



ESSENTIAL

Our World and Our People Kindergarten 2

Teacher's Guide



Adwoa Nkrumah



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People
Kindergarten 2

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Introduction

RATIONALE

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

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

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

PHILOSOPHY

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

LEARNING PHILOSOPHY

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

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

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

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

LEARNING OUTCOMES

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

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

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

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

Order of learning outcomes within a content standard

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

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

ASSESSMENT TASKS

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

CORE COMPETENCIES

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

Critical thinking and Problem solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural identity and Global Citizenship (CG)

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

Personal Development and Leadership (PL)

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

Digital Literacy (DL)

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

SUGGESTED TIME ALLOCATION

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

TALK ABOUT

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

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

HOME PROJECT

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

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

RESOURCES

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

These are recommendations.

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

Rhymes and songs

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

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

This is the way we brush our teeth

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

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

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

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

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

Internet links

- ◆ <https://www.youtube.com/channel/UCKAqou7V9FAWXpZd9xtOg3Q> - Little Baby Bum - *Nursery Rhymes & Kids Songs*
- ◆ <https://youtu.be/R-Tq xvXfd2M> - *Head Shoulders Knees and Toes*
- ◆ <https://youtu.be/Pd4WnsXwdqw> - *This is the way we brush our teeth.*
- ◆ <https://youtu.be/KUB-4dTbhM8> - *safety at home*
- ◆ <https://www.youtube.com/watch?v=4IYlaNZ2u40> – *family members story*
- ◆ <https://youtu.be/2ROuHhAWYTM> - *role of family members*
- ◆ <https://youtu.be/KjI5sPWcD-o> - *our family rhyme and song*
- ◆ <https://youtu.be/w6eTDf kvPmo> - *shapes*
- ◆ <https://youtu.be/Ow1i916uYYU> - *traffic light*
- ◆ <https://youtu.be/GkipANiBspE> - *moral story*
- ◆ <https://youtu.be/6vT6sqjBFrs> - *body language*
- ◆ <https://youtu.be/axitOq-rtwA> - *good manners*
- ◆ <https://youtu.be/tblo9qztEn0> - *relating well with others*
- ◆ https://youtu.be/BW_LSOMxTIQ - *places in the community*
- ◆ <https://youtu.be/gYKFFoJrdC8> - *ghana's independence*
- ◆ <https://www.youtube.com/watch?v=zFGydQHh0KA> – *story on living and non-living things*
- ◆ <https://youtu.be/h7rhOM2dXtE> - *what is air*

Term One

1

Strand:

All About Me

Strand 1: All about me

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

WB:
pages
6-11

LESSON 1: My unique self

Content standard: 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: K2.1.1.1.1 Identify and describe in simple sentences (using home language), the wonderful features of our body that make us unique and different from other God's creation, e.g. animals.

Learning outcome: Learners will be able to demonstrate the understanding that everybody has unique body features.

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

New words: Unique, wonderful, boy, girl, dark, fair, short, fat, thin.

Resources: crayons, pencils, posters of human beings, pictures of animals.

Core competencies:

Personal Development and Leadership, Communication and collaboration, Personal development and leadership

Warming up

Have learners sing this song

Me ba nsa te se onipa nsa (2x)

Me ba nan te se onipa nan (2x)

Me ba kon te se onipa kon (2x)

Na ne to n aka kakra (2x)

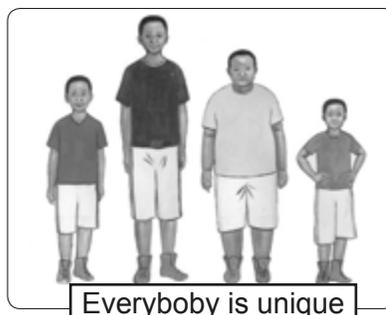
Main activities

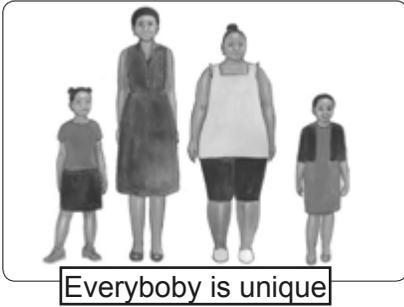
Activity 1

- Put learners in a semi-circle in front of the class.
- Let learners sing the various songs they know about themselves. You can create some in addition to theirs.

Activity 2

- Call two learners with different structures to the front of the class. Fat and tiny. Let learners identify the similarities and differences between them. They all have parts of the body, but one is fat, and the one is thin.
- Call another set with different heights. Learners describe them as Abena is short. Maamle is tall. Everybody is unique.





Activity 3

- In a group discussion, let learners talk about their differences, e.g. colour, size, the food they like and the games they like.
- Identify the food they like by showing up their hands. E.g. how many of you like Jollof? How many of you like banku and okro stew?
- The different types of food and games they like proves that everybody is unique.

Review exercise

Put learners in groups of five. Show pictures of animals. Ask who created the animals? (God) let them compare themselves to the animals and come out with the differences. Back into the community circle, let learners tell the differences between themselves and the animals. E.g. 1. Features 2. food 3. game.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 6-10 of the Workbook for exercises.

Home project

Refer learners to page 10 of the Workbook. They are to do draw themselves and write boy or girl below it.

Answers to Workbook

Practice 1

Learners to draw and answer the questions.

Practice 2

1. Learners to tick their gender.
2. Smiling.

Practice 3

Learners to circle their size.

Practice 4

Learners to tick their favorite foods.

Practice 5

Learners to tick the game they like best.

Home project

Accept any drawing and gender stated.

Diagnostic Assessment

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

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

T: **Teach:** Teach a lesson.

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

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

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

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

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

Strand 1: All about me

Sub-strand 2: The parts of the human body (both external and internal) and their functions

WB:
pages
12-13

LESSON 1: 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: K2.1.2.1.1 Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see.

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

Essential for learning: Learners know that they are unique from everybody.

New words: external, body, parts, nose, legs, eyes, ears, mouth, neck, head.

Resources: crayons, pencils, posters of parts of the body., pictures of external body parts.

Core competencies:

Communication and collaboration

Critical thinking

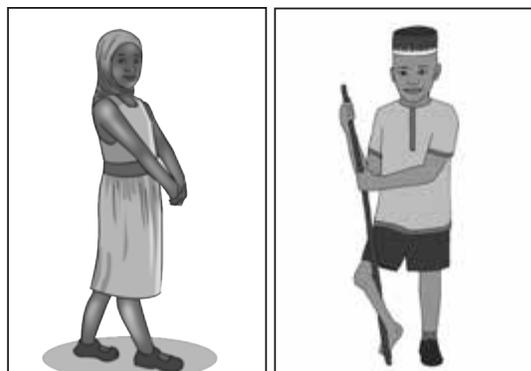
Personal Development and Leadership

Warming up: Have learners sing this song “I have two eyes, they are the same same same”.

Main activities

Activity 1

- Paste a well-labelled picture of a boy/girl on the board. Tell learners to observe it and mention the parts they see.
- They mention the parts that are one and the parts that are two.

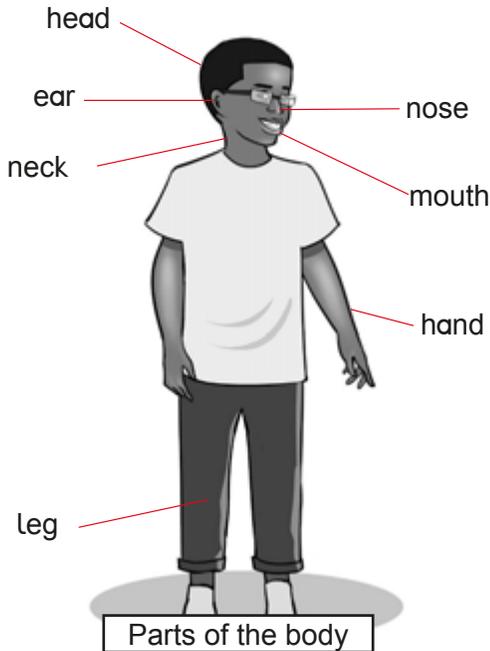


Activity 2

- Put learners in pairs. (a boy and a girl) each person tells what he/she see about his/her partner.
E.g. “Esi: you have two eyes.”
“Kwadwo: you too.”
- They continue with the parts which are two and move on to the parts which are one.

Activity 3

- Back to the community circle, have learners learn the name of the external body parts. Call out the name and learners hold it and sing the rhyme.



Teacher: Show me your head.

Learners: This is my head.

Teacher: Show me your nose.

Learners: This is my nose.

Continue until learners touch every part of the body.

- Show posters or pictures of external body parts for learners to talk about. Use think-pair-share strategy.

Review exercise

In a community circle, teach this song: "My head, my shoulders."

Assessment for learning

Refer learners to Practice 1 and 2 on pages 12-13 of the Workbook for exercise.

Answers for Workbook

Practice 1

- a
- e
- c
- o
- u
- n
- e

Practice 2

- nose
- eyes
- hand
- feet
- ears
- neck

Diagnostic Assessment

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

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

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 - Were you able to catch the learners' attention throughout the lesson?
 - Were the learners able to answer your questions during and after the lesson?
 - Did the learners ask you questions during and after the lesson?
 - Were learners able to do the exercises at the end of the lesson?

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

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

LESSON 2: Internal 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: K2.1.2.1.1 Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see.

Learning outcome: Learners will be able to learn the names of the internal body parts.

Essential for learning: Learners can name the external body parts.

New words: external, brain, heart, lungs, liver, kidney, intestines.

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

Core competencies:

Communication and collaboration
Critical thinking
Personal Development and Leadership

Warming up: Play: “show me your body parts” call out body parts, e.g. nose and learners hold it and say “This is my nose” etc.

Main activities

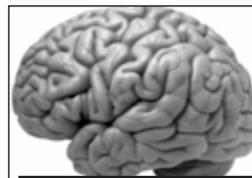
Activity 1

- In a community circle, revise the external body parts with learners.

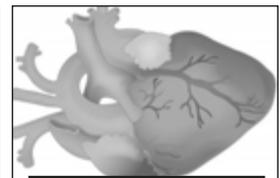
Let them know that there are other parts inside us that we cannot see. Show them the poster/ pictures of the internal parts one by one.

Activity 2

- Show a picture of the internal body parts and where it is found. e.g. The brain – found in the head. Heart and lungs – found in the chest. Intestines – found in the stomach.



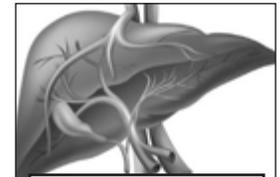
Brain



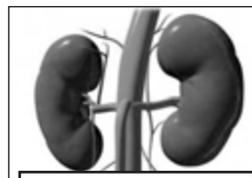
Heart



Lungs



Liver



Kidney



Intestines

Activity 3

Guide learners to identify the functions of the internal body parts.

E.g.

Internal body parts	Function
Brain	For thinking and remembering.
Lungs	Helps in breathing.
Intestines	Helps digest food.
Heart	Helps in pumping blood.
Liver	Helps break down fat.
Kidney	Removes waste through urine.

Review exercise

Have learners work in pairs. One says head and the other mentions what could be found there, e.g. (brain).

Assessment for learning

Refer learners to Practice 1 and 2 on pages 14-15 of the Workbook for exercises.

