as in human beings) for handling, grasping, and holding

harmattan of a weather condition that is dry and comes with a lot of dust.

healthy having good health : not sick or injured.

height a measurement of how tall a person or thing is.

history everything that has happened in the past to people or things, or a telling of these events.

hospital a place where sick or hurt people go to find care or help.

hygiene the Practice of keeping clean to stay healthy and prevent disease.

I

important having great meaning or value.

L

lagoon a shallow body of salt water by the sea. A lagoon is separated from the sea by sandbars, coral reefs, or islands.

lake a large area of water that is surrounded by land.

language the system of words or signs that people use to express thoughts and feelings to each other.

lantern a light that has usually a glass covering and that can be carried by a handle.

leader someone or something that leads other.

light the form of energy that makes it possible for the eye to see. The sun produces light.

living having life.

loamy a rich, easily crumbled soil made up of silt, sand, clay, and organic matter.

M

map a picture of a particular area of the earth or sky drawn or printed to scale on a flat surface.

measure an amount or degree of something.

meaw the sound that cats make.

members the people or things in a particular group.

moon the earth's natural satellite. It revolves around the earth from west to east in about 28 days.

mouth the opening in the face through which one eats, breathes, and makes sounds.

mEE..mEE the sound that sheep make.

N

naming the act of giving names to humans or things.

neck the part of the body of both human beings and animals that connects the head with the body.

neighbour a person who lives close to someone else.

night the part of the day when no light from the sun can be seen and most people and animals sleep.

non-living not having life.

nose the part of the face or head through which a person or animal smells and breathes.

O

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 in which there is no war or fighting.

pets a tame animal people keep in their homes as a companion or for pleasure.

places a certain area of space that is taken up by something.

plants a living thing that grows in the ground, usually has leaves or flowers, and needs sun and water to survive.

police station a place where local police officers work.

posters notice or advertisement for posting in a public place or for decorative or pictorial display.

presence the fact of being in a particular place.

prevent to stop (something) from happening or existing.

protection the state of being kept from harm, loss, etc. or the state of being protected.

R

rainy having a lot of rain.

regulations an official rule or law that says how something should be done.

religion an organized system of beliefs, ceremonies, and rules used to worship a god or a group of gods.

root the part of a plant that grows underground, gets water from the ground, and holds the plant in place.

rules statements that tell you what is or is not allowed in a particular game, situation, etc.

S

safety freedom from harm or danger or the state of being safe.

ship a large boat used for traveling long distances over the sea.

GLOSSARY

short having little height : not tall.

soil the top layer of earth in which plants grow.

sounds something that is heard.

sources someone or something that provides what is wanted or needed.

special different from what is normal or usual.

stem the main long and thin part of a plant that rises above the soil and supports the leaves and flowers.

stream a natural flow of water that is smaller than a river.

sun the star that the Earth moves around and that gives the Earth heat and light.

sunny having plenty of bright sunlight.

T

tall greater in height than the average person, building, etc.

trace to draw the outline of (something).

train a group of vehicles that travel on a track and are connected to each other and usually to an engine : a connected group of railroad cars.

travel to go on a trip or journey : to go to a place and especially one that is far away.

tribe a group of people that includes many families and relatives who have the same language, customs, and beliefs.

U

unique used to say that something or someone is unlike anything or anyone else.

vaccination the process of giving (a person or an animal) a vaccine to prevent infection by a disease.

V

vaccine a substance that is usually injected into a person or animal to protect against a particular disease.

values principles considered most important.

virtues morally good behaviour or character.

W

weather the temperature and other outside conditions (such as rain, cloudiness, etc.) at a particular time and place.

well a deep hole made in the ground through which water can be removed.

wild of an animal or plant living in nature without human control.

windy having a lot of wind.

worship to show respect and love for God or for a god especially by praying, having religious services, etc

wow.. wow the sound that dogs make.

ESSENTIAL

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Teacher's Guide



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