



# ESSENTIAL

# Creative Arts

## Kindergarten 2

**Teacher's Guide**



Adwoa Nkrumah



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NNF Esquire Limited  
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# Introduction

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## 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 far as 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 more, 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 met the standards described in the performance standards. Each task has a simple to interpret scale to allow teachers to determine whether a given learner is performing, 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.

# Term One

**1**

**Strand:**

**All About Me**

## Unit 1: Identifying tools and materials

**WB:**  
pages  
6-7

### LESSON 1: Using simple tools and materials

#### Content standard

**K2.1.1.1.** 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

**K2.1.1.1.6** Draw any two parts of the body that you like and write the names underneath.

**Learning outcome:** Learners will be able to identify that they are unique creation.

**Essential for learning:** Learners know that some of their friends are fatter or taller than them.

**New words:** unique, creation, simple tool.

**Resources:** pencils, erasers, brush, paint, paper bags, slate, etc.

#### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing Johny, Johny, yes Mama, eating sugar? No Mama, Telling lies? No Mama, Open your mouth, Ha! Ha! Ha!

#### Main activities

##### Activity 1

- Display the tools you have on your table.
- Pick them one-by-one and let learners identify their names and their uses. E.g.  
Pick a pencil and learners say, "It is a pencil, it is used for writing and drawing".  
Pick slate and learners call out: "Slate - We write on it".

##### Activity 2

- Put learners into groups of five. Give them the various tools.
- Ask them to pick them one-by-one, feel them and pass them on to the next person.
- Have learners talk about them. Let them tell you which one they like best and explain why.

##### Activity 3

- Give learners a sheet of paper. Let them take any of the tools they have on their table.
- Allow them to scribble and draw any part of the body that they like.

### Review exercise

- Have learners work in pairs and talk about what they scribbled or drew.

### Assessment for learning

Refer learners to practices 1 and 2 on pages 6-7 of the workbook for exercise.

### Answers to workbook

#### Practice 1

pencil  
crayon  
paint  
painting brush

#### Practice 2

Learners to draw and colour a pencil and crayon.

## LESSON 2: My unique self

### Content standard

**K2.1.1.1.** 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

**K2.1.1.1.6** Draw any two parts of the body that you like and write the names underneath.

**Learning outcome:** Learners will be able to identify that some parts of their bodies are single (one) and others are double (two).

**Essential for learning:** Learners know that they use their hands to write and clap.

**New words:** hands, nose, mouth, legs, neck, eyes, unique.

**Resources:** pictures of parts of the body e.g. nose, eyes, mouth etc., crayons, pencil, etc.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Make a circle on the floor, let learners jump in and out many times.

### Main activities

#### Activity 1

- Call a boy to the front of the class.
- Ask learners to describe him by mentioning the parts of the body which are single (one) and those which are double (two).

#### Activity 2

- Call a girl to the front of the class, she holds a part of her body and learners do the same. E.g. "This is my nose" and the class hold theirs and respond the same.

#### Activity 3

- Have learners work in pairs. They face each other and describe themselves.
- They describe the parts which are one first, e.g. I have one mouth, you have one mouth, you have one nose, then you talk about the parts that are double (two), e.g. I have two ears, two eyes, two legs.

#### Activity 4

- Have learners draw the parts they like best and colour them nicely.
- Have them work in pairs. Use think-pair-share strategy, they talk about their drawing and tell them why they like that part (draw nose, ears and mouth).

### Review exercise

- Display learners works on the floor of the classroom.
- Learners pick one art work and the owner tells the class why he/she likes that parts of the body.

### **Assessment for learning**

Refer learners to practices 1 and 2 on pages 8-11 of the workbook for exercises.

### **Answers to workbook**

#### **Practice 1**

Learners to draw and colour.

#### **Practice 3**

Learners to draw.

#### **Practice 3**

Learners to draw.

## LESSON 3: External body parts

### Content standard

**K2.1.2.1** Demonstrate the knowledge of appropriate names of the parts of the internal body that we cannot see and their functions.

### Indicator

**K2.1.2.1.6** Draw themselves and label the parts of the body.

**Learning outcome:** Learners will be able to identify what the body parts can do (functions of the body parts).

**Essential for learning:** Learners know that some of their body parts are single (one) other parts are double (two).

**New words:** function, smell, listen.

**Resources:** crayons, pencils, paper, pictures or posters of parts of the body performing activities.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Arrange empty baskets or bowls in front of the class. Call a learner, give him or her 5 neatly folded socks. Upon whistling, the learner picks 1 socks and puts on his/her foot and lifts that foot and drops the socks in the basket/bowl.

### Main activities

#### Activity 1

- Put learners in a semi-circle, they sing songs about the body parts, touch them and dance as they sing. E.g. “kyere wo ti, kyere waso”

#### Activity 2

- Put learners into convenient groups. Let them revise the names of the body parts(eyes, hands, legs, nose, etc.).
- Now, ask them to draw themselves and label the parts of the body.
- Display a labelled part of a human being on the board.

#### Activity 3

- Direct learners to display their work on the floor.
- Have them play “show and tell” activity.
- They pick their artwork and tell the class how they made it.
- They also tell the part of the body they like very well and justify why they like that part.

#### Activity 4

- Have learners clap their hands. Ask them to tell you the body part they use to clap.
- Now let them role play. Ask them to tell you the part of the body being used.
- Ask learners to walk around the classroom. Let them tell you the body parts they are using to walk.
- Continue this activity until learners know the functions of all parts of their bodies.

### Review exercise

- Direct learners to be in a big circle.
- They sing songs or rhymes on parts of the body and dance.

### Assessment for learning

Refer learners to practices 1 to 4 on pages 12-16 of the workbook for exercises.

### Home project

Refer learners to pages 18 of the workbook. They are to draw one thing they can use their hand to do.

### Answers to workbook

#### Practice 1

Learners to draw and label themselves.

#### Practice 2

Learners to trace the words.

#### Practice 3

Learners to draw.

- 1 leg
- 2 mouth
- 3 eye

#### Practice 4

Learners to draw.

- 1 ear
- 2 hand
- 3 nose

## LESSON 4: Caring for the parts of the body

### Content standard

**K2.1.3.1** Demonstrate understanding of personal hygiene and care of the human body.

### Indicator

**K2.1.3.1.6** Draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

**Learning outcome:** Learners will be able to understand personal hygiene and care for the parts of the body.

**Essential for learning:** Learners have been cleaning their teeth and bathing every day.

**New words:** hygiene, birthday, washing.

**Resources:** towel, soap, tooth paste, tooth brush, comb, etc.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing any song on parts of the body. E.g. “kyere wo ti”.

### Main activities

#### Activity 1

- In a semi-circle have learners tell you the activities they do when they get up from bed. (e.g. washing face, brushing teeth, bathing, eating etc.).

#### Activity 2

- Put the class into four groups.
- Let them discuss and come out with answers for the following questions.
  - Why do you brush your teeth?
  - Why do you bath every day?
  - Why do you comb your hair?
  - Why do you cut your finger nails?

#### Activity 3

- The group leader comes out to tell the class what his or her group discussed.
- Add some of the reasons why we have to keep the body parts clean. E.g.
  - We bath so that we do not smell bad.
  - We cut our finger nails so that germs do not enter them for us to fall sick.
  - We clean our teeth to be healthy.

#### Activity 4

- Display items used to clean the parts of the body on your table for learners to identify them (towel, soap, tooth brush, tooth paste)

#### Review exercise

- In pairs, have learners identify materials we use to clean the teeth, bathing and brushing our hair.

### **Assessment for learning**

Refer learners to practices 1 to 4 on pages 17-21 of the workbook for exercises.

### **Answers to workbook**

#### **Practice 1**

Learners to colour the girl is brushing her teeth.

#### **Practice 2**

Learners to draw, colour and name.

#### **Practice 3**

Learners to draw, colour and name.

#### **Practice 4**

Learners to draw, colour and name.

## LESSON 5: Food items that make us healthy

### Content standard

**K2.1.4.1** Demonstrate the understanding and knowledge of keeping our bodies healthy by eating good food and visiting the hospital when sick

### Indicator

**K2.1.4.1.6** Draw and colour different food items that keep our body healthy and label them using invented spelling.

**Learning outcome:** Learners will be able to identify food items that make us healthy.

**Essential for learning:** Learners have been cleaning their teeth and bathing every day.

**New words:** healthy, strong, balanced diet.

**Resources:** cassava, plantain, pictures of different food items, outline of some food items.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing any song on food and demonstrate how the food is prepared or eaten. They should dance well.

### Main activities

#### Activity 1

- Put learners into groups of six. Have them talk about the food they eat at home and their favorite food. Let them report to the class.

#### Activity 2

- Revise with learners what they learnt at Our World and Our People on balanced diet e.g.

**Protein** – meat, fish, eggs.

**Carbohydrate** – rice, yam, cocoyam.

**Fat and oil** – margarine, cooking oil.

**Vegetable** – nkontomire, eggs, tomatoes.

**Fruits** – banana, pineapple, orange.

#### Activity 3

- Give outline of one of each of the six groups to learners to trace and colour in groups of four.

