



ESSENTIAL

Language and Literacy

Kindergarten 2

Teacher's Guide



Adwoa Nkrumah & Evelyn Kwarteng



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Introduction

RATIONALE

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

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

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

PHILOSOPHY

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

LEARNING PHILOSOPHY

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

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

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

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

LEARNING OUTCOMES

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

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

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

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

Order of learning outcomes within a content standard

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

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

ASSESSMENT TASKS

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

CORE COMPETENCIES

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

Critical thinking and Problem solving (CP)

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

Creativity and Innovation (CI)

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

Communication and Collaboration (CC)

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

Cultural identity and Global Citizenship (CG)

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

Personal Development and Leadership (PL)

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

STRUCTURE OF LANGUAGE AND LITERACY CURRICULUM

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

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

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

◆ **Listening**

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

◆ **Speaking**

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

◆ **Reading**

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

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

◆ **Writing**

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

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

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

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

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

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

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

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

THE SIX ESSENTIAL LANGUAGE AND LITERACY SKILLS

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

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

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

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

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

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

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

ORAL LANGUAGE (LISTENING AND SPEAKING)

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

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

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

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

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

Rhymes and songs

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

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

- ◆ <https://youtu.be/Uah3JvhppRI> - *thirsty crow*
- ◆ https://youtu.be/9nGrDI5_zrc - *What do Plants Need to Grow*
- ◆ <https://youtu.be/H61y3i9eNf4> - *uses of plants*
- ◆ https://youtu.be/Ep9_94G_k-s - *parts of plant*
- ◆ <https://youtu.be/TGk7AVLJq7c> - *grow your plant*
- ◆ <https://youtu.be/ownoP8e7TI8> - *types of soil*
- ◆ https://youtu.be/_vjjhMWJ2wE - *Noah's ark*
- ◆ https://youtu.be/u1_n4CYTrxQ - *aeroplane up in the sky*

Starter activities

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

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

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

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

SUGGESTED TIME ALLOCATION

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

Term One

1

Strand:

All about me

Strand 1: All about me

Sub-strand 1: I am wonderful and unique creation

WB:
pages
2-5

LESSON 1: My unique self

Content Standard

K2.1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.

Indicator

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 identify that they are unique from their friends and animals.

Essentials for learning

Learners know that some of their mates are shorter/taller than them.

New words

Unique, wonderful, features.

Resources

Pictures of animals, human beings.

Core Competencies

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

Warming Up

Let learners sing a song or recite a rhyme about body parts. E.g. "Kyerewoti".

Main Activities

Activity 1

- Put learners in a big semi-circle. Play 'pass a ball'. Let learners pass the ball to their friends while singing a common song.

Activity 2

- Engage learners in an active interaction about the theme. Put learners into groups of four. Let learners talk about themselves. What makes them unique? Eg. I am fair in colour. I am shorter than you. The next person also tells his/her group why he/she is unique. They should take turns.

Activity 3

- Now, let learners continue describing their uniqueness. Put learners in groups of three different from the first group. Let them talk about themselves focusing on the uniqueness of their names, their homes and their ethnic groups. E.g. My name is Ama Fosuah. I am very big. I am a girl. I come from Koforidua. I like playing ampe. I am different from you. Let learners take turns to talk about his/her uniqueness.

Activity 4

- Show pictures of animals to learners. Let them talk about their uniqueness. E.g. A hen has two legs whereas a dog has four legs. They are all unique.
- Use the following questions to guide learners who cannot speak fluently. E.g.
 1. What is your name?
 2. How old are you?
 3. How old?
 4. Are you a boy or a girl?Make sure everybody in the class participate actively.

Review Exercise

Let learners work in pairs. Let them talk about themselves and how God has beautifully created them.

Assessment for Learning

Refer learners to Practice 1 – 4 on pages 2-5 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1. A girl, a horse, a cat, and a boy.
2. Learner's choice: either the girl or boy.
3. A is a girl.
She is tall.
She is wearing a head wear.
B is a boy.
He is holding a walking stick.
He has a problem with one leg.
4. The human have 2 (two) legs but the animals have 4 (four) legs.
Human can talk, animals cannot talk.
Some animals have fur on their skin but humans do not.

Practice 2

Learners to colour their gender and write it.

Practice 3

Learners to draw and complete the sentences.

Practice 4

Learners' answers.

Diagnostic Assessment

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

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

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

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

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

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

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

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

LESSON 2: Parts of a book

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

K2.1.1.1.2 Recognise and describe the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.

K2.1.1.1.3 Use positive words learnt from the shared reading of the Big Book to talk about how wonderful and unique they are.

Learning Outcome

Learners will be able to:

- ◆ Identify the front/cover and the back page of a book.
- ◆ Use positive words learnt from the read-aloud text to talk about how wonderful God has created them.

Essentials for learning

Learners can describe themselves and they know that they are unique from others.

New words

Unique, read-aloud, wonderful.

Resources

Big Book with pictures in them, showing the front cover and the back page.

Core Competencies

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

Warming Up

Have learners recite the rhyme.

"I have two eyes, they are the same same, same

I have two ears, they are the same, same, same

I have two hands, they are the same, same, same

I have two legs, they are the same same, same."

Main Activities

Activity 1

- Show your Big Book to learners. Let them talk about the front cover and the back page of the book. Let them make connections to their own body.

Activity 2

- Let them know that just as we have unique features, books also have. There are fat, small (refer learners to page 10 and 11 of the Workbook). Let them look at the different books there and talk about them.

Review Exercise

Have learners work in pairs. Let them work at the front cover and the back page and talk about it.

K2.1.1.1.3

Main Activities

Activity 1

- Have learners sit in a semi-circle. Let them listen to the read-aloud text attentively. Do a picture walk through the text with learners. Point to the pictures and let learners predict what the pictures are saying about the theme.

Activity 2

- Read the text aloud. Pause often and show the pictures to the class page by page. Let learners interact with each other and share their comments.

Activity 3

- Have learners use the positive words in the text to describe themselves (wonderful, beautiful, unique, short, tall, etc). E.g. I am short and beautiful.

Activity 4

- Read the text again. Pause and ask questions to determine whether learners are following. Guide learners to form simple sentences with the words learnt from the story. E.g.
I have long hair
Kofi is slim and beautiful.

Review Exercise

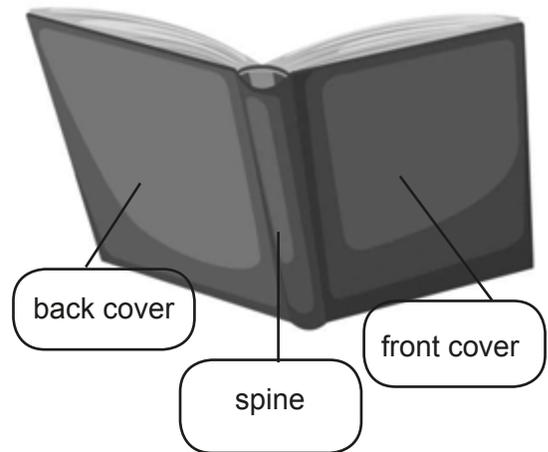
Put learners in groups of six. Let each group dramatise the story using the vocabulary acquired from the text.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 6-8 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1



Practice 2

Learners to cross 1 and 4 and tick 2 and 3.

Practice 3

Learners to trace.

Diagnostic Assessment

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

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

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

LESSON 3: Describing ourselves using positive expressions

WB:
pages
9-11

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

K2.1.1.1.4 Begin to identify and randomly recognize the letter-sound in their names and match it with another pair.

K2.1.1.1.5 Identify and recognize individual letter-sounds in words related to the theme and write the words in their books.

Learning Outcome

Learners will be able to;

- ◆ Identify letter sounds in their names.
- ◆ Identify individual letter-sounds in words.

Essentials for learning

Learners can identify initial sounds of some words.

New Words

Alphabet.

Resources

Name cards for each learner with their first name.

Core Competencies

Creativity and Innovation (CI)

Warming Up

Have learners sing any song on parts of the body.

Main Activities

Activity 1

- Have learners sing the alphabet song A,B,C,D,E,F,G,H...
- Write the names of some of the learners on the board. Read the names. When you call the name, the person with that name stands up.
- Make sure you call more than half of the class.

Activity 2

- Give each child their name cards and keep one. Show a name card and let the learner who has a similar card run to you. Repeat this activity several times with learners.

Activity 3

- Have each learner identify the beginning letter of their name on their name cards. Let them pronounce their own names. Put learners into groups of four. Let them mix the cards together. Everyone should search through the cards and pick their name.

Activity 4

- Introduce a tongue twister in which the sound for the week is in it /e/. Refer learners to page 10. Go through the tongue twister with learners.

Activity 5

- Introduce a tongue twister with the sound of the week /e/. Point to the letter, capital first and then small letter and say the sound several times. Let learners repeat after you.

Activity 6

- Introduce the keywords in which we can find the letter-sound. Edna, Eric, Esinam. Ask learners to show the position of the letter-sound learnt in the words.

Activity 7

- Model writing the letter 'E' and 'e'. Model writing in the air, let learners take turns with you writing in the air and then on their friends back and on their arms.

Review Exercise

Have learners write in pairs. Let them write 'E' and 'e' at the back of their partners.

Assessment for learning

Refer learners to Practice 1 – 3 on pages 9-11 of the Workbook for exercises.

Suggested Homework

Have learners draw themselves and write their first names beneath the drawing.

Answers to exercises in the Workbook

Practice 1

- A. Learners' own name.
- B. Learners' answer.

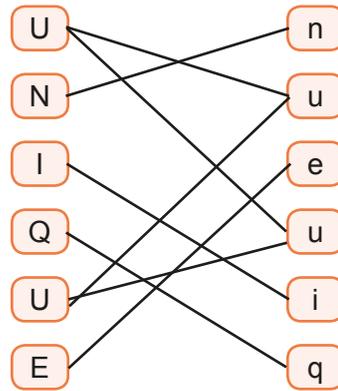
Practice 2

- A. Learners to circle /e/ found.
- B. Learners to trace and write.

Practice 3

- A. Learners to copy.

B.



Diagnostic Assessment

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

Strand 1: All about me

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

WB:
pages
12-14

LESSON 1: Parts of the human body and its functions

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.

K2.1.2.1.2 Identify and share the function of the invisible parts of the body as learners listen attentively to the Teacher-read-aloud text.

Learning Outcome

Learners will be able to:

- ◆ Talk about the internal body parts.
- ◆ Listen to a read-aloud text about the functions of the internal body parts.

Essentials for learning

Learners know the names of the external body parts.

New Words

Internal, heart, stomach, intestine, lungs, kidney, liver.

Resources

Pictures/posters of the internal body parts, word cards.

Core Competencies

Communication and collaboration (CC)
Personal development and leadership
Creativity and innovation (CI)
Critical thinking and Problem solving (CP)

Warming Up

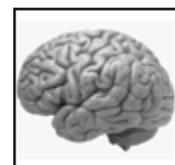
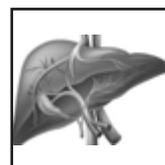
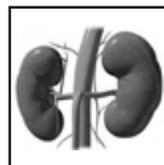
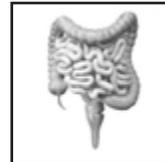
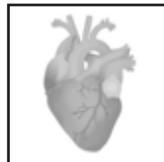
Have learners run around the classroom block and come back. Ask learners to put their hands on the left side of their chest and observe themselves. Let them share their experiences.

K2.1.2.1.1

Main Activities

Activity 1

- Have learners work in pairs. Let them talk about why the left side of the chest was beating fast. What is there? "The heart". Let learners know that there are body parts we have which we cannot see.



Activity 2

- Let learners open page 16 of the Workbook to see the internal parts of the human body. Let them tell you which of the parts they have seen before and where they saw it.

Activity 3

- Let them know where the parts could be found. E.g.
 1. The heart can be found in the chest.
 2. The brain can be found inside the head.
 3. The lungs can be found in the chest.
 4. The intestine can be found in the stomach.
- Have learners identify these parts in their Workbook and in pictures/posters. Write these keywords on the board. (heart, chest, intestines, brain, lungs).

Activity 4

- Discuss the functions of each of them to learners. E.g.
 1. The brain helps us to think and learn.
 2. The heart pumps blood to the whole parts.
 3. The lungs make us breathe well.

Review Exercise

Have learners be in groups of four. Give them posters of the internal body and let them talk about them.

K2.1.2.1.2

Main Activities

Activity 1

- Use the “KWL” strategy to read the book to learners. Remember;
 1. K means; what do you know?
 2. W means asking questions about why they want to know.

3. L means; sharing what they have learnt.

Activity 2

- Display conversational pictures on the wall. Make sure every learner can see the ‘m’. Ask learners to tell you what they know about the theme. “The invisible parts of the body” e.g. The brain is in the head.

Activity 3

- Encourage learners to ask you questions about what they want to know about the invisible body parts. Write the question they ask on the board. Read aloud to them. E.g. Why can't we see these organs?
- What will happen to us if we don't have these organs? (W)

Activity 4

- Read the text to learners. If you don't have this text, search on YouTube. Ask questions as you read along to monitor whether learners are following or understand what you are reading. (L)
- Put learners in groups of four to share what they have learnt from the text. Let them share with the whole class. Write some on the board. E.g.
 - (1) The brain in the head.
 - (2) The intestines in the stomach.

Review Exercise

Put learners into groups of four. Give them word cards of the keywords. Let them read aloud in turns.

Assessment for learning

Refer learners to Practice 1 – 3 on pages 12-14 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1. C and F.
2. A - Heart.
- B - intestines.
- C - Lungs.
- D - Liver.
- E - Kidney.

Practice 2:

1. Eyes
2. Brain
3. Ears
4. Heart
5. Nose.
6. Stomach

Practice 3:

- | | |
|-----------|---------------|
| 1. Brain | 2. Heart |
| 3. Lungs | 4. Liver |
| 5. Kidney | 6. Intestines |

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: Forming simple sentences

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

K2.1.2.1.3 Apply new words acquired from the read aloud text to own life.

Learning Outcome

- ◆ Learners will be able to use new words learnt to form the read aloud text to form sentences.

New Words

Sentences.

Resources

Word cards, sentence cards.

Core Competencies

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

Warming Up

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

Main Activities

Activity 1

- Write the new words on the board. **Heart, chest, brain, intestine, kidney, stomach, lungs.** Use pictures/posters for learners to understand the meanings of the words.

Activity 2

- Have learners read the words several times and spell them. In groups of four, give learners words to spell. Let them play 'pick and tell'. Spell them. Let one pick a word, read it aloud and spell it. They should take turns doing this.

Activity 3

- Give out word cards to learners in their groups. Pick a word and let every group look through what they have and pick the same word. E.g. "chest", then every group picks "chest", and pronounce it. Ask everybody to put the hand around the chest.
- Now, ask learners to form sentences with the word they picked. E.g.
 1. I am touching my chest.
 2. Show me your chest.
 3. Your chest is big.
- Make sure every group come out with a sentence. Use the same strategy for the rest of the words. Example:

Heart My heart is beating fast.

The brain can be found in the head.

Review Exercise

Have learners work in pairs. Let them talk about the functions of the invisible body parts.

Assessment for learning

Refer learners to Practice 1 on page 15 of the Workbook for an exercise.

Answers to exercises in the Workbook

Practice 1

Learners to read and form their own sentences.

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LESSON 3: Identifying letter sounds

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

K2.1.2.1.4 Identify and recognize individual letter-sound in words related to the theme and write the words in their books.

K2.1.2.1.5 Sing an action song that helps you name the parts of the body and point to them.

Learning Outcome

Learners will be able to:

- ◆ Identify letter-sound in words and write the words in their books.
- ◆ Sing action songs related to parts of the body.

New Words

Letter-sound, tongue twister.

Resources

Letter cards, word cards.

Core Competencies

Personal development and leadership
Creativity and innovation (CI)
Critical thinking and Problem solving (CP)

Warming Up

Have learners flip their fingers, grip and squeeze their fingers.

K2.1.2.1.4

Main Activities

Activity 1

- Let learners recite any rhyme or sing any song on the theme. Introduce the letter by writing the capital letter and the small letter on the board “S, s”. Point to the capital letter first and then the small letter and say the sound /s/ four times. Let learners also repeat.

Activity 2

- Introduce the keywords that we can find the letter-sound (1) stomach, (2) intestines, (3) lungs with the aid of word cards, have learners show the position of the letter-sound learnt in words. Whether it is a beginning, middle or ending sound.

Activity 3

- Model writing the letter in the air with your back facing the class. Have learners take turns with you writing in the air, on their tables, sand-tray and then on their friends back and on their arm.

Review Exercise

Have learners work in pairs. Let them write both capital ‘S’ and small ‘s’ on their arms and at the back of their friends using their finger tips.

K2.1.2.1.5

Main Activities

Activity 1

- Put learners in a community circle. Let them sing Ghanaian and English songs that identify parts of the body and perform action on it.

Learners point to the part of their bodies s as they sing. E.g.

- 1 "Head, shoulders, knees and toes".
- 2 "I have two eyes; they are the same."
"I have two eyes, they are the same same same"
"I have two ears, they are the same same same"
"I have two hands, they are the same same same"
"I have two legs, they are the same same same".

Review Exercise

Let learners form a big circle. Let two learners stand in the middle of the circle. Let the rest sing songs with the two pointing towards parts of their bodies.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 16-17 of the Workbook for exercises.

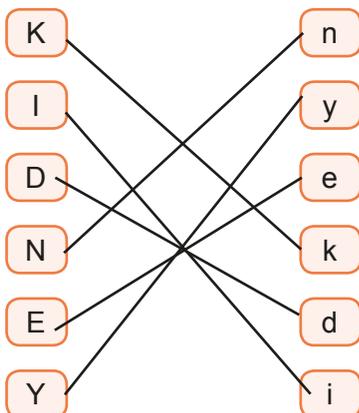
Answers to exercises in the Workbook

Practice 1

- A. Learners to circle /s/.
- B. Learners to underline /s/.
- C. Learners to trace and write.

Practice 2:

- A. Learners to copy.
- B.



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Strand 1: All about me

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

WB:
pages
18-20

LESSON 1: Caring for the parts of the body

Content Standards

K2.1.3.1.1 Demonstrate 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.

K2.1.3.1.2 Talk about the visual information on the cover page and respond to a read aloud text about caring of the human body.

Learning Outcome

Learners will be able to:

- ◆ Identify ways of caring for parts of the body.
- ◆ Listen to a read aloud text about caring for the parts of the body.

Essential for Learning

Learners can take care of their teeth by brushing.

New words

Washing, brushing, cutting nails, bathing.

Resources

Nail cutter, soap, towel, tooth paste, tooth brush, pictures/posters of people taking care of their bodies.

Core Competencies

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

Warming Up

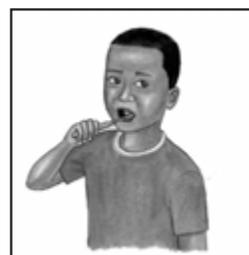
Have learners sing the song “This is the way”

K2.1.3.1.1

Main Activities

Activity 1

- Ask learners to sit in a semi-circle. Have learners sing the song “This is the way I wash my face.” Have learners answer oral questions on the song on page 19. E.g.
 - 1 What do you use to clean your teeth? Answer: toothbrush and toothpaste.
 - 2 How many times should you brush your teeth? Expected answer: twice.



Activity 2

- Display your resources on the table. Invite a learner to the front of the class. Let them pick any of the items and let the class tell its uses. e.g. sponge - it is used to bath.

Review Exercises

Have learners work in pairs. Let them talk about how to take care of their body parts.

K2.1.3.1.2

Main Activities

Activity 1

- Put learners in a community circle. Give their Workbooks to them. Ask everybody to look of the front cover. Let them tell you what they see at the front page. They should talk about the colour, the name of the book and the writer/author of the book.

Activity 2

- Use the 'KWL' strategy as you read the information to learners. Start with the K and W before you read the text.
K: Let learners tell you what they know about the theme already.
W: Encourage them to tell you what they want to know about the theme.

Activity 3

- Use Echo-reading strategy. Read slowly and let learners read after you. Pause and ask questions to monitor learners' understanding of the text.

Activity 4

- Ask learners to point to what they heard from listening to the text. Use think-pair-share and later share with the whole class.

Review Exercises

Have learners act out the keywords from the text (washing, brushing, bathing).

Assessment for Learning

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

Answers to exercises in the Workbook

Practice 1

- B.
1. Toothpaste, toothbrush, chewing stick, chewing sponge
 2. teeth
 3. two times

Practice 2

- A. I brush my teeth twice a day
B. The girl is washing her face
C. We wash our hands after going to the washroom

Practice 3

1. Soap
2. Nail cutter
3. Handkerchief

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LESSON 2: Identifying rhyming sounds

Content Standards

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

Indicator

K2.1.3.1.3 Identify the rhyming sounds at the end of words and create more rhyming end of words.

Learning Outcome

- ◆ Learners will be able to identify rhyming sounds in words.

Essential for Learning

Learners can recite tongue twisting rhymes.

New words

Rhymes, sounds.

Resources

Letter cards, word cards, sentences cards with rhyming words.

Core Competencies

Personal development and leadership (PL)

Personal Development and Leadership (PL)

Creativity and Innovation (CI)

Warming up

Have learners sing the song “This is the way I wash my face”.

Main Activities

Activity 1

- Let learners sing songs related to the theme. e.g.
“This is the way I wash my face
I have two ears to hear.
Point to the ear
I have two eyes to see
Point to the eyes
One nose, one mouth
Point to the nose and mouth.”

Activity 2

- Refer learners to page 25 of the Workbook. Go through the rhymes there with learners. Read them one by one and let them read after you several times.

Activity 3

- Guide them to identify the rhyming words. e.g. I have two ears to hear. The rhyming words are ears and hear. Go through the activity three or four times. Let them write the rhymes. Underline the rhyming words with their pencils.

Activity 4

- Write some rhyming sentences on the board. Read through with them. Let them identify the rhyming words and underline them.

Review Exercises

Have learners work in pairs. Give them one sentence card each. Let them identify the rhyming words and underline them e.g. I wash and wash the washroom.

Assessment for Learning

Refer learners to Practice 1 on page 21 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1:

Learners to circle and write

1. Eyes and dies
2. Nose and rose
3. Rush and brush
4. Cut and but

Diagnostic Assessment

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

LESSON 3: Identifying letters and letter sounds

Content Standards

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

Indicator

K2.1.3.1.4 Begin to learn the letters of the alphabet, randomly recognise the individual letters in their names and match it with another pair.

K2.1.3.1.5. Begin to learn and Identify individual letter sound of the alphabet in key words related to the theme and write the letters and key words legibly in their books.

Learning Outcome

Learners will be able to:

- ◆ Learn the alphabet and identify letters in their names.
- ◆ Identify individual letter-sound of the alphabet.

Essential for Learning

Learners can identify beginning letters of words.

New words

alphabet, letter-sound.

Resources

letter cards, table of the letters of the alphabet. Draw name cards of learners.

Core Competencies

Problem Solving and Critical Thinking (PC)

Warming Up

Have learners sing the alphabet song.
A, B, C, D, E, F, G, H

K2.1.3.1.4

Main Activities

Activity 1

- Write two name cards for each learner with their first names. Give each learner the name card and hang or paste the others on the wall of the classroom. Let learners work in groups of four. Give them the table with the alphabet. Let them read in turns.

Activity 2

- Guide learners to spell and read their names. Play the game. "Tag your name." Let learners take their name card, go round, look at where the other name card is and tag it into the one on the line or wall. Repeat this activity everyday throughout the week until learners spell the letters of their names and can write their first names.

Review Exercise

Have learners work in pairs. Give them their name cards. Each learner spells his/her name to the partner. They exchange and spell their partners name.

K2.1.3.1.5

Main Activities

Activity 1

- Revise the alphabet and let them spell their names.

Let them tag their names to what is on the wall.
Make sure every learner takes part in the activity.

Activity 2

- Refer learners to page 23. Introduce the tongue twister to learners. Say it four times and let learners identify the target sound in the tongue twister e.g.
 - good, cook, could. /oo/
 - Can, canner. /ca/

Activity 3

- Introduce letters by writing the capital letter and the small letter boldly on the board. Point to the letter, capital first and then small. Say the sound three times and have learners repeat after you.

