

TOP CLASS TEACHERS` GUIDING NOTES FOR TEACHERS



IMPORTANT PUBLICATION TO TEACHERS, ADMINISTRATORS AND PROPRIETORS OF NURSERY SCHOOLS & DAY CARE CENTRES IN UGANDA IN HIGHLIGHT OF THE LEARNING FRAMEWORK-FOR THE ECD.

[The Monitor \(Kampala\)](#)

Uganda: New Curricula for Nursery
By Jane Nafula

The honeymoon for proprietors of Nursery schools and Day Care Centres, which have been managing their own affairs and giving information of their choice to young brains in the name of teaching has come to an end.

The National Curriculum Development Centre (NCDC) has developed a learning framework for Early Childhood Development (ECD), which teachers and caregivers in all pre-primary and Day Care Centres will have to adhere while instilling different life skills and knowledge into children.

LESSON NOTES FOR LEARNING AREA 2 **(LANGUAGE DEVELOPMENT I)** **TOP CLASS TERM I**

WEEK I (Vocabulary words to consider)

Home	School	Food	Animals
Television	book	banana	Cat
bed	box	fish	Cow
spoon	boy	apple	Dog
cup/mug	girl	milk	Rabbit
tree	bag	tea	goat
bag	pencil	water	pig
house			hen
axe			duck

Activities

- Identifying the first letter sound of the words
- Reading words with proper pronunciation.
- Drawing pictures for the words.
- Circling the word for the picture.
- Writing words correctly.
- Matching words to the pictures

WEEK II

Vocabulary to consider

Home	School	Food	Animal
flower	pencil	milk	rabbit
broom	table	tomato	goat
stool	broom	cassava	snake
table	cupboard	water	pig
chair	teacher		duck
carpet			

Suggested developmental activities

- Reading words with proper pronunciation
- Drawing pictures for the words.
- Matching words to the pictures.
- Tick the word for the picture.
- Fill in the missing letter

WEEK III**(New words to consider)**

Home	School	Food	Animals
plate	ruler	water	rabbit
knife	duster	tea	goat
	cupboard	milk	snake
	teacher	juice	duck

Suggested developmental activities

- Pronouncing the words correctly
- Matching words to pictures (oral)
- Identifying the first letter sound.
- Drawing pictures for the words.
- Naming pictures.
- Underline the correct word for the picture.

WEEK IV**Suggested developmental activities**

- Pronouncing the words correctly.
- Identifying the words
- Drawing pictures for the words.
- Naming pictures.
- Forming phrases.

WEEK V**New words.**

- dress
- mummy

- daddy
- Peter
- Jane
- toy car
- pot
- egg
- shop
- cupboard
- and
- broom
- doll
- duster
- chalk

Suggested developmental activities.

- Pronouncing the words correctly.
- Identifying the words
- Forming phrases orally.
- Drawing pictures for the words.
- Writing phrases for pictures
- Completing phrases

WEEK VI

I can read simple words and sentences.

- Suggested activities
- Reading words correctly.
- Reading phrases
- Forming sentences to pictures.
- Listen and write.

WEEK VII

Introduction of new words from Ladybird 2a and b. her, is, you, I, for, like, no, Peter's, Jane's, toy shop, likes, toys, yes, doll, tree, sweet, some, jump

Suggested developmental activities.

- Pronouncing words correctly
- Constructing sentences orally.

	<ul style="list-style-type: none"> - Writing sentences to the pictures. - Completing sentences correctly. - Make sentences using the given words.
	<p>WEEK VIII</p> <p>Introduction of new words from Ladybird 3a. Play, up, at, on, down, boat, see, me, cake, please, train, station, with, that</p> <p><u>Suggested developmental activities.</u></p> <ul style="list-style-type: none"> - Pronouncing new words correctly. - Tick the word with the correct spelling. - Listen and write - Make sentences for the given words. - Completing sentences correctly.
	<p>WEEK X.</p> <ul style="list-style-type: none"> - Revision - Constructing sentences using learnt vocabulary. - Drawing pictures for learnt vocabulary. - Identifying learnt vocabulary by; - Understanding, ticking, circling, crossing, ringing, etc. - Forming phrases. - Completing sentences.

**LESSON NOTES FOR LEARNING AREA 2
(LANGUAGE DEVELOPMENT I)
TOP CLASS TERM II**

WEEK II

Introducing "has"

Activities

- Read and write the word correctly.
- Form sentences using "has" orally.
- Draw pictures for the sentences.
- Listen and write sentences.
- Make sentences using the word "has".
- Writing sentences from the substitution table.

Sam	has	a duck.
The dog		two cows.
Dad		an apple.

WEEK III

Introducing "have".

Activities

- Read and write the word correctly.
- Form sentences using "have" orally.
- Draw pictures for the sentences.
- Listen and write.
- Make sentences.
- Write sentences from the substitution table.

I	have	an apple.
We		a toy car.
You		a dress.
They		a book.

- Forming and writing sentences from the table.
- Drawing pictures for sentences.
- Completing sentences.

WEEK IV

❖ Introducing structural patterns with "This" and "that"

Activities.

- Pronouncing the word "this" correctly.
- Writing sentences.
- Drawing pictures for sentences.
- Writing sentences for pictures.
- Tick the word with the correct spelling.
- Introducing structural pattern "that"

Activities

- Pronouncing the word "that" correctly.
- Writing sentences.
- Drawing pictures for sentences.
- Writing sentences for pictures.
- Introducing new words, his, our, their, her, my and you.
- Making sentences using possessive nouns.

WEEK V

❖ Introducing new words from Ladybird 4a. make, she, draw, us, off, there, children, be, then, things, puts, work, away, horse, milk.

Activities

- Pronounce words correctly.
- Write sentences using words.
- completing sentences
- Building words using single letter cards.
- Reading and drawing pictures.
- Completing the story.
- Finding the missing letters.

WEEK VI

Introducing new words

can, jump into, we, to, go, yes, sweets, home, his, fire, big, keep, little, my, her, two

Activities.

	<ul style="list-style-type: none"> - Pronounce words correctly. - Listen and write - Find missing letters. - Construct sentences - Building up words. - Drawing pictures. - Completing sentences. <p>WEEK VII</p> <p>❖ Introducing new words.</p> <p>❖ Want, no, some, for, yes, farm, horse, thank, cows, him, what, do, all, sea, game</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Pronounce the words. - Listen and write. - Construct sentences using given words. - Find the missing letter. - Building up words. - Completing sentences.
	<p>WEEK VIII</p> <p>Introducing words from Ladybird 4b, games, DANGER, or, fire, stop, off, away, children, not, big, little, my, things, away, puts</p> <p><u>Activities.</u></p> <ul style="list-style-type: none"> - Pronouncing words. - Use words in sentences orally. - Listen and write words and sentences - Fill in missing letters. - Complete given sentences. - Building up words.
	<p>WEEK IX</p> <p>❖ Introducing new words from Ladybird please, station, train, rabbits, that, help, away, go, that</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Pronouncing words correctly.

	<ul style="list-style-type: none"> - Writing words and sentences - Finding missing letters. - Write words correctly. - Listen and write. - Completing sentences.
	<p>WEEK X</p> <p>❖ Introducing new words from Ladybird. Police, give, red, was, school, bus, man</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Pronouncing words correctly. - Writing words and sentences. - Find missing letters. - Write words correctly. - Listen and write. - Completing sentences.
	<p>WEEK XI</p> <p>❖ Introducing new words “yes” and “no”</p> <p><u>Activities</u></p> <p>Use of “Yes”</p> <ul style="list-style-type: none"> - Pronouncing words correctly. - Writing sentences for the pictures. - Constructing sentences. - Completing sentences - Answer correctly. <p>Introducing use of “No”</p> <ul style="list-style-type: none"> - Pronounce the word correctly. - Introducing “No” in sentences. - Writing sentences using “Yes” and “No”. - Answer correctly-orally and written. - Complete given sentences.
	<p>WEEK XII</p> <p>Introducing prepositions on, in, near, under, over.</p>

Activities

- Pronounce the words correctly.
- Draw pictures for sentences.
- Listen and write sentences.
- Fill in the prepositions given correctly.
- Underlining prepositions in sentences.
- Sentences for the given prepositions.

LESSON NOTES FOR LEARNING AREA 2 (LANGUAGE DEVELOPMENT.D) TOP CLASS TERM III.

WEEK I.

❖ Revision of prepositions on, under, near, in, over

Activities

- Pronounce the words correctly.
- Forming sentences using the prepositions orally.
- Construct sentences using the words.
- Drawing pictures.
- Find the missing preposition.
- Completing the sentences with the correct prepositions

WEEK II.

Introducing the use of "want" and "wants".

Activities

Pronounce the words correctly.

Forming new sentences from the substitution table.

Find the missing letter.

