

CPS Primary ICT

New Curriculum

ECD B Information and Communication Technology (ICT)

Teacher's Guide

ECD B

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ECD B ICT

Teacher's Book

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CPS | CONSULTUS
PUBLISHING
SERVICES



1515 Tourle Road, Ardbennie, Harare

ECD B ICT - Teacher's Guide

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First Published August 2017

ISBN : 978 0 7974 7739 1

Publisher : Mwazvita Patricia Madondo

Edited by : Sophia Gwakuka

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Printed by : DP Printmedia

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Guidelines on how to use CPS ECD B ICT Teacher's Guide

The book is written in line with the revised curriculum developed and prepared by the Ministry of Primary and Secondary Education (new curriculum 2015-2022). It is logically and sequentially arranged to help the teacher effectively and efficiently deliver the intended lessons. It explicitly and clearly guides the teacher on how to implement the curriculum. The book tallies very well with both the learners' book and workbook. It empowers the teacher with skills and expertise of teaching the subject areas. The book 's layout lessens the teacher 's burden in the execution of lessons as everything is clearly spelt out. The book gives room to the teacher to collect materials for the lessons and experiments with children. It highly involves children as active learners since it employs learner-centred methodologies.

The book has assessment activities at the end of each unit to guide the teacher in assessment of the learners' progress.

Structure of the book

1. Weekly aims of the lessons
2. Suggested learning materials
3. Lesson objectives
4. Lesson development
5. Assessment of weekly lessons

A well thought out book for teachers. Enjoy your work and activities with this fabulous helper.

Aims

To develop in learners:

- an appreciation of ICT tools
- the ability to identify and name different ICT tools
- an understanding of the operating skills required in playing with ICT tools
- the reading and fine motor skills

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

- Day 1:** concrete ICT tools such as toy laptop, smart phone, remote control, camera
- Day 2:** a big chart with ICT tools such as camera, laptop, smart phone, remote control, crayons

Day 1**Topic: ICT toys****Objectives**

During the lesson, learners will:

- a) identify the different ICT toys that are displayed
- b) name the different ICT toys which are on display
- c) read pictures of different types of ICT toys

Skills to be developed

- Identifying
- Naming
- Reading
- Discussing
- Observing

Learning activities

1. Teacher displays ICT tools such as toy laptop, smart phone, remote

control, and a camera among others.

2. Learners identify the ICT tools on display according to what they use at home.
3. Learners name the different ICT tools on display with teacher's help.
4. In their reader on page 1, learners read the pictures of ICT tools which include toy laptop, smart phone, camera, and a remote control.
5. Teacher moves around assisting learners who need help.

Day 2**Topic: ICT tools****Objectives**

During the lesson, learners will:

- a) list the uses of ICT tools
- b) colour the drawing of a laptop

Skills to be developed

- Listing
- Colouring
- Discussing

Learning activities

1. Teacher displays a big chart on the board or wall with ICT tools such as camera, laptop, smart phone and remote control.
2. Learners name the ICT tools shown on the chart.

3. Teacher and learners discuss the uses of the gadgets shown on the chart.
4. Learners colour the drawing of a laptop in their work book on page 1.

Assessment

	Yes	No	Sometimes
Is the learner able to identify and name different ICT tools?			
Is the learner able to list the uses of the ICT gadgets learnt so far?			
Is the learner able to read the pictures of ICT tools from a book?			
Is the learner able to colour the drawing of a laptop in his or her book?			

Aims

To develop in learners:

- an appreciation of the role of ICTs as they apply to self
- an understanding of the operating skills
- the ability to be creative and innovative in solving problems through ICTs

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: concrete ICT toys such as camera, smart phone, laptop, remote control, a chart on ICT toys which include camera, laptop, remote control, smart phone

Day 1**Topic: ICT tools****Objectives**

During the lesson, learners will:

- a) name the toys on the display and on a chart
- b) play with the toys
- c) operate available ICT toys
- d) read pictures of ICT tools

Skills to be developed

- Naming
- Playing with ICT tools
- Operating ICT tools
- Reading
- Speaking

Learning activities

1. Teacher draws learners' attention to the ICT toys displayed on the table and on a chart, such as camera, remote control, smart phone, laptop.

2. Learners identify and name the ICT toys on the table and on the chart.
3. Learners get the opportunity to play with the ICT toys.
4. Learners read pictures showing children playing with different ICT toys on page 2 of their reader; such as: a girl playing typing in a computer play area; a boy talking on a toy smart phone; two boys playing with a toy camera to photograph butterflies.
- Learners describe what they see in the picture and teacher moves around listening to them.
5. Teacher asks learners questions about the pictures they are reading which may include:
What is a camera used for?
What is a smart phone used for?
What can we do with a computer?

Day 2**Topic: ICT tools****Objectives:**

During the lesson, learners will:

- a) sing a song on ICT tools and their uses
- b) name the ICT toys on display
- c) draw lines to match the pictures on the screen and other pictures not on the screen

Skills to be developed

- Singing
- Naming
- Drawing
- Matching
- Observing
- Acting

Learning activities

1. Teacher introduces learners to a song on ICT tools and their uses while they listen:

I am a computer x 3

Oh! My friends

I am a computer x 2

I can type your name.

I am a smart phone x 3

Oh! My friends

I am a smart phone x 2

I can talk to your friends.

I am a camera x 3

Oh! My friends

I am a camera x 2

I can take pictures of your friends.

2. Learners sing the song together with the teacher as they perform actions that go with the song.
3. In their work book on page 2, learners draw lines to match the pictures on the camera screen with other pictures not on the camera screen such as: butterflies on camera; a bird on a tree branch; a bird on a tree branch on camera; butterflies on flowers; playing children on camera and children playing.
 - Teacher moves around watching closely to what leaners are doing
4. Learners show each other their work.
5. Learners repeat singing the song on ICT tools with teacher's help.

Assessment

	Yes	No	Sometimes
Is the learner able to name the ICT tools?			
Is the learner able to sing the song on ICT tools?			
Is the learner able to draw lines to match the pictures accordingly?			

Aims

To help learners to:

- appreciate the different types of computers
- develop an understanding of how computers are operated
- develop the ability to use a computer

Source of matter

ECD B syllabus pages 5 and 7

Suggested materials

- Day 1:** concrete computers namely the laptop, desktop, camera, toy laptop, remote control, smart phone
- Day 2:** a chart showing a laptop, desktop, smart phone, real laptop, smart phone, desktop, camera, remote control

Day 1**Topic: Types of computers****Objectives:**

During the lesson, learners will:

- a) identify the different types of computers
- b) play with different ICT gadgets within the classroom
- c) read pictures showing different types of computers

Skills to be developed

- Identifying
- Playing with ICT gadgets
- Operating a computer
- Reading
- Naming

Learning activities

1. With the teacher's help, learners sing the song on ICT tools which was introduced in the previous week. They perform actions as they sing the song.
2. Teacher shows learners the laptop and desktop. Teacher explains to learners that the laptop and desktop are different types of computers.
3. They practice playing with different ICT gadgets within the classroom such as the toy laptop, smart phone, camera, remote control.
4. In their readers on page 3, learners read pictures of different types of computers which include: a laptop, desktop, smart phone. Learners describe what they see on the pictures. Teacher moves around listening to learners describing what they see in the pictures.
5. Teacher asks learners some questions such as:
 - Can you show me a laptop?
 - Which one is a desktop?
 - What is a smart phone?

Day 2

Topic: Computers

Objectives

During the lesson, learners will:

- a) name the different types of computers
- b) identify the different types of computers on a chart and from the toys in the play area
- c) draw by joining dotted lines on an outline of a smart phone

Skills to be developed

- Identifying
- Naming
- Drawing by joining dotted lines
- Eye-hand coordination

Learning activities

1. Learners sing a song on ICT tools

learnt and practiced in the previous lessons, with actions. Teacher displays a chart showing different types of computers.

2. Learners identify different types of computers on a chart and from the ICT tools in the classroom in the play area.
3. Learners name the different types of computers from pictures on a chart and from the ICT tools in the classroom in the play area.
4. In the learner's workbook on page 3, learners join the dotted lines to draw the smart phone. Teacher moves around engaging learners in informal interviews on what they are doing.
5. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify different types of computers?			
Is the learner able to name the types of computers?			
Is the learner able to play with different ICT gadgets in the classroom?			
Is the learner able to join dotted lines to draw a smart phone?			

Aims

To help learners:

- appreciate the role of ICTs (computers) as they apply to self and society
- develop an understanding of the operating skills required

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: real laptop, desktop, smart phone

Day 2: pictures of computers, scissors, glue

Day 1**Topic: Computers****Objectives**

During the lesson, learners will:

- a) identify the different uses of computers
- b) read pictures showing different uses of computers
- c) discuss what computers are used for

Skills to be developed

- Identifying
- Reading
- Discussing
- Speaking

Learning activities

1. Learners revise naming the different types of computers such as a laptop, desktop and a smart phone.
2. Learners identify the uses of computers.
3. Learners read pictures on page 4 in their reader which show the

different uses of computers. They read pictures of learners using computers for learning in a lab, a police woman typing from a laptop, a boy playing games from a smart phone, children watching cartoons from a desktop.

4. Teacher asks learners questions that help them describe the pictures:
 - What is the police woman doing?
 - Who is playing games on the smart phone?
 - What are the children doing at the desktop?
5. In small groups, learners discuss the uses of computers.
6. Teacher asks learners to bring pictures of computers for the next lesson.

Day 2**Topic: Computers****Objectives**

During the lesson, learners will:

- a) list the uses of computers
- b) cut pictures of computers and paste them

Skills to be developed

- Collecting
- Listing
- Cutting
- Pasting
- Eye-hand coordination

Lesson activities

1. Learners list the different uses of computers.
2. Learners take out their pictures of computers and place them on the tables. Using scissors, learners cut out the pictures of
- 3.

computers and paste them in their workbooks on page 4 using glue. Teacher moves around giving learners assistance where necessary.

Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to talk about the uses of computers?			
Is the learner able to cut pictures of computers using scissors?			
Is the learner able to paste cut out pictures in his or her book?			

Aims

To help learners:

- appreciate the uses of computers in daily life
- be creative and innovative in solving problems through ICTs
- read pictures of ICT tools

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: a real laptop, desktop, smart phone, chart with pictures of people using computers in different ways

Day 2: crayons, a real laptop, desktop, smart phone

Day 1**Topic: Computers****Objectives:**

During the lesson, learners will:

- a) identify the different uses of computers
- b) role play the different uses of computers
- c) read pictures on uses of computers

Skills to be developed

- Identifying
- Role playing
- Reading
- Discussing

Learning activities

1. Learners identify the uses of computers in everyday life using real computers and pictures of computers on a chart.
2. Learners role play the different uses of computers.
3. Learners read pictures on page 5 of

their readers which show different uses of computers. They read pictures on a female bank teller using a computer in serving a client, a young man reading a message from a smart phone, learners watching other children playing games from a computer. Learners describe what is happening in each picture.

4. Teacher asks learners some questions about the pictures such as:

- The man is reading a message from _____.
- In the bank, people are served from a _____.
- Games can be watched from a _____.

Day 2**Topic: Computers****Objectives**

During the lesson, learners will:

- a) list uses of computers
- b) demonstrate how their favourite computer is used
- c) encircle their favourable computer

Skills to be developed

- Listing
- Demonstrating
- Encircling
- Speaking

Learning activities

1. Learners list the uses of different computers.
2. Learners demonstrate how their favourite computer is used (using the different computers in the classroom) while other learners are watching.
3. Learners circle their favourite ICT tool in the learner's work book on page 5 where there are pictures of different computers.

Assessment

	Yes	No	Sometimes
Is the learner able to list uses of computers?			
Is the learner able to role play the different uses of computers?			
Is the learner able to demonstrate how his or her favourite computer is used?			
Is the learner able to encircle his or her favourite computer?			

Aims

To help learners:

- appreciate safety and security measures when using computers
- develop an understanding of the operating skills required of a computer
- develop reading skills through picture reading

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials:

- Day 1:** a real computer, a toy computer
Day 2: pictures showing computer safety rules, crayons

Day 1**Topic: Basic computer safety rules****Objectives:**

During the lesson, learners will:

- state the computer safety rules
- read the pictures showing good uses of computers
- play the do's and don'ts game of using a computer

Skills to be developed

- Speaking/Signing
- Reading
- Playing
- Discussing

Learning activities

- Teacher and learners discuss the safety rules of computers. Learners talk of the computer safety rules such as keeping the computer off when not in use, not spilling paint or water on the computer, and many other rules.
- Learners read from their reader

on page 6. They read pictures that show the good uses of computers, for example, a girl playing games on the computer, a boy and a girl typing on the computer, children playing on the outdoor equipment and a boy drawing using a computer.

3. Learners describe what they see happening in the pictures. Teacher moves around assisting learners where possible.
4. Teacher and learners play the do's and don'ts game about computer safety rules.

Day 2**Topic: Basic computer safety rules****Objectives**

During the lesson, learners will:

- play the fishing game on do's and don'ts of computer safety rules
- select a picture that shows proper and safe use of computers
- Circle a picture which shows proper and safe use of computers

Skills to be developed

- Playing
- Selecting
- Circling
- Observing

Learning activities

1. Teacher and learners revise playing the do's and don'ts game about computer safety rules.
2. Teacher places a box of pictures at each group of learners. Learners play a fishing game where they fish out different pictures from a box using their fingers. They discuss whether the fished out picture is a do or don't. Teacher moves around
3. In their workbook on page 6, learners select and circle a picture that shows proper and safe use of computers. Teacher moves around observing learners circling the appropriate picture.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to state the computer safety rules?			
Is the learner able to play the dos and don'ts game?			
Is the learner able to select and encircle the picture that shows proper and safe use of computers?			
Is the learner able to read the pictures on computer safety rules and describe them?			

Aims

To help learners:

- appreciate the role and impact of safety and security on computers
- appreciate issues of well being when using a computer
- develop reading skills through picture reading

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: real computer(s), pictures of computers

Day 2: real computer(s) pictures of computers

Day 1

Topic: State of well being when using a computer

Objectives:

During the lesson, learners will:

- a) discuss the issues of wellbeing when using a computer
- b) apply computer safety rules in using computers
- c) read pictures showing a good sitting computer positioning

Skills to be developed

- Discussing
- Applying computer safety rules
- Reading
- Sitting
- Demonstrating

Learning activities

1. Teacher and learners revise computer safety rules.
2. Teacher and learners discuss issues of well being when using computers in terms of positioning

of the screen and keyboard as well as issues of sitting.

3. Teacher demonstrates how to use a computer while learners observe the sitting position, the position of the screen and keyboard. A few learners may do likewise.
4. Learners read pictures on page 7 from their reader showing a good posture when operating a computer, position of the screen and keyboard.
5. Learners describe the pictures as they point out what is happening in the pictures. Teacher moves around listening to the descriptions and assisting the needy learners.

Day 2

Topic: State of well being when using a computer

Objectives:

During the lesson, learners will:

- a) practice using the computer in a proper and safe way
- b) complete the drawing of a computer with a missing screen

Skills to be developed

- Practising using a computer
- Drawing
- Observing

- Fine motor skills
- Hand -eye coordination

Learning activities

1. Teacher and learners discuss computer safety rules.
2. Learners practise using the computers in a proper and safe way.
3. Learners complete the drawing of a computer which has a missing screen on page 7 of their workbook.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to talk about computer safety rules?			
Is the learner able to observe the sitting position at a computer?			
Is the learner able to state the position of the screen and keyboard?			
Is the learner able to use the computers appropriately and safely?			
Is the learner able to complete the drawing of a computer with a missing screen?			

Aims

To help learners:

- appreciate the proper use of computers for their well being
- develop an understanding of proper operating skills of a computer
- read pictures showing proper use of a computer
- develop discovery learning skills through a maze

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: real computers

Day 2: a chart showing the proper and safe use of computers, crayons

Day 1**Topic: Well being when using a computer****Objectives**

- a) list issues of well being when using a computer
- b) describe pictures showing the correct use of computers
- c) read pictures of families that use computers correctly

Skills to be developed

- Discussing
- Describing
- Reading
- Speaking

Learning activities

1. Teacher and learners discuss issues of wellbeing when using a computer such as sitting upright at a computer.
2. Learners read pictures on page 8

of their reader on families that are appropriately using the computer. For example, the family is sitting upright watching a video clip on children learning and playing games. Learners talk about the pictures and describe what is happening in the pictures. Teacher moves around listening to learners describing the pictures.

3. Learners take turns to play on the computers observing the issues of wellbeing. Teacher observes learners operating the computers and gives assistance where necessary.

Day 2**Topic: The maze****Objectives**

During the lesson, learners will:

- a) hunt for ECD age appropriate furniture and computers in a maze
- b) circle the age appropriate items in the maze

Skills to be developed

- Hunting for pictures in a maze
- Discovering
- Circling
- Observing
- Speaking

Learning activities

1. Teacher and learners describe pictures on a chart on proper and safe use of computers.
2. Learners turn to their workbooks on page 8. There is a maze with ECD furniture and computers. Learners find ICT tools and circle them. Teacher moves around observing learners carrying out their task and offers assistance where necessary.
3. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to follow the proper and safe uses of a computer?			
Is the learner able to describe pictures accordingly?			
Is the learner able to hunt for ECD age appropriate furniture and computers in the maze?			

Aims

To help learners:

- appreciate the role and impact of safety and security as they apply to self
- develop an awareness of the dangers of electric cables and sockets
- appreciate the need for safety in the

- computer room
- develop picture reading skills
- develop eye-hand coordination by joining dotted lines of a drawing

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: electric cables, sockets, matches, cards with pictures of objects they should not play with and those objects they can play with

Day 2: crayons

Day 1**Topic: Safety in the computer room****Objectives:**

During the lesson, learners will:

- a) identify different objects that are dangerous to the safety of the computers
- b) read pictures on dangerous objects that are a threat to safety of learners
- c) play the do's and don'ts game

Skills to be developed

- Identifying
- Picture reading
- Playing games
- Speaking
- Discussing

Learning activities

1. Learners discuss issues that are a threat to the safety of computers such as leaving the computer on, playing near the computers, using sharp objects on the computers, among others.
2. Learners read pictures on page 9 of their reader on dangerous objects that are a threat to their safety such as electric cables, sockets, plugs, naked wires, among others. Learners discuss how these objects are a danger to them and that they should not touch them.
3. Learners play the do's and don'ts game. They pick up cards with objects they should not play with and objects they can play with and talk about them.

Day 2**Topic: Sockets and cables****Objectives:**

During the lesson, learners will:

- a) name objects that are considered dangerous for children when using computers
- b) complete objects that are a danger to computers and children by joining dotted lines

Skills to be developed

- Naming
- Joining dotted lines
- Eye-hand coordination
- Fine motor skills
- Discussing

Learning activities

1. Learners name the objects that are a threat to children as they use computers, objects such as open wires, electric cables, matches among others which are in the room.
2. Learners discuss the dangers of cables, sockets, plugs, naked wires and matches.
3. Learners complete drawings of a match box and naked wires by joining dotted lines on given drawings. Teacher moves around observing learners carry out their discussions and offering assistance where necessary.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify dangerous objects in the room?			
Is the learner able to name the objects that are dangerous to the computers?			
Is the learner able to say how electric cables, sockets, plugs, naked fires and matches are dangerous to children as they use computers?			
Is the learner able to play the do's and don'ts game?			
Is the learner able to complete drawings by joining dotted lines?			

Aims

To help learners:

- appreciate the components of a computer
- develop an understanding of the operating skills required in using the components of a computer
- develop picture reading skills
- develop eye-hand coordination and fine motor skills

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: the mouse, screen of a computer, computers

Day 2: crayons

Day 1**Topic: Parts of a computer****Objectives:**

During the lesson, learners will:

- recite a rhyme on the mouse
- identify the screen and mouse on the computer
- read pictures about the mouse and screen

Skills to be developed

- Reciting
- Identifying
- Reading
- Describing

Learning activities

- Teacher introduces learners to a rhyme about the mouse and learners practise reciting the rhyme with the teacher's help.

I am a little mouse

Click click click

I have two buttons

The left and the right

Click click click.

Using a real computer, teacher introduces learners to the mouse and the screen. Learners are given the opportunity to touch the mouse and look at the screen.

- Learners read pictures of a screen and a mouse on page 10 of their reader. Learners describe what they see in the pictures.
- Learners practise reciting the mouse rhyme with teacher's help.

Day 2**Topic: The mouse and the screen****Objectives:**

During the lesson, learners will:

- recite the mouse rhyme
- identify the mouse and screen from the computers
- colour the drawing of a mouse

Skills to be developed

- Reciting
- Identifying
- Colouring

Learning activities

- Teacher and learners recite the mouse rhyme learnt in the previous lesson.
- From the real computers in the

room, learners identify the mouse and the screen. They show each other which part is the mouse and which one is the screen from the computers.

3. Learners colour the drawing of a mouse in their workbook on

page 10. Teacher moves around and conducts informal interviews with learners about what they are colouring.

4. Learners show each other their workbooks.

Assessment

	Yes	No	Sometimes
Is the learner able to identify a mouse and a screen from the computer?			
Is the learner able to show others a mouse and a screen?			
Is the learner able to move the mouse while watching the screen?			
Is the learner able to colour the mouse appropriately?			

Aims

To help learners:

- appreciate the different parts of a computer
- appreciate the impact of computers as they apply to self
- acquire enterprise skills using computers
- develop picture reading skills
- develop fine motor skills and eye-hand coordination

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: computers, mouse, screen

Day 2: pictures of a computer, scissors, glue

Day 1**Topic: Colouring on the computer****Objectives:**

During the lesson, learners will:

- identify the screen and mouse from the computers
- operate the computers to colour the objects
- read pictures of children operating the computers to colour objects

Skills to be developed

- Identifying
- Operating
- Reading
- Reciting

Learning activities

- Teacher and learners recite the mouse rhyme.
- Learners identify the mouse and the screen from computers.
- Learners read pictures of two children colouring objects using

computers on page 11 in their reader. They describe what the children are doing in the picture.

- Learners sit at their computers. With the teacher's help they click on the colouring book programme, choosing colours to shade the different objects in the programme. They manipulate the mouse to click on a colour of choice and drag the colour to shade the objects.
- Learners allow others to see their work from the screen of the computers.
- Learners are asked to collect pictures of a computer for the next lesson.

Day 2**Topic: Parts of a computer****Objectives:**

During the lesson, learners will:

- recite the mouse rhyme
- cut and paste the picture of a computer

Skills to be developed

- Reciting
- Cutting
- Pasting
- Fine motor skills
- Eye-hand coordination

Learning activities

1. Learners recite the mouse rhyme with actions.
2. Learners cut out the pictures of a computer mouse using scissors which they have brought from home. They paste the pictures in
3. their workbook on page 11. Teacher moves around giving assistance to the needy learners, and conducts informal interviews on what they are cutting and pasting.
Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify the screen and mouse?			
Is the learner able to operate the computers to colour the objects?			
Is the learner able to cut and paste pictures of a computer in his or her book?			

Aims

To help learners:

- appreciate the different parts of a computer
- acquire enterprise skills using the computer
- develop picture reading skills
- develop eye-hand coordination and fine motor skills

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: computers, Central Processing Unit (CPU), keyboard, pictures of a computer and CPU

Day 2: crayons, computers, pictures of a computer and CPU

Day 1

Topic: The Central Processing Unit (System unit) and the keyboard

Objectives

During the lesson, learners will:

- a) identify parts of a computer such as the CPU and keyboard
- b) recite the keyboard rhyme
- c) read pictures on parts of a computer

Skills to be developed

- Reciting
- Identifying
- Reading
- Describing
- Listening

Learning activities

1. Teacher introduces learners to the keyboard rhyme while they are listening then learners practice reciting the rhyme with teacher's help.

I am a little keyboard

Tap tap tap

I have many buttons

Touch this one

And touch that one

Tap, tap, tap

2. Learners identify the mouse and the screen from the computers. Teacher introduces the CPU and the keyboard using the computers. Learners identify the CPU and keyboard from the different computers.
3. Learners read pictures on page 12 of their reader showing the CPU and the keyboard. They describe what they see in the pictures.

Day 2

Topic: The Central Processing Unit and the keyboard

Objectives

During the lesson, learners will:

- a) identify the CPU and keyboard from the computers
- b) draw the keyboard by joining dotted lines
- c) recite the keyboard rhyme

Skills to be developed

- Identifying
- Drawing
- Reciting
- Speaking

Learning activities

1. Learners recite the keyboard rhyme with teacher's help.
2. Learners identify the CPU and the keyboard from the computers.
3. Learners join the dotted lines to complete the drawing of a keyboard.
4. Learners show each other their work.
5. Learners recite the keyboard rhyme.

Assessment

	Yes	No	Sometimes
Is the learner able to identify CPU and keyboard from a computer?			
Is the learner able to recite the keyboard rhyme?			
Is the learner able to draw a keyboard by joining dotted lines?			

Aims

To help learners:

- appreciate the role of different parts of a computer
- develop an understanding of the operating skills required of different parts of a computer
- develop fine motor skills

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: computers (CPU), keyboard, mouse, screen, pictures of a computer and CPU

Day 2: computers, pictures of a computer and CPU, crayons

Day 1**Topic: Keyboard games****Objectives**

During the lesson, learners will:

- a) identify the mouse, CPU, keyboard and screen from the computers
- b) practice operating the keyboard
- c) read pictures of different types of keyboards

Skills to be developed

- Identifying
- Operating a keyboard
- Reading
- Playing keyboard games
- Describing
- Exploring

Learning activities

1. Learners identify the CPU, mouse, screen and the keyboard from the computers.
2. Learners read pictures of different

types of keyboards on page 13 of their reader. For example the laptop keyboard, the desktop keyboard and the smart phone keyboard. They describe the keyboards highlighting where they are different and similar.

3. Learners are introduced to the keyboard games. For example, they press any keys and see what appears on the screen. They repeat the game using various keys. Learners observe each other's work.
4. Learners recite the keyboard rhyme.

Day 2**Topic: Parts of a computer****Objectives**

During the lesson, learners will:

- a) name the different parts of a computer such as the CPU, keyboard, mouse and screen
- b) do free drawing of any part of the computer of own choice
- c) recite the keyboard rhyme

Skills to be developed

- Naming
- Drawing
- Reciting
- Speaking
- Colouring

Learning activities

1. Learners recite the keyboard rhyme.
2. Learners identify the different parts of a computer such as the CPU, keyboard, screen and mouse from the computers. They name the parts of the computer as well.
3. Learners do free drawing of any part of the computer which they like. Teacher moves around observing how learners carry out their task and hold informal interviews on what they are drawing. They also colour their drawings.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to identify the CPU, keyboard, mouse and screen?			
Is the learner able to differentiate between the laptop, keyboard, desktop keyboard and smart phone keyboard?			
Is the learner able to operate the keyboard to play keyboard games?			
Is the learner able to draw any part of a computer learnt so far?			

Chapter 14 Computer, CPU and printer

Aims

To help learners:

- appreciate the uses of different parts of a computer
- appreciate the value of the computers
- develop an understanding of the operating skills required of a computer
- develop picture reading skills

Source of matter

ECD B syllabus pages 5 and 7

Suggested learning materials

Day 1: computers, mouse, keyboard, screen, CPU and printer, pictures of a computer

Day 2: computers, mouse keyboard, screen, CPU, printer and crayons, pictures of a computer

Day 1

Topic: The CPU and the printer

Objectives

During the lesson, learners will:

- identify different parts of a computer
- discuss the uses of a printer
- read pictures of different parts of a computer

Skills to be developed

- Identifying
- Discussing
- Reading
- Speaking
- Listening

Learning activities

- Learners identify from the computers the different parts of a computer learnt so far, such as the mouse, keyboard, screen and CPU.

They also name the different parts of a computer.

- Teacher introduces the printer to learners. Learners identify the printer from the computer.
- Teacher and learners discuss the uses of a printer.
- Learners read pictures of different parts of the computer on page 14 of their reader. The pictures include the printer, mouse, screen, keyboard and CPU.
- Learners discuss the uses of the different parts of the computer.

Day 2

Topic: Different parts of a computer

Objectives

During the lesson, learners will:

- name the different parts of a computer
- select the printer and colour it

Skills to be developed

- Naming
- Identifying
- Selecting
- Colouring

Learning activities

- Learners identify the different parts of a computer from the computers. They name the different parts of

the computer such as the printer, mouse, CPU, screen, mouse and keyboard.

2. Teacher and learners discuss the uses of a printer.
3. From the given range of pictures of different parts of the computer,

learners select a printer and colour it. Teacher moves around observing learners carrying out their task.

4. Learners show each other their work.
5. Learners recite the mouse rhyme.

Assessment

	Yes	No	Sometimes
Is the learner able to differentiate parts of a computer?			
Is the learner able to identify the printer?			
Is the learner able to discuss the uses of a printer?			

Aims

To help learners:

- appreciate the role and impact of ICTs
- develop an understanding of the operating skills

Source of matter

ECD B Syllabus page 5 and 7

Suggested learning materials

Day 1: computers, pictures of a computer

Day 2: chart, computers, stickers

Day 1**Topic: Computer play****Objectives**

During the lesson, learners will:

- a) sing/sign the rhyme "I want to use a computer"
 - b) discover the booting button of a computer
 - c) boot on the computer
 - d) identify the booting button on a picture of a computer
2. Teacher and learners sing or sign the rhyme as they try to find the booting button on their computers. Teacher assists learners to find the buttons.
 3. Learners boot their computers. Teacher assists learners facing challenges.
 4. In the learner's reader on page 15 learners read or sign the picture of a computer and identify the booting button.
 5. In conclusion teacher asks or signs learners to show their friends the booting button on the picture.

Skills to be developed

- Discovering
- Switching
- Reading/signing
- Observing

Learning activities

1. Teacher introduces the rhyme, 'I want to use a computer'. Learners listen to the teacher singing the rhyme.

I want to use a computer I boot it on
On, on

I want to use a computer
I boot it on

On, on

And on and on it goes

And I can play, play

Happy me

I'm done using a computer

I boot it off

Off, off

I'm done using a computer

I boot it off

Off off

And off and off it goes

And I can go away

Happy me.

Teacher and learners sing or sign the rhyme as they try to find the booting button on their computers. Teacher assists learners to find the buttons.

Learners boot their computers. Teacher assists learners facing challenges.

In the learner's reader on page 15 learners read or sign the picture of a computer and identify the booting button.

In conclusion teacher asks or signs learners to show their friends the booting button on the picture.

Day 2**Topic: Computer play****Objectives**

During the lesson, learners will:

- a) identify the booting button on the

- chart with a computer
- boot on the computer
 - stick on the booting button on a picture of a computer

Skills to be developed

- Identifying
- Booting
- Sticking
- Observing

Learning activities

1. Teacher displays a chart with a computer and asks learners to observe and identify the booting button.
2. Learners observe the picture and
3. Learners boot their computers. They assist each other in booting the computers.
4. Teacher distributes to learners circle-shaped pieces of paper similar to booting buttons for learners to stick on the position of the booting button of the CPU in their books.
5. In their workbooks on page 15, learners stick the booting button on the picture of a computer's CPU.
6. Learners show their classmates their work as a conclusion.

Assessment

	Yes	No	Sometimes
Is the learner able to sing the computer rhyme?			
Is the learner able to identify the booting button?			
Is the learner able to discover the booting button?			
Is the learner able to read the booting button of a computer?			
Is the learner able to boot the computer?			
Is the learner able to stick the booting button on a drawing of a computer?			

Aims

To help learners:

- develop an understanding of the operating skills required,
- be creative and innovative in solving problems through ICTs
- acquire enterprising skills using ICTs

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: mouse, computers

Day 2: beginner's pencils, computers

Day 1

Topic: Manipulating the mouse

Objectives

During the lesson, learners will:

- a) sing the mouse rhyme
- b) hold and click the left and right buttons
- c) move the cursor to select programmes
- d) read pictures of a girl and a boy moving cursors to select programmes on their computers

Skills to be developed

- Singing/signing
- Reading/signing
- Manipulating the mouse
- Observing

Learning activities

1. Teacher and learners sing the mouse rhyme
I am a little mouse
Click, click, click
I have 2 buttons

The left and the right

Click, click, click

2. Teacher explains to the learners that the mouse has two buttons the left and right buttons and shows them. Learners observe the buttons on their mouse.
3. Teacher demonstrates the holding of the mouse and the clicking of the buttons as learners observe.
4. Learners hold their mouse following the teacher's demonstration. Teacher assists learners who have challenges.
5. Learners move the mouse as they observe the movement of the cursor
6. In their readers on page 16, learners read pictures of a boy and a girl moving cursors to locate programmes on the computer.

Day 2

Topic: Manipulating the mouse

Objectives

During the lesson, learners will:

- a) boot the computer
- b) hold the mouse correctly
- c) select a programme using the mouse and the click buttons
- d) draw a mouse by joining dotted lines

Skills to be developed

- Booting
- Drawing/writing
- Selecting
- Observing

Learning activities

1. Learners boot their computers using the booting on button. Teacher assists learners facing challenges.
2. Learners will correctly hold their

mouse and move the cursors to locate programmes. Teacher assists with the moving of the cursor.

3. Learners select programmes by moving the cursor to the programme icon and clicking the right button.
4. In their workbooks on page 16 learners draw a mouse by joining the drawings given in dotted lines.
5. Learners show their friends their completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to boot the computer?			
Is the learner able to correctly hold the mouse and click the buttons?			
Is the learner able to select programmes using the cursor?			
Is the learner able to draw the mouse?			
Is the learner able to read the pictures of a boy and a girl holding the mouse and moving the cursor?			
Is the learner able to sing or sign the mouse rhyme?			
Is the learner able to observe the movement of the cursor?			

Aims

To help learners:

- develop an understanding of the operating skills required
- be creative and innovative in solving problems through ICTs
- acquire enterprising skills using ICTs

Source of matter

ECD B syllabus page 5 and 7

Suggested learning material

Day 1: real computers – CPU, screen, keyboard and mouse

Day 2: real computers – CPU, screen, keyboard and mouse

Day 1**Topic: Take me home****Objectives**

During the lesson, learners will:

- boot the computers
- select a programme on a game, ‘take me home’
- play a computer game
- read pictures of animals and objects placed in their correct places and shelters

Skills to be developed

- Booting
- Selecting
- Playing computer games
- Reading/signing
- Observing

Learning activities

1. Learners boot their computers.
2. Teacher explains or signs how to select the game, “take me home” on the computer and demonstrates.

3. Learners use the mouse to select the game, ‘take me home’. Teacher individually assists learners with problems.
4. Learners use the mouse and the cursor to drag objects on their correct places, for example, a cow can be dragged into the kraal, a shoe on the shoe rake, a pot on the stove.
5. In the learner’s reader on page 17, learners read or sign pictures of objects and animals placed on their correct places, for example, a picture of a car in the garage, a hen in the fowl run.

Day 2**Topic: Take me home****Objectives**

During the lesson, learners will:

- sing the mouse rhyme
- take objects to their places from left to right using the mouse
- match pictures of objects to places they belong by drawing lines

Skills to be developed

- Singing/signing
- Left to right orientation
- Matching
- Observing
- Drawing

Learning activities

1. Learners sing the mouse rhyme as they boot their computers.
2. Learners select the game, 'take me home'.
3. Teacher explains that objects should be taken from left to right and demonstrates by taking an object from left as learners observe.
4. Learners play the game, 'take me home' by taking objects from the left and place them on their correct places on the right side.
5. In the learner's workbook on page 17, draw lines from left to right to match objects of communication with what could probably be called their homes.

Assessment

	Yes	No	Sometimes
Is the learner able to boot the computer?			
Is the learner able to select a programme on a computer using the mouse?			
Is the learner able to play the game using the mouse?			
Is the learner able to read or sign the pictures of objects and animals placed in their correct places or homes?			
Is the learner able to follow the left to right orientation skill?			
Is the learner able to match objects and their correct places?			
Is the learner able to draw lines to match given objects?			

Chapter 18 Computer counting games

Aims

To help learners:

- develop an understanding of the operating skills required
- be creative and innovative in solving problems through ICTs
- appreciate the role and impact of ICT, safety and security as they apply to self, work and society

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: computers

Day 2: beginner's pencil and crayons

Day 1

Topic: Computer counting games

Objectives

During the lesson, learners will:

- a) select a counting game from the computer using the mouse
- b) play the counting game on a computer
- c) make sets of given numbers on the computer
- d) read pictures of different sets on the computer and in their readers

Skills to be developed

- Selecting
- Playing
- Counting/signing
- Reading/signing

Learning activities

1. Learners boot their computers and select a counting game with the teacher's assistance.
2. Teacher explains how the counting game is played and demonstrates.

Learners observe as the teacher demonstrates.

3. In pairs, learners play the counting game by placing objects in a set with a given number of objects to be placed. Teacher assists learners facing challenges.
4. Teacher displays sets with different number of objects on the computer for learners to count. Learners count the objects.
5. In the learner's reader on page 18 learners count number of objects in the sets displayed on the pictures of computer screens.

Day 2

Topic: Computer counting games

Objectives

During the lesson, learners will:

- a) count different objects and toys in the computer area
- b) count number of objects in given sets on the computer
- c) find the odd set on sets displayed on the computer
- d) circle the odd set using the mouse
- e) circle the odd set on pictures of computer parts shown in their workbooks.

Skills to be developed

- Counting/signing
- Observing
- Writing
- Listening

Learning activities

1. Teacher asks learners to count objects and toys in the computer area. Learners count the objects.
2. Teacher displays sets with different elements on the computer and asks learners to count the number

of elements in each set using the mouse and the cursor as the pointer.

3. Learners count the elements as the teacher assists.
4. Learners observe the displayed sets to identify the odd set and circle it using the mouse and the cursor.
5. In the learner's workbook on page 18 learners count elements in the given sets and identify the odd set and encircle it.

Assessment

	Yes	No	Sometimes
Is the learner able to count the objects in the computer play area?			
Is the learner able to write by means of encircling the odd set?			
Is the learner able to identify the odd set?			
Is the learner able to select the counting game?			
Is the learner able to play the counting game on the computer?			
Is the learner able to make sets on the computer?			
Is the learner able to read the pictures of sets displayed on the computer and in his or her reader?			
Is the learner able to observe and note the differences on the given sets and circle the odd set?			

Aims

To help learners:

- develop an understanding of the operating skills required, be creative and innovative in solving problems through ICTs
- infuse ICT in other subjects across the curriculum

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: full computer sets, chart with animals

Day 2: chart with animals, computers

Day 1**Topic: Animal sound games****Objectives**

During the lesson learners will:

- imitate animal sounds they know
- select the animal sound game on the computer
- click different animals and listen to their sounds
- read pictures of animals and imitate their sounds

Skills to be developed

- Imitating
- Selecting
- Listening/observing
- Reading/signing
- Speaking

Learning activities

1. Teacher displays a chart with different animals for learners to observe and imitate the sounds. Learners observe and select animals

whose sounds they can imitate.

2. Teacher assists learners to select an animal sound game on the computer. Learners play the game by clicking an animal and listening to the sound produced.
3. Learners imitate the sound of the animal after listening from the computer.
4. Learners read animal pictures displayed on the picture of a computer screen in their readers on page 19 and imitate their sounds.

Day 2**Topic: Animal sound games****Objectives**

During the lesson, learners will:

- imitate sounds of animals shown on a chart
- play the animal sound game on the computer
- listen to animal sounds from the computer and circle the animal

Skills to be developed

- Imitating/signing
- Listening/observing
- Playing
- Observing

Learning activities

1. Teacher displays a chart with different animals for learners to observe.
2. Learners select animals whose sounds they know and imitate to a colleague.
3. Learners boot their computers and select the animal sound game to play.
4. Learners listen to the animal sound from the computer and tell the name of the animal that produces the sound.
5. In their learner's workbook on page 19, learners circle the animal whose sound they hear from the computer. Learners listen to the sound only without seeing the animals. Teacher operates the computer to produce the sounds of animals shown in the learner's workbook

Assessment

	Yes	No	Sometimes
Is the learner able to imitate the animal sounds correctly?			
Is the learner able to select the animal sound game?			
Is the learner able to read pictures of animals and imitate their sounds correctly?			
Is the learner able to click the left button to select the game?			
Is the learner able to play the game?			
Is the learner able to listen to the animal sound and tell the animal that produces the sound?			
Is the learner able to listen to the animal sound and circle the animal that produces that sound in their workbook?			

Aims

To help learners:

- appreciate the role and impact of ICT
- create an awareness of their cultural heritage, its preservation and developmental issues in using ICT

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: full computer sets

Day 2: crayons

Day 1**Topic: Animated educational cartoons****Objectives:**

During the lesson, learners will:

- a) select animated educational cartoons
- b) watch cartoons selected
- c) narrate the events in the story watched
- d) read pictures of characters that were in the story watched in their computers

Skills to be developed

- Selecting
- Observing
- Listening
- Narrating/Signing
- Concentrating
- Reading/Signing

Learning activities

1. Learners select the animated educational cartoons on their computers.
2. Learners watch the cartoons quietly

and attentively.

The cartoon is about hunters who were illegally hunting in the game park. They killed animals that people usually came to see. One day they were seen by game rangers and one of them was shot dead and the other two were arrested and their guns taken.

3. Teacher asks learners to narrate the events in the story. Learners narrate the events as they happened.
4. In their learner's book on page 20, learners read pictures of characters they saw in the animated cartoon. Learners explain the bad activities the hunters were doing.

Day 2**Topic: Animated cartoon****Objectives:**

During the lesson, learners will:

- a) narrate the story watched on the computer
- b) dramatise the story
- c) colour the picture of a game ranger

Skills to be developed

- Speaking/signing
- Dramatising
- Colouring
- Listening/observing

Learning activities

1. Teacher asks learners to narrate the story they watched on the computer about illegal hunters.
2. In pairs, learners narrate the story. Teacher assists learners with cues to remind them of the events.
3. In small groups, learners dramatise the story.
4. In the learner's workbook on page 20, learners colour a picture of a game ranger using the appropriate colours of their uniforms.
5. Learners display their finished work by way of showing their friends the completed work.

Assessment

	Yes	No	Sometimes
Is the learner able to select animated educational cartoons?			
Is the learner able to concentrate when watching cartoons?			
Is the learner able to narrate events in the story?			
Is the learner able to read pictures of characters observed in the story?			
Is the learner able to dramatise the story?			
Is the learner able to colour the picture of the game ranger using the correct colours?			
Is the learner able to listen attentively to the conversations in the cartoon film?			

Aims

To help learners:

- develop an understanding of the operating skills required, be creative and innovative in solving problems through ICTs
- create a computer based solution for a given problem

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: alphabet puzzles

Day 2: crayons, beginner's pencils

Day 1**Topic: Alphabet puzzle****Objectives:**

During the lesson, learners will:

- a) select the alphabet puzzle programme on a computer
- b) identify disjointed alphabet puzzle pieces on a computer
- c) select alphabet puzzle pieces and join them to make a whole using the mouse
- d) read and solve alphabet picture puzzles

Skills to be developed

- Selecting
- Identifying
- Joining disjointed puzzle pieces
- Reading/Signing
- Problem Solving

Learning activities

1. Teacher assists learners to select the alphabet puzzle on the computer.

2. Teacher explains how the puzzle is fixed and demonstrates while learners listen and observe.
3. In pairs, learners identify the disjointed pieces and join to make an alphabet using the computer mouse. Teacher assists learners facing challenges.
4. In the learner's reader on page 21, learners read the alphabet puzzle pieces and identify their correct places.

Day 2**Topic: Alphabet puzzle****Objectives:**

During the lesson, learners will:

- a) sing the mouse rhyme
- b) identify similar alphabet puzzle pieces on the computer
- c) circle the similar alphabet puzzle pieces using the mouse
- d) match similar alphabet puzzle pieces by drawing lines

Skills to be developed

- Singing/signing
- Identifying
- Writing/drawing
- Matching
- Observing

Learning activities

1. Learners sing the mouse rhyme with the teacher as they boot computers

I am a little mouse
Click, click, click
I have two buttons
The left and the right
Click, click, click.

2. The learners identify similar

alphabet puzzle pieces on the computer.

3. Using the mouse, learners circle the similar alphabet puzzle pieces.

4. In the learner's workbook on page 21, learners match similar alphabet puzzle pieces by drawing lines that join the pieces.

5. Learners show each other their completed work

Assessment

	Yes	No	Sometimes
Is the learner able to select the alphabet puzzle programme?			
Is the learner able to identify disjointed alphabet puzzle pieces on a computer?			
Is the learner able to circle similar alphabet puzzle pieces using the mouse?			
Is the learner able to select alphabet puzzle pieces and join them to make a whole using the mouse?			
Is the learner able to sing the mouse rhyme?			
Is the learner able to identify similar alphabet puzzle pieces on the computer?			
Is the learner able to read and solve alphabet picture puzzle?			

Aims

To help learners:

- develop an understanding of the operating skills required, be creative and innovative in solving problems through ICTs
- create a computer based solution for a given problem

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: full set computers

Day 2: crayons, beginner's pencils

Day 1**Topic: Number puzzles****Objectives**

During the lesson, learners will:

- a) select the number puzzle programme on a computer
- b) identify disjointed number puzzle pieces on a computer
- c) select number puzzle pieces and join them to make a whole using the mouse
- d) read and solve number picture puzzles

Skills to be developed

- Selecting
- Identifying
- Matching
- Reading/signing
- Problem solving
- Observing

Learning activities

1. Teacher assists learners to select the number puzzle on the computer.

2. Teacher explains how the puzzle is fixed and demonstrates while learners listen and observe.
3. In pairs, learners identify the disjointed pieces and join them to make a number line using the computer mouse. Teacher assists learners facing challenges.
4. In the learner's reader on page 22, learners observe the number puzzle pieces and identify their correct places.

Day 2**Topic: Number puzzles****Objectives**

During the lesson, learners will:

- a) sing the keyboard rhyme
- b) identify similar number puzzle pieces on the computer
- c) circle the similar number puzzle pieces using the mouse
- d) match similar number puzzle pieces by drawing lines

Skills to be developed

- Singing/signing
- Identifying
- Writing/drawing
- Matching
- Observing

Learning activities

1. Learners sing the mouse rhyme with the teacher as they boot computers

I am a little keyboard

Tap, tap, tap

I have many buttons

Touch this one

And touch that one

Tap, tap, tap

2. The learners identify similar

number puzzle pieces on the computer.

3. Using the mouse learners encircle the similar number puzzle pieces.

4. In the learner's workbook on page 22, learners match similar number puzzle pieces by drawing lines that join the pieces.

5. Learners show each other their completed work.

Assessment

Name of child	Are learners able to select the number puzzle programme?	Are learners able to identify disjointed number puzzle pieces on a computer?	Are learners able to circle the similar number puzzle pieces using the mouse?	Are learners able to select number puzzle pieces and join them to make a whole using the mouse?	Are learners able to sing the keyboard rhyme?	Are learners able to identify similar number puzzle pieces on the computer?
Chipo						
Tatenda						
Mary						
Danai						

Aims

To help learners:

- develop an understanding of the operating skills required, be creative and innovative in solving problems through ICTs
- create a computer based solution for a given problem

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: computers with shape puzzle programme

Day 2: computers with shape puzzle programme

Day 1**Topic: Shapes puzzle****Objectives**

During the lesson, learners will:

- a) select the shape puzzle programme on a computer
- b) identify disjointed shape puzzle pieces on a computer
- c) select shape puzzle pieces and join them to make a whole using the mouse
- d) read and solve shape picture puzzle

Skills to be developed

- Selecting
- Identifying
- Joining puzzle pieces
- Reading/signing
- Problem solving
- Observing

Learning activities

1. Teacher assists learners to select the shape puzzle on the computer.

2. Teacher explains/signs how the puzzle is fixed and demonstrates while learners listen and observe.
3. Learners in pairs identify the disjointed pieces and join them to make a whole shape using the computer mouse. Teacher assists learners facing challenges.
4. In the learner's reader on page 23, learners observe the shape puzzle pieces and identify their correct places.

Day 2**Topic: Shapes puzzle****Objectives**

During the lesson, learners will:

- a) select the shape puzzle on the computer
- b) identify shape puzzle pieces that fit on the shape board on the computer
- c) pick shape puzzle pieces using the mouse and fit them on the puzzle board
- d) fit shape puzzle pieces on their correct places by drawing lines

Skills to be developed

- Identifying
- Writing/drawing
- Matching
- Observing

Learning activities

1. Learners select the shape puzzle on their computers. Teacher assists learners facing challenges.
2. The learners identify shape puzzle pieces on the computer that fit on the shape puzzle board.
3. Using the mouse, learners pick the shape puzzle pieces and place them on the shape puzzle board.
4. In the learner's workbook on page 23, learners match shape puzzle pieces by drawing lines that point to the correct place of the piece on the shape board.
5. Learners show each other their completed work.

Assessment

Name of child	Are learners able to select the shape puzzle programme?	Are learners able to select shape puzzle pieces using the mouse?	Are learners able to fit shape puzzle pieces on the shape board to make a whole shape using the mouse?	Are learners able to match or fit shape puzzle pieces by drawing lines	Are learners able to identify shape puzzle pieces on the computer?	Are learners able to read and solve shape picture puzzles?
Zanele						
Mary						
Tavonga						
Danai						

Aims

To help learners:

- develop an understanding of the operating skills required
- be creative and innovative in solving problems through ICTs
- create a computer based solution for a given problem

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: full set computers

Day 2: pencils and colours

Day 1**Topic: House puzzle****Objectives:**

During the lesson, learners will:

- a) sing the mouse rhyme
- b) select the disjointed parts of a house using a mouse
- c) drag the disjointed parts of the house and fit them together to make a complete house using the mouse.
- d) read pictures of a house and a hut

Skills to be developed

- a) Selecting
- b) Identifying
- c) Joining
- d) Reading/signing
- e) Problem solving
- f) Observing
- g) Singing

Learning activities

1. Teacher and learners sing the mouse rhyme as they boot their computers on.

I am a little mouse

Click, click, lick

I have two buttons

The left and the right

Click, click, click.

2. Learners select the picture puzzle on the computer. Teacher assists learners failing to select the puzzle
3. Learners observe the picture puzzle and select the disjointed parts.
4. Learners drag the disjointed parts and fit them together to make a complete house. Teacher assists learners facing challenges.
5. Learners read pictures of a house and a hut from their learner's readers on page 24. Learners list the materials used to build each type of shelter.

Day 2**Topic: Hut puzzle****Objectives**

During the lesson, learners will:

- a) select the disjointed parts of a hut using a mouse
- b) drag the disjointed parts of a hut and fit them together to make a complete hut using the mouse.
- c) draw a hut and colour it on the computer

Skills to be developed

- Selecting parts of a hut
- Identifying
- Joining parts of a hut
- Drawing
- Problem solving
- Observing
- Dragging and fitting in parts of a hut
- Colouring

Learning activities

1. Learners select the puzzle picture on the computer with the teacher's assistance.
2. Learners observe the disjointed parts of a hut.
3. Learners drag the parts of the hut

and fit them together to make a complete hut using the mouse.

4. With the assistance of the teacher, learners identify a pencil and colours on the computer.
5. Learners use the pencil to draw a hut and colour it. Those without computers complete the drawing of a hut from their workbooks following arrows given as imitating how the hut could be drawn on a computer using a mouse.
6. Teacher prints out the children's work and learners paste it in their workbooks.
7. The printed work is also compiled into a class picture book.

Assessment

Name of child	Are learners able to sing the mouse rhyme?	Are learners able to select the different disjointed parts of a hut?	Are learners able to drag the disjointed parts of a hut?	Are learners able to fit the parts together to make a whole?	Are learners able to read the pictures	Are learners able to draw the hut on the computer and colour it?
Zodwa						
Wisdom						
Mary						
Danai						

Aims

To help learners:

- develop an understanding of the ICT operating skills required
- be creative and innovative in solving problems through ICTs
- acquire enterprise skills using ICTs

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: computers

Day 2: crayons

Day 1**Topic: Means of transport****Objectives**

During the lesson, learners will:

- a) select disjointed parts of different means of transport by clicking the mouse
- b) drag to fit the puzzle pieces together to make a whole
- c) name the different means of transport they have created on the computer
- d) read pictures of different means of transport

Skills to be developed

- Selecting
- Dragging
- Naming/signing
- Reading/signing

Learning activities

1. Learners select the programme from the computer with the teacher's assistance.
2. Learners select the different parts

of some means of transport using the mouse.

3. Learners drag the transport puzzle pieces using the mouse.
4. Learners fit in the puzzle pieces to make pictures of some means of transport.
5. Learners name the means of transport they have created.
6. In the learner's readers on page 25, learners read pictures of some means of transport.

Day 2**Topic: Transport puzzles****Objectives**

During the lesson, learners will:

- a) select the transport puzzle on the computer
- b) fit pieces to construct pictures of transport types
- c) draw picture of a transport type of their choice and colour it on the computer
- d) colour a drawn car (for those without computers)

Skills to be developed

- Selecting
- Drawing
- Constructing
- Colouring
- Observing

Learning activities

1. Learners select the transport puzzle game on the computer.
2. Learners drag puzzle pieces and fit to construct some means of transport.
3. Teacher assists learners to locate pencils and colours on the computer and demonstrate the drawing and colouring of some means of transport.
4. Learners locate their pencils and colours and draw some means of transport of their choices and then colour them.
5. Teacher prints out learners' articles and makes a class book.
6. Learners paste their printed pictures in their learner's workbook on page 25.

Assessment

Name of child	Are learners able to name some means of transport?	Are learners able to select the disjointed parts of some means of transport?	Are learners able to drag the disjointed transport puzzle parts?	Are learners able to fit the parts together to make a whole?	Are learners able to draw some means of transport on the computer?	Are learners able to select the pencil and colours on the computer and colour any means of transport they have constructed?
Vongai						
Maita						
Tinashe						
Danai						

Aims

To help learners:

- create an awareness of their cultural heritage, its preservation and developmental issues using ICTs
- develop an understanding of the ICT operating skills required
- be creative and innovative in solving problems through ICTs

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: the national flag

Day 2: paint, brushes

Day 1**Topic: The national flag****Objectives**

During the lesson, learners will:

- a) sing the first stanza of the national anthem
- b) talk about the colours of the national flag
- c) select the colouring book on the computer
- d) colour the national flag on the computer
- e) read the meaning of the red and green colours of the national flag

Skills to be developed

- Singing/signing
- Speaking/signing
- Selecting
- Colouring
- Reading/signing

Learning Activities

1. Learners sing or sign the first stanza of the national anthem

2. Learners talk about the colours of the national flag.
3. With the teacher's assistance, learners select the colouring book from the computer and colour the national flag with the correct colours.
4. In the learners' readers on page 26, learners read the picture of the national flag and state or sign the meaning of the colours red and green. Teacher assists learners with the meanings of the colours.

Day 2**Topic: The national flag****Objectives**

During the lesson learners will:

- a) talk about the colours of the national flag
- b) state the meaning of the red and green colours of the national flag
- c) draw the national flag
- d) colour the national flag
- e) paint the national flag

Skills to be developed

- Stating
- Drawing/writing
- Colouring
- Painting

Learning activities

1. Learners state the colours of the national flag.
2. Learners talk about the significance of the colours red and green with the teacher's assistance.
3. With the teacher's assistance, learners select the drawing pad on the computer and draw the national flag using the mouse.
4. Learners draw and colour the flag on the computer.
5. In the learner's workbook on page 26, learners paint the flag with the correct colours.
6. Learners display their work by showing others their finished work.

Assessment

Name of child	Are learners able to sing the first stanza of the national anthem?	Are learners able to state the colours of the national flag?	Are learners able to read pictures of the national flag and state the meaning of the red and green colours?	Are learners able to select the colouring book on the computer?	Are learners able to draw the national flag on the computer?	Are learners able to colour the flag drawn on the computer?
Zodwa						
Zenzo						
Mary						

Aims

To help learners:

- acquire enterprising skills using ICTs
- develop an understanding of the ICT operating skills required
- be creative and innovative in solving problems through ICTs

Source of matter

ECD B syllabus page 5 and 7

Suggested learning materials

Day 1: computers

Day 2: beginner's pencils, chart with a hut

Day 1

Topic: Creating objects using blocks

Objectives

During the lesson, learners will:

- a) select a game of their choice on the computer
- b) play a game on the computer
- c) construct different objects using blocks on the computer
- d) read pictures constructed using blocks

Skills to be developed

- Selecting a game on the computer
- Playing computer games
- Constructing
- Reading/signing

Learning activities

1. Learners select a game of their own choice on the computer and play it.
2. Teacher assists learners to access the block game and demonstrates

the construction of objects using the mouse to drag blocks and construct objects.

3. Learners construct objects like houses, cars, trains and many others.
4. In the learner's reader on page 27, learners read the pictures of objects constructed by blocks.

Day 2

Topic: Constructing objects using blocks

Objectives

During the lesson, learners will:

- a) play the building blocks game
- b) construct a hut using the blocks on the computer
- c) add missing blocks on a tower by drawing

Skills to be developed

- Playing computer games
- Constructing
- Observing
- Drawing

Learning activities

1. Learners select the building blocks game on the computer.
2. Learners play the game, building

- various objects and towers.
3. Teacher displays a chart with a hut for learners to construct on the computer.
 4. Learners construct a hut on their
 5. computers with the teacher's assistance.
 - In the learner's workbook on page 27, learners add missing blocks on a drawn tower by drawing them in.

Assessment

Name of child	Are learners able to select games on the computer?	Are learners able to construct different objects on the computer using blocks?	Are learners able to play the building blocks game?	Are learners able to read pictures of objects built using blocks	Are learners able to add missing blocks by drawing them in?	Are learners able to construct a hut using blocks on the computer?
Shelter						
Delroy						
Irene						
Danai						

Aims

To help learners:

- operate ICT tools to achieve specific tasks
- appreciate the various ways through which information can be presented using ICT

Source of matter

ECD B Syllabus pages 5 and 8

Suggested learning materials

Day 1: a chart showing one cartoon character like Mickey Mouse

Day 2: crayons

Day 1**Topic: Educational cartoons****Objectives**

During the lesson, learners will:

- a) talk about the picture of a cartoon character (Mickey Mouse)
- b) double click the mouse to play a cartoon video

Skills to be developed

- Reading
- Discussing
- Mouse clicking

Learning activities

1. Learners name the different cartoons that they like. The teacher can also show them some pictures of children’s cartoons.
2. In pairs, learners read some pictures in their readers on page 28 showing pictures of Barbie, Bob the builder, Tinkerbell and Power Rangers. They identify and name the characters in the pictures.

3. The teacher demonstrates the selection of a cartoon by dragging the cursor and double clicking the mouse on the cartoon of choice.
4. From the educational cartoons programmed into the learners’ computers, the learners select one cartoon that the whole class will be watching from their different computers.
4. Learners double left click on the identified cartoon and watch.
5. Learners then answer questions posed by the teacher on the lesson learnt from the educational cartoon.

Day 2**Topic: Educational cartoons****Objectives**

During the lesson, learners will:

- a) colour the picture of a cartoon character (Bob the builder)

Skills to be developed

- Naming
- Colouring

Learning activities

1. The teacher displays a chart showing different cartoon characters and learners identify and name the characters.

2. Learners name the character shown in the drawing in their workbook on page 28. In groups, they tell each other about the character.
3. Learners colour the cartoon character in their workbooks.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to talk about the picture of a cartoon character (Mickey Mouse)?			
Is the learner able to double click the mouse to play a cartoon video?			
Is the learner able to colour the picture of a cartoon character (Bob the builder)?			

Chapter 29 Application software

Computer play- Paint and brush application

Aims

To help learners:

- operate ICT tools to achieve specific tasks
- create a computer based solution for a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: a colour wheel showing different colours

Day 2: pairs of scissors and paste

Day 1

Topic: Computer play - Paint and brush applications

Objectives

During the lesson, learners will:

- manipulate the mouse to select the paint or brush
- click and drag the mouse as they play with the paint and brush applications
- name the different colours on the chart

Skills to be developed

- Manipulating
- Mouse clicking
- Mouse dragging
- Naming

Learning activities

1. Learners identify and name the different colours on the chart (colour wheel).
2. In pairs, learners identify the colours in their reader on page 29 showing pictures of differently

coloured flowers.

3. The teacher introduces the learners to the paint and brush applications. The teacher then demonstrates selection of the application, clicking and dragging paints of different colours or the brush.
4. Learners practice manipulating the mouse to click and drag the paint and the brush. The teacher moves around assisting learners with challenges.
5. Learners recite the colours rhyme.

Day 2

Topic: Drawing patterns and shapes

Objectives

During the lesson, learners will:

- a) cut and paste different shapes onto the picture of mother's dress to make it floral

Skills to be developed

- Naming
- Cutting
- Pasting

Learning activities

1. Learners name the different shapes displayed by the teacher.
2. Learners draw the different shapes on their computers.
3. Teacher prints out what the

- learners have drawn on computers.
4. Learners are given the printed shapes, pairs of scissors and paste to cut and paste the different shapes onto mother's dress in patterns of their choice. The drawing of the dress is shown in their workbook on page 29.
 3. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to manipulate the mouse to select the paint or brush?			
Is the learner able to click and drag the mouse while playing with the paint and brush applications?			
Is the learner able to name the different colours on the chart?			
Is the learner able to cut and paste different shapes with different colours onto mother's dress to make it floral?			

Chapter 30 Application software

Computer play – Using paint and brush application

Aims

To help learners:

- operate ICT tools to achieve specific tasks
- create a computer based solution for a given problem

Source of matter

ECD B Syllabus pages 5 and 8

Suggested learning materials

Day 1: a colour wheel showing different colours

Day 2: cut out shapes, paint, brushes and glue

Day 1

Topic: Computer play

Objectives

During the lesson, learners will:

- a) open the paint and brush application
- b) click and drag the mouse in filling up chosen shapes with different colours using the paint and brush application
- c) discuss the pictures shown in their readers

Skills to be developed

- Manipulating
- Mouse clicking
- Mouse dragging
- Discussing

Learning activities

1. The learners recite the colours rhyme.
2. In groups, learners talk about the pictures of the paint and the brush shown in their reader on page 30.

They discuss the uses of the paint and the brush.

3. The teacher reminds learners about the paint and brush applications on the computer. The teacher then demonstrates selection of the application, clicking and dragging the brush to fill a selected a shape.
4. Learners practice manipulating the mouse to click and drag the brush in filling up chosen shapes. The teacher moves around assisting learners with challenges.
5. Learners recite the colours rhyme.

Day 2

Topic: Drawing patterns and shapes

Objectives

During the lesson, learners will:

- a) name the different shapes
- b) cut out a shape and paint it
- c) paste a painted shape in their workbooks

Skills to be developed

- Naming
- Cutting
- Painting
- Pasting

Learning activities

1. The learners name the different shapes displayed by the teacher.

2. Learners draw triangle shapes on their computers and teacher prints them out.
 3. Learners are given papers with triangular shapes and pairs of scissors to cut out the shapes and then paint them with colours
 4. Learners show each other their work.
- of their own choice. The painted shapes are then pasted onto the triangular shape outline shown in their workbook on page 30.

Assessment

	Yes	No	Sometimes
Is the learner able to open the paint and brush application?			
Is the learner able to manipulate the mouse to select the paint or brush?			
Is the learner able to click and drag the mouse in filling up chosen shapes with different colours using the paint and brush application?			
Is the learner able to discuss the pictures shown in his or her reader?			
Is the learner able to name the different shapes?			
Is the learner able to cut out a shape and paint it?			
Is the learner able to paste a painted shape in his or her workbook?			

Chapter 31 Application software

Computer play – Drawing using pencil and eraser

Aims

To help learners:

- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: pencils, bond paper

Day 2: crayons, beginner's pencils

Day 1

Topic: Computer play

Objectives

During the lesson, learners will:

- a) select the pencil option from the paint and brush application
- b) manipulate the mouse to draw different shapes and objects using the pencil on the computer
- c) discuss the pictures shown in their readers

Skills to be developed

- Manipulating
- Mouse clicking
- Mouse dragging
- Discussing

Learning activities

1. The learners recite the colours rhyme.
2. In groups, learners talk about the pictures of the pencil and eraser shown in their reader on page 31.
3. The teacher introduces learners to the pencil and eraser on the

paint and brush application on the computer. The teacher then demonstrates selection of the application, clicking and drawing using the pencil.

4. Learners practice manipulating the mouse to click and drag the pencil to draw different shapes and objects. The teacher moves around assisting learners with challenges.
5. Learners answer some questions from the teacher.

Day 2

Topic: Drawing patterns

Objectives

During the lesson, learners will:

- a) name the different tools for drawing
- b) draw some patterns in their workbooks

Skills to be developed

- Naming
- Drawing

Learning activities

1. The learners identify and name the different artwork tools displayed by the teacher (like pencils, brushes, crayons and paint).
2. The teacher demonstrates the drawing of patterns by completing some patterns on the board.

3. Learners draw some patterns using beginners' pencils by completing the ones in their workbook on page 31.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to select the pencil option from the paint and brush application?			
Is the learner able to manipulate the mouse to draw different shapes and objects using the pencil on the computer?			
Is the learner able to discuss the pictures shown in his or her reader?			
Is the learner able to name the different tools for drawing?			
Is the learner able to draw some patterns in his or her workbook?			

Aims

To help pupils:

- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus pages 5 and 8

Suggested learning materials

Day 1: drawing software installed into the learners' computers such as the Art maker

Day 2: beginners' pencils and crayons

Day 1**Topic: Computer play****Objectives**

During the lesson, learners will:

- a) manipulate the mouse to draw a hut with colours of their choice
- b) discuss the pictures shown in their reader

Skills to be developed

- Manipulating
- Creating
- Discussing

Learning activities

1. The learners recite the colours rhyme.
2. In groups, learners talk about the pictures of a hut shown in their reader on page 32. They identify the colours used for the different parts of the hut.
3. The teacher demonstrates selection of a drawing from given choices, and then filling the white spaces on the drawing by clicking and dragging the mouse.

4. Learners practice manipulating the mouse to select a drawing of their own choice and then filling the white spaces with colours of their choices.
5. Learners show each other their work.

Day 2**Topic: Drawing a hut****Objectives**

During the lesson, learners will:

- a) join dotted lines to draw a hut
- b) colour the door of a hut

Skills to be developed

- Drawing
- Colouring

Learning activities

1. The learners identify and name the dotted drawing of a hut shown on the board.
2. The teacher demonstrates the joining of the dotted lines to draw a hut.
3. Learners draw a hut as individuals by joining some dotted lines in their workbooks on page 32. They then paint the door with a colour of their own choice.
4. Learners name the colours that they used for their doors. They tell each other in pairs.

Assessment

	Yes	No	Sometimes
Is the learner able to manipulate the mouse to draw a hut with colours of his or her choice?			
Is the learner able to discuss the pictures shown in his or her reader?			
Is the learner able to join the dotted lines to draw a hut?			
Is the learner able to colour the door of a hut?			

Aims

To help learners:

- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: chart showing different plane shapes

Day 2: chart with different shapes

Day 1**Topic: Computer play****Objectives**

During the lesson, learners will:

- a) name the shapes shown in their readers and on the chart
- b) discuss the pictures of different shapes shown in their readers
- c) manipulate the paint-brush tools to fill a circle with colours of their choice

Skills to be developed

- Naming
- Discussing
- Manipulating the paintbrush tools

Learning activities

1. Learners name the different shapes shown on the chart.
2. In groups, learners talk about the pictures of the different shapes shown in their reader on page 33.
3. Learners are asked to select the paint and brush application on the computer. The teacher then demonstrates selection of a circle

shape and then uses the paintbrush tools to fill the circle.

4. Learners play with the mouse, filling their shapes with colours of their own choice.

Day 2**Topic: Drawing lines to fill up a shape****Objectives**

During the lesson, learners will:

- a) identify and name the different shapes on their tables
- b) draw lines to fill up a shape

Skills to be developed

- Identifying
- Naming
- Drawing

Learning activities

1. Learners identify and name the different shapes on their tables.
2. Learners name the shape on the board (circle) and the teacher then demonstrates how the shape can be filled up with lines drawn from left to right.
3. Learners draw some lines from left to right using beginners' pencils to fill up the drawing of a circle in their workbook on page 33.
4. Learners show each other their work.

Assessment

	Yes	No	Sometimes
Is the learner able to name the shapes shown in the reader?			
Is the learner able to discuss the pictures of different shapes shown in his or her reader?			
Is the learner able to manipulate the paintbrush tools to fill a circle with colours of his or her choice?			
Is the learner able to identify and name the different shapes on their tables?			
Is the learner able to draw lines to fill up a shape?			

Aims

To help learners:

- develop an understanding of the operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: a video showing different types of transport related electronic toys, actual electronic toys

Day 2: a video showing where the different types of the means of transport move

Day 1**Topic: Electronic transport toys****Objectives**

During the lesson, learners will:

- a) name different transport electronic toys
- b) talk about the pictures shown in their readers
- c) play with different transport electronic toys

Skills to be developed

- Naming
- Discussing
- Playing

Learning activities

1. The teacher plays a video showing different transport electronic toys.

Learners name the different toys seen on the video.

2. In threes, learners talk about the pictures of the different transport electronic toys shown in their readers on page 34.
3. The teacher assists the learners to play with the different electronic toys placed in their play areas. Learners are shown how to manipulate the toys.
4. Learners take turns to play with the different electronic toys in their play areas. The teacher moves around assisting with sharing and manipulation of the toys.
5. Learners imitate the sound of a moving bus.

Day 2**Topic: Matching****Objectives**

During the lesson, learners will:

- a) answer questions after watching a video
- b) match the different toys to their means of travel
- c) draw a line from left to right to match means of transport with where they operate

Skills to be developed

- Answering questions
- Picture matching
- Drawing
- Left to right orientation

Learning activities

1. Learners watch a video showing where the different types of transport move, for example, a bus travelling on a road.

2. The teacher discusses the video with the learners.
3. Learners read the pictures showing the type of transport and match it with where it moves by drawing a line from left to right in their workbooks on page 34.
4. Learners answer the teacher's questions.

Assessment

	Yes	No	Sometimes
Is the learner able to name the different transport electronic toys?			
Is the learner able to talk about the pictures shown in his or her reader?			
Is the learner able to play with different transport electronic toys?			
Is the learner able to answer questions after watching a video?			
Is the learner able to match the different toys to their means of travel?			

Aims

To help learners:

- develop an understanding of the operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: transport electronic toys

Day 2: crayons

Day 1**Topic: Transport electronic toys****Objectives**

During the lesson, learners will:

- a) recite a rhyme on transport
- b) discuss the pictures shown in their reader
- c) establish the source of power for at least one electronic toy
- d) play with some transport electronic toys

Skills to be developed

- Reciting
- Discussing
- Establishing the source of power
- Playing with electronic toys

Learning activities

1. The learners recite the transport rhyme.

Here comes a big green bus

A big green bus

A big green bus

A big green bus

To take me to town.

Here comes a very long train

A very long train

A very long train

A very long train

To take me to town

Here comes a big blue van

A big blue van

A big blue van

A big blue van

To take me to town.

2. In groups, learners talk about the pictures of the sources of power for different electronic toys shown in their readers on page 35.
3. The teacher discusses with the learners the sources of power for electronic toys.
4. Learners manipulate the different toys in their play areas as they try to establish the sources of power for the toys.
5. Learners play with the electronic toys in their play areas.

Day 2**Topic: Colouring****Objectives**

During the lesson, learners will:

- a) name the different electronic toys
- b) colour an electronic toy of their choice

Skills to be developed

- Naming
- Colouring

Learning activities

1. The learners name the different electronic toys displayed by the teacher.
2. Learners identify and name the electronic toys shown in their workbook on page 35.
3. Learners select one of the electronic toys and colour it with colours of their own choice.
4. Learners recite the transport rhyme

Assessment

	Yes	No	Sometimes
Is the learner able to recite the transport rhyme?			
Is the learner able to discuss the pictures shown in his or her reader?			
Is the learner able to establish the source of power used by at least one electronic toy?			
Is the learner able to play with some transport electronic toys?			
Is the learner able to name the different electronic toys?			
Is the learner able to colour an electronic toy of his or her choice?			

Aims

To help learners:

- develop an understanding of the operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: a chart showing different types of musical electronic toys, actual musical electronic toys

Day 2: a video showing different musical electronic toys (piano, phone, and others)

Day 1**Topic: Musical electronic toys****Objectives**

During the lesson, learners will:

- name the different musical electronic toys
- talk about the pictures of musical electronic toys shown in their reader
- play with different musical electronic toys

Skills to be developed

- Naming
- Discussing
- Playing

Learning activities

1. The teacher displays a chart showing different musical electronic toys. Learners name the different

toys seen on the chart.

2. In groups, learners talk about the pictures of the different musical electronic toys shown in their readers on page 36.
3. The teacher assists the learners to play with the different musical electronic toys placed in their play areas. Learners are shown how to manipulate the toys.
4. Learners take turns to play with the different electronic toys in their play areas. The teacher moves around assisting with sharing and manipulation of the toys.
5. Learners listen to one of the learners playing on the musical electronic toy piano.

Day 2**Topic: Musical electronic toys****Objectives**

During the lesson, learners will:

- name the different musical electronic toys
- select all musical toys from a given selection of pictures
- draw a circle around all pictures of musical toys

Skills to be developed

- Selecting

- Classifying
- Drawing

Learning activities

1. Learners name the different musical electronic toys shown on the chart and from a selection of real toys on display.
2. Learners read the pictures of different electronic toys shown in

their workbook on page 36. They name the toys.

3. As individuals, the learners identify and circle all musical toys from a selection of toys given.
4. Learners answer the teacher's questions based on naming the musical toys shown in the workbook.

Assessment

	Yes	No	Sometimes
Is the learner able to name the different musical electronic toys?			
Is the learner able to talk about the pictures shown in his or her reader?			
Is the learner able to play with different musical electronic toys?			
Is the learner able to select all musical toys from the pictures?			
Is the learner able to draw a circle around all pictures of musical toys?			

Aims

To help learners:

- develop an understanding of the ICT operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: different electronic toys and devices

Day 2: ICT toys, crayons

Day 1**Topic: Control of toys and devices****Objectives**

During the lesson, learners will:

- a) name the different electronic toys
- b) talk about the pictures shown in their readers
- c) control the movement of the different electronic toys and devices

Skills to be developed

- Naming
- Discussing
- Controlling

Learning activities

1. The learners identify and name the different toys placed on their tables.
2. In groups, learners talk about the pictures demonstrating controlling of a toy shown in their readers on page 37.
3. The teacher assists the learners

to control the movement of the different toys in their play areas either manually or electronically.

4. Learners take turns to control the movement of different toys in their play areas. The teacher moves around assisting with sharing and control of the toys.

Day 2**Topic: Colouring****Objectives**

During the lesson, learners will:

- a) name the different toys
- b) select a favourite toy and colour it

Skills to be developed

- Naming
- Selecting
- Colouring

Learning activities

1. Learners name the different toys and devices on display. Each learner tells a friend what their favourite toy is.
2. In pairs, learners talk about the pictures of different electronic toys shown in their workbooks on page 37. They name the toys and then

- select their favourite toys from the ones in the pictures.
3. As individuals, the learners
4. Learners show each other their work.
- colour their selected favourite toys.

Assessment

	Yes	No	Sometimes
Is the learner able to name the different electronic toys?			
Is the learner able to talk about the pictures shown in his or her reader?			
Is the learner able to control the movement of the different electronic toys and devices?			
Is the learner able to name the different toys?			
Is the learner able to select a favourite toy and colour it?			

Aims

To help learners:

- develop an understanding of the operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution to a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: different electronic toys and devices

Day 2: different electronic toys and devices

Day 1**Topic: Robotics****Objectives**

During the lesson, learners will:

- a) talk about the pictures shown in their readers
- b) visit specific locations using a floor robot on a floor map

Skills to be developed

- Discussing
- Controlling

Learning activities

1. The teacher talks to the learners about the pictures of controlling toys on a floor map shown in their reader on page 38.
2. The teacher assists the learners to control the movement of the different toys in their play areas manually through floor maps provided in each play area.
3. Learners take turns to control the

movement of different toys in their play areas. The teacher moves around assisting with sharing and control of the toys on the floor maps.

Day 2**Topic: Robotics****Objectives**

During the lesson, learners will:

- a) recite a rhyme
- b) take a toy to its route through matching
- c) visit specific locations using a floor robot on a floor map

Skills to be developed

- Matching
- Controlling

Learning activities

1. Learners recite the playtime rhyme.
I am going to play
Play, play, play
I am going to play
Play, play, play
We are going to play
Play, play, play
We are going to play
Play, play, play
My friends and I
We will play, play, play

My friends and I
We will play, play, play.

2. Learners talk about the pictures of different toys shown in their workbooks on page 38. They identify the toys and match the toys with their routes on the right.
3. As individuals, learners draw a line

from the left to the right matching the toy and its home.

4. Learners take turns to control the movement of different toys on floor maps in their play areas. The teacher moves around assisting with sharing and control of the toys on the floor maps.

Assessment

	Yes	No	Sometimes
Is the learner able to talk about the pictures shown in his or her reader?			
Is the learner able to visit specific locations using a floor robot on a floor map?			
Is the learner able to take a toy to its home through matching?			

Aims

To help learners:

- develop an understanding of the operating skills required to play with electronic toys
- operate ICT tools to achieve specific tasks
- create a computer based solution a given problem

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: different electronic toys and devices

Day 2: different electronic toys and devices

Day 1**Topic: Robotics****Objectives**

During the lesson, learners will:

- discuss the different tasks that can be performed by robots
- talk about the pictures shown in their readers
- identify the tasks that robots can do
- role play the use of scratch programming (cell phones)

Skills to be developed

- Discussing
- Identifying
- Role-playing

Learning activities

1. The teacher shows learners a video of the different functions of robots, for example, automated machines and automatic doors. This is followed by a discussion on the different tasks

that can be performed by robots.

2. The teacher explains to the learners about the pictures of robots shown in their readers on page 39. Learners describe what is happening in the different pictures.
3. Learners role play the use of scratch programming in their play areas.

Day 2**Topic: Robotics****Objectives**

During the lesson, learners will:

- talk about the pictures of the robots
- match robots
- role play the use of ATMs

Skills to be developed

- Discussing
- Matching
- Role-playing

Learning activities

1. Learners talk about the pictures of the robots shown in their workbook on page 39. They identify the matches for the different robots.
3. As individuals, learners draw a line from the left to the right to match activity with robot.
4. Learners answer questions on the written exercise.

Assessment

Name of child	Are learners able to discuss the different tasks that can be performed by robots?	Are learners able to talk about the pictures shown in their reader?	Are learners able to identify the tasks that robots can perform?	Are learners able to role play the use of scratch programming (cell phones)?	Are learners able to talk about the pictures of the robots?
Masimba					
Danai					
Mutsa					

Aims

To help learners:

- develop an understanding of the operations of robots
- operate ICT tools to achieve specific tasks

Source of matter

ECD B Syllabus page 5 and 8

Suggested learning materials

Day 1: a video of robots in action e.g Robo-Cop

Day 2: a chart showing different types of robots

describe what is happening in the different pictures and tell the story.

4. Learners dramatise the robot story in their groups.
5. Learners should be given an opportunity to go on an educational tour of some robotic places such as ATMs.

Day 1**Topic: Robotics****Objectives**

During the lesson, learners will:

- a) identify the different robot videos
- b) answer questions about a robot story shown in the pictures
- c) dramatise the robot story

Skills to be developed

- Identifying
- Question answering
- Dramatising

Learning activities

1. Learners identify the different robot videos that they know.
2. The teacher shows learners a video of robots in action, such as Robo-Cop.
3. In pairs, learners talk about the picture story of robots shown in their readers on page 40. Learners

Day 2**Topic: Robots****Objectives**

During the lesson, learners will:

- a) colour the drawing of a robot (ATM)
- b) talk about the function of ATM machines

Skills to be developed

- colouring
- discussing

Learning activities

1. Teacher generates a discussion on the different types of robots shown on the chart. Learners name the robots and identify their functions.
2. As individuals, learners colour a drawing of an ATM in their workbook on page 40.
4. Learners tell each other about the functions of the ATM.

Assessment

Name of child	Are learners able to identify the different robot videos?	Are learners able to answer questions about a robot story shown in the pictures?	Are learners able to dramatise the robot story?	Are learners able to colour the drawing of a robot (ATM)?	Are learners able to talk about the function of ATM machines?
Siphilisiwe					
Rachel					
Irene					
Casper					

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ECD B ICT Teacher's Guide

- is written in line with the new curriculum developed and prepared by the Ministry of Primary and Secondary Education (**new curriculum 2015-2022**)
- is logically and sequentially arranged to help the teacher to effectively and efficiently deliver the intended lessons
- explicitly and clearly guides the teacher on how to execute lessons as per the new curriculum requirements
- has clear guidelines on execution of theory and practical activities in areas such as drawing, programming and designing
- tallies very well with the learners' book and workbook
- empowers the teacher with skills and expertise in using the book
- the book 's layout lessens the teacher 's burden in executing the lessons the book gives room to the teacher to collect materials for the lessons and experiments with children
- structure of the book is easy to understand and use
- provides functional and useful background information to guide learners acquire knowledge through the child centred methodologies
- topics have been well arranged in a manner which allows a good flow of lessons for better comprehension of skills and concepts by learners
- has assessment activities at the end of each chapter to guide the teacher in assessing learners' progress.

**Approved by the Ministry of Primary and Secondary Education,
August 2017**

ISBN 978-9-7974-7299-0



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