

CPS | Primary English

New
Curriculum

ECD B English

Teacher's Guide



ECD B

Musiyiwa J

Ncube S.B

Nyakuno J

CPS

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Musiyiwa J Ncube S.B Nyakuno J

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ECD B English - Teacher's Guide

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Aims

To enable learners:

- develop language skills namely listening, speaking, reading and writing
- develop both receptive and expressive forms of speech
- develop an appreciation of the English language as a means of global communication

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Wednesday: learners' photographs and name tags

Friday: different objects for different people

Monday

Topic: Yes/No responses

Objectives

During the lesson, learners will:

- a) play a game with rules
- b) respond with yes/no answers
- c) follow instructions

Skills to be developed

- Playing a game
- Listening
- Responding/signing
- Following instructions
- Speaking/signing

Learning activities

1. Teacher engages learners into playing a game with rules. Learners are expected to respond with yes/no responses.

Are you a boy?

Yes/no

Are you standing up?

Yes/no

Are you eating?

Yes/no

Are you jumping?

Yes/no

2. In turns, learners play the game while other learners are watching and observing them. If a learner gives a response which is contrary to what he or she is doing, then the learner is out of the game.
3. In groups, learners play the game with rules giving different instructions. Teacher moves round listening and assisting learners where necessary.
4. A few volunteer learners may play the game with rules giving the yes/no responses while others are watching them.

Tuesday

Topic: Stating their names

Objectives

During the lesson, learners will:

- a) state their names and surnames
- b) ask each other their names

Skills to be developed

- Stating their names/signing
- Asking each other their names/signing
- Listening
- Speaking/signing

Learning activities

1. Teacher demonstrates stating his or her name in full while learners are listening. My name is _____. (stating it in full)
 2. Teacher encourages learners to state their names in full (name and surname) in turns while others are listening.
 3. In groups, learners practise stating their names in full. Teacher moves round listening to learners stating their names and assisting them where necessary.
 4. A few volunteer learners, demonstrate stating their names while others listen.
 5. Learners are encouraged to bring their photographs to school for the next lesson.
2. Learners take out their photographs and put them on the tables. Teacher distributes learners' name tags on the appropriate tables for learners.
 3. Learners match their photographs with their name tags while teacher moves round observing and assisting learners carrying out the activity. They show each other their work.
 4. Learners turn to their reader on page 1. There is a picture of four learners; two boys and two girls holding their photographs matched to their name tags. They read and describe the picture.

Wednesday

Topic: Matching photographs with name tags

Objectives

During the lesson, learners will:

- a) match learners' photographs with their name tags
- b) read a picture of children matching photographs and name tags

Skills to be developed

- Identifying
- Matching
- Reading/signing

Learning activities

1. Teacher takes out his/her photograph and shows it to all learners. Teacher matches his/her photograph with his/her name tag

while learners watch.

2. Learners take out their photographs and put them on the tables. Teacher distributes learners' name tags on the appropriate tables for learners.
3. Learners match their photographs with their name tags while teacher moves round observing and assisting learners carrying out the activity. They show each other their work.
4. Learners turn to their reader on page 1. There is a picture of four learners; two boys and two girls holding their photographs matched to their name tags. They read and describe the picture.

Thursday

Topic: Drawing and colouring oneself

Objectives

During the lesson, learners will:

- a) draw pictures of themselves
- b) colour their pictures
- c) appreciate each other's drawings

Skills to be developed

- Drawing
- Colouring
- Appreciating each other's drawing
- Eye-hand coordination
- Fine motor skills

Learning activities

1. Learners practise matching their photographs with their name tags. Teacher moves round to observe and assist learners carry out the activity.
2. Learners turn to their workbook on page 1. They draw pictures

of themselves and colour them. Teacher moves round watching and assisting learners carry out the activity.

- Learners show each other their work, appreciating each other's work.

- Reading / signing

Learning activities

- Teacher demonstrates using 'my' in sentences
- For example: This is my pencil.
- Learners practise building sentences using the word 'my'.
- Teacher demonstrates using the possessive 'mine' in sentences. For example: This bag is mine.
- Learners practise constructing sentences using the possessive 'mine'.
- Learners turn to their reader on page 2. They read a picture of a girl pointing to her name tag while the second picture shows a boy pointing to his school bag on the chair. Teacher and learners discuss the pictures.

Friday

Topic: Uses of possessives 'my' and 'mine'

Objectives

During the lesson, learners will:

- use possessives 'my' and 'mine' in sentences
- read pictures on possessives

Skills to be developed

- Building sentences / signing

Assessment

Name of learner	Is the learner able to respond to instructions using yes or no?	Is the learner able to state his or her full names in full?	Is the learner able to match photographs and name tags?	Is the learner able to draw a picture of himself or herself and colour it?	Is the learner able to use possessives 'my and mine'?
Chipo					
James					
Rudo					
Itai					
Johnson					
God'swill					

CHAPTER 2 My address

Aims

To enable learners:

- develop a reading culture using the English language
- express themselves freely in different contexts
- develop language skills such as listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: a video on home addresses

Wednesday: a house puzzle, pieces of a jigsaw puzzle

Monday

Topic: My home address

Objectives

During the lesson, learners will:

- a) state their home addresses
- b) listen to a story about home addresses
- c) answer questions

Skills to be developed

- Stating / signing
- Listening
- Answering questions / signing

Learning activities

1. Teacher states his or her home address while learners are listening. For example, I live at 47 Kurai Road, Waterfalls.
2. Teacher plays a video of two people saying their home addresses. Learners listen very closely to the people saying their home addresses.
3. Learners answer questions asked by the teacher about the people giving their home addresses.

4. Learners are encouraged to learn their home addresses from adults at home.

Tuesday

Topic: Address and contact details

Objectives

During the lesson, learners will:

- a) state their home addresses
- b) say where they live (kraal, suburb)

Skills to be developed

- Listening
- Stating / signing
- Speaking / signing

Learning activities

1. Teacher states his or her home address while learners are listening.
2. A few volunteer learners state their home addresses while others are listening.
3. Learners practise stating where they live in groups. For example:
I live at 20 Munda close, East Meadowlands.
I live in Mukombami kraal.
4. Teacher moves round listening and assisting learners stating their home addresses.
5. A few volunteer learners demonstrate stating their home addresses while others are listening.

Wednesday

Topic: My address and contact details

Objectives

During the lesson, learners will:

- a) identify with their addresses

Skills to be developed

- Identifying
- Naming / signing
- Playing puzzles
- Problem solving

Learning activities

1. Teacher and learners turn to their reader on page 3. There are two set ups of a rural home and an urban home. Learners identify with their addresses. For example; I live at 5 Muonde Road or I live in Dema Kraal.
2. Learners talk about the pictures.
3. Teacher distributes pieces of jigsaw and puzzles among groups of learners. In groups, learners play with jigsaw puzzles. Teacher moves round observing learners playing with jigsaw and house puzzles.

Thursday

Topic: Fitting in the missing part

Objectives

During the lesson, learners will:

- a) identify the missing parts of a drawing
- b) complete the drawing with missing parts
- c) colour the inserted parts of a house

Skills to be developed

- Identifying
- Naming the missing parts / signing
- Completing a drawing
- Colouring the missing parts
- Fine motor skills

Learning activities

1. Teacher and learners turn to their workbook on page 2. There is a drawing of a house with missing parts such as the door and the window. Learners identify and name the missing parts.
2. Learners complete the drawing of a house by inserting the missing parts of a house. They colour the inserted missing parts of the house.
3. Teacher moves round observing and assisting learners at work.
4. Learners show each other their work, appreciating each other's work.

Friday

Topic: Uses of 'my' and 'mine'

Objectives

During the lesson, learners will:

- a) use possessives 'my' and 'mine' in sentences
- b) hold dialogues using possessives

Skills to be developed

- Listening
- Speaking / signing
- Sentence construction / signing

Learning activities

1. Teacher demonstrates using possessive words 'my' and 'mine' in sentences while learners are

listening. For example, My dress is blue. The bag is mine.

2. Learners practise using the possessive words in sentences with the teacher's assistance while others are listening.

3. In pairs, learners hold dialogues involving possessive words 'my' and 'mine'. For example:

John: What colour is your shirt?

Peter: My shirt is red.

John: Whose bag is this?

Peter: The bag is mine.

4. Learners turn to page 4 of their reader. There is a picture of a boy and a girl pointing to their belongings like bag, clothes and others. Learners read and discuss the pictures with teacher's assistance.

5. A few volunteer learners practise using the possessive words 'my' and 'mine' in oral sentences while others are listening.

Assessment

	Yes	No	Sometimes
Is the learner able to state his or her home address?			
Is the learner able to answer questions about the story listened to?			
Is the learner able to join pieces of jigsaw and house puzzles?			
Is the learner able to complete a drawing by inserting missing parts of a house?			
Is the learner able to use possessive words 'my' and 'mine' in sentences?			

CHAPTER 3 My house

Aims

To enable learners:

- use the English language to express their culture
- acquire basic skills of analyzing pictorial texts
- express themselves freely in a variety of situations
- develop basic language skills which are listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: a recording of stories about different homes

Tuesday: a picture of an urban home

Wednesday: a picture of a rural home

Thursday: pictures of both an urban home and rural homestead, crayons

Monday

Topic: My home

Objectives

During the lesson, learners will:

- a) listen to stories about different homes
- b) name characters from the story
- c) answer questions about the story

Skills to be developed

- Listening
- Naming / signing
- Answering questions

Learning activities

1. Teacher plays a recording of stories about the different homes while learners are listening.
2. Learners name the characters from

the stories told.

3. Learners answer questions about the stories told.
4. Teacher tells her or his story about the home and learners are asked to retell the story.

Tuesday

Topic: Describing my home

Objectives

During the lesson, learners will:

- a) describe their homes
- b) read a picture of an urban home

Skills to be developed

- Describing a picture of a home/ signing
- Reading a picture/signing
- Naming

Learning activities

1. Teacher describes his or her home while learners are listening.
2. Teacher shows learners a picture of an urban home. Learners describe the home naming what they can see in the picture.
3. Learners describe their own homes in turns.
4. Learners turn to page 5 of their reader. There is a picture of

an urban home. Learners read the picture and describe it with teacher's assistance.

5. Learners recite a short rhyme 'Home is best'.

East, West

North, South

Which place is best?

Home is best.

Wednesday

Topic: A rural home

Objectives

During the lesson, learners will:

- recite a rhyme 'Home is best'
- read a picture of a rural home
- describe the picture of a rural home

Skills to be developed

- Reciting / signing
- Reading / signing
- Describing / signing
- Answering questions / signing

Learning activities

- Teacher and learners recite the rhyme 'Home is best' which was learnt in the previous lesson.
- Teacher shows learners a picture of a rural home. Learners look at the picture very closely. They talk about the picture focusing on what they actually see.
- Learners turn to their reader on page 6. There is a picture of a rural homestead. Learners read the picture and name what they see in the picture. They answer questions asked by the teacher about the rural homestead.
- Learners recite the rhyme 'Home is best'.

Thursday

Topic: Colouring a drawing

Objectives

During the lesson, learners will:

- compare the urban home to the rural homestead
- colour the drawing of an urban homestead
- appreciate each other's work

Skills to be developed

- Comparing
- Colouring
- Appreciating
- Fine motor skills

Learning activities

- Teacher hangs pictures of both a rural homestead and an urban home. Learners compare the two different home settings.
- Learners recite a rhyme 'Home is best' which was learnt in the previous lessons.
- Learners turn to their workbooks on page 3. There is a drawing of an urban homestead. Learners colour the drawing of an urban homestead.
- Teacher moves round observing and assisting learners carrying out their activity. Learners show each other their work, appreciating each other's work.

Friday

Topic: Uses of 'This, that'

Objectives

During the lesson, learners will:

- use the indicative words 'this, that' in sentences

b) hold a dialogue practicing using indicative words in sentences

Skills to be developed

- Using indicative words in sentences / signing
- Building sentences / signing
- Holding dialogues / signing
- Practising / signing

Learning activities

1. Teacher demonstrates using the indicative words 'this, that' in sentences. For example, 'This is

my head (while touching the head). 'That is my chair (while pointing to a chair).

2. Learners, in turns, practise using indicative words 'this, that' in sentences.
3. In pairs, learners practise using the words 'this, that' in sentences. Teacher moves round listening to and assisting learners make sentences using indicative words 'this, that'.
4. Learners recite the rhyme 'Home is best'.

Assessment

	Yes	No	Sometimes
Is the learner able to name characters from a story?			
Is the learner able to describe his or her home?			
Is the learner able to describe an urban home?			
Is the learner able to describe a rural homestead?			
Is the learner able to compare the rural homestead to an urban homestead?			
Is the learner able to use indicative words 'this, that' in sentences?			

CHAPTER 4 Formal greetings

Aims

To help learners:

- develop the following language skills: listening, speaking, reading and writing
- express themselves freely in a variety of situations
- develop and use language in different contexts

Source of matter

ECD B syllabus pages 24 – 29

Suggested learning materials

Monday: a video on formal greetings

Tuesday: a video on formal greetings; recordings of formal greetings

Wednesday: a big picture of teacher's choice, learners' different pictures, different objects

Friday: different pictures of boys and girls

Monday

Topic: Listening to different formal greetings

Objectives

During the lesson, learners will:

- a) watch a video on formal greetings
- b) imitate the formal greetings

Skills to be developed

- Watching
- Listening
- Imitating/signing
- Speaking/signing

Learning activities

1. Teacher plays a video showing people exchanging formal greetings. For example:

Mr. Moyo: Good morning Mr. Shumba
Mr. Shumba: Good morning Mr. Moyo and how are you?

Mr. Moyo: I am fine.

2. Learners listen closely as they watch the video.
3. Teacher demonstrates exchanging formal greetings with a pre-coached learner while others are observing. At least four pairs of learners demonstrate exchanging formal greetings with each other. The rest of the learners watch the pairs greet each other.
4. In pairs, learners imitate greeting each other formally. Teacher moves round listening to learners exchange formal greetings. Teacher gives assistance to the needy learners.

Volunteer pairs of learners demonstrate formal greetings while others watch them as a way of reinforcing the concept of formal greetings.

Tuesday

Topic: Greeting each other in formal situations

Objectives:

During the lesson, learners will:

- a) listen to people exchanging formal greetings
- b) practise formal greetings

Skills to be developed

- Watching
- Listening
- Practising greeting each other/ signing
- Imitating/signing

Learning activities

1. Learners turn to their readers on page 7 and study the picture of a woman going to a shop and then talking to the shopkeeper. Teacher asks learners how they think the two people are greeting each other.
2. Teacher demonstrates greeting each other at the shop corner area with a pre-coached child while other learners are watching and listening.

Teacher: Good morning Mr. Shopkeeper.

Child: Good morning customer. What can I do for you?

Teacher: Can I have a loaf of bread? Here is my one dollar.

Child: Here is your loaf of bread. Thank you.

Teacher: Thank you. Bye

Child: Bye and come again.

- In pairs, learners practise buying and selling from the shop as they exchange formal greetings. Teacher gives assistance to learners who need help. A few volunteer pairs of learners demonstrate exchanging formal greetings at the shop area while others are watching.
2. Teacher encourages each learner to bring to school at least one picture for the next lesson.

Wednesday

Topic: Left to right orientation - Reading

Objectives

During the lesson, learners will:

- a) arrange objects from left to right
- b) demonstrate left to right orientation in reading
- c) read pictures from left to right

Skills to be developed

- Demonstrating
- Observing
- Arranging objects from left to right
- Reading/signing

Learning activities

1. Teacher demonstrates reading a picture from left to right while learners are observing. In turns, learners demonstrate and practise reading the same picture from left to right with teacher's help.
2. Teacher asks learners to take out their pictures which they brought to school as homework. Learners are encouraged to read their pictures from left to right while teacher moves round observing and listening to learners reading. Teacher gives assistance to the needy learners.
3. Teacher distributes among groups of learners different objects. Teacher asks learners to arrange the objects from left to right while teacher moves round observing learners carrying out their task.

Thursday

Topic: Formal greetings

Objectives:

During the lesson, learners will:

- draw pictures
- colour their pictures
- appreciate each other's work

Skills to be developed

- Drawing
- Appreciating
- Colouring

Learning activities

- Teacher explains to learners a scenario of a school learner coming from school in the afternoon and meeting a woman along the road.
- Teacher asks learners to role play the greetings that would be done.
- Learners turn to their workbooks on page 4 and do some free drawings of the child and woman greeting each other.
- Learners colour their drawings.
- Teacher moves round observing and assisting learners carrying out their work.
- Learners show each other their work, appreciating each other's work.

Assessment

	Yes	No	Sometimes
Is the learner able to imitate the formal greetings?			
Is the learner able to read from left to right?			
Is the learner able to arrange objects from left to right?			
Is the learner able to draw an illustration of formal greetings?			
Is the learner able to say his/her name and describe pictures according to sex?			

Friday

Topic: Reading - Nouns

Objectives

During the lesson, learners will:

- read pictures by using nouns
- say their names as they greet each other

Skills to be developed

- Reading/signing
- Saying names/signing
- Practising greeting each other/signing

Learning activities

- Teacher says his/her name and sex while learners are listening. In turns, learners say their names and sexes.
My name is _____
I am a boy/girl
- Teacher distributes different pictures of boys and girls among groups of learners. Learners describe the pictures by sex. Teacher moves round listening to learners describing the pictures by sex.
- Learners practise greeting each other as they say their names.