Activity 4

- Introduce the key words in which we can find the letter-sound. With the use of word cards, let learners show the position of the letter-sound e.g.
 - good, cook
 - caterpillar, cafe, caviar

Activity 5

- Writing: Model writing the letter 'O' in the air. Have learners take turns with you writing in the air, then on their friends back using their finger tips and on their arm. Finally write the letter sound and its keyword in their exercise books.

Review Exercises

Have learners work in pairs. Let them write capital 'O' and small 'o' at the back of their partner using their finger tip.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 22-23 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1 brush

a	b	c
r	m	h
s	l	u

2 wash

a	b	c
f	w	h
s	l	m

3 nail

a	b	i
f	n	h
k	l	m

4 teeth

a	b	e
t	g	h
k	l	m

Practice 2

- 1 and 2 – learners to circle /c/.
- Learners to trace and write.

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

WB:
pages
24-27

LESSON 1: Eating a balanced meal

Content Standards

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 balanced meal and visiting the hospital for our vaccinations.

K2.1.4.1.2 Answer questions during and after listening to the interactive read aloud on the theme and show how the visual information help readers understand print.

Learning Outcome

Learners will be able to:

- ◆ Identify how to keep our bodies healthy.
- ◆ Identify how to visual information help readers understand print.

Essential for Learning

Learners know how to take care of their body clean and healthy by taking their baths daily.

New words

Balanced, meal

Resources

Pictures of different kind of food and pictures/posters of children suffering from the six killer diseases.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Communication and Digital Literacy (C DL)
Personal Development (PD)
Problem solving and Critical thinking

Warming up

Have learners sing any song related to food e.g. “Dokono ne nam”.

K2.4.1.1

Main Activities

Activity 1

- Put learners into a community circle. Let learners talk about the food they eat at home.

Activity 2

- Let learners open page 25 of the Workbook and look at the pictures there. Let them do picture walk and talk about the different food items there. Guide them to answer the oral questions there e.g. why do we eat food?



Activity 3

- Have a discussion on balanced diets. Let them understand it is important to ensure there are proteins, vegetables, carbohydrates, fats and fruits in their meals. Let learners look at page 24 and talk about the balanced meals there.

Review Exercises

- Have learners work in pairs. Let them talk about the food they like best and find out whether it is a balanced meal.

K2.1.4.1.2

Main Activities

Activity 1

- Have learners sit in a community circle. Show them a book which contains pictures of balanced diets and six killer diseases. Ask learners to tell you why their books have a lot of pictures than adults books. Expected answers: pictures predict, the story makes the books attractive, we love pictures they make us understand the story and understand familiar words in the text.

Activity 2

- Show pictures of people suffering from the six killer diseases on page 27 to learners. Let them talk about what they see in the pictures.

Activity 3

- Read the text and page by page, show pictures to the learners. Ask them to share their ideas on the pictures. Ask questions on what you read to them. e.g.
 1. Why did Ama get measles?
 2. Why do we have to take our vaccinations?

Activity 4

- Read the text again to learners. Pick keywords and write them on the board. e.g. measles, vaccination, washing hands. Do picture walk with learners. Have learners act out some of the keywords.

Review Exercises

Have learners work in pairs. Let them form sentences with the new words.

Assessment for Learning

Refer learners to Practice 1-3 on pages 24-27 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.1.
 1. Fufu
 2. Kenkey and fish and soup
 3. Rice and stew
 4. Beans and plantain
 5. Waakye
 6. Jollof rice
 7. Plantain with stew
 8. Banku and Tilapia

2 – 4 learner's choice (answer).

Practice 2:

- B 1.
 1. Vegetables
 2. Fruits
 3. Rice, cassava
 4. Meat, egg
 5. Vegetables
 6. Butter, oil.

2. Yes.
3. To grow healthy, we get balanced diet.
4. We will fall sick.

Practice 3:

Learn to tick 1, 2, 5, 7 and 9.

Practice 4:

Learners to trace.

Diagnostic Assessment

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

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

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

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

LESSON 2: Number of syllables in words

Content Standards

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

K2.1.4.1.3 Break the sound in a multi-syllabic word and clap out the syllables and blend them again as one word.

Learning Outcome

- ◆ Learners will be able to break the sound in a word and count the number of syllables.

Essential for Learning

Learners have learnt how to break words into one and two syllables.

New words

syllables, break, blend

Resources

word cards, of the key words eg, tuberculosis, measles, vaccination.

Core Competencies

Communication and collaboration (CC).

Warming Up

Have learners sing any song related to the theme.

Main Activities

Activity 1

- Write these words on the board.
 - 1 vaccination
 - 2 tuberculosis
 - 3 measles
 - 4 polio
 - 5 tetanus
 - 6 diphtheria
- Use pictures to revise the meaning of the words to learners.

Activity 2

- Guide learners to stretch the words using rubber band. Let them clap and count the number of syllables in each word e.g.
 - 1 vaccination→va, ci, na, tion. The number of syllables in vaccination is 4.
 - 2 tuberculosis→1 tu, 2 ber, 3 cu 4 lo, 5 sis. The number of syllables in tuberculosis is 5.
- Repeat this activity with the other keywords.

Activity 3

- After clapping and identifying the number of syllables in each word, guide learners to blend the sounds. eg. vaccination→va, ci, na, tion, as in vaccination with four syllables.

Activity 4

- Guide learners to blend the sounds of some keywords and write them. e.g.
 - 1 |p| |o| |l| |i| |o| →Polio
 - 2 |s| |y| |l| |l| |a| |b| |l| |e| |s|

Review Exercises

Have learners work in pairs. Give them two word cards. They tap and count the number of syllables and blend the words.

Assessment for Learning

Refer learners to Practice 1 on page 28 of their learners book for exercises.

Answers to exercises in the Workbook

Practice 1

- | | | |
|------|------|------|
| 1. 2 | 2. 3 | 3. 3 |
| 4. 3 | 5. 2 | 6. 5 |

Practice 2

1. Polio
2. Tetanus
3. Measles
4. Tuberculosis
5. Diphtheria

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

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

LESSON 3: Forming simple sentences

Content Standards

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

K2.1.4.1.4 Identify and use more sight words found in the text of the six killer diseases and write simple sentences with them in their books.

Learning Outcome

- ◆ Learners will be able to read sight words and form sentences with them.

Essential for Learning

Learners can read some of the sight words eg. I, at is.

New word

Sight word, sentences

Resources

Sight word cards

Core Competencies

Personal Development and Leadership (PL)

Digital Literacy (DL)

Communication and Digital Literacy (C DL)

Personal Development (PD)

Warming Up

Have learners flip their fingers and twist their fingers and hands.

Main Activities

Activity 1

- Explain to learners what sight words are and let them give examples. (They are words which are used frequently and easy for learners to pronounce).

Activity 2

- Write some on the sight words on the board e.g. is, at, am, i, to can, of on, with. Show flash cards to learners and let them pronounce instantly without stopping to analyse them as you flash.

Activity 3

- Let them use the sight words learnt to form simple sentences orally. Let them write some into their books. Let them underline the sight words e.g.
 1. Who is here?
 2. Can you see me?
 3. The book is big.
 4. Go to school.

Activity 4

- Guide learners to find more sight words in English and in other Ghanaian languages e.g. Twi: fa, kɔ, wo, da, bra

Answers to exercises in the Workbook

Practice 1

Learners to trace and write.

Practice 2

Learners to trace and read.

Diagnostic Assessment

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

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

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

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

LESSON 4: Identifying letter sounds

Content Standards

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

K2.1.4.1.5 Identify the letter sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify letter sounds in words and.

Essential for Learning

Learners can identify initial and ending letters in words.

New words

letter sounds

Resources

letter cards, word cards, sentence cards.

Core Competencies

Communication and collaboration (CC)

Personal Development and Leadership (PL)

Communication and Digital Literacy (C DL)

Personal Development (PD)

Main Activities

Activity 1

- Write the learnt letter sounds one by one on the board. Let them pronounce the sounds several times. |a| |b| |f| |s| |p| |m| |o| |t|

Activity 2

- Put learners into groups of four. Give each group the letter cards and let them pronounce the letters.

Activity 3

- Introduce the tongue twister to learners. Refer learners to page 31 of the Workbook. "A bitter biting bittern". Say it three times and let learners repeat after you. Let them identify sound. The target sounds in the tongue twister are /b/ and /t/.

Activity 4

- Now, introduce the letter by writing the capital and the small boldly on the board. Point to the letter, capital first and then small (lower case) and say the sound seven times with learners repeating after you.

Activity 5

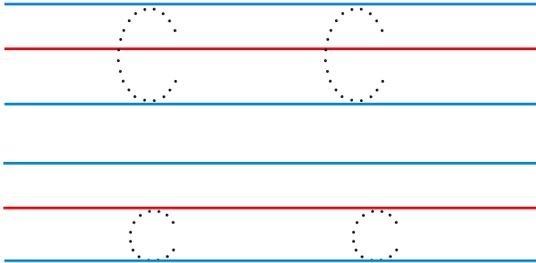
- Introduce the keywords in which they can identify the letter sound e.g. better, biter, twister, tongue, tetanus,. Write these words on the board, let them repeat each word several times. Ask learners to underline the letter sounds in the words on the board.

Warming Up

Have learners, flip their fingers and clap their hands ten times.

Activity 6

- Model writing the letter in the air. Let learners take turns with you writing in the air and in the sand-tray. Let them write in their friends book.



- Guide learners to write the letters on the blue and red lines in their exercise books.

Review Exercises

Have learners work in pairs. Let them write the capital and small letters at the back of their partner using their finger tips.

Assessment for Learning

Refer learners to Practice 1 on page 31 of the Workbook for an exercise.

Suggested Homework

Let learners copy these words and underline the target letter sound /t/ in them.

1 tetanus

Answers to exercises in the Workbook

Practice 1

- A. B and t.
- B. Learners to trace and write.

Diagnostic Assessment

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

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

- How did the lesson go?
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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 5: My environment and my health that help me

WB:
pages
32-34

LESSON 1: My environment

Content Standard

K2.1.5. Demonstrate 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.

K2.1.5.1.2 Learners ask questions and find answers to them as they listen attentively to the text read aloud to them.

Learning Outcome

Learners will be able to:

- ◆ Identify things that are safe to play with.
- ◆ Listen to a read aloud text and answer questions on it.

Essential for Learning

Learners can identify objects that are harmful to them e.g. knife, blade.

New words

Environment, safe, unsafe, nature walk.

Resources

Pictures/posters showing clean and dirty environment.

Core Competencies

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

Warming up

Have learners sing the new version on traffic light. "Green says go" refer to learners Workbook page 43.

Main Activities

Activity 1

- Have learners sit in a community circle. Display pictures of dirty environment to learners. Let them discuss how the state of the environment can affect their health. Use the think-pair-share strategy. Refer them to page 32 of the Workbook. Let them look at the picture and answer the oral questions there.



Activity 2

- Have a nature walk with learners. Let them observe and identify the state of the environment around the school. Let them talk about things that can be dangerous and harmful to their health. e.g. choked gutters, scattered papers and plastic on the floor, bushy compound etc.

Activity 3

- Discuss with learners the importance of keeping the environment clean and how it can affect our health e.g.
 1. We will not get sick
 2. Dangerous animals can bite us
 3. We shall not slip on the floor and harm ourselves.

Review Exercises

Divide the class into three groups. Let each group act out way of keeping the environment clean.

Assessment for Learning

Refer learners to Practice 1-3 on pages 32-34 of the Workbook for exercises.

K.2.1.5.1.2

Main Activities

Activity 1

- Show a book about the environment to learners. Let them identify the cover page, the back page, the illustrator and the author. Let them spell the author's name. (If you have no big book, refer to learners Workbook page 39 and read the story to them).

Activity 2

- Read the story about Adowa aloud. Ask questions about the character. Ask questions as you read to monitor whether learners are following you and understand what you are reading to them e.g. Who is the main character in the story? What made her sick?

Activity 3

- Have learners share what they have learnt about keeping the environment clean with their peers and the whole class.

Answers to exercises in the Workbook

Practice 1:

- B.1 A dirty environment.
A boy/girl pouring rubbish into a gutter.
Trees.
Buildings.
2. The place is dirty.
 3. learners choice.
 4. we must clean the place.

Practice 2

- B. 1. 2
2. It will be dirty.
3. He is cleaning the gutter.
4. To keep the place clean because it is dirty.

Review Exercises

Put learners into groups of four. Let them discuss actions we can take not to get sick or hurt.

Assessment for Learning

Refer learners to Practice 1 - 2 on pages 35-36 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Adwoa
 2. Malaria
 3. She liked playing in a dirty environment.
 4. Clean our environment.
 5. Sleep under mosquito nets.

Practice 2

Learners to colour and trace.

Diagnostic Assessment

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

LESSON 3: Identifying and blending letter sounds

Content Standard

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

Indicator

K2.1.5.1.3 Identify the initial and ending sounds of names of objects in the environment; clap the syllables on selected words related to harmful objects around us.

K2.1.5.1.4 Blend letter-sounds learnt to form simple words related to the topic and copy the word in their books.

Learning Outcome

- ◆ Learners will be able to identify and blend letter-sounds.

Essential for Learning

Learners can identify initial letters of words.

New words

Letter-sounds, blend.

Resources

letter cards, word cards.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Digital literacy and Personal development (DP)

Warming up

Ask learners to flip their fingers, twist their wrists and clap their hands.

Main Activities

Activity 1

- Put learners in a community circle. Ask some learners to mention their names. Write the names on the board. Let them identify the first letter of the names and sound them.

Activity 2

- Write these words on the board:
 1. dirty
 2. environment
 3. clean
 4. disease
 5. unsafe
 6. malaria
- Let them underline the initial and the ending letters of the words. Guide learners to identify the initial and ending sound e.g. dirty; initial sound is /d/ and the ending sound is /y/.

Activity 3

- Let them clap and count the number of syllables for each word e.g.
 1. unsafe→un-safe→2 syllables.
 2. environment→en-vi-ron-ment→4 syllables.
 3. clean→clean-clean- 1 syllables.

Review Exercise

Ask learners to work in threes. Let them mention their first names and identify the initial and ending sounds of the names.

K2.1.5.1.4

Main Activities

Activity 1

- Write some words related to the theme on the board: dirty, malaria, unsafe, sickness.
- Let learners identify the initial and ending sounds of the words.

Activity 2

- Guide learners to blend letter-sounds to form words related to the theme e.g.
 1. cleanliness: |c| |l| |e| |a| |n| |l| |i| |n| |e| |s| |s|
 2. safety: |s| |a| |f| |e| |t| |y|→safety.

Activity 3

- Guide learners to use the red and blue lines to copy the letters correctly.

Review Exercises

Have letters work in pairs. Give them these word cards to write the letter-sound and blend them to form words.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 37-38 of the Workbook for exercises.

Suggested Homework

Let learners draw one objects which is safe to handle.

Answers to exercises in the Workbook

Practice 1

	Word	Initial sound	Ending sound
1	wood	w	d
2	tree	t	e
3	cat	c	t
4	stone	s	e
5	water	w	r
6	book	b	k
7	bulb	b	b
8	chair	c	r
9	cup	c	p
10	bag	b	g
11	paper	p	r
12	card	c	d
13	bottle	b	e
14	key	k	y

Practice 2

1. Cutlass
2. Knife
3. Malaria
4. Clean
5. Environment
6. Sage
7. Disease
8. Accident

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 1: All about me

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

WB:
pages
39-40

LESSON 1: Protecting ourselves in the environment

Content Standard

K2.1.6.1 Demonstrate 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.

K2.1.6.1.2 Identify the basic components, show and explain why learners' books are open from right to left and respond to a shared reading of a book related to the theme. Protect ourselves from harm, hurt, sharp objects, electricity and water and strangers.

Learning Essential

Learners will be able to:

- ◆ Discuss some of the safety measures to protect ourselves.
- ◆ Understand why books are open from right to left.

Essential for Learning

Learners know that blade and knives are dangerous objects to play with.

New words

Harm, hurt, sharp

Resources

Pictures/posters showing road safety, safe and harmful activities.

Core Competencies

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

Communication and Collaboration (CC)
Personal development and Leadership (PL)

Communication and Collaboration (CC)

Warming up

Have learners recite "If you see a traffic light".

Main Activities

Activity 1

- Have learners sit in a community circle. Let learners sing the song on "Green says go".

Refer to:

1. <https://youtu.be/Ow1i916uYYU>
2. <https://youtu.be/xoyEDrMDirA>.

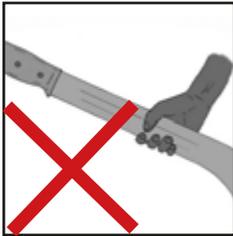
- Have learners answer the oral questions on the page. Have learners talk about the dangers of crossing a busy road.

Activity 2

- Using the think-pair-share strategy, let learners talk about the various safety measures e.g.
 1. When crossing the road.
 2. When walking in a busy road.
 3. When crossing a river with a bridge over it.
 4. Being called by strangers.

Activity 3:

- Divide the class into four groups. Let them role-play the following activities.
 1. How to handle pointed objects and sharp objects.
 2. How to handle hot objects.
 3. How to handle cutlass, hoe and knife.
 4. How to cross a busy road.



Review Exercises

Have learners work in pairs. Let them share the experiences they have on handling dangerous objects.

K2.1.6.1.2

Main Activities

Activity 1

- Support learners to identify the basic components of a book. Show the cover of the Big Book (or your book) on protecting ourselves from harm, hurt, sharp objects, water, electricity and strangers. Let learners predict what will happen in the book.

Activity 2

- Identify keywords from the text. e.g. hurt, harm, sharp objects, strangers, electricity and water. Find out what learners already know about the text. (k). Encourage them to ask you questions about what they want to learn about the theme.

Activity 3

- Read the book aloud Open the book from right to left, pause and show pictures to the learners. Ask questions about what you read. e.g.
 1. Why should you run away from strangers?
 2. Mention two objects that can harm you.
 3. Can you demonstrate how to handle a knife?

Review Exercises

Put learners into groups of three. Give items to learners. Demonstrate how to handle sharp objects. e.g. hold the handle of the hoe and the cutlass. Let them do the same.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 39-40 of the Workbook for exercise.

Answers to exercises in the Workbook

Practice 1

- B.
1. Traffic light.
 2. Because the cars are moving.
 3. You go.
 4. Look to your left, right then left again.

Practice 2

Learners to discuss.

Diagnostic Assessment

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

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T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Identifying letter sounds

Content Standard

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

Indicator

K2.1.6.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letter sounds learnt in words.

New words

Letter-sound, theme.

Resources

letter cards, word cards, crayon

Core Competencies

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

Warming up

Have learners sing the song on traffic light (Green says go). <https://youtu.be/HhrfOgLjBvg>

Main Activities

Activity 1

- Have learners sit in a community circle. Write the LETTER SOUNDS learnt so far on the board. |a| |m| |n| |t| |i| |b| etc. Let learners pronounce the letters.

Activity 2

- Introduce the tongue twister on “Peter Piper” with the sound /p/ for the week.

- Read the tongue twister three times to learners and let them repeat after you. Let them identify the letter for the week ‘p’.

Activity 3

- Boldly write capital letter ‘P’ and small letter ‘p’ on the board. Let them pronounce it three times. Introduce the key words in which we can find letter-sound with the use of word cards. Let learners show the position of the letter-sound learnt in words. beginning, middle and ending. eg.
 - pepper
 - peter
 - napkin
 - cap
 - map
 - perpetual

Activity 4

- Model writing the letter in the air with your back facing the class. Have learners take turns with you writing in the air and then on their friends back and on their arms.

Review Exercises

Have learners work in pairs. Write the letter “P” in their exercise books.

Assessment for Learning

Refer learners to Practice 1 on page 41 of the Workbook for Practice.

Answers to exercises in the Workbook

Practice 1

- P
- Learners to trace and write.

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?

2

Strand:
My family

Strand 2: My family

Sub-strand 1: Types and members of my family

WB:
pages
44-49

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.

K2.2.1.1.2 Talk about the important roles and responsibilities of every family member and practise proper way of opening books from right to left.

Learning Outcome

Learners will be able to:

- ◆ Identify the right and roles of each member in the family.
- ◆ Identify proper way of opening a book from right to left.

Essential for Learning

Learners can mention names of family members.

New words

Grandparents, extended family, roles, responsibilities, household chores.

Resources

Pictures/posters of family members different story books.

Core Competencies

Communication and collaboration (CC)
Cultural Identity (CI)
Personal Development and Leadership (PL)

Warming up

Have learners sing any familiar song that they know.

Main Activities

Activity 1

- Welcome learners with a big smile, greet them and let them do the same. Let them sit in a big semi-circle. Let them play “pass the ball” (learners pass the ball to their friends).

Activity 2

- Display pictures or conversational posters on extended family for learners to look at.
- Engage learners in an active discussion on the theme. Model how to use cultural and polite language in answering questions for them to see and do likewise.
- Let them use the think-pair-share strategy to discuss the theme.
- Refer learners to page 48 of the Workbook and recite the poem about “our family”.
- Let them answer the oral questions there.
- Let them name the family members on page 49. eg. (grandfather, grandmother, mother, father, sister, brother, uncle). Let them answer the question on the page.

K2.2.1.1.2

Main Activities

Activity 1

- Ask learners to tell you the role of each member in the family. Let them tell you what their role is as little children.

Activity 2

- Refer learners to page 50 of the Workbook. Use the K.W.L strategy. Let them tell you what they already know about roles and responsibilities of family members. (K)
- Encourage them to ask questions about the theme (K).

Activity 3

- Read the text on the page to learners. Pause often for them to share what they are learning. Ask questions to monitor their understanding e.g. Who laid the table? Who is cooking the palm nut soup?
- Let learners share what they have learnt about the theme in small groups and then with the whole class. (L) let learners answer the questions orally on page 51.

Review Exercise

In groups of three, let learners talk about what they do to help at home.

Assessment for Learning

Refer learners to Practice 1-4 on pages 44-49 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Father, mother, sister, brother, grandfather and grandmother
 2. They like and help each other.
 3. Extended family
 4. Learners answer

Practice 2

- B
1. Grandfather, grandmother, father, mother, brothers and sisters.
 2. Grandfather
 3. He is old and walks with the aid of a stick.
 4. Grandfather and grandmother

Practice 3

- B
1. Family members and their roles
 2. Father, mother, brothers, sisters and grandmother
 3. They do many things.
 4. The father
 5. She cleaned the living room.
 6. Because it was his role.
 7. The mother
 8. She laid the table.
 9. To have fun.
 10. Learners' answer.

Practice 4

- B
1. Mensah's.
 2. Adeabeba.
 3. She cooks for the family.
 4. Grandmother.
 5. She tells the children stories.
 6. The family takes their evening meal.
 7. She fell sick.
 8. They prayed for her and supported her to eat.
 9. Learners answers.

Diagnostic Assessment

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

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

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

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

LESSON 2: Identifying initial sounds and number of syllables in words

Content Standards

K2.2.1 Demonstrate understanding of the rights, roles and responsibilities of family members.

Indicator

K2.2.1.1.3 Identify the initial sounds in the name of every family member and clap the syllables in the names of the family members and other key words.

Learning Outcome

- ◆ Learners will be able to identify the number of syllables in words.

Essential for Learning

Learners can clap syllables in words.

New words

Initial sounds, syllables.

Resources

Letter cards, word card, (names of family).

Warming up

Have learners clap and sing any Ghanaian song common to them.

Main Activities

Activity 1

- Put learners in a community circle. Let learners mention the names of their family members. Write them on the board e.g.
 1. Grandfather
 2. Grandmother

3. Mother
4. Father
5. Uncle
6. Aunt
7. Brothers
8. Sisters

Activity 2

- Call out the names of the family members and let learners listen to the names again, repeat and identify the sounds that begin the names of their family members.

Activity 3

- Guide learners to identify the letters that represent the sounds. Let learners clap on the number of syllables in each name e.g.
 1. family → fa-mi-ly so family has 3 syllable. 1 2 3
 2. grandmother → grand-mother → 2 syllables 1 2
- Let them clap for each family name and identify the number of syllables for each word.