#### Activity 4

- Direct learners to move round the other groups' tables.
- Ask questions about what they have coloured. They have to appreciate the art work done.

### Review exercise

- Display the groups work on the board for learners to admire and appreciate.

### **Assessment for learning**

Refer learners to practices 1 to 3 on pages 22-25 of the workbook for exercises.

### **Home project**

Refer learners to pages 26 of the workbook. They are to draw themselves eating their best food.

### **Answers to workbook**

#### **Practice 1**

Learners to draw colour and name

#### **Practice 2**

Learners to draw and colour

### **Practice 3**

Learners to draw

## Unit 2: Making judgement of artworks

**WB:**  
pages  
26-29

### LESSON 1: My health

#### Content standard

**K2.1.5.1** Demonstrate understanding of the environment and how to keep it safe.

#### Indicator

**K2.1.5.1.5** Draw and label some dangerous objects in the environment.

**Learning outcome:** Learners will be able to identify objects that are harmful to them.

**Essential for learning:** Learners have been using scissors or knives in cutting things.

**New words:** harmful, dangerous, scissors, knife, banana peel, wet floor, blade.

**Resources:** knife, scissors, banana peel, pictures of dangerous weapons, outline of knife and scissors.

#### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Flap your hand like wings and fly like a bird around the class.

#### Main activities

##### Activity 1

- Display some dangerous objects on your table. E.g. scissors and knife



Let learners tell you their uses.  
E.g. both are used to cut things and objects.

##### Activity 2

- Guide learners to tell you the harm that the knife and the scissors can cause. E.g. it can cut any parts of your body.
- Let them tell you what they should do when using them, e.g.  
They should not play with them.  
They should be careful when using them.

##### Activity 3

- Help learners to know that apart from the two, there are other dangerous objects in their environments which can harm them.  
Wet floor – can make you fall down

Banana peel – can also make you fall and break your legs or hand etc.  
Socket – can also shock and kill you.

### Review exercise

- Have learners work in pairs.  
They draw and colour one dangerous object.

### Assessment for learning

Refer learners to practices 1 to 3 on pages 26-28 of the workbook for exercises.

### Home project

Refer learners to pages 29 of the workbook. They are to make a poster on “**danger**”. You have to guide them.

## Answers to workbook

### Practice 1

Learners to colour and trace the words.

### Practice 2

Learners to draw and colour.

### Practice 3

Learners to draw and colour.

## LESSON 2: Taking safety measures in the environment

### Content standard

**K2.1.6.1** Demonstrate understanding of how to be safe and identify strangers.

### Indicator

**K2.1.6.1.5** Draw and colour an object that can hurt, harm, have a sharp edge, etc. and legibly write/scribe the name under it.

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

**Essential for learning:** Learners know the dangerous objects in the environment. E.g. knives, scissors.

**New words:** protection, accident, harmful, strangers.

**Resources:** pictures of zebra crossing, crayons, pencils, plane sheets.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners recite a rhyme on road accident or safety. Example: "If you see a traffic light".

### Main activities

#### Activity 1

- Put learners into groups of five. Have learners come out with measures to take when crossing road.
  1. Where there is no zebra crossing.
  2. Where there is zebra crossing.
- Use think-pair-share. Expect answers like these:
  1. Where there is no zebra crossing, plead for the assistance of an adult.
  2. With zebra crossing, wait until you see the red light, and you see people crossing. Still plead for assistance.

#### Activity 2

- Guide learners to discuss in pairs what they should do when strangers want to give them sweets or lift in their cars.
- Invite some of them to report their findings to the class.

#### Activity 3

- Direct learners to work in groups of three. They discuss what to draw and colour from.
  1. A scene of running away from strangers or
  2. Playing with socket.

### Review exercise

- Display learners work for others to appreciate.
- Select some and display them in the classroom.

### **Assessment for learning**

Refer learners to practices 1 to 4 on pages 30-36 of the workbook for exercises.

### **Home project**

Refer learners to pages 36 of the workbook. They are to colour the picture of people using the zebra crossing.

### **Answers to workbook**

#### **Practice 1**

Learners to draw, colour and name.

#### **Practice 2**

Learners are to colour and trace the sentence.

#### **Practice 3**

Learners are to trace the sentence.

#### **Practice 4**

Learners to draw, colour and name.

#### **Practice 5**

Learners to draw.

#### **Practice 6**

Learners to draw.



**2**

**Strand:**

**My Family**

## Unit 3: My own and others artwork

WB:  
pages  
38-39

### LESSON 1: Talking about our artworks

#### Content standard

**K2.3.1.1** Derive meaning and make judgment about artworks using the senses according to its beauty.

#### Indicator

**K2.3.1.1.1** Recognize and talk about simple patterns and art works found in the environment.

**Learning outcome:** Learners will be able to talk about their artwork and others' artwork.

**Essential for learning:** Learners have been admiring others artwork when displayed.

**New words:** artwork

**Resources:** crayons, pencils, pictures of artworks

#### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play "If You're Happy and You Know it" and change around the words to end with shake your bottom, do the twist, dance like a ballerina, hop on one foot.

#### Main activities

##### Activity 1

- Use think-pair-share.
- Let learners talk with their partners what they like about artwork. Eg. moulding, painting, colouring, etc

##### Activity 2

- Take learners to any art centre which is very close to your school. Note: ask permission from parents and authorities concerned before taking the trip.
- Have learners talk about what they saw at the art center and share what they like or dislike about what they saw at the center with friends.

##### Activity 3

- Put learners into groups of four. Direct learners to draw or paint from their imaginations.

#### Review exercise

Display learners work for others to appreciate.

#### Assessment for learning

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

#### Answers to workbook

##### Practice 1

Learners to draw

##### Practice 2

Things used --- pencil, paint, eraser, colour.

## LESSON 2: Members of my family

### Content standard

**K2.2.1.1** Demonstrate understanding of the rights, roles and responsibilities of family members.

### Indicator

**K2.2.1.1.5** Design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members.

**Learning outcome:** Learners will be able to design a “family tree” of family members.

**Essential for learning:** Learners know that nuclear family consists of father, mother and siblings.

**New words:** siblings, father, mother, family tree.

**Resources:** Cut out shapes of heads of family members, glue, crayons, sheet of paper, a pair of scissors, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners write a word on a slip of paper and then make up a dance to go with that.

### Main activities

#### Activity 1

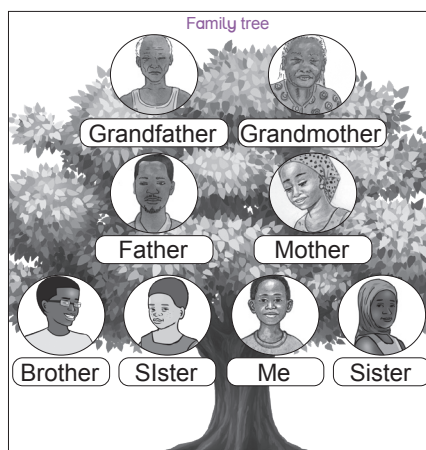
- Guide learners to sit in a semi-circle.
- Use think-pair-share, let them talk about their family members. Nuclear, in addition to grand parents, uncles and aunties. (extended family)

#### Activity 2

- Ask learners to tell the class the number of people they have in their families.
- Ask them to mention their names.

#### Activity 3

- Display a well labelled poster of family tree on the board (see sample below).



- Give them sheets of paper and pencils to draw the heads of their family members. Guide them to cut and paste the heads of family members they have drawn into the family tree.

- Write the names of family members on the board. Grandfather, grandmother, father, mother, sister, brother, aunt, uncle.
- Have learners name the members of their family. Grandfather, grandmother, mother father, uncle, aunt.

#### **Activity 4**

- Now, ask learners to display their “**family tree**” for the class to appreciate their works.

#### **Review exercise**

#### **Assessment for learning**

Refer learners to practices 1 to 3 on pages 40-42 of the workbook for exercises.

#### **Answers to workbook**

##### **Practice 1**

Learners to draw and colour

##### **Practice 2**

Learners to label

##### **Practice 3**

Learners to draw.

## LESSON 3: My family history

### Content standard

**K2.2.2.1** Demonstrate understanding of the origin and history of our families and the languages spoken.

### Indicator

**K2.2.1.1.5** Design a collage or family tree using pictures and follow basic concepts of writing, from left to right and top to bottom to write the names of family members.

**Learning outcome:** Learners will be able to trace their family history.

**Essential for learning:** Learners can speak their family language.

**New words:** Costume, history, language, origin, indigenous.

**Resources:** Pictures of family members, costume of different tribes, etc.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play follow the leader: The leader begins moving around with actions that the rest of the players must mimic. Anything — including wildly flailing his hands or furiously scratching his head — what the leader does, the others must follow. Those players who disobey, or lag behind the leader's motions are out of the game.