Using the given words to make sentences.

Completing the sentences.

I We They	want	to play. eat food. drink juice.
He She Jane John	wants	to play football skip the rope eat food.

WEEK III.

Introducing plurals ending with "s"

Activities

Identifying the words.

Write the words correctly.

Reading the plurals orally.

	<p>Using plurals in sentences. Underline the plural in the sentence. Put the words into plural form. Completing sentences with correct plurals. Make sentences using the plurals.</p>
	<p>WEEK IV. Introducing verbs (Action words) Introducing doing words. Activities (Verbs ending with "ing")</p> <ul style="list-style-type: none"> - Mentioning doing words e.g. stand, draw, jump, sit) - Reading the verbs given. - Perform actions. - Drawing pictures for the words. - Cross the verb in the sentence. - Construct sentences using the verbs. - Fill in the correct verb. <p>Verb ending with double letters. Sitting, digging, cutting, pulling, mopping Activities</p> <ul style="list-style-type: none"> - Pronounce the words correctly. - Perform actions - Reading words and sentences. - Draw pictures for the verbs. - Tick the verb in the sentence. - Make sentences using the given verb. - Fill in the correct verb in the sentences. - Listen and write verbs ending with double letters. - Completing correctly. <p>Verbs ending with "e" crossed. e.g. write, ride, dance. Hide Activities</p> <ul style="list-style-type: none"> - Pronounce the words correctly. - Perform actions - Reading words and sentences.

	<ul style="list-style-type: none"> - Draw pictures for the verbs. - Ring the verb in the sentence. - Make sentences using the given verb. - Find the correct verb in the sentences. - Listen and write verbs. - Complete correctly.
	<p>WEEK V</p> <p>Introducing capital and small letters</p> <ul style="list-style-type: none"> - Writing in small letters. - Writing in capital letters. - Letter before - Letter after - Arranging letters in order.
	<p>WEEK VI</p> <p>Introducing colors, e.g. pink, black, orange, etc.</p> <p>Activities</p> <ul style="list-style-type: none"> - Pronounce the colors. - Shading the pictures. - Naming different colors. - Fill in the missing letters. <p>Introducing compound words (Getting a small word from a big word)</p> <p>- teacher -tea each teach her Flower girl - flower girl lower Headmaster- head master as</p> <p>Activities</p> <ul style="list-style-type: none"> - Pronounce the words correctly. - Listen and write the words. - Getting a small word from a big word.
	<p>WEEK VII</p> <p>Introducing animal's young ones</p>

Domestic animals.





cow	calf
cat	kitten
goat	kid
dog	puppy
sheep	lamb
hen	chick
duck	duckling
bird	nestling
pig	piglet

Activities

- Mentioning domestic animals. (Animals found at home)
- Drawing animals at home with their young ones.
- Naming the young ones.
- Completing the table for animals' young ones.
- Matching animals to their young ones.
- Listen and write animal's young ones.

WEEK VIII

Introducing picture sequences (Finding the picture number)

(1) 	(4) 
(3) 	(2) 

Activities

- Finding the picture number.
- Talking about pictures.
- Constructing sentences from the pictures.

Using the structural patterns.

WEEK IX

Introducing picture story (e.g.)

Nakato is a _____

She has a _____ and a _____

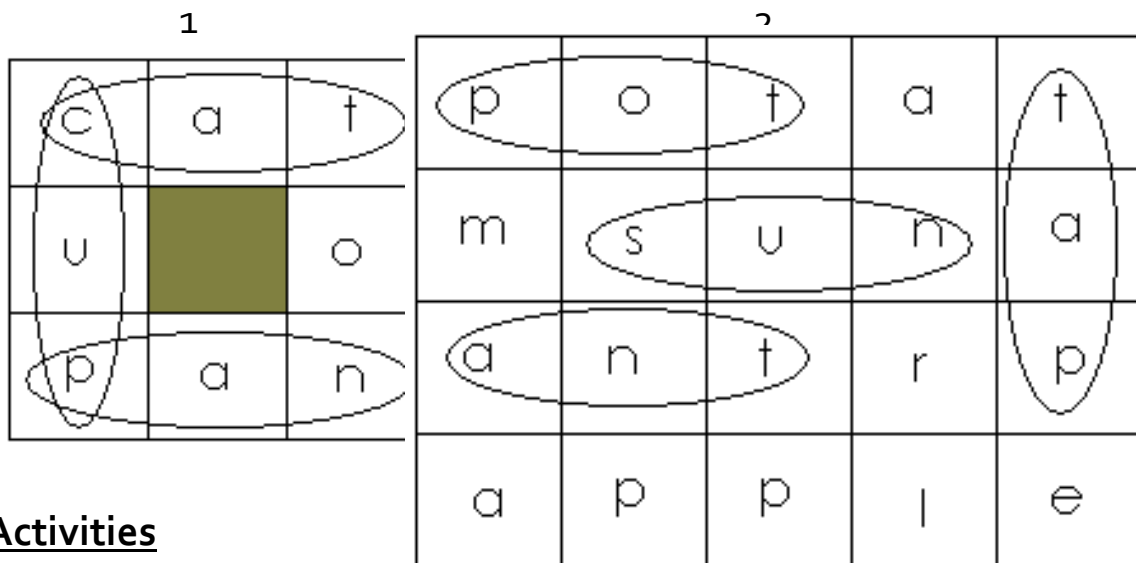
She sits on a _____ at home.

Activities

- Reading the story individually.
- Reading the story in a group.
- Reading loudly as a class.
- Answering questions from the story.
- Drawing pictures to interpret the story.
- Completing the sentence correctly.

WEEK XI

Introducing puzzles e.g.



Activities

- Identifying the words from the puzzle.
- Circling the words.
- Finding the words from the puzzle.
- Writing correct words.

WEEK XII

REVISION IN THE FOLLOWING AREAS.

- Prepositions
- Plurals.
- Verbs.
- Animal young ones.
- Colors
- Reading stories.
- Construct sentences using the given words.

**LESSON NOTES FOR LEARNING AREA 3
(HEALTH HABITS)
FOR TOP CLASS
TERM I.**

Taking care of myself for proper growth and development.

My name is _____

I am ____ years old. I am a _____ (girl, boy)

My father's name is _____

My mother's name is _____

I live/stay at _____

My school is _____

Activity

1. What is your name?

My name is _____

2. How old are you:

I am _____ years old.

I am a _____ (girl/boy)

Let the pupils talk about themselves.

3. What's your father's name?

4. What's your mother's name?

5. Where do you live/stay?

6. What's the name of your school?

Drawing and describing his/her name.

Naming my body parts

1. Reciting/singing a rhyme about body parts.
2. Naming and identifying body parts e.g. ears, toes, nose, mouth, fingers, legs, eyes, lips, etc.

Teacher leads pupils to know how many they are.

All about functions of each body part e.g.



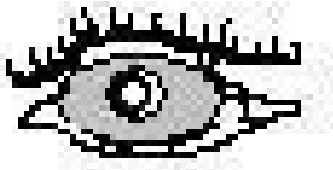

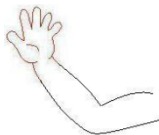





Eyes - seeing
Nose - smelling
Legs - walking, etc.

- Children should know the main function of body parts. i.e. to give shape of person.

The teacher should lead the pupils to appreciate the gifts God gave us through a song, prayer, rhyme, etc.

Activity

1. Teach a dialogue song about body parts (oral)
2. Naming body parts.

Matching body parts to their uses.



Walking



Hearing



Seeing



Smelling



Touching

Filling in missing letters



e__r



n__se

le__



Write these words correctly.

era _____ seno _____ eey _____
 ige _____ teos _____ ngerfi _____

Caring for our body

Reciting a rhyme about the ways of caring for our body.


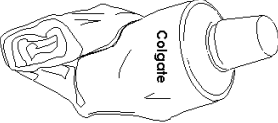

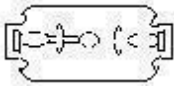
Teacher guides children and instructs them to mention the way how different body parts are cared for. e.g

Teeth - by brushing
 Fingernails - by cutting them short
 Hair - by combing, cutting, plaiting, etc.

Activity

How can you care for your teeth?

I can care for my teeth by _____

	<p>Draw these things we use to cut finger nails.</p> <p>(i) razorblades (ii) nail cutter</p>
	<p>Match correctly</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;">     </div> <div style="width: 45%;"> <p>Toothbrush</p> <p>Comb</p> <p>Razorblade</p> <p>Toothpaste</p> </div> </div> <ul style="list-style-type: none"> • Talk about the importance of keeping our body clean e.g. It makes us look smart, etc. • Talk about the dangers of cleaning the body. e.g. It causes bad smell. • I can locate the place where I live/stay
	<p>I live/stay at _____</p> <p>My village is _____.</p> <p>My home is found at _____</p> <p>Things that make up a home.</p> <p>Kitchen</p> <p>Toilet</p> <p>Bedroom</p> <p>Bathroom</p> <p>Sitting room</p> <p><u>Activity</u></p> <ul style="list-style-type: none"> • Name the things found in the kitchen e.g. saucepan, spoon, and plates.