Answers for Workbook

Practice 1

Learners to trace the names under the pictures.

Practice 2

1, 4, 5, 8

Diagnostic Assessment

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

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

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

LESSON 3: Functions of the body

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: K2.1.2.1.1 Using a conversational poster of body parts, learners talk about the parts of the human body that we can see and cannot see.

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

Essential for learning: Learners know that they have internal and external body parts.

New words: functions, read, write, walk, smell.

Resources: pictures/poster of the external body parts, crayons, pencils flowers.

Core competencies:

Communication and collaboration
Critical thinking
Personal Development and Leadership

Warming up: Have learners sing this song.

Me ba nsa te se onipa nsa (2x)

Me ba nan te se onipa nan (2x)

Me ba kon te se onipa kon (2x)

Na ne to n'aka kakra (2x)

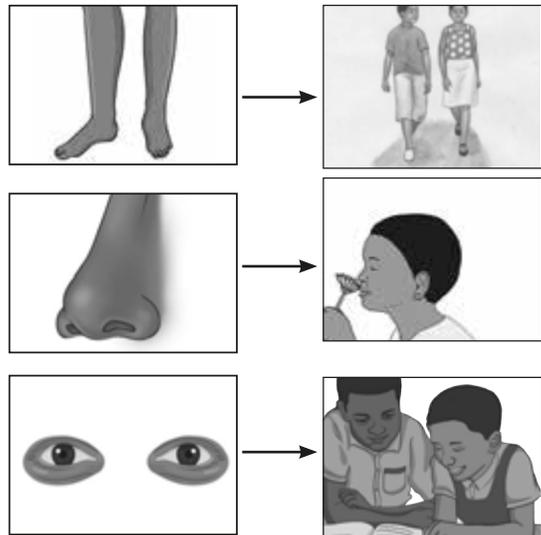
Main activities

Activity 1

- Have learners work in groups of five. They discuss the uses of the body parts.
- After a while, let them be in community circle and present their reports. E.g. the eye sees, the legs twalk, the nose breath and smell.

Activity 2

- Call a learner to the front of the class to lead a song/rhyme. She says "what can the eyes do? What can the leg do? What can the mouth do? What can the head do?"
- The class responds: The eyes can see, can see. The legs can walk, can walk.



Review exercise

Have learners form a big circle and perform actions with parts of the body. When you say mouth, everybody starts to talk, sing, eat.

When you say 'legs' everybody starts to walk. When you say 'hands' learner's clap, write. Continue until you finish with all the parts of the body.

Assessment for learning

Refer learners to Practice 1 on page 16 of the Workbook for exercises.

Home project

Refer learners to page 17 of the Workbook. They draw one thing the hand can do.

Answers for Workbook

Practice 1

- 1 → Pumps blood
- 2 → Removes waste through urine
- 3 → Helps inbreathing
- 4 → For thinking

Diagnostic Assessment

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

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 5. Did the learners ask you questions during and after the lesson?
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 7. Reflect on three things you did very well.
 8. How are you going to build on this achievement in subsequent lessons?
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 10. How are you going to rectify these in subsequent lessons?
- P: Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 1: All about me

Sub-strand 3: Personal hygiene and caring for the parts of the body

WB:
pages
18-24

LESSON 1: Caring for the parts of the body

Content standard: K2.1.3 Demonstrate an understanding of personal hygiene and care of the human body.

Indicator: K2.1.3.1.1 Learners use simple language to describe and engage in conversation about how to care for different part of their bodies.

Learning outcome: Learners will be able to know how to care for the body and why we have to care for the body.

Essential for learning: Learners brush their teeth and bath every day.

New words: hygiene, bath, wash, comb, soap.

Resources: crayons, toothbrush, paste nail cutter, towel, soap, hairbrush, tissue, comb.

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

Warming up: Have learners sing this song.
This is the way I brush my teeth; I brush my teeth; I brush my teeth.
This is the way I brush my teeth early in the morning.
Repeat with combing hair, washing hands etc.

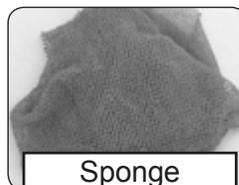
Main activities

Activity 1

- Put learners in a community circle.
- Pick words from the song (This is the way I brush my teeth) and let learners come out with how to care for the parts. E.g. brush, comb, bath. They repeat the song (This is the way I brush my teeth, I brush my teeth) and pretend to act.

Activity 2

- Display the materials on your table: brush, toothpaste, towel, soap, nail cutter, comb etc. One learner comes and stands behind the table. He/she picks one item and the rest show what it is used for. E.g. he /she picks toothbrush and toothpaste and the class shout cleaning our teeth.
- He/she picks sponge and the rest shout “for bathing”. Call a boy to come and continue with the rest of the materials.



Activity 3

- Put learners into three groups to discuss the following:
Group 1: why do we have to bath and clean our teeth twice a day?
Group 2: why do we have to wash our hands after visiting the washroom?
Group 3: why do we have to cover our mouth when coughing or sneezing.

Review exercise

Let each group role-play the questions they answered.

Assessment for learning

Refer learner to Practice 1 to 4 on pages 18-23 of the Workbook for exercise

Home project

Refer learners to page 24 of the Workbook. They are to draw two items use to care for their bodies.

Answers for Workbook

Practice 1

- washing
- brushing
- bathing
- washing

Practice 2

Learners to colour 1, 4, 5, 6.

Practice 3

Lerners to colour.

Practice 4

Learners to colour.

Practice 5

Learners to colour.

Practice 6

- hair
- nails
- feet

Diagnostic Assessment

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

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

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

Strand 1: All about me

Sub-strand 4: Eating good food and taking my vaccinations to keep my body healthy

WB:
pages
25-30

LESSON 1: Eating a balanced meal

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: K2.1.4.1.1 Talk about how to keep our bodies healthy by eating a balanced meal and visiting the hospital for our vaccinations.

Learning outcome: Learners will be able to know how to eat a balanced diet to keep our bodies healthy.

Essential for learning: Learners have been eating kontomire stew, eggs and milk.

New words: carbohydrate, protein, vegetables, fat and oil, fruits.

Resources: vegetables, fruits, rice, yam, eggs, beans, bread, etc. pictures or posters, colour pencils, crayons, pencils.

Core competencies:

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

Warming up: Have learners sing the song
“Dokono ne nam (2x)
Okobo atwede (2x)”

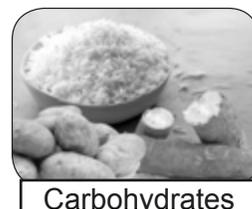
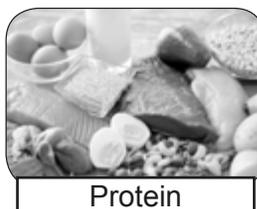
Main activities

Activity 1

- In a community circle have learners sing songs on food.
“Bankye Bankye Bankye. Bankye yede wo fufu”.
- Ask learners to tell you about the food they eat at home. E.g. rice and stew, fufu with groundnut soup, banku and okro soup, fufu and palm nut soup etc.

Activity 2

- Put learners into three groups.
 1. For proteins
 2. Carbohydrates
 3. Fats and oil.
- In their groups, they discuss the foods:
Protein: eggs, beans, meat, fish etc.
Carbohydrate: yam, rice, cassava etc.
Fats and oil: margarine, oils, butter, cheese, etc.



Activity 3

- Display the food items on their tables.
- Let them group them under protein, vegetables, carbohydrate and fruits.
- When you call carbohydrate, then they pick one food, e.g. rice/ cassava, when you call vegetable, they pick one, e.g. tomatoes, garden eggs, carrots, etc.

Review exercise

In their groups, learners continue to identify the food items under each grouping. They discuss among themselves why they should eat a balanced diet.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 25-30 of the Workbook for exercises.

Answers for Workbook

Practice 1

- 1 → c
- 2 → a
- 3 → b

Practice 2

- 1 → b
- 2 → c
- 3 → a

Practice 3

Expected answers: Banana, orange, salad, rice, meat.

Practice 4

Learners draw one vegetable and one fruit.

Practice 5

Learners to circle 1, 3, 5, 7, 8

Practice 6

Learners to tick 1, 3, 5, 6, 7, 9

Diagnostic Assessment

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

LESSON 2: Taking my vaccinations

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: K2.1.4.1.1 Talk about how to keep our bodies healthy by eating a balanced meal and visiting the hospital for our vaccinations.

Learning outcome: Learners will be able to know that it is good to take our vaccination to be healthy.

Essential for learning: Learners know balance foods to eat to be healthy.

New words: vaccination, injection.

Resources: pictures or posters of syringe, needles, crayons, pencils etc.

Core competencies:

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

Warming up: Have learners recite:
Mama mama I am sick.
Call the doctor very quick.
Doctor doctor, will I die?
No, my baby do not cry.

Main activities

Activity 1

- Have learners sit in a community circle.
- They repeat the rhyme on 'doctor'. Ask these questions: when do you go to the hospital? (when we are sick). Let learners know that it is not only when we are sick that we go to the hospital. We can go to the hospital to take our vaccination so that we don't ill.

Activity 2

Refer learners to page 31 of the Workbook. They should look at the pictures and discuss what is going on. The nurse is vaccinating the baby. Ask who wants injection? Advise them that when the time is due for a vaccination, they should not fear injection because it will keep them healthy. They won't fall sick.



A nurse vaccinating a child

Review exercise

Put learners into three groups. They role-play a nurse vaccinating children.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 31-33 of the Workbook for exercises.

Home project

Refer learners to page 34 of the Workbook for a home project. They are to draw the food they like best.

Answers for Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Used for vaccination.

Home project

Learners to draw the food they like best.

Diagnostic Assessment

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

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

Strand 1: All about me

Sub-strand 5: My environment and my health that help me

WB:
pages
35-37

LESSON 1: My environment

Content standard: K2.1.5.

Demonstrate an understanding of the environment and how to keep it safe

Indicator: K2.1.5.1.1 Take a walk in the environment, discuss and point to things that are safe and unsafe to play with.

Learning outcome: Learners will be able to identify objects that are safe and unsafe to play with.

Essential for learning: Learners have been playing with harmful and safe objects in their environments.

New words: environment, dirty environment.

Resources: cutlass, hoe, harm, picture of clean and dirty environment.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up:

Have learners sing any song they know about the environment. You can refer to the following youtube links for examples.
<https://youtu.be/pD0ZRVGD8tl>
https://youtu.be/diGY_NSE_XM

Main activities**Activity 1**

- Have learners sit a semi-circle.
- Display pictures of dirty environment for learners to talk about.
- Discuss with them the effect of staying in a dirty environment.

Activity 2

- Take learners on “nature walk”.
- They walk around the school compound.
- When they come back, let them talk about what they saw, which constitute a dirty environment. E.g. weedy compound, scattered papers and rubber around the compound.
- Discuss with learners the effects of these.

Activity 3

- Put learners into groups of four.
 - Let them discuss how they can keep the environment clean.
- E.g. Sweeping and scrubbing regularly
Weeding regularly.
Dusting regularly.
Avoid littering around the compound.

Review exercise

Let learners act out how to clean the environment.

Assessment for learning

Refer learner to Practice 1 to 3 on page 35-37 of the Workbook for exercise.

Answers for Workbook

Practice 1

a → 1, 4

b → 2, 3

Practice 2

Good → 2, 4, 6

Bad → 1, 3, 5

Practice 3

Learners to draw.