### Main activities

#### Activity 1

- Identify the various tribes in your class and group them. Let them tell you the language that they speak at home.

#### Activity 2

- Have learners talk about the language that they speak e.g. - Ewe, Akans – Twi, Gonjas – hausa, Dagbani, etc.
- Have learners also talk about the food they eat. E.g. Northerners – Tuo-Zaafi; Akan's – Fufu; Ewes – Akple.

#### Activity 3

- If you find out that almost or most of them are from the same tribe, you can invite resource persons in the community to come and talk about the origin and history of different ethnic groups.

#### Activity 4

- Display the different costumes on your table and have learners identify which tribe wears each of them.

### Review exercise

- Lead learners to work in pairs. They discuss between themselves whether they will draw  
Costume or staple food.
- Display learners work for others to appreciate when they finish drawing.

## Assessment for learning

Refer learners to practices 1 and 2 on pages 43-44 of the workbook for exercises.

## Answers to workbook

### Practice 1

Learners to colour.

### Practice 2

Learners to draw.

## LESSON 4: Family celebration and festivals

### Content standard

**K2.2.3.1** Demonstrate understanding of importance of the activities that we engage in during festivals and family celebrations.

### Indicator

**K2.2.3.1.6** Recognize and create paper and rubber beads according to simple patterns in the environment.

**Learning outcome:** Learners will be able to identify activities we engage in during festivals and family celebrations.

**Essential for learning:** Learners have been watching or taken part in some celebrations. E.g. Christmas, naming ceremony, etc.

**New words:** celebration, festival, mosque, Eid-al-adha, Eid-al fitr, Easter.

**Resources:** pictures or posters of festivals, places of worship, straws, old calendars, brown paper, glue.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play music. Have learners dance to the music and when it stops, they have to be still like a statue.

### Main activities

#### Activity 1

- Put learners into groups of six. Have learners discuss activities that go on in the celebration of  
Christmas.  
Easter.  
Hogbetsotso.  
Eid-al-fitr.  
Outdooring.  
Birthday.
- Each group take one and discuss it and report to the whole class.

#### Activity 2

- Put learners into groups of four. Provide each group with materials such as straws and old calendars.
- Let them cut to create beads.
- Cut the old calendars using scissors.
- Guide them to prepare nice beads for celebrations.

### Review exercise

- Direct learners to display their work on the floor in front of the classroom.
- Invite KG1 learners to come and admire and appreciate the beads made.

### Assessment for learning

Refer learners to practices 1 to 4 on pages 45-48 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to colour and trace.

### **Practice 2**

Learners to colour.

### **Practice 3**

Learners to draw and name.

### **Practice 4**

Learners to colour.

## LESSON 5: School rules and regulations

### Content standard

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

### Indicator

**K1.2.4.1.3** Learner to create their own simple classroom rules using simple pictures and different colour.

**Learning outcome:** Learners will be able to identify objects which communicate rules and regulations.

**Essential for learning:** Learners have been responding to the bell for break and closing.

**New words:** communicate, bell, drum.

**Resources:** drum, bell, pictures or posters of learners obeying rules and regulations, crayons, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play music. Have learners dance to the music and when it stops they have to be still like a statue.

### Main activities

#### Activity 1

- Put learners in a semi-circle.
- Ask these questions:
  - a. Why is it that when we hear the bell for break we wait for our teachers to tell us to go for break before we leave the classroom?
  - b. Why are we always in a queue to mark our work?
  - c. Why is it that we are not to talk when teacher is teaching?
- Expect answers like:  
We have to follow rules so that we can live in harmony with our teachers, school mates and classmates.

#### Activity 2

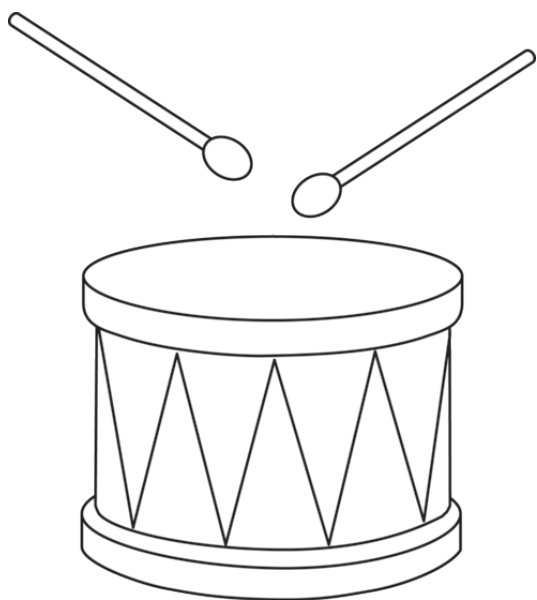
- Show posters or pictures of good manners to learners for them to come up with simple rules and regulations which will make them law abiding.  
E.g.  
we should come to school early;  
we should clean our classroom;  
we should respond to bells.

#### Activity 3

- Put learners into groups of five. Let them come out with names of objects in the school which communicate rules. E.g. bell, drums, etc.

#### Activity 4

- Have learners work in pairs.  
Give them outline of a bell or drum to trace and colour.



### Review exercise

- Direct learners to display their works for others to talk about and appreciate the art works.

### Assessment for learning

Refer learners to practices 1 and 2 on pages 49-50 of the workbook for exercise.

### Home project

Refer learners to pages 51 of the workbook. They are to draw themselves at their place of worship.

### Answers to workbook

#### Practice 1

Learners to colour.

#### Practice 2

Learners to colour and label.

# Term Two

**1**

**Strand:**

**All About Me**

## Unit 4: **Creating and communicating ideas**

**WB:**  
pages  
54-56

### LESSON 1: **Communicating ideas**

#### **Content standard**

**K2.2.3.1** Demonstrate understanding of the importance of the activities that we engage in during festivals and family celebrations.

#### **Indicator**

**K2.2.3.1.6** Recognize and create paper and rubber beads according to simple patterns in the environment.

**Learning outcome:** Learners will be able to explore with simple tools and materials to create and communicate ideas.

**Essential for learning:** Learners know that all their friends do not like cheating and bullying.

**New words:** communicate, ideas

**Resources:** clay, play dough, toy, brushes, poster colours, fruits, oranges, banana, vegetables, paper, crayons, pencils.

#### **Core competences:**

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up: Warming up:** Play a music. Have learners dance to the music and when it stops they have to be still like a statue.

#### **Main activities**

##### **Activity 1**

- Put learners into groups of four.
- Let them use think-pair-share strategy and talk about their likes and dislikes. E.g. they can talk about
  1. The fruits they like.
  2. The food they like.
  3. The games they like.

##### **Activity 2**

- Still in their groups, let them discuss what they do not like.
  1. Mocking at my culture.
  2. Mocking at my unique self.
  3. Bullying or cheating me etc.

##### **Activity 3**

- Lead learners to talk about the fruits that they like.  
They should justify why they like that fruit.

##### **Activity 4**

- Display different fruits and vegetables on their tables.  
Let them decide whether they will mould vegetables or fruits.
- Give them the materials to mould any fruit or vegetable that they like. (make sure learners clean themselves well after the lesson).

### **Review exercise**

- Display learners work for others to discuss, talk about and appreciate their friends work.

### **Assessment for learning**

Refer learners to practices 1 and 2 on pages 54-55 of the workbook for exercises.

### **Home project**

Refer learners to pages 56 of the workbook. They are to draw and colour a table.

### **Answers to workbook**

#### **Practice 1**

Learners to draw and paint.

#### **Practice 2**

Learners to draw and colour.



**3**

**Strand:**

**Values and beliefs**

## Unit 5: **Art forms in the environment**

**WB:**  
pages  
58-61

### LESSON 1: **Good manners**

#### **Content standard**

**K2.3.3.1** Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.

#### **Indicator**

**K2.3.1.1.5** Explore with simple tools and materials to create and communicate ideas.

**Learning outcome:** Learners will be able to create art work to project good manners.

**Essential for learning:** Learners have been greeting people they meet on their way and have been showing respect to others.

**New words:** Good manners, society, greetings cards, polite words.

**Resources:** Different greeting cards, crayons, cards, poster colours etc.

#### **Core competences:**

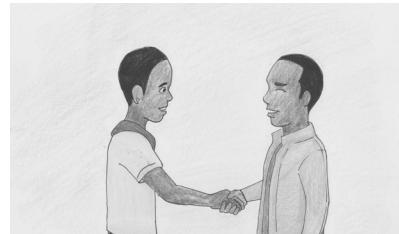
Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners flap their hands like wings and fly like a bird around the class.

#### **Main activities**

##### **Activity 1**

- Ask learners to tell you what they do when they meet adults on their way? (We greet them).
- Have learners come to the front of the class and demonstrate how they greet



##### **Activity 2**

- Put learners into groups of four. Display the different greeting cards to learners in their groups.
- Let them sort them according to their kinds e.g.  
Christmas cards;  
Birthday cards;  
Recovery cards.