Things found in the kitchen.



Where do we ease? (Oral)

Chairs, cupboard, table, carpet, television, (TV), radio, etc

- Write the things we find in a bedroom. e.g bed, basin, wardrobe, mattress, blanket, pillow, suitcase, etc
- Family members
- Recite a rhyme/sing a song about family members.
- Mention family members (nuclear family) e.g father, mother, sister, and brother, baby

Other family members extended family)

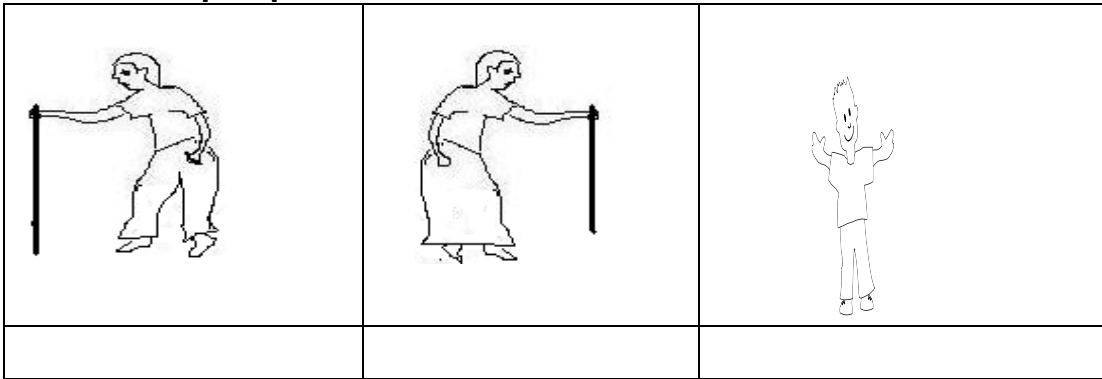
- aunt
- uncle
- cousin
- nephew
- grandfather
- grandmother

Activity

Who heads a family?

_____heads a family.

Name these people found at home.



Fill in the missing letters

f _ ther m _ ther si _ ter br _ ther

Color these family members

Animals found at home.

- pig
- goat
- dog
- sheep
- cow
- rabbit

Activity

Write these words correctly.

pgi - _____

gdo - _____

oatg- _____

atc - _____

woc - _____

eepsh- _____

bbitra- _____

Read and draw

pig	dog	cow	sheep	rabbit	cat

Fill in missing letters.

sh__p go__t c__w rab__it c__t

- Telling the role of each of the animal found at home.

Birds found at home. e.g. duck, hen, turkey

Activity

Read and draw the birds.

What does the hen give us?

Fill in the missing letters.

h__n d__ck tu__key

Roles of family members

Tr. guides the children to discuss and discover the roles of different member's e.g.

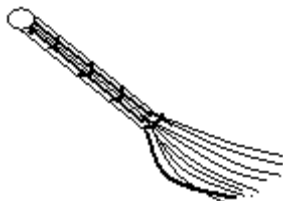
Mother	Father	Children
<ul style="list-style-type: none">• Cooks food• feeds the baby• Cleans-the home	<ul style="list-style-type: none">heads a familyBuys food	<ul style="list-style-type: none">• Mop the house• Sweepthe compound• Wash dishes• Mops the house

Activity

Pupils' role play

- Draw Mummy cooking food

Name the things we use to clean the home.





Domestic animals which are not eaten.

Dog

Cat

Use of animals (Things we get from domestic animals)

Cow	-	milk, meat, dung, skin
Goat	-	meat, milk, skin
Dog	-	keeps/guard's homes, it is a pet
Sheep	-	milk, wool, manure
Cat	-	eats rats, it is a pet

Activity

- Which animal guards the home? _____

Match correctly

Cow wool

Dog milk

Sheep guards our homes

Which animals eats rats from the house? _____

Animals used for transport

Donkey }
Horse } For carrying people and things. They are also used as
pets.
Camel

Lesson nine

Uses of birds. (Things we get from birds)

Hen	-	eggs, chicken, manure
Duck	-	eggs, meat
Turkey	-	eggs, meat

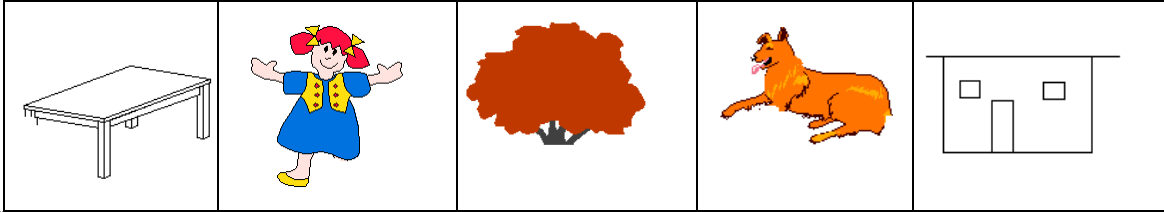
Activity.

Draw these things we get from a hen.

Eggs chicken

Lesson ten

Fill in the missing parts



LESSON NOTES FOR LEARNING AREA 3 (HEALTH HABITS) FOR TOP CLASS TERM II

WEEK I AND II

- a. Taking care of myself for growth and development.
 - (i) Keeping healthy and practicing good health habits.

Suggested developmental activities

- Naming food eaten at home and at school.
- Identifying good food to be eaten. (oral work)
- Identifying sources of food e.g. garden, markets, shops, lakes, etc.
- explaining importance of eating clean fresh foods and safe drinks.
(Oral work)
- Explaining the importance of washing hands before after eating food. (Oral work)
- Talking about foods that make up a balanced diet. (Oral work)
- Identifying foods that are not eaten. (Oral work)
- Singing songs, reciting rhymes and telling stories. (Oral work)
- Drawing and coloring foods.
- Modeling and pasting types of foods. (Practical)
- Modeling and pasting types of foods. (Practical) Making scrap books about foods and drinks. (Practical)

WEEK III AND IV

- Taking care of myself for proper growth and development.
 - (i) Caring for my body.

Suggested developmental activities.

- Naming clothes we wear.
- Drawing types of clothes and coloring them.
- Explaining the importance of wearing clothes.

- Role playing the safety of keeping clothes.
- Cutting out types of clothes and displaying them
- Matching clothes to definite parts.
- Displaying types of clothes according to color, size and sex.
- cutting and sticking
- pasting with cereals
- Painting cut outs

WEEK V AND VI

Interacting with exploring, knowing and using my environment.
Exploring and knowing my immediate environment.

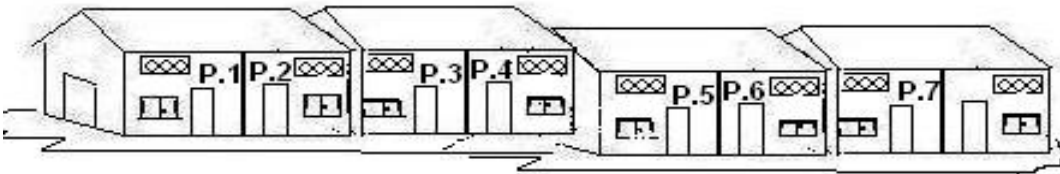
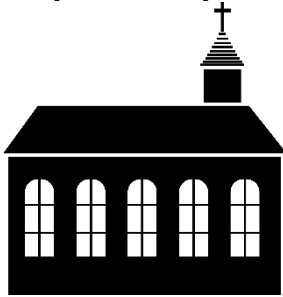
Suggested developmental activities.

- Planting, watering and caring for seedlings.
- Telling uses of plants, foods, fruits and flowers. i.e.
 - for decoration
 - medicine
 - wood
 - firewood
 - manure
 - shade
 - shelter, etc.
- Observing pictorial environment messages/signs e.g. Keep off the grass.
- To have a field trip to watch the nature of plants.
- Drawing plants
- Naming plants
- Creating a class garden with vegetables.
- Singing and reciting compositions about plants.

WEEK VII AND VIII

Knowing and appreciating important places in my environment.