Diagnostic Assessment

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

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

LESSON 2: My health

Content standard: K2.1.5.

Demonstrate an understanding of the environment and how to keep it safe

Indicator: K2.1.5.1.1 Take a walk in the environment, discuss and point to things that are safe and unsafe to play with.

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

Essential for learning: Learners have been playing with harmful materials. E.g. knives, fire etc.

New words: harmful, heat, life wire, black, scissors, fire.

Resources: scissors, blade, socket.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners play: “clap clap tap tap. Learners clap two times and tap their feet two times. Saying clap clap tap tap simultaneously.

Main activities

Activity 1

- In a community circle, let learners come out with some harmful objects in the environment (home and school), e.g. sharp objects (a blade,

knife, scissors, fire, naked wire, bushy areas, etc.)

Activity 2

- Discuss with learners how objects can harm us. E.g. playing with sharp objects can cut you.
- Playing on a slippery ground can make you fall and break parts of your body, etc.

Activity 3

- Put the class into groups of ten.
- They discuss in their groups how they can protect themselves from dangerous and harmful objects.
- Let them report to the class.

Review exercise

Learners act out how to keep the environment safe from harmful and dangerous objects they play with.

Assessment for learning

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

Home project

Refer learners to page 40 of the Workbook. They draw a clean environment and colour it.

Answers for Workbook

Practice 1

Learners to tick 2, 4, 6, 8, 9.

Practice 2

Learners to cross 1, 2, 3, 6.

Diagnostic Assessment

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

Strand 1: All about me

Sub-strand 6: Protecting ourselves from road accidents and harmful strangers

WB:
pages
41-43

LESSON 1: Taking safety measures in the environment.

Content standard: K2.1.6.1

Demonstrate an understanding of how to be safe and identify strangers.

Indicator: K2.1.6.1.1 Role-play, sing songs and discuss some of the safety measures to protect ourselves in the environment.

Learning outcome: Learners will be able to take safety measures from the environment.

Essential for learning: Learners can identify objects that are harmful to them.

New words: strangers, environment, accidents, naked electric wire, measures.

Resources: electric wire, knives, banner, candle, pictures or posters of things that cause accidents.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing any local rhyme or song connected with safety measures. E.g. "if you see a traffic light."

Main activities

Activity 1

- In a community circle, have learners discuss some safety measures.

E.g.

how do you cross the road safely?
You have to use the zebra crossing.
You have to ask an adult to help you cross the road.

Activity 2

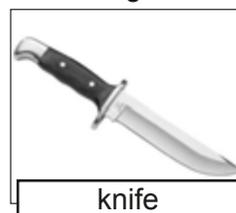
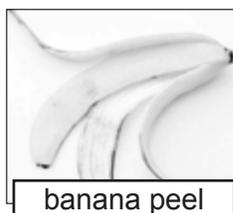
- Discuss with learners how to take safety measures on the following
 - Naked electricity wires.
 - Burning fire.
 - Knives.
 - Banana peel.
 - Wet floor.
 - Strangers.

Activity 3

- Divide the class into six groups.
- Let each group act out the measures listed in activity 2 above.

Review exercise

Ask the class the following questions:
How can knives cause harm?
How can wet floor cause harm?
What should we do with strangers?



Assessment for learning

Refer learners to Practice 1 and 2 on pages 41-42 of the Workbook for exercises.

Home project

Refer to learners Workbook on page 43 for a home project. They colour the picture of a boy cleaning the floor

Answers for Workbook

Practice 1

Learners to trace the names.

Practice 2

Learners to colour and trace the words.

Diagnostic Assessment

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

2

Strand:

My Family

Strand 2: My family

Sub-strand 1: Types and members of my family

WB:
pages
46-48

LESSON 1: Family members and their roles

Content standard: K2.2.1.

Demonstrate understanding of the rights, roles and responsibilities of family members

Indicator: K2.2.1.1.1 Say a poem about the family, talk about and discuss the rights and roles of the members.

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

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

New words: family, members, role aunts, uncle, grandmother, grandfather.

Resources: crayons, coloured pencils, picture of family members.

Core competencies:

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

Warming up

Have learners play:

“I have in my family”.

Learners form a circle. One stands in the middle and say I have two sisters and two brothers; the next person also enters the circle and say I have three brothers and one sister.

Main activities

Activity 1

- In a community circle, learners discuss among themselves the number of family members that they have.
- Let them use think-pair-share.
- They should also name uncles, aunts, brothers, sisters, grandmother, grandfather.

Activity 2

- Again, have learners discuss the roles of the family members, including them. E.g. Mummy’s roles: cooking, washing of clothes with the support of Daddy, sisters and brothers.
- Let them come out with their roles in the house.
- Let them know that their elder sisters/ brothers will be sending them on errands, and they should not decline.

Learners have the role to support in household chores.

Review exercise

Ask the class the following questions:

1. How many members are in their family?
2. Who cooks for them?
3. Who pays their school fees?
4. Who takes them to school?

Assessment for learning

Refer learners to Practice 1 to 3 on pages 46-48 of the Workbook for exercises.

Answers for Workbook

Practice 1

- 1 Father
- 2 Mother
- 3 Sister
- 4 Brother

Practice 2

Learners to draw and trace the names.

Practice 3

Learners to draw and trace the names.

Diagnostic Assessment

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

LESSON 2: Family members and their rights.

Content standard: K2.2.1.

Demonstrate understanding of the rights, roles and responsibilities of family members

Indicator: K2.2.1.1.1 Say a poem about the family, talk about and discuss the rights and roles of the members.

Learning outcome: Learners will be able to identify family members and their rights.

Essential for learning: Learners know the role each member of the family plays.

New words: family, members, rights, health, life, shelter, education.

Resources: crayons, coloured pencils, picture of family members enjoying their rights.

Core competencies:

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

Warming up:

Have learners sing the song “ I’m counting one:

Main activities

Activity 1

- In a community circle, revise previous lesson on the roles of family members with learners.

- They should be able to tell you what their parents do for them at home.
- They should also once again name all the members of their family: uncles, aunts, brothers, sisters, grandmother, grandfather.

Activity 2

- Engage learners to tell you some privileges(rights) they have at home.

E.g.

1. Their parents buy them things they need, gives them a place to sleep.
2. Take them to school, etc.
3. When they are sick their parents take them to the hospital.

Let them know that these are their rights and they are entitled to them.

In summary:

1. They have the right to Education.
2. They have the right to health.
3. They have the right to shelter.
4. They have the right to life.

Activity 3

- In another class discussion, ask learners if their siblings, and other members of the family needs something from them.
- Encourage them to speak freely.
- Let them know that they are supposed to respect every member of their family.
- They are supposed to be responsible.
- They must take care of things at home and be orderly.

Let learners know that their parents have right to be respected and honoured.

Review exercise

Ask the class the following questions:
Why should they go to school?
Why should they respect their parents?

Assessment for learning

Refer learners to Practice 1 on page 49 of the Workbook for exercises.

Home project

Refer learners to page 50 of the Workbook for the home project. They are to draw their father taking them to school.

Answers for Workbook

Practice 1

Learners to trace the words below the pictures.

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

Strand 2: My family

Sub-strand 2: Origin and family history

WB:
pages
51-54

LESSON 1: Origin and history of our family.

Content standard: K2.2.2.1

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

Indicator: K2.2.2.1.1 Sing indigenous songs, talk about and discuss the origin and history of the learners' family.

Learning outcome: Learners will be able to know the origin and history of their family and the languages they speak.

Essential for learning: Learners can speak their mother language or local language spoken in the community.

New words: language, indigenous

Resources: Pictures of some family members, crayons, pencils, etc.

Core competencies:

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

Warming up: Have learners sing indigenous songs: e.g. "kro kro krohii, kro hi kro".

Main activities

Activity 1

- Put learners in a community circle.
- Let them sing some local or indigenous songs "obi mfre nana osie mame".
- Let them come out with language that they speak at home.
- Use think-pair-share. Some of the languages are Twi, Fante, Ga, Krobo, Ewe, etc.

Activity 2

In groups of five, have learners talk about indigenous foods. Mention the name of the tribe and tell them their indigenous food.

Akan – Fufu

Ewe – Akple

Fante – Etew

Ga – Kenkey

North – Tuo-zafi

Activity 3

- Have learners talk about the food their parents enjoy eating and whether they like it. E.g. apapransa, oto, mpotompoto, etc.

Activity 4

- Have learners discuss among themselves short history about their origin.
- E.g. Ewes come from Volta region, Ashanti comes from Kumasi, Northerners come from Tamale, etc.

Review exercise

Have learners role-play how they greet “good morning” and “good night” in local their languages.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 51-53 of the Workbook for exercises.

Home project

Refer learners to page 54 of the Workbook. They draw and colour their traditional clothes.

Answers for Workbook

Practice 1

Learners' to draw and write about themselves.

Practice 2

Learners' answer.

Practice 3

Learners' answer.

Diagnostic Assessment

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

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

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

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

Strand 2: My family

Sub-strand 3: Family celebrations and festivals

WB:
pages
55-58

LESSON 1: Activities during festivals and family celebrations

Content standard: K2.2.3.1

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

Indicator: K2.2.3.1.1 discuss the importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.

Learning outcome: Learners will be able to demonstrate an understanding of the importance of festival and family celebrations.

Essential for learning: Learners have been attending family celebrations. E.g. birthdays, naming ceremonies, etc.

New words: celebration, festivals, sprinkling, hogbetsotso, aboakyer, Christmas, eid ul fitr.

Resources: pictures or posters of different customs and cultural celebrations, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing any of the festival songs. E.g. "Afe ako aba"

Main activities

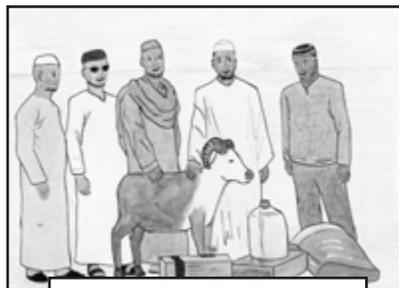
Activity 1

- Have learners sit in a community circle.
- Let individuals bring their family festival songs.
- Discuss with them how celebration like birthdays, Christmas, Easter, eid-ul-fitr, aboakyer are celebrated. They should tell the one they like and why they like it.

Note: (Only one or two festivals should be discussed in a day).



Christmas celebrations



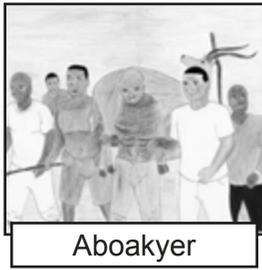
Eid-Ul-Fitr

Activity 2

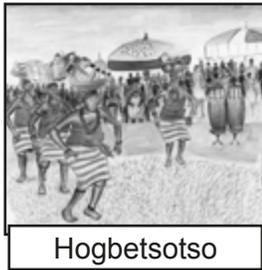
- Give out posters and pictures of some festival celebrations to learners in their groups.

- They talk about them and identify the names of the festivals and the indigenous people who celebrate them.

e.g. Aboakyer is celebrated by the Fantes, the Ewes celebrate Hogbetsotso.



Aboakyer



Hogbetsotso

Review exercise

Learners role-play two festivals on the last day with a costume.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 55-57 of the Workbook for exercises.

Home project

Refer learners to the Workbook page 58. They are to draw father Christmas and colour it.