Activity 4

- Guide learners to identify the letter sound of the family members eg. father- the initial sound i.e. /f/, mother → /m/

Review Exercises

Have learners discuss in groups of four, the role of each member in the family.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 50-51 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- | | | |
|------|-------|------|
| 1. M | 2. G | 3. F |
| 4. C | | |
| 5. A | 6. U | 7. G |
| 8. N | | |
| 9. B | 10. S | |

Practice 2

- | | | |
|------|-------|------|
| 1. 1 | 2. 2 | 3. 1 |
| 4. 2 | | |
| 5. 2 | 6. 2 | 7. 3 |
| 8. 2 | | |
| 9. 2 | 10. 2 | |

Diagnostic Assessment

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

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

LESSON 3: Identifying and writing letter sounds

Content Standard

K2.2.1 Demonstrate understanding of the rights, roles and responsibilities of family members.

Indicator

K2.2.1.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letter-sounds learnt for the week and write them.

Essential for Learning

Learners can clap the member of syllables in words.

New words

letter-sound, capital letter, small letter

Resources

letter cards and word cards of family name.

Core Competencies

Communication and collaboration (CC). Cultural Identity and Global Citizenship (CG). Personal Development and Leadership (PL).

Warming up

Have learners tap their fingers. Let them do one hand at a time.

Main Activities

Activity 1

- Write the letter-sounds learnt so far on the board. Let learners pronounce them one by one. /a/, /b/, /f/, /m/, /p/

Activity 2

- Refer learners to page 56 of the Workbook. Guide them to read the tongue twister on “Robert Rowley”. Ask learners to identify the sound they hear most in the tongue twister. (the common sound is /r/). Let them tell you the words that they find the sound /r/ e.g. Robert, round.

Activity 3

- Introduce the letter by writing the capital letter then the small letter boldly on the board. Point the letter, the capital first and then the small letter and say the sound four times. Let learners repeat after you.

Activity 4

- Let learners tell you the keywords in which they can find the letter-sounds. Write them on the board and ask learners to underline them.

1. round
2. roll
3. Robert
4. around

Activity 5

- Model writing the letter R r in the air. Ask learners to do the same. Ask learners to write in sand trays on their arms and at the back of their friends.

Review Exercises

Have learners work in threes. They write the letter-sound (Rr) at the back of their friends.

Assessment for Learning

Refer learners to Practice 1 on page 52 of their learners books for exercises.

Answers to exercises in the Workbook

Practice 1

- A R
B Learners to trace and write

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?

Strand 2: My family

Sub-strand 2: Origin and family history

WB:
pages
53-55

LESSON 1: Origin and history of my 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.

K2.2.2.1.2 Identify who an author, illustrator and title is and answer "wh" questions during and after listening to the read aloud text on the history of a family to learners.

Learning Outcome

Learners will be able to:

- ◆ Talk about the origin of their families.
- ◆ Identify who an author, illustrator and a title is.

Essential for Learning

Learners can point to an author, front cover and back page of a book.

New words

Illustrator, author, title, retell.

Resources

Pictures/posters of different tribes, pictures showing parts of a book.

Core Competencies

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

Cultural identity and Global citizenship (CG)

Warming up

Have learners sing any talk song that they know. Let them dance to the music.

Main Activities

Activity 1

- Welcome and greet learners with one of the Ghanaian language e.g goodmorning as maakye in Akan and ojekoo in Ga, ndi nawo in Ewe. Let them play 'pass a ball' as a game.

Activity 2

- Have learners sing indigenous songs. Let the different tribes bring their songs. They should all sing and dance to the music.
- Let each ethnic group tell the class the language they speak at home. (Prior to the lesson, ask learners to tell their parents to write their hometowns, their ethnic groups and the languages they speak to you).

Activity 3

- Let them tell you their family food. e.g fufu for the Ashantis, Akple for the Ewes, tuo-zaafi for some ethnic groups in the northern part of Ghana.
- Let them talk about their traditional clothes refer learners to page 57 of the Workbook.

Review Exercises

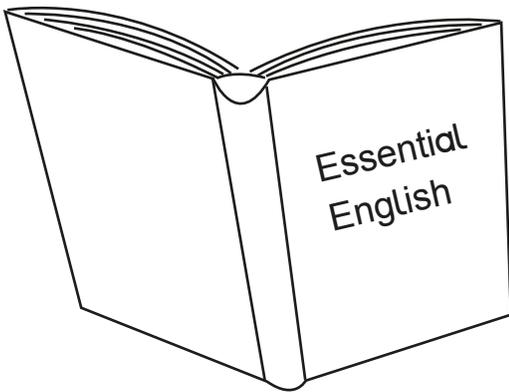
Ask learners to work in pairs and let them talk about their family history.

K2.2.2.1.2

Main Activities

Activity 1

- Put learners into groups of five. Let them point to the cover page and back page. Guide learners to identify the author and the illustrator's name.



- Show the cover picture and let learners predict what the story will be.

Activity 2

- Read the text aloud to learners. Let learners discuss the pictures. Use Herringbone strategy during and after the reading. Ask learners 'wh' questions. e.g
 - i. Who wrote the book?
 - ii. Why are there so many pictures in the book?
 - iii. Where can we find the origin of the Fantes?

Activity 3

- Encourage learners to retell the story in groups and to the whole class.

Review Exercise

Have learners work in groups of four. Let them form oral sentences with the words.

- 1 Family
- 2 Ethnic group
- 3 Language

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 53-55 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

Learners are to colour and identify the name.

Diagnostic Assessment

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

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

LESSON 2: Identifying sight words and syllables

Content Standard

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

Indicator

K2.2.2.1.3 Read level appropriate sight words relating to the origin and history of a family.

K2.2.2.1.4 Say and clap syllables of the various ethnic groups and languages.

Learning Outcome

- ◆ Learners will be able to identify sight words related to family members.

Essential for Learning

Learners know the history of same families.

New words

sight words, flash card

Resources

Word cards, sight words cards.

Warming up

Have learners sing songs related to family history.

Main Activities

Activity 1

- Put learners into a community circle. Write the words on the board.
 1. Brother
 2. Sister
 3. Father
 4. Mother

- Pronounce the words three times and let learners repeat. Let learners say the words aloud. Let them repeat each word three times.

Activity 2

- Show the word on flash cards and ask learners to read the words very fast. Let them practise reading the words over and over until learners recognise the words easily.

Activity 3

- Have learners write the words in their journal or in their word banks.

Activity 4

- Write the names of some ethnic groups on the board. Let learners say and clap the syllables and determine the number of syllable in each word.
e.g
 1. Akan→1 syllable
 2. Ewe→1 syllable
 3. Fante→2 syllables
 4. Dagomba→3 syllables

Activity 5

- Have learners use the letter sounds to decode words about the theme.
e.g
 1. /e/ /w/ /e/→Ewe
 2. /g/ /a/ →Ga

Review Exercises

Have learners work in groups of three. Give them the word cards at the four names. Let them read and spell the words. Make sure they take turns.

Assessment for Learning

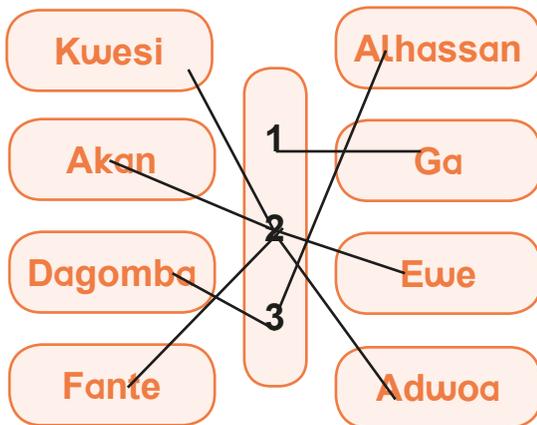
Refer learners to Practice 1 and 2 on pages 56-57 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- A Learners to read.
- B Learners to trace and write.

Practice 2



Diagnostic Assessment

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

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

LESSON 3: Identifying letter sounds

Content Standard

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

Indicator

K2.2.2.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letter-sound learnt for the week and write it.

Essential for Learning

Learners can write the letter sound/h/.

New words

syllables, ethnic group.

Resources

Letter cards, word cards.

Core Competencies

Cultural identity and Global citizenship (CG)

Personal Development and Leadership (PL)

Creativity and Innovation (CI)

Warming up

Let learners tap their fingers one at a time. Do one hand at a time.

Main Activities

Activity 1

- Revise the letter sounds learnt so far. /a/, /h/, /m/, /p/ etc.
- Refer learners to page 62 of the Workbook. Introduce the tongue twister in which the letter sound /h/- (history) is in. Say it three times and let learners identify the sound in the tongue twister. /h/.

Activity 2

- Write the capital first and then the small on the board. Let them pronounce it several times. Introduce the keyword in which we can find the letter-sound e.g Hurry, hairy, heavy haves. Let them circle the letter sound in the words.

Activity 3

- Model writing the letter in the air. Let learners take turns writing in the air, on their slates, on their arms and on their friends back using their finger tips.

Activity 4

- Let learners now write the letter in their jotters and in their exercise book.

Review Exercises

Have learners work in pairs. Let them write the letter 'H', 'h' at the back of their friends.

Assessment for Learning

Refer learners to Practice 1 on page 58 of the Workbook for exercises.

Answers to exercises in the Workbook

- A. H
- B. Learners to trace and write.

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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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?
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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?
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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 2: My family

Sub-strand 3: Family celebration and festivals

WB:
pages
59-60

LESSON 1: Family celebrations

Content Standard

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

Indicator

K2.2.3.1.1 Discuss importance of activities we engage in during festivals and family celebrations and sing folk tunes and religious songs.

K2.2.3.1.2 Use the cover page and title to predict what happens in a story, listen and answer simple “wh” questions on the read aloud text about the theme (The story of Easter and Eid-ul-Fitr)

Learning Outcome

Learners will be able to:

- ◆ Identify the importance of religious celebrations and traditional festivals.
- ◆ Use the cover page to predict what happens in a book.

New words

Easter, Christmas, Eid-ul-Fitr, Eid-ul-Adha, Homowo, Damba, Aboakyir.

Resources

Pictures/posters of people celebrating festivals.

Core Competencies

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

Cultural identity and Global citizenship (CG)
Creativity and Innovation (CI)
Problem solving and Critical thinking (PC)

Warming up

Let learners sing song festival song they know e.g. “Happy Christmas to you”.

Main Activities

Activity 1

- Have learners sit in a community circle. Display pictures about celebrations and let learners discuss the activities that go on during family celebrations For example, for Christians, there is a lot of food, biscuits, toffees and drinks. Put learners into groups of five. Let learners talk about the activities they do during the religious and traditional festivals. e.g christians go to church during their religious festivals.

Activity 2

- Let learners talk about Eid-ul-Fitr You can invite a Moslem to come and talk about the importance of Eid-ul-Adha.

Activity 3

- Have learners role-play the activities for Christians and Moslem festivals.



K2.2.3.1.2

Main Activities

Activity 1

- Have learners sit in a community circle. Show the cover page and the title to predict what happens in the story. Read aloud the story of Easter and Eid-ul-Fitr. Read the story to learners. Pause and ask questions to monitor learners understanding of the text e.g.
 1. When do Christians celebrate Easter?
 2. What happened to Jesus?
 3. Who is the main character of the story?
 4. What do Christians do on Easter Sunday?
 5. What do Moslem do before the Eid-ul-fitr?

Activity 2

- Ask learners to retell the story in groups and later to the whole class.

Review Exercises

Divide the class into two groups. "One group should role-play activities which happen during Easter and the other group should role-play activities which go on during Eid-ul-Fitr."

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 59-60 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1. 4 2. 3
3. Christmas in December.
4. People of Winneba

Practice 2



Eid-ul-Adha

Easter

Homowo

Damba

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Pre-reading activities

Content Standards

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

Indicator

K2.2.3.1.3 Read level appropriate sight words relating to celebration and festival of a family automatically.

K2.2.3.1.4 Identify the initial sounds, clap and count the number of syllables in different words related to festivals and celebrations.

Learning Outcome

Learners will be able to:

- ◆ Read sight words frequently.
- ◆ Identify and clap the number of syllables in words related to festival celebrations.

New words

Sight words, festivals, celebration.

Resources

Word cards, letter cards.

Warming up

Have learners flip their fingers and clap ten times.

Main Activities

Activity 1

- Write the sight words on the board. Concentrate on five or six words per week.

1. Wear
 2. Easter
 3. Dance
 4. Pray
 5. Friday
- Pronounce the words four times and let learners repeat. Let learners also say the words three more times.

Activity 2

- Show the words on a flash cards and ask learners to read the words. Let learners practise reading the words. Let them practice reading the words over and over until learners recognise them automatically.

Activity 3

- Have learners write the words in their journals, word banks or on the classroom wall chart and play with them throughout the week.

K2.2.3.1.4

Main Activities

Activity 1

- Write the names of the various celebrations and festivals on the board. Guide learners to identify the number of syllables in the words by clapping.
 1. Christians
 2. Eid-ul-Adha
 3. Easter
 4. wedding
 5. Ramadan
 6. Homowo
 7. Hogbetsosto
 8. Birthday

Activity 2

- Guide learners to identify and write the beginning letter-sounds and also clap the syllables again and again. E.g. Easter begins with the letter-sound /e/ and can be clapped into 2 syllables, Homowo, begins with the letter-sound /h/ and can be clapped into syllables.

Review Exercises

In groups of three, give learners word cards for them to clap and count the number of syllables of each word.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 61-62 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- A** Learners are to read.
B Learners to trace and write.

Practice 2

	Word	Initial sound	Number of syllables
1	Eid-ul-Adar	E	4
2	Aboakyer	A	3
3	Easter	E	2
4	Wedding	W	2
5	Birthday	B	2
6	Eid-ul-Fitr	E	3
7	Bead	B	1
8	Ramadan	R	3
9	Homowo	H	3
10	Hogbetsotso	H	4

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Identifying letter-sounds

Content Standard

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

Indicator

K2.2.3.1.5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letter-sound learnt for the week and write it in their exercises books.

Essential for Learning

Learners can write the letters h, a, b, p.

New words

letter-sound

Resources

Letter cards, word cards, pencils.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Cultural identity and Global.

Warming up

Have learners squeeze their fingers twist their wrists and clap ten times.

Main Activities

Activity 1

- Revise the letter sounds learnt so far /p/, /m/, /p/, /c/, /d/, /h/. Let them say the letter-sound several times.

Activity 2

- Introduce the letter sound /a/ and write it boldly on the board. Write some words on the board for learners to underline the letter 'a' in them e.g. beautiful, bath, apple, ant.

Activity 3

- Write the letter boldly on the board. Write the capital letter 'A' first then the small letter 'a'. Point to the letter on the board, capital letter first followed by the small letter. Say the sound three times and let learners repeat after you.

Activity 4

- Model how to write capital 'A' and small 'a' in the air. Write one at a time. Have learners take turns with you writing in the air. Let learners write the letter in sand-trays on their tables and on their arms using their finger tips.

Activity 5

- Refer learners to page 66 of the Workbook. Let them read the words at Practice 1A, identify the position of the letter 'a' and circle them.

Review Exercises

Have learners work in pairs. They practice writing the letter on their friends back using their fingertips. Let them take turns.

Assessment for Learning

Refer learners to Practice 1 on page 63 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- A. Learners to circle /a/.
- B. Learners to trace and write.

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 2: My family

Sub-strand 4: My school family

WB:
pages
64-65

LESSON 1: School rules and regulations

Content Standard

K2.2.4 .1 Demonstrate 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.

K2.2.4.1.2 Use visual information (illustrations) and title of Big book to make predictions and answer simple “wh” questions about the text.

Learning Outcome

Learners will be able:

- ◆ Talk about rules and regulations in the school family.
- ◆ Listen to a read aloud text and answer simple ‘wh’ questions.

New words

Predict, verify, rules, regulation

Resources

Word cards, questions on strips of papers

Core Competencies

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

Warming up

Have learners sing song or rhyme related to the theme.

Main Activities

Activity 1

- Have learners sit in a community circle. Show a conversational poster on school family. Using the think-pair-share strategy, let learners talk about the posters. Refer learners to page 67 of the Workbook. Let them look at the pictures and talk about them.

Activity 2

- Ask learners to talk about the school members of the school family.
 1. The head teacher
 2. Teachers
 3. Classmates
 4. Schoolmates
 5. Vendors
- Let learners tell you the rules that govern the school e.g.
 1. Obeying the school bell.
 2. Respecting teachers and classmates.
 3. No cheating, bullying, stealing.

Review Exercises

Have learners work in pairs. Let them talk about what they dislike in the school. Let them share their ideas with the whole class.

K2.2.4.1.2

Main Activities

Activity 1

- Show the book you want to read to learners. Let them look at the cover page, title of the story and illustrations to predict what the story will be about. Ask “what do you think is going to happen in the story?” Get different learners to predict.

Activity 2

- Read the story aloud while learners listen attentively. Let learners verify and confirm what they predicted.

Activity 3

- Ask questions to monitor learners’ understanding of the story. Use the Herringbone strategy during and post reading. e.g
 1. Who is the head of the school family?
 2. Why should there be rules and regulations?
 3. Who are to obey the school rules?

Review Exercises

Have learners work in pairs. Let them retell the story in turns.

Assessment for Learning

Refer learners to Practice 1 and 2 on page 64-65 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1. Classmates
2. Teacher
3. Cleaner
4. Headmaster

Practice 2

- B.
1. Learners to discuss.
 2. 1 and 2. Get reasons from learners.
 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.

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forming simple sentences

Content Standard

K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator

K2.2.4.1.3 Use vocabulary acquired to form sentences related to the theme.

Learning Outcome

- ◆ Learners will be able to use the vocabulary learnt to form simple sentences

Essential for Learning

Learners can identify some specific letter-sound in words.

New words

Sentences

Resources

Word cards.

Warming up

Have learners clap and sing any school song they like best.

Main Activities

Activity 1

- Write the words on the board.
 1. order
 2. objects
 3. rules
 4. peace
 5. respect
- Read through the words with learners. Let them pronounce or read them several times.

Activity 2

- Have learners be in groups of four. Give them the word cards with the names on the board. Let them use the “pick and read” strategy to read the words. Let the cards be turned face down. Pick any of them, turn it and read the word. Make sure everybody takes part.

Activity 3

- Now encourage learners to form simple sentences with the words. Write them on the board e.g.
 1. There is peace at home.
 2. Everybody must obey the rules in the school.
 3. Respect your teacher.
 4. Write simple sentence.

Review Exercises

Have learners work in groups of three. Each person forms one sentence with these words: obey, rule, school.

Assessment for Learners

Refer learners to Practice 1 on page 66 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Identifying letter-sounds

Content Standard

K2.2.4 .1 Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator

K2.2.4.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify letter-sounds learnt in words.

Essential for Learning

Learners can identify initial and ending letters.

New words

Letter-sound. theme.

Warming up

Have learners twist their fingers and clap ten times.

Main Activities

Activity 1

- Revise the letter sounds learnt so far. e.g /a/, /b/, /p/, /m/, /o/, /t/, /s/. Guide learners to say the sounds several times.

Activity 2

- Go through the tongue twister of page 70. Let learners identify the target sound they hear most i.e. 'un' 'der'. Let learners underline the words with the target sound. Repeat the words several times with learners.

Activity 3

- Now introduce the letter by writing the capital and the small letter. Point to the letters, capital first and the small and say the sounds four times. Let learners also do the same.

Activity 4

- Give learners word cards for learners to show the positions of the letter sounds learnt in words: beginning, middle and ending e.g. undertaker, undertook, undertake

Activity 5

- Model writing the letter in the air. Have learners watch you. Now let learners take turn with you writing in the air and then on their friends back and in sand trays.

Review Exercises

Have learners work in pairs. They should take turns writing 'U' and 'u' on their friends' backs and on their arms using their fingertips. They should take turns.

Assessment for Learning

Refer learners to Practice 1 on page 67 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- u
- Learners to trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

Term Two

3

Strand:

Values and beliefs

Strand 3: Values and beliefs

Sub-strand 1: My personal values

WB:
pages
70-72

LESSON 1: Our likes and dislikes

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.

K2.3.1.1.2. Use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about the text.

Learning Outcome

Learners will be able to:

- ◆ Identify what their friends like or dislike.
- ◆ Use illustrations and cover page to predict what is in a text.

New words

Predict, culture, traditional, likes, dislikes

Resources

Word cards, pictures/posters showing different behaviour.

Core Competencies

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

Warming up

Have learners sing any local song which is common to learners.

Main Activities

Activity 1

- Put learners in a community circle. Welcome learners to the lesson by greeting them first. Let them also greet you. Smile to them and let them do the same to their friends.

Activity 2

- Put learners into groups of four. Let them talk about their likes and dislikes. Let them share their ideas with the whole class.

Examples:

Likes	Dislikes
1 Love	coming
2 Praises	Laughing at me
3 Playing	Shouting at me
4 Dancing	Bullying me
5 Sweets	Sending me on errands
6 Pampering	

Activity 3

- Discuss with learners some cultural values accepted in our society e.g. respect, obedience, loving each other, living in peace.

Review Exercises

Have learners work in pairs. Let them talk to each other about what they like and dislike.

K2.3.1.1.2

Main Activities

Activity 1

- Have learners sit in a semi-circle. Show the book from which you are going to read to learners. Let them use the illustrations on the cover page and title of the book to predict what will the story be about.
- Ask: What do you think is going to happen in the story? Start to read the story on page 75 and let learners verify and confirm what the story will be about.

Activity 2

- Read the story about Bortey to learners.
- Let learners listen attentively and answer the 'wh' questions as in the Herringbone strategy during and after the reading. Let them answer the following questions.
 1. Who did the ball hit?
 2. What do you like about the story?
 3. What was wrong with Bortey's behaviour?
 4. Why was Bortey surprised?
- Write the new words on the board as you read the story to them.
 1. Value
 2. Behaviour
 3. Surprise
 4. Like

Review Exercises

Put learners into groups of five. Give them the word cards of the keywords. Let them form simple sentences with the words.

Assessment for Learning

Refer learners to practice 1 and 2 on pages 70 - 72 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Learners to discuss.
 2. Learners answers.

Practice 2

- B.
1. Aku, Baba, Bortey and Afi
 2. They were playing.
 3. Pass me the ball.
 4. He showed no respect to Mr. Opoku. He was rude.
 5. Aunt Akos
 6. She talked to her softly. She accepted her apology.
 7. Because Aku was able to bring back the ball easily.
 8. Good will come to you.
 9. Learners' answer.
 10. Learners' answer.
 11. 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.

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Identifying letters in words

Content Standard

K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.

Indicator

K2.3.1.1.3 Randomly identify letters of the alphabet and recognise them in words and names related to the theme and clap the syllables.

Learning Outcome

- ◆ Learners will be able to identify letters in words and pronounce it.

Essential for Learning

Learners can identify initial and ending letters of words.

New words

Alphabet, journal, self-dictionary.

Resources

Letter cards, word cards.

Core Competencies

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

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

Warming up

Have learners flip their fingers and shake their hands while singing any common song.

Main Activities

Activity 1

- Revise the letter-sounds learnt so far with learners. /a/, /b/, /u/, /p/, /o/, /m/, /l/, /h/. Let them pronounce each letter three times. Listen attentively while learners say the sounds in groups and individually.

Activity 2

- Play a game: Listen to the sounds, pick the letter card and a word card in which the letter is and sound it out. e.g /u/→value, love, community
/a/→values, cultural, among.

Activity 3

- Divide the class into groups of six (This will depend upon the total number in the class). Play the game: “win marks for your group”.
- The rule is: Teacher will say a word. Find the beginning letter of the word in a pile. Move to another table and find another word which contains the target sound pick it, pronounce the word and clap the number of syllables in the word. The learner win one point for his/her group when he/she gets it correct. Note: Use only letter-sounds the learners have learnt so far.

Review Exercises

Have learners work in groups of three. Give them word cards for them to clap and find the number of syllables in each word.

1. Alphabet
2. Value
3. Respect

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 73 - 74 of the Workbook for exercises.