### Activity 3

- Let them use think-pair-share strategy to decide which greeting cards they like. They should justify why they like it.
- Now provide learners with different writing tools and cards.
- Guide them to make greeting cards they like. They should decide whether they are doing them to appreciate their friends or family members.

### Review exercise

- Display learners work for others to appreciate.
- Select some and display them on the board.

### Assessment for learning

Refer learners to practices 1 to 4 on pages 58-61 of the workbook for exercises.`

### Answers to workbook

#### Practice 1

Learners to draw.

#### Practice 2

Learners to colour.

#### Practice 3

Learners to colour.

#### Practice 4

Learners to design and colour.

## LESSON 2: National artworks of Ghana

### Content standard

**K2.3.3.1** Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.

### Indicator

**K2.3.3.1.5** Recognize and talk about some national art works of our country.

**Learning outcome:** Learners will be able to identify and talk about materials use for art works in Ghana.

**Essential for learning:** Learners have been singing the National Anthem in school.

**New words:** flag, good citizen.

**Resources:** national flag, crayons, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Make a circle on the floor, guide learners to jump in and out many times.

Or let learners sing the National Anthem.

### Main activities

#### Activity 1

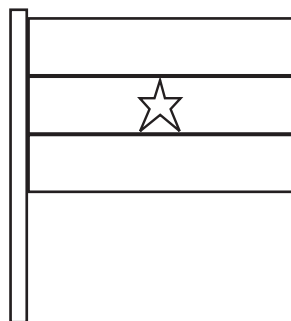
- Have learners talk briefly about some good behaviour to exhibit as Ghanaian learners: e.g. knowing your right as a citizen, obeying the rules and regulation of the country. Singing the National Anthem with the correct posture etc.

#### Activity 2

- Take learners outside the classroom to observe the National flag hoisted in front of the classroom.
- Let them observe critically and come out with the colours (red, green, yellow and black).

#### Activity 3

- Give outline of the Ghana flag for learners to colour.
- Have them work in pairs.



#### Review exercise

- Direct learners to go round and observe other pairs work.
- Select a few and display them in the classroom.

#### Assessment for learning

Refer learners to practices 1 and 2 on pages 62-63 of the workbook for exercise.

#### Answers to workbook

##### Practice 1

Learners to colour.

1 Colours used -- red, yellow, green, black .

2 a star

##### Practice 2

Learners to draw and paint.

## LESSON 3: Our beliefs

### Content standard

**K2.3.4.1** Demonstrate understanding of relating well with people with different beliefs.

### Indicator

**K2.3.4.1.5** Play different musical instruments and dance to religious songs.

**Learning outcome:** Learners will be able to play and dance to different musical instruments.

**Essential for learning:** Learners have been dancing in the classroom when they sing songs.

**New words:** skills, musical, instruments.

**Resources:** different kinds of musical instruments e.g. drums, clappers etc., crayons, tape recorder, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play a drum for learners to sing and dance.

## Main activities

### Activity 1

- Put learners in their various traditional groups.
- Let some of the learners play music of the various ethnic groups.
- Allow the rest to dance to the tune.
- Have some of the learners sing the song. E.g. for “Adowa”, they can sing popular song “Obi mfre Nana Serwaa mame”.

### Activity 2

- Play some C.D or some recorded music for learners to dance (make sure the recorded music is local).
- Make sure every learner in the class participates in this activity. Either they dance or play the instrument.

### Activity 3

- Have learners work in pairs. Let them draw any instrument they like or someone dancing.

### Review exercise

- Display learners work for appreciation.

### Assessment for learning

Refer learners to practices 1 and 2 on pages 64-65 of the workbook for exercise.

## Answers to workbook

### Practice 1

Learners to colour.

### Practice

Learners to colour.

## LESSON 4: Non-numerical patterns

### Content standard

**K2.4.1.1** Demonstrate understanding of the special places in our local community.

### Indicator

**K2.4.1.1.6** Talk about the ideas expressed in one's own art and that of others.

**Learning outcome:** Learners will be able to continue patterns with one or two terms.

**Essential for learning:** Learners can draw 2D shapes and colour them.

**New words:** patterns, terms.

**Resources:** Different colours of cut out 2D shape bottle caps, lego, crayons, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners play “one clap one”, “one clap two”, up to “one clap nine”.

### Main activities

#### Activity 1

- Have learners be in a big circle.
- Let them create pattern with one jump one, one jump two, one jump three to one jump nine.

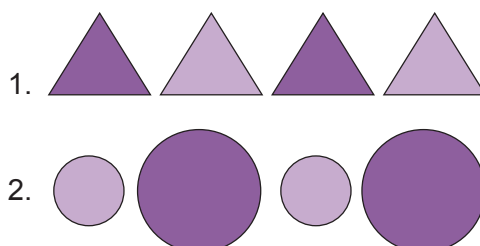
- Learners in turns clap, jump and count the numbers up to nine.

#### Activity 2

- Give out the cut-out shapes for learners to play with them.
- Go round and watch what they are doing.
- Observe whether there are patterns in what they have done.

#### Activity 3

- Put learners into groups of four.
- Give the cut-out shapes to each group.
- Guide learners to create pattern with the shapes. Do this on the board.



#### Activity 4

- Guide learners to repeat the same pattern in their groups and continue with two terms.

### Review exercise

- Have learners work in pairs.
- They create their own pattern.
- Let them move round and observe what others have done.

### Assessment for learning

Refer learners to practices 1 and 2 on pages 66-67 of the workbook for exercise.

## Answers to workbook

### Practice 1

Learners to colour the pattern

1 blue yellow

2 red green

3 red green

4 yellow red

### Practice 2





**4**

**Strand:**

**My local  
Community**

## Unit 6: Elements of art and design

WB:  
pages  
70-72

### LESSON 1: Lines and dots

#### Content standard

**K2.4.2.1** Demonstrate understanding of knowing the important people / occupation in our community.

#### Indicator

**K2.4.2.1.6** Create simple patterns with more than one of shape, colour, size, sounds or movements.

**Learning outcome:** Learners will be able to use element of art e.g. colour, shape line to make art work.

**Essential for learning:** Learners have been colouring objects and shapes.

**New words:** line, dots, create.

**Resources:** crayons, pencils, fruits – orange, banana.

#### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** What you need to do is play your music and have each learner grab a balloon when the music starts have learners bounce their balloons in the air and move to the music.

When the music stops they have to freeze and whoever is holding a balloon “wins.”

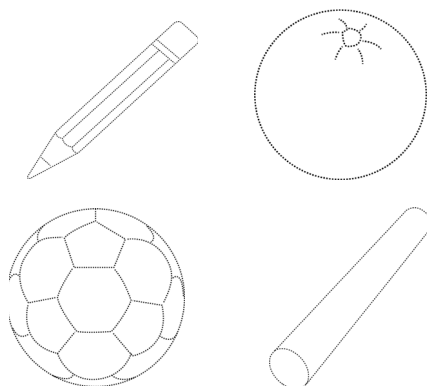
#### Main activities

##### Activity 1

- Take learners out to explore the environment to find element of art (e.g. shape, lines, dots).  
**Note:** oranges could be identified as dot or circle, pencils as lines.
- Allow learners to make collection of some items in their environment e.g. stick, chalk, straws, stem of plants etc.
- Let them bring objects like fruits, bags, balls etc. to the classroom. (Note: make sure learners wash their hands thoroughly under running water after the lesson).

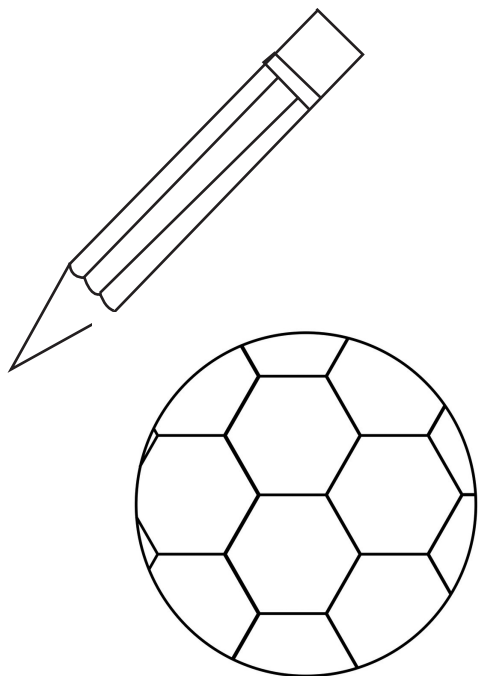
##### Activity 2

- Have learners work in groups of four. Give them pencils to make lines in their jotters.
- They make dots to form objects and shapes.



### Activity 3

- Have learners work in pairs.  
Give out outlines of pencils, balls, oranges for learners to colour the lines and the dots. (



### Review exercise

- Have learners form a big circle.
- They display their art works and the learners choose from the number of art works done by others and talk about and appreciate them.

### Assessment for learning

Refer learners to practices 1 to 3 on pages 70-72 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to draw  
pencil  
chalk

#### Practice 2

Learners to draw orange and football.