Answers for Workbook

Practice 1

Suggested answers: Clothe, envelope, basket, 2 men, 3 women, beads, etc.

Practice 2

Learners to colour.

Practice 3

- 1 → Christmas
- 2 → Eid-ul- fitr
- 3 → Damba

Diagnostic Assessment

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

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

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

Strand 2: My family

Sub-strand 4: My school family

WB:
pages
59-62

LESSON 1: Rules and regulations in the school family

Content standard: K2.2.4 .1

Demonstrate an understanding of the rules and regulations for learners and teachers at school.

Indicator: K2.2.4.1.1 Talk about and discuss the rules and regulations that guide us to live as good friends in the school family

Learning outcome: Learners will be able to identify members of the school family and create rules and regulations for their class.

Essential for learning: Learners know their family members at home.

New words: rules, regulations, likes, dislikes.

Resources: pictures or posters of good and bad behaviours, crayons, pencils.

Core competencies:

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

Warming up: Have learners sing a song “I can follow rules”. Refer to the youtube link <https://youtu.be/iQxK-Ah7has> for the lyrics.

Main activities

Activity 1

- Put learners in a community circle.
- Let them discuss “who are the school family members?” Use think-pair-share strategy.
- Now let them come out with their answers and share with the class. E.g. The school family are:
 1. The teachers.
 2. All learners in the school.
 3. The headteacher.
 4. Workers.
 5. Food vendors.

Activity 2

- Deduce from them the work of each category. E.g. vendors – cook for us to buy, workers – clean, the school, Teachers teach learners and look after us.

Activity 3

- Put learners into groups of five.
- Let them create some rules and regulations which will make them live in the classroom at peace.
- Each group come out with what they discussed.
- Write some on the board and cardboard. Paste them in the classroom. E.g:
 1. Keep quiet when the teacher is teaching.
 2. Do not fight.
 3. Be kind to your friends.

4. Respect adults.
5. Do not cheat.

Review exercise

Have learners work in groups of five. Give them pictures or posters of good and bad behaviours. They talk about them and their implications.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 59-61 of the Workbook for exercise.

Home project

Refer learners to page 62 of the Workbook. They colour the poster.

Answers for Workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to colour and trace the words.

Practice 3

Good behaviours ---- 1, 4.

Bad behaviours ----- 2, 3.

Diagnostic Assessment

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

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

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

Term Two

3

Strand:

Values & Beliefs

Strand 3: Values and beliefs

Sub-strand 1: My personal values

LESSON 1: Personal values in relation to our likes and dislikes

WB:
pages
64-67

Content standard: K2.3.1.1

Demonstrate understanding of their personal value in relation to their likes and dislikes.

Indicator: K2.3.1.1.1. Engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people.

Learning outcome: Learners will be able to identify what they like or dislike about friends.

Essential for learning: Learners have friends in their class.

New words: likes, dislikes, influence.

Resources: pictures or posters showing likes and dislikes actions.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners play: "clap clap, tap tap" learners clap two times and tap their feet two times.

Main activities

Activity 1

- Put learners into groups of five. Let them discuss among themselves what they like and dislike about their friends.
- In a community circle, learners come out to present their likes and dislikes. e.g.
 1. Likes – being friendly, helping each other in times of need, showing love, assisting each other, etc.
 2. Dislikes – cheating, beating, stealing, scolding, bullying, laughing at me, etc.

Activity 2

- Display pictures or posters to learners.
Let them talk about the images and identify the likes and dislikes of the actions in the pictures.

Activity 3

- Put learners into groups of five.
Have them role-play any good values from the pictures.



Review exercise

In a circle, each learner stands in the middle and mention one thing he/she likes and dislikes.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 64-66 of the Workbook for exercise.

Home project

Refer learners to page 67 of the Workbook. They are to draw one good value they like.

Answers for Workbook

Practice 1

Learners to tick 2, 3, 4, 6 and cross 1, 5.

Practice 2

Learners to colour .

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

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

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

Strand 3: Values and beliefs

Sub-strand 2: My cultural values

WB:
pages
68-71

LESSON 1: Facial expressions and gestures that accompany greetings

Content standard: K2.2.2.1

Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

Indicator: K2.2.2.1.1 Recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings.

Learning outcome: Learners will be able to identify facial expressions and body language.

Essential for learning: Learners know how to greet in the morning as “Good morning”.

New words: virtues, language, community, respect, disrespect.

Resources: crayons, pencils, pictures or posters of people greeting others.

Core competencies:

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

Warming up: Have learners sing any local songs that accompany greetings.

Main activities

Activity 1

- Put learners into groups of five.
- Let them learn how to greet in the local language in the community they find themselves in.
e.g. In Akan community, we say “Maakye” for the morning, “Maaha” for the afternoon and “Maadwo” for the evening.

Activity 2

- Put learners in a semi-circle. Give them pictures or posters to talk about them.
Have learners sing one F.M signature tune.
E.g.
“Mema mo akye (2 times) Kofi Dwomoh: mema mo akye firi Peace FM anopaa yioo oo.”

- Stand in the middle, use your body language to greet the class.
- Let the class repeat what you did.
Nod to respond.

Note: (a child cannot nod to answer to an adult. It is a sign of disrespect).

Activity 3

- Let the class disturb, show a frowned face to the class to stop talking.
- Call a boy to the front of the class. Give them a ball. Use body language for him to put the ball down by blinking your eyes.

Review exercise

Put learners into groups of four. Each group role-play greeting people using appropriate, acceptable and cultural body language.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 67-70 of the Workbook for exercise.

Home project

Refer learners to page 71 of the Workbook. They are to colour the picture.

Answers for Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

Strand 3: Values and beliefs

Sub-strand 3: My national and civic values

WB:
pages
72-75

LESSON 1: Good behaviours and accepted Practices

Content standard: K2.3.3.1

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

Indicator: K2.3.2.1.1 Brainstorm good behaviours and acceptable Practices that we should exhibit as Ghanaian learners.

Learning outcome: Learners will be able to identify good behaviours and Practices as a Ghanaian child.

Essential for learning: Learners understand body language greetings and can respond to them.

New words: behaviour, Practices.

Resources: pictures or posters of good behaviours, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing this song on “Good habits for Children”. Refer to this youtube link https://youtu.be/XpcM-vE_swg.

Main activities

Activity 1

- In a community circle, learners use think-pair-share strategy to discuss good behaviour.
- They stand in front of the class and tell the whole class what they talked about good behaviour.
Write some on the board. E.g.
 1. Helping adults who are in need.
 2. Greeting people you meet on your way.
 3. Helping your friend who is in need.
 4. Avoid cheating or beating people.
 5. Avoid stealing.

Activity 2

- Have learners discuss among themselves why they should Practice good behaviour?
Write some of their answers on the board.
- Give out posters or pictures for learners to talk about good behaviours.

Activity 3

- Let learners tell the class what they say or do for the following.
 1. If you need something or you want somebody to help you, you say “**please can you help me?**” or “**please give me ...?**”
 2. If someone gives you something, you say “**thank you.**”

Review exercise

Put the class into four groups to role-play the following:

1. Greeting somebody on your way.
2. Helping somebody who has fallen.
3. Sharing food with someone.
4. Explaining to your friend what he/she did not understand when the teacher taught a lesson.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 72-74 of the Workbook for exercise.

Home project

Refer learners to page 75 of the Workbook. They trace the words on the page.

Answers for Workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

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

Strand 3: Values and beliefs

Sub-strand 3: Our beliefs

WB:
pages
76-79

LESSON 1: Relating well with others

Content standard: K2.3.4.1

Demonstrate understanding of relating well with people with different beliefs.

Indicator: K2.3.4.1.1 Describe why and how to relate well with everyone regardless of their culture, language or belief.

Learning outcome: Learners will be able to relate well with everyone regardless of culture.

Essential for learning: Learners have good friends in the class who are from different tribes.

New words: culture, language

Resources: pictures and posters of different tribes and personalities, crayons, pencils.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing this song on “Good habits for Children”. Refer to this youtube link https://youtu.be/XpcM-vE_swg.

Main activities

Activity 1

- In a community circle, have learners talk about the different languages they speak and identify the various tribes.
- Mix them and ask them to play and dance with any of their indigenous songs,

Activity 2

- Tell a story about unity to learners.
- How a woman and her child was saved by a person from another tribe.
- Encourage learners to ask questions from the story.

Activity 3

- Now let each child pick a friend from a different tribe and converse with him/her.
- They should talk about their likes and dislikes.

Review exercise

Show pictures and posters to the class in groups of six. They talk about what they see in the image and the good things about them. They should talk about what is happening on page 76.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 76-78 of the Workbook for exercise.

Home project

Refer learners to page 79 for a home project. They are to trace and colour learners from different tribes.

Answers for Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to colour.

Practice 3

Learners to colour.

Diagnostic Assessment

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

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

4

Strand:

**My Local
Community**

Strand 4: My local community

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

WB:
pages
82-86

LESSON 1: Special places in our local community

Content standard: K2.4.1.1

Demonstrate understanding of the special places in our local community

Indicator: K2.4.1.1.1 Talk about familiar, places, things and events with prompting and support.

Learning outcome: Learners will be able to know the special places in every community.

Essential for learning: Learners have been visiting some special places before (e.g. hospital, church).

New words: police station, post office, hospital, shrine, clinic.

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

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Have learners recite “Mama Mama I am sick.”

Main activities

Activity 1

- Put learners in their usual community circle.
- Ask learners to work in pairs to discuss this question.

- What do your parents do when you are sick?

Expected answers are:

1. My parents send me to the clinic or hospital.
2. My parents send me to a drug store.
3. My mother gives me herbs.
4. Have learners ask questions.

Activity 2

- Let learners understand that apart from the hospital there are other important places we can visit.

These are:

1. Police station.
2. Churches and mosques.
3. Post office.
4. Shrines.
5. Markets.
6. Chief palace.
7. Bank etc.

Note: (This theme is for the whole week so treat them one by one).

Activity 3

- Show posters or pictures of special places to learners.
Let them talk about them using think-pairs-share strategy.
They share their ideas with the whole class.

1



Church

2



Mosque

3



A chief palace

4



Market



School

5



Bank

Activity 4

Field trip.

- Prepare to take the class to one of the important places.
Ask the class to tell you where they went last year.
Confirm with KG1 teacher so that you do not repeat the visit.
- You can visit a chief palace or police station or the market. (prepare by taking the concern of parents, the district director and the place you want to go).

Review exercise

Have learners role-play a scene at the market.

Assessment for learning

Refer learners to Practice 1 to 4 on pages 82-85 of the Workbook for exercises.

Answers for Workbook

Practice 1

- 1 → c
- 2 → d
- 3 → a
- 4 → b

Practice 2

- 1 → d
- 2 → a
- 3 → b
- 4 → c

Practice 3

- 1 Clinic
- 2 Lorry station
- 3 Play ground
- 4 Borehole

Practice 4

- 1 a 2 s
- 3 c 4 m

Diagnostic Assessment

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

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

Strand 4: My local community

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

WB:
pages
87-92

LESSON 1: Occupation in my community

Content standard: K2.4.2.1

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

Indicator: K2.4.2.1.1 Talk about and discuss the various occupations in our community.

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

Essential for learning: Learners have been seeing workers moving from the community going for work.

New words: occupation, role, lawyer, teacher, farmer, nurse, fisherman, mason, kente weaver.