Important places



Suggested developmental activities

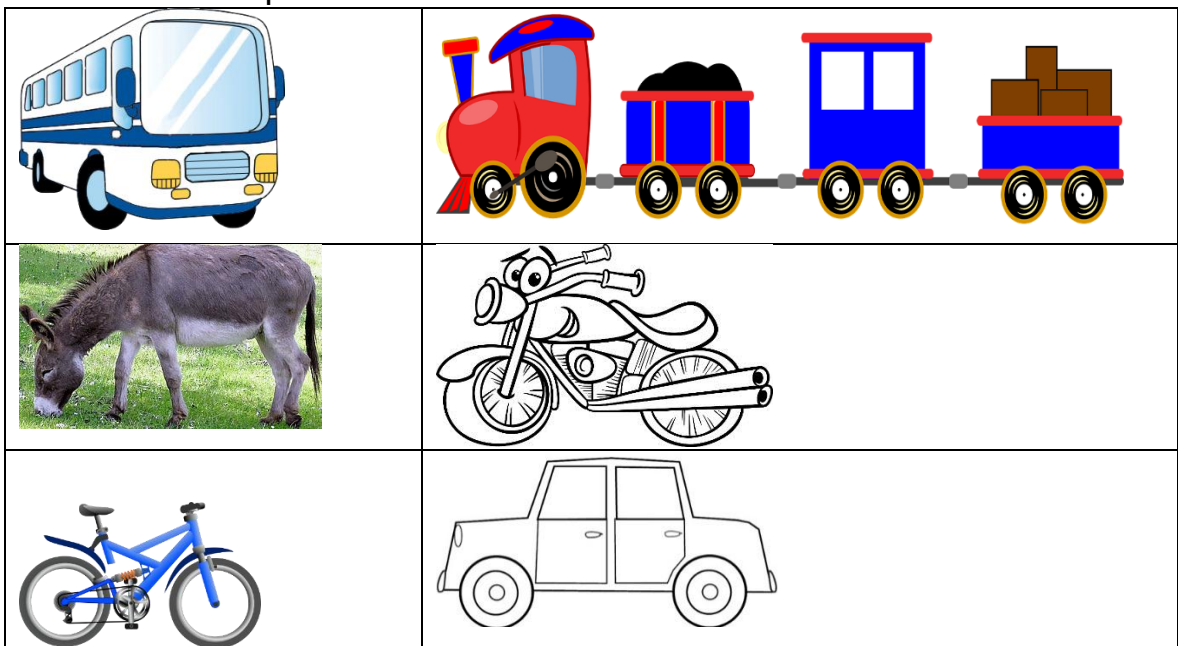
- Naming important places around home and school. e.g.
 - police stations
 - clinics
 - hospitals
 - churches
 - markets
 - mosques
 - Schools, etc.
- Talking about importance of places.
- Naming people found in each place.

- Role playing/dramatizing activities done at each place.
- Carrying out educational visits to the mentioned places.
- Telling stories/news.
- Listening to a resourceful person.
- Drawing important places.

WEEK.IX

Experimenting and understanding the concept of movement in the environment.

Means of transport.



Suggested developmental activities.



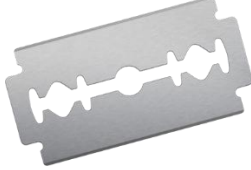



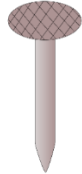
- Naming things/means we use for transport. e.g.
 - bicycles,
 - cars,
 - trains,
 - buses,
 - motorcycles,
 - wheel barrows,
 - donkeys,
 - aero planes,
 - Boats, etc.

- Talking about different ways of transport e.g.
- road transport
- water transport
- air transport
- Rail transport.
- Identifying common means in and around the environment.
- Modeling, drawing, coloring everyday means.
- Singing and reciting rhymes related to transport.
- Talking about the zebra crossing and people who help us to cross the road. e.g.
 - traffic officers
 - older people
 - parents
 - traffic lights
 - older children
- Talking about different kinds of road e.g. tarmac roads, feeder roads,
- Marrum roads, main roads.
- Modeling
- Demonstrating

WEEK X

- Identifying dangers and taking precautions of keeping safe and avoiding accidents.

Dangerous objects.

Suggested developmental activities

- Talking about dangerous things in our environment e.g.
 - sharp objects
 - open dug holes
 - medicine
 - broken things
 - snake bites
 - poisonous foods/drinks
 - open/broken electric wires
 - pot holes,
- Talking about first aid and what should be done to common accidents.
- Drawing and naming dangerous things.
- Talking about safety rules.

- Watching films
- Singing and reciting poems
- Role playing situations about accidents.

People I stay within the environment

Teacher guides pupils to recognize and identify people in different types of environment. i.e.

- school
- home
- community

People found at school



- head teacher
- teachers
- cleaners
- cooks
- guards, bursar
- secretary, etc.

Activity

Who is your head teacher?

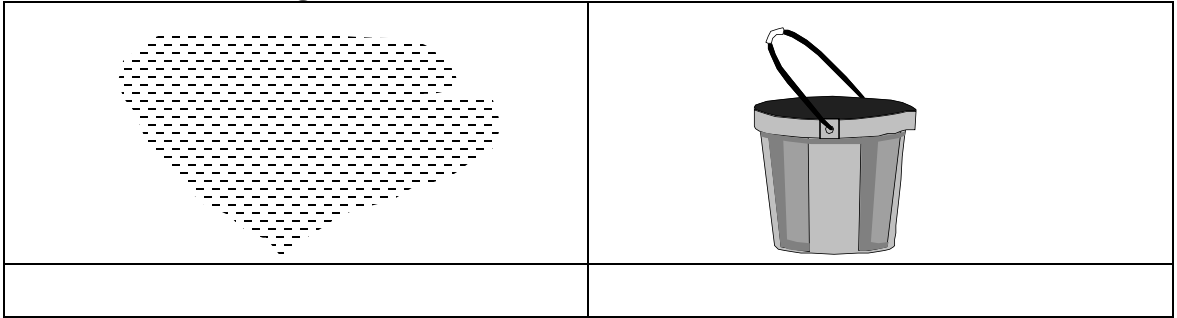
What is the name of your class teacher? (Oral)

Who are your teachers? (Oral)

Where do we find the guards? (Orals)

What is the color of your school uniform?

Name these things



Where do we find cooks?

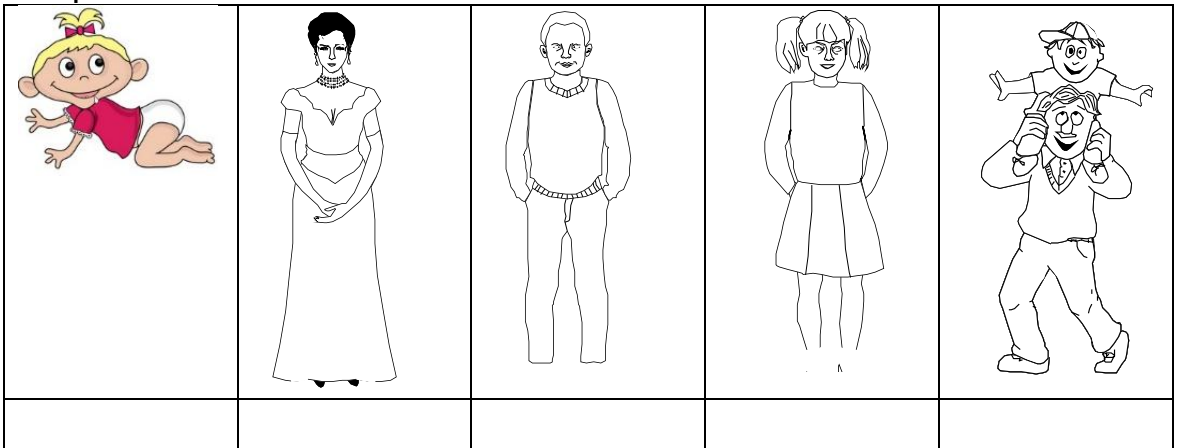
Fill in the missing letters.

te__cher

c__ _ k

gu__rd

People found at home



- father
- mother
- sister
- brother
- baby, etc.
- Mention all family members

Activity

- Drawing people at home
- Naming people at home
- What is your father's name?
- What is your mother's name?

Write these words correctly.

therfa _____ mthero _____ stersi _____

Where do you live?

People found in the community.

our community

- doctor
- driver
- nurse
- farmer
- carpenter
- mechanic
- shopkeeper, etc.

Activity

Let children role play different people in the community

- What does the doctor do?
- Who sells things in the shop?
- Draw a farmer in the garden

	<p><u>Match correctly</u></p> <p>Doctor shop</p> <p>Farmer hospital</p> <p>Shop-keeper garden</p> <ul style="list-style-type: none"> Talking about acceptable behaviors using appropriate language <p>Can be done through</p> <ul style="list-style-type: none"> requests (oral) Apologizing (Oral) responding to when called (Oral) Inquiring about things. (Oral) Obeying and following notes. (Oral) Asking for permission. (Oral) Playing games that show good behaviors. (Oral) Playing imaginary situations with others, (Oral)
	<p><u>Activity</u></p> <ul style="list-style-type: none"> Role playing Telling news Playing games <p><u>My daily practices</u></p> <p>Sing a song about routine</p>
	<p>Guide learners to mention actions they perform e.g.</p> <ul style="list-style-type: none"> sweeping mopping dusting cleaning combing

- drawing
- writing
- playing, etc.