#### Practice 3

Learners to colour and trace the dots.

## LESSON 2: Special places in my community

### Content standard

**K2.4.1.1** Demonstrate understanding of the special places in our local community

### Indicator

**K2.4.1.1.6** Talk about the ideas expressed in one's own art and that of others.

**Learning outcome:** Learners will be able to identify special places in our community.

**Essential for learning:** Learners have visited some places in their community before.

**New words:** special, place, chief palace, hospital, police station.

**Resources:** pictures of special places (e.g. hospital, chiefs palace), crayons, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Provide a selection of props (balloon, wigs, twigs, flowers, scarfs, ribbon, hat, etc) and have learners choose one at a time to dance with. Talk about how each item changes or influences their movement. Extend this by allowing learners to search out and find their own props to dance with. they can dance with a partner while still using their props.

### Main activities

#### Activity 1

- Let learners tell you some of the important places they know in their community e.g. chief palace, hospital, mosque, churches etc.

#### Activity 2

- Put learners into groups of four.
- Let them discuss the special and important places they have visited, what they saw which attracted them most. They should tell the members why they like that particular thing.

#### Activity 3

- Have learners draw any special place(s) they have been to.
- Give them appropriate materials they will need.

### Review exercise

- Display learners work.  
Give each learner the opportunity to explain the elements in the art they have created.

### Assessment for learning

Refer learners to practices 1 and 2 on pages 73-74 of the workbook for exercise.

### Answers to workbook

#### Practice 1

Learners to draw and colour.

## LESSON 3: Creating simple pattern

### Content standard

**K2.4.2.1** Demonstrate understanding of knowing the important people / occupation in our community.

### Indicator

**K2.4.2.1.6** Create simple patterns with more than one of shape, colour, size, sounds or movements.

**Learning outcome:** Learners will be able to study pattern to identify missing patterns.

**Essential for learning:** Learners have been using 2D shapes to create patterns.

**New words:** patterns, create.

**Resources:** Cut-out shapes of 2Ds, coloured bottle caps, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play a music. Have learners dance to the music and when it stops they have to be still like a statue.

### Main activities

#### Activity 1

- Put learners into groups of four. Give them coloured bottle caps to create pattern on their own.

#### Activity 2

- Draw some shapes on the board.
- Let learners colour the empty shapes to complete the pattern.



#### Activity 3

- Create a pattern on the board.
- Have learners study it carefully and colour the shapes.

### Review exercise

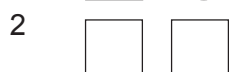
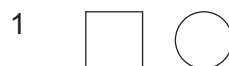
- Pair learners, let them create their own patterns by drawing any of the shapes.
- Have learners move round the classroom and observe what others have done.

### Assessment for learning

Refer learners to practices 1 to 3 on pages 75-77 of the workbook for exercise.

### Answers to workbook

#### Practice 1



## Practice 2

Learners to colour.

1 yellow blue

2 yellow, red

3 green ,red

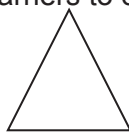
4 red, red

5 green green, yellow

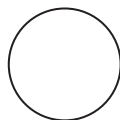
## Practice 3

Learners to circle

1



2



3



4



## LESSON 4: Places in our culture and country

### Content standard

**K2.4.1.1** Demonstrate understanding of the special places in our local community

### Indicator

**K2.4.1.1.6** Talk about the ideas expressed in one's own art and that of others.

**Learning outcome:** Learners will be able to identify art works in some places in our culture and country.

**Essential for learning:** Learners know special places like the chief palace.

**New words:** culture, palace.

**Resources:** Drums, stools, pictures or posters of the chief palace.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play a music. Have learners dance to the music and when it stops they have to be still like a statue.

### Main activities

#### Activity 1

- Encourage learners to tell the class some special leaders in their community. E.g. queenmother, chief, assembly member etc. briefly let them tell you the role they play in the community.

#### Activity 2

- If you did not take learners to any of the special places during OWOP lesson, then now is the time.
- Take learners on field trip to chief's palace.
- Note: make advanced preparation, get the concern of parents and inform the chief's linguist beforehand.

#### Activity 3

- At the palace, direct learners to observe art work at the palace.
- When they come back let them do think-pair-share about art work seen at the palace.

#### Activity 4

- Direct learners to draw the big umbrella they saw at the palace.

### Review exercise

Have learners display their art works for others to talk about them and appreciate.

### Assessment for learning

Refer learners to practices 1 to 3 on pages 78 -80 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to trace the words.

#### Practice 2

Learners to tick --- stool, drum, animal skin.

#### Practice 3

Learners to draw and label.



**5**

**Strand:**

**My nation Ghana**

## Unit 6: **Elements of art and design**

**WB:**  
pages  
82-84

### LESSON 1: Independence day in Ghana

#### **Content standard**

**K2.5.1.1** Demonstrate understanding of history and celebrations of Ghana.

#### **Indicator**

**K2.5.1.1.6.** Prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration.

**Learning outcome:** Learners will be able to prepare their own Ghana flag.

**Essential for learning:** Learners have been taking part in the kiddie march-past on Independence Day.

**New words:** Independence Day, kiddies, celebration.

**Resources:** Ghana flag, glue, white paper, sticks.

#### **Core competencies:**

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners recite the National Anthem and the pledge.

#### **Main activities**

##### **Activity 1**

- Encourage learners to tell you what they know already about Ghana's Independence Day e.g. "we march on this day".
- Encourage learners to ask questions about Ghana's Independence Day.

##### **Activity 2**

- Guide learners to prepare an art work related to Independence Day.
- Put learners into groups of six. Give them different writing tools, colours and white paper.
- Display the Ghana flag at a place where everybody can see it.
- Ask them to prepare their individual Ghana flag. Make sure they put in the black star.

##### **Activity 3**

- When their art works are done, direct them to attach sticks to them and glue them.

#### **Review exercise**

Display learners artworks for appreciation.

#### **Assessment for learning**

Refer learners to practices 1 and 2 on pages 82-83 of the workbook for exercise.

### Home project

Refer learners to page 84 of the workbook. They are to colour the picture

### Answers to workbook

#### Practice 1

Colour, paper, paint, cloth.( any 2 of these).

#### Practice 2

Learners to draw themselves waving a Ghana flag.



# Term Three

6

**Strand:**

All around us

## Unit 7: **Making judgement about artworks**

**WB:**  
pages  
86-89

### LESSON 1: Living and non-living things

#### **Content standard**

**K2.6.1.1** Demonstrate understanding of why some things are referred to as living and non-living things.

#### **Indicator**

**K2.6.1.1.6** Identify, draw and colour two items each under living and non-living things.

**Learning outcome:** Learners will be able to identify things which are living or non-living.

**Essential for learning:** Learners have been seeing living and non-living things in the environment. E.g. cars and animals.

**New words:** living things, non-living things.

**Resources:** Pictures of animals (e.g. hens, goats, dogs), stone, table, pencil, crayons.

#### **Core competences:**

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

#### **Warming up:** Animal dance:

Let learners pick a card at random and have them dance to the music as that animal. Consider, talk about and encourage things like the typical types of movements of each animal. Does the animal usually move fast/slow, with big/small movements, quietly/loudly.

#### **Main activities**

##### **Activity 1**

- Have learners walk around the school compound.
- Ask learners to pick any objects or thing that attract them. (make sure learners wash their hands under running water with soap after the lesson).
- Back to the classroom have learners identify the objects they collected by their names.
- Let them mention other things they saw but could not bring to the class. E.g. big trees, cars, houses.

##### **Activity 2**

- Have learners group the objects into two categories:
  - a. **Living things** (Things that grow, eat and may give birth, e.g. animals, plants etc.).
  - b. **Non-living things** (Things that cannot grow, eat nor give birth e.g. stones, table, cars, etc.) encourage learners to come out with more examples.

- Write some on the board.

### Activity 3

- Show pictures of some living and non-living things to learners in their groups.
- Use-think-pair-share strategy. They discuss between themselves and decide which one to draw.
- Have learners to draw one living and one non-living thing in their jotters.

### Review exercise

- Have learners work in groups of four. They talk about artworks of other learners e.g. drawing or colouring of non-living and living things they drew.
- They should also talk about how they think about what they draw.

### Assessment for learning

Refer learners to practices 1 to 4 on pages 86-89 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to colour  
Living things 1, 2, 4.

#### Practice 2

Learners to colour  
Non-living 1,3.

#### Practice 3

Learners to draw, colour and name.

#### Practice 4

Learners to draw and name.

## LESSON 2: Domestic and wild animals

### Content standard

**K2.6.2.1** Demonstrate understanding of the importance of domestic and wild animals.

### Indicator

**K2.6.2.1.6** Observe, identify and talk about images, items and performances in artworks of everyday life.

**Learning outcome:** Learners will be able to identify animals that live at home and those that live in the forest or bush.

**Essential for learning:** Learners have been staying with some animals at home or they see some animals in their community.