Resources: crayons, pencils, pictures and poster with workers in their uniforms.

Core competencies:

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

Warming up: Have learners recite/sing a rhyme/song on any of the occupations in their community. Refer to <https://youtu.be/ckKQclquAXU> for a song.

Main activities

Activity 1

- In a community circle, have learners mention some workers they know who stay in their communities. E.g. farmers, teachers, nurses, carpenters, masons, tutors, hairdressers, etc.
- Let them discuss what some of the workers do at their work place.

E.g.

1. Farmers – produce food.
2. Teachers – teach.
3. Nurses – take care of the sick
4. Fishermen – catch fish.

Activity 2

- Show pictures and poster to learners in groups of six. They talk about the images and decide on the work they will like to do in future and give reasons for choosing that career.



A farmer



A teacher

Activity 3

- Divide the class into six groups.
- They agree and select an occupation they like and role-play it.

Review exercise

Learners mention at least two workers in their communities and the work they do.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 87-91 of the Workbook for exercise.

Home project

Refer learners to the Workbook on page 93.

They draw themselves in their future career attire.

Answers for Workbook

Practice 1

- 1 → c
- 2 → a
- 3 → b

Practice 2

- 1 → b
- 2 → c
- 3 → a

Practice 3

- 1 → c
- 2 → a
- 3 → b

Practice 4

- 1 → b
- 2 → a
- 3 → c

Practice 4

- 1 → b
- 2 → d
- 3 → a
- 4 → c

Diagnostic Assessment

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

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

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

Strand 4: My local community

Sub-strand 3: Knowing the special leaders in our community and country

WB:
pages
93-97

LESSON 1: Special leaders in our community

Content standard: K2.4.3.1

Demonstrate understanding and knowledge of the special leaders in our community

Indicator: K2.4.3.1.1 Talk about and describe the roles of the political, traditional and religious leaders in our community.

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

Essential for learning: Learners know some workers in their communities and the work they do.

New words: leaders, chief, queen mother, posters, teacher, Imam.

Resources: crayons, pencils, pictures and posters of special people in the community.

Core competencies:

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

Warming up: Have learners sing the song “Dedende kwao agya Obofoo wo nkwan ye me de” or any local song for learners to dance.

Main activities

Activity 1

- Put learners in a community circle, play: “pass the ball”.
- Ask learners to tell you the special leaders they know in their communities who are highly respected. E.g. ministers, mp, assemblyman/women, queen mother, chiefs, teachers, pastors, imam, etc.

Activity 2

- Put learners into groups of five. They discuss or talk about political leaders.
 1. The president of Ghana.
 2. The Members of parliament in their community (MP).
 3. The assemblyman or woman in their community.
- Let them talk about their roles and responsibilities.
- They should know their names as well.

Activity 3

- Still, in their groups, let them talk of religious leaders.
- Give them pictures and posters of
 1. Imam
 2. Pastor
 3. Catholic Fathers and Bishops, etc.

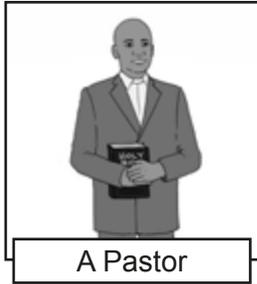
They should know the names of the leaders in their various religion. Show them pictures of some of the religious leaders.



A Catholic Father



An Imam



A Pastor

Activity 4

- Still, in their groups, let them talk of the traditional leaders in their community.
- Let them know that the traditional leaders in their community are also important.
- Show them pictures of some traditional leaders.



A Chief



A Queen mother

- Deduce from them through questions and answers, the role they play in the communities. E.g. chief and queen mother settle disputes, they give lands for special projects, they make sure there is peace in the community.

Review exercise

Divide the class into three groups.

Group 1: Roleplay one religious group activities.

Group 2: Roleplay the role of one of the traditional leaders.

Group 3: Roleplay any political leaders role.

Assessment for learning

Refer learners to Practice 1 to 4 on page 93-96 of the Workbook for exercise.

Home project

Refer learners to page 97 of the Workbook. They are to draw the president of Ghana.

Answers for Workbook

Practice 1

Learners to trace the names.

Practice 2

- 1 e
- 2 a
- 3 a
- 4 i

Practice 3

- 1 → c
- 2 → a
- 3 → b

Practice 4

- 1 → b
- 2 → c
- 3 → a

Diagnostic Assessment

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

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

5

Strand:

My nation Ghana

Strand 5: My nation Ghana

Sub-strand 3: History and celebrations of Ghana

WB:
pages
100-103

LESSON 1: The independence of Ghana

Content standard: K2.5.1.1

Demonstrate understanding of history and celebrations of Ghana

Indicator: K2.5.1.1 Learners talk about activities that are done during the 6th March Celebration and listen to historical stories about Ghana's Independence.

Learning outcome: Learners will be able to learn about the history of Ghana and how the independence of Ghana is celebrated.

Essential for learning: Learners have been marching during 6th March.

New words: history, celebration, the "big six".

Resources: crayons, pencils, pictures.

Core competencies:

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

Warming up: Sing the National anthem with learners.

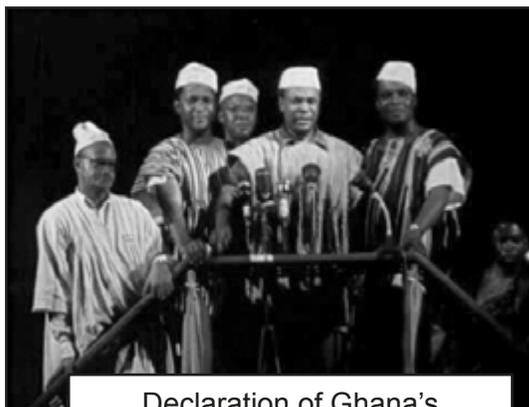
Main activities

Activity 1

- Have learners sit in a community circle.
- Talk briefly about the independence of Ghana to learners. Talk about the big six and the role of Kwame Nkrumah who got independences for Ghana on 6th March 1957.
- Talk briefly about the role they played. Allow learners to ask questions.



The Big Six



Declaration of Ghana's independence

Activity 2

- Let learners talk about the celebration of 6th March. They should work in groups of six.
- Ask the following questions for learners to answer.
 1. Have you marched on 6th March before?
 2. What happened after the marching?
 3. Have you watched 6th match celebration on T.V?
 4. Who took the salute?
 5. Do you want your school to take part all the time? Why?

Activity 3

- Let them talk about what they see on T.V to others.
- Make sure there is somebody in the group whose parents have T.V in the house.
- Those who have participated before should also tell others how they felt especially “The party after the celebration”.

Review exercise

Role-play 6th March celebration. Let them go outside. Guide one person to act as the president. Raise a stand for the president. Let learners march past and salute the president.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 100-102 of the Workbook for exercises.

Home project

Refer learners to page 103 of the Workbook. They are to draw Ghana flag.

Answers for Workbook

Practice 1

Learners to colour.

Practice 2

Learners to colour.

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

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

Term Three

6

Strand:

All around us

Strand 6: All around us

Sub-strand 1: Living and non-living things

WB:
pages
106-109

LESSON 1: Living and non-living things around us

Content standard: K2.6.1.1

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

Indicator: K2.6.1.1.1 Talk about different types of living and non-living things around us

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

Essential for learning: Learners know that cars and toys are non-living things.

New words: living things, non-living things, animals, man-made.

Resources: Pictures of living and non-living things, plants, pencils, cups, erasers, chairs.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Let learners sing: "God is a wonderful God."

Main activities

Activity 1

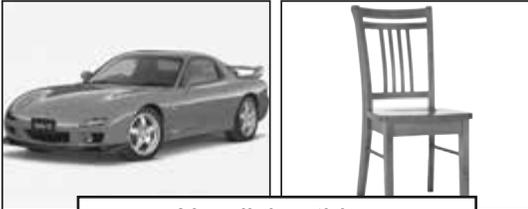
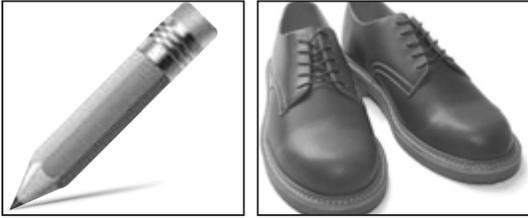
- Put learners into a community circle. Let them play "pass the ball". Learners throw the ball to their friends.

Activity 2

- Display all the concrete materials on your table in the middle of the semi-circle.
- Let learners identify them by their names (ball, pencils, cups, books, erasers, bottles, etc.).
- Now, ask these questions:
 1. Who made the table and the chair? (carpenter)
 2. Where did you get the pencils and the erasers from? (from the bookshop)
 3. Who made them? (manufactures)
- Let learners know that all materials produced by man are called "**Man-made**".

Activity 3

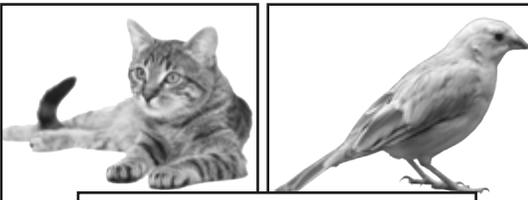
- Have learners work in groups of six to answer these questions.
 1. Do man-made goods eat?
 2. What food do man-made goods eat?
 3. Who feeds them?
 4. Do they grow?
 5. Can they move on their own?
- Let learners answer these questions. They also ask questions among themselves and report finally to the class. Learners will realise that man-made goods are non-living things. They cannot move, eat, give birth, nor grow.



Non-living things

Activity 4

- Show pictures and posters of living things to them in their groups. E.g. human beings, animals (dog, cat, hen, etc.), plants, insects, birds, fishes.
- Let them answer these questions and share their finding with the class.
 - Do living things eat?
 - Do they move on their own?
 - Do they give birth?
 - Do they grow?
- Let learners know that these are made by God or “**Natural things**”; they are living things.
- They eat, grow, give birth, and can move on their own.



Living things

Activity 5

Take learners for a **natures walk** on the school compound. They observe the things they see on the compound. They name the things they see, pick some to the classroom. (Let learners wash their hands with soap and water after the lesson).

Review exercise

Let learners group the things they picked from outside under **living** and **non-living things** and talk about them.

Assessment for learning

Refer learners to Practice 1 to 3 on page 106-108 of the Workbook for exercise.

Home project

Refer learners to page 109 of the Workbook. They are to draw one living thing and one non-living thing.

Answers for Workbook

Practice 1

Living things ---- 1, 2, 5, 6.

Practice 2

Non-living things ---- 1, 3, 5, 6.

Practice 3

- a, c, d.
- b, e.

Diagnostic Assessment

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

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

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

Strand 6: All around us

Sub-strand 2: Living things - domestic and wild animals

WB:
pages
110-113

LESSON 1: Animals that live at home and in the bush

Content standard: K2.6.2.1

Demonstrate an understanding of the importance of domestic and wild animals.

Indicator: K2.6.2.1.1 Talk about different types of animals that live at home and in the bush and how human beings care for domestic animals.

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

Essential for learning: Learners have animals as pets in their homes. (e.g. cats, dogs)

New words: animals, domestic, wild animals, bush, forest.

Resources: pictures of domestic and wild animals, crayons, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners make some animal sounds. E.g. dog: wow wow, cat: miaow, etc.