CHAPTER 5 Greeting friends

Aims

To enable learners:

- develop language skills such as listening, speaking, reading and writing
- acquire basic skills of analyzing pictorial texts
- cultivate an appreciation of the use of English language as a tool for communication

Source of matter

ECD B syllabus pages 24 – 30

Suggested learning materials

Monday: a video on informal greetings

Tuesday: a video on informal greetings

Wednesday: objects which start with 'a' such as apple, ant
chart with objects which start with 'a' syllable

Thursday: crayons

Monday

Topic: Greeting friends in informal situations

Objectives

During the lesson, learners will:

- a) watch a video showing friends exchanging informal greetings
- b) practise exchanging informal greetings with friends

Skills to be developed

- Watching
- Discussing/signing
- Listening
- Practising informal greetings

Learning activities

1. Teacher plays a video showing some friends greeting each other informally while learners watch and listen to how they greet each other.

2. Teacher and learners discuss the video focusing on how friends greet each other. In pairs, learners imitate greeting each other as observed from the video clip.
3. In their groups, learners practise greeting their friends informally. Teacher moves round listening to how learners greet each other.

Tuesday

Topic: Greeting each other in informal situations

Objectives

During the lesson, learners will:

- a) practise greeting friends in informal situations
- b) role play exchanging informal greetings

Skills to be developed

- Watching
- Listening
- Discussing/signing
- Role playing/signing

Learning activities

1. Teacher plays the previous day's video of friends greeting each other. Learners watch the video very closely.
2. Teacher and learners discuss the

video focusing on how friends greet each other.

3. Learners study picture of two learners meeting on their way to school and greeting each other. Learners talk about how the two friends greet each other. The picture is on page 8 of their readers.
4. In turns, learners practise greeting each other while others observe and listen.
5. Learners role play informal greetings of friends in groups as watched in the video. Teacher moves round watching and listening to the learners carrying out the activity.
6. A few volunteer learners greet each other informally, helping other learners on how informal greetings are done.

Wednesday

Topic: Phonics -Aaa

Objectives

During the lesson, learners will:

- a) read the pictures of objects
- b) role play informal greetings

Skills to be developed

- Reading/signing
- Discussing/signing
- Describing/signing
- Role playing/signing

Learning activities

1. Learners observe the chart on the wall with pictures of objects which start with the Aa sound.
2. Teacher and learners discuss the pictures. Learners name and

describe the objects shown in the pictures.

3. Learners role play the giving and receiving of objects with the phonic sound Aa. Teacher moves round observing learners perform their activity of exchanging imaginary gifts.

Thursday

Topic: Completing the missing part of the drawing

Objectives

During the lesson, learners will:

- a) draw the missing part of a picture
- b) appreciate each other's work

Skills to be developed

- Drawing
- Completing the missing part
- Appreciating each other's work
- Fine motor skills

Learning activities

1. Learners turn to their workbook on page 5. There is a drawing of a picture of children greeting each other informally. On the picture, there is an incomplete part on the drawing.
2. Learners complete the missing part of the drawing using crayons.
3. Teacher moves round watching and assisting learners complete the missing part of the drawing. Learners show each other their work, appreciating each other's work.

Friday

Topic: Use of pronouns - He and she

Objectives

During the lesson, learners will:

- a) read pictures of a boy and a girl
- b) describe the pictures using the pronouns 'he' and 'she'
- c) play a game of he/she

Skills to be developed

- Reading / signing
- Describing / signing
- Playing a game of he/she

Learning activities

- 1. Learners turn to page 9 of their

reader. There are two pictures of a boy and a girl. The boy is playing on a swing and the girl is on a merry-go round.

- 2. Learners describe what is happening in the pictures using pronouns he and she. Teacher moves round listening and assisting learners to describe the pictures.

Learners play a game of he/she.

Together we play x 3

He can dance (only boys dance. If a girl dances, she is out of the game).

Together we play x 3

She can clap hands (Only girls clap hands. If a boy claps hands, he is out of the game).

Assessment

Name of child	Is the learner able to describe what he or she has seen in the video?	Is the learner able to role play the informal way of greeting each other?	Is the learner able to complete a missing part of a drawing?	Is the learner able to describe pictures using pronouns he/she?
Martha				
Chiedza				
Florence				
Farai				
Chandelle				
Junior				

CHAPTER 6 Informal greetings

Aims

To enable learners:

- develop the ability to use language contextually
- develop left to right orientation
- develop language skills such as listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 24 – 30

Suggested learning materials:

Monday: a video of adults exchanging informal greetings

Wednesday: chart with pictures of objects which starts with the Bb sound

Thursday: crayons

Friday: a chart with pictures of a boy and a girl doing different activities

Monday

Topic: Informal greetings of adults

Objectives

During the lesson, learners will:

- a) watch a video showing adults exchanging informal greetings
- b) describe what has been observed in the video
- c) practise greeting each other informally

Skills to be developed

- Watching
- Listening
- Describing/signing
- Practising greeting each other informally

Learning activities

1. Teacher plays a video showing two adults greeting each other informally. Learners watch the video and listen to the adults exchanging informal greetings.
2. Teacher and learners talk about the video that has been played. Teacher asks questions about the video and learners answer questions.
3. Learners describe what they saw in the video. They take turns to describe what happened in the video. They practise greeting each other informally in turns.
4. In their workbooks on page 6, learners draw pictures of two adults greeting each other.

Tuesday

Topic: Greeting each other informally

Objectives

During the lesson, learners will:

- a) practise greeting each other informally
- b) role play informal greetings by adults

Skills to be developed

- Practise greeting informally
- Role playing
- Turn taking

Learning activities

1. Teacher demonstrates exchanging informal greetings with one pre-coached learner while others are observing/watching and listening.
 2. Learners are given the opportunity to exchange informal greetings in pairs as per demonstration. Teacher moves round watching learners exchange informal greetings.
 3. Volunteer learners demonstrate exchanging informal greetings while the rest of learners are watching them.
 4. Learners turn to page 10 of their reader where there is a picture of a mother and kids greeting father getting home from work.
2. Teacher demonstrates arranging different objects according to size from left to right as learners are watching. Volunteer learners also demonstrate arranging objects according to size from left to right while other learners are observing them.
 3. Teacher introduces learners to the words which start with the letter Bbb like boy, baby, ball, buns using pictures on a chart or objects.
 4. In groups, learners play a game of moving objects which start with the letter Bbb from left to right. They closely watch each other to see who moves objects from right to left and he or she is automatically out of the game. Teacher moves round watching how learners are moving objects from left to right.

Wednesday

Topic: Left to right orientation

Objectives

During the lesson, learners will:

- a) read a book from left to right
- b) arrange objects from left to right
- c) play a game of moving from left to right

Skills to be developed

- Reading / signing
- Arranging objects
- Playing a game
- Fine motor skills
- Eye-hand coordination
- Left to right orientation

Learning activities

1. Teacher displays a big chart on the wall with any picture on it. Teacher demonstrates reading the picture from left to right while learners are watching. In turns, learners also

demonstrate reading the picture from left to right describing what is happening on the picture. Teacher watches and corrects learners as they read pictures from left to right.

2. Teacher demonstrates arranging different objects according to size from left to right as learners are watching. Volunteer learners also demonstrate arranging objects according to size from left to right while other learners are observing them.
3. Teacher introduces learners to the words which start with the letter Bbb like boy, baby, ball, buns using pictures on a chart or objects.
4. In groups, learners play a game of moving objects which start with the letter Bbb from left to right. They closely watch each other to see who moves objects from right to left and he or she is automatically out of the game. Teacher moves round watching how learners are moving objects from left to right.

Thursday

Topic: Pattern writing from left to right

Objectives

During the lesson, learners will:

- a) write patterns from left to right
- b) appreciate each other's work
- c) develop fine motor skills

Skills to be developed

- Writing patterns
- Left to right orientation
- Appreciating
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Teacher demonstrates writing a pattern from left to right on the chalk board /white board while learners are watching and observing very closely.
2. Learners use pieces of paper to make similar patterns to what the teacher has demonstrated on the board.
3. Teacher moves round observing learners carry out their activity and giving them assistance where necessary. Learners show each other their work, appreciating each other's work.

Friday

Topic: Uses of he and she in language structures

Objectives

During the lesson, learners will:

- a) practise using pronouns he and she in their speech
- b) hold dialogue to use pronouns he and she in their speech

Assessment

	Yes	No	Sometimes
Is the learner able to imitate informal greetings?			
Is the learner able to read from left to right?			
Is the learner able to arrange objects according to size from left to right?			
Is the learner able to draw patterns from left to right?			
Is the learner able to use pronouns 'he' and 'she' in speech?			

Skills to be developed

- Listening
- Speaking/signing
- Dialoguing/signing

Learning activities

1. Teacher draws learners' attention to boys and girls in the classroom. Teacher points to a boy and constructs a sentence such as 'He is standing' and points to a girl and probably says 'She is looking at me'.
2. Teacher turns to pictures of a boy and a girl. Learners describe the pictures using pronouns 'he' and 'she'. For example, he is wearing a green short; she is sitting down'.
3. In pairs, learners practise using pronouns 'he' and 'she' in speech. For example, 'He is at school'. 'She is playing outside.' Teacher moves round listening to learners' dialogues and giving assistance where necessary.
4. Learners observe pictures on the chart and read pictures and activities from left to right using he or she.

Aims

To enable learners:

- cultivate an appreciation of the use of English language as a tool for social and economic development
- develop a reading and creative writing culture using the English language
- acquire basic skills of analyzing pictorial texts
- express themselves freely in different situations
- develop basic language skills namely listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Wednesday: objects or pictures of objects that start with the sound 'd'

Thursday: crayons

Monday

Topic: Financial literacy

Objectives

During the lesson, learners will:

- a) listen to a story on financial literacy
- b) name characters from the story
- c) answer questions about the story

Skills to be developed

- Listening
- Naming / signing
- Answering questions / signing
- Reading

Learning activities

1. Teacher tells learners a story on financial literacy while learners are listening. The story should be about a project like poultry, piggery among others which generates some money for the family. The

story should have names of people who work on the project for it to be successful and productive.

2. Learners name the characters from the story. They can define each character by role he or she plays in the project.
3. Teacher asks learners some questions about the project and learners provide answers. Learners are encouraged to retell the story on financial literacy.
4. Learners turn to their readers on page 11 and read a picture story on financial literacy.

Tuesday

Topic: Folk stories, news and stories

Objectives

During the lesson, learners will:

- a) listen to folk stories being told
- b) tell folk stories
- c) tell news and stories

Skills to be developed

- Listening
- News telling / signing
- Story telling / signing

- Retelling stories / signing

Learning activities

1. Teacher tells learners a folk story while learners are listening. A few volunteer learners can retell the folk story to others.
2. Learners are given the opportunity to tell their folk stories in turns while others are listening.
3. Teacher tells learners her or his news and stories while learners are listening. Learners then tell their news and stories in turns.

Wednesday

Topic: Phonics – Ddd

Objectives

During the lesson, learners will:

- a) read pictures of objects with the Ddd sound
- b) discuss the pictures
- c) describe the pictures

Skills to be developed

- Reading / signing
- Left to right orientation
- Discussing / signing
- Describing / signing

Learning activities

1. Teacher and learners turn to their readers on page 12. There are pictures of objects with names starting with the Dd sound like duck, door, dog and dish.
2. Learners read the pictures from left to right. Teacher and learners discuss the pictures, describing what they can see on the picture. They name the objects in the pictures.

3. Teacher asks learners some questions about the pictures and learners answer the questions.

Thursday

Topic: Matching

Objectives

During the lesson, learners will:

- a) describe pictures on financial literacy
- b) match pictures

Skills to be developed

- Reading / signing
- Drawing a line
- Matching
- Appreciating
- Fine motor skills

Learning activities

1. Teacher and learners turn to their workbooks on page 7. There are pictures on financial literacy. Teacher and learners talk about the pictures describing what they see on the pictures.
2. Learners match the pictures by drawing a line from left to right.
3. Teacher moves round observing and assisting learners match the pictures. Learners show each other their work appreciating each other's work.

Friday

Topic: Uses of 'who, what'

Objectives

During the lesson, learners will:

- a) use the words 'who' and 'what' to ask questions
- b) read pictures in relation to 'who' and 'what'

Skills to be developed

- Using the words 'who and what' when asking questions

Learning activities

1. Teacher demonstrates asking questions using the words 'who' and 'what' while learners are listening. For example, Who is talking? What are you eating?
2. In turns, learners practise asking questions using the words 'who' and 'what'.
3. Teacher guides learners on asking questions using the words who and what.
4. Teacher also guides learners in responding using appropriate English.

Assessment

	Yes	No	Sometimes
Is the learner able to name characters from a story?			
Is the learner able to tell folk stories, news and stories?			
Is the learner able to read picture stories that relate to financial literacy?			
Is the learner able to match pictures in the workbook on financial literacy?			
Is the learner able to use the words 'who' and 'what' to ask questions?			

CHAPTER 8 Sexuality, HIV and AIDS Education

Aims

To enable learners:

- cultivate an appreciation of the use of English language as a tool for cultural, religious and social development
- express themselves freely in a variety of situations
- acquire basic skills of analyzing texts
- develop the four basic language skills which are listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: video clip on ways of transmitting HIV and AIDS

Tuesday: a big chart on ways of transmitting HIV and AIDS, real objects that transmit HIV and AIDS such as razor blade, needle, any sharp object

Thursday: crayons

Monday

Topic: Sexuality, HIV and AIDS education

Objectives

During the lesson, learners will:

- a) watch a video clip on factual news on sexuality, HIV and AIDS education
- b) answer questions from the video clip

Skills to be developed

- Watching
- Listening
- Answering questions / signing

Learning activities

1. Teacher plays a video of factual

news on sexuality, HIV and AIDS education while learners are watching and listening. The video clip is on things or objects that can transmit HIV and AIDS.

2. Teacher and learners discuss the video clip, describing what they saw and heard. Teacher can introduce learners to any rhyme on HIV and AIDS that he or she knows.
3. Teacher asks questions about the video clip watched. Learners answer the questions freely.

Tuesday

Topic: Factual stories about HIV and AIDS

Objectives

During the lesson, learners will:

- a) listen to a factual story or news about HIV and AIDS
- b) retell the news or story
- c) read pictures of objects that can transmit HIV and AIDS

Skills to be developed

- Listening
- Retelling / signing
- Reading / signing

Learning activities

1. Teacher informs learners about the ways through which HIV and AIDS is transmitted while learners are listening. For example, a razor blade, needle and any other sharp object that could have been used by an infected person.
 2. Teacher shows learners some concrete objects such as a razor blade as well as a big chart on things which transmit HIV and AIDS. Learners name the objects.
 3. In turns, learners retell the factual story as told by the teacher.
 4. Learners turn to their reader on page 13. There are pictures of objects that transmit HIV and AIDS such as razor blade, needle, syringe, knife, nail cutter, scissors provided they are used by an infected person before an uninfected person uses them. Learners name the objects and discuss how the objects transmit HIV and AIDS.
2. Teacher tells learners a factual story on how children can play safely to prevent HIV and AIDS while learners are listening. The factual story teaches learners to avoid playing with sharp objects like razor blade, nail cutter, needle among others to avoid contracting HIV and AIDS.
 3. Teacher discusses with learners on words which start with the sound Eee
 4. Learners turn to their readers on page 14. There are pictures of different objects. Learners identify and name the different objects in the pictures.
 5. In their pairs, learners identify all objects which begin with the sound Ee.
 6. Learners identify and name the objects with the Ee sound as a class.

Wednesday

Topic: Safe play

Objectives

During the lesson, learners will:

- a) listen to a story on safe play
- b) read pictures on safe play
- c) answer questions on safe play

Skills to be developed

- Listening
- Reading / signing
- Answering questions / signing

Learning activities

1. Teacher helps learners recite a rhyme on HIV and AIDS that he or she introduced in the previous

lesson.

2. Teacher tells learners a factual story on how children can play safely to prevent HIV and AIDS while learners are listening. The factual story teaches learners to avoid playing with sharp objects like razor blade, nail cutter, needle among others to avoid contracting HIV and AIDS.
3. Teacher discusses with learners on words which start with the sound Eee
4. Learners turn to their readers on page 14. There are pictures of different objects. Learners identify and name the different objects in the pictures.
5. In their pairs, learners identify all objects which begin with the sound Ee.
6. Learners identify and name the objects with the Ee sound as a class.

Thursday

Topic: Drawing and colouring

Objectives

During the lesson, learners will:

- a) draw objects that transmit HIV and AIDS by joining the dotted lines
- b) colour the drawings
- c) appreciate each other's work

Skills to be developed

- Drawing by joining dotted lines
- Colouring
- Appreciating each other's work
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Teacher and learners recite a rhyme

on HIV and AIDS introduced in the previous lesson.

2. Learners turn to page 8 of their workbook. There are drawings of a razor blade, needle and scissors which are in dotted form.
3. Learners join the dotted lines to complete the drawings. They colour their drawings. Teacher moves round observing and assisting learners carrying out their task.
4. Learners show each other their work, appreciating each other's work.

Skills to be developed

- Answering questions / signing
- Using yes/no responses / signing
- Dialoguing / signing

Learning activities

1. Teacher demonstrates responding to questions asked by a pre-coached learner using yes or no correctly while learners are listening.
2. A few volunteer learners answer questions asked by the teacher using yes or no responses while the rest of the learners are watching and listening.
3. In pairs, learners practise answering questions asked by a partner using yes or no responses. Teacher moves round observing and listening to how learners ask each other questions and respond using yes or no responses.