Activity

Read and draw the actions

Sweeping	Cleaning	mopping

Activity

Drawing and painting freely according to what is given e.g.

- Playing in the garden
- at the market
- my school
- my birthday

N.B: Teacher should provide all the necessary materials.

Modeling with clay

- Children should model different things found in the environment e.g. cars, radios, etc.
- Pasting pictures with seeds, bananas, fibers, papers, etc.
- Teacher should guide children when they are pasting.
- Using the sense of touching and feeling to describe things and situations.

Things which are soft

- mattress
- sweater, etc.

Things which are hard

- stone

- table, etc.

Activity

Mention examples of soft things

Give examples of hard things

Things which are smooth.eg

- skin
- baby, etc.

Things which are rough. e.g.

- Floor
- Soil, etc.

Things which are heavy. e.g.

- Stones
- Salt, etc.

Things which are light. e.g.

- cotton
- clothes,
- feathers, etc.

Examples of hot things

- hot tea
- hot milk
- hot food

Examples of cold things

- cold food
- ice cream
- cold water
- cold milk

Activity

Learners should sort objects into different forms.

- Playing
- guess games
- water play
- sand play

- Playing with different textures e.g. sand, flour, etc.
- Comparing things according to different attributes. e.g.

Comparing and sorting pupils into two groups based on a particular criterion. i.e.



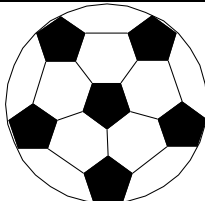






Big - small

Tall - short

Activity

- pupils sort objects
- pupils compare objects

Arranging things into 3 groups dimension and describing the relations. i.e.

Big	bigger	biggest
		
Long	longer	longest
		
Tall	taller	tallest
		

Activity

- Arranging things into 3 group's dimension.
- Describing relation.
- Answering questions.

Lesson eight

Describing positions using the vocabulary

- near
- far
- out
- under
- up
- down

Using near and far



Where is the tree?

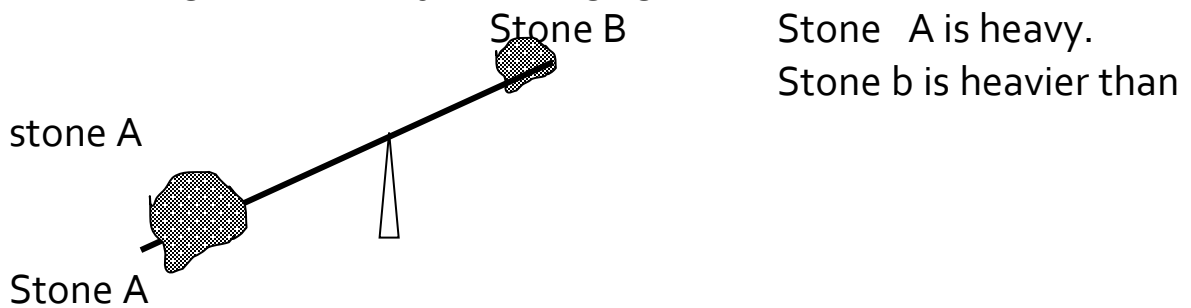


Leaf A is _____ away from leaf B

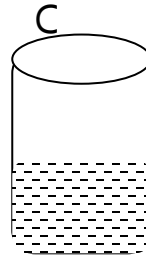
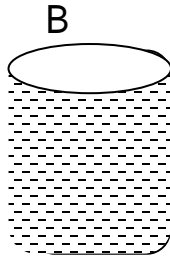
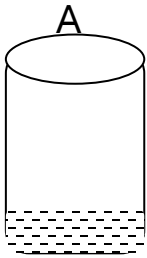
Activity

- Answering questions correctly
- describing positions
- play games

Comparing concrete objects using light, heavy, heavier



Comparing capacity (Using empty/full)



Glass B has more water than glass _____




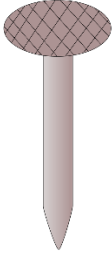
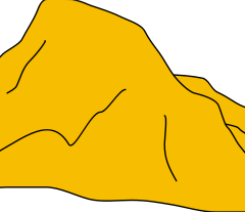
Glass A is _____

Glass B is _____










Comparing length (Using longer, shorter, wider, tall, short)

Revision questions


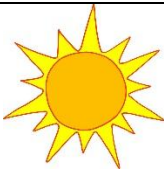






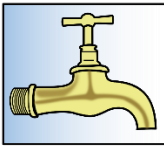
draw and write

		
Stone	Pin	Stick
		
Bean	Nail	Sand

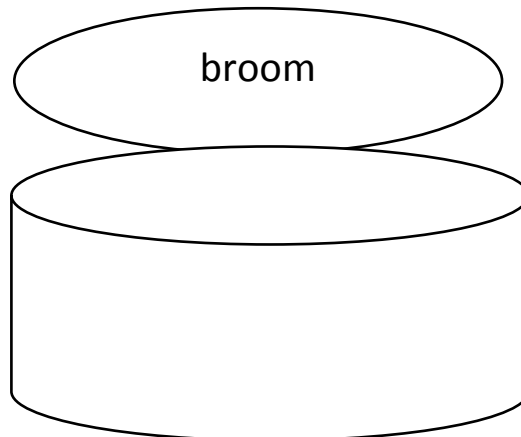
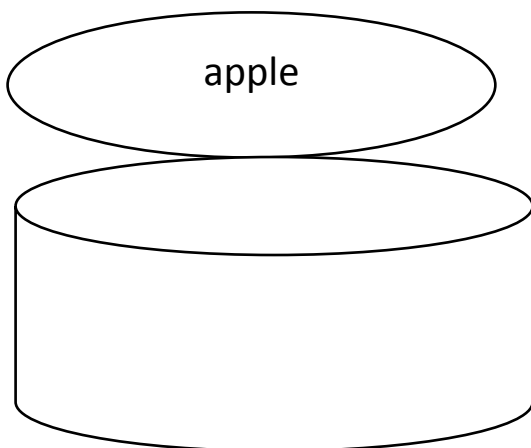
circle the right word

	note	nose
	hut	head
	eye	egg
	tongue	tank
	lip	leg
	teeth	tap
	mouth	mat
	fish	fingers
	eat	ear

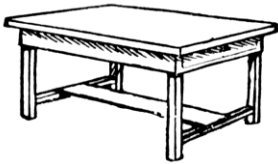

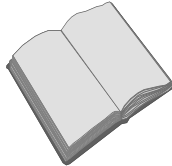


fill in the missing sounds

 m__t	 s__n	 p__t
 b__ll	 b__x	 t__n
 c__p	 tre__	 t__p

Read and draw.



Name these

				
				
Stool	bed	book	chair	table

Shade a book and an umbrella



LESSON NOTES FOR LEARNING AREA 3 (HEALTH HABITS) FOR TOP CLASS

TERM III

Lesson one.

People we stay within the environment.

Teacher guides pupils to recognize and identify people in different types of environment. i.e.

- school
- home
- community

People found at school.

- headteacher
- teachers
- cleaners
- cooks
- guards, bursar
- secretary, etc.

Activity.

Who is your headteacher?

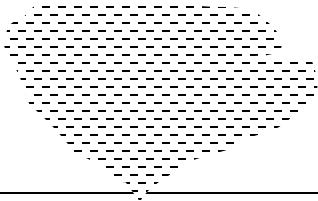

What is the name of your class teacher? (Oral)

Who are your teachers? (Oral)

Where do we find the guards? (Orals)

What is the colour of your school uniform?

Name these things.

	
.....

Where do we find cooks?

Fill in the missing letters.

te__cher c__ __k

gu__rd

People found at home.

- father
- mother

- sister
- brother
- baby, etc.
- Mention all family members

Activity.

- Drawing people at home
- Naming people at home
- What is your father's name?
- What is your mother's name?

Write these words correctly.

therfa_____ mthero _____ stersi _____

Where do you live?

People found in our community.

- doctor
- driver
- nurse
- farmer
- carpenter
- mechanic
- shopkeeper, etc.

Activity

Let children role play different people in the community

- What does the doctor do?
- Who sells things in the shop?
- Draw a farmer in the garden

Match correctly

doctor	shop
farmer	hospital
shopkeeper	garden

Talking about acceptable behaviours using appropriate language

Can be done through

- requests (oral)
- Apologizing (Oral)
- responding to when called (Oral)
- Inquiring about things. (Oral)
- Obeying and following notes. (Oral)

- Asking for permission. (Oral)
- Playing games that show good behaviours. (Oral)
- Playing imaginary situations with others, (Oral)

Activity

- Role playing
- Telling news
- Playing games

Lesson two

My daily practices

Sing a song about routine

Guide learners to mention actions they perform e.g.