Main activities

Activity 1

- Put learners in a community circle. Let them mention the animals they have at home and see around their community (dog, cat, hen, cow, etc.). Let them know that these animals are called **domestic animals**.
- Use think-pair-share strategy for learners to come out with more domestic animals found at home.



Domestic animals

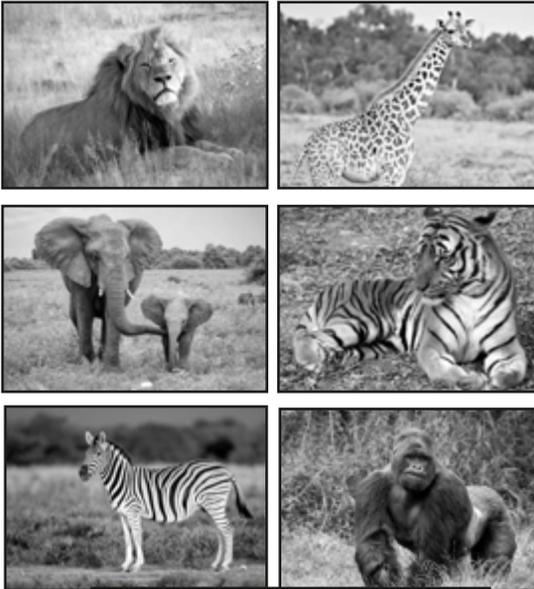
- Why do we keep them in our homes? (in KG1 you learnt about why we have domestic animals and their uses).
- Have learners discuss and come out with more reasons.

Activity 2

- In groups of six, have learners talk about animals found in the bush (forest).
- Let them mention their names (elephant, tiger, giraffe, lion, gorilla, grass cutter, etc.).
- Ask why they live in the forest but not at home.
- Let them know that these animals are called “**wild animals**”.
- Allow them to ask you more questions.

Activity 3

- Show pictures of wild animals to learners.



Wild animals

- Let them ask you and their peer’s questions about wild animals.
E.g.
 1. why are they living in the bush?
 2. Why can’t they come to the house?
 3. Who feeds them?
- Have learners brainstorm to suggest some possible answers.

Review exercise

Working in pairs, each person mentions the name of two wild and two domestic animals.

Assessment for learning

Refer learners to Practice 1 to 4 on pages 110-113 of the Workbook for exercises.

Answers for Workbook

Practice 1

Learners to trace the names.

Practice 2

Learners to trace the names.

Practice 3

Animals that live at home ---- 2, 4, 5, 7, 8

Practice 4

Animals that live in the bush --- 1, 3, 4, 7, 8.

Diagnostic Assessment

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

LESSON 2: Caring for domestic animals

Content standard: K2.6.2.1

Demonstrate an understanding of the importance of domestic and wild animals.

Indicator: K2.6.2.1.1 Talk about different types of animals that live at home and in the bush and how human beings care for domestic animals.

Learning outcome: Learners will be able to take good care of domestic animals

Essential for learning: Learners have animals as pets in their homes.

New words: animals, domestic, wild animals, bush.

Resources: Pictures showing good care of domestic animals, bowls, soap, crayons, pencils, teddy bear.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing “Baa Baa Black Sheep have you any wool”.

Main activities

Activity 1

- In a community circle, have learners play “**pass the ball**”. They pass the ball to their friends.
- Now let learners mention the domestic animals they have at home and the names they have given to them. E.g. dog as Jack, cat as pussy.

Activity 2

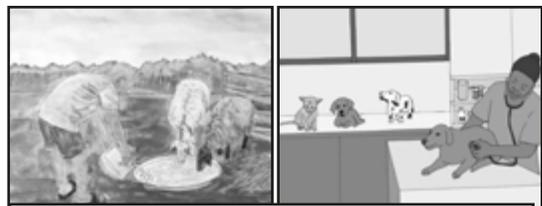
- In a semi-circle ask questions on how domestic animals should be cared for,
 1. Why should we care for domestic animals?
 2. Do you give them food? Why?
 3. Do you have a special plate for them? Why?
 4. Do you bath them? Why?
 5. Do you play with them? How?
 Get different learners to answer these questions.

Activity 3

- Have learners work in pairs. They discuss how they are keeping their domestic animals in their homes.

Activity 4

- Show learners pictures of how some people care for their domestic animals.
- Refer learners to page 116 of the Workbook as well.



Ways of caring for animals

Review exercise

Have learners work in groups of four. Give a teddy bear to each group. They role-play how to take good care of them.

Assessment for learning

Refer learners to Practice 1 to 2 on pages 114-115 of the Workbook for exercises.

Home project

Refer learners to page 116. They are to draw one domestic animal they like.

Answers for Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to colour.

Diagnostic Assessment

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

Strand 6: All around us

Sub-strand 3: Water

WB:
pages
117-119

LESSON 1: Where we get water from

Content standard: K2.6.3.1

Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals

Indicator: K2.6.3.1.1 Discuss where we get water from, its importance to living things and how to care for water sources.

Learning outcome: Learners will be able to know where we get water from.

Essential for learning: Learners know that water is used for bathing, washing, cooking and drinking.

New words: sources, river, well, rain, tap, sea, stream, borehole.

Resources: Pictures of different types of water, crayons, coloured pencils, pencils.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners recite “Rain rain go away.”

Main activities

Activity 1

- Have learners be in a community circle.
Let them play “Pass the ball”.
Learners pass the ball to their best friends.
- In a semi-circle, ask questions for different learners to answer.
E.g.
 1. What kind of water do you have in your home?
 2. What kind of water do you have in your community?
 3. Who takes care of the water?
- Get as many learners to answer and let them also ask you questions.

Activity 2

- Show pictures of the various sources of water to learners in their groups.
- They look at them and pass them on to the next group. Sea, river, well, rain, etc. Guide learners to look at the pictures and call the name of the particular water.

Activity 3

Field trip: If you have any form of water in the school or in the community, take learners on a field trip to where the water is. They should mention the name of the water. (well, borehole, river, etc.)

Review exercise

Have learners work in groups of five. Give them the pictures of the different types of water. One pick one and the rest mention its name.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 117-119 of the Workbook for exercises.

Answers for Workbook

Practice 1

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

Practice 2

Learners to colour.

Practice 3

Learners to colour.

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LESSON 2: How to take care of water sources

Content standard: K2.6.3.1

Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals

Indicator: K2.6.3.1.1 Discuss where we get water from, its importance to living things and how to care for water sources.

Learning outcome: Learners will be able to: learn how to take care of water sources.

Essential for learning: Learners know different types of water. (well, rain, borehole, streams, etc.).

New words: good behaviour, sources.

Resources: pictures of different behaviours of using water, crayons, pencils.

Warming up: Have learners sing “Rain rain go away.”

Main activities

Activity 1

- Put learners in a community circle. Play: “Pass the ball”. Learners pass the ball to their friends.

Activity 2

- Revise with learners the different types of water you taught last week. (well, pipe, rain, borehole, etc.)

Activity 3

- Put learners into groups of five. Let them discuss how to take good care of water sources.
- Ask questions and allow them also to ask questions.
 - What are the things we do which are wrong?
 - How can we make the place neat and tidy?

Activity 4

- Show pictures of good and bad behaviour around sources of water for learners to study and talk about them.
- They should identify good behaviours and bad behaviours.

Some of the bad behaviours are:

- Urinating in rivers.
- Animals drinking and walking in rivers.
- Wasting water etc.
- Throwing rubbish in rivers.

Some of the good behaviours are:

- Weeding around sources of water.
- Sweeping and scrubbing around the sources of water.
- Using water judiciously.
- Planting trees around rivers.

Review exercise

Have learners work in pairs. They mention two good behaviour which they will go home and tell their siblings to emulate.

Assessment for learning

Refer learners to Practice 1 to 2 on pages 120-121 of the Workbook for exercise.

Home project

Refer learners to page 122 of the Workbook. They are to draw themselves planting a tree by a river.

Answers for Workbook

Practice 1

Good behaviour --- 3, 4

Bad behaviour ---- 1, 2, 5, 6

Practice 2

Learners to colour.

Diagnostic Assessment

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Strand 6: All around us

Sub-strand 4: Air

WB:
pages
123-126

LESSON 1: Importance of air to living things

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: K2.6.4.1.1 Share their ideas with teacher and peers about the presence and importance of air to human being, animals and plants as they listen to a read-aloud using an informational text. e.g. we breathe, air makes things burn.

Learning outcome: Learners will be able to identify the importance of air.

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

New words: breath, air, blowing.

Resources: balloons, umbrella, balls, clothes, fish, pictures, crayons, pencils.

Core competencies:

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

Warming up: Sing a song on “Air” with learners. Follow the link <https://youtu.be/9rHKPrCHZTw> on youtube. (Air Song and Many More Nursery Rhymes for Kids | Periwinkle)

Main activities

Activity 1

- Have learners sit in a community circle. Let them play “pass the ball”. Learners pass the ball to their friends.
- Let everybody hold their nose for some few seconds. Have learners share their experiences with the class.

Activity 2

- Take learners for a “Nature walk” around the school compound. Ask them to observe the leaves of trees, movement of papers and rubbers on the floor.
- Let them tell you what is making the papers scatter on the floor, and the leaves of the tree move. (it is the presence of air)

Activity 3

- Divide the class into four groups to perform these activities.
Group 1: Fill bottles with water and observe the bubbles.
Group 2: Blow air into balloons and leave them to fly
Group 3: Fly kites into the air
Group 4: Tie two ends of cloth around their waist, hold the other two ends and run.

- Ask learners to tell you what made these experiments work? (it's the presence of air).
Air is around us. Air is everywhere.

Activity 4

- Ask them a question: Do animals and fish need air?
- Put them into groups of six.
- They discuss the topic and come out with their findings. (Animals and fish need air).

Review exercise

Have learners work in pairs. They mention three living things that need air to live.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 123-125 of the Workbook for exercises.

Home project

Refer learners to Workbook page 126. They colour somebody fanning himself.

Answers for Workbook

Practice 1

Learners to trace the words.

Practice 2

Learners to trace the words.

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

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

T: **Teach:** Teach a lesson.

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

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

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

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

Strand 6: All around us

Sub-strand 5: Plants 1

WB:
pages
127-129

LESSON 1: Parts of plants

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: K2.6.5.1.1. Talk freely about different parts of plants and their uses.

Learning outcome: Learners will be able to identify parts of plants.

Essential for learning: Learners have plants in their school and homes.

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

Resources: crayons, pencils, different kinds of plants, fruits (e.g. mangoes, oranges).

Core competencies:
Communication and collaboration
Personal Development and Leadership

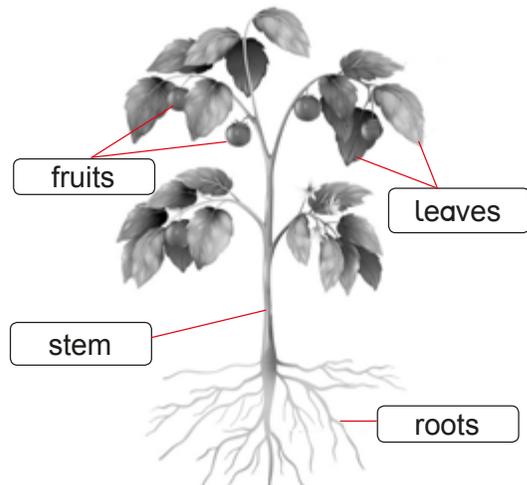
Warming up: Refer to YouTube for song on plants. Follow this link <https://youtu.be/cRhGOdqWllo>
(Farmer Plants the Seeds)

Main activities

Activity 1

- Let learners be in a community circle. Let them play: "Pass the ball".