Friday

Topic: Uses of 'Yes and No'

Objectives

During the lesson, learners will:

- a) answer questions using yes/no responses
- b) use yes/no in pairs

Assessment

Name of child	Are learners able to answer questions about what they saw in the video clip?	Are learners able to name the objects that can transmit HIV and AIDS from one person to another?	Are learners able to name safe ways of playing?	Are learners able to complete drawings by joining dotted lines?	Are learners able to respond using yes/no?
Justin					
Daniel					
Raphael					
Pretty					
Jackson					
Mary					

CHAPTER 9 Rights and responsibilities

Aims

To enable learners:

- use the English language to express their culture
- develop an appreciation of the English language as a means of global communication
- develop the basic language skills namely listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: audio clip on child abuse

Tuesday: a big chart with pictures depicting children's rights and responsibilities

Wednesday: a big chart with pictures depicting children's rights and responsibilities

Thursday: crayons

Monday

Topic: Child abuse

Objectives

During the lesson, learners will:

- a) listen to an audio clip on child abuse
- b) answer questions on the audio clip

Skills to be developed

- Listening
- Speaking / signing
- Answering questions / signing

Learning activities

1. Teacher plays an audio clip on child abuse while learners are listening very closely.
2. Learners are encouraged to say

anything that they have heard from the audio clip about child abuse.

3. Teacher asks learners questions about child abuse as learnt from the audio clip. Learners answer questions in turns.

Tuesday

Topic: Rights and responsibilities of children

Objectives

During the lesson, learners will:

- a) say their rights
- b) discuss their responsibilities

Skills to be developed

- Saying their rights / signing
- Identifying
- Discussing / signing
- Telling each other their rights and responsibilities / signing

Learning activities

1. Teacher shows learners a big chart with pictures depicting rights and responsibilities of children. The chart shows the right to education, right to safe drinking water, right to shelter, right to good health and right to good food.
2. Learners identify their rights on the chart with teacher's assistance.

Learners tell each other about their rights in groups.

3. Teacher explains to learners about their responsibilities so that their rights can be achieved. For example, children have the responsibility to learn, to drink safe water, to eat good food among others. Learners tell each other about their responsibilities in groups.
4. In turns, learners say their rights and responsible.
5. Learners turn to their readers on page 14 and read pictures on children's responsibilities.

Wednesday

Topic: Phonics - Fff

Objectives

During the lesson, learners will:

- a) read pictures showing different objects which have names that start with an Ff sound
- b) construct some sentences from the names of objects in the pictures

Skills to be developed

- Reading / signing
- Constructing sentences

Learning activities

1. Teacher and learners revise children's rights and responsibilities with reference to the big chart on rights and responsibilities.
2. Learners make a circle and then play the game of clapping their hands every time a word starting with an Ff sound is said by the teacher. The teacher then says a number of words and those learners who clap wrongly go into the middle of the

ring, they will be out of the game.

3. Learners turn to their reader on page 15. There are pictures of different objects with names that start with the Ff sound like fish, family, forest and fork.
4. Learners read the pictures and discuss the objects shown on the pictures. Teacher asks learners some questions about the pictures and learners give answers.
5. In their groups, learners construct some sentences using the names of objects on the pictures. Teacher goes round assisting those with challenges.
6. Learners name the objects on the pictures as a class.

Thursday

Topic: Rights of children

Objectives

During the lesson, learners will:

- a) colour the picture
- b) appreciate each other's work

Skills to be developed

- Colouring
- Appreciating
- Eye-hand coordination
- Fine motor skills

Learning activities

1. Teacher and learners practise naming the rights and responsibilities of children. For example, the right to education and children have the responsibility to learn.
2. Learners turn to page 9 of their workbook. There is a picture of a boy and a girl at the clinic with their mother and doctor.

3. Learners colour the picture. Teacher moves round observing and assisting learners carrying out their task.
 - Holding dialogues / signing
 - Listening
 - Speaking / signing
4. Learners show each other their work, appreciating each other's work.

Friday

Topic: Uses of 'who' and 'what'

Objectives

During the lesson, learners will:

- a) use 'who' and 'what' in questions
- b) hold dialogue using 'who' and 'what'

Skills to be developed

- Using 'who' and 'what' in questions / signing

Learning activities

1. Teacher demonstrates asking questions using 'who' and 'what', while learners are listening. For example, Who is laughing? What is your name?
2. In turns, learners practise asking questions with 'who' and 'what' while others answer the questions.
3. In pairs, learners ask questions using 'who' and 'what' while the other partner is answering the questions. Teacher moves round listening and assisting learners carrying out the activity.

Assessment

	Yes	No	Sometimes
Is the learner able to answer questions about the audio clip listened to?			
Is the learner able to say his or her rights and responsibilities?			
Is the learner able to read pictures on children's rights and responsibilities?			
Is the learner able to colour the picture on children's responsibilities?			
Is the learner able to ask questions using 'who and what?'			

Aims

To enable learners:

- develop language skills which are listening, speaking, reading and writing
- express themselves freely
- develop an appreciation of the English language as a means of global communication

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Wednesday: pictures with different objects

Thursday: crayons

Monday**Topic: Likes****Objectives**

During the lesson, learners will:

- a) listen to stories of likes
- b) mime stories of likes

Skills to be developed

- Listening
- Speaking / signing
- Miming
- Expressing their likes

Learning activities

1. Teacher reads or tells a short story to learners on likes while they are listening. Teacher can come up with the short story that focuses on likes. For example, John and Peter are friends. John likes sadza and fish very much. Peter likes rice and meat. John and Peter like to play. They like to play with a ball. John likes kicking the ball.

2. Teacher asks learners questions about the story read or told. For example, who likes sadza and fish? Who likes rice and meat? Who likes kicking the ball? Learners answer the questions.
3. Teacher demonstrates miming the story. For example, miming kicking the ball. Learners in turns, mime the story about likes.
4. In pairs, learners mime the story about likes. Teacher moves round observing learners miming the story about likes.

Tuesday**Topic: What I like****Objectives**

During the lesson, learners will:

- a) state what they like
- b) mime what they like

Skills to be developed

- Stating / signing
- Miming
- Expressing their likes / signing
- Listening

Learning activities

1. Teacher and learners revise the story about likes which was introduced in the previous lesson.
2. Teacher states what he or she

likes while learners are listening. In turns, learners state what they like. For example, I like oranges, apples, rice, chicken.

3. In groups, learners state what they like in turns.

Wednesday

Topic: Names of objects

Objectives

During the lesson, learners will:

- a) read pictures of different objects
- b) name the objects in the pictures

Skills to be developed

- Reading / signing
- Naming / signing
- Top to bottom orientation
- Left to right orientation

Learning activities

1. Learners state what they like. For example, I like bananas, milk, bread among others.
2. Learners turn to their reader on page 16. There are pictures of different objects which they like. For example, cake, milk, orange, apple, toy car.
3. Learners name the objects in the pictures. Teacher moves round listening to what learners are discussing.
4. In turns, learners name the objects in the pictures.

Thursday

Topic: Likes

Objectives

During the lesson, learners will:

- a) talk about what they like
- b) draw any fruit they like and colour it

Skills to be developed

- Drawing
- Left to right orientation
- Eye-hand coordination
- Fine motor skills

Learning activities

1. Learners talk about the fruits they like. They describe the colour of the fruit.
2. Learners turn to their workbook on page 10. They draw any fruit they like and colour it. Teacher moves round observing and assisting learners carrying out their task.
3. Learners show each other their work, appreciating each other's work

Friday

Topic: Phonics - Gg

Objectives

During the lesson, learners will:

- a) identify and name the objects shown in the pictures
- b) demonstrate reading pictures from top to bottom
- c) practise reading from top to bottom

Skills to be developed

- Identifying
- Demonstrating
- Practising top to bottom orientation
- Reading / signing

Learning activities

1. Teacher and learners revise stating their likes.
2. Teacher displays pictures with different objects on the board or wall. Teacher demonstrates reading pictures from top to bottom while learners watch very closely. In

- turns, learners demonstrate reading pictures from top to bottom.
3. Learners turn to their reader on page 17. There are pictures of different objects with names that start with the sound Gg like girl, goat, garden, geese.
 4. Learners read the pictures from top to bottom in groups. They discuss the pictures, naming the objects found in the pictures. Teacher moves round listening and assisting learners carrying out their activity.
 5. A few volunteer learners demonstrate reading pictures from top to bottom.

Assessment

	Yes	No	Sometimes
Is the learner able to state what he or she likes?			
Is the learner able to mime what he or she likes?			
Is the learner able to read pictures from top to bottom?			
Is the learner able to draw patterns from left to right?			
Is the learner able to name objects in the pictures?			

Aims

To enable learners:

- develop basic language skills namely listening, speaking, reading and writing
- express themselves freely
- cultivate an appreciation of the use of English language as a tool for religious and social development

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Thursday: crayons

Friday: different objects/pictures

Monday**Topic: Dislikes****Objectives**

During the lesson, learners will:

- listen to a story on 'dislikes'
- identify things that they dislike

Skills to be developed

- Listening
- Answering questions / signing
- Reading / signing
- Identifying

Learning activities

- Teacher plays or tells learners a story on 'dislikes' while they listen to the story closely. The story should be very short but full of dislikes. For example:

Mary and Jane are friends. They dislike children who tell lies. Mary dislikes fish. Jane dislikes chocolate. Both girls dislike lazy people. They dislike beating others and people who fight others. They

dislike sweets, and playing with bees. They dislike drinking water from a river.

- Teacher asks learners questions about the story on 'dislikes'. For example, who dislikes chocolate? Who dislikes pork? Learners answer the questions.
- Learners read pictures on page 18 in their reader, following the story in pictures. They identify what Mary and Jane dislike.

Tuesday**Topic: My dislikes****Objectives**

During the lesson, learners will:

- state their dislikes
- mime things they dislike

Skills to be developed

- Stating / signing
- Miming
- Holding dialogues on things they dislike / signing
- Expressing dislikes / signing

Learning activities

- Teacher and learners revise the story on dislikes read or played in the previous lesson.
- Teacher demonstrates stating his or her dislikes while learners are

- listening. For example, I dislike margarine. I dislike sweets. Learners state what they dislike in turns.
- In groups, learners state what they dislike. Teacher moves round listening and assisting learners carrying out their activity.
 - A few volunteer learners demonstrate expressing their dislikes while other learners watch and listen.

Wednesday

Topic: Likes and dislikes

Objectives

During the lesson, learners will:

- read pictures of different things or objects
- state whether the children like or dislike the things on the pictures

Skills to be developed

- Reading / signing
- Stating / signing
- Expressing
- Judging by facial expressions
- Identifying

Learning activities

- Learners state what they like and dislike
- Learners turn to their readers on page 19. There are pictures of different things such as:
 - people fighting
 - a cake
 - boy drinking water from a river

There are children who show whether they like or dislike the listed things through facial expressions.

- Learners read the pictures in pairs. They discuss the pictures and identify things liked or disliked by children by judging through facial expressions.
- In turns, learners say things liked by children and things disliked by children, after observing the facial expressions.

Thursday

Topic: Circling 'likes'

Objectives

During the lesson, learners will:

- select things liked by children
- encircle things liked by children

Skills to be developed

- Identifying
- Selecting
- Circling
- Fine motor skills

Learning activities

- Teacher and learners practise stating their likes and dislikes.
- Learners turn to their workbook on page 11. There are things that children like and dislike. For example, balloon, toy car, doll, ice-cream, cat fire, rat.
- Learners study the things in the pictures. They identify things that are liked by children. They encircle them.
- Teacher moves round observing learners performing their activities. Learners show each other their work, appreciating each other's work.

Friday

Topic: Phonics - Hhh

Objectives

During the lesson, learners will:

- a) name the objects shown in the pictures
- b) state reasons for liking and disliking the different objects

Skills to be developed

- Naming / signing
- Stating / signing
- Expressing feelings / signing
- Speaking / signing

Learning activities

1. Teacher displays different objects and pictures on the table. Learners look at the objects and pictures very closely.
2. Learners name the objects and pictures. The class identifies all objects whose names start with the sound Hh like hat, house, hay, hippopotamus.
3. From the identified objects, learners select objects and pictures which they like and dislike. They give reasons for liking and disliking them.

Assessment

Name of learner	Is the learner able to identify things that he or she dislikes?	Is the learner able to state what he or she dislikes?	From pictures shown, is the learner able to judge things that children like or dislike?	Is the learner able to encircle things liked by children?	Is the learner able to give reasons for liking and disliking things?
Themba					
Rita					
Rachel					
Judith					
James					
Rickson					

Aims

To enable learners:

- express themselves freely in a variety of situations
- develop the four basic language skills which are listening, speaking, reading and writing
- develop an appreciation of the link between the English language and other learning areas

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

- Monday:** a video where there is expression of feeling
- Tuesday:** a chart on different expressions of feelings
- Wednesday:** the phonic alphabet
- Thursday:** a chart on different expressions of feelings, crayons
- Friday:** the phonic alphabet, different pictures

Monday

Topic: Feelings

Objectives

During the lesson, learners will:

- a) watch and listen to a video where there is expression of feelings
- b) express their feelings

Skills to be developed

- Listening
- Naming / signing
- Expressing / signing
- Identifying
- Imitating
- Discussing / signing

Learning activities

1. Teacher plays a video where there are expressions of different feelings. For example, feelings of happiness, sadness, anger among others. Learners watch it very closely and listen to it.
2. Teacher and learners discuss the video, identifying and naming the different feelings shown in the video.
3. Learners imitate the different feelings watched in the video in groups. Teacher moves round watching learners imitate the expression of different feelings.

Tuesday

Topic: Feelings

Objectives

During the lesson, learners will:

- a) describe their feelings
- b) read pictures of different expressions of feelings

Skills to be developed

- Describing / signing
- Reading pictures / signing
- Discussing / signing
- Imitating

Learning activities

1. Teacher displays a big chart on different expressions of feelings and learners watch very closely. For example, a picture of a child laughing, a picture of a girl crying, a picture of a boy looking sad among others.
2. Learners identify the different expressions of feelings and name them. Teacher and learners discuss reasons that could have led to the different expressions of feelings such as hunger, among others.
3. Learners turn to their reader on page 20. There are pictures showing different expressions of feelings such as feelings of happiness, anger among others. Learners read the pictures in pairs.
4. In pairs, learners mime the different expressions of feelings. Teacher moves round watching learners carry out their activity.
5. A few volunteer learners mime the different expressions of feelings while others watch and name the expression of feeling.

Wednesday

Topic: The phonic alphabet

Objectives

During the lesson, learners will:

- a) sound the phonic letters
- b) name pictures that begin with the sound

Skills to be developed

- Sounding letters / signing
- Identifying
- Naming / signing

Learning activities

1. Teacher demonstrates sounding the alphabet letters while learners listen very attentively. Teacher shows learners pictures that begin with the sound. For example, letter a A, teacher shows learners a picture of an apple, aeroplane among others; for letter b B, teacher shows a picture of a banana, bag, bus among others. The pictures should be relevant to the sound.
2. Teacher and learners practise sounding the letters of the alphabet and suggesting pictures that begin with the same sound that has been sounded.
3. Learners turn to their reader on page 21. There are relevant pictures of objects whose names start with the letters of alphabet Aa to Ee which they have to sound. Learners sound the letters of the alphabet and name the pictures below the letters. Teacher moves round listening and assisting learners to correctly sound the letters and name the pictures.
4. A few volunteer learners sound the letters while others listen and suggest relevant pictures that begin with the sound.

Thursday

Topic: Picture matching

Objectives

During the lesson, learners will:

- a) match pictures of different expressions of feelings
- b) draw a pattern from left to right

Skills to be developed

- Matching
- Drawing
- Left to right orientation
- Fine motor skills

Learning activities

1. Learners revise naming the different expressions of feelings shown on the chart.
2. Learners turn to their workbook on page 12. There are pictures showing different activities and children's expressions of feelings. For example, a mother has bought a shirt for the boy and the boy is smiling; mother is going to town to buy and the child is left behind and is sad; children are dancing to the radio and the other child is laughing.
3. Learners match pictures of activities to children's expressions of feelings by drawing a line of pattern from left to right. Teacher moves round observing learners carrying out their activities. Learners show each other their work.
4. Learners are encouraged to bring to school different pictures for the next lesson.

Assessment

	Yes	No	Sometimes
Is the learner able to express his or her feelings?			
Is the learner able to describe his or her feelings?			
Is the learner able to sound the letters of the alphabet?			
Is the learner able to identify a picture that begins with the sound of the letter?			
Is the learner able to match activities with expression?			

Friday

Topic: Phonic alphabet

Objectives

During the lesson, learners will:

- a) sound the letters of the alphabet
- b) name relevant pictures that begin with the sound of the alphabet

Skills to be developed

- Sounding of letters / signing
- Naming / signing

Learning activities

1. Teacher demonstrates sounding letters of the alphabet while learners are listening. Learners also sound the letters as demonstrated by the teacher.
2. Teacher sounds a letter of the alphabet, and learners find a relevant picture from the pictures that have been brought from home which begins with the sound of the letter. Teacher moves from group to group to observe if learners have identified the correct picture.

CHAPTER 13 Chimurenga stories

Aims

To enable learners:

- use the English language to express their culture
- cultivate an appreciation of the use of English language as a tool for cultural and religious development
- express themselves freely in different situations
- develop the four basic language skills which are listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: resource person, pictures about the Chimurenga

Wednesday: pictures about the Chimurenga

Thursday: glue, small pieces of paper

Monday

Topic: Chimurenga stories

Objectives

During the lesson, learners will:

- a) listen to Chimurenga stories
- b) answer questions about Chimurenga stories

Skills to be developed

- Listening
- Answering questions / signing
- Retelling a story / signing

Learning activities

1. Teacher or the resource person tells a story to learners about Chimurenga (war) while learners are listening.
2. Teacher or resource person asks learners some questions about the

story that has been told. Learners give answers.

3. Learners are given the opportunity to retell the story that has been told about Chimurenga.

Tuesday

Topic: Yes and No game

Objectives

During the lesson, learners will:

- a) answer questions with yes/no responses
- b) play the yes/no game

Skills to be developed

- Answering questions / signing
- Playing the game

Learning activities

1. Teacher demonstrates asking the yes or no questions to a pre-coached learner while others are listening. For example, Are you eating? Are you a boy? The pre-coached learner gives answers to the questions asked using the yes or no responses.
2. Teacher asks similar questions to the rest of the learners. Learners are encouraged to respond with yes or no.