**New words:** community, domestic animals, wild animals.

**Resources:** Pictures of wild and domestic animals.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

### Warming up: Animal dance:

Learners pick a card at random and direct them to dance to the music as that animal. Consider, talk about and encourage things like the typical types of movements of each animal. Does the animal usually move fast/slow, with big/small movements, quietly/loudly.

### Main activities

#### Activity 1

- Ask learners to tell you the animals they see around their community and their homes. Expected answers: dog, cat, hen, cockroaches, insects, etc. show pictures of domestic animals to them.
- Let them know that they are called **Domestic Animals**. Ask them to give you more examples.

#### Activity 2

- Show pictures of wild animals to learners. E.g. zebra, lion, hyena, glasscutter, etc.
- Let them know that these animals are called **Wild Animals**. They live in the forest and bushes.

#### Activity 3

- Now display the two pictures on the board. (domestic and wild animals)
- Let them observe the two different pictures and talk about their characteristics, colours, sizes and heights.

#### Activity 4

- Put learners into groups of six. Give them pictures of the two categories (domestic and wild animals).
- They cut the pictures, use glue to paste them on a sheet of paper.

### Review exercise

- Learners do “**show and tell**” activity. They talk about their work to the class.
- Encourage other learners to ask questions for clarification.

### Assessment for learning

Refer learners to practices 1 to 4 on pages 90-93 of the workbook for exercises.

#### Answers to workbook

##### Practice 1

Colours seen ---

a black

b white

##### Practice 2

1 b small

a big

small

2 a small

b big

##### Practice 3

Learners to tick --- 1, 4, 6.

cross --- 2,3,5.

##### Practice 4

Learners to cut and paste.

## LESSON 3: Sources of water

### Content standard

**K2.6.3.1** Demonstrate understanding of the sources of water and its importance to human, plants and animals.

### Indicator

**K2.6.3.1.5** Draw and colour different sources of water.

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

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

**New words:** Source, river, rain, tap, water, lagoon.

**Resources:** Pictures of sources of water, crayons, pencils etc.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Make a circle on the floor, let learners jump in and out many times.

### Main activities

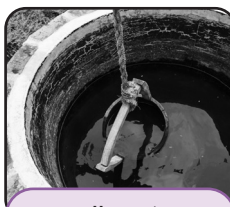
#### Activity 1

- Have learners sit in a semi-circle.
- Ask learners the sources of water in their homes or community. E.g. lake, stream, river, etc.

- Let them tell you how the sources are kept clean and tidy.

#### Activity 2

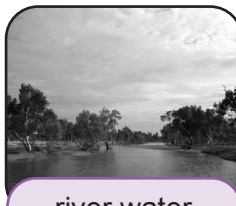
- Show pictures of sources of water to learners



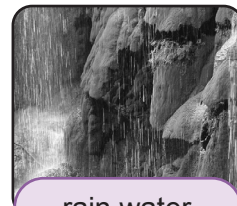
well water



Lake



river water



rain water

- Direct learners to identify the sources and talk about them.

#### Activity 3

- Use think-pair-share strategy for learners to decide which one they like and why.
- Give them outline of some sources of water to trace and colour.
- They should work in pairs.

### Review exercise

- Have learners write or copy labels beneath their work and hang them on a big poster labelled "Our Work".

### Assessment for learning

Refer learners to practices 1 and 2 on pages 94-95 of the workbook for exercises.

### Home project

Refer learners to pages 96 of the workbook. They are to draw one small living thing and one big wild animal.

### Answers to workbook

#### Practice 1

1 → b

2 → d

3 → c

4 → a

#### Practice 2

Learners to draw

## Unit 8: Elements of art and design (2)

**WB:**  
pages  
97-100

### LESSON 1: Shapes and texture

#### Content standard

**K2.5.1.1** Demonstrate understanding of history and celebrations of Ghana.

#### Indicator

**K2.5.1.1.6.** Prepare an artwork related to the Independence Day and use it for the Kiddies Independence Day celebration.

**Learning outcome:** Learners will be able to identify and describe the elements of art in the environment and in art works.

**Essential for learning:** Learners can use the 2D shapes to design human figure.

**New words:** artworks, texture.

**Resources:** Cut-out shapes of 2D, pictures of stones, wood paper, cotton balls, erasers.

#### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing any song on shapes. <https://youtu.be/AnoNb2OMQ6s>

#### Main activities

##### Activity 1

- Give them plenty cut-out shapes of different sizes.
- Let them select a leader. They sort them according to
  1. Shapes.
  2. Colour.

##### Activity 2

- Give out materials for learners to sort them according to hardness and softness. E.g. of  
**soft materials:** cotton balls, tissue.  
**Hard materials:** chalk, scissors, wood, blocks, etc.

##### Activity 3

- Have learners work in pairs.
- They should draw two of the 2D shapes and colour them.

##### Activity 4

- Direct learners to group the objects according to rough and smooth. Examples of **smooth objects**: paper, chalk, eggs  
Examples of **rough objects**: bark of a tree, slate, stones.

#### Review exercise

- Display learner's artwork for others to appreciate.

### Assessment for learning

Refer learners to practices 1 to 3 on pages 97-100 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to trace and colour.

#### Practice 2

square = 7

triangle = 4

circle = 9

rectangle = 4

#### Practice 3

Tick--- cotton balls, tissue paper, fabrics.

cross --- bricks, stone, wood.

#### Practice 4

##### Learners to circle

a soft

b hard

c rough

d smooth

e smooth

## LESSON 2: The presence of air

### Content standard

**K2.6.4.1** Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.

### Indicator

**K2.6.4.1.6** Prepare and fly kites and other paper aeroplanes outside the classroom.

**Learning outcome:** Learners will be able to identify that air is present everywhere.

**Essential for learning: Learners** know that without air they cannot breathe.

**New words:** air, aeroplane, kite.

**Resources:** Pictures of birds, aeroplane, balloons, kites, chalks, sheets of paper, crayons, pencils.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Provide a selection of props (balloon, wigs, twigs, flowers, scarfs, ribbon, hat, etc) and have learners choose one at a time to dance with. Talk about how each item changes or influences their movement. Extend this by allowing learners to search out and find their own props to dance with. They can dance with a partner while still using their prop.

### Main activities

#### Activity 1

- Have learners work in pairs. Give them sheets of paper to fan themselves.
- Let them tell you their experiences.
- Let them hold their noses for few seconds and tell you their experiences (without air, we cannot breathe).

#### Activity 2

- Have learners tell you other things which need air to move or grow.
- If they are unable, tell them that birds aeroplane, kites need air to fly (show some pictures on page 99 of the workbook).

#### Activity 3

- Guide learners to prepare their own kite and paper aeroplanes.
- Provide them with ruler. Guide them to measure the lengths and breath of cards or paper. Provide them with tracing thread.
- Give them stickers or straws to attach their art works.

### Review exercise

- Take learners outside the classroom to fly their kites or aeroplane.
- Let them tell you what made their objects fly? (it is air) **“Air is everywhere”**

### Assessment for learning

Refer learners to practices 1 to 3 on pages 101-103 of the workbook for exercises.

## **Answers to workbook**

### **Practice 1**

circle --- 2, 5, 6

### **Practice 2**

Learners to colour

### **Practice 3**

Learners to draw and colour

## LESSON 3: Parts of a plant

### Content Standard:

**K2.6.5.1** Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things.

### Indicator:

**K2.6.5.1.6** Draw and label the parts of a plant.

**Learning Outcome:** Learners will be able to: Identify parts of plant and create a leaf album.

**Essential for Learning:** Learners have been seeing plants around their environment.

**New Words:** Plants, roots, leaves, stem.

**Resources:** Uprooted plants, pictures of plants showing the parts.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing any song on plants. (e.g. <https://youtu.be/cRhGOdqWllo?t=14>)

## Main Activities

### Activities 1

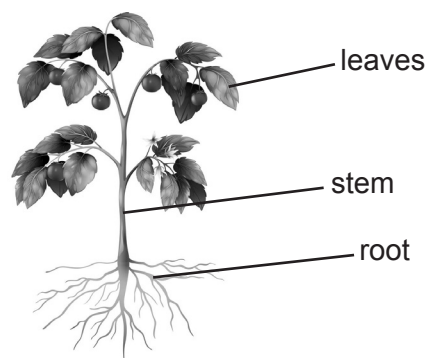
- Take learners outside for “Natures walk”.
- Tell them we are going to observe trees and young plants outside.
- Let them observe some young and big trees around.
- Ask them to up-root some of the young plants. Assist those who cannot pull or better still uproot a lot of young plants for each learner.

### Activity 2

- Pair learners and give each pair a plant.
- Ask learners to observe and talk about the plants.
- Let them touch and feel the plants.
- **Note:** Be careful of the plants that you give them. Remember the learners have to wash their hands thoroughly with soap under running water after the lesson.

### Activity 3

- Display a picture of a big plant on the board.
- Point to the parts one by one and tell learners their names.



- Call some learners to come to the board. Hold a part and they call out it's name.