- sweeping
- mopping
- dusting
- cleaning
- combing
- drawing
- writing
- playing, etc

Activity

Read and draw the actions

Sweeping

	Cleaning	mopping

Lesson three

Activity

drawing and painting freely according to what is given e.g.

- Playing in the garden
- at the market
- my school
- my birthday

N.B: Teacher should provide all the necessary materials.

Modeling with clay.

Children should model different things found in the environment e.g. cars, radios, etc.

Pasting pictures with seeds, bananas, fibres, papers, etc.

Teacher should guide children when they are pasting.

Lesson four

Using the sense of touching and feeling to describe things and situations.

Things which are soft

- mattress
- sweater, etc.

Things which are hard

- stone
- table, etc.

Activity.

Mention examples of soft things

Give examples of hard things

Lesson five.

Things which are smooth.eg

- skin
- baby, etc.

Things which are rough. e.g.

floor

soil, etc.

Things which are heavy. e.g.

stones

salt, etc.

Things which are light. e.g.

- cotton
- clothes,
- feathers, etc.

Examples of hot things.

- hot tea
- hot milk
- hot food

Examples of cold things

- cold food
- ice cream

- cold water
- cold milk

Activity

Learners should sort objects into different forms.

- Playing
- guess games
- water play
- sand play
- Playing with different textures e.g. sand, flour, etc.

Lesson six

Comparing things according to different attributes. e.g.

Comparing and sorting pupils into two groups based on some particular criteria. i.e.

big - small

tall - short










Activity

- pupils sort objects
- pupils compare objects



Lesson seven

Arranging things into 3 groups dimension and describing the relations. i.e.

Big	bigger	biggest
		
Long	longer	longest
		
Tall	taller	tallest
		

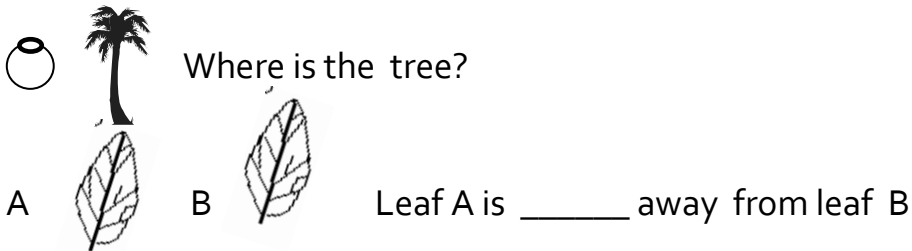
Activity

- Arranging things into 3 groups dimension.
- Describing relation.
- Answering questions.

Lesson eight

Describing positions using the vocabulary

- near
- far
- out
- under
- up
- down
- Using near and far



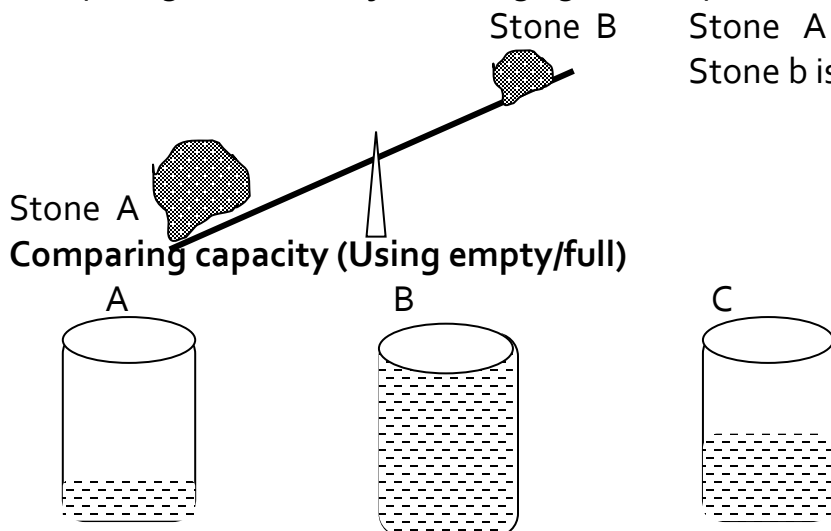
Activity

- Answering questions correctly
- describing positions
- play games

Lesson nine.

Comparing concrete objects using light, heavy, heavier

Stone A is heavy.
Stone b is heavier than stone A



Glass **B** has more water than glass _____

Glass **A** is _____

Glass **B** is _____

Comparing length (Using longer, shorter, wider, tall, short)

Lesson ten

Revision

LESSON NOTES FOR NUMBERS FOR TOP CLASS TERM I

WEEK I

Introducing number numerals 1 -10

Activities

- Singing number songs.
- Reciting rhymes.
- Number games
- Counting real objects and pictures. (orally)
- Matching numbers to pictures. Writing numbers 0 – 10 in order

WEEK II

I can recognize numerals 1- 2 0.

Activities

- Singing number songs.
- Number games.
- Counting real objects
- Counting objects.
- Counting objects and writing numbers.
- Count and write
- Drawing objects
- Tick the correct number for the pictures
- Writing numbers in order.

WEEK.III

I can recognize numerals and enumerate them.

(Application of quantitative) e.g.

$$4 \quad 2 \quad (3) = \text{apple} \quad \text{apple} \quad \text{apple}$$

$$2 \quad 3 \quad (4) = \text{bird} \quad \text{bird} \quad \text{bird} \quad \text{bird}$$

$$0 \quad (2) \quad 1 = \text{person} \quad \text{person}$$

Draw pictures for the number

$$4 = \text{apple} \quad \text{apple} \quad \text{apple} \quad \text{apple}$$

$$6 = \text{line} \quad \text{line} \quad \text{line} \quad \text{line} \quad \text{line} \quad \text{line}$$

Activities

- Counting objects
- Matching numbers to pictures.
- Drawing objects of the given numbers.
- Count and circle the number.
- Count and underline the correct number.

WEEK IV

Arranging numbers in order. e.g.

$$3, \quad 0, \quad 1, \quad 2 \quad = \quad 0, \quad 1, \quad 2, \quad 3$$

$$5, \quad 3, \quad 4, \quad 2, \quad 1 \quad = \quad 1, \quad 2, \quad 3, \quad 4, \quad 5$$

$$2, \quad 1, \quad 3, \quad 4 \quad = \quad 1, \quad 2, \quad 3, \quad 4$$

Activities

- recognition of numbers
- Counting numbers.
- Arranging numbers from the smallest to the biggest.
- Arranging numbers from the biggest to the smallest.
- Writing correct numbers.

Introducing missing numbers. e.g.

$$1 \quad _ \quad 3 \quad _ \quad 5 _ \quad 6 \quad _ \quad 8 _$$

Write the numbers after/before

3 — -- 2 6 —
— 4 8 — — 6

Activities

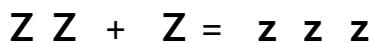
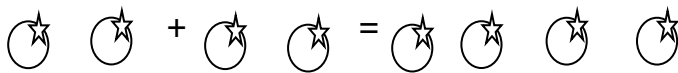
- Counting numbers.
- Writing numbers.
- Finding the missing numbers.
- Arranging numbers in order.
- writing the number after.
- Writing the number before.
-

WEEK V

Introducing of plus sign and equal sign.(I can add using objects up to 10)

Activity

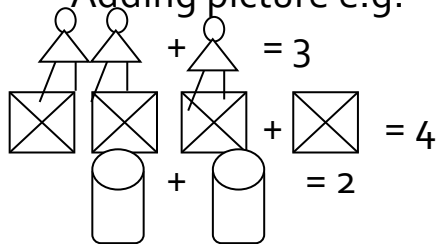
- Counting objects
- Drawing pictures
- Adding pictures
- Count, add and draw pictures e.g.



Addition of objects/pictures

Activities

- Counting objects and writing a number.
- Drawing pictures.
- Adding picture e.g.