- In pairs, learners practise asking each other closed questions that require a yes or no response. Teacher moves round listening and assisting learners where necessary.
- Teacher and learners play the yes or no game.
Do you eat fruits?
Do you eat eggs?
Do you eat a stone?
(These are examples, teacher can insert a replacement). If a learner says 'yes' where it is supposed to be a 'no', he or she will be out of the game, and if he or she says 'no' where it is supposed to be a 'yes', the learner is out of the game.

Wednesday

Topic: Chimurenga story

Objectives

During the lesson, learners will:

- read a picture story
- discuss the story

Skills to be developed

- Reading / signing
- Discussing / signing
- Describing / signing
- Miming

Learning activities

- Learners turn to their readers on page 22, where there are pictures of people sitting down around the fire at night in the bush. The Comrades are addressing people and dancing.
- Teacher explains to learners that our country Zimbabwe was brought

through the war and the picture is indicating war fighters and the communities working together for our country. Therefore people should work together for the country's development.

- Learners describe what they see in the picture. Teacher asks questions about the picture and learners give answers.
- Learners mime dancing as a way of celebrating our country's independence, Zimbabwe.

Thursday

Topic: Mosaic work

Objectives

During the lesson, learners will:

- perform mosaic work on a drawing
- appreciate each other's work

Skills to be developed

- Performing mosaic work
- Appreciating each other's work
- Eye-hand coordination
- Fine motor skills

Learning activities

- Learners turn to their workbooks on page 13. There are drawings of two soldiers.
- Learners smear glue on the drawings. They fill up the two drawings of soldiers with small pieces of paper to create mosaic work.
- Teacher moves round observing and assisting learners when necessary. Learners show each other their work, appreciating each other's work.

Friday

Topic: Phonic Alphabet - Iii

Objectives

During the lesson, learners will:

- a) name pictures that begin with the sounds of the letter i

Skills to be developed

- Identifying
- Naming / signing

Learning activities

1. Teacher and learners practise sounding letters Ii in turns suggesting relevant pictures that begin with the sound of that letter.
2. Teacher demonstrates sounding

- letters Ii. Learners practise sounding the same letter. They suggest relevant pictures that begin with the sounds of the letter, for example, Ii – ink
3. Learners turn to their reader on page 23. They read the names of the pictures shown which have the phonic alphabet sound from Ff to Ii.
4. Learners sound the phonics as they read the pictures and name the pictures. Teacher assists the learners sound the phonics as they name the pictures.
5. There are no letters of the alphabet exposed to the learners as they cannot read these. Teacher guides learners in the sounding only.

Assessment

Name of learner	Is the learner able to answer questions about Chimurenga stories?	Is the learner able to ask others the 'yes/no' questions?	Is the learner able to play the 'yes/no' game?	Is the learner able to read the Chimurenga story?	Is the learner able to create mosaic work?	Is the learner able to sound letters and name pictures that begin with the letter sounds?
Alastair						
Malcom						
Frank						
Future						
Nelson						

Aims

To enable learners:

- use the English language to express themselves freely
- acquire basic skills of analysing situations
- develop the basic language skills which are listening, speaking, reading and writing

Source of matter

ECD B syllabus pages 10 – 29

Suggested learning materials

Monday: a video on different actions

Thursday: crayons

Monday

Topic: Commands

Objectives

During the lesson, learners will:

- a) watch a video clip on different actions
- b) perform actions according to commands

Skills to be developed

- Watching a video
- Performing actions
- Listening

Learning activities

1. Teacher plays a video clip on different actions performed by children while learners watch it very closely. The actions include running, jumping, walking, sitting.
2. Teacher asks learners questions about the actions performed by children in the video clip. For

example, 'Who was jumping?' 'What was the girl doing?' among others. Learners answer the questions in relation to the actions performed in the video clip.

3. Teacher demonstrates giving commands to a pre-coached learner while the learner is performing the actions. For example, sit down, jump, run, walk.
4. In groups, learners perform actions as commanded by one of them in turns. Teacher moves round listening and observing them carrying out their activities.
5. A few volunteer learners demonstrate carrying out instructions given by the teacher.

Tuesday

Topic: What are they doing?

Objectives

During the lesson, learners will:

- a) read pictures on different actions
- b) talk about the different actions

Skills to be developed

- Reading / signing
- Talking / signing
- Describing / signing
- Miming

Learning activities

1. Teacher and learners practise carrying out commands. For example, 'Stella, jump, run, rejoice' among others.
 2. Learners turn to their reader on page 24. There are pictures of children carrying out different actions. The children are jumping, running, kicking a ball and jogging.
 3. Learners read the pictures on different actions. They talk about the different actions in pairs. Teacher moves round listening to learners talking about the actions, focusing on describing the action pictures.
 4. A few volunteer learners, mime the actions read from their reader while others watch and say the action.
3. In pairs, children describe different action pictures while teacher moves round listening to the descriptions. Learners practise miming the actions shown on the pictures.
 4. A few volunteer learners mime actions shown on the pictures while other learners watch them.

Wednesday

Topic: Picture description

Objectives

During the lesson, learners will:

- a) describe different action pictures
- b) practise carrying out actions

Skills to be developed

- Describing / signing
- Practising carrying out actions
- Listening
- Performing actions

Learning activities

1. Teacher gives commands to the class such as 'jump, stop, run, clap hands, walk, sit down'. Learners perform the actions as they carry out the commands.
2. Learners turn to their reader on page 25. There are different

actions carried out by children. For example, children are drawing, swimming, singing, dancing. They read the pictures about the actions performed by children.

- 3.
- 4.

Thursday

Topic: Matching pictures

Objectives

During the lesson, learners will:

- a) match pictures
- b) appreciate each other's work

Skills to be developed

- Matching
- Appreciating
- Fine motor skills

Learning activities

1. Learners turn to their workbooks on page 14. There are different action pictures and learners match those pictures that look related. For example, a picture of a ball is matched to a picture of a boy kicking a ball; a picture of a drum is matched to children dancing.
2. Learners draw a line to match objects with similar activities. Teacher moves round observing learners carrying out their activities. Learners show each other some work, appreciating each other's work.

Friday

Topic: Action words

Objectives

During the lesson, learners will:

- a) listen to commands
- a) carry out actions as commanded

Skills to be developed

- Listening
- Carrying out actions

Learning activities

1. Teacher demonstrates giving commands to a pre-coached learner while the rest of the learners are watching his or her actions.
2. Teacher gives commands to all learners as a class. For example, come here, go away, sit down, stand up, run, walk among others. Learners perform the actions as per command. Teacher observes all learners very closely and gives individual attention where necessary.
3. In pairs, learners give each other commands and the other partner performs the action. Teacher moves round observing and watching learners carry out the activity.
4. A few volunteer learners, practise performing actions while teacher gives commands.

Assessment

	Yes	No	Sometimes
Is the learner able to perform actions as per commands?			
Is the learner able to describe the actions of other children?			
Is the learner able to match pictures of similar activities?			
Is the learner able to give commands to others?			

CHAPTER 15 Action words

Aims

To help learners:

- develop the four basic skills which are listening, speaking, reading and writing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter:

ECD syllabus page 10 and 24

Suggested learning material:

Monday: video and video player

Thursday: beginner's pencil or wax crayons

Monday

Topic: Listening to commands

Objectives

During the lesson, learners will:

- a) listen to commands
- b) follow given commands

Skills to be developed

- Listening
- Following commands

Learning activities

1. Teacher plays a video showing learners performing actions as commanded.
2. Learners watch the video and explain what the children are doing.
3. Learners state the command words in the clip
4. Teacher gives children commands like jump, sit, crawl.
5. Learners perform the actions commanded.

6. In groups, learners give each other commands and others perform actions.
7. As a conclusion, learners give the teacher two commands and the teacher performs the actions.

Tuesday

Topic: Action words

Objectives

During the lesson, learners will:

- a) read pictures of children performing actions
- b) state action words
- c) perform actions

Skills to be developed

- Reading
- Speaking
- Acting

Learning activities

1. Learners read pictures of children performing actions in their learner's reader on page 26.
2. Learners state the actions the children are performing in the pictures.
3. In pairs, learners give each other commands and perform the actions.
4. As a conclusion the teacher selects a pair to give each other commands and perform the commands given.

Wednesday

Topic: Describing actions

Objectives

During the lesson, learners will:

- a) read pictures of learners performing actions
- b) describe the actions being performed
- c) miming actions performed

Skills to be developed

- Reading
- Describing
- Miming

Learning activities

1. In the learner's reader on page 27, learners read the pictures of learners performing actions like weeding and digging.
2. In groups, learners describe the actions they read from the reader.
3. Learners perform and mime actions and others describe the actions performed and mimed.

Thursday

Topic: Matching

Objectives

During the lesson, learners will:

- a) match pictures showing similar actions by drawing lines from left to right

Skills to be developed

- Matching
- Drawing

Learning activities

1. Learners read the pictures in their workbooks on page 15.
2. Learners identify pictures showing similar actions.
3. Learners match the pictures by drawing lines joining them from left to right.
4. Learners show each other their completed work.

Friday

Topic: Phonic alphabet - Jjj

Objectives

During the lesson, learners will:

- a) state some action words they know
- b) identify and name the objects shown in the pictures

Skills to be developed

- Speaking
- Commanding
- Identifying
- Naming

Learning activities:

1. Teacher asks learners to state some action words they know.
2. Learners state and perform the action words like clap, dance, jump, laugh, cry, smile
3. In small groups, learners identify and name the objects shown in the pictures on a chart (these are objects whose names begin with the phonic sound Jjj like jug, jam, jump, jersey).
4. Teacher discusses the names of the objects in the pictures with the learners.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to commands?			
Is the learner able to follow given commands?			
Is the learner able to read pictures of children performing actions?			
Is the learner able to state action words?			
Is the learner able to perform actions?			
Is the learners able to read pictures?			
Is the learners able to describe the actions being performed?			
Is the learner able to match pictures showing similar actions by drawing lines?			
Is the learner able to state some action words he or she knows?			
Is the learner able to give commands to others and perform the commanded actions?			

CHAPTER 16 Vocabulary: Action words

Key concept: Describing actions

Aims

To help learners:

- appreciate the use of English language as a tool for cultural and social development
- express themselves freely in a variety of situations that involve the use of functional English.

Source of matter

ECD syllabus page 26

Suggested learning material:

Monday: video clip

Thursday: beginner's pencil, wax crayons

Friday: chart with children performing actions

commanded by the clip.

3. Teacher introduces a game 'If I do this ...' and explains how it is played.

One learner leads by singing and performs an action as others follow.

4. Learners in small groups play the game 'Kana ndikadai; If I do thi; Yenza njengami '.

Monday

Topic: Game 'Kana ndikadai/ if I do this/yenza njengami

Objectives

During the lesson, learners will:

- a) watch a video clip of children performing actions
- b) play the stated game

Skills to be developed:

- Observing actions
- Playing a game

Learning activities

1. Teacher plays the video clip of children performing actions accompanied by the action words like a child jumps and a voice on the clip says jumping.
2. Learners perform the action

Tuesday

Topic: Action words

Objectives

During the lesson, learners will:

- a) read pictures of children performing some actions
- b) describe the actions they read in the pictures

Skills to be developed

- Reading
- Describing

Learning activities

1. In the learner's reader on page 28, learners read pictures of children performing actions like drinking, writing, washing plates and weeding.
2. Learners describe the actions being done by the children in the pictures.
3. In small groups, learners think of

actions and mime them and other members of the group guess the action.

4. As a conclusion, teacher mimes some actions and learners state the action, for example, teacher can mime brushing of teeth and learners state the action.

Wednesday

Topic: Actions

Objectives

During the lesson, learners will:

- a) read actions being performed in the pictures
- b) describe the actions in the pictures

Skills to be developed

- Reading
- Describing
- Role playing

Learning activities

1. Teacher asks learners to read the pictures in their readers on page 29, where we have a boy sneezing and two children reading.
2. Learners read the pictures.
3. Learners describe the actions they have read in the pictures using complete sentences to their group members.
4. Learners role play the actions as others tell what they are doing.

Thursday

Topic: Writing

Objectives

During the lesson, learners will:

- a) identify similar actions in a row
- b) encircle actions that are similar in a row from left to right

Skills to be developed

- Identifying
- Writing

Learning activities

1. Teacher asks learners to observe the pictures in the learner's work book on page 16.
2. Learners identify similar actions from the pictures in each row.
3. Teacher assists learners to encircle from left to right.
4. Learners encircle the similar pictures starting from left to right.
5. Learners show each other their work as a conclusion.

Friday

Topic: Sentence construction: is; are

Objectives

During the lesson, learners will:

- a) construct sentences using 'is' and 'are' correctly

Skills to be developed:

1. Constructing sentences
2. Learning activities
3. Teacher displays a chart with learners performing actions.
4. Learners observe the pictures and describe the actions.
5. Teacher explains when to use the words 'is' and 'are' in the construction of sentences and give examples using the chart, for example, He is drinking, or; They are walking, depending on the number of people shown.
6. Learners use the pictures on the chart to construct sentences with the teacher's assistance.

Assessment

Name of child	Is the learner able to watch a video clip of children performing actions?	Is the learner able to play the stated game?	Is the learner able to read pictures of children performing some actions?	Is the learner able to describe the actions he or she reads in the pictures?	Is the learner able to identify similar actions in a row?	Is the learner able to encircle actions that are similar in a row from left to right?
Tadiwa						
Tatenda						
Rutendo						

CHAPTER 17 Voices

Key concept: Identifying voices

Aims

To help learners:

- develop the four basic language skills
- acquire basic skills of analysing texts

Source of matter:

ECD Syllabus page 23

Suggested learning materials

Friday: chart with two friends

Monday

Topic: People's voices

Objectives

During the lesson, learners will:

- a) pay attention to different voices
- b) state the owner of the voice

Skills to be developed:

- Speaking
- Listening

Learning activities:

1. Learners listen to different voices by paying attention.
2. Learners describe the different voices heard for example, soft, bass, hoarse.
3. Learners listen to voices of classmates.
4. Some learners go outside and talk.
5. Learners listen and state the owners of the voices.

Tuesday

Topic: Names of classmates

Objectives

During the lesson, learners will:

- a) state names of friends and classmates
- b) ask each other names and surnames

Skills to be developed:

- Speaking
- Listening
- Asking questions

Learning activities:

1. Teacher asks learners to say their names in a full sentence as others listen, for example, 'My name is Sophy Kind. Your name is Tinashe Soko.'
2. Learners say their names and also say their classmates' names.
3. Teacher explains how to ask each other's names following the given structure, for example 'What is your name?'.
4. Learners ask each other's names following the construction taught.
5. As a conclusion, teacher asks learners their names and the learners say their names.

Wednesday

**Topic: A name game:
Do you know my
name?**

Objectives

During the lesson, learners will:

- a) read pictures of learners playing a game
- b) play the name game

Skills to be developed:

- Reading
- Playing the game

Learning activities

1. Learners read pictures of learners playing a game in their readers on page 30.
2. Learners state the game they think the learners in the picture are playing.
3. Teacher explains the game 'Do you know my name'.
Do you know my name?
No
Do you know my name?
No
My name is Betty Muusha.
4. Learners play the game.

Thursday

Topic: Phonics - Kkk

Objectives

During the lesson, learners will:

- a) identify and name the objects shown in the pictures
- b) sing the song, 'Polly put the kettle on'

Skills to be developed

- Identifying
- Naming
- Singing

Learning activities

1. Learners sing the song, 'Polly put the kettle on'.
2. Teacher asks learners to open their readers on page 31 to identify a kettle from the pictures.
3. Learners identify the kettle and sound the Kkk.
4. Learners create a story from all the pictures shown on the page.
5. Learners tell their story created from the pictures.

Friday

Topic: Colouring

Objectives

During the lesson, learners will:

- a) colour the drawing of two learners asking each other's names.

Skills to be developed

- Colouring

Learning activities

1. Learners observe the picture of two friends on a chart.
2. Learners talk about what they think the learners are doing.
3. In their workbooks on page 17, learners colour the drawings of learners asking each other their names.
4. Learners show each other their completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to pay attention to different voices?			
Is the learner able to state the owner of a voice?			
Is the learner able to state names of friends and classmates?			
Is the learner able to ask others their names and surnames?			
Is the learner able to observe pictures?			
Is the learner able to establish a story from the sequenced pictures?			
Is the learner able to play the name game?			
Is the learner able to colour drawings of two learners asking each other their names?			

CHAPTER 18 People at school

Key concept: Identifying people by voices

Aims

To help learners:

- develop the four basic skills of writing, listening speaking and reading.
- appreciate the use of English language as a tool for social development

Source of matter:

ECD syllabus page 23

Suggested learning material:

Monday: recordings of teachers' voices

Tuesday: chart with teachers' portraits

Monday

Topic: People's voices

Objectives

During the lesson, learners will:

- a) identify people at school by their voices
- b) imitate voices of people at school

Skills to be developed:

- Listening
- Identifying
- Imitating

Learning activities

1. Teacher takes learners to different offices and classrooms to listen to voices of different teachers.
2. Teacher plays recordings of the teachers
3. Learners listen to various voices and identify the owner of the voice for example, Head, Deputy Head, class teacher.
4. Learners imitate the voices of different teachers.
5. Other learners guess the teacher being imitated.

Tuesday

Topic: People in the school

Objectives

During the lesson, learners will:

- a) identify different people at school
- b) name different people using the given sentence construction

Skills to be developed:

- Identifying
- Naming

Learning activities

1. Teacher displays a chart with portraits of teachers at the school.
2. Learners identify their teacher, Head, Deputy Head and teacher in charge.
3. Learners name the identified staff using the construction, 'This is
4. Learners identify and name classmates by their voice in a blind fold game.