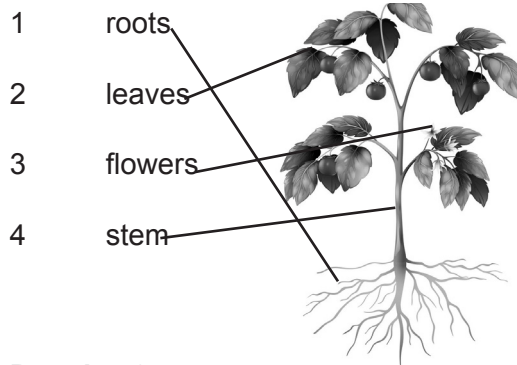
### Review Exercise:

- Have learners work in pairs.
- One calls out a part of a plant and the partner touches that part.

### Assessment for Learning

Refer learners to practices 1 and 2 on pages 104 -105 of the workbook for exercises.

### Answers to workbook



### Practice 2

Learners to draw and label.

## LESSON 4: Types of leaves

### Content Standard:

**K2.6.5.1** Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things.

### Indicator:

**K2.6.6.1.6** Create a leaf album using different types of leaves.

**Learning Outcome:** Learners will be able to: Identify different types of leaves.

**Essential for Learning:** Learners can draw plant and label its parts.

**New Word:** album,, label, leaves.

**Resources:** Picture of different types of leaves.

### Core Competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming Up:** Play music and have each learner grab a balloon when the music starts have learners bounce their balloons in the air and move to the music. When the music stops they have to freeze and whoever is holding a balloon “wins.”

### Main Activity:

#### Activity 1

- Revise names of parts of plant with learners.

- Display a picture of a big plant on the board. Point to the roots and ask learners to call out the name.
- Repeat the same activity for the stem, leaves and flowers.

#### Activity 2

- Give out different types of leaves to learners to identify their similarities and differences. Eg. some leaves are broad others are tiny.
- Ask: Can you identify a plant whose leave you are holding?” eg “Yes this is a mango leaf”.



#### Activity 3

- Have learners work in groups of four. Let them pick different kinds of leaves from the school environment.
- They use glue to paste them on cards to create an album of leaves.

### Review Exercise

- Display learners work for others to appreciate them.

### Assessment for Learning

Refer learners to practices 1-3 on pages 106-108 for exercises.

### Answers to workbook

#### Practice 1

Learners to trace and colour.

#### Practice 2

Learners to draw and colour.

#### Practice 3

Learners to draw.

## LESSON 5: Types of soil

### Content Standard:

**K2.6.7.1** Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.

### Indicator:

**K2.6.7.1.5** Draw and colour at least four items that are made out of clay soil

**Learning Outcome:** Learners will be able to identify objects made out of clay.

**Essential for Learning:** Learners can identify the different types of soil.

**New words:** Pot, beads, cooler, mud house.

**Resources:** Different items made out of clay eg. pot, cooler, ceramic cups.

### Core Competence:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Play a music. Have learners dance to the music and when it stops they have to be still like a statue.

### Main Activity

#### Activity 1

- Revise the different types of soil learnt at “Our World and our people” lesson with learners.

- Ask them to name the different types of soil. Eg
  - Loamy
  - Sandy
  - Clay

#### Activity 2

- Have learners share ideas on the uses of types of soil in their groups. eg.
  - clay** is used for building, moulding pot.
  - Loamy** soil for gardening.
  - Sand** for building blocks.

#### Activity 3

- Put learners into groups of four.
- Let them use think-pair-share strategy to come out with other things that could be made out of clay eg. cooler, ceramic pot “ayowa” etc.

#### Activity 4

- Direct learners to draw any three objects they would use the three types of soil for.

### Review Exercise

- Display learners work for appreciation.

### Assessment for Learning

Refer learners to practices 1-3 on pages 109-111 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to colour.

#### Practice 2

Learners to colour.

#### Practice 3

Learners to colour.

## LESSON 6: Sources of light

### Content Standard:

**K2.6.8.1** Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and man-made light and their usefulness.

### Indicator:

**K2.6.8.1.6** Identify and describe the elements of art in the environment and create their own artwork.

**Learning Outcome:** Learners will be able to: Identify sources of light.

**Essential for Learning:** Learners have been using sun to kill germs in their clothes. The air dries clothes but the sun kills germs because of the heat.

**New Words:** Artificial, natural, light.

**Resources:** candles, lantern, bobo, flashlight.

### Core Competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners recite the rhyme "If you see a traffic Light".

## Main Activity

### Activity 1

- Use think-pair-share strategy. Have learners discuss the sources of light they use at home. Eg. bobo, flash light, lantern, bulb etc.

Let them brain storm to answer these questions.

- Why do you use light?
- What light do you use during the day?

### Activity 2

- Display a variety of pictures and other artwork of natural and man-made light on your table.
- Let learners observe them and identify who created them.



### Activity 3

- Ask learners to group them into two categories. Natural sources of lights and man-made sources of lights.

| Natural | Man-Made |
|---------|----------|
| sun     | candle   |
| moon    | bulb     |
| stars   | bobo     |

#### **Activity 4**

- Have learners work in pairs.  
They draw or use different cards to design their own pictures of the various sources of light.

#### **Review Exercise**

- Have learners display their artwork for others to appreciate.

#### **Assessment for Learning**

Refer learners to practices 1-3 on pages-112-114 of the workbook for exercises.

#### **Answers to workbook**

##### **Practice 1**

N --- 2, 4, 5

A --- 1, 3, 6

##### **Practice 2**

Learners to draw and colour.

##### **Practice 3**

Learners to draw and colour.

## LESSON 7: Weather conditions and clothes we wear

### Content standard

**K2.6.9.1** Demonstrate understanding of positive and negative effects of weather conditions.

### Indicator

**K2.6.9.1.5** Role play how changing weather conditions affect the clothes we wear.

**Learning Outcome:** Learners will be able to: Identify the different weather conditions and the clothes we wear.

**Essential for Learning:** Learners use raincoat or umbrella when it is raining.

**New Words:** Weather, raining, windy, cloudy.

**Resources:** Rain coat, umbrella, boots, hat, crayons, pencils, eraser, costume of the various weather.

### Core competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have learners sing/recite rhyme on the weather. (e.g. <https://youtu.be/tfAB4BXSHOA?t=104>)

### Main Activity

#### Activity 1

- Divide the class into four groups and give them these names.

**Group 1: windy**

**Group 2: rainy**

**Group 3: cold**

**Group 4: warm**

Let the group discuss the clothes they have to wear when

- "It is rainy": we wear rain coat we use umbrella.
- "it is warm". We play a lot. We use light dresses.
- "it is cold". We wear pull over, sweater.
- "It is windy": We wear tights or wind pants and long socks to protect our legs.

#### Activity 2

- Have learners role-play the different weather conditions in the class. They have to use their costume. The group enters the classroom and walk around and the other groups mention who they are.

### Review Exercise

- Have learners form a big circle.
- Play the game "who wears this". Eg. Pick raincoat, show it to the class and learners shout. "Rainy".

### Assessment for Learning

Refer learners to practices 1-3 on pages 115-117 of the workbook for exercises.

### Home Project

Refer learners to pages 118 of their work book. They are to draw a boy and a girl in a rain.

### Answers to workbook

#### Practice 1

Tick --- 2, 3, 6

### Practice 2

Learners to colour.

### Practice 3

Learners to draw and label.



**7**

**Strand:**

**My global  
community**

## Unit 9: Visual and performing art

**WB:**  
pages  
120-121

### LESSON 1: Music in Ghana and other cultures

#### **Content Standard:**

**K2.7.1.1** Demonstrate understanding of the various ways we connect with the global community.

#### **Indicator:**

**K2.7.1.1.7** Talk about the colours of the flags of other countries and other art work and music that they have.

**Learning Outcome:** Learners will be able to identify music in Ghana and other cultures.

**Essential for Learning:** Learners can do a traditional dance.

**New Words:** Foreign drum, maracas, whistle

**Resources:** Maracas, dondo, piano, pictures/of foreign instruments.

#### **Core Competences:**

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming up:** Have one learner play the donno and learners dance to the tune.

#### **Main Activity**

##### **Activity 1**

- Show pictures of different musical instruments to learners.
- Let them identify the local ones from the foreign ones. Eg.
  - a) **local instruments:** dondo, atumpan
  - b) **foreign instruments:** drums, piano, whistle.

##### **Activity 2**

- Have learners play some local music and let learners dance.
- You can let them tell you which of the instrument they like best and give reasons.

##### **Activity 3**

- Have learners work in pairs.
- Let them draw and colour one local and one foreign instrument.

#### **Review Exercise**

- Display learners work for appreciation.

#### **Assessment for Learning**

Refer learners to practices 1-2 on pages 120-121 of the workbook for exercise.