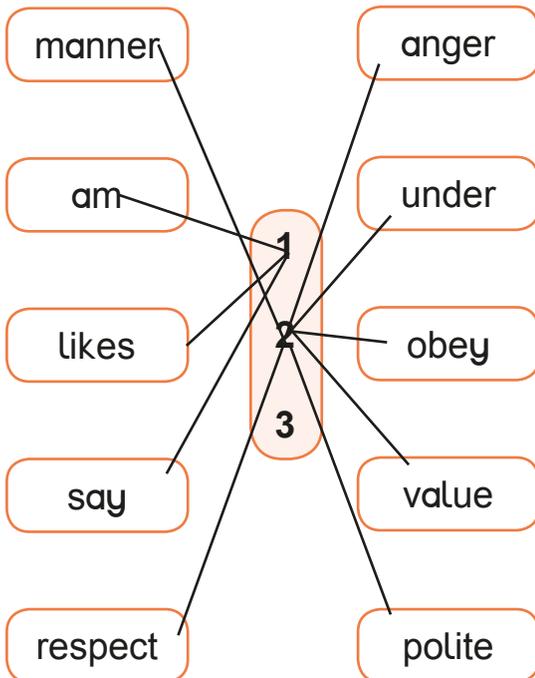
Answers to exercises in the Workbook

Practice 1

Learners to trace and circle.

1. Say, likes
2. Polite, respect
3. Manner, respect
4. Anger, manner
5. Under

Practice 2



Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Writing words related to the theme

Content Standard

K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.

Indicator

K2.3.1.1.4 Write or copy words related to the theme in a self-dictionary or journal.

Learning Outcome

- ◆ Learners will be able to write words learnt from the theme.

Essential for Learning

Learners can form oral sentences with some keyword.

New words

Dictionary, journal, sight

Resources

Word cards, sentence cards.

Warming up

Have learners flip their fingers and clap several times.

Main Activities

Activity 1

- Write the keywords from the theme on the board.
 1. Values.
 2. Manners.
 3. Obey.
 4. Likes.
 5. Society.

- Guide learners to identify and read the keywords. Go over several times until they can read.

Activity 2

- Put learners into groups of four. Play the game “pick and read”. Give each group word cards of the words for the week. Let learners turn the cards upside down. One picks the card, turns it and reads the words. Make sure everybody takes part.

Review Exercises

Put learners into groups of two, they practice writing the words on their arms and at the back of their friends with their fingertips.

Assessment for Learning

Refer learners to Practice 1 on page 75 of the Workbook for exercises.

Suggested Homework

Have learners trace these words.

1. Obey
2. Values

Answers to exercises in the Workbook

Practice 1

Learners to read and copy.

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 3: Values and beliefs

Sub-strand 2: My cultural values

LESSON 1: Body languages that goes with greetings

WB:
pages
76-79

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.

K2.2.2.1.2 Use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Use body language for greetings.
- ◆ Use illustration on the cover page to make predictions of what the story is about.

Essential for Learning

Learners know how to greet.

New words

Bow, gesture, greeting.

Resources

Pictures or posters of people greeting others in different cultures.

Core Competencies

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

Personal development and Leadership (PL)

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

Warming up

Have learners sing any cultural song or recite a rhyme known to learners.

Main Activities

Activity 1

- Put learners into a semi-circle, greet them and let them respond in any local language common to the class. Show different pictures of how different tribes greet. Refer learners to page 76 of the Workbook. Let them look at the pictures and identify the ethnic groups who use those gestures to greet. Let learners answer the oral questions there.

Activity 2

- Ask learners
 1. why do some people bow to greet?
 2. why do others kneel to greet?
- Have learners role-play different tribes greetings using appropriate cultural acceptable body language.

Review Exercises

Have learners work in fours. Let them use gestures and facial expressions to talk to the group members. They should interpret to find the meaning.

K2.2.2.1.2

Main Activities

Activity 1

- Put learners in a community circle. Show the book you are going to read to them.
- Let them use illustrations on the cover page and the title to predict and answer simple questions from the story. Read the story entitled "My cultural value" to learners. As you read, ask questions to find out whether learners are following the text. Guide learners as to how to answer "story map questions". (If you don't have, refer to YouTube).

Activity 2

Let them tell you;

- Who the story is about i.e. the main characters.
- What is the problem in the story?
- How it was solved.

Review Exercises

Have learners be in pairs and talk about two cultural values

1. Respect
2. Obedience

Assessment for Learning

Refer learners to Practice 1-4 on pages 76-79 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Learners' discussion.
 2. They are shaking their hands.
They are greeting each other.
 3. They are greeting the chief.
That is their culture.
 4. Learners' answer.

Practice 2

- B
1. The woman in "Picture A" because she is smiling and giving the incoming person attention.
 2. Picture B.

Practice 3

- B.
1. Boy in picture B because he is looking ahead, smiling and at a good picture.
 2. Picture A.

Practice 4

Learners to read and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Identifying letters in words

Content Standard

K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

Indicator

K2.3.2.1.1 Randomly identify letters of the alphabet and recognise them in words and names related to the theme and clap the syllables.

Learning Outcome

- ◆ Learners will be able to identify some letters of the alphabet in words.

Essential for Learning

Learners can say the letter-sounds for these letter-sounds /a/, /p/.

New words

Alphabet, theme, syllables.

Resources

Letter cards, word cards.

Core Competencies

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

Warming up

Have learners sing the song on alphabets (A,B,C,D,E,F....)

Main Activities

Activity 1

- Revise the letter-sound learnt so far. /a/, /u/, /m/, /p/, /h/, /b/, etc.
- Let learners pronounce the letters several times for each letter.

Activity 2

- Put the letter-sounds learnt so far in a bowl and mix them up. Do same for the words. Play the game: “**pick and sound a letter**” .
- Learners listen to the sound, pick the letter card is and sound it out. e.g if one picks /p/ then he/she can pick a word like parents, pencil, pepsodent, etc.

Activity 3

- Put learners into groups of five. Give letter cards and word cards to each group. Pronounce or say a word, each group finds the beginning letter from their letter cards, find a word in which the letter is found, picks it pronounce the word and clap the number of syllables in the word. E.g /a/, then learners pick the letter ‘a’ find a word like Ama, apple etc. pronounce the word and clap the number of syllables.

Review Exercises

Now have learners work in pairs. Give them some word cards. Let them pronounce the words and tap for the number of syllables in each word e.g koko →2 syllables.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 80 - 81 of the Workbook for exercises.

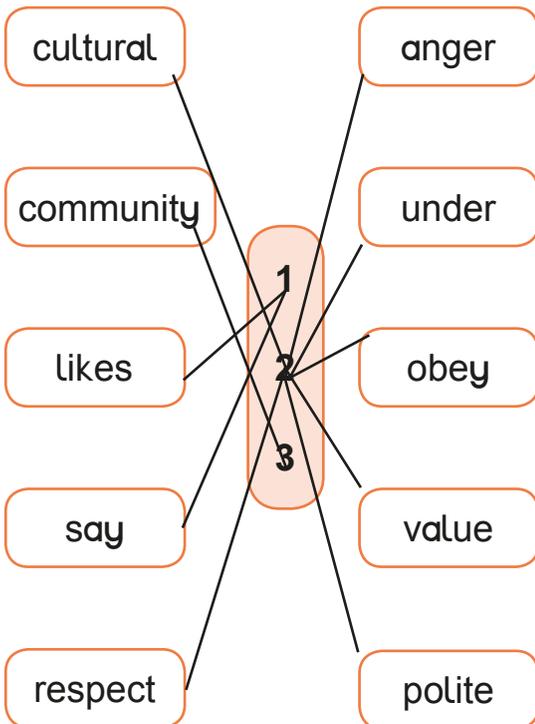
Answers to exercises in the Workbook

Practice 1

Learners to trace and circle.

1. Cultural, community.
2. Home.
3. Respect.
4. Take, peace.
5. Over, under.

Practice 2



Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Writing words

Content Standard

K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why.

Indicator

K2.3.2.1.4 Read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book.

Learning Outcome

- ◆ Learners will be able to copy daily greetings in their home language.

Essential for Learning

Learners know how to greet in the morning, afternoon and evening in English language.

New words

Greetings language, polite, self-dictionary.

Resources

Home language greetings on strips of paper e.g **maakye, meda wase.**

Core Competencies

Creativity Innovation (CI).

Warming up

Have learners sing any local song common to learners.

Main Activities

Activity 1

- Write about three Ghanaian daily greetings on the board for good morning. Note: Find out the different languages spoken by the learners.
- Drill learners on that language e.g. Good morning
 1. Me ma wo akye (Twi)
 2. Ndi na wo (Ewe)
 3. Ojeko (Ga)

Activity 2

- Use the same activity for greetings in the afternoon and evening. Good afternoon: mema moaha (for akan).

Activity 3

- Let learners tell you some culturally appropriate words. E.g “thank you”. I am sorry” “I beg you”. Let them tell you how these are said in about three Ghanaian languages.

Review Exercises

Pair learners and let them use the polite words in conversations.

Assessment for Learning

Refer learners to Practice 1 on page 82 of the Workbook for exercises.

Suggested Homework

Have learners underline these letters in ends and underline them.

‘b’ → book, aba, bed

‘p’ → pen, paper, pineapple.

Answers to exercises in the Workbook

Learners to read and copy.

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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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 3: Values and beliefs

Sub-strand 3: My national and civic values

WB:
pages
83-85

LESSON 1: Good behaviour and acceptable 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.

K2.3.3.1.2 Use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions about the text.

Learning Outcome

Learners will be able to:

- ◆ Show good behaviours and acceptable practices.
- ◆ Answer simple map questions from a text.

New words

Behaviour, acceptable, society, hospitality, foreigners.

Resources

Pictures/posters showing different behaviours.

Core Competencies

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

Warming up

Have learners sing any Ghanaian song that they know.

Main Activities

Activity 1

- Have learners sit in a community circle. Display conversational pictures/posters related to the theme to learners. Using the think-pair-share strategy, have learners observe the pictures and talk about them.

Activity 2

- Refer learners to page 83 of the Workbook. Let them work in pairs. Let them freely share their thoughts about good behaviours and acceptable practices we should exhibit as Ghanaians. You can ask questions like.
 1. What is happening in picture 1?
 2. What is the boy in picture 3 doing to help the man?

Activity 3

- Put learners into smaller groups. Let them dramatize appropriate behaviour in society e.g.
 1. Greeting politely
 2. Being hospitable

Activity 4

- Read the story on page 84 to learners. Have learners answer question on page 85.

Review Exercises

Have learners work in pairs. Let them use 'Please' and 'thank you' to show good behaviour acceptable in the society.

K2.3.3.1.2

Main Activities

Activity 1

- Give out the book that you have your text in to learners. Let them practise how the story will be using the cover picture and little of the Big Book.

Activity 2

- Read aloud the text on Dr Kwame Nkrumah. As you read, ask questions to monitor learners' understanding of the text. Pause often for learners also to ask you questions.
- Note: Find information on Dr Kwame Nkrumah.

Activity 3

- Have learners answer the story map question e.g
 1. Who is the main character in the text?
Answer: Dr. Kwame Nkrumah
 2. Where was his hometown?
 3. What was his problem with the Europeans?
 4. What was his problem with the Big Six?
 5. Was he able to solve his problems? How did he solve them?

Review Exercises

Divide the class into three groups to act out the following.

Dr. Kwame Nkrumah

Group 1 - Declaring independence at the Independence Square.

Group 2- Dr. Kwame Nkrumah as a student abroad.

Group 3- Dr Kwame Nkrumah as President of Ghana saluting on 6th March.

Assessment for Learning

Refer learners to practice 1 and 2 on pages 83 - 85 of the Workbook for exercises.

Answers to exercises in the Workbook Practice 1

- B. 1. Learners to discuss.
2. Learners to discuss.

Practice 2

- B.1. Fafa and Ali
2. During break time
 3. They were wondering why they are punished all the time
 4. She refused to wash her hands before eating
 5. He spoke harshly on the telephone
 6.
 - a. No talking when eating.
 - b. Wash your hands before eating.
 - c. Never over full their plates with food they cannot eat.
 - d. Eat neatly and slowly with the mouth closed.
 - e. Take small bites of food.
 - f. No talking while eating.
 - g. How to talk on the phone, be polite on the phone.
 - h. Open the door to a visitor with a smile and say hello. Talk to the guest politely.
 - i. Do not open doors for strangers.
 - j. Knock the door before you enter a room.
 - k. Always talk softly and politely with members of your family.
 7. Miss Good.
 8. Yes
 9. 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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3. Were you able to catch the learners' attention throughout the lesson?
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5. Did the learners ask you questions during and after the lesson?
6. Were learners able to do the exercises at the end of the lesson?
7. Reflect on three things you did very well.
8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
10. How are you going to rectify these in subsequent lessons?

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

LESSON 2: Patriotic citizen

Content Standard

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

Indicator

K2.3.3.1.3 Use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.

Learning Outcome

- ◆ Learners will be able to write patriotic words in their exercise books.

Essential for Learning

Learners know when to say “thank you” and “I am sorry”.

New words

Service, sacrifice, truthfulness, hand working

Resources

Word cards

Core Competencies

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

Personal development and Leadership (PL)

Warming up

Have learners stand up and sing the “National Anthem”.

Main Activities

Activity 1

- Discuss what it means to be a good citizen. e.g obeying the laws of the country etc. List civic values that patriotic citizens should exhibit.
 1. Service to mankind
 2. Sacrifice
 3. Truthfulness
 4. Hardworking
 5. Dedication
 6. Honesty

Activity 2

- Use illustration and pictures to explain the meanings of the six words above. Have learners be in groups of four. Let them talk about how they can use the following to show that they are good citizens of the society e.g.
 1. Sacrifice
 2. Truthfulness
 3. Not stealing coins from parents.
 4. Helping the elderly to carry his/her things.

Activity 3

- Let learners sing the National Anthem again. Let them explain why we place our right palm on the upper left side of our chest when we sing the National Anthem.

Review Exercises

Guide learners to use the words acquired to create a short drama. e.g

1. Helping a blind person to his house.
2. Teaching a learner who did not understand a lesson taught by the teacher.
3. Obeying instructions from parents.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 86-87 of the Workbook for exercises.

Answers to exercises in the Workbook Practice 1

Learners to read and write the words.

Practice 2

Learners to recite.

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

LESSON 3: Identifying and writing letter-sounds

Content Standard

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

Indicator

K2.3.3.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and keyword boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify letter-sound learnt for the week in words.

Essential for Learning

Learners can identify the beginning and ending letters in words.

New words

Vow, vengeance, value avenue.

Resources

Word cards of key words.

Core Competencies

Creativity and Innovation (CI)
Critical Thinking and Problem Solving (CP)

Warming up

Have learners stand up and sing the National Anthem.

Main Activities

Activity 1

- Revise the letter-sounds learnt so far. e.g /v/, /p/, /o/, /l/ say the letter-sounds one by one and let learners repeat after you. Let them work in pairs. Give them the letter cards and let them practise.

Activity 2

- Introduce a tongue twister or a rhyme in which the sound for the week is. Refer to page 92 of learners Workbook. Say it three times and let learners identify the target sound /v/. Write the words on the board.
 1. Vincent
 2. Vowed
 3. Vengeance
 4. Violet
 5. Vivicka
 6. Avenue
- Let learners underline the target letter on the board.

Activity 3

- Now, introduce the letter by writing the capital case first then the small case.
- Draw Vv
- Point to the letter, capital case first then small case. Say the sounds four times and let learners also repeat.

Activity 4

- Model writing the letter in the air. Have learners take turns with you writing in the air and then on their arms and on their friends back with your fingertips.

Review Exercises

Have learners work in pairs. Give them the word cards. They identify whether the letter- sound is initial, middle or ending. Let them write the letters at the back of their partner with their fingertips.

Assessment for Learning

Refer learners to Practice 1 on page 88 of the Workbook for exercises.

Suggested Home work

Have learners write capital 'V' and small 'v'.

Answers to exercises in the Workbook

- A. V
B. Learners to trace and write.

Diagnostic Assessment

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

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

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

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

Strand 3: Values and beliefs

Sub-strand 4: Our beliefs

WB:
pages
89-91

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.

K2.3.4.1.2 Use illustrations in a Big Book to make predictions and answer simple story map questions about the text.

Learning Outcome

Learners will be able:

- ◆ Relate well with everybody regardless of their culture.
- ◆ Listen to read-aloud text and answer questions from the text.

New word

Belief, culture, disrespect.

Resources

Pictures/posters of people living in harmony.

Core Competencies

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

Warming up

Have learners flip their hands, clap and sing any song learners like best.

Main Activities

Activity 1

- Put learners in a community circle. Play the game “pass a ball” (in which learners pass the ball to their friend). Put learners into groups of four. Let them discuss the different kinds of people in the class and share with the whole class e.g, Ewes, Akans, Dagombas etc.

Activity 2

- Group learners according to their ethnic groups. Learners will know that there are different kinds of people in the class. Let them discuss among the groups how they can relate well despite the fact that they come from different ethnic groups. They have different background, their culture and traditions are different and their likes and dislike are also different. Engage a lot of people to take part in the discussion.

Activity 3

- Play songs. Let each learner pick a friend from a different tribe and dance with him or her.

Review Exercises

Put learners into groups of three (from different ethnic groups.) Let them exchange pleasantries.

K2.3.4.1.2

Main Activities

Activity 1

- Take learners through a few pages of the Big Book. Let them look at the illustration on the cover page and predict what the story is going to be. (Refer learners to page 94 of the Workbook if you don't have the Big Book).

Activity 2

- Read the story slowly to learners while you read. Ask questions to find out whether learners are following the story. Pause often for learners also to ask you questions.

Activity 3

- Use the story mapping strategy to ask learners questions.
 1. Who were the main character in the story?
 2. Why did they disrespect others?
 4. Can you retell the story?

Review Exercises

Put learners into groups of three. Let them act out two ways that they can relate well with others.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 89-91 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B
1. Six(6)
 2. They are dancing.
They are celebrating.
 3. Three (3)
Christian religion
Islamic Religion
Traditional Religion.
 4. Learners' answer.

Practice 2

- B.
1. The children
 2. The people have lived too long and should be sent away.
 3. They said older people are dumb and slow.
 4. After they met with the fairy.
 5. Older people are like everybody and they are valuable.
 6. a. They become friends with the older people.
b. They talked to others and listened to them.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Reading and writing sight words

Content Standard

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

Indicator

K2.3.4.1.3 Read level-appropriate sight words from the big book.

Learning outcome

- ◆ Learners will be able to read sight words and write them.

Essential for Learning

Learners can write their first name.

New words

Sight words

Resources

Word cards of sight words e.g (can you, help).

Warming up

Have learners flip and squeeze their fingers. Let them clap and sing any song they like.

Main Activities

Activity 1

- Write the sight words on the board: can, you, for, help ten, am. Pronounce the words and let learners repeat after you. Read each word three times.

Activity 2

- Give the word cards of the words to learners in groups of five. Let them select a leader and read read in turns.

Activity 3

- Encourage learners to form sentences with the words. e.g.
 1. I can see the moon.
 2. Where are you going?
 3. I have ten pencils
- Make sure everybody forms at least two sentences.

Review Exercises

Give two word cards to the various groups. Each learner should form a sentence with each word.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 92-93 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners are to read, trace and write the words.

Practice 2

Learners are to read and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Connecting words and sounds to letters

Content Standard

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

Indicator

K2.3.4.1.4. Connect spoken words and sounds to letters in a playful way.

Learning Outcome

- ◆ Learners will be able to listen to sounds and identify the letters.

Essential for Learning

Learners can identify the initial letters sounds from words.

New words

Connect, letter-sounds.

Resources

Letter cards, word cards.

Warming up

Sing a song on letters “A, B, C, D”. E, F G H...

Main Activities

Activity 1

- Draw a grid on the floor outside the classroom. Write these letters on the floor.

a	k	f	D	—
s	b	m	O	—
p	h	k	H	

- Play the game “Letter Ladder”-Divide the class into four groups (depending on the number of learners in the class). Read the sound and call on a group to send one person to jump/hop on the letter on the floor. If a learner is correct, the group gets a point. If the learner is wrong the group gets no point.

Activity 2

- Start the game by calling a member from each team. They should take turns if nobody gets it, then you have to demonstrate and hop/jump on the grid and no group gets a point. At the end of the game, the group with more points wins.

Review Exercises

Have learners work in groups of four. Give them the letter cards. Let them read the sound of the letters.

Assessment for Learning

Refer learners to Practices 1 on page 94 of the Workbook for exercises.

Suggested Homework

Have learners underline these letters in words.

‘b’ → baby bag

‘v’ → value, velvet

Answers to exercises in the Workbook

Practice 1

Learners to trace the letter on the left and circle some in the box.

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?

4

Strand:
**My local
community**

Strand 4: My local community

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

WB:
pages
96-98

LESSON 1: Special places in my community

Content Standard

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

Indicator

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

K2.4.1.1.2 Listen attentively to a read-aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one's own questions.

Learning Outcome

Learners will be able to:

- ◆ Identify special places in their community.
- ◆ Listen to read aloud text and answer questions.

Essential for Learning

Learners have been going to hospitals with their parents.

New words

Police station, market, hospital, chief's palace.

Resources

Pictures/posters of special places like hospital, chief's palace.

Core Competencies

Communication and Collaboration (CC)
Personal Development Leadership (PL)
Communication and Collaboration (CC)
Creativity and Innovation (CI)

Warming up

Have learners sing any song which is familiar and relate to the topic.

Main Activities

Activity 1

- Welcome learners with a big smile. Greet them and let them do the same to their friends. Let learners sit in a community circle and play: "pass a ball" game (learners pass a ball to their friends).

Activity 2

- Display pictures/posters of special places to them (hospitals, chiefs palace, market, etc.) Let them talk about some of the special places in their community.



Activity 3

- Take learners for a field trip to the chief's palace or the police station. (Prepare in advance and by booking an appointment two weeks before the intended trip. Remember to seek permission from learners' parents.) Inform the officer in charge of the place you want to visit about the date and the time you want to go.

Activity 4

- Invite resource person to come and talk to learners e.g chief linguist. Discuss with learners the questions they should ask the resource person.

Review Exercises

Put learners into groups of four. Let them share what they learnt on the field trip.

K2.4.1.1.2

Main Activities

Activity 1

- Have learners sit in a community circle (K). Let learners tell you what they already know about special places in the community (W) Encourage learners to ask you questions about what they want to know. Refer to learners Workbook page 97 for the text.

Activity 2

- Read the text about the important places in the community. Ask questions as you read the text to monitor the understanding of learners. Let learners ask you questions as well.

Activity 3

- Refer learners to page 98. Ask the oral questions there. e.g Mention three important places mentioned in the text.

Review Exercises

Pair learners and let them retell the story in turns.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 96-98 of their learners book for exercises.

Answers to exercises in the Workbook

Practice 1

- B. 1. 1→Market
2→Hospital
3→Bank
4→Police answer
2. Learners' answer.
3. Learners' answer.
4. Chief's palace, fire station, school park, super market, office, etc.

Practice 2

- B. 1. Super market, bakery, school, big shop, park, fire station, hospital, police station, bank
2. They help the community to put of fires.
3. The hospital.
4. Police Station
5. Like a set of rules like the ones our parents have for us.
6. It is behind the bakery.
7. Office, market.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

LESSON 2: Reading and writing sight words

Content Standards

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

Indicator

K2.4.1.1.3 Read level-appropriate sight words from the big book

Learning Outcome

- ◆ Learners will be able to read and write sight words.

Essential for Learning

Learners can form oral sentences with some sight words.

New words

Sight words.

Resources

Letter cards, word cards of sight words.

Warming up

Have learners flip their fingers and clap their hands ten times.

Main Activities

Activity 1

- Write the sight words on the board: Make, look, go, you, see, we, has, are, can. Read the words one by one and let learners read after you.

Activity 2

- Give them the word cards. Let them sit in groups of four. Have them read the words one by one. Refer them to pages **101** and **102** of the Workbook. Ask them to identify the sight words in the text in their groups.