Wednesday

Topic: Sentence construction

Objectives

During the lesson, learners will

- a) read pictures in their readers
- b) construct sentences using 'This is ...

Skills to be developed:

- Constructing sentences
- Speaking
- Listening

Learning activities

1. In the learner's reader on page 32, learners read pictures of people found at school.
2. Teacher explains the sentence construction: This is Mr Muti.
3. Learners listen to the sentence construction.
4. Learners construct their sentences using the given construction as they read the pictures.
5. In groups learners construct sentences.
6. Learners give their feedback from the groups.

Thursday

Topic: Picture stories

Objectives

During the lesson, learners will:

- a) observe pictures in their readers
- b) arrange pictures in a sequence to produce a story

Skills to be developed

- Observing
- Arranging
- Speaking

Learning activities

1. Learners observe and read the pictures in their learner's reader on page 33.
2. Learners talk about the pictures.
3. Learners arrange the pictures to produce a story.
4. Learners read their story to others.

Friday

Topic: Writing

Objectives

During the lesson, learners will:

- a) observe the drawings in the workbook
- b) draw a circle around people found at school all the time

Skills to be developed

- Observing
- Drawing
- Left to right orientation

Learning activities:

1. Learners observe the drawings in their workbooks on page 18.
2. Learners talk about the pictures and where these people are found.
3. Learners encircle people always found at school
4. Learners display their work by showing each other completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify people at school by their voices?			
Is the learner able to imitate voices of people at school?			
Is the learner able to identify different people at school?			
Is the learner able to construct sentences using 'This is			
Is the learner able to name different people using the given construction?			
Is the learner able to observe pictures in their reader?			
Is the learner able to arrange pictures in a sequence to produce a story?			
Is the learner able to observe the drawings in the workbook?			
Is the learner able to draw a circle around people found at school all the time?			

Key concept: Objects in the environment**Aims**

To help learners:

- develop an appreciation of the English language as a means of global communication
- develop the speaking, reading, writing and listening skills

Source of matter:

ECD syllabus page 26

Suggested learning material:

Monday: plastic spoons, metal nails, wooden plates, fabric dresses, water glasses

Tuesday: tables, chairs, books, cupboards, chalkboard, charts, bin

Wednesday: chart with pictures of a ladder, lamp, lamb, leg

Monday

Topic: Materials used to make different objects

Objectives

During the lesson, learners will:

- observe given objects
- describe the materials used to make the objects

Skills to be developed

- Observing
- Describing/signing

Learning activities

- Teacher displays a variety of objects made of different materials.
- Learners observe the objects as well as feeling their textures.

- Teacher asks learners to tell each other materials used to make the objects.

- Learners in groups observe the objects and tell each other the materials used to make the objects.

Tuesday

Topic: Objects found in the classroom

Objectives

During the lesson, learners will:

- observe objects in the classroom
- read pictures of objects found in the classroom

Skills to be developed

- Observing
- Reading/speaking
- Naming/signing

Learning activities

- Teacher asks learners to observe the objects in the classroom.
- In groups, learners tell each other the objects they have observed.
- In the learner's reader on page 34, learners read pictures of objects found in the classroom.
- Learners name the objects read in the reader and go and touch the object if it is in the classroom.

Wednesday

Phonics - Lll

Objectives

During the lesson, learners will:

- a) name objects on the displayed chart
- b) hunt for a similar object in the classroom and show by touching it

Skills to be developed

- Naming/ signing
- Observing

Learning activities

1. Teacher displays a chart with objects whose names begin with the Lll sound like ladder, leg, lamp, lamb.
2. Learners observe the chart and name the objects.
3. Learners talk about the objects and make some sentences in their groups.
4. As a conclusion, learners name the objects displayed on the chart.

Thursday

Topic: Matching objects

Objectives

During the lesson, learners will:

- a) match given objects

Skills to be developed

- Observing
- Matching

Learning activities

1. Teacher explains that classroom objects match and demonstrates

the matching, for example, a book and a crayon.

2. Learners observe the pictures in the learner's workbook on page 19.
3. Learners find matching objects and join them by drawing a line.
4. Learners show each other their work.

Friday

Topic; Quantifiers

Objectives

During the lesson, learners will:

- a) construct sentences using 'a few' and 'a lot'

Skills to be developed:

- Constructing sentences
- Speaking/ signing
- Listening/observing

Learning activities:

1. Teacher explains how to use 'a few' and 'a lot' to the learners and gives examples like 'I have a few oranges. John has a lot of sweets.'
2. Learners read pictures of children and parents who have a few and a lot of things in their learner's reader on page 35.
3. Learners construct sentences using the pictures in the reader.
4. Learners construct their own sentences using 'a few' and 'a lot'.

Assessment

	Yes	No	Sometimes
Is the learner able to observe given objects?			
Is the learner able to describe the materials used to make the objects?			
Is the learner able to observe objects in the classroom?			
Is the learner able to read pictures of objects found in the classroom?			
Is the learner able to name objects on the displayed chart?			
Is the learner able to hunt for a similar object in the classroom and show by touching it?			
Is the learner able to match given objects?			
Is the learner able to construct sentences using 'a few' and 'a lot'?			

CHAPTER 20 Sounds of objects

Key concept: Sounds produced by objects

Aims

Aims

To help learners:

- express themselves freely in a variety of situations that involve the use of functional English
- prepare for present and future studies in English language and other learning areas

Source of matter:

ECD syllabus page 23

Suggested learning materials:

Monday: recordings of bird sounds, vehicle sounds and animal sounds

Friday: chart with picture of a mother in a hut and a boy near a dam

Monday

Topic: Sounds from objects

Objectives

During the lesson, learners will:

- a) listen to sounds from various objects
- b) locate the direction from which the sound came

Skills to be developed

- Listening
- Locating

Learning activities

1. Teacher takes learners out to listen to different sounds in the environment.
2. Learners listen to the sounds in the environment.
3. Learners state the objects or

animals that produce the sounds heard.

4. Learners locate the direction from which the sound is coming.
5. Learners listen to recordings of sounds and say the objects producing those sounds

Tuesday

Topic: Objects

Objectives

During the lesson, learners will:

- a) read pictures of different objects
- b) imitate sounds produced by the objects

Skills to be developed:

- Reading
- Speaking
- Naming
- Imitating

Learning activities:

1. Learners observe pictures of different objects in the learner's reader on page 36.
2. Learners read pictures of the different objects.
3. Learners name the objects .
4. Learners imitate the sound produced by the objects shown.

Wednesday

Topic: Phonics - Mmm

Objectives

During the lesson learners will:

- a) read pictures of objects

Skills to be developed:

- Reading
- Speaking

Learning activities

1. Learners identify and name objects whose names start with the sound Mmm.
2. Learners read the pictures of objects with the Mmm sound in their reader on page 37, for example, mother, mat and mango.
3. Learners name the objects shown in the reader.
4. Learners sing any song that has to do with mother.

Thursday

Topic: Sound produced by birds

Objectives

During the lesson, learners will:

- a) draw bird that produce sound
- b) imitate the sound produced by the bird drawn

Skills to be developed

- Drawing
- Imitating

Learning activities

1. Teacher takes learners outside the classroom to listen to sound produced by different birds.
2. Learners imitate sound produced by birds.
3. In their workbooks on page 20, learners draw pictures of a bird of own choice.
4. Learners imitate the sound produced by the bird they have drawn.

Friday

Topic: Use of 'in' and 'near'

Objectives

During the lesson, learners will:

- a) construct sentences using the words 'in' and 'near' correctly

Skills to be developed:

- Constructing sentences
- Speaking
- Listening

Learning activities

1. Teacher explains the construction and gives simple examples, for example 'He is near the table. He is in the car'.
2. Learners construct own sentences using the construction in groups.
3. Using the chart displayed, learners construct sentences using 'in' and 'near'.
4. As a conclusion, learners say their own sentences.

Assessment

Name of child	Is the learner able to listen to sounds from various objects in the environment?	Is the learner able to locate the direction from which the sound came?	Is the learner able to read pictures of objects?	Is the learner able to imitate the sound produced by the different objects shown?	Is the learner able to construct sentences using the words 'in' and 'near' correctly?
Tadiwa					
Tatenda					
Rutendo					

CHAPTER 21 Questioning

Key concept: Asking and answering questions

Aims

To help learners:

- develop an appreciation of the English language as a means of global communication
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter:

ECD syllabus page 24

Suggested learning materials:

Thursday: chart with various objects

Monday

Topic: Naming objects

Objectives

During the lesson, learners will:

- a) ask each other questions
- b) answer questions asked by naming objects in the classroom

Skills to be developed

- Asking
- Answering
- Naming/speaking
- Listening

Learning activities

1. Teacher explains to learners how to ask and answer simple questions, for example:
What is this?
It is a pencil.
2. Learners listen to the explanation.
3. Learners try to ask each other in pairs using the construction given.
4. They also answer following the construction given.

Tuesday

Topic: Names of objects

Objectives

During the lesson, learners will:

- a) ask each other questions
- b) name objects being indicated

Skills to be developed

- Asking/signing
- Naming/signing
- Listening/observing

Learning activities

1. Teacher displays a variety of objects on the learners' desks and asks learners to ask each other what the objects are.
2. Learners ask each other in their groups what the objects are.
3. Learners tell each other what the objects are, for example:
What is this?
It is a book.
4. As a conclusion, a group is selected to ask another group questions and the group answers.

Wednesday

Topic: Uses of objects

Objectives

During the lesson, learners will:

- a) read pictures on uses of various objects
- b) describe the uses of objects in the picture

Skills to be developed

- Reading/signing
- Describing/signing
- Listening

Learning activities

1. In the learner's reader on page 38, learners read pictures of people using various objects.
2. Learners name the objects being used.
3. Learners describe the uses of the objects in the pictures.
4. Learners imitate using some of the objects.

Thursday

Topic: Sorting objects

Objectives

During the lesson, learners will:

- a) sort objects according to their uses
- b) imitate using the objects

Skills to be developed

- Sorting
- Imitating

Learning activities

1. Teacher displays a chart with objects of various types and uses.

2. Learners study the pictures of objects on the chart.
3. Learners discuss the uses of the objects on the chart.
4. In the learner's workbook on page 21, learners sort pictures of objects according to their uses.
5. Learners encircle objects with the same use.

Friday

Topic: Prepositions: 'on' and 'under'

Objectives

During the lesson, learners will:

- a) read pictures showing objects under and on the table
- b) describe the position of objects in the picture

Skills to be developed

- Reading
- Describing/signing
- Listening/observing

Learning activities

1. Learners read pictures in the learner's reader on page 39 showing objects on and under other objects.
2. Learners discuss the positions of the objects in the pictures in small groups.
3. As a class, learners describe the positions of the objects, for example: The book is on the table. The shoe is under the bed.
4. Learners try to construct their own sentences using the two prepositions.

Assessment

	Yes	No	Sometimes
Is the learner able to ask others questions?			
Is the learner able to answer questions asked by naming objects in the classroom?			
Is the learner able to name the objects asked?			
Is the learner able to read pictures of uses of various objects?			
Is the learner able to describe the uses of objects in the picture?			
Is the learner able to sort objects according to their uses?			
Is the learner able to imitate using some objects?			
Is the learner able to read pictures showing objects under and on the table?			
Is the learner able to describe the position of objects in the picture?			

CHAPTER 22 Animals

Key concept: Distinguishing animals

Aims

To help learners:

- develop a reading and creative writing culture using the English language
- use ICT in the learning of the English language

Source of matter:

ECD syllabus page 23

Suggested learning materials:

Monday: video and video player

Friday: chart with animals of different sizes

Monday

Topic: Animal sounds

Objectives

During the lesson, learners will:

- a) listen to animal sounds in their environment
- b) distinguish animals by the sounds they produce

Skills to be developed

- Listening
- Speaking
- Distinguishing

Learning activities

1. Learners go outside to listen to animal sounds in the environment.
2. In the classroom, teacher plays a video of animals producing their sounds.
3. Learners listen to the sounds from the video.

4. Learners discuss the sounds they heard from the video.

5. Teacher sounds an animal sound from the video and learners identify the animal by its sound.

Tuesday

Topic: Domestic animals

Objectives

During the lesson, learners will:

- a) list animals kept at home
- b) read pictures of animals kept at home

Skills to be developed

- Naming /signing
- Reading

Learning activities

1. Teacher asks learners to state animals they keep at home.
2. Learners state the animals they keep at home.
3. Learners read pictures of domestic animals in the reader on page 40.
4. Learners name the animals in their readers.
5. Learners imitate the sounds produced by the animals shown in their readers.

Wednesday

Topic: Domestic animals' food

Objectives

During the lesson, learners will:

- a) read pictures of animals in their readers
- b) describe the food eaten by domestic animals

Skills to be developed

- Reading
- Identifying
- Imitating

Learning activities

1. Learners read the pictures of animals eating their food in the reader on page 41.
2. Learners talk about what the animals are doing.
3. Learners identify the food the animals are eating.
4. Learners imitate the sounds of the animals read.

Thursday

Topic: Young ones of animals

Objectives

During the lesson, learners will:

- a) match animals to their young ones
- b) draw a line to match the animal to its young one from left to right

Skills to be developed:

- Matching
- Drawing
- Left to right orientation

Learning activities

1. Learners observe the pictures in their workbooks on page 22.
2. Learners describe the animals in the pictures.
3. Learners match the animals to their young ones.
4. Learners draw a line from the big animal to the young one from left to right.
5. Learners show each other their work.

Friday

Topic: Small and big

Objectives

During the lesson, learners will:

- a) describe animals using big and small

Skills to be developed

- Describing
- Speaking
- Listening

Learning activities

1. Teacher explains the use of the words big and small and gives examples.
2. Using the chart with animals of different sizes, learners describe the animals in their small groups.
3. The learners give their feedback to the class.
4. As a conclusion, the teacher describes two animals on the chart using the words small and big

Assessment

	Yes	No	Sometimes
Is the learner able to listen to animal sounds in their environment?			
Is the learner able to distinguish animals by the sounds they produce?			
Is the learner able to list animals kept at home?			
Is the learner able to read pictures of animals kept at home ?			
Is the learner able to describe the food animals eat?			
Is the learner able to match animals to their young ones?			
Is the learner able to draw a line to match the animal to its young one from left to right?			

CHAPTER 23 Wild animals

Key concept: Wild animal sounds

Aims

To help learners to:

- develop a reading and creative writing culture using the English language
- use ICT in the learning of the English language

Source of matter

ECD syllabus page 23

Suggested learning materials:

Monday: video and a video player

Thursday: chart with animals and animal habitats

Monday

Topic: Distinguishing wild animals by their sounds

Objectives

During the lesson, learners will:

- a) watch a video of wild animals producing sounds
- b) distinguish wild animals by the sounds they produce

Skills to be developed:

- Observing
- Listening
- Distinguishing

Learning activities

1. Teacher plays a video of wild animals producing sounds.
2. Learners watch and listen to the sounds being produced.
3. Learners imitate the sounds.
4. Teacher plays the audio on animal sounds while learners are listening.

5. Learners distinguish the animal by the sound they produce.

Tuesday

Topic: Wild animals

Objectives

During the lesson, learners will:

- a) read pictures of wild animals
- b) imitate the sounds produced by wild animals

Skills to be developed:

- Reading
- Imitating

Learning activities

1. Learners read pictures of wild animals in their readers on page 42.
2. Learners talk about the wild animals.
3. Learners imitate the sounds produced by wild animals shown.
4. In a game like, learners imitate the sounds of a wild animal and others guess the animals.

Wednesday

Topic: Phonics - Nnn

Objectives

During the lesson, learners will:

- a) name the objects shown in the pictures

b) describe the objects shown in the pictures

Skills to be developed

- Picture reading
- Describing

Learning activities

1. Learners name the animals that they know. The teacher then assists them to mime the sounds made by some of the animals.
2. In the learner's reader on page 43, learners identify and name the objects shown in the pictures. All the objects shown in the pictures have names which begin with the sound Nnn like nail, nuts, needle.
3. Learners describe the objects shown in the pictures.
4. In groups, learners identify objects within the classroom whose names begin with the sound Nnn.

Thursday

Topic: Animal habitats

Objectives

During the lesson, learners will:

- a) name the habitats of given animals
- b) match the animal with its habitat

Skills to be developed

- Speaking
- Matching
- Drawing

Learning activities

1. Teacher explains that animals have special places they stay.
2. Learners name the habitats of wild animals they know like trees, caves, mountains.
3. Learners identify animals and their habitats from a chart.
4. In their workbooks on page 23, learners match the animals with their habitats by drawing a line from left to right.

Friday

Topic: Use of the word 'very'

Objectives

During the lesson, learners will:

- a) use the word 'very' to describe wild animals

Skills to be developed

- Constructing sentences

Learning activities

1. Teacher explains how to use the word 'very' and gives examples.
2. Learners try to construct own sentences using 'very'.
3. Using the chart, learners use the word to describe animals for example, an elephant is very big, an ant is very small.
4. As a conclusion, teacher asks a few learners to give their sentences using the word 'very'.

Assessment

	Yes	No	Sometimes
Is the learner able to observe wild animals producing sounds?			
Is the learner able to distinguish wild animals by the sounds they produce?			
Is the learner able to read pictures of wild animals?			
Is the learner able to imitate the sounds animals produce?			
Is the learner able to name the habitats of given animals?			
Is the learner able to match the animal with its habitat?			
Is the learner able to use the word 'very' to describe wild animals?			

CHAPTER 24 Sounds of objects

Key concept: Sounds produced by objects

Aims

To help learners:

- develop an appreciation of the English language as a means of global communication
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter:

ECD syllabus page 23

Suggested learning material:

Monday: pictures of different sound producing objects, video tape with recorded sounds

Tuesday: vhuvhuzela, drums, tambourines, guitars, rattles, clappers

Monday

Topic: Sound matching

Objectives

During the lesson, learners will:

- a) listen to sounds produced by different objects and animals
- b) match the sound to the object or animal producing the sound

Skills to be developed

- Listening
- Matching

Learning activities

1. The teacher takes learners out in the environment to listen to different sounds.
2. Learners listen to the different sounds in the environment.
3. They discuss in groups the objects or animals producing the sounds.

4. Learners locate the direction from which the sound is coming.
5. In class, learners match sounds produced from the video to the source.

Tuesday

Topic: Producing sounds using different objects

Objectives

During the lesson, learners will:

- a) read pictures of sound producing objects
- b) produce sounds using given objects
- c) identify sounds from musical instruments

Skills to be developed

- Reading
- Identifying
- Sounding objects

Learning activities

1. In the learner's reader on page 44, learners read pictures of sound producing objects.
2. Learners imitate the sounds the objects produce.
3. Using the given objects, learners produce sounds like playing the drum, playing the guitar, blowing the vhuvhuzela.

4. Teacher plays musical instruments from a recorded tape.
5. Learners identify the instrument played by the sound produced.

Wednesday

Topic: Phonics - Ooo

Objectives

During the lesson, learners will:

- a) read pictures of objects whose names begin with the Ooo sound
- b) name the objects shown in the pictures

Skills to be developed

- Reading
- Naming

Learning activities

- Learners read pictures of objects whose names begin with the Ooo sound in their reader on page 45 (objects like ostrich, okra, onion, orange).
- Learners name and describe the pictures shown in the reader.
- In their groups, learners create and tell each other stories about the objects shown in the pictures.
- A few learners tell their stories to the class.

Thursday

Topic: Drawing a sound producing object

Objectives

During the lesson, learners will:

- a) draw a sound producing instrument

Skills to be developed

- Drawing

Learning activities

1. In their workbooks on page 24, learners draw a picture of any sound producing object of their choice.
2. Teacher explains that they draw from left to right and moves round assisting learners to draw from left to right.
3. Learners put colour to their drawings

Friday

Topic: Questioning structure

Objectives

During the lesson, learners will:

- a) ask questions using the 'what' structure

Skills to be developed

- Asking
- Listening
- Speaking
- Answering questions

Learning activities

1. Teacher explains the construction of a question, 'What is making the sound?' and also the answering of the question, 'The drum is making the sound'.
2. The teacher plays an instrument and asks a learner to ask the question.
3. A learner asks the question and chooses another to answer the question.
4. In pairs learners play musical instruments and ask each other questions.
5. The teacher helps learners finding challenges in asking and answering questions.
6. Learners draw a picture of themselves playing a guitar on pieces of paper.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to sounds produced by different objects and animals?			
Is the learner able to match the sound to the object or animal producing the sound?			
Is the learner able to read pictures of sound producing objects?			
Is the learner able to produce sounds using given objects?			
Is the learner able to identify sounds from musical instruments?			
Is the learner able to read pictures of musical instruments that produce sound?			
Is the learner able to play different musical instruments that produce sound?			
Is the learner able to draw a sound producing instrument?			
Are learners able to ask questions using the 'what' structure?			

CHAPTER 25 People's voices

Key concept: Identifying people by voices

Aims

To help learners:

- develop the four basic skills in the English language
- develop an appreciation of the English language as a means of global communication

Source of matter:

ECD syllabus page 23

Suggested learning material:

- Thursday:** audio clips of different artistes
- Friday:** chart with objects placed far or near places

Monday

Topic: Identifying people by voices

Objectives

During the lesson, learners will:

- a) listen to people's voices
- b) identify people by their voices

Skills to be developed

- Listening
- Identifying

Learning activities:

1. Teacher takes learners outside the classroom to listen to people's voices.
2. Learners listen to different voices.
3. Learners identify people by their voices.
4. Learners play the blindfold game. The blind folded learner listens to another learner speaking and identifies the speaker just by listening to the voice.

Tuesday

Topic: People's voices

Objectives

During the lesson, learners will:

- a) state people in their environment
- b) imitate their voices

Skills to be developed

- Speaking
- Imitating

Learning activities

1. Teacher asks learners to state people within their school environment.
2. Learners state the people in their environment, for example, teacher, deputy head, prefect, the head, classmates.
3. Learners imitate their voices and others tell who is being imitated.
4. Those who correctly guess the person imitated will then imitate a person of their choice and others guess.
5. Learners turn to their readers on page 46 where there are pictures of a father, mother, brother, sister, grandfather and grandmother.
6. Learners tell who these people are.
7. Learners choose people whom they can identify with those they stay with and imitate their voices.

Others should be able to tell who is being imitated, for example, mother, father, etc.

- Colouring

Learning activities

1. Teacher asks learners to state local artistes they know.
2. Learners state the local artistes they know.
3. Learners identify different artistes from listening to audio clips.
4. Learners observe the drawing in their workbook on page 25 and identify the artist.
5. Learners state the name of the artist.
6. Learners colour the drawing of the artist.

Friday

Topic: Structures: 'far' and 'near'

Objectives

During the lesson, learners will:

- a) construct sentences using 'far' and 'near'

Skills to be developed

- Sentence construction

Learning activities

1. Teacher explains the use of the words 'far' and 'near' giving examples of sentences such as:
2. The school is near the road.
3. The river is far away.
4. Learners read pictures of things that are far and near some places as shown on the chart.
5. Learners construct sentences using the pictures on the chart using 'far' and 'near'.
6. Teacher assists learners facing challenges in the construction of sentences.

Wednesday

Topic: Phonics - Pp

Objectives

During the lesson, learners will:

- a) identify and name the objects shown in the pictures
- b) describe the objects

Skills to be developed

- Identifying
- Naming
- Describing

Learning activities

1. The learners identify and name the objects shown in their reader on page 47. These are objects whose names begin with the Pp sound like pen, pencil, plate and pot.
2. The learners talk about the pictures, describing the objects.
3. Learners find objects within the classroom which have names with the Ppp sound.
4. Learners present their objects before the whole class.

Thursday

Topic: Identifying local artists by their voices

Objectives

During the lesson, learners will:

- Identify local artists
- colour a local artist

Skills to be developed

- Identifying

Assessment

	Yes	No	Sometimes
Is the learner able to listen to people's voices?			
Is the learner able to identify people by their voices?			
Is the learner able to state people in their environment?			
Is the learner able to imitate people's voices?			
Is the learner able to read pictures of local artistes?			
Is the learner able to identify artistes by their voices?			
Is the learner able to colour a local artiste?			
Is the learner able to construct sentences using 'far' and 'near'?			

CHAPTER 26 Occupations

Key concept: People at work

Aims

To help learners:

- prepare for present and future studies in English language and other learning areas
- appreciate the use of English language as a tool for economic development

Source of matter:

ECD syllabus page 26

Suggested learning material:

Monday: video clip of news from different professions

Thursday: chart on different professionals, a template of a nurse

Monday

Topic: News from different professions

Objectives

During the lesson, learners will:

- a) listen to news from different professions
- b) discuss what happens in the professions listened to

Skills to be developed

- Listening
- Discussing

Learning activities

1. Teacher plays a video clip of professionals reading news of their professions.
2. Learners listen to the news.
3. Learners discuss what happens in the professions.
4. Learners state what they would want to do when they grow up.

Tuesday

Topic: People at work

Objectives

During the lesson, learners will:

- a) read pictures of professionals doing their work
- b) identify people according to their professions

Skills to be developed

- Reading
- Identifying

Learning activities

1. The learners read pictures of professionals in their work attire in the learner's reader on page 48.
2. Learners talk about the pictures read, and the different professions.
3. Learners identify people by their professions as shown in the pictures in their readers.

Wednesday

Topic: Professionals at work

Objectives

During the lesson, learners will:

- a) read pictures of professionals doing their work
- b) describe what the professionals are doing

Skills to be developed

- Reading
- Observing
- Describing

Learning activities

1. In the learner's reader on page 49, learners read pictures of professionals doing their work.
2. Learners identify the professionals by the work they are doing.
3. Learners describe the work the professionals are doing.
4. Learners imitate the work they have read from the pictures.

Thursday

Topic: A nurse

Objectives

During the lesson, learners will:

- a) trace and colour a picture of a nurse

Skills to be developed:

- Tracing
- Colouring

Learning activities

1. Learners observe a chart of professionals displayed by the teacher.
2. Learners state the professionals on the chart.
3. Learners trace using a template of

a nurse and colour the drawing. They do this on the blank page 26 in their workbooks.

4. Learners show each other their completed work.

Friday

Topic: Places where people work

Objectives

During the lesson, learners will:

- a) read pictures of places where people work
- b) name the places where people work

Skills to be developed

- Reading
- Naming
- Speaking
- Listening

Learning activities

1. Learners read pictures of places where people work in the learner's reader on page 50, for example, pictures of a school, a police station and a clinic.
2. Learners talk about the buildings they see in the pictures.
3. Learners name the places they see in the pictures.
4. Learners also name other places where people work.

Assessment

	Yes	No	Sometimes
Is the learner able to listen to news from different professions?			
Is the learner able to discuss what happens in the professions listened to?			
Is the learner able to identify people according to their profession?			
Is the learner able to read pictures of professionals doing their work?			
Is the learner able to read pictures of professionals doing their work?			
Is the learner able to describe what the professionals are doing?			
Is the learner able to trace and colour a picture of a nurse?			
Is the learner able to read pictures of places where people work?			
Is the learner able to name the places where people work?			

CHAPTER 27 People at work

Key concept: Working for economic development

Aims

To help learners:

- appreciate the use of the English language as a tool for social and economic development
- develop a reading and creative writing culture using the English language

Source of matter:

ECD syllabus page 25

Suggested learning materials:

Wednesday: chart with a picture of a Queen

Thursday: chart showing a mother taking a baby to the clinic and the nurse treating the baby

Friday: chart with professionals and tools they use to do their work

Monday

Topic: Professions people do

Objectives

During the lesson, learners will:

- a) watch video clips of professionals explaining their work
- b) explain the work done by the professionals watched

Skills to be developed

- Observing
- Explaining
- Listening
- Speaking

Learning activities:

1. Teacher plays video clips of professionals explaining their work.

2. Learners watch the clips and listen to the explanations given by the professionals in the clips.
3. Learners state the professions they watched in the clips, such as professions of a soldier, nurse, doctor, builder, teacher.
4. Learners also explain how the professionals do their work to the class.

Tuesday

Topic: Working for economic development

Objectives

During the lesson, learners will:

- a) read pictures of professionals working
- b) identify people according to their professions

Skills to be developed

- Reading
- Identifying

Learning activities

1. In the learner's reader on page 51, learners read pictures of professionals doing their work for economic development.
2. Learners talk about the pictures in the readers of people farming and mining.

- Learners explain what is happening in the pictures.
- Learners identify the people in the pictures by their professions.

b) draw pictures of people farming

Skills to be developed:

- Speaking
- Drawing

Learning activities

- Teacher displays a chart showing people farming.
- Learners read the picture and narrate the story to their partners.
- In the learner's workbook on page 27, learners draw pictures of people farming.
- Learners show each other their work by way of conclusion.

Wednesday

Topic: Phonics - Qqq

Objectives

During the lesson, learners will:

- identify and name the objects shown in the pictures
- describe the objects shown in the pictures

Skills to be developed

- Identifying
- Describing

Learning activities

- Learners state the name of the different professions that they have learnt about.
- Learners sing the song 'If I was a builder'.
If I was a builder, a builder, a builder x2
I will build this way and that way x2
A builder am I.
- In groups, learners name and talk about the picture of a queen shown on the chart
- Learners answer the teacher's questions on the pictures of a queen.

Thursday

Topic: Colouring a picture story

Objectives

During the lesson, learners will:

- talk about farming

Friday

Topic: Questioning structures: 'Who' and 'What'

Objectives

During the lesson, learners will:

- ask questions using 'what' and 'who'
- answer the 'what' and 'who' questions

Skills to be developed:

- Asking questions
- Answering questions

Learning activities

- Teacher explains to the learners when to use the words to ask questions, for example:
- Who is this? This is Mr Moyo the builder. (referring to people)
- What is this? It is a car. (referring to things that are not people)
- Teacher asks learners to ask each other questions and answer them in pairs using a displayed

chart with professionals and things they use in their work.

5. Learners in pairs ask each other questions and answer them using

the chart.

6. Teacher assists learners with challenges.

Assessment

	Yes	No	Sometimes
Is the learner able to watch video clips of professionals explaining their work?			
Is the learner able to explain the work done by the professionals watched?			
Is the learner able to read pictures of professionals working?			
Is the learner able to identify people according to their professions?			
Is the learner able to describe the work being done in the pictures?			
Is the learner able to imitate the work described while singing a song?			
Is the learner able to narrate a story from a sequence of pictures given on a chart?			
Is the learner able to colour drawings depicting the story?			
Is the learner able to ask questions using 'what' and 'who'?			
Is learner able to answer the 'what' and 'who' questions?			

Aims

To help learners:

- develop the four basic skills which are listening/observing, speaking/signing, reading/signing and writing/brailing in English language.
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: audio clip of sounds made by different people at work, chart showing different professions

Tuesday: chart showing different professions

Thursday: pencils, crayons, objects for tracing

Monday

Topic: People at work

Objectives

During the lesson, learners will:

- a) identify the type of occupation through the sound made by the different people at work

Skills to be developed

- Identifying

Learning activities

1. Learners identify the various occupations of their parents and guardians.
2. The teacher plays some audio clips with different sounds made by different people at work. Learners listen attentively and

when the clip is played for the second time, they identify the type of occupation by the sound made by different people at work in the clip.

3. Teacher discusses the various identified occupations with the learners.
4. In their play areas, learners role play the various occupations accompanied by the different sounds.

Tuesday

Topic: Different professions

Objectives

During the lesson, learners will:

- a) describe what different people do at their places of work
- b) identify different people according to their professions

Skills to be developed

- Describing
- Identifying

Learning activities

1. Teacher discusses the chart showing pictures of people at work for example, sculptor, carpenter and hair-dresser.
2. Learners describe what the different people are doing.

- In pairs, learners identify the different people according to their professions as shown in the pictures in their workbooks on page 28.
- Learners match the different working people with their various tools of trade by drawing a line to match the two pictures.

Wednesday

Topic: What are they doing?

Objectives

During the lesson, learners will:

- describe what the different people in the pictures are doing
- name the different professions shown in the pictures

Skills to be developed

- Describing
- Naming

Learning activities

- Learners identify and name the different professions shown in the pictures in their reader on page 52.
- In groups, learners describe what the different workers are doing.
- In their play areas, learners role play the different occupations.

Thursday

Topic: Objects used at the work place

Objectives

During the lesson, learners will:

- draw objects by tracing

Skills to be developed

- Drawing

Learning activities

- Teacher discusses with the learners the different tools of trade for various professions.
- Each of the learners selects a tool template and then uses it for drawing the tool by tracing in their workbooks on page 29.
- Learners colour their drawing and then show each other their drawings.

Friday

Topic: Pronouns

Objectives

During the lesson, learners will:

- use 'he' and 'she' correctly in addressing different people

Skills to be developed

- correctly identify others as he/she

Learning activities

- Learners identify themselves as boys and girls. They also identify others as boys and girls for example, Benny is a boy, Shelly is a girl.
- Teacher introduces the words 'He and she' and demonstrates how the words can be used in the place of proper nouns. For example:
Benny is a boy – He is a boy
Shelly is a girl – She is a girl
- Learners practice using the pronouns in groups.
- Learners describe the activities being done by the learners using the pronouns 'he' and 'she'. The activities are shown in the learners' reader on page 53.

Assessment

Name of child	Is the learner able to identify the type of occupation through the sound made by the different people at work?	Is the learner able to describe what different people do at their places of work?	Is the learner able to identify different people according to their professions?	Is the learner able to name the different professions shown in the pictures?	Is the learner able to draw objects by tracing?	Is the learner able to use he and she correctly in addressing different people?
Alice						
Bessy						
John						

Aims

To help learners:

- develop the four basic skills which are listening/observing, speaking/signing, reading/signing and writing/brailing in English language.
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

- Monday:** chart on picture of animals around a well
- Wednesday:** animal puzzles
- Thursday:** pencils
- Friday:** video clip showing some children performing different actions

Monday

Topic: Collaboration

Objectives

- During the lesson, learners will:
- answer questions on the folk story
 - retell the story of the animals to each other

Skills to be developed

- Answering questions
- Retelling

Learning activities

1. Learners identify and name the different animals shown in the pictures on the chart.
2. Teacher tells part of the folk story on the importance of collaboration, that is, the story of animals digging a well of

water through collaborative effort.

3. Learners answer questions on the story.
4. In their groups, learners retell the story of the animals to each other.

Tuesday

Topic: Folk story

Objectives

- During the lesson, learners will:
- retell the folk tale to each other following the pictures in their reader
 - role-play scenarios shown in the pictures

Skills to be developed

- Retelling
- Role-playing

Learning activities

1. Teacher tells the remaining part of the folk story on the importance of collaboration, that is, the story on animals digging a well of water through collaborative effort.
2. Learners answer questions on the story.
3. Learners retell the folk tale to each other following the pictures in their reader on page 54.
4. Learners role-play scenarios shown in the pictures.

Wednesday

Topic: Puzzles

Objectives

During the lesson, learners will:

- a) put together the different puzzles
- b) identify the missing part of the puzzle from the maze

Skills to be developed

- Identifying

Learning activities

1. Learners identify and name the different animals in the puzzles.
2. Each group is given some puzzles. These are dismantled and then learners put together the different puzzles and name the animal that they come up with.
3. In pairs, learners find the missing part of the puzzle from the maze shown in their readers on page 55.
4. Learners name the parts which were missing from the puzzle.