- Put them into groups of five. Give them plants to study. Guide them to identify the different parts. The root, stem, leaves and fruits.



Activity 2

- Show learners pictures of different plants.
- Refer learners to page 131 of the Workbook.
- Let them name the plants there. i.e. tomatoes, pepper, okro and pawpaw.
- Have learners understand that vegetable is also a plant.

Activity 3

- Ask learners to mention some fruits that they know. E.g. oranges, tangerines, mango, apple, pineapple.
- All these fruits are gotten from plants.

Review exercise

Put learners in pairs. Give them an uprooted plant. One person holding the plant points to the stem, and the partner mentions the name, they should do same for all the other parts.

Assessment for learning

Refer learners to Practice 1 to 2 on pages 127 - 129 of the Workbook for exercise.

Answers for Workbook

Practice 1

- 1 r, i
- 2 e
- 3 e, v
- 4 r, t

Practice 2

- 1 → c
- 2 → a
- 3 → d
- 4 → b

Practice 3

Learners to trace the words.

Diagnostic Assessment

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

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

LESSON 2: Uses of plants

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: K2.6.5.1.1. Talk freely about different parts of plants and their uses.

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

Essential for learning: Learners know the names of parts of plants.

New words: fruits, vegetables, herbs, medicine.

Resources: roots of plants, leaves, fruits of plants.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing the song on plants again. Refer to YouTube for song on plants. Follow this link <https://youtu.be/cRhGOdqWllo> (Farmer Plants the Seeds)

Main activities

Activity 1

- As usual, put learners in a community circle.
Let them sing the song on plants, clap their hands and dance as well.

Display the roots (cassava, yam, sweet potatoes), fruits (oranges, grapes), leaves on the table.

- Call one learner to come and group them into three. i.e. fruits, roots and vegetables.

Activity 2

- Show pictures of roots which have produced food to them.
Let them touch the yam, cassava and the sweet potatoes.
Deduce from them where we get them from (i.e. **from the roots of plants**)

Activity 3

- Put the vegetables and the fruits on learners table.
Let them work in groups of six.
They examine and talk about how we get these from. (**from plants**).
- Let them know that some plant makes flowers and the flowers turn to vegetables and fruits.

Activity 4

- Give them the leaves to observe.
- Let them tell you the uses. E.g. Some leaves are used as medicine.

Activity 5

- Have learners hold their chairs. Ask them which part of the plant we got it from. (from the stem of plants) so the tables, doors, wooden spoons, etc. are from plants.

Review exercise

Put learners into groups of four. Each person mentions two things we get from leaves, stem and root.

Assessment for learning

Refer learners to Practice 1 to 4 on pages 130-133 of the Workbook for exercises.

Home project

Refer learners to page 134 of the Workbook. They are to colour people resting under a tree.

Answers for Workbook

Practice 1

Learners to colour and trace the words.

Practice 2

Learners to colour and trace the words.

Practice 3

Learners to colour and trace the words.

Practice 4

Learners to trace the words.

Diagnostic Assessment

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

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

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

Strand 6: All around us

Sub-strand 6: Plants 2

WB:
pages
135-136

LESSON 1: What plants need to grow

Content standard: K2.6.6.1

Demonstrate an understanding of how plants grow and how they prepare their food.

Indicator: K2.6.6.1.1 Share ideas about the things (Nutrients) plants need to grow well.

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

Essential for learning: Learners know the uses of plants.

New words: plant, grow, soil, rocky soil, loamy soil, clay soil.

Resources: crayons, pencils, different types of soil (clay, loamy, rocky)

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Refer to YouTube for plant song. Follow the link <https://youtu.be/cRhGOdqWllo> "Farmer Plants the Seeds."

Main activities

Activity 1

- Have learners sit in a semi-circle. They sing songs on plants and dance.

- Take the class for a "nature walk."
- Let them observe plants that are growing well and those that are not. Back to their classroom, ask learners questions about why some are growing well, and others are not.
- Encourage learners to ask you questions.

Activity 2

- Guide learners to understand why some plants do not grow well. Let them do practical experiments.
- Divide the class into four groups.
- Give each group seeds, empty container, different soil.
Group 1: They should plant their seed in rocky soil.
Group 2: They plants in clayey soils.
Group 3: They plants in loamy soil and put it in a cupboard.
Group 4: They plant in loamy soil and put it in the sun. They should water every day.

Activity 3

- Direct learners to examine the experiment every week. They discuss their findings with the whole class.

Review exercise

In pairs, have learners mention the things that plants need to grow.

Assessment for learning

Refer learners to Practice 1 on page 135 of the Workbook for exercise.

Home project

Refer learners to page 136 of the Workbook.

- They are to plant two maize seeds in different containers.
- They are to water one and not water the other one.
- Let them give a report to the class every week about their observations.

Answers for Workbook

Practice 1

Plants that will grow well --- 3

Plants that will not grow well --- 1, 2, 4

Diagnostic Assessment

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 5. Did the learners ask you questions during and after the lesson?
 6. Were learners able to do the exercises at the end of the lesson?
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 8. How are you going to build on this achievement in subsequent lessons?
 9. Reflect on two challenges you faced when teaching the lesson.
 10. How are you going to rectify these in subsequent lessons?
- P:** **Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

Strand 6: All around us

Sub-strand 7: Types of soil and gardening

WB:
pages
137-138

LESSON 1: 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: K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening.

Learning outcome: Learners will be able to identify different types of soil and the one which is suitable for gardening.

Essential for learning: Learners know that plants need water and sunlight to grow.

New words: grow, loamy, sandy, clayey, sand

Resources: crayons, pencils, samples of clayey, sand and loamy soil.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing or recite any rhyme they know.

Main activities

Activity 1

- Put learners in a semi-circle.
- Let them sing-song on plants and soil.
- Let the groups talk about the experiments they performed last week. E.g. what happened to the plant they put in the cupboard? (the plant died).

Activity 2

- Put learners into three groups. Give them the three types of soil to examine, touch and feel.
Loamy.
Sandy.
Clayey.

Activity 3

Field trip:

- Take learners outside the classroom. Dig some soil on the school compound and let learners identify the type of soil it is.

Review exercise

- Put learners into groups of four. Put the 3 types of soil on the table of each group. Write the names of types of soil on pieces of paper.
- Let them match the names to the soil. Each person in the group should do the matching by putting the correct name to its soil.

Assessment for learning

Refer learners to Practice 1 to 2 on pages 137-138 of the Workbook for exercise.

Answers for Workbook

Practice 1

- 1 s
- 2 l
- 3 a

Practice 2

- 1 → b
- 2 → c
- 3 → a

Diagnostic Assessment

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 6. Were learners able to do the exercises at the end of the lesson?
 7. Reflect on three things you did very well.
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 10. How are you going to rectify these in subsequent lessons?
- P: Plan:** If you get the chance to teach the same lesson, what **plans** (strategies) will you implement to enhance teaching so that learners will understand and enjoy it?

LESSON 2: Uses 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: K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening.

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

Essential for learning: Learners know the different types of soil we have in our communities.

New words: grow, loamy, sandy, clayey, sand

Resources: crayons, pencils, samples of clay, sand and loamy soil.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Have learners sing “BabyShark.”

Main activities

Activity 1

- Put learners in a semi-circle they sing a song on plants water and soil. Show the clay to learners. Let them come out with its uses. Put them into groups of six. They discuss the uses of other soils.

- Uses of clay:** ceramic cups, roofing tiles, bricks for building.
- Uses of sandy soil:** for moulding blocks for building.
- Uses of loamy soil:** for planting of all kinds of crops.

Activity 2

- Take learners outside. Give them clay and water to mould a cup for themselves. (let learners remove their uniforms and wear house dresses). Make sure they clean themselves after the lesson.
- Display their work for others to appreciate.

Review exercise

Refer learners to page 142. Let them work in pairs. They identify the various plants in the garden and talk about them.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 139-140 of the Workbook for exercise.

Home project

Refer learners to page 141 of the Workbook. They are to draw a plant in a loamy soil.

Answers for Workbook

Practice 1

- b
- c
- a, d

Practice 2

Learners to trace the words.

Diagnostic Assessment

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

Strand 6: All around us

Sub-strand 8: Natural and man-made (artificial) sources of light

WB:
pages
142-144

LESSON 1: 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 as of 1 into natural and man-made and its usefulness.

Indicator: K2.6.8.1.1 Talk about the natural and artificial sources of light and what each is best used for.

Learning outcome: Learners will be able to identify sources of light: natural and artificial.

Essential for learning:

New words: natural, artificial.

Resources: crayons, pencils, lantern, candle, flashlight, pictures of the sun, moon, and the star.

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Let learners recite “I see the moon.”

Main activities

Activity 1

- Put learners into groups of six. Let them brainstorm to talk about the different sources of light they know. Show pictures to them and let them come out with the light we use during the day – **Sun**.

Activity 2

- Still, in their groups, have learners discuss the sources of light at night. The group leaders report to the class.
- Expected answers (moon, stars, flashlight, bulb, fireflies, bobo, etc.)
- Let learners tell you the one they use at home.

Activity 3

- Have learners group the sources of light they came out with in activity 2, into natural and artificial (man-made).

Natural light	Artificial lights
Sun	Bulb
Moon	Lantern
Stars	Flashlight
Fireflies	Candle
	Bobo
	fire

Activity 4

- In a community circle, let learners use think-pair-share strategy to answer these questions.
 1. Where can we get these light from?
 2. Which of them can we touch?
 3. Which one is the brightest?
 4. Which one is used most?

Review exercise

Have learners work in pairs. Each partner calls out two man-made and two natural sources of light.

Assessment for learning

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

Answers for Workbook

Practice 1

Learners to trace the names.

Practice 2

Learners to trace the names.

Practice 3

Artificial lights: 1, 3, 4, 6.

Natural lights: 2, 5.

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

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

LESSON 2: Uses 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 as of into natural and manmade and its usefulness.

Indicator: K2.6.8.1.1 Talk about the natural and artificial sources of light and what each is best used for.

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

Essential for learning: Learners know the sources of light.

New words: natural, artificial.

Resources: crayons, pencils, lantern, candle, flashlight, pictures of the sun, moon, and the star.

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Let learners recite “I see the moon.”

Main activities

Activity 1

- Put learners in a community circle. Let them sing the song on light. Follow this link for a song on youtube. (<https://youtu.be/OBnDKfHtcd0>). Give them pictures of uses on light to talk about them.

- Ask questions and have more learners to answer.
- Allow them also to ask you questions.

Activity 2

- Put learners into groups of five. Let them brainstorm to come out with uses of light. Have learners answer the following questions:
 - What makes us see and work during the day?
 - How do our clothes get dry when we wash and hang them?
 - What helps us to see in the night?
 - What do we use to study at night?
 Get different learners from each group to talk about and answer the questions.