Activity 3

- Encourage them to form simple sentences with the sight words e.g
 1. where are you?
 2. I am a boy.
 3. we are many <https://youtu.be/5GEBYyH8P5o>

Review Exercises

Have learners work in pairs. Give them two word cards to form simple sentences with them. **go** **see**

Assessment for Learning

Refer learners to practice 1 and 2 on pages 99-100 of their work book for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace sight words.

Practice 2

Learners to trace and circle.

1 can, like, you, go, for, me, am, are, the

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Identifying and writing .s

Content Standard

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

Indicator

K2.4.1.1. 4 Recognise at least 50% of the letter-sounds of the alphabet.

K2.4.1.1. 5 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letters of the alphabet.

Essential for Learning

Learners can identify target letters in words.

New words

letter-sounds, alphabet.

Resources

Letter cards, word cards.

Core Competencies

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

Warming up

Have learners flip their fingers and clap ten times.

Main Activities

Activity 1

- Write some of the letter-sounds learnt so far on the board.
/a/, /p/, /u/, /t/, /m/, /h/
- Read the sounds one by one and let learners repeat after you.

Activity 2

- Play “Alphabet Relay Game”. Divide the class into four groups (depending on the member of learners in the class). Let each group select a learner. Give each person a piece of chalk/marker. Call out a letter and let the learners quickly run to the board and write the capital and small letters of the letter called. e.g “K” and learners write both the capital letter and the small letter. The group which finishes first gets a point.

Activity 3

- Put learners into groups of four. Give them word cards that they can find the target letters in them. They should discuss in their groups whether the letters are at the initial, middle or ending of the words. Let them read the tongue twisted at page 106. Let them identify the words that the letter (‘L’, ‘l’) can be found e.g. lion, rely, learner collect.

Activity 4

- Model writing the letter on the board. Capital letter first followed by small letter. Now, write in the air and let learners do same. Let them write the letter ‘L’ ‘l’ in sand-trays, on their arms and on the backs of their friends.

Review Exercises

Put learners into groups of four. Give them word cards. Let them identify the letter 'L', 'l' in the words. They should indicate the position of the letters.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 101-102 of the Workbook for exercises.

Suggested Homework

Have learners identify the following in words.

1 'L', 'l' → i letters, ii replay, iii reply, iv relax, v lily

Answers to exercises in the Workbook

Practice 1

- A. Learners are to write the small letters.
- B. Learners are to write the capital letters.

Practice 2

- A. Learners to underline L.
- B. Learners to trace and write 'L' and 'l'.

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 4: My local community

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

WB:
pages
103-105

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.

K2.4.2.1.2 Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.

Learning Outcome

- ◆ Learners will be able to talk about the different occupations in our community.

Essential for Learning

Learners can tell the occupations of their parents.

New words

Occupation, community.

Resources

Pictures/posters of various occupations e.g nurses, carpenter, teacher etc.

Core Competencies

Cultural identity and Global citizenship (CG)
Communication and collaboration (CC)
Personal development and Leadership (PL)
Creativity and Innovation (CI)
Critical Thinking and Problem Solving.

Warming up

Have learners sing the song “Kro,kro Hii hii”.

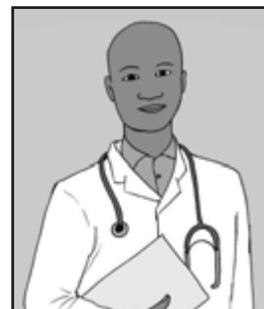
Main Activities

Activity 1

- Welcome learners to the class and greet them. Put them in a semi-circle. Play the game “pass a ball” with learners.

Activity 2

- Display conversation pictures/posters in the classroom. Use the think-pair-share strategy for learners to talk about the pictures in pairs then to the whole class.
-



Activity 3

- Refer learners to their Workbook on pages 103 and 104. Let them look at the pictures on top in pairs. Let them talk about the pictures and identify the occupation that each picture is showing. Have them answer the oral questions on the pages.

Activity 4

- Ask learners to mention some occupations in their vicinity e.g. farming, fishing, teaching, nursing, trader, business men/women.

Review Exercises

Have learners work in pairs. Let them talk about their preferred occupation and give reasons for choosing that profession.

K2.4.2.1.1

Main Activities

Activity 1

- Look for a book which talks about occupations on (you tube). Select one as your story. Use K.W.L strategy. K. Let learners tell you what they already know about the occupation (e.g. farming).
- W: Encourage learners to ask more questions about farming. Ask them what they want to know about the theme. Write the questions they ask about the theme on the board.

Activity 2

- Read aloud the text to learners. Pause often and ask questions to identify whether learners are following the story. They can also ask you questions. e.g.
 1. Why do farmers go to farm early?
 2. What crops do farmers produce?
 3. Which ones are exported?

Activity 3

- Have learners share what they have learnt about the theme. First with

their peers next to them and then with the whole class.

Activity 4

- Discuss with learners what each profession does e.g.
 1. A teacher teaches.
 2. A nurse takes care of the sick.
 3. A fisherman catches fish.
 4. A police officer protect citizens.

Review Exercises

Put learners into groups of two. Let them talk about the various occupation in their community.

Assessment for Learning

Refer learners to Practice 1-3 on pages 103-105 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. a→picture 4
b→picture 3
c→picture 1
d→picture 2
 2. A farmer produces food crop.
A teacher teaches students.
A fisherman catches fish.
A doctor takes care of the sick.
 3. Learners' choice. They can mention any occupation that is not shown on the page.

Practice 2

- B.
1. Picture 1 – A caterer
Picture 2 - A carpenter
Picture 3 – A police officer
Picture 4 – A driver
 2. Learners answer
 3. The carpenter
 4. The police officer
 5. Learners answer

Practice 3

- 1 → This is a police officer.
- 2 → This is a teacher.
- 3 → This is a farmer.
- 4 → I take care of the sick.

Diagnostic Assessment

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

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

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

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

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

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

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

LESSON 2: Oral composition about my future profession

Content Standard

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

Indicator

K2.4.2.1.3 Use vocabulary acquired from the week to compose oral composition about their future profession and write simple sentences which relates to the theme in their word bank.

Learning Outcome

- ◆ Learners will be able to use vocabulary acquired to compose oral composition about their future profession.

New words

Vocabulary, profession, future, occupation.

Resources

Word cards of key words e.g. teacher, doctor, farmer.

Warming up

Have learners recite the rhyme. Doctor doctor "I am sick".

Main Activities

Activity 1

- Refer learners to the pictures on pages 107-109. Let them do "picture walk" and identify the profession they would like to be engaged in future.

Briefly discuss with them what each profession does. e.g.

1. A teacher teaches children.
2. A farmer farms to produce food.
3. A fisherman fishes.
4. A trader sells, etc.

Activity 2

- Now, have learners work in pairs. Let them talk about the occupations they would like to do in future. They should tell the class and give reasons for their choice.

Activity 3

- Let learners dress up in their future career uniform. Dramatise what they will be doing. Let them use the vocabulary learnt to describe their future career and what the occupation is all about.

Review Exercises

Have learners work in groups of four. Give them word cards of the various professions. Let them pick one they like and form simple sentence with it. e.g.

- 1 I want to be a teacher.
- 2 I will be a doctor in future.
- 3 I will be a pastor when I grow up.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 106 - 107 to trace the sentence there.

Answers to exercises in the Workbook

Practice 1 and Practice 2

Learners are to trace the sentence and discuss their future profession.

Diagnostic Assessment

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

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

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

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

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

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

LESSON 3: Identifying and writing letter-sounds

Content Standard

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

Indicator

K2.4.2.1.4 Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learners Outcome

- ◆ Learners will be able to identify the letter-sounds learnt in words and write the words in their journals.

New words

Letter-sounds

Resources

Letter cards, word cards of key words.

Core Competencies

Cultural identity and Global citizenship (CG)

Communication and collaboration (CC)

Personal Development and Leadership (PL)

Creativity and Innovation (CI)

Problem solving and Critical thinking (PC)

Warming up

Have learners clap ten times and flip their fingers.

Main Activities

Activity 1

- Revise the letter-sounds learnt so far.
- /a/, /s/, /c/, /p/, /r/, /q/, /u/, /v/
- Say each sound three times and let learners repeat after you.

Activity 2

- Introduce a target twister in which the sound for the week is (refer learners to page 111). Say it three times and let learners identify the target sound in the tongue twister ('O' 'o').

Activity 3

- Introduce the capital letter first then the small letter and say the sound three times. Let learners also repeat after you. Introduce the keywords in which you can find the letter-sound. Write them on the board and let learners underline the target letter.

(O, o)

1. Cookie
2. God
3. Cook
4. Cloud
5. Who
6. Look

Activity 4

- Put learners into groups of five. Give them the word cards of the target words. Have learners show the position of the letter-sound learnt in words at the initial, middle or ending.

Activity 5

- Model writing the letter in the air. Let learners take turns with you 'O', 'o' the air on their arms and on their friends back.

Review Exercises

Have learners work in pairs. Give them word cards to learners to identify the target letter and read the sound.

Assessment for Learning

Refer learners to Practice 1 on page 108 of the Workbook for exercises.

Suggested Homework

Have learners write capital 'O' and small 'o' in their homework books.

Answers to exercises in the Workbook

Practice 1

- A. Learners are to underline o.
- B. Learners are to trace and write

Diagnostic Assessment

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

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

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8. How are you going to build on this achievement in subsequent lessons?
9. Reflect on two challenges you faced when teaching the lesson.
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
109-111

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.

K2.4.3.1.2 Listen attentively to the teacher-read-aloud of the Big Book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs.

Learning Outcome

- ◆ Learners will be able to identify special leaders in our community.

Essentials for Learning

Learners know the names of the Assembly member in their locality.

New Words

Religious, traditional, political.

Resources

Pictures of political and religious people.

Core Competencies

Cultural identify and Global citizenship (CG)
Communication and collaboration (CC)
Personal Development and Leadership (PL)
Communication and Collaboration (CC)
Personal Development and Creativity (PC)

Warming Up

Have learners sing the National Anthem.

Main Activities

Activity 1

- Have learners sit in a community circle. Greet them as usual with a big smile and let learners do the same. Let learners play the game 'Pass the ball'.

Activity 2

- Refer learners to page 109 of their learners book. Use think-pair-share strategy. Let them do picture walk. Let them talk about the various presidents in the country. Have them answer the oral questions e.g. (1) Who is the current president of the country?

Activity 3

- Let learners talk about other traditional leaders in the country. i.e chief, queen mother, municipal chief executive, member of parliament, assembly members, etc. Discuss religious leaders in their community. Discuss the role of the imam, pastor and traditional priest. Refer learners to pages 110-111. Let them talk about the pictures there and answer the questions orally.



K2.4.3.1.2

Main Activities

Activity 1

- Make sure you have a book containing the story of “The chief as the leader of the community” if not, create one before the lesson. Have learners sit in a community circle. Use the K.W.L strategy to read aloud the story about the chief to learners.
- K: Let them tell you what they already know about the story.
- W: Encourage them to ask questions about what they want to know about the theme.

Activity 2

- Read the story to learners. Pause often and ask learners question to monitor their understanding e.g what does the chief do? Who becomes the chief of the community?

Activity 3

- Have learners share what they heard from the story in pairs and in groups and the entire class.

Review Exercise

Have learners work in pairs. They retell the story about the chief.

Assessment for learning

Refer learners to Practice 1 – 3 on pages 109-111 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B. 1. Picture 1: Kwame Nkrumah.
Picture 2: Jerry John Rawlings.
Picture 3: John Agyekum Kuffour.
Picture 4: John Evans Atta Mills.
Picture 5: John Dramani Mahama.
Picture 6: Nana Addo Dankwah Akuffo-Addo.
2. They are presidents.
 3. Nana Addo Dankuah Akuffo Addo
 4. He/she leads the country in decision making and others.

Practice 2

- B. 1. Chief
2. Wear a common beads, necklace, kente cloth, etc.
 3. Picture 3 and 4 are practical leader.
Picture 1 and 2 are traditional leaders.

Practice 3

- B. 1. Learners to discuss.
- 1 → An imam
 - 2 → A bishop
 - 3 → A pastor
2. Learners' answer
 3. Church and mosque

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

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

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

LESSON 2: Forming simple sentences

Content Standard

K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community.

Indicator

K2.4.3.1.3 Use keywords about the theme to create meaningful sentences in real life situation.

Learning Outcome

- ◆ Learners will be able to use keywords learnt to form simple sentences.

Essentials for learning

Learners read some sight words e.g. Am, out, go.

New Words

Chief, staff, leader, pastor, durbar, imam.

Resources

Word cards of new words.

Core Competencies

Cultural identify and Global citizenship (CG)
Communication and collaboration (CC)
Personal Development and Creativity (PC)

Main Activities

Activity 1

- List the keywords on the board. Read and let them also read after you. Use illustrations and gestures to explain the meaning of the words.

Activity 2

- Put learners into convenient groups. Give them word cards and have learners read in turns.

Activity 3

- Guide learners to form simple sentences with the words e.g.
 1. Kwasi is the leader in class.
 2. The chief is at a durbar.

Review Exercise

Have learners dramatise the role of the various leaders using some of the new words.

Assessment for learning

Refer learners to Practice 1 on page 112 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read the words and trace the sentences.

Warming Up

Have learners flip their fingers and shake their hands.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Blending letter-sounds to form one syllabic words

Content Standard

K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community.

Indicator

K2.4.3.1.4 Blend individual letter-sound to form one syllabic words.

Learning Outcome

- ◆ Learners will be able to blend letter-sounds to form one syllabic word.

New Words

Syllabic, blending.

Resources

Letter cards, letter-sound cards.

Warming Up

Have learners flip their fingers and clap their hands ten times.

Main Activities

Activity 1

- Write the individual letter, a consonant and a vowel e.g a' 'm'. Point to each letter and let learners say its sound. Move your finger slowly under the two sounds blending the sound together to form a syllable Pronounce the syllable slowly and ask learners to repeat.

Activity 2

- Give individual letter cards separately to learners. Let them move towards each other slowly until they stand close and put their letters together to read a syllable. e.g.

p a→pa d a→da m a→ma.

Review Exercises

Have learners work in threes. Give them a vowel 'e' let them form three monosyllabic words with them e→he, de, me.

Assessment for Learning

Refer learners to Practice 1 on page 113 of the Workbook for exercises.

Suggested Homework

Have learners draw one special leader they like in their community.

Answers to exercises in the Workbook

Practice 1

Learners to join the letters to form 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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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?
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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?

5

Strand:

My nation Ghana

Strand 5: My nation Ghana

Sub-strand 1: History and celebrations of Ghana

WB:
pages
116-117

LESSON 1: History about Ghana's independence

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 6th March celebration and listen to historical stories about Ghana's Independence.

K2.5.1.2 Interact actively with teacher during the shared reading of the text on celebration of Independence Day and other national celebrations of the country.

Learning Outcome

Learners will be able to:

- ◆ Listen to a historical story about Ghana.
- ◆ Interact with teacher during a read aloud lesson on celebration of independence day.

Essentials for learning

Learners have been taking part in "kiddie match" on 6th March.

New Words

Independence, map of Ghana, national, history, celebration.

Resources

Pictures of Kwame Nkrumah declaring independence and an independence celebration.

Core Competencies

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

Warming Up

Let learners sing the National Anthem.

Main Activities

Activity 1

- Have learners sit in a community circle. Let them play the game "pass a ball". Use the K.W.L strategy to teach them.
K. Let learners tell you what they know about the independence of Ghana.
- **W.** Encourage them to ask you questions about what they want to learn about the theme.

Activity 2

- Invite a resource person to come and talk to learners about the history of Ghana. Brief learners on some important questions to ask the resource person before he/she comes. Encourage learners and give them the opportunity to ask questions freely when the resource person is talking about the theme and the roles of the leaders.
- **L:** Let learners share ideas of what they have heard from the resource person with their peers and then with the whole class.

Activity 3

- Now tell a story about Ghana Independence to learners. Refer learners to page 116 of the Workbook. Tell them the story and after that let them answer questions on page 117.

Review Exercise

Have learners work in pairs. Let them talk about what they like about “Kiddies march” past.

K2.5.1.2

Main Activities

Activity 1

- Follow the read-aloud procedure to read a story about the celebration of Independence day.
K: Ask what they know about the 6th March celebration.
W: Encourage them to ask you more questions about what they want to know about the theme.

Activity 2

- Read from a book which contains the theme to learners. Read slowly and pause often for learners to find answers to their questions under (L). Ask questions as you read along to monitor learners understanding of the text. E.g.
 1. On which date do we celebrate the festival?
 2. Why do we celebrate it on that date?
 3. Which category of people march on that day?

Activity 3

- Have learners share their experiences with peers next to them and then with the whole class. Let them retell the story read to them.

Review Exercises

Have learners work in pairs they talk about the “Kiddies march” they watched or participated in.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 116-117 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. 6th March 1957
 2. Kwame Nkrumah.
 3. From an old West Africa Empire
 4. The president delivers a speech to Ghanaians.
 5. Celebrations

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forming simple sentences

Content Standard

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

Indicator

K2.5.1.1.3 Use the new vocabulary learnt about the Independence Day celebration to construct simple sentences and copy them correctly into their journal or self-dictionary of pictures and words.

Learning Outcome

- ◆ Learners will be able to use the new vocabulary learnt to form simple sentences.

Essentials for learning

Learners can read some sight words.
E.g. On, at, come, go, can.

New Words

Celebration, independence, history, freedom, leaders, story.

Resources

Word cards, sentence cards.

Core Competencies

Communication and Collaboration (CC)
Creativity and Innovation (CI)
Critical Thinking and Problem Solving (CP)

Main Activities

Activity 1

- Have learners sit in a community circle. Ask questions about the previous lesson E.g. “How independence is celebrated in Ghana?”

Activity 2

- Write the keywords and the vocabulary learnt on the board (1) celebration, (2) leaders, (3) history, (4) story, (5) freedom.
- Use illustrations to explain the meaning of the words again to learners.

Activity 3

- Assist them to construct simple sentences orally with the words either in their local language or in English.
E.g.
 1. I like the history of Ghana.
 2. One of our leaders is Kwame Nkrumah.
 3. 6th March is independence day.

Activity 4

- Dramatise some of the activities which goes on, on 6th March. E.g 'Kiddies March past'. Let one of the learners play the role of the president take salute while others march.

Review Exercises

Have learners work in pairs. Let them talk about the “Kiddies march” past they watched. Let the class recite the National Anthem and make meaning of it.

Warming Up

Have learners sing the National Anthem.

Assessment for learning

Refer learners to Practice 1 on page 118 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read the words and trace the sentences.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Identifying beginning and ending rhyming sounds

Content Standard

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

Indicator

K2.5.1.1.4 Identify the beginning and ending rhyming sounds in words, delete and replace the rhyming sounds to get another rhyming pair.

Learning Outcome

- ◆ Learners will be able to identify initial and ending rhyming sounds in words.

Essentials for learning

Learners can form simple sentences with some sight words.

New Words

Rhyming words, syllables, manipulate.

Resources

Word cards.

Warming Up

Let learners sing the National Anthem.

Main Activities

Activity 1

- Give an example of two syllables that rhyme. E.g ma,ta. Say the sounds and let learners repeat the two words with the same rhyming ending. Repeat the same words slowly and let learners repeat after you. Let them tell you what they notice about the two words. (They have the same rhyme ending).

Activity 2

- Delete the ending vowel and replace it with a new vowel sound to make a new syllable with different rhyming ending. Replace the 'a' with 'o' and we get mo,to. Ask learners to add o to other letter. E.g (fo, po, do, so, etc).

Activity 3

- Repeat activity 2. This time around use the beginning sound. Eg. (fame) remove the beginning sound /f/ and replace it with /s/, and /t/. You will get (1) same (2) tame. Ask learners to add more e.g came, dame, game, lame etc.

Activity 4

- Write these syllables on the board. Let learners manipulate the sounds in a playful way (1) (da, fa) ma, sa, ga, ha etc.

Review Exercises

Have learners work in pairs. Give them word cards. Let them delete the initial and ending letters and replace with new. E.g. to, me.

Assessment for learning

Refer learner to Practice 1 on page 119 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to circle.

1. He, we, be
2. Ho, no, go
3. La, ma, fa
4. Go, lo

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 4: Connecting letters to spoken words

Content Standard

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

Indicator

K2.5.1.1.5 Connect letters to spoken words and identify letters in print.

Learning Outcome

- ◆ Learners will be able to identify letters from sounds.

Essentials for learning

Learners can identify target letters from words.

New Word

Connect.

Resources

Letter cards, word cards.

Warming Up

Have learners flip their fingers and clap ten times.

Main Activities

Activity 1

- Divide the class into four groups. Play “Ladder game of letters”. Draw the grid on the floor outside the classroom.

a	k	f	D	-
s	b	m	O	-
p	h	k	H	-
k	g	k	M	

- Write the letters that learners have learnt so far in the grid. Rule for the game. When you call out a word a learner from the group will run and hop to the place where the beginning letter of the word is placed on the grid /f/. If the learner is correct, the group gets a point. Let the groups take turns.

Activity 2

- If the learner is incorrect, the group loses the chance and does not get a point. The group who got it wrong will be given the word and the letter to take home and practice learning.

Activity 3

- Select a group to start. Let each group have at least five rounds. The group with the highest marks wins. Put learners into groups of four. Give each group a grid. Let them select a leader. Let them practise the game on their own. The leader will call out a word and the rest will point to the beginning letter of the word.

Assessment for learning

Refer learners to Practice 1 on page 120 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

1	pot → p	2	hat → h
3	cat → c	4	under → u
5	lean → l	6	new → n

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

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

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

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

Term Three

6

Strand:

All around us

Strand 6: All around us

Sub-strand 1: Living and non-living things

WB:
pages
122-123

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 Talk about different types of living and non-living things around us.

K2.6.1.1.2 Participate actively in the shared reading of the big book which relates to the theme and share more lessons learnt on the theme of the week.

Learning Outcome

Learners will be able to

- ◆ Identify living and non-living things around us.
- ◆ Listen to a read aloud text on living and non-living things and answer questions.

Essentials for learning

Learners have been seeing living things and non-living things around e.g. hen and cars.

New Words

Living things, non-living things.

Resources

Pictures of animals and cars, fruits, stones books etc.

Core Competencies

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

Warming Up

Have learners sing any common song they know about living and non-living things.

Main Activities

Activity 1

- Welcome learners with a big smile. Greet them and let them do the same to their friends. "Good morning". "How is everyone?" Have learners sit in a big semi-circle in the classroom. Play "Pass a ball" game.

Activity 2

- Show pictures and real objects to learners. Guide them to identify things that are living and those that are non-living. Refer learners to page 124 of the Workbook to discuss the pictures and classify them into living and non-living things.

Activity 3

- Go out for nature walk with learners. Take them around the school compound and let them identify and name the things they see. Let them pick some to the classroom. (make sure learners wash their hands under running water with soap after lesson). Back to the classroom with the support of posters/pictures, let learners classify things they have seen under living and non-living things.

Living things	Non-Living things
Animals	Cars
Insects	Furniture
Human beings	Mobile phones
Birds	Television
Fruits	Cooking utensils

Review Exercises

Ask learners to give more examples. Put them into groups of four. Let two talk about living things and give examples and the other two talk about non-living things and give examples.

K2.6.1.1.2

Main Activities

Activity 1

- Take your Big Book” in which you have the theme living and non-living things. Follow the steps of the K.W.L strategy during the reading.
K: Ask them to share their previous knowledge about living and non-living things.
W: Let them ask questions about what they want to know about the theme e.g is a tree a living thing?

Activity 2

- Now read the text to them. Pause often for the learners to identify answers to their questions. Ask questions as you read to find out whether learners are following you.
L: Let learners share the lessons learnt about them. Example of living things are plants, animals, human beings. Examples of non-living things “are man-made materials e.g tables, cars, cooking utensils.
- Non living things cannot move on their own. They cannot reproduce nor eat.
- Living things can move on their own.
- Living things can make babies.
- Living things can eat.

Assessment for learning

Refer learners to Practice 1 and 2 of pages 122-123 for exercises.

Answers to exercises in the Workbook

Practice 1

- B. 1. 1 → Sandals
2 → Butterfly
3 → Dog
4 → Mobile phone
2. Living things → Butterfly and dog.
Non-living things → sandals and mobile phone.
3. Living things are things that have life, can eat, grow, move on their own and die.
4. Non-living things are things that cannot grow, cannot move on their own and do not die.

Practice 2

Learners to tick cat, baby fish, ant and cow.

Diagnostic Assessment

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

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

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

LESSON 2: Forming simple sentences with key and sight words

WB:
pages
124-125

Content Standard

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

Indicator

K2.6.1.1.3 Keep record of sight words and new content vocabulary learnt from the reading text on the theme.

Learning Outcome

- ◆ Learners will be able to form simple sentences with key words from the topic.

Essentials for learning

Learners can read some sight words.
Examples: come, she, at.

New Words

Living things, non-living things.

Resources

Pictures of birds and animals, spoons, chairs, cup, bag, flowers.

Warming Up

Let learners tap their fingers one at a time on their thumb. Do one hand at a time.

Main Activities

Activity 1

- Write the keywords on the board. Chair, hen, cup, flowers, animals and non-living things. Teach the correct

pronunciation of the words as well as the meaning of the words using. Contextual clues including pictures.

Activity 2

- Give out the word cards to learners in groups of three. Let them learn the spelling of the words. Encourage them to form simple sentences of the words. E.g.
 1. The animal I like is cat.
 2. A dog is a living thing.
 3. This cup is for me.

Review Exercise

Put learners into groups of three: give them the word cards. Let them spell the words and form one sentence for each word.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 124-125 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to copy.

Practice 2

Learners to read the words and trace the sentences.

Diagnostic Assessment

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

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

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

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

LESSON 3: Identifying and writing letters

Content Standard

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

Indicator

K2.6.1.1.4 Recognise at least 75% of letter-sounds in words.

K2.6.1.1.5 . Identify the letter-sound learnt for the week in words related to the theme and write the letter and keyword boldly and legibly in their books.

Learning Outcome

Learners will be able to:

- ◆ Identify letters in words and write them on the board.
- ◆ Identify letter-sounds learnt for the week and write them.

Essentials for learning

Learners can write the letter-sounds for /a/, /p/, /m/.

New Words

Letter-sounds, legible.

Resources

Letter cards, word cards, letter-sound cards.

Core Competencies

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

Warming Up

Have learners sing song on the alphabet A,B,C,D,E.....

Main Activities

Activity 1

- Put learners into groups of four. Give each group a marker or a piece of chalk. Call out a letter and let two learners from each group run to the board and write both the small and the capital letter. Call out more letters and let learners take turns.

Activity 2

- Revise the letter-sounds learnt so far. /e/, /s/, /a/, /p/, /d/, /u/, /v/. Pronounce the sounds and let learners repeat after you. Put learners into groups of six. Give each group some letter-sounds cards for them to read aloud.

Activity 3

- Refer learners to page 129. Read the tongue twister three times and let learners repeat after you. Have learners identify the target letter-sound in the words by writing the capital letter and the small letter on the board.

Activity 4

- Point to the letter, capital first then small and say the sound three times (N,n). Let learners also repeat. Introduce the keywords in which we can find the letter-sound with the use of word cards. Let them identify and show the position of the letter-sound learnt in the words at the initial, middle and ending. Let them underline the letter-sound.eg. (Ann, Andy, Angry, ants, Newtown, never).

Activity 5

- Model writing the letter in the air, have learners take turns with you writing in the air and then on their friends back and on their arms Nn with their fingertips.

Review Exercise

Pair learners, let them write the capital and the small letters N,n on their friends arms.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 126-127 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- A. Learners to write the small letters.
- B. Learners to write the capital letters.

Practice 2

- A. Learners to write 'n' 'N'.
- B. Learners to trace and write 'N' and 'n'

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?
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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 2: Living things: Domestic and wild animals

WB:
pages
128-130

LESSON 1: Domestic and wild animals

Content Standard

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

Indicator

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

K2.6.2.1.2 Listen to a shared reading on a traditional story on how some animals became domestic animals.

Learning Outcome

Learners will be able to:

- ◆ Identify animals that live at home and those that live in the bush or forest.
- ◆ Listen to a read-aloud text on how some animals became domestic.

Essentials for learning

Learners can name some domestic animals e.g cat, dog.

New words

domestic, forest.

Resources

Pictures of domestic and wild animals.

Core Competencies

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

Warming Up

Have learners sing any song on animals “Old MacDonald had a farm”.

Main Activities

Activity 1

- Put learners in a semi-circle. Greet them and let them do the same to their friends. Play “pass a ball” (in which learners throw or pass the ball to their friends).

Activity 2

- Display pictures/posters on domestic and wild animals. Engage learners in active interaction by asking questions about them. E.g Which of the animals in the pictures have you seen before? Where did you find them? Which one do you like? Why? Call on learners randomly to answer questions or contribute to the discussion.

Activity 3

- Using the think-share-pair strategy. Let learners talk about animals found in the home and those that are not in the homes. Let them share their findings with the whole class. Write some of the answers on the board.



Domestic Animals	Wild Animals
Cats	Lions
Dogs	Snails
Hens	Tigers
Goats	Grasscutter
Ants	Zebra
Cockroaches	

Activity 4

- Refer learners to page 132 of the Workbook. Sing the song with them and let them answer the questions on the next page 33 e.g. Which animal has MacDonald on his farm?

Activity 5

- Discuss with learners why domestic animals should be catered and cared for. Write some of their answers on the board. E.g Domestic animals should be
 1. Given food.
 2. Given water.
 - iii. bath them regularly.
 - iv. Take them to the veterinary for their injections.

Review Exercise

Put learners into groups of three. Let them talk about the domestic animals they like and give their reasons.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 128-130 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. A farm
 2. Mcdonald
 3. Two
 4. Cow and chicks
 5. Cow → moo moo
Chicks →chick-chick

Practice 2

Snake → Forest

Hen → Home

Tiger → Forest

Horse → Forest

Cat → Home

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

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

LESSON 2: Different types of domestic animals

Content Standard

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

Indicator

K2.6.2.1.3 Create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals.

Learning Outcome

- ◆ Learners will be able to identify different kinds of animals.

Essentials for learning

Learners know that some animals are domestic and others are not.

New Words

Domestic animals, fur.

Resources

Pictures of different types of animals.

Core Competencies

Personal Development and Leadership (PL).
Communication and Collaboration (CC).
Personal Development and Leadership (PL).

Warming Up

Have learners sing “Old MacDonald”.

Main Activities

Activity 1

- Play video on different types of animals to learners. Let them answer questions from the video. Eg. Name of the animals you saw in the video. Using think-pair-share, let them talk about what they saw from the video (the different types of animals they saw).

Activity 2

- Using the Language Experience Approach (LEA), create an informational text on domestic animals. Let learners observe pictures on animals with leading questions. Let them create and dictate simple sentences to you. Write the story for them on a big sheet and use that as a reading text for the week. E.g
 1. There are different kinds of animals
 2. Animals that lay eggs eg. hen, duck.
 3. Animals that do not lay eggs eg. goat, dog.
 4. Animals that have fur eg. rabbit, goat, cat, dog, duck, parrot, birds.

Review exercises

Have learners work in pairs. They discuss the type of animal they like and give reasons for that.

Assessment for learning

Refer learners to Practice 1 and 2 on pages 131-132 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
- | | | |
|----|------------|------------|
| 1. | 1 – Hen | 2 - Duck |
| | 3 - goat | 4 – Dog |
| | 5 – Rabbit | 6 – Parrot |
2. Home
3. Hen, Duck and Parrot
4. Goat and Rabbit
5. Hen, Duck and Parrot
6. Goat, Dog and Rabbit

Practice 2

Lays egg → hen, duck, parrot

Does not lay eggs → cat, goat and rabbit

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

1. How did the lesson go?
2. Was the introduction catchy?

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

LESSON 3: Clapping and counting number of syllables

Content standard

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

Indicator

K2.6.2.1.4 Tap and clap and count the syllables of the names of animals and lines of the song.

Learning Outcome

- ◆ Learners will be able to count the number of syllables in a word.

Essentials for learning

Learners can classify animals into those that lay eggs and those that give birth.

New Words

Syllables.

Resources

Letter cards, word cards.

Warming Up

Have learners sing “Old MacDonald” has a farm”.

Main Activities

Activity 1

- Play the song “Old MacDonald has a farm” and ask learners to sing along, and mention names of animals and clap the syllables in their names.

Activity 2

- Ask learners to mention some names of animals. Write them on the board and have learners clap and tell the number of syllables in each word.

E.g.

- | | | |
|-----------|---|------------|
| 1. Monkey | - | syllables |
| 2. Cat | - | 1 syllable |
| 3. Goat | - | 1 syllable |

Activity 3

- Show pictures of animals to learners. Let them mention the names of the animals and clap the number of syllables in it.

Review Exercise

Have learners work in pairs. Give each pair, two word cards of names of animals. Let them tap and count the number of syllables in them.

Assessment for learning

Refer learners to Practice 1 on page 133 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- | | | |
|---|------------------|-------------|
| A | Dog → 1 | Lizard → 2 |
| | Elephants → 3 | Giraffe → 2 |
| | Hippopotamus → 5 | |

LESSON 4: Identifying and writing letter-sounds

Content Standard

Tap and clap and count the syllables of the names of animals and lines of the song.

Indicator

K2.6.2.1.5 . Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to identify the letter-sounds for the week and write it.

Essentials for learning

Learners can write letters e.g a,b,d.

New Words

Letter-sounds.

Resource

Letter cards, word cards.

Warming Up

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

Main Activities

Activity 1

- Revise the letter-sounds learnt so far. Say the sound two times and let learners repeat after you. /a/, /b/, /p/, /n/, /v/, /u/, /t/, /e/, etc.

Activity 2

- Give out the letter cards to learners in groups of five. Let them sound the letters in turns.

Activity 3

- Introduce the letter for the week by writing the capital letter and small letter on the board. Point to the letter, the capital first followed by the small. Say the sound three times and have learners also repeat.

Activity 4

- Introduce the keywords in which we can find the letter-sound (doctor). Let learners show the position of the letter-sound learnt in words: initial, middle and ending.

Activity 5

- Model writing the word on the board. First, in the air. Have learners take turns with you writing in the air and on their friends back with their fingertips.

Review Exercises

Have learners work in pairs. Let them write the letter “D,d” on the arms of their partners.

Assessment for learning

Refer learners to Practice 1 on page 134 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- Learners to write d or D.
- Learners to trace and write

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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1. How did the lesson go?
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4. Were the learners able to answer your questions during and after the lesson?

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

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

Strand 6: All around us

Sub-strand 3: Water

WB:
pages
135-139

LESSON 1: Where we get water from

Content Standard

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

Indicator

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

K2.6.3.1.2 Participate actively in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the words

Learning Outcome

Learners will be able to:

- ◆ Identify our sources of water.
- ◆ Listen to a read-aloud text and answer questions from the text.

New Words

Sources, stream, river, pipe, rain.

Resources

Pictures/posters of different sources of water, video on sources of water.

Core Competencies

Communication and collaboration (CC)
Personal Development and Leadership (PL)
Communication and Collaboration (CC)
Personal Development and Leadership (PL)
Personal Development and Leadership (PL). Creativity and Innovation (CI)

Warming Up

Have learners sing “Rain rain go away”. Let them act as they recite the rhyme.

Main Activities

Activity 1

- Put learners into community circle. Play; “pass the ball.”

Activity 2

- Display some pictures on sources of water at a vantage point where everybody can see. Engage learners in active discussion. Call on learners randomly to answer question or contribute to the discussion. E.g.
 1. Where do you get water to bath/drink from?
 2. Look at the pictures and point to the one you use in your home.
 3. Which one is commonly used in your community? Eg. (rain, stream, pipe, bore hole, rivers).



Activity 3

- Have learners watch and discuss a video on the sources of water. Using the Language Experience Approach (LEA), direct learners to create an informational text on sources of water. Have learners dictate the story to you and write it on a big sheet of paper or on a manila card. This becomes the reading text for the week for them. Eg.

Where do we get water from?
We get water from streams.
We get water from rivers.
We get water from bore-holes.
We get water from pipes.
We get water from rains.

Activity 4

- Refer learners to pages 137 and 138 of the Workbook. Let them look at the pictures there, talk about and answer the questions there.

Review Exercise

Have learners work in pairs. Let them talk about the different types of water and the one they like and why they like it.

K2.6.3.1.2

Main Activities

Activity 1

- Put learners into a community circle. Use the story on the (“Thirsty Crow”). Refer learners to pages 140 and 141 of the Workbook. Read the story aloud and pause often for learners to predict what happens next in the story. Let learners track the text as you read.

Activity 2

- Ask simple story (map questions) on the setting, characters, the problem and the resolution of the problem.

E.g

1. Who is the main character in the story?
2. What was his problem?
3. How did he solve it?

Review Exercise

Using think-pair-share, let them brainstorm how water is very important to human beings, plant and animals.

Assessment for learning

Refer learners to Practices 1 and 2 on pages 135-139 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. 1 → well water
2 → rain water
3 → stream
4 → river
 2. Learners answer
 3. Learners answer
 4. Sea, lake, ponds

Practice 2

- B.
1. Rain water.
 2. Learners' answer.
 3. Learners' to discuss.

Practice 3

- B.
1. The crow was thirsty.
 2. To search for water.
 3. A pitcher of water.
 4. No. Because the water level was too low and his beak could not reach it.
 5. He collected and put pebbles into the pitcher and the water level to his reach.
 6. Never give up.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forming simple story

Content Standard

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

Indicator

K2.6.3.1.3 Use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to form simple sentences with new vocabulary learnt from the theme.

Essentials for learning

Learners can write about 70% of the English alphabet.

New Words

Dictate, sources, water.

Resources

Word cards, sentence cards.

Warming Up

Have learners recite “Rain rain go away”.

Main Activities

Activity 1

- Display pictures of sources of water to learners. Refer them also to page 137 of the Workbook. Have learners observe the pictures. Write the keywords on the board. Use illustrations and pictures to explain the meaning to learners. Put learners into groups of five.

Give them the word cards to play; ‘pick and read’. You pick the word and you read the words {(1) well (2) crow (3) river (4) grow (5) well (6) drink (7) crow.}

Activity 2

- With leading questions? guide them to form simple sentences orally and write a simple story for them.

Activity 3

- Let learners dictate their sentences and write them on the board e.g
 1. I drink water everyday.
 2. Animals also drink water.
 3. It is raining heavily.
 4. There is a well in our school.
 5. The bore-hole in the community is too deep.
- Encourage learners to give a title to the text. E.g (different kinds of water).

Review Exercise

Have learners work in pairs. Give them three word cards with which they can form sentences.

Assessment for learning

Refer learners to Practice 1 on page 140 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace the sentences.

LESSON 3: Blending letter-sounds into syllables

Content Standard

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

Indicator

K2.6.3.1.4. Blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to blend letter-sound into syllables.

Essential for Learning

Learners can clap and tell the number of syllables in a word.

New word

Syllables, blend.

Resources

Letter cards, word cards, letter-sound cards.

Core Competencies

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

Communication and Collaboration (CC).
Personal Development and Leadership (PL).

Creativity and Innovation (CI).

Warming up

Have learners sing a song on the alphabet. A.B.C.D.E.F.

Main Activities

Activity 1

- Revise the letter-sounds learnt so far with learners. Say the sound three times and let learners repeat after you. Write the letter-sound on the board.
- /a/, /b/, /c/, /d/, /e/, /u/, /v/, /p/.

Activity 2

- Give the letter-sound cards to learners in their groups. Let them pronounce the letter-sounds in turns.

Activity 3

- Guide learners to blend individual letter-sound to form one syllabic word. Let them practise creating many mono syllabic words putting together consonant and vowel sounds e.g (ba).

Activity 4

- Use the “Pupils blending process”
- Call two learners to the front of the class. Give them a consonant and a vowel sound. Let them hold individual letter cards separately. Let them move gradually and slowly towards each other until they stand close to each other and put their letters together to read a syllable. Let learners practise more of this letter together to read a syllable e.g.

(1) m a (2) f a
(3) b a

Strand 6: All around us

Sub-strand 4: Air

WB:
pages
142-144

LESSON 1: Presence and importance of air

Content Standard

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

Indicator

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

K2.6.4.1.3 Participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme of the week and demonstrate that words have spaces in a sentence.

Learning Outcome

- ◆ Learners will be able to identify that air is everywhere.

New words

air, balloons, bubbles.

Resources

Pictures/posters showing activities with air, balloon, kites, clothes, bottles.

Core Competencies

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

Warming up

Have learners sit in a community circle. Welcome learners with a big smile and ask learners to do same to their friends. Play: “pass a ball” Display pictures and concrete materials like balloons, kites, clothes on your table. Engage learners in an active interaction about the materials on your table.

Main Activities

Activity 1

- Ask learners to hold their nose for some few seconds. Let them discuss their experience in pairs. (without air, you cannot breathe).

Activity 5

- Have learners blow air into balloons, ask them what happens. What is in the balloon now? Take learners for a nature walk, ask them to look at the movement of leaves, scattered plastic and pieces of papers. Let them share their experiences. Ask these questions:
 1. What is making the leaves of the trees move?
 2. Why are the scattered plastic and piece of papers moving here and there? (air is moving them)



Activity 4

- Divide the class into three groups (this depends on the number of your learners)
 1. Group 1: fill plastic bottles with water and observe the bubbles.
 2. Group 2: Observe balloons fly.
 3. Group 3: send kites into the sky. Let them share their experiences.

Review Exercises

Using think-pair-share, let them talk about what makes the kites fly and what moves the leaves.

K2.6.4.1.3

Main Activities

Activity 1

- Put learners into a community circle. Using the K.W.L. strategy, let learners tell you what they know about “air”. (k). Encourage them to ask you questions about what they want to know about air (w). Write the questions they ask on the board.

Activity 2

- Refer learners to page 115 of the Workbook. Read the text aloud on air to learners. Ask questions to monitor whether learners are following you. e.g. Where is air? Pause often and encourage learners also to ask you questions.

Activity 3

- Let learners share what they have learnt about the theme (L) first with their peers next to them and then with the whole class. e.g .
 1. Air is everywhere.
 2. Without air we shall die.
- Let learners orally answer the questions on the page.

Review Exercises

Have learners work in groups of five. Let them perform simple activities to show that air is around us.

Assessment for Learning

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

Answers to exercises in the Workbook

Practice 1

- B.
1. A boy blowing a balloon.
 2. Boy and girl flying kites.
 3. A boy and girl pouring water into a glass.
 4. A boy holding his nose.
2. He cannot breathe.
3. True.

Practice 2

- B.
1. Everywhere or all around us.
 2. No.
 3. We feel it when it blows
 4. Air can give shape to things.
Air occupies space.
Air have weight.
 5. All living things.

Practice 3

Learners to do activities and report their findings.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

LESSON 2: Creating simple stories

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

K2.6.4.1.2 Use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create an informational text for reading.

Essential for Learning

Learners can form simple sentences with sight words.

New words

Weather, rainforest, bubbles.

Resources

Word cards, sentence cards.

Core Competencies

Personal Development and Leadership (PL).
Creativity and Innovation (CI).

Warming up

Have learners say any rhyme or song about air.

Main Activities

Activity 1

- Display pictures/posters for learners to talk about them. Refer them to page 144 of the Workbook. Have learners talk about the pictures in pairs.

Activity 2

- Write the keywords on the board and use illustrations in the form of pictures to explain the words to learners.
air, balloon, presence, bubbles,

Activity 3

- Ask leading questions for learners to create and dictate simple sentences orally for you to ask as a scribe to write the story for them. e.g
 1. Where is air?
 2. What can air do?
 3. What comes out when a bottle is filled with water?

Activity 4

- Write their sentences boldly on a manila card, give a heading and hang it in the classroom to be used as a text for the week.
 1. Air is everywhere.
 2. Air can blow leaves.
 3. Kites can fly because of air.
 4. We breathe in air always.
 5. Plants need air to grow.

Review Exercises

Put learners into groups of four. Let them read through the story they have created in turns.

Assessment for Learning

Refer learners to Practice 1 on page 145 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read words and trace the sentence.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Reading and writing sight words

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

K2.6.4.1.4 Recognise and read 25% of sight words instantly and automatically

Learning Outcome

- ◆ Learners will be able to read sight words and write them.

Essential for Learning

Learners have been using sight words to form simple sentences.

New words

Sight words, blow, air.

Resources

Sight words cards, sentence cards.

Warming up

Have learners recite the rhyme about air.

Main Activities

Activity 1

- Revise reading the sight words with learners e.g. go, to, in the, come, on, can. Divide the class into groups of five. Give out the sight words cards for learners to practise reading in their groups.

Activity 2

- Play: "Ladder sight words game"
Draw a grid and write common sight words on the floor in the classroom or outside.

good	to	sister	dad
in	the	mom	o
come	he	she	in
air	water	boy	girl

Activity 3

- Divide the class into four groups (depending on the number of learners in your class). Read the sight word aloud and call on the groups to send a learner to hop on the word on the floor and read it aloud. If the learner is correct, the group gets a point. If nobody gets it correct, demonstrate and hop on the grid. No one get a point.

Review Exercises

Put learners in groups of five. Give each group eight sight words cards for learners to read them.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 146-147 of the Workbook for exercises.

Answers to exercises in the Workbook Practice 1

Learners to read and trace.

Practice 2

Learners to circle.

1. The, the
2. is, the mom
3. my, sister, is the
4. come, and, the
5. my, dad, to, the
6. the, air

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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1. How did the lesson go?

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

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

LESSON 4: Blending letter-sound

Content Standard

K2.6.4.1 Demonstrate understanding of the presence and importance of air.

Indicator

K2.6.4.1.5 Blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to blend letter-sound into syllables.

Essential for Learning

Learners can clap to identify the number of syllables in words.

New words

letter-sound, syllables.

Resources

letter cards, word cards.

Core Competencies

Personal Development and Leadership (PL).

Personal Development and Leadership (PL).

Warming up

Have learners sing/recite rhyme on air.

I am the endless air.

I am the air to breathe.

Plants, animals and humans use me.

Don't pollute me.

Main Activities

Activity 1

- Revise letter-sounds learnt so far will learners. Write them on the board and let them sound them. /a/, /b/, /p/, /u/, /v/, /s/.

Activity 2

- Guide learners to blend letter-sounds to form one syllable putting together consonant and vowel sounds e.g ma, da, fa, ba.

Activity 3

- Use the “learners blending process”
- Call two learners to the front and give them a consonant and a vowel sounds. Let them hold individual letter card separately and gradually and slowly move towards each other until they stand close to each other and put their letters to read a syllable e.g b, a→ba.

Activity 4

- Guide learners to practise of this process to help them blend sounds easily e.g. blend the vowel ‘e’ with different consonants.

Assessment for Learning

Refer learners to Practice 1 on page 148 of the Workbook for exercises.

Answers to exercises in the Workbook

- | | | | | | |
|----|----|----|----|----|-----|
| 1. | do | 2. | to | 3. | da |
| 4. | ta | 5. | at | 6. | in. |

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 6: All around us

Sub-strand 5: Plant 1

WB:
pages
149-151

LESSON 1: Part of plants and their uses

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 a plants and their uses

K2.6.5.1.3 Participate actively in the teacher-read-aloud of the LEA text which relates to the theme, and share lessons learnt from the text.

Learning Outcome

Learners will be able to:

- ◆ Identify different parts of plants.
- ◆ Share lessons from a read aloud text.

Essential for Learning

Learners have been using think-pair-share to discuss themes.

New words

Plants, roots, stem, leaves, fruits.

Resources

Young plants, pictures showing different parts of plants.

Core Competencies

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

Warming up

Have learners sing any song on plant.

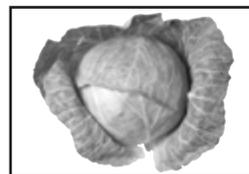
Main Activities

Activity 1

- Greet learners with a smile and let learners do same with friends. Have learners sit in a semi-circle. Play (pass a ball) game with learners.

Activity 2

- Have learners work in pairs. Give them young plants (make sure the plants you uproot are not harmful to learners). Engage learners in active discussions on the theme (plants) by observing them critically.