Thursday

Topic: Collaboration

Objectives

During the lesson, learners will:

- a) draw pictures of people working together

Skills to be developed

- Drawing

Learning activities

1. Learners recite any rhyme on working together.
2. Teacher discusses with the learners the pictures of people working together shown on the chart.
3. Learners draw pictures of people working together in their workbooks on page 30.

Friday

Topic: Action words

Objectives

During the lesson, learners will:

- a) perform different actions according to the given action words
- b) describe what the different people in the pictures are doing

Skills to be developed

- Performing different actions
- Describing

Learning activities

1. Learners watch a video clip showing some children performing different actions. Teacher discusses the different action words to describe the actions with the learners for example swim, dig, work.
2. Learners perform different actions according to the given action words.
3. In pairs, learners talk about the pictures shown in their readers on page 56 and then describe what the different people in the pictures are doing using the appropriate action words.

Assessment

Name of child	Is the learner able to retell the story of the animals digging a well to others?	Is the learner able to role-play scenarios shown in the pictures?	Is the learner able to put together the different puzzles?	Is the learner able to identify the missing part of the puzzle from the maze?	Is the learner able to draw patterns from left to right to join matching pictures?	Is the learner able to describe what the different people in the pictures are doing?
Alice						
Bessy						
John						
Paul						

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: audio clips of sounds made by water animals, toys and pictures of different water animals

Tuesday: pictures of different water animals

Thursday: fish templates, crayons and pencils

Monday

Topic: Animal sounds

Objectives

During the lesson, learners will:

- a) identify and name the different water animals from the chart
- b) distinguish different water animal sounds

Skills to be developed

- Identifying
- Naming
- Distinguishing

Learning activities

1. Learners identify and name the different water animals from the chart.

2. Learners listen to audio clips with sounds made by the different water animals.
3. Learners distinguish between different water animal sounds as they listen to the audio clip.
4. In their play areas, learners play with the toys and pictures of different water animals and imitate their sounds.

Tuesday

Topic: Names of water animals

Objectives

During the lesson, learners will:

- a) state the names of the different water animals
- b) talk about the pictures of the different water animals

Skills to be developed

- Naming

Learning activities

1. Teacher discusses with learners the names of water animals shown on chart for example, fish, snails, dolphins, crocodiles, hippos.
2. In groups, learners talk about the names of the water animals shown in the pictures in their learners'

reader on page 57.

3. Learners name the toy water animals as they play with them in their play areas.

Wednesday

Topic: Spotting the difference

Objectives

During the lesson, learners will:

- a) identify the differences on different sets of pictures of water animals
- b) describe the identified differences

Skills to be developed

- Identifying
- Describing

Learning activities

1. Learners sing the animal song.
2. In pairs, learners identify and describe the notable differences on different sets of pictures of water animals shown in their readers on page 58.
3. Learners answer the teachers' questions on the pictures.

Thursday

Topic: Drawing

Objectives

During the lesson, learners will:

- a) draw a picture of a fish by tracing
- b) colour their drawing

Skills to be developed

- Tracing
- Colouring

Learning activities

1. Learners recite any rhyme on fish.
2. Teacher demonstrates the drawing of a fish by tracing as the learners watch.
3. In their workbooks on page 31, learners trace around the picture of a fish. They then colour their drawings.
4. Learners show each other their work.

Friday

Topic: He or she

Objectives

During the lesson, learners will:

- a) use the pronouns 'he' and 'she' correctly in sentences

Skills to be developed

- Constructing sentences

Learning activities

1. Teacher reminds the learners of the use of 'he' and 'she'.
2. Learners identify each other as He and She, for example:
He is Paul.
She is Susan.
3. Learners perform different actions and others describe the actions and use the pronouns, for example:
He is sitting.
She is drinking.
4. The class describes the actions being carried out by one of the learners.

Assessment

Name of child	Is the learner able to identify and name the different water animals from the chart?	Is the learner able to distinguish different water animal sounds?	Is the learner able to identify the differences on different sets of pictures of water animals?	Is the learner able to draw a picture of a fish by tracing?	Is the learner able to use the pronouns 'he' and 'she' correctly in sentences?
Alice					
Bessy					
John					
Paul					

Aims

To help learners:

- develop the four basic language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: musical instruments like drums, jingles, hosho, marimba, flute, guitar, mbira

Tuesday: video clip showing different musical instruments

Wednesday: different objects like bottles, bags, tins, cups, pencils.

Thursday: pencils

Friday: big and small objects

Monday

Topic: Sounds of different musical instruments

Objectives

During the lesson, learners will:

- a) identify different instruments by their sound

Skills to be developed

- Identifying

Learning activities

1. Teacher discusses with learners the names of different musical

instruments.

2. Learners study pictures of different musical instruments displayed on a chart.

3. Learners play different musical instruments from their playing areas.

Tuesday

Topic: What is this?

Objectives

During the lesson, learners will:

- a) state the names of different musical instruments
- b) ask each other questions about musical instruments

Skills to be developed

- Stating
- Asking questions

Learning activities

1. Learners identify and name the different musical instruments from the video clip.
2. Learners listen to sounds and audio clips and identify different instruments by their sounds.
3. In groups, learners talk about the pictures of the different musical instruments shown in the learners' reader on page 59.
4. In pairs, learners ask each other

questions about the instruments, for example:

Q. What is this?

A. This is a flute.

- Learners name the musical toys in their play areas.

Wednesday

Topic: Musical instruments

Objectives

During the lesson, learners will:

- identify the odd object from a given set
- play the odd one out game

Skills to be developed

- Identifying
- Playing the odd one out game

Learning activities

- Learners identify and name the objects on the teacher's table, for example, bottles, bags, tins, cups, pencils.
- Teacher places similar objects in a row with one odd picture. Learners are helped to identify the odd one out of the row.
- In groups, learners play the odd one out game from a given set of objects.
- Learners identify the object which is different from the rest of the objects shown in the pictures in their readers on page 60.
- Learners describe the difference on the odd picture from the rest of the pictures.

Thursday

Topic: Musical instruments

Objectives

During the lesson, learners will:

- talk about pictures of musical instruments
- identify the musical instrument which is the odd one out
- draw a circle around the instrument that is the odd one out

Skills to be developed

- Discussing
- Identifying
- Drawing

Learning activities

- Learners name the different musical instruments shown in pictures.
- In pairs, learners talk about the pictures of the different musical instruments shown in their workbooks on page 32. They ask each other questions about the pictures as in the previous lesson.
- As individuals, learners identify the musical instrument which is the odd one out of given sets of instruments in their workbooks. Learners draw a circle around the instrument that is the odd one out.

Friday

Topic: Big and small

Objectives

During the lesson, learners will:

- identify big and small objects

- b) describe objects as either big or small
- c) differentiate between big and small objects.

Skills to be developed

- Identifying
- Describing
- Differentiating

Learning activities

1. Teacher shows learners two objects, one small and the other big and introduces the words 'big' and

- 'small'.
- 2. From the sets of objects placed on their tables, learners identify the big and small objects and describe them as such, for example:
A small ball
A big ball.
- 3. Learners identify big and small objects from the pictures in their readers on page 61.
- 4. Learners answer the teacher's questions on big and small objects.

Assessment

Name of child	Is the learner able to identify different instruments by their sound?	Is the learner able to state the names of different musical instruments?	Is the learner able to ask each other questions about musical instruments?	Is the learner able to identify the odd object from a given set?	Is the learner able to differentiate between big and small objects?
Alice					
Bessy					
John					
Paul					

Aims

To help learners:

- develop the four basic language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: different sound producing and non-sound producing objects

Tuesday: different musical instruments, chart with pictures of a rabbit, razor, rock, robbot

Wednesday: pictures of children preparing for a performance and then children performing before an audience.

Thursday: pencils and crayons

Friday: light and heavy objects

Monday

Topic: High and low sounds

Objectives

During the lesson, learners will:

- identify high and low sound levels
- find objects which produce high and low sounds
- group objects according to the sound level

Skills to be developed

- Identifying
- Sorting

Learning activities

- Learners experiment with different objects in the classroom to find out if the objects can make sounds or not.
- Learners select all the objects which make some musical sounds and place them on their tables.
- Teacher demonstrates the high and the low sounds from two objects.
- Learners play with the objects on their tables to find objects which produce high and low sounds. They then place the objects into two groups according to the sound level.
- Learners turn to their readers on page 62 and study the pictures of musical instruments which produce different sound levels.
- Learners identify the low and high sound producing instruments between the two shown in their readers.

Tuesday

Topic: Music

Objectives

During the lesson, learners will:

- name the different musical instruments
- identify and select pictures whose names begin with the sound Rr

Skills to be developed

- Naming
- Identifying
- Selecting

Learning activities

1. Learners name the different musical instruments on display.
2. In groups, learners identify and name the various instruments placed in their groups.
3. Learners identify and name the objects shown in the pictures in their readers.
4. Teacher helps the learners to correctly say the names of the objects shown on the chart which starts with the sound Rr.
5. Learners identify other objects in their classroom which have names which start with the Rr sound.
6. In their groups, learners identify and select pictures whose names begin with the sound Rr.
7. Learners select instruments of their own choices and practice playing them.

Wednesday

Topic: Music performance story

Objectives

During the lesson, learners will:

- a) talk about the music performance story

Skills to be developed

- Discussing

Learning activities

1. Teacher explains that music can be used to tell a story.
2. Learners read the pictures of a music performance story in their pairs from a chart and talk about the story. The story should show children preparing for a performance and then children performing before an audience.
3. Teacher discusses the music performance story with the learners.
4. In groups, the learners dramatise the performance shown in the pictures.

Thursday

Topic: Pictures of musical instruments

Objectives

During the lesson, learners will:

- a) make a drawing by copying from a given picture

Skills to be developed

- Drawing

Learning activities

1. Learners identify and name their favourite musical instruments.
2. Learners look at the drawing of a guitar in their workbooks on page 33. In the frame next to the drawing, they copy and draw the guitar.
3. They then add some colour to the drawing.
4. Learners show each other their work.

Friday

Topic: Light and heavy objects

Objectives

During the lesson, learners will:

- a) differentiate between light and heavy objects

Skills to be developed

- Differentiating

Learning activities

- 1. Using relevant examples, the teacher explains to learners that

some objects are light whilst other objects are heavy.

- 2. Learners feel the weight of different objects and differentiate between light and heavy objects in their play areas.
- 3. Different objects are placed onto the tables of the learners. In groups, learners sort the objects into two groups of light and heavy objects.
- 4. Learners name the objects which are light and those which are heavy.

Assessment

Name of child	Is the learner able to identify high and low sound levels?	Is the learner able to find objects which produce high and low sounds?	Is the learner able to play the different musical instruments?	Is the learner able to talk about the music performance story?	Is the learner able to make a drawing by copying from a given picture?	Is the learner able to differentiate between light and heavy objects?
Alice						
Bessy						
John						
Paul						

CHAPTER 33 Following instructions

Aims

To help learners:

- develop the four basic language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Tuesday: video clip on attitudes

Wednesday: chart with pictures of soap, snail, stars, sweets

Thursday: pencils and crayons

Friday: different objects

Monday

Topic: Following instructions

Objectives

During the lesson, learners will:

- a) retell the story on the importance of following instructions to each other

Skills to be developed

- Retelling

Learning activities

1. Teacher explains the importance of following given instructions.
2. Learners listen to a story on the importance of following instructions
3. Learners retell the story to each other.
4. In groups, learners read the picture of a mother talking to a child who seems to be listening attentively in order to be able to follow instructions in their readers on page 63.

5. Learners answer the teacher's questions on the picture.

Tuesday

Topic: Attitudes

Objectives

During the lesson, learners will:

- a) dramatise different situations on attitudes

Skills to be developed

- Dramatising

Learning activities

1. Learners watch a video clip on attitudes.
2. Teacher explains about good attitudes and bad attitudes.
3. In groups, learners dramatise the different situations where attitudes can be expressed.
4. Learners answer the teachers' questions.

Wednesday

Topic: Phonics

Objectives

During the lesson, learners will:

- a) explain the importance of following instructions
- b) identify and select pictures whose names begin with the sound Ss

Skills to be developed

- a) Explaining
- b) Identifying

Learning activities

1. Teacher discusses the importance of following instructions with the learners.
2. Learners identify and name the objects shown in the pictures.
3. Teacher helps the learners to correctly say the names of the objects shown on the chart and displayed on the desk whose names start with the Ss sound.
4. Learners identify other objects which have names which start with the Ss sound (sweets, soap, stars, snail).
5. In their groups, learners identify and select pictures whose names begin with the sound Ss.

Thursday

Topic: Instructions

Objectives

During the lesson, learners will:

- a) make a drawing of an object of their own choice

Skills to be developed

- Drawing

Learning activities

1. Learners follow different instructions given by the teacher.
2. Learners identify objects that they like best. They describe the objects to their friends.

3. Learners freely draw objects of their own choices in their learners' workbook on page 34.
4. Learners add colour to their objects and show each other their work.

Friday

Topic: Where is it?

Objectives

During the lesson, learners will:

- use 'on' and 'under' correctly in sentences

Skills to be developed

- Constructing sentences

Learning activities

1. Teacher places an object on the table and explains to learners that it is on the table.
2. Learners place different objects on different surfaces and tell each other where the object is, for example:
The tin is on the chair.
3. Learners practice using 'on' in sentences.
4. Teacher places an object under the table and explains to learners that the object is under the table.
5. Learners place different objects under different surfaces and tell each other where the object is, for example,
The tin is under the chair.
6. Learners practice using 'under' in sentences.

Assessment

Name of child	Is the learner able to retell the story on the importance of following instructions to others?	Is the learner able to dramatise different situations on attitudes?	Is the learner able to explain the importance of following instructions?	Is the learner able to make a drawing of an object of his/her own choice?
Alice				
Bessy				
John				
Paul				

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Tuesday: video clip showing different scenarios for example, pictures of good outdoor equipment, beautiful flowers or children playing in the middle of the road

Thursday: pencils and crayons

Friday: chart showing black sheep, bags and a boy

Monday

Topic: Following instructions

Objectives

During the lesson, learners will:

- a) play the game 'Follow the leader'

Skills to be developed

- Playing a game

Learning activities

1. Learners make a circle and play the game follow the leader.
2. Learners follow the teacher's simple single instructions.

3. In groups, learners give each other instructions and perform them.

Tuesday

Topic: Opinions

Objectives

During the lesson, learners will:

- a) give their opinions about different situations

Skills to be developed

- Expressing opinions

Learning activities

1. Teacher plays a video clip showing different scenarios, for example, pictures of good outdoor equipment, beautiful flowers or children playing in the middle of the road.
2. For each clip, the teacher assists the learners to express their opinions about what is shown.
3. In pairs, learners look at the pictures in their readers on page 64 and give each other their opinions about the pictures.
4. Teacher discusses the different opinions concerning the pictures with the learners.

Wednesday

Topic: Phonics – Tt

Objectives

During the lesson, learners will:

- a) correctly say the names of the objects
- b) identify and select pictures whose names begin with the phonic sound Tt

Skills to be developed

- Naming
- Identifying

Learning activities

1. Learners identify and name the objects shown in the pictures in their readers on page 65.
2. Teacher helps the learners to correctly say the names of the objects shown in their readers.
3. In their groups, learners identify and select pictures whose names begin with the sound Tt.

Thursday

Topic: My bag

Objectives

During the lesson, learners will:

- a) copy and draw the picture of a bag

Skills to be developed

- Drawing
- Colouring

Learning activities

1. Learners identify and name the objects with the phonic sound 'Bb' shown in the chart.
2. Learners look at the drawing of a bag in their workbooks on page 35. In the frame next to the drawing, they copy and draw the bag.
3. They then add some colour to their drawing.
4. Learners show each other their work.

Friday

Topic: Play and game skills

Objectives

During the lesson, learners will:

- a) sing the 'Bb' phonic song

Skills to be developed

- Singing

Learning activities

1. Learners identify and name the different objects shown in the chart like black sheep, bags and a boy
2. Teacher plays an audio of Baa Baa Black Sheep and learners listen.
3. Learners sing along the audio and clap whenever a word with a 'Bb' is encountered.

Assessment

Name of child	Is the learner able to give own opinions about different situations?	Is the learner able to correctly say the names of the objects?	Is the learner able to identify and select pictures whose names begin with Ttt	Is the learner able to copy and draw the picture of a bag?	Is the learner able to sing the 'Bb' phonic song?
Alice					
Bessy					
John					
Paul					

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Tuesday: audio recording with a series of instructions

Thursday: chart with rows of pictures, only 2 should be similar in each row

Friday: chart showing a girl and a boy standing at the different places like the bus stop, clinic, school, home

Monday

Topic: A sequence of instructions

Objectives

During the lesson, learners will:

- a) play the game
- b) follow a sequence of instructions

Skills to be developed

- Playing
- Following instructions

Learning activities

1. Learners make a circle and play the game follow the leader.

2. Learners follow a sequence of instructions from the teacher.
3. In groups, learners give each other a series of instructions and perform them.

Tuesday

Topic: Instructions

Objectives

During the lesson, learners will:

- a) give each other a sequence of instructions
- b) follow a sequence of instructions

Skills to be developed

- Giving instructions
- Following instructions

Learning activities

1. Learners play the game follow the leader.
2. Learners follow a sequence of instructions from the audio tape.
3. In groups, learners give each other a series of instructions and perform them, For example:
Run and jump.
Sit down and eat
4. One of the learners gives other learners instructions and they perform them.

Wednesday

Topic: Phonics - Vv

Objectives

- sound the names of the objects correctly
- identify and select pictures whose names begin with the phonic sound Vv

Skills to be developed

- Naming
- Identifying

Learning activities

1. Learners identify and name the objects shown in the pictures.
2. Teacher helps the learners to correctly say the names of the objects shown in their readers on page 66.
3. In their groups, learners identify and select pictures whose names begin with the sound Vv.