## Answers to workbook

### Practice 1

Tick--- atumpan, dondo, maracas

Cross--- guitar, whistle, piano

### Practice 2

Learners to draw and colour

## LESSON 2: Dance movement in Ghana and other cultures

### Content Standard:

**K2.7.1.1** Demonstrate understanding of the various ways we connect with the global community.

### Indicator:

**K2.7.1.1.7** Talk about the colours of the flags of other countries and other art work and dance that they have.

**Learning Outcome:** Learners will be able to identify dance movement in Ghana and other cultures.

**Essential for Learning:** Learners can dance some cultural dance like agbadza, adowa, Torkosi, Bawa, Damba, etc..

**New Words:** ballet, dance, salsa.

**Resources:** Crayon, pencils, pictures of people dancing local and foreign dance.

### Core Competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

**Warming Up:** Provide a selection of props (balloon, wigs, twigs, flowers, scarfs, ribbon, hat, etc) and have learners choose one at a time to dance with. Talk about how each item changes or influences their movement. Extend this by allowing learners to search out and find their own props to dance with. They can dance with a partner while still using their prop.

### Main Activity

#### Activity 1

- Call some learners to come and play the adowa and the agbagya tunes for learners to dance.
- Have learners also dance any of the Northern dance as well.

#### Activity 2

- Play foreign music CD for learners to dance. (show pictures) eg. the ballet and the salsa dance.

#### Activity 3

- Have learners wear different clothes, representing different countries and dance to their music.

#### Activity 4

- Give out outline of people dancing foreign dance for learners to colour.

### Review Exercise

Display learners work for appreciation.

### Assessment for Learning

Refer learners to practices 1-3 on pages 122-124 of the workbook for exercises.

### Answers to workbook

#### Practice 1

Learners to colour.

#### Practice 2

Learners to colour.

#### Practice 3

Learners to colour.

## LESSON 3: Colours of flags of other countries

### Content Standard:

**K2.7.1.1** Demonstrate understanding of the various ways we connect with the global community.

### Indicator:

**K2.7.1.1.7** Talk about the colours of the flags of other countries and other art work and music that they have.

**Learning Outcome:** Learners will be able to identify flags of other countries.

**Essential for Learning:** Learners know the Ghana flags and can draw it.

**New Words:** flags, foreign countries.

**Resources:** Pictures of flag of different countries.

### Core Competences:

Personal Development and Leadership (PL). Communication and collaboration (CC). Problem Solving and Critical Thinking (PC). Creativity and Innovation (CI).

### Warming up

Play music and have learners move around when the music stops they all sit down.

### Main Activity

#### Activity 1

- Have learners tell you the colours of the Ghana flag: (red, green, yellow and black).
- Give them outline to colour.

#### Activity 2

- Show pictures of flag of different countries to learners eg. Togo, Nigeria, China, U.S.A.
- Let them observe and admire them.

#### Activity 3

- Have learners work in groups of four.
- They design and colour the outline of flag of two different countries.
- Display the various flags of different countries on the board for learners to look at them.

### Review Exercise

- Display learners work for appreciation.

### Assessment for Learning

Refer learners to practices 1-4 on pages 125-128 for exercises.

### Home Project

Refer learners to pages 129 of the workbook. They are to draw themselves dancing a foreign dance.

### Answers to workbook

#### Practice 1

Learners to trace

#### Practice 2

Nigeria → 4  
China → 6  
India → 5  
USA → 3  
France → 2  
Togo → 1

#### Practice 3

Learners to colour.

#### Practice 4

Learners to draw.

## GLOSSARY

### A

**3D** shapes a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions

**Accidents** an event that happens by chance, especially a harmful one

**Admire** to look at with delight, wonder, and approval.

**Aeroplane** a powered flying vehicle with fixed wings and a weight greater than that of the air it displace.

**Air** the mixture of gases that surrounds the earth.

**Apple** a firm, round fruit with juicy white flesh and red, green, or yellow skin.

**Appreciate** to be grateful for or to.

**Artificial** made by human beings; not natural.

**Axe** a tool that has a heavy metal blade and a long handle and that is used for chopping wood

### B

**Banana** a long curved fruit with a thick peel that is yellow when it is ripe

**Belief** agreement with the truth of something.

**Birthday** the day when someone was born or the anniversary of that day

**Blunt** having an edge or point that is not sharp.

**Breathe** take air into the lungs and then expel it.

### C

**Chief** a leader or ruler of a people or clan.

**Celebration** anything that is planned or done in order to honor something.

**Church** a building for Christian worship.

**Circle** a closed curve made up of points that are all the same distance from a fixed center point.

**Clappers** a person or object that claps or produces a clapping sound.

**Cloudy** not clean or clear. Weather condition - a cloud.

**communication** the sharing or exchange of messages, information, or ideas.

**Connect** to join together; link.

**Community** a particular area where a group of people live.

**Cultures** the language, customs, ideas, and art of a particular group of people.

**Cutlass** a short, thick sword with one cutting edge and a curved blade.

**D**

**Dance** to move the feet and body in a rhythmic way, usually to music.

**Dangerous** likely to cause harm; not safe.

**Designs** to make or draw plans for the structure or form of.

**Different** not the same; not alike.

**Domestic** of or related to the home or family.

**Drum** a container shaped like a cylinder, such as a barrel or a machine part

**E**

**Everywhere** in every place; in all places.

**Eyes** to observe or watch narrowly.

**F**

**Farmer** a person who owns or runs a farm

**Flag** a piece of cloth, in the shape of a rectangle or triangle, with colors and designs

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

**Flowers** the part of a plant that has petals and that makes fruit.

**Flutes** a woodwind instrument with a high pitch.

**Food** anything that contains nutrients and is eaten by living creatures in order to maintain life, health, and growth.

**Fruits** the part of a plant that has seeds and flesh.

**G**

**Global** having to do with the whole earth.

**Grab** to take hold of suddenly or with force; snatch.

**H**

**Hands** the part on the end of the human arm.

**Hard** not soft; solid; firm; tough.

**Harmful** causing or likely to cause harm; dangerous.

**Hoe** a garden tool with a thin, flat blade at the end of a long handle.

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

**I**

**Independence** freedom from outside control.

**Instruments** a tool or mechanical device used for special work.

**J**

**Judgement** an opinion formed after carefully studying all of the information.

## GLOSSARY

### L

**Lagoons** a shallow body of salt water by the sea.

**Leaders** someone or something that leads others

**Legs** one of the body parts of an animal or human that is used for standing and walking.

**Light** not heavy, full, intense, or powerful

### M

**manners** a way of doing something

**Market** a place where goods are sold.

**Materials** anything used for building or making something else.

**Mosque** a Muslim place of worship.

**Music** a work of art that can be played or sung.

**Name** a word or group of words by which something or someone is known.

### N

**National** specific to or characteristic of one particular nation.

**Natural** existing in nature and not made or caused by people.

**Nose** the part of the face on people and certain animals through which they breathe and smell.

**Nurse** a person who is trained to care for sick and injured people.

### O

**Occupation** the work a person does to earn a living

**Orange** a round fruit with a reddish yellow peel.

### P

**Paint** coloring material used in the art of painting pictures.

**Palace** the official home of a king or queen or other persons of high rank or authority.

**Patterns** an arrangement of shapes, lines, letters, numbers, or colors that can be repeated or used again and again.

**Police station** the office of the police within a certain area.

**Polite** showing good manners or being thoughtful of others

**Post office** an office or building where mail is received and sorted and where stamps are sold.

### R

**Rainy** having much rain.

**Rectangle** a flat, closed figure with four straight sides, four right angles, and opposite sides parallel to each other.

**River** a large natural stream of water flowing in a particular course toward a lake, ocean, or other body of water.

**Roots** the part of a plant that usually grows underground

**Rough** having an uneven surface; not smooth.

## S

**Safe** free from the risk of harm.

**Sandy** full of or covered with sand

**Sea** the salt water that covers much of the Earth's surface

**Setting** the place and conditions in which something happens or exists.

**Shakers** someone or something that moves in a certain way

**Shape** an ordered or organized form.

**Sharp** having a thin edge or a fine point.

**Shovel** a large scoop with a long handle used for digging.

**Shrine** a sacred place or object that is devoted to some holy person or god.

**Sizes** a measure of largeness or smallness according to a numbered scale.

**Smooth** having a flat, even surface.

**Soft** easy to bend or to shape.

**Sort** to place or separate into groups or types.

**Sources** the start or cause of something.

**Spade** a tool with a heavy metal blade attached to a handle that is used for digging.

**Special** different from what is normal or usual .

**Square** a four-sided shape that is made up of four straight sides that are the same length and that has four right angles.

## T

**Texture** the way that something feels when you touch it

**Tools** something (such as a hammer, saw, shovel, etc.) that you hold in your hand and use for a particular task.

**Train** a connected series of railroad cars.

**Triangle** a shape that is made up of three lines and three angles

## 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.

## GLOSSARY

**Wheelbarrow** a cart with two handles, a large bowl, and usually one wheel that is used for carrying heavy loads of dirt, rocks, etc.

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

**Windy** having a lot of wind.

**ESSENTIAL**  
Creative Arts  
**Kindergarten 2**  
**Teacher's Guide**