Activity 3

- Guide them to identify the
 - 1 The leaves,
 - 2 stem,
 - 3 roots,
 - 4 fruitsone by one.
- Call on learners randomly to answer questions or contribute to the discussion e.g
 - a Point to the roots.
 - b Point to the stem.
 - c Which parts is in the soil?
 - d Which parts bear fruits?
 - e Which parts move when the air is blowing?

Activity 4

- Show pictures of different types of plant. Let them identify their different parts e.g the roots, stem, leaves and flowers/fruits. Discuss the different parts of plants and the fruits we get from them. e.g
 1. Cassava, yam, cocoyam, carrot from the roots.
 2. Oranges, pawpaw watermelon, grapes.
 3. Medicine from roots and leaves. Refer to learners Workbook page 153. Let them talk about the pictures.

Review Exercises

Have learners work in pairs they draw the plants showing parts of it and say the rhyme at page 153.

K2.6.5.1.3

Main Activities

Activity 1

- Put learners into community circle use K.W.L strategy.
- K: Let learners tell you what they know about plants.
- W: Encourage them to ask you questions about what they want to know. Write their questions on the board.

Activity 2

- Read the text on plants to learners (find one from Youtube if you don't have the Big Book). Make sure learners are tracking you as you read aloud the text to them. As you read, pause often and let learners answer the questions they asked. Ask them questions to check whether learners are following you and understand what you are reading to them. e.g. How many parts has a plant? Can you name two of them? What food do we get from plant?

Activity 3

- L: Now, have them share what they learnt about the parts of plants and their uses. Let them work with peers then with the whole class.

Review Exercises

Have learners work in pairs. Let them retell the story to each other.

Assessment for Learning

Refer learners to Practice 1 to 3 on pages 149-151 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Accept correct matching.

Practice 2

- B.
1. Mango, cassava, orange, potato, kontonmire, cabbage, lettuce and sugarcane
 2. Leaves → Cabbage kontonmire and lettuce.
Fruits → Cassava and potato
Stem → Sugarcane

Practice 3

1. Leaf, branch, stem and root.
2. Learners to write.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forming simple sentences to create stories

Content Standard

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

Indicator

K2.6.5.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create simple story from the theme.

Essential for Learning

Learners can form sentences with sight words.

New words

Story, key words, plants, roots, stem, young plants, pictures of different plants, food from plants.

Core Competencies

Personal Development and Leadership (PL).
Creativity and Innovation.

Warming up

Have learners sing the song on plants. Refer to Workbook page 155.

Main Activities

Activity 1

- Show the pictures of the different plants to learners, refer to page 152 of the Workbook. Using the language experience approach, (LEA) create

informational text on “plants give us food and medicine”. Ask the following questions.

1. Name the parts of plants.
2. Which part of plants gives us food?
3. Which parts give medicine?
4. Are flowers plants?
5. Where can we find the roots?

Activity 2

- Have learners create simple sentences orally. Write the sentences for them. Add few more contents and copy onto big sheet of a paper or cardboard and use that as a reading text. Suggest a title for them.
 1. Plants has roots, stem, roots and flowers.
 2. The roots and the flowers give us food.
 3. The leaves, roots and the back give us medicine.
 4. There are different types of plants.
 5. Some are big others are small.
 6. I like plants which give us mangoes.

Review Exercises

Have learners work in pairs. Let them read through the sentences they have created.

Assessment for Learning

Refer learners to Practice 1 on page 152 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Identifying and writing sight words

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

K2.6.5.1.4 Recognise and read 25% of sight words instantly and automatically

Learning Outcome

- ◆ Learners will be able to identify sight words and write them.

Essential for Learning

Learners can identify letter-sounds.

New words

sight words.

Resources

Sight words cards.

Warming up

Have learners sing the song on “What plants need to grow”.

Main Activities

Activity 1

- Let learners play “ladder-sight” word game
- Draw a grid and write some common sight words learners have learnt so far on the floor either outside or in the classroom.

good	to	sister	dad	—
in	the	mom	to	—
come	he	she	in	—
air	water	boy	girl	

Activity 2

- Divide the class into four groups. (depending on the number of learners in the class). Read the sight words aloud and call on the groups to send a member to hop on the word on the floor and read it aloud. If the child is correct, the group gets a point. If the child is incorrect, the group loses the chance and does not get a point. If nobody knows it, demonstrate and hop on the grid. No one gets a point.

Review Exercises

Give out the sight-words in groups of four. They read them in turns.

Assessment for Learning

Refer learners to Practice 1 on page 153 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 4: Blending letter-sounds into two syllabic words

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

K2.6.5.1.5. Blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Learning Outcome

- ◆ Learners will be able to blend letter-sounds into syllables.

Essential for Learning

Learners can read some letter-sounds e.g /a/, /b/.

New words

Syllables

Resources

letter cards, letter words.

Warming up

Have learners recite the rhyme on plant.

Main Activities

Activity 1

- Revise the letter-sound learnt so far. /a/, /p/, /v/, /u/, /s/. Give the letter cards to learners in groups of five. Say the sounds and let them repeat after you.

Activity 2

- Guide learners to blend individual letter-sound to form monosyllabic words. Have learners practise creating many monosyllabic words putting together consonant and vowels sounds. E.g ma, da, pa, ta, ya.

Activity 3

- Use the “learners blending process”
- Call two learners to the front and give them a consonant sound and a vowel sound. Let them hold individual letter cards separately let them until they stand close to each other and put their letters together to read a syllable. e.g go, do, to, no.

Activity 4

- Let learners add more of the process to help them blend sound easily. Encourage learners to make their own simple words. Give them a vowel and let learners blend it with a consonant letter e.g (i) →bi, di, si, ni, yi, me etc.

Review Exercises

Put learners into groups of four. Give them letter-cards to form monosyllabic words.

Assessment for Learning

Refer learners to Practice 1 on page 154 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- | | | |
|---------|---------|---------|
| 1. Lala | 2. Baba | 3. Gogo |
| 4. Fafa | 4. Mama | 5. Toto |
| 7. Baba | 8. Ama | |

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 6: All around us

Sub-strand 6: Plant 2

WB:
pages
155-157

LESSON 1: What plants need to grow

Content Standard

K2.6.6.1 Demonstrate 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.

K2.6.6.1.3 Participate actively in the teacher-read-aloud of the Big Book which relates to the theme, and share lessons learnt from the reading

Learning Outcome

Learners will be able to:

- ◆ Identify how plants grow and how they prepare their food.
- ◆ Share lessons learnt from read aloud text.

New word

Plants.

Resources

Young plants, pictures of different types of plants.

Core Competencies

Communication and collaboration (CC)

Personal Development and Leadership (PL)

Digital Literacy (DL)

Problem Solving and Leadership (PL)

Creativity and Innovation (CI)

Warming up

Have learners sing the song on “what plant need to grow”. Refer to YouTube and play it for them.

Main Activities

Activity 1

- Have learners sit in a community circle. Greet them with a big smile and let learners do the same to their friends. Play: pass a ball.

Activity 2

- Display pictures/posters on plants at a vantage place where every learner can see. Engage learners in active interaction about the theme (how plants grow). Have learners take turns to contribute their ideas to the discussion.

Activity 3

- Go for nature walk and explain why some plants grow very well and others do not. Back to the classroom, call on learners randomly to contribute to the discussion on what things plants need to grow well. e.g water, air, good soil, sunshine.

Activity 4

- Have learners grow various plants and put them at different places in the classroom and outside. Put some where there is no sunlight. Let them grow some in rocky soil, loamy soil.

Let them water some and leave some without water. Cover some without sunlight. Let learners observe these plants after a week. Let them share their observations.

Activity 5

- After the experiment, learners will know that plants need the following to grow.
 - a. Good soil
 - b. Water
 - c. Air
 - d. Sunlight

Review Exercises

Refer learners to their Workbook on pages 159. Let them talk about the stages of how plants grow.

K.2.6.6.1.3.

Main Activities

Activity 1

- Have learners sit in a community circle. Use K.W.L strategy to read the story on the theme to learners.

K: Ask them questions on what they know already about how plants grow. Expected answer they need air, good soil and water.

W: Encourage them to ask you questions about what they want to know about the theme. e.g Why is it that some plants don't produce fruits.

Activity 2

- Now read the text on "how plants grow to learners". Ask questions during the read-aloud text to find out whether learners are following the text. Show pictures/posters as you read along. Pause and let them ask your questions as well.

Activity 3

- L: Let learners share what they have learnt about the theme, first with their peers next to them and then with the whole group. e.g plants need good soil to grow well.

Activity 4

- Have learners work in groups of six. Let some groups grow plants in cans. Let them put some outside, cover some, hide some in a good soil and others in gardens.

Review Exercises

Have learners observe their experiment after one week and explain why some of the plants have died and others are growing.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 155-157 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. To grow the seed
 2. No
 3. The soil
 4. Soil, water, space, sun and air

Practice 2

- B.
1. A good soil.
 2. The seed will not germinate.
 3. The plant will not grow.
 4. A grown plant with flowers, ripe and unripe (fruits).

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Creating text for reading

Content Standard

K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.

Indicator

K2.6.6.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create their own text for reading.

Essential for Learning

Learners can write simple sentences with some sight words.

New words

Plants, story.

Resources

Pictures of different plants.

Warming up

Have learners sing song on plants. “what plants need to grow”.

Main Activities

Activity 1

- Use the Language Experience Approach strategy to create text/story from learners through questions. Display pictures of different plants and the experiments they made to learners. Let them observe and talk about them in groups and with whole class.

Activity 2

- Ask the following questions
 1. What do plants need to grow?
 2. Why can't plants grow in a dark place?
 3. What was the result of your experiment?
 4. What are some uses of plants?

Activity 3

- Guide learners to create simple sentences. They dictate to you and you write them on the board. Copy them as a story on a manila card. Add some content to and guide them to give a heading to the text.
 1. Plants need good soil to grow.
 2. Plants need good water to grow.
 3. Plants need sunlight to grow.
 4. Plants give us food.
 5. Plants give us medicine
- Hang or paste the manila card in the classroom. Use it as a reading material for the week.

Review Exercises

Give some of the sentences they created to learners to read in pairs.

Assessment for Learning

Refer learners to Practice 1 on page 158 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Blending letter-sound into two syllabic words

WB:
pages
159-160

Content Standard

K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.

Indicator

K2.6.6.4 Blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.

Learning Outcome

Learners will be able to blend the letter-sound into syllables and write them.

Essential for Learning

Learners can create simple sentences orally.

New words

Letter-sounds.

Resources

Letter-sounds, word cards.

Warming up

Have learners sing song on plant. e.g “what plants need to grow”.

Main Activities

Activity 1

- Revise blending of two individual sounds to make monosyllabic words with learners. Put them into groups of three. Give them letter-sounds card to each group. Let them revise how to blend letter-sounds. Use “pupils blending process”
- /g/, /o/ → go
- /m/, /a/ → ma, etc.
- be, de, fe, ne, etc.

Activity 2

- Use “Pupils blending process game”.
- Call two learners to the front of the class. Give one syllabic word to each learner. Let them practice creating many monosyllabic words by gradually moving towards each other while pronouncing the single syllabic words separately until they come together. Let learners put the two syllabic together and sound them as one word. e.g ma-ma → mama. Es-ther → Esther.

Activity 3

- Call on many learners to practise together two monosyllabic words to become one word e.g Asa-nte → Asante mo-no → mono.

Review Exercises

Put learners into groups of four. Give each group some syllabic words to create many monosyllabic words.

- 1 da-da → dada.
- 2 Fa-ti → fati.
- 3 lea-ners → learners.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 159-160 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Practice 2

1. Afi
2. Kojo
3. Spider
4. Window
5. Into.

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

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

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

Strand 6: All around us

Sub-strand 7: Types of soil and gardening

WB:
pages
161-163

LESSON 1: Part of plants and their uses

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.

K2.6.7.1.2 Participate actively in the teacher-read-aloud of the Big Book which relates to the theme, count words in a sentence and answer inferential questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Identify the soil which is good for gardening.
- ◆ Count words in a sentence and answer inferential questions on the text.

Essential for Learning

Learners can form oral sentence with some sight words.

New words

Gardening, sandy, loamy, clayey.

Resources

Samples of loamy, clayey, loamy soil, picture of different types of soil.

Core Competencies

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

Warming up

Have learners sing or recite any rhyme on soil.

Main Activities

Activity 1

- Have learners sit in a community circle. Welcome them by greeting them and let them do the same to their friends. Refer learners to page 163 of the Workbook. Teach learners the song (if you don't know how to sing refer them to YouTube).

Activity 2

- Display the different types of soil on learners' table. Put them into groups of four. Make sure learners wash hands thoroughly with soap under running water after the lesson. Engage learners in active discussion on the topic.

Activity 3

- Let them feel, touch and observe the different types of soil. (loam, clay and sand). Write the loam, clay and sand on the board. Give them word cards and let learners match the names to the types of soil on their tables.

Activity 4

- Interact with learners and talk about the uses of soil. e.g
 1. Sand is used for building (block are made from sand).
 2. Loam is used for planting (all food stuff we eat are got from loamy soil).
 3. Clay is used in moulding (cups and all ceramic items are got from clay).

Review Exercises

Have learners work in pairs. Let them identify the different types of soil by giving them word cards. They should read in turns.

K2.6.7.1.2

Main Activities

Activity 1

- Ask questions to activate learners previous knowledge on the theme (types of soil and gardening).

Activity 2

- Read aloud the informational text on different types of soil. Pause often and ask questions to find out whether learners are following you. Encourage them to also ask you questions e.g. Can we use clay to make dolls?

Activity 3

- Ask learners the following questions
 1. Which type of soil do we use for farming? Why?
 2. Give examples of things we get from soil, etc.
- Refer learners to page 165 of the Workbook. Let them identify the type of soil the pictures of the things are made from. Let learners find out the many uses of sand, clay and loam.

Review Exercises

Have learners work in groups of threes and let them form simple sentences orally with.

- 1 Loam
- 2 Sand
- 3 Clay

Assessment for Learning

Refer learners to practice 1 and 2 on pages 161-163 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Sand, clay, loamy soil
 2. Sand
 3. Clay
 4. Sand → for making blocks
Clay → for moulding pots
Loamy → for gardening
 5. Loamy soil

Practice 2

- B.
1. a. Plant, b. pots
c. house (mud house).
d. building blocks.
e. a house (block house).
 2. a → loamy
 3. because it cannot hold water and light
b and c → clay.
d and e → sand.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Creating simple stories

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

K2.6.7.1.3 Use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create simple story from the theme.

Essential for Learning

Learners can make simple sentences.

New word

Create, story

Resources

samples of different types of soil.
Pictures of sand, loam and clay.

Warming up

Have learners sing the song they learnt on soil. (types of soil).

Main Activities

Activity 1

- Using the language experience approach (LEA) create an informational text on types of soil. Display pictures on the theme for learners to observe and talk about them using think-pair-share strategy.

Activity 2

- Ask leading questions for learners to answer and create simple sentences orally. Write the sentences on the board for them. Read through and let them read after you.
 1. There are three kinds of soil.
 2. They are loam, sand and clay.
 3. Sand is used for building.
 4. Clay is used for moulding.
 5. Loam is used for planting.
 6. We get food, ceramic and block from soil.

Activity 3

- Copy the sentence on a manila card and use it as a reading text. You may add some content to it. Have learners suggest a heading for it.

Review Exercises

Give out some of the sentences they formed to read in pairs.

Assessment for Learning

Refer learners to Practice 1 on page 164 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace the sentences.

LESSON 3: Creating new words through phoneme substitution

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

K2.6.7.1.4 Identify the beginning sounds in words and practise creating new words through phoneme substitution.

Learning Outcome

- ◆ Learners will be able to delete the beginning letter-sounds in some common words and replace it with another sound.

Essential for Learning

Learners can identify beginning letters of words and say the sounds.

New words

Soil, loam, sand, clay.

Resources

Word cards.

Main Activities

Activity 1

- Put learners into groups of three. Give them a set of word cards with the same beginning letter-sounds and ask them to identify the letter-sounds. Let them circle the beginning letters. e.g (bell, tell, sell).

Activity 2

- Ask them to delete the beginning letter-sounds in some common words and replace it with another sound and see and read the new words got. e.g Using the word sand. Have learners identify the initial letter-sound /s/. Replace the letter-sound /s/ with /l/ we get words like land, lend, less, letter, etc.

Activity 3

- Give them word cards. E.g. clay. Let them identify the beginning sound ie /c/. Ask learners to replace the beginning letter-sound /c/ with another sounds /b/ and /s/ we get new words like (blay, slay). Give them easier words to practise e.g man let them identify the initial sound /m/. Ask them to replace the /m/ with these letter-sounds, /v/, /f/, /p/. The new words will be:
 1. Van
 2. Fan
 3. Pan

Review Exercises

Have learners work in groups of three. Let them write two new words for bat replacing /b/ with /d/ and /c/.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 165-166 of the Workbook for exercises.

Answers to exercises in the Workbook Practice 1

Learners to circle b in all.

Practice 2

1. Mat, cat, pat, fat
2. Led, med, fed
3. Ben, hen, pen
4. Pin, sin, fin
5. Fig, pig, tig
6. Leg, meg, peg

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 6: All around us

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

WB:
pages
173-175

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 into natural and manmade and its usefulness.

Indicator

K2.6.8.1.2 Participate actively in the teacher-read-aloud of the Big Book which relates to the theme, count words in a sentence and answer simple questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Identify the different types of light we use during the day and night.
- ◆ Form simple sentences from read aloud text.

Essential for Learning

Learners use light during the night to study.

New words

Natural, light, artificial.

Resources

Pictures of artificial and natural sources of light, bulb, candle, flash light, bobo, etc.

Core Competencies

Creativity and Innovation (CI).

Warming up

Have learners say the rhyme “I can see the moon”.

Main Activities

Activity 1

- Put learners into a semi-circle. Welcome learners with a big smile. Greet them (good morning) and have learners do the same to their friends. Play: “pass a ball”.

Activity 2

- Display the picture and real items on your table. Pick them one by one and have learners mention their names, their uses and the time they are used. e.g. Candle is used in the night. It is a source of light. Do same for all the items that you have.



Activity 3

- Show pictures of natural sources of light to learners (sun, moon, stars, firefly). Engage learners in active discussion on the following leading questions. e.g
 1. What makes the weather bright?
 2. What makes us see during day time?
 3. Who made the sun? Classify the sources of light into natural and man-made.

Sources of light

<u>Natural</u>	<u>man-made</u>
sun	candle
moon	electric bulbs
star	lantern
firefly	bobo

Review Exercises

Using think-pair-share, have learners discuss what makes the weather dull or bright.

K2.6.9.1.2

Main Activities

Activity 1

- Put learners into community circle. Use K.W.L strategy to read the informational text to learners.
K: Ask learners to tell you what they know about sources of light.
W: Encourage them to ask you questions about what they want to know about the topic. Write their questions on the board.

Activity 2

- Refer learners to page 169 of the Workbook. Have learners track as you read the text. Pause often and ask question whether learners are following you. e.g How many sources of light do we have? Mention two each. What make us see during the day? Pause often and let learners interact to find out whether the questions they asked have been answered.
L: Have learners share what they have learnt about the theme, first with their peers next to them and then with the whole group. e.g
 1. The sun is a natural source of light.
 2. The sun is the most important form of light.

Review Exercises

Have learners talk about what makes the weather dull or bright. Let them discuss with their peers next to them and then, with the whole class.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 173-175 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Darkness
 2. Light
 3. sun, stars, electric lamp, candle, firefly, electric bulb
 4. The sun
 5. The sun is a natural force of light and the electric bulb is an artificial source of **light**.

Practice 2

Artificial Natural
A, D, F, G, I B, C, E, H

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forning simple sentences to create stories

Content Standard

K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade and its usefulness.

Indicator

K2.6.8.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create simple text on types of light and their sources.

Essential for Learning

Learners know that the sun gives us light during the light.

New words

Create, story.

Resources

Pictures of different types of light e.g lantern, bulb, candle, flash light.

Warming up

Have learners recite the rhyme “ I can see the moon”.

Main Activities

Activity 1

- Put learners into a semi-circle. Play the game “what is your name”.
- Let learners ask the name of the peer sitting next to them. The peer who responds will ask the next peer the same question.

Activity 2

- Revise the theme learnt the previous week with learners. Let them give you examples of natural and artificial sources of light.

Activity 3

- Display the concrete materials and pictures of sources of light to learners. Have learners observe the materials and talk about them. Ask leading question for learners to create simple sentences orally. Write the sentences on the board to create a story for learners. Guide learners to give the story a heading.

Activity 4

- Sources of light
 1. The sun gives us light in the day. It is natural source of light.
 2. Flashlight give us light in the night. It is artificial source of light.
 3. The sun is brighter than any other source of light.
 4. Fireflies give us light in the night. It is not as bright as the stars.

Activity 5

- Read over the story with learners. Rewrite them on a manila card. Add some more content and use it as a reading text.

Review Exercises

Use think-pair-share strategy, let them talk about the different types of light.

Assessment for Learning

Refer learners to practice 1 on page 170 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace the sentences.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 3: Identify letter-sound in names

Content Standard

K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade and its usefulness.

Indicator

K2.6.8.1.4 Recognise instantly at least 75% of letter-sounds in names of items in the environment by playing “Letter Bingo” games

Learning Outcome

- ◆ Learners will be able to identify letter-sounds in names.

Essential for Learning

Learners can identify initial letters of words and write them.

New word

Alphabet.

Resources

Letter cards, word cards. (related to the topic)

Warming up

Have learners recite the rhyme “I can see the moon”.

Main Activities

Activity 1

- Have learners sing the song on alphabet. A, B, C, D, E, F, G, H, I J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z and point to the letters on the wall.

Activity 2

- Play: Bingo game. Give them a chart with words. They should find and tick beginning letters of words on a chart.

Activity 3

- Put learners into groups of four. Give each group a bingo master card. (give about 12 letters related to light and some sight words on the card.) Mention the words and let the learners tick the beginning letter on their cards.

Activity 4

- The first group who gets the first four words in a row will loudly shout BINGO and they get a point for the group. Learners can use a tick, a stone or bottle cap to make their cards.

Review Exercises

Have learners work in pairs. Give them letter cards for them to sound them.

Assessment for Learning

Refer learners to Practice 1 on page171 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to circle

1.	s	2	c	3	l
4	s	5	m	6	t
7	l				

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 4: Forming simple monosyllabic words

Content Standard

K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade and its usefulness.

Indicator

K2.6.8.1.5 Use individual letter-sounds to form simple monosyllabic content and sight words

Learning Outcome

- ◆ Learners will be able to form words using letters.

Essential for Learning

Learners can identify the beginning letters of words and write them.

New words

monosyllabic, moon, star, sun, candles, flashlight.

Resources

Pictures or real objects of flashlight, candle, lantern, bulb, letter cards and pictures of the sun, moon and stars.

Warming up

Have learners recite the rhyme on “I can see the moon”.

Main Activities

Activity 1

- Revise the theme on sources of light with learners. Let them give examples of artificial and natural sources of light. Write the keywords on the board and let learners read over several times (sun, moon, stars, flashlight).

Activity 2

- Put learners into groups of four. Give each group picture cards of the following: sun, moon, stars, lantern, flashlight, candle, etc. Give them letter cards as well. eg (n, s, o, a, r, s, o, n, c, n, l, d, e, i, o, u, etc.) Let them read the sound of the letters given to them.

Activity 3

- Guide learners to form new words with the letter cards. For example, if learners pick a picture of the sun, let them look through the letter cards and pick s u n to match the picture card and read the word aloud.

Activity 4

- Have learners practise and repeat this activities several times. Let each group form at least three words.

Review Exercises

Have learners work in pairs they form one word with the letters.

Assessment for Learning

Refer learners to Practice 1 on page 172 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- | | | |
|------|------|------|
| 1. s | 2. c | 3. l |
| 4. s | 5. m | 6. t |
| 7. l | | |

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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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 6: All around us

Sub-strand 9: Changing weather conditions

WB:
pages
173-175

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.

K2.6.9.1.2 Participate actively in the shared reading of the Big Book which relates to the theme and answer simple questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Identify different weather conditions.
- ◆ Listen to a read-loud text and answer questions from it.

Essential for Learning

Learners can arrange letters to form words.