Thursday

Topic: Similarities

Objectives

During the lesson, learners will:

- a) identify two pictures which are similar from a given set
- b) draw a circle around two pictures which are similar and colour them with the same colour

Skills to be developed

- Identifying
- Drawing

Learning activities

1. Learners recite the rhyme Baa Baa Black Sheep
2. Teacher discusses with the

learners the pictures shown on the chart. Learners identify two similar pictures and teacher demonstrates how to draw a circle on the identified pictures.

3. As individuals, learners look at the pictures shown in their workbooks on page 36 to identify any two similar pictures and colour them using one colour as per teacher's sequence of instruction.
4. Learners draw circles around two pictures which are similar.
5. Learners answer the teacher's questions.

Friday

Topic: Where are they?

Objectives

During the lesson, learners will:

- a) state where the people are

Skills to be developed

- Stating

Learning activities

1. Teacher displays a chart showing a girl and a boy standing at different places like the bus stop, clinic, school, home. Learners state the names of the different places.
2. Two pre-coached learners hold a dialogue on where the boy or girl is standing in the pictures, for example:
Q: Where is the boy?
A: The boy is at the bus stop.
3. Learners identify and name the different places shown in their reader on page 67.
4. In groups, learners ask each other questions on where the boy or girl is standing.

Assessment

Name of child	Is the learner able to follow a sequence of instruction?	Is the learner able to state where the different objects are?	Is the learner able to give others a sequence of instructions?	Is the learner able to identify and select pictures whose names begin with the phonic sound Vvv?	Is the learner able to draw a circle around two pictures which are similar?	Is the learner able to name where the boy or girl are positioned?
Alice						
Bessy						
John						
Paul						

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing.
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: pictures showing Moses and the burning bush

Tuesday: chart with pictures of water, well, wall, watch

Wednesday: pictures of the story of Moses

Thursday: pictures of the story of Moses

Monday**Topic: Moses and the burning bush****Objectives**

During the lesson, learners will:

- retell the story of Moses
- talk about what is happening
- mime the story

Skills to be developed

- Retelling
- Discussing
- Miming

Learning activities

- Teacher tells the story of Moses and the burning bush. Learners are shown some pictures to illustrate

the story.

- Learners talk about what is happening in the picture story of Moses and the burning bush. The pictures are shown in the learners' reader on page 68.
- Learners answer some questions on the story.
- In groups, learners mime the different sections of the story.

Tuesday**Topic: Phonics - Www****Objectives**

During the lesson, learners will:

- talk about the objects shown in the pictures
- retell the story to each other

Skills to be developed

- Discussing
- Retelling

Learning activities

- Learners answer some questions on the story of Moses.
- Teacher introduces the Www sound and learners say it after the teacher. Teacher shows learners some objects and pictures which have the Www sound, for example, water, well, wall, watch.

- Learners name and talk about the objects shown in the pictures on the chart.
- In groups, learners make sentences using the names of objects in the pictures.
- A few learners tell their sentences to the class.

Wednesday

Topic: Story in pictures

Objectives

During the lesson, learners will:

- arrange the pictures of the story of Moses in sequential order

Skills to be developed

- Sequencing

Learning activities

- Learners answer some questions on the story of Moses.
- Learners are assisted to arrange some pictures of the story in order on the board.
- In pairs, learners arrange the pictures of the story of Moses in sequential order. The pictures are in the learners' reader on page 69.
- Learners describe the story in sequential order.

Thursday

Topic: Colouring

Objectives

During the lesson, learners will:

- colour the picture story of Moses

Skills to be developed

- Colouring

Learning activities

- Learners sing the song of Moses and the burning bush.
- Teacher discusses the pictures showing the story of Moses and the burning bush with the learners.
- As individuals, learners colour the picture story of Moses in their workbooks on page 37.
- Learners show each other their work.

Friday

Topic: This and That

Objectives

During the lesson, learners will:

- use 'this' and 'that' correctly in sentences

Skills to be developed

- Constructing sentences

Learning activities

- Learners sing the song on Moses and the burning bush.
- Teacher explains the use of this and that in sentences, for example:
This is a bag.
That is a bag.
- Learners practice making sentences using this in pairs.
- In groups, learners practice using that in sentences.

Assessment

Name of child	Is the learner able to retell the story of Moses?	Is the learner able to mime the story of Moses and the burning bush?	Is the learner able to talk about the picture story?	Is the learner able to arrange the pictures on the story of Moses in sequential order?	Is the learner able to colour the picture story of Moses?	Is the learner able to use this and that correctly in sentences?
Alice						
Bessy						
John						
Paul						

CHAPTER 37 The birth of Jesus

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Tuesday: video clip of the story of the birth of Jesus

Wednesday: an X ray, a xylophone

Thursday: pencils

Monday

Topic: The Angel's visit

Objectives

During the lesson, learners will:

- a) role play the pronouncement of the birth of Jesus by the Angel.

Skills to be developed

- Role playing

Learning activities

1. Teacher tells the story of the Angel's visit to Mary to announce the birth of Jesus Christ.
2. In their groups, the learners role play the pronouncement of the birth of Jesus by the Angel.
3. Groups role play before the whole class.

Tuesday

Topic: The birth of Jesus

Objectives

During the lesson, learners will:

- a) read pictures of the story of the birth of Jesus
- b) sing the song of the birth of Jesus

Skills to be developed

- Picture reading
- Singing

Learning activities

1. Teacher tells the story of the birth of Jesus in Bethlehem.
2. Learners read the story of the birth of Jesus from the pictures in their readers on page 70.
3. Learners watch a video clip of the story.
4. Learners sing the song on the birth of Jesus.

Wednesday

Topic: Phonics - Xxx

Objectives

During the lesson, learners will:

- a) sound the names of the objects correctly

- b) identify and select pictures whose names begin with the identified phonic sound

Skills to be developed

- Naming
- Identifying

Learning activities

1. Learners identify and name the objects shown in the pictures on the chart.
2. Teacher helps the learners to sound the names of the objects shown on the chart correctly. On the chart are pictures of an X ray of a leg and a drawing of a xylophone.
3. In their groups, learners identify and select pictures whose names begin with the sound Xxx.

Thursday

Topic: The birth of Jesus

Objectives

During the lesson, learners will:

- a) identify the missing parts on the picture of the birth of Jesus
- b) draw the missing parts on the picture of the birth of Jesus

Skills to be developed

- Drawing
- Identifying

Learning activities

1. Learners sing the song on the birth of Jesus. (Teacher can use this song or any other one that they are familiar with.)

Once in royal David's city
Stood a lowly cattle shed
Where a mother laid her baby
In a manger for his bed
Mary was that mother mild
Jesus Christ her little child.

2. In pairs, learners look at the picture of the birth of Jesus and identify the missing parts from the picture in their workbooks on page 38.
3. Learners draw the missing parts on the picture of the birth of Jesus.
4. They show each other their work.

Friday

Topic: Language structures: near and far

Objectives

During the lesson, learners will:

- a) use the words 'near' and 'far' 'correctly in sentences

Skills to be developed

- Constructing sentences

Learning activities

1. Learners sing the song on the birth of Jesus.
2. Teacher explains the use of near and far in sentences.
3. Learners practice making sentences using near in pairs.
4. In groups, learners practice using far in sentences.
5. Learners describe the pictures in their readers on page 71 using the words near and far.

Assessment

Name of child	Is the learner able to role play the pronouncement of the birth of Jesus by the Angel?	Is the learner able to read the story of the birth of Jesus from the pictures?	Is the learner able to sing a song on the birth of Jesus?	Is the learner able to identify and select pictures whose names begin with the identified phonic sound?	Is the learner able to draw the missing parts on the picture of the birth of Jesus?
Alice					
Bessy					
John					
Paul					

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: pictures showing the characters from the story of an obedient girl and a disobedient girl.

Wednesday: chart with pictures of a yellow yolk and a yoke, magazines

Thursday: pencils

Friday: different objects like tin, bottle, cup, plate, pencil, crayon, car, box

Monday

Topic: Obedience

Objectives

During the lesson, learners will:
 identify obedient and disobedient characters from the story
 answer questions on the story

Skills to be developed

- Identifying
- Question answering

Learning activities

1. Learners name the stories that they like.
2. Teacher tells a folk story on the importance of obedience. The story is about two girls, the obedient

and the disobedient girls who were given instructions by an old woman where the obedient girl received a beautiful reward whilst the disobedient one got punishment.

3. Learners identify the characters who showed obedience and those who did not show obedience in the folk tale.
4. Learners answer some questions on the folk story.
5. In groups of threes, learners retell the story to each other.

Tuesday

Topic: Obedience

Objectives

During the lesson, learners will:
 retell the story from the pictures
 dramatise the story

Skills to be developed

- Retelling
- Describing

Learning activities

1. Learners answer some questions on the story of obedience.
2. Teacher emphasises the importance of obedience to learners.
3. Learners read a picture story on obedience from their readers on page 72.
4. In groups, learners dramatise the story.

Wednesday

Topic: Phonics Yyy

Objectives

During the lesson, learners will:
correctly sound the names of the objects
identify and select pictures whose names begin with the phonic sound Yyy

Skills to be developed

- Naming
- Identifying

Learning activities

1. Learners identify and name the objects shown on the chart. They are a yke and a yellow yolk on an egg.
2. Teacher helps the learners to correctly sound the names of the objects shown on the chart.
3. In their groups, learners identify and select pictures whose names begin with the sound Yyy, such as yoke, yellow yolk from magazines.
4. The selected pictures are cut and pasted onto the group chart.

Thursday

Topic: Obedience

Objectives

During the lesson, learners will:
draw circles around pictures which show things that they must not do

Skills to be developed

- Drawing
- Identifying

Learning activities

1. Learners sing the song of Moses.
2. Learners identify the incidences from the story of Moses which show that Moses was obedient to God.
2. In groups, learners look at the pictures of children doing different activities in their workbooks on page 39 and talk about whether the activities are right or wrong.
3. As individuals, learners draw circles around pictures which show activities that they must not do.
4. Teacher discusses with learners why the circled activities must not be done by children.

Friday

Topic: Language structures: singular and plural nouns

Objectives

During the lesson, learners will:
identify and state the plurals of all given singular nouns

Skills to be developed

- Identifying
- Stating

Learning activities

1. Learners recite the rhyme, 'Baa Baa Black Sheep'.
2. Learners name the different objects on the teacher's table for example tin, bottle, cup, plate, pencil, crayon, car, box.
3. Teacher explains how the names of the objects change when their numbers increase. The teacher

demonstrates the use of the 's' sound to show plurality.

4. Learners name the objects in their singular form and then in their

plural form.

5. In groups, learners name the singular and plural nouns shown in their readers on page 73.

Assessment

Name of child	Is the learner able to identify obedient and disobedient characters from the story?	Is the learner able to retell the story from the pictures?	Is the learner able to dramatise the story?	Is the learner able to identify and select pictures whose names begin with the phonic sound Yyy?	Is the learner able to draw circles around pictures which show things that they must not do?	Is the learner able to identify and state the plurals of all given singular nouns?
Alice						
Bessy						
John						
Paul						

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

Monday: chart showing good environmental management like keeping the environment clean, planting trees, avoiding veld fires, not throwing rubbish into water bodies and using toilets.

Thursday: chart with pictures of yellow yolk and a yellow flower

Friday: pencils and crayons

Monday

Topic: Good environmental management

Objectives

During the lesson, learners will:

- a) identify good environmental practices
- b) answer questions from the story

Skills to be developed

- Identifying
- Answering questions

Learning activities

1. Teacher explains the importance of good environmental management to learners.
2. Learners turn to page 40 of their workbooks where there are two pictures of people cutting down and the other one of children planting trees.
3. Learners discuss the activities shown in the two pictures.
4. Learners circle the picture with good environment management.

Tuesday

Topic: Taking care of the environment

Objectives

During the lesson, learners will:

- a) identify ways of taking good care of the environment
- b) talk about the pictures of good environmental management

Skills to be developed

- Identifying
- Picture reading

Learning activities

1. Teacher explains to learners the importance of taking good care of

the environment.

2. Learners identify different ways of taking care of the environment.
3. In pairs, learners talk about the pictures of environmental care which are in the learners' readers on page 74.
4. Learners role play the activities in the pictures.

Wednesday

Topic: Good environmental management

Objectives

During the lesson, learners will:

- a) play the game 'Simon says'.

Skills to be developed

- Playing a game

Learning activities

1. Learners sing the song,
I hear thunder.
I hear thunder.
Why don't you?
Why don't you?
Pita Pata rain drops.
I'm wet through
I'm wet through
2. Learners turn to page 40 of their workbooks where there are two pictures of people cutting down and the other one of the children planting trees.
3. Learners discuss the activities shown in the two pictures.
4. Learners circle the picture with good environmental management.

Thursday

Topic: Phonics Yyy

Objectives

During the lesson, learners will:

- a) identify and name the objects shown in the pictures

Skills to be developed

- Identifying
- Naming

Learning activities

1. Teacher plays an audio clip with Yyy sound words and learners repeat each of the words after listening to it.
2. Learners identify and name the objects with the Yyy sound shown in the pictures on the chart. The pictures are of a yellow flower, a yellow yolk and a drawing of a school yard.
3. Learners answer the teacher's questions on the objects.
4. As a class, the learners recite the Yyy phonic rhyme:
The yummy yellow yolk
On the nice yellow plate
Yes, it is yummy
The yummy yellow yolk.

Friday

Topic: Polite requests

Objectives

During the lesson, learners will:

- a) make polite requests
- b) draw a line to join matching pictures

Skills to be developed

- Matching
- Drawing
- Making requests

Learning activities

1. Teacher discusses the importance of making polite requests with the learners.
2. Learners watch a video clip of some children asking to go to the toilet,
3. Learners are given different scenarios (where they can practice making polite requests) for role playing in groups.

requesting for food and asking for a new dress.

Assessment

Name of child	Is the learner able to play the game 'Simon says'?	Is the learner able to identify ways of taking good care of the environment?	Is the learner able to talk about the pictures of good environmental management?	Is the learner able to identify and select pictures whose names begin with the identified phonic sound?	Is the learner able to make polite requests?	Is the learner able to draw a line to join matching pictures?
Alice						
Bessy						
John						
Paul						

Aims

To help learners:

- develop the four basic English language skills which are listening/observing, speaking/signing, reading/signing and writing/brailing
- express themselves freely in a variety of situations that involve the use of functional English

Source of matter

ECD B English Language Syllabus pages 16-23 and 38-41

Suggested learning materials

- Monday:** chart showing different occupations
- Tuesday:** chart showing different occupations
- Friday:** pencils and crayons

Monday

Topic: Gender and occupations

Objectives

During the lesson, learners will:

- a) identify and name the various occupations

Skills to be developed

- Reciting
- Identifying
- Naming

Learning activities

1. Teacher explains that different people have different occupations in life and emphasises that all occupations are important.
2. Learners identify and name the various occupations that they know.

3. Teacher discusses the occupations shown on the chart.
4. In pairs learners tell each other about the occupations that they like best.

Tuesday

Topic: When I grow up

Objectives

During the lesson, learners will:

- a) identify the occupations that they would like to do when they grow up
- b) role play the various occupations

Skills to be developed

- Identifying
- Role-playing
- Question answering

Learning activities

1. Learners name the various occupations shown on the chart.
2. In their groups, learners tell each other about what they would like to do when they grow up. Teacher goes around encouraging the learners to choose whatever they want to do freely.
3. Learners role-play the jobs they would want to do when they grow up.

Wednesday

Topic: Men and women at work

Objectives

During the lesson, learners will:

- a) appreciate that men and women can do similar jobs

Skills to be developed

- Appreciating

Learning activities

1. Teacher explains to learners that men and women can do similar jobs.
2. Teacher discusses the pictures of men and women at work with the learners. The pictures are shown in the learners' readers on page 75.
3. In their play areas, learners dramatise the different activities of people at work.

Thursday

Topic: Phonics

Objectives

During the lesson, learners will:

- a) correctly say the names of the objects

Skills to be developed

- Naming
- Identifying

Learning activities

1. Learners identify and name the objects shown in the pictures in their readers on page 76.
2. Teacher helps the learners to correctly say the names of the

objects shown in their readers on page 76.

3. In their groups, learners identify and select pictures from magazines whose names begin with the sound Zz.

Friday

Topic: Language structures: singular and plural nouns

Objectives

During the lesson, learners will:

- a) identify and state the plurals of all given singular nouns

Skills to be developed

- Identifying
- Stating

Learning activities

1. Learners sing the song, 'Baa Baa Black Sheep'.
2. Teacher displays different objects on the teacher's table like book, chair, cup, ruler and many others.
3. Learners name the objects, for example, one book, one chair.
4. Teacher explains how the names of the objects change when their numbers increase. The teacher demonstrates the use of the 's' sound to show plurality.
5. Learners name the objects in their plural form, for example, two books, three chairs.
6. Learners answer the teacher's questions.

Assessment

Name of child	Is the learner able to identify and name the various occupations?	Is the learner able to identify the occupations that they would like to do when they grow up?	Is the learner able to role play the various occupations?	Is the learner able to appreciate that men and women can do similar jobs?	Is the learner able to identify and state the plurals of all given singular nouns?
Alice					
Bessy					
John					
Paul					

CPS | Primary English

ECD B English Teacher's Guide

- was written in line with the Ministry of Primary and Secondary Education New curriculum (2015-2022)
- promotes the development of pre-writing skills
- links very well with the learner 's book and teacher 's guide
- develops the learner 's fine motor skills responsible for the gripping of the writing tools
- develops the learner 's top to bottom, left to right orientation and other skills such as drawing, colouring, joining dotted lines to draw pictures and making collage work
- the learner 's creativity is promoted developmentally

Approved by the Ministry of Primary and Secondary Education in April 2018