WEEK VI

Introducing addition of numbers using pictures. (I can add objects with numbers up to 10)

Activities

- Oral work counting
- Drawing the pictures.
- Counting the pictures.
- **Adding pictures.**
- Count, add and write the number e.g.

$$\begin{array}{c} \triangle \quad \triangle \\ 2 \end{array} + \begin{array}{c} \triangle \quad \triangle \\ 2 \end{array} = \begin{array}{c} \triangle \quad \triangle \\ 4 \end{array}$$

WEEK VII

Introducing addition with balls 0 – 10.
(I can add things and numbers up to 10)

Activities

- Oral work counting
- Drawing balls on numbers.
- Counting and writing the correct numbers. e.g.

$$\begin{array}{c} \circ \circ \circ \\ 3 \end{array} + \begin{array}{c} \circ \\ 1 \end{array} = \begin{array}{c} \\ 4 \end{array}$$

$$\begin{array}{c} \circ \quad \circ \\ 2 \end{array} + \begin{array}{c} \circ \quad \circ \\ 2 \end{array} = \begin{array}{c} \\ 4 \end{array}$$

$$\begin{array}{c} \circ \\ 1 \end{array} + \begin{array}{c} \\ 0 \end{array} = \begin{array}{c} \\ 1 \end{array}$$

Addition of numbers using balls.

$$\begin{array}{r} 2 \circ \circ \\ + 2 \circ \circ \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \circ \circ \circ \circ \\ + 0 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 3 \circ \circ \circ \\ + 2 \circ \circ \\ \hline 5 \end{array}$$

WEEK 8

Introducing greater and less.

- I can show relations among things/numbers in order.

Activities

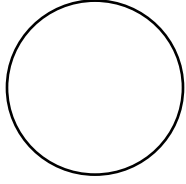
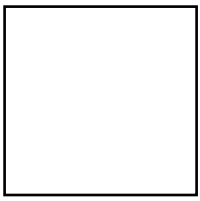
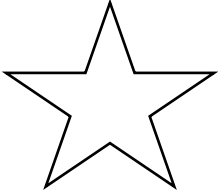
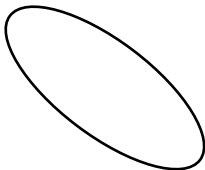
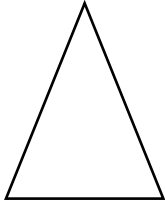
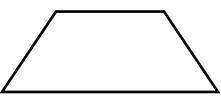
- Identify and show the greater/less number.

	<ul style="list-style-type: none"> - Tick the greater number. - Ring the greater number - Cross the greater number - Underline the greater number
	<p>Underline the less number</p> <p>5 <u>2</u></p> <p><u>1</u> 5</p> <p>3 8</p> <p><u>1</u> 4</p>
	<p>WEEK IX</p> <p><u>Introducing number before and number after.</u></p> <p>(I can recognize numbers 0 – 20)</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Identifying the number. - Writing the number after. - Writing number before. - Writing number between.
	<p>WEEK X</p> <p>Introducing shapes. (Circle, square, rectangle, triangle, oval, star)</p> <p>(I can collect objects according to stated features.)</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Identifying the shapes. - Drawing the shapes. - Matching shapes to their names. - Coloring the shapes. - Writing names for shapes. - Read and match to the shapes. -
	<p>WEEK XI</p> <p>Revision in some areas.</p> <ul style="list-style-type: none"> - Arranging numbers in order. - From the biggest to the smallest. - From the smallest to the biggest

- Find the missing numbers.
- Write the number before and after.
- Write the number between.
- Addition of numbers
- Shapes

LESSON NOTES FOR NUMBERS FOR TOP CLASS TERM II.

WEEK I

				
Circle	square	star	oval	triangle
				

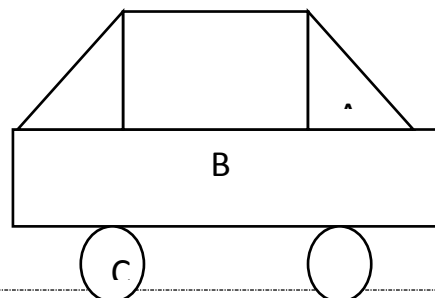
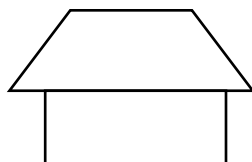
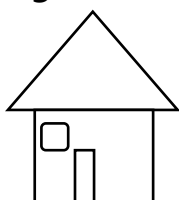
Activities

- Identifying and recognizing shapes.
- Pronouncing words correctly.
- Coloring shapes
- Matching words to pictures.
- Underline correct word for the given shape.
- Naming shapes

WEEK II

Introducing making patterns using shapes.

e.g



Activities

- Recognizing shapes.
- Forming objects using the patterns
- Drawing shapes.
- Naming shapes.
- Fill in the missing letters.

WEEK III

Introducing numerals 0 – 30

1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11, 12, 13, 14, 15, 16, 17, 18, 19, 20
21, 22, 23, 24, 25, 26, 27, 28, 29, 30

Activities

- Counting real objects
- Counting pictures orally
- Copying numbers.
- Find the missing numbers.
- Match pictures to numbers.

Finding the next number using “what”.

What number comes after?

13, ____ 15, ____ 17, ____

What number comes before?

____, 21 ____ 29 ____ 14

Arranging numbers in order. e.g.

12, 10, 11 - 10, 11, 12

20, 1, 19 - 18, 19, 20

Activities

- Counting numbers.
- Writing numbers before and after.
- Arranging numbers in order.
- Tick the greater number.
- Circle the smaller number.

WEEK IV

Introducing subtraction
(Take away using objects)

$$c c c \cancel{c} = 3$$

$$a a a a \cancel{a} = 4$$

$$\phi \phi \phi \phi = 0$$

Activities

- Counting correctly.
- Drawing objects
- Subtracting objects
- Writing the number correctly.

Take away involving numbers

$$\overset{5}{\triangle} \overset{1}{\triangle} \triangle \triangle \triangle \triangle \triangle \triangle =$$

$$\triangle \triangle \triangle \triangle \triangle \triangle \triangle \triangle$$
$$\underline{4} - \underline{2} = \underline{2}$$

Activities

- Counting correctly.
- Drawing objects.
- taking away numbers.
- Writing the number correctly.

Taking away using numbers vertically and horizontally. e.g.

$$3 - 0 = 3$$

$$5 - 2 = \underline{\quad}$$

$$10 - 4 = \underline{\quad}$$

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

WEEK V

Addition of numbers

$$1 - 20$$

Adding three numbers e.g.

$$1 + 1 + 1 = 3$$

$$4 + 2 + 4 = 10$$

$$3 + 1 + 2 = _$$

Adding vertically

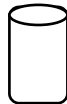
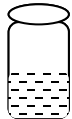
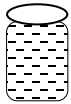
3	5	4
3	2	2
+ 1	+ 6	+ 1
7		

Activities

- Counting correctly.
- Adding numbers correctly.
- Arranging numbers.
- Drawing counters e.g. balls, sticks
- Writing numbers correctly.

WEEK VI

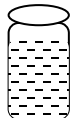
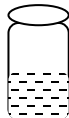
Use of full, empty, half



Activities

- Reading the words correctly.
- Filling containers with water.
- Drawing pictures.
- Identifying tins.
- Matching pictures to words.
- Cross the correct word.

Comparing using more/less



Questions

Which tin has less water?

Tin ____ has less water than tin ____.

Activities

- Reading words correctly.
- Drawing tins.
- Identifying tins
- Answering questions correctly.
- Completing the gaps correctly.

WEEK VII

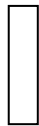
Comparing length of subjects.

(Using short, shorter, shortest)

Short



shorter

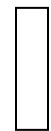


shortest



Using long, longer, longer.

A



Long

B



longer

C



longer

Ruler A is _____

Ruler B is _____ than Ruler A _____

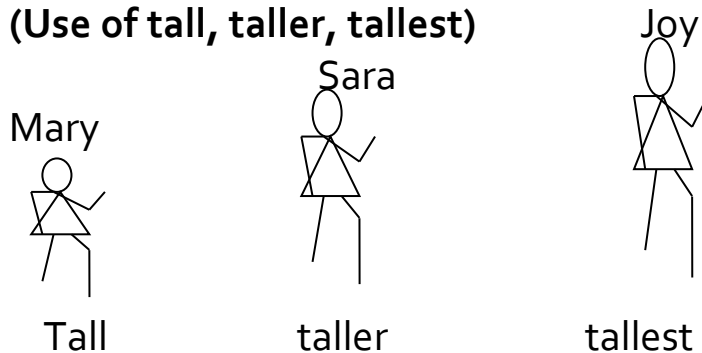
Ruler C is the _____

Activities

- Reading words correctly.
- Drawing objects
- Writing statements
- Completing statements
- Answering correctly.

Comparing of heights using different objects.

(Use of tall, taller, tallest)



_____ is taller than _____

Who is the tallest?

Activities

- Identifying the great /less number
- Finding the greater number
- Writing the greater or less number.
- Underline the greater or less number.

WEEK NINE

Introducing number words (0 – 10)

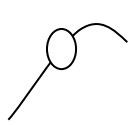
(Zero, one, two, three, four, five, six, seven, eight, nine, ten)

Activities.

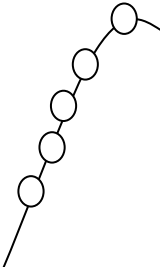
- Reading the words correctly.
- Matching words to pictures
- Drawing pictures for the number words.
- Writing words for the numbers.
- Fill in the missing letters
- Listen and write.