New words

Weather, concrete, sunny, rainy, cloudy.

Resources

Pictures of different weather conditions (sunny, rainy, cloudy, windy).

Core Competencies

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

Warming up

Have learners recite the rhyme on weather. (Refer page 173).

Main Activities

Activity 1

- Have learners sit in a semi-circle. Let them play: “pass a ball” Greet learners with a big smile (Good morning) and let learners do the same with peers next to them.

Activity 2

- Display pictures/posters related to the theme to learners. Engage learners in an active discussion on the theme with the following leading questions.
 - 1 What time do we use raincoat and umbrella?
 - 2 When do we use handkerchiefs to wipe our faces?
 - 3 Which weather do we run and go and hide in over rooms?
- Use think-pair-strategy for learners to participate actively.

Activity 3

- Put learners into groups of six. Give them pictures of the different weather conditions. Let them open page 174 of the Workbook and talk about the different weather conditions. Let them talk about what happens and what people do at different weather conditions eg. rainy. People use umbrellas, those who don't have rush to nearby places for shelter.

Sunny: Children play games, people wash and dry their clothes. People use it to dry their foodstuffs. After the group discussions, let them do presentation to the whole class.

Review Exercises

Have learners work in pairs. Let them talk about the weather condition they like and give reasons.

K2.6.9.1.2

Main Activities

Activity 1

- Put learners into a community circle. Let them recite the rhyme “**whether the weather**”. Use K.W.L strategy to do the reading aloud.
- K: Ask learners to tell you what they know already about the theme.
- W: Encourage them to ask you questions and answer them. eg why is the weather hot when its sunny?

Activity 2

- Read the text about Noah’s Ark at page 175 to learners. Pause often and allow learners to find out whether they are getting answers to the questions that they asked. Use illustrations and questions to explain meaning of words as you read along. Make sure learners are tracking you.

Activity 3

- Ask learners questions to monitor learners’ understanding. Using the think-pair-share strategy, let learners:
 1. Discuss what they will do when the weather is bright and sunny.
 2. How long did it rain?
 3. Who was the main character of the story?

Review Exercises

Let learners share their experiences on floods and windy weather conditions with peers next to them and then with the whole class.

Assessment for Learning

Refer learners to Practice 1 to 3 on pages 173-175 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Sunlight
 2. When wind is blowing or it is raining
 3. Sun
 4. Learners’ to mention
 5. Learners’ answer

Practice 2

- B.
1. Clouds
 2. Sun
 3. Play, learn, etc. learners’ choice
 4. Sleep, learn, etc. learners’ choice

Practice 3

1. Learners’ answer.
2. He should build an ark.
3. 40 days and nights.
4. They were covered, with water.
5. There will be floods, people might die, plants will be destroyed, etc.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Creating simple stories

Content Standard

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

Indicator

K2.6.9.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA.

Learning Outcome

- ◆ Learners will be able to create simple stories.

Essential for Learning

Learners can form simple sentences with sight words.

New words

Create, story.

Resources

Word cards, sentence cards.

Warming up

Have learners recite the rhyme “whether the weather”.

Main Activities

Activity 1

- Have learners sit in a community circle. Revise what they learnt at the previous lesson with them by asking them questions.

1. Mention two different weather conditions that you know.
2. In which weather condition do we wear rain coat?
3. Name all the different weather conditions that we have in Ghana.

Activity 2

- Using the Language Experience Approach (L.E.A), create an informational text on different weather conditions. Display pictures of different weather conditions. Have learners observe them. Use the pictures to explain the keywords in the theme. (weather, sunny, windy, rainy, cloudy).

Activity 3

- Have learners talk about what learners do during these periods with leading questions and have learners create simple sentences orally. Write the story on the board for learners. Let them read over several times.

Activity 4

- Ask the following questions
 1. How many different weather condition do you know?
 2. What makes the weather bright?
 3. What do you see when the weather is clear?

Weather conditions

- There are different kinds of weather conditions.
- These are the rainy, cloud, sunny and windy.
- I like the sunny because we can play.
- We stay indoors when the weather is windy.
- We use raincoat and umbrella when it is raining.

Review Exercises

Put learners into groups of three. Give them sentence cards to read in turns.

Assessment for Learning

Refer learners to Practice 1 on page 176 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace the sentences.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

1. How did the lesson go?
2. Was the introduction catchy?

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

LESSON 3: Forming simple sentences with sight words

Content Standard

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

Indicator

K2.6.9.1.4 Read level appropriate content sight words and use them to form sentences and also copy them in their books.

Learning Outcome

- ◆ Learners will be able to form simple sentences using sight words.

Essential for learning

Learners can read sight words.

New words

Sentences, sight words, sunny, rainy, windy.

Resources

Word cards of key words in the theme.

Warming up

Have learners recite the rhyme on “whether the weather”.

Main Activities

Activity 1

- Write the keywords on the board. Guide learners to read them. (dry, cold, wet, warm, windy, rainy, cloudy, sun). Use illustrations to explain meaning of words to them.

Activity 2

- Put learners into groups of four. Give the word cards to the groups. Let them read them in turns. Ask them to form simple sentences on the board.
e.g.
 1. The weather is too hot.
 2. I like cold weather.
 3. It is going to rain.
 4. Don't play in the rain.
- Write some of the sentences on the board. Guide learners to read the sentences on the board.

Review Exercises

Have learners work in pairs. Give them four word cards to form oral simple sentences with them: Weather, rain, sunny, cloudy.

Assessment for Learning

Refer learners to Practice 1 on page 177 of the Workbook for exercises

Answers to exercises in the Workbook

Practice 1

Learners to read the words and form their own sentence and trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 4: Identifying letter names and sounds

Content Standard

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

Indicator

K2.6.9.1.5 Recognize and identify most letter names and their sounds in different names of people from other cultures.

Learning Outcome

- ◆ Learners will be able to identify letter names and sounds in different names of people.

Essential for Learning

Learners can use letters to form words.

New word

letter names.

Resources

Name cards.

Warming up

Have learners recite the rhyme on “**whether the weather**”.

Main Activities

Activity 1

- Write first names of learners on a card eg (Fati, klaye, Akosua etc.) Read the names and let learners read after you.

Activity 2

- Put them into groups of four. Give each group some name cards. Let them read the names in turns.

Activity 3

- Now, put all the learners name cards on the floor. Call out a set of names at a time and let two or three friends come out at a time to look for the names called. Direct learners to watch and make sure learners pick up the correct names.

Review Exercises

Have learners work in pairs. Give them some name cards for them to read in turns.

Assessment for Learning

Refer learners to practice 1 on page 178 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to trace.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

7

Strand:
**My global
community**

Strand 7: My global community

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

WB:
pages
180-183

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 new we connect with the outside world.

K2.7.1.1.2 Participate actively in the shared reading of the Big Book which relates to the theme and answer simple questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Identify the various ways we connect with the outside world.
- ◆ Answer simple questions from a read allowed text.

Essential for Learning

Learners have been handling mobile phones at home.

New words

Aeroplane, train, ship, connect, transport.

Resources

Mobile phones, T.V, pictures of car, aeroplane, train, world map, globe.

Core Competencies

Communication and Collaboration (CC)
Personal Development and Leadership (PL)
Creativity and Innovation (CI)

Warming up

Have learners say the rhyme “Aeroplane, aeroplane”. Refer to Workbook page 180

Main Activities

Activity 1

- Have learners sit in a community circle. Play: “pass a ball”.

Activity 2

- Show a big globe or world map to learners. Show them where Ghana is by pointing to it. Ask leading questions to make the learners think about how we connect with outside world. e.g
 1. How do you travel from Ghana to U.S.A? Show where U.S.A is on the map.
(by aeroplane or ship).
 2. How do we get foreign goods? (ship, train, aeroplane).
 3. How do we see people outside your town? (television).
 4. How do we talk to people who are not in Ghana? (mobile phone).
- Let them answer the questions using the think-pair-share strategy.

Activity 3

- Encourage them to ask you questions on the various ways that we connect to the world. Show them pictures of aeroplanes, ships and trains. Engage them in active discussion on the various means of transport.

Review Exercises

Have learners work in pairs. Let them talk about means of communication to the outside world, T.V, aeroplane, mobile phone.

K2.9.1.1.2

Main Activities

Activity 1

- Put learners into a community circle. Greet learners with a big smile and let them do same with a peer next to him/her.

Activity 2

- Use K.W.L strategy to teach the theme.
K: Let learners tell you what they have learnt previously about the theme.
W: Encourage learners to ask you questions on what they want to know more about the theme.

Activity 3

- Read aloud the text on how to connect and communicate with the outside world. Pause often and let learners find answers to their questions. To know whether learners are following the text that you are reading, ask questions.

L: Have learners share what they have learnt after reading the text. Encourage learners to share their experiences. e.g. We can communicate with people outside Ghana using mobile phones.

Review Exercises

Have learners work in pairs. Let them discuss the various means of connecting with the outside world.

Assessment for Learning

Refer learners to Practice 1 and 2 on pages 180-183 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

- B.
1. Aeroplane
 2. Flies
 3. In the sky

Practice 2

- B.
1. Learners to do.
 2. Learners to guess.
 3. By traveling in planes, buses, ship or train.
 4. Yes, by using a phone.
 5. By watching the news on TV or listening to the radio.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

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

LESSON 2: Forming simple sentences to create stories

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 new connect with the outside world.

K2.7.1.1.2 Participate actively in the shared reading of the Big Book which relates to the theme and answer simple questions on the text.

Learning Outcome

Learners will be able to:

- ◆ Know the various ways of travelling outside.
- ◆ Answer simple questions on a read aloud text.

Essential for Learning

Learners can form sentences with same sight words.

New words

Aeroplane, train, bus, mobile phone, television, connect, word cards.

Resources

Pictures of train, bus, aeroplanes and cars.

Core Competencies

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

Creativity and Innovation (CI).

Warming up

Have learners recite the rhyme on aeroplane (on page 182)

Main Activities

Activity 1

- Display posters/pictures for learners to observe and talk about them. Revise with learners what they learnt about connecting the global world by asking them questions eg.
 1. How do we see people who are outside Ghana?
 2. How do we talk to them?
 3. By what means do we travel to America?

Activity 2

- Write the keywords on the board. Use illustrations in the form of pictures and posters to explain the keywords: travel, train, connect, ship, aeroplane etc.

Activity 3

- Guide learners with questions to enable them write their simple text eg.
 1. Mention three means of transport that you know.
 2. Which one is the fastest?
 3. How do you see people outside Ghana?
 4. How do we talk to people outside Ghana?
- Write the answers they give on the board. Add a little content to it. Let learners suggest a title for their text.

Activity 4

- Copy the text boldly and neatly on a manila card and display it to be used as a reading text for the week. eg. Ways of connecting with the global world.
 1. Mobile phones help us to talk to people who are in Ghana.
 2. Aeroplanes can take us to any country.
 3. Ships bring us food from every part of the world.
 4. Train can also take us to different parts of the country.
 5. We can see people who are not near us talking on a television..

Review Exercises

Give learners sentence from previous activities. Let them read over in turns.

Assessment for Learning

Refer learners to Practice 1 on page 183 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to read and trace the sentences.

Diagnostic Assessment

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

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

T: Teach: Teach a lesson.

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

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

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

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

LESSON 3: Identifying and writing letter-sounds in words

Content Standard

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

Indicator

K2.6.9.1.4 Read level appropriate content sight words and use them to form sentences and also copy them in their books.

K2.6.9.1.5 Recognise and identify most letter names and their sounds in different names of people from other cultures.

Learning Outcome

- ◆ Learners will be able to identify letter-sounds and write them.

Essential for Learning

Learners can identify sight words and read them.

New word

Letter-sounds.

Resources

Letter cards, word cards.

Warming up

Have learners recite the rhyme on “aeroplane”.

Main Activities

Activity 1

- Have learners be in groups of four. Give each group letter cards from A-P. Let them read the Let a learner pick a letter and read it. Make sure they take turns.

Activity 2

- Put learners into groups of four (this will depend upon the number of learners in your class). Give each group a piece of chalk. Call out a letter and let two learners from each group run to the board and write both the small and the capital letters eg. ‘K’ and learners run to the board and write (K, k).

Activity 3

- Call out different letters and make learners take turns.

Review Exercises

Have learners work in pairs. Give them letter cards to read in turns.

K2.9.1.1.5

Main Activities

Activity 1

- Have learners sing the song on the alphabet A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z. Revise letter-sounds learnt so far with learners. Write some on the board eg. /b/, /r/, /c/, /d/, /m/, /a/, /u/, /v/.
- Call learners randomly to say the sound of any of the letter-sounds on the board. They point at it and pronounce the letter-sounds.

Activity 2

- Write the keywords on the board, train, ship, aeroplane, mobile phone, travel, television, world). Use illustrations to explain the key words to learners. Put learners into groups at five. Give each group word cards. Let them practise reading the words and spell them.

Activity 3

- Using word cards. Flash the words for learners to identify and read them. Flash the letter cards as well and let learners sound them out instantly. Dictate some words and let learners write the words in their jotters.

Review Exercises

Have learners work in groups of three. Give the word cards to them to read in turns.

Assessment for Learning

Refer learners to Practices 1-3 on pages 184-186 of the Workbook for exercises.

Answers to exercises in the Workbook

Practice 1

Learners to write the small letters.

Practice 2

Learners to write the capital letters.

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?

A

Accident a sudden event (such as a crash) that is not planned or intended and that causes damage or injury

Aeroplane a machine that has wings and an engine and that flies through the air

Air the invisible mixture of gases (such as nitrogen and oxygen) that surrounds the Earth that people and animals breathe

Alphabet the letters of a language arranged in their usual order

Artificial made by human beings

Author the writer of a book, play, story, or other written work

B

Back page the back part of the cover of a book, magazine, etc.

Banku a Ghanaian dish which is cooked by a proportionate mixture of fermented corn and cassava dough in hot water into a smooth, whitish paste, served with soup, okra stew or a pepper sauce with fish

Bath the act of washing the body in order to clean, refresh, or heal

Beginning the point or time at which something begins

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

Blend to mix (things) thoroughly and usually with good results

Blow to exert air from one's mouth

Blowing expelling air through the mouth or nose

Book sheets of paper bound together between two covers. These pages can be blank or can have text or pictures on them

Bottom the lowest or deepest part of something

Boy a male child or teenager

Bread a baked food made from a mixture of flour and water

Breathing the act or process of inhaling and exhaling air.

Brush an act of cleaning or smoothing something with a brush

Bush A woody plant distinguished from a tree by its multiple stems and lower height,

Buy to get (something) by paying money for it

C

Carpenter a person who builds or repairs houses and other things made of wood

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

GLOSSARY

Chairman the person (especially a man) who is in charge of a meeting, committee, event, company or organisation

Chief the person who is the leader of a group of people

Christianity the religion that is based on the teachings of Jesus Christ

Christians a person who believes in the teachings of Jesus Christ

Church a building that is used for Christian religious services

Classmate a person in the same class as another at a school

Clayey containing a lot of clay

Clean free from dirt, marks, etc

Cloudy having many clouds in the sky

Common sound sound that can be easily detected in a word

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

Condition the state in which something exists

Cookie sweet baked food that is usually small, flat, and round and is made from flour and sugar

Cooking the act or process of preparing food or meals

Cooling removal of heat, usually resulting in a lower temperature

Country an area of land that is controlled by its own government

Creator a person or thing that brings something into existence; sometimes used as a name for God

D

Dark having little or no light.

Day the period between sunrise and sunset.

Decode to find or understand the true or hidden meaning of (something)

Diddle to move with short rapid motions

Die to stop living

Different not the same; not alike

Dirty not clean

Dislike to not like something or someone

Domestic of or related to the home or family

Domestic animals an animal living with people bred or trained to need and accept the care of human beings

E

Eat to put into the mouth, chew, and swallow

Echo-reading an innovative concept in which the educator reads a phrase or paragraph, and then the student repeats it back to the educator

Electricity a form of energy that is carried through wires and is used to operate machines, lights, etc.

Element a particular part of something

Ending sounds sounds that make up the end part of words

Environment all the things together that surround animals and humans in the natural world, including the air, the water and soil

Experiment a carefully planned test used to discover something unknown

Extended family a large group of relatives related by blood, marriage, or adoption who compose a single household or live close to each other.

F

Fair having a light skin color

Falling dropping downward from a higher place

Family a group made up of a parent or parents and their children

Family members people who belong to a (particular) family

Fanning cooling (someone or something) by waving an object to create a current of air

Faraway very distant

Fertile able to support the growth of many plants

Festival a special time or event when people gather to celebrate something

Fetish Priest a person who serves as a mediator between the spirit and the living

Fiddle a violin or similar instrument

Fingernail a hard, clear piece that grows at the end of the finger

Fisherman someone who catches fish either as a sport or as a way to make a living

Fishmonger one who sells fish for consumption

Flag a piece of cloth with a special design that is used as a symbol of a nation or group

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

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

Forgive to stop feeling anger toward someone who has done something wrong

GLOSSARY

Formal following accepted rules for doing something

Front cover the front part of the cover of a book, magazine, etc.

Fruit the part of a plant that has seeds and flesh, such as apple or strawberry. Most fruits are sweet and can be eaten raw

Function the purpose or role that a thing or a person fulfills

G

Garden an area of ground where plants such as flowers or vegetables are grown

Gardening the activity of tending and cultivating a garden, especially as a pastime

Girl a female child or teenager

Give birth when a woman gives birth, she produces a baby from her body

God the perfect and all-powerful spirit or being that is worshipped especially by Christians, Jews, and Muslims as the one who created and rules the universe

Good afternoon expressing good wishes on meeting or parting in the afternoon

Good evening expressing good wishes on meeting or parting during the evening

Good manners polite or well-bred social behaviour

Good morning expressing good wishes on meeting or parting during the morning

Greeting an expression of good wishes

Grow to become larger by natural development

H

Head teacher the person who is in charge of a school

Hear to be aware of sound through the ear

History the study of past events

Hospital a place where sick or injured people are given care or treatment and where children are often born

Hunt to search for something or someone very carefully and thoroughly

Hygiene the things that you do to keep yourself and your surroundings clean in order to maintain good health

I

Illustrations pictures or drawings used to explain or decorate a book or other written material.

Illustrator a person who draws or creates pictures for magazines, books, advertising, etc.

Imam a Muslim religious leader

Important having serious meaning or worth

Independence freedom from outside control

Informal done in a way that is not especially careful or scientific

Initial the beginning of something

Initial sound sounds that make up the beginning part of words

Interact to talk or do things with other people

K

Keyword a word that is used to find information in a piece of writing, in a computer document, or on the Internet

Kick to hit someone or something with your foot

Kitchen a room in which food is cooked

Kite a toy that is made of a light frame covered with cloth, paper, or plastic and that is flown in the air at the end of a long string

Kitten a young cat

L

Lagoon a shallow body of salt water by the sea

Lake a large body of fresh or salt water that is surrounded on all sides by land

Lantern a case or container that is made of a material through which a light can shine and be protected

Leader someone who guides other people

Leaves the usually green, flat parts of a plant or tree that grow from the stem or branch

Left located on the same side of your body as your heart

Letter-sounds relationship between the letters and their corresponding sounds

Light the form of energy that makes it possible to see things the brightness produced by the sun, by fire, by a lamp, etc.

Likes the things that you enjoy

Living things things that are now or once were alive

Loamy denoting a rich, easily crumbled soil made up of silt, sand, clay, and organic matter that is good for growing plants

Love strong feelings of affection for another person

GLOSSARY

M

Map of Ghana a picture or chart that shows the rivers, mountains, streets, etc. in Ghana

Mapping the act or process of making a map

Market a place where goods are sold

Medicine a drug or other substance used to treat a disease, injury, pain, or other symptoms

Message spoken or written information sent from one person or group to another

Middle sounds sounds that make up the middle part of words

Misbehave to act badly

Moon the large round object that circles the Earth and that shines at night by reflecting light from the sun

Moral values the standards of good and evil, which govern an individual's behaviour and choices

Muslim a person whose religion is Islam

Mosque a building that is used for Muslim religious services

N

Nail cutter a hand tool used to trim fingernails and toenails

National anthem a song that praises a particular country and that is officially accepted as the country's song

Natural existing in nature and not made or caused by people

Night the hours of darkness between sunset and dawn

Non-living things things that were never alive. They cannot grow, move, breathe and reproduce

Nuclear family a couple and their dependent children regarded as a basic social unit.

O

Obedient willing to do what someone tells you to do or to follow a law, rule, etc

Obey to do what someone tells you to do or what a rule, law, etc. says you must do

Occupation the work that a person does; a person's job or profession

Origin the point or place where something begins or is created

P

Palace the official home of a king, queen, president, etc.

Peace a state of freedom from war or conflict.

Permission consent from an authority to do something

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

Please an expression used to ask for something in a polite way

Police station a place where local police officers work

Position the place where someone or something is in relation to other people or things

Positive a good and desirable quality

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

Predict to say that something will or might happen in the future

Profession a type of job that requires special education, training, or skill

Protect to keep someone or something from being harmed, lost, etc.

Protection the state of being kept from harm, loss, etc

R

Raincoat a coat that repels water to keep a person dry when it is raining

Rainy with a lot of rain

Region a part of a country, of the world, etc. that is different or separate from other parts in some way

Religion an organised system of beliefs, ceremonies, and rules used to worship a god or a group of gods

Religious values the beliefs and practices which people who follow a religion partake in

Resource person a person with expertise in a certain area who may be called upon as necessary to perform a task or provide information.

Respect the state or condition of being thought of with honour or admiration

Responsibilities a duties or tasks that you are required or expected to do

Retell to tell a story again especially in a different way

Rhyme a poem, often short and amusing, that uses words that ends with the same or almost the same sound at the end of each lines

Right located on the side of the human body that is opposite where the heart is

Role a part played by a person or thing

Role-play an activity in which people do and say things while pretending to be someone else or while pretending to be in a particular situation

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

Rules and regulations legal guidelines or instructions of doing something correctly

GLOSSARY

S

Safety measures activities and precautions taken to improve safety

Safety freedom from harm or danger

Sand tiny, loose grains of ground rock, found on beaches and in deserts

Selling giving or handing over something in exchange for money.

Sentence a group of words that expresses a statement, question, command, or wish

Shade an area of darkness that is produced when something blocks the light of the sun

Short having little height or length

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

Sickness unhealthy condition of body or mind

Sight words words that we teach our young readers to know from memory

Similar almost the same as someone or something else

Smell the quality of a thing that you can sense with your nose

Soil the top layer of earth in which plants grow

Sound something that is heard

Source the start or cause of something

Spoon a tool with a small, shallow bowl at the end of a handle, used for eating, stirring, serving or measuring.

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

Story a description of how something happened

Strangers someone you have not met before or do not know

Stream a natural flow of water that is smaller than a river

Stress to place importance on or give special attention to

Sunny having plenty of bright sunlight

Syllable any one of the parts into which a word is naturally divided when it is pronounced

T

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

Target sound the sound which is specifically selected to be practiced by the child

Target word the word that is meant to appear in the answer to a question or that is meant to be elicited from the student or that is meant to be taught in the lesson segment

Teacher a person whose job is to teach students about certain subjects

Thank you used to politely express gratitude at being given or offered something such as a gift, service, opportunity or compliment.

Tool an instrument that is usually held with the hands and helps one to do something

Toothbrush a brush with a short, narrow head and a long handle used to clean the teeth

Toothpaste a paste used to clean the teeth

Top the highest area, point, or surface

Trace to follow the track or trail of

Train a connected series of railroad cars.

Transport to carry someone or something from one place to another

Treasure something that is very special, important or valuable

U

Unique very special or unusual

V

Vocabulary the words that make up a language

W

Wash to clean (something) with water and usually soap

Watering pouring water on to plants or the soil that they are growing in

Weather the state of the air and atmosphere at a particular time and place

Wild animals animals that have not been domesticated or tamed and are usually live in a natural environment

Windy having a great amount of wind

Words a sound, group of sounds, or the symbols for such sounds in writing that have some meaning. Words are a basic unit of language.

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

Writer someone whose work is to write books, poems, stories, etc.

ESSENTIAL

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Kindergarten 2

Teacher's Guide



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