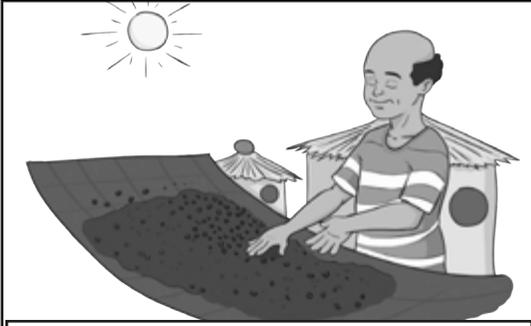
Activity 3

- Still in their groups, let learners brainstorm to come out with answers to these questions:
 - When do we use natural lights?
 - When do we use man-made lights? Why?

Expect answers like: the sun is used during the day. The moon and stars helps us to see during the night. The man-made lights are used during the day or night depending on the situation.

Activity 4

- Show pictures of a farmer drying cocoa, pepper and cassava using the sun.
- The sun helps us to dry crops, clothes and many others.



A farmer drying food crops in the sun



Clothes being dried in the sun



The Sun helping plants to grow

Review exercise

Have learners work in groups of four. They discuss:

1. when and how we use the man-made lights.
2. How farmers also use the sun to dry their crops.

Assessment for learning

Refer learners to Practice 1 to 5 on pages 145-149 of the Workbook for exercises.

Home project

Refer learners to page 150 of the Workbook. They draw themselves studying with man-made light.

Answers for Workbook

Practice 1

Learners to trace the words below the pictures.

Practice 2

Learners to trace the words below the pictures.

Practice 3

Learners to trace the words below the pictures.

Practice 4

Learners to trace the words below the pictures.

Practice 5

Learners to trace the words below the pictures.

Diagnostic Assessment

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

Strand 6: All around us

Sub-strand 9: Changing weather conditions

WB:
pages
151-155

LESSON 1: Different weather conditions

Content standard: K2.6.9.1

Demonstrate understanding of positive and negative effects of weather conditions.

Indicator: K2.6.9.1.1 Identify and describe the elements the different weather conditions.

Learning outcome: Learners will be able to identify the different weather conditions we have in our country.

Essential for learning: Learners know what the weather at times became very cold or hot.

New words: sunny, windy, cloudy, harmattan.

Resources: pictures of different weather conditions (windy, cloudy, sunny etc.), crayons,

Core competencies:
Communication and collaboration
Personal Development and Leadership

Warming up: Have learners recite “Rain rain go away”

Main activities

Activity 1

- In a community circle, have learners sing a song on weather. “**The weather, the weather**”.

- Show pictures of different weather conditions to learners.
- Let them examine them, talk about them and ask questions among themselves.

Activity 2

- Put the class into four groups. Give each group a question to brainstorm. They later report to the whole class.
Group 1: what do you do when the weather is sunny?
Group 2: What do you do when the weather is cloudy?
Group 3: What do you do when the weather is windy?
Group 4: What do you do when it is raining?
- Encourage learners to ask questions when the leaders are presenting their reports. Expect answers like:
 1. When it is sunny, we dry our clothes, and we play a lot.
 2. When the weather is windy, we run to our homes.
 3. When it is raining, we at times play, and mommy forces us to go to the room.
 4. When it is cloudy, we go to our homes because it may rain.

Review exercise

Have learners work in pairs. They discuss why they should stay indoors when the weather is windy.

Assessment for learning

Refer learners to Practice 1 to 4 on pages 151-154 of the Workbook for exercise.

Home project

Refer learners to page 155 of the Workbook. They are to draw themselves playing football on a sunny day.

Answers for Workbook

Practice 1

- | | |
|---|---|
| 1 | u |
| 2 | o |
| 3 | a |
| 4 | d |

Practice 2

- | | |
|---|-----------|
| 1 | sunny |
| 2 | windy |
| 3 | harmattan |
| 4 | cloudy |

Practice 3

Learners to trace the words.

Practice 4

Learners to trace the words.

Diagnostic Assessment

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

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

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

7

Strand:

**My global
community**

Strand 7: My global community

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

WB:
pages
158-161

LESSON 1: Connecting with the outside world

Content standard: K2.7.1.1

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

Indicator: K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways we connect with the outside world

Learning outcome: Learners will know ways and means of connecting with the outside world.

Essential for learning: Learners know ways and means of connecting with people in Ghana (through cars, motorbikes, buses, etc.).

New words: connecting, the outside world, aeroplane, mobile phones, ship, television.

Resources: pictures of means of transport, e.g. aeroplane, bicycle, cars, buses, train), images of means of communication (mobile phone, television set etc.)

Core competencies:

Communication and collaboration
Personal Development and Leadership

Warming up: Let learners sing or recite rhyme on communication. Refer to Youtube https://youtu.be/ek_iLMWlfgo

Main activities

Activity 1

- In a community circle, play: “**Catch my ball**“.
A learner stands in the middle, throws the ball up and learners try to catch it.

Activity 2

- Ask learners these questions; make sure a lot of learners answer the questions.
 1. How do people travel in Ghana?
 2. How do you come to school?
(Expected answers: by train, cars, trotro, motorbike, bicycle etc.).
- For question two, allow every learner to tell the class how he/she comes to school.
- Guide learners to know that there are different ways people travel in Ghana. E.g. by foot, bicycle, cars, lorries, train, aeroplane etc.

Activity 3

- Put learners into groups of six.
Let them brainstorm to come out with means of travelling outside the country. Show pictures to them. They should know that to travel outside, we need aeroplane or ship (show videos of people travelling by ship and aeroplane to them).

Activity 4

- Still in their various groups, let learners answer this question.
 1. If you do not have money to travel by car, aeroplane or ship, how can you communicate with people outside Ghana?
- Allow learners to discuss this topic and come out with other means like telephone, mobile phones, internet etc.

Review exercise

Have learners work in pairs. Each learner mentions two ways that they can communicate outside Ghana.

Assessment for learning

Refer learners to Practice 1 to 3 on pages 158-1620 of the Workbook for exercises.

Home project

Refer learners to page 161 of the Workbook. They are to draw and colour the car they will like to buy in future.

Answers for Workbook

Practice 1

- 1 r
- 2 i
- 3 v
- 4 e

Practice 2

Used to travel outside Ghana --- 2, 5, 9.

Practice 3

- 1 Learners to colour.
- 2 Learners to colour.

Diagnostic Assessment

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

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

T: **Teach:** Teach a lesson.

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

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

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

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

GLOSSARY

A

aboakyer a Ghanaian festival celebrated by the people of Winneba.

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

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

air movement of the atmosphere; breeze or wind.

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

artificial not natural or real

aunts the sister of your father or mother or the wife of your uncle.

B

bath a washing of the body.

behaviour the way a person or animal acts or behaves.

blowing

borehole a hole dug into the earth in order to find water.

brain the organ of the body in the head that controls functions, movements, sensations, and thoughts.

breath to move air into and out of your lungs or to inhale and exhale.

C

carbohydrate any one of various substances found in certain foods (such as bread, rice, and potatoes) that provide your body with heat and energy and are made of carbon, hydrogen, and oxygen.

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

chief the person who is the leader of a group of people in a community.

Christmas a Christian holiday that is celebrated on December 25 in honor of the birth of Jesus Christ.

clayey containing a lot of clay.

clinic a place where people get medical help.

cloudy the state of having many clouds in the sky.

comb a flat piece of plastic or metal with a row of thin teeth that is used for making hair neat.

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

connecting joining (two or more things) together.

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

D

dislikes to not like (something or someone).

disrespect to say or do something that shows a lack of respect for (someone or something).

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

E

ears the part of the body that you hear with.

education the action or process of teaching someone especially in a school, college, or university.

eid ul fitr

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

external located, seen, or used on the outside or surface of something.

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

F

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

famer a person who owns or runs a farm.

family a group of people who are related to each other.

fat having a lot of extra flesh on your body.

festivals a ceremony or celebration

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

fire the light and heat and especially the flame produced by burning.

fisherman a person (especially a man) who catches fish.

forest a large area of land covered with many trees and other plants.

fruits a usually sweet food (such as a blueberry, orange, or apple) that grows on a tree or bus.

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

G

grandfather the father of your father or mother.

grandmother the mother of your father or mother.

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

H

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

harmful causing or capable of causing damage or harm.

head the part of the body containing the brain, eyes, ears, nose, and mouth.

GLOSSARY

health the condition of being well or free from disease.

heart the organ in your chest that pumps blood through your veins and arteries.

heat energy that causes things to become warmer.

herbs any of these plants that have value as medicine, as an aroma, or as a way to add flavor to food.

history

hogbetsotso is celebrated by the chiefs and people of Anlo in the Volta region of Ghana.

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

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

I

imam a Muslim religious leader.

indigenous produced, living, or existing naturally in a particular region or environment.

influence the power to change or affect someone or something.

injection the act or process of forcing a liquid medicine or drug into someone or something by using a special needle.

intestines.

K

kidney either of two organs in your body that remove waste products from your blood and make urine.

L

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

lawyer a person whose job is to guide and assist people in matters relating to the law.

likes things you enjoy.

liver a large organ of the body that produces bile and cleans the blood.

living things things that have life.

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

lungs either one of the two organs that people and animals use to breathe air.

M

man-made made by people rather than by nature.

mason a skilled worker who builds or works with stone, brick, or concrete.

measure an amount or degree of something.

medicine a substance that is used in treating disease or relieving pain and that is usually in the form of a pill or a liquid.

members the people or things in a particular group.

mobile phones a small telephone that people can take with them and use outside their homes.

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

N

natural existing in nature and not made or caused by people.

neck the part of the body of both human beings and animals that

non-living things

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

nurse a person who is trained to care for sick or injured people and who usually works in a hospital or doctor's office.

O

occupation the work that a person does or a person's job or profession.

P

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

police station a place where local police officers work.

post office a building where the mail for a local area is sent and received.

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

Practices things done constantly and regularly.

protein a substance found in foods (such as meat, milk, eggs, and beans) that is an important part of the human diet.

Q

queen mother the widow of a king who is the mother of the current king or queen.

R

rain water that falls in drops from clouds in the sky.

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

respect a feeling of admiring someone or something that is good, valuable, important, etc.

rights something that a person is or should be morally or legally allowed to have, get, or do.

river a large natural flow of water that crosses an area of land and goes into an ocean, a lake, etc.

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

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

sand the very tiny, loose pieces of rock that cover beaches, deserts, etc.

scissors a tool used for cutting paper, cloth, etc., that has two blades joined together in the middle so that the sharp edges slide against each other.

S

shelter a structure that covers or protects people or things.

GLOSSARY

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

short having little height : not tall.

shrine a place connected with a holy person or event where people go to worship.

soap a substance that is used for washing something.

soil the top layer of earth in which plants grow.

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

sprinkling the spreading and of small pieces or amounts of something.

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

strangers people whom you have not met before or do not know.

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

sunny having plenty of bright sunlight.

T

tap a device for controlling the flow of a liquid or gas from a pipe or container.

teacher a person or thing that teaches something.

television a piece of equipment with a screen that receives images and sounds sent by television.

the “big six” having to do with Ghana’s history; a group of six persons who attained independence for the country.

U

uncle the brother of your father or mother or the husband of your aunt.

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

V

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

vegetables a plant or plant part that is eaten as food.

virtues morally good behaviour or character.

wash to clean (something) with water and usually soap.

W

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

wild animals animals that live in nature without human control.

windy having a lot of wind.

wonderful extremely good.

write to form letters or numbers on a surface with a pen, pencil, etc.

ESSENTIAL

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Kindergarten 2**

Teacher's Guide



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