Introducing drawing beads.

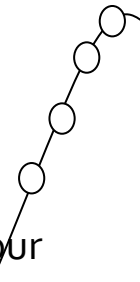
Read and draw the beads



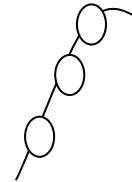
One



five



four



three

Activities

- reading the words
- Identifying the correct number for the word.
- Counting beads.
- Drawing beads.

WEEK X

Writing number words.

Count and write number in words.



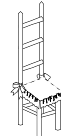
= Two balls



= _____ eggs




= _____ books



= _____ chair

Read and draw

Two balls = 

Four cups = 

Six stones = 

Seven apples = 

Activities

- Reading the words
- Counting objects
- Identifying the correct number word.
- Drawing pictures.
- Writing number words.

Read and subtract.

- 1) Two take away four equals_____
- 2) Nine take away six equals_____
- 3) Twelve take away six equals_____
- 4) Eight take away one equals_____
- 5) Shalom had eight mangoes, she gave Sharon two mangoes.
How many mangoes did shalom remain with_____?
- 6) Maria had ten books. She gave one book to Tina. How many books did Maria remain with_____?
- 7) Gloria had six brooms. She gave four brooms to Suzan. How many brooms did Gloria remain with_____?
- 8) Ofono went to the market and bought the following.

Item	price
Toy car	700/=
Sweet	50/=
Bottle	100/=
Onions	200/=
Tomatoes	200/=
Cake	300/=
Ball	900/=
Ice cream	400/=
Books	600/=
Pencils	500/=
Brooms	200/=

Answer the following questions.

- a. How much did Ofono use to buy books?

- b. How much is a sweet?

c. How much is a ball?

d. How much did he use to buy a toy car?

e. What is the price of a bottle?

f. Which item did Ofono buy at 50 shillings?

g. How much is a broom?

WEEK XI

Introducing addition of number words.e.g.

Three and two is five

$$3 + 2 = 5$$

Five and one is six

$$5 + 1 = 6$$

Two and two gives four

$$2 + 2 = 4$$

Six and one gives seven

$$6 + 1 =$$

Five plus three equals eight.

$$5 + 3 = 8$$

Zero plus ten equals ten

$$0 + 10 = 10$$

Two bananas plus one banana equals _____ bananas.

One book plus three books equals _____ books.

Activities

- Reading words
- Counting objects
- Writing number words.
- Adding numbers
- Drawing pictures

WEEK XII

Revision on all the learnt themes.

Revision questions.

1. Write these numbers in order

5 6 8 7

2 4 3 5

9 8 10 11

1. Write the number before

_____11

_____17

_____8

_____12

_____15

_____2

_____10

_____7

_____14

1. Write the next number.

4 _____

5 _____

9 _____

1 _____

3 _____

6 _____

Write numbers 1-20

LESSON NOTES FOR NUMBERS FOR TOP CLASS TERM III.

WEEK I

Addition of numbers (3 addends)

Subtraction of numbers.

Activities

- Counting numbers
- Addition of numbers horizontally
- Addition of numbers vertically.
- Subtracting numbers horizontally.
- Subtracting numbers vertically

$$\begin{array}{r} 4 \\ + 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

$$4 - 1 =$$

$$6 - 2 =$$

$$5 - 3 =$$

WEEK II

Identifying the greater number

Identifying the less number by ringing, ticking, underling and crossing.

Activities

- Counting numbers, drawing balls.
- Ringing the greater number
- Ringing the less number.
- Identifying the greater and less number by ticking, crossing or underlining.

6, 4

3, 7

	<p>WEEK III</p> <p>Introducing number words</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Counting numbers - Writing number words. - Matching numbers to number words. - Drawing pictures. - Identifying words by circling, ticking, underlining and ringing. - One, two, three, four, five, six, seven, eight, nine, ten
	<p>WEEK IV</p> <p>Word statements (addition)</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - reading mathematical statements - Reading operational signs. <p>Solving given word statements using addition.</p> <p>Six plus two equals _____</p> <p>Three plus one equals _____</p> <p>Four plus four equals _____</p> <p>Two plus five equals _____</p>
	<p>WEEK V</p> <p>Addition using number words.</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Counting - Writing words for numbers - Drawing objects for numbers - Writing numbers for words. - Adding numbers <p>1-One</p> <p>2-Two</p>

	<p>3-Three</p> <p>4-Four</p> <p>5-Five etc.</p>
	<p>WEEK VI</p> <p>Solving word problems using addition</p> <p>Explanation of the following words; plus, altogether, collected, joined, put together, how many</p> <ul style="list-style-type: none"> - reading statements and word problems - Counting and writing - Solving word problems - Drawing pictures <p>Mum had two eggs</p> <p>Sara had four eggs</p> <p>They had _____eggs altogether.</p>
	<p>WEEK VII</p> <p>Identifying the less number.</p> <p>Solving word problems by subtracting</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Counting - Drawing pictures - Identifying the less number by either crossing, ticking, underlining or ringing - Explanation of the following words; take away, remain, broken, fell down, flew away, left, how many. - Subtracting <p>Activity</p> <p>a. There were four birds on a tree. Two birds flew away. How many birds remained? _____</p> <p>b. Jane had eight eggs. Three eggs got broken. How many eggs were left? _____</p>

WEEK VIII

Addition

Subtraction

$$5 + \square = 7$$

By finding the missing number

$$\square - 3 = 2 \quad \square 7 = 10$$

Activities

- Identifying the less or greater number.
- Subtracting horizontally and vertically

$$\begin{array}{r} 5 \\ + \square \\ \hline 3 \\ 2 \end{array}$$

$$\begin{array}{r} 6 \\ + \square \\ \hline 10 \end{array}$$

$$\begin{array}{r} 4 \\ - \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} \square \\ - 1 \\ \hline \end{array}$$

WEEK IX

Comparing and ordering things.

Activities

- Naming objects
- Drawing objects
- Comparing objects
- Arranging things in order.

WEEK X

Telling time

Calendar

Activities

- reciting rhymes about time.
- Naming days of the week.
- Naming months of the year.
- Talking about the clock face.
- Telling the use of time.

- Showing time on a clock face.
- Telling time on a clock face.

WEEK XI.

Number games

Activities

- Dominoes
- jig saws
- lotto
- rhymes
- songs
- tearing
- cutting and pasting
- modeling
- measuring
- threading
- follow direction

READING TEACHERS GUIDING NOTES FOR TOP CLASS TERM I

WEEK I.

Introducing vowel letter sounds. (a, e, i, o, u)

Activities

- Pronouncing letter sounds correctly.
- Identifying different vowel letter sounds with the help of cut outs, cards of single letters.
- Singing a letter sound song.
- Matching sounds to pictures.
- Drawing pictures for the sound given in the pupils' books.
- Writing the sounds correctly for the pictures given on papers.

WEEK III

- Teaching consonant letter sounds
p, q, r, s, t, u, v, w, x, y, z

Activities

- Reading the sounds correctly
- Recognize and identify sounds.
- Drawing a picture for the given sounds.
- Cross the sound for the picture.
- Write a sound for the picture.
- Listen and write.

WEEK. II

Introducing consonant letter sounds. (b, c, d, f, g, h, j, k, l, m, n)

Activities

- Pronouncing letter sounds correctly.
- Recognize and identify letter sounds.
- Matching sound to the picture.

- Drawing a picture for the given sound.
- Circle a sound for the picture.
- Underline a sound for the picture.
- Write a sound for the picture.
- Listen and write the given sound.
- Cross the sound for the picture.
- Write a sound for the picture
- Listen and write.

WEEK IV

Introducing syllables with sound "a".

ba, ca, da, fa, ga, ha, ja, ka, la, ma, na, pa, ra, sa, ta, va, wa, ya, za.

Forming words using syllables.

e.g ba-g - bag
 ca-t - cat
 fa-t - fat
 ha-t - hat
 ga-p - gap
 ma-p - map
 pa-n - pan
 ma-n - man
 ya-m - yam

Forming short sentences using the words. e.g A cat has a rat.

Activities.

- Reading syllables correctly.
- Identifying the given syllables.
- Match the same syllables.
- Draw a picture for the syllable.
- Form structures.
- Draw pictures for the words.
- Name pictures.
- Form sentences using words.

- Listen and write.

WEEK V

Introducing syllables with sound "e" be, de, fe, ge, je, ke, le, me, ne, pe, re, se, te, ve, we, ye

Forming words.

be-d bed

he-n hen

pe-n pen

re-d red

te-n ten

ge-t get

Activities

- Reading syllables in the word.
- Identifying the correct syllable for the picture.
- Circle the syllable for the picture.
- Match syllable to picture.
- Form words with sound "e"
- Read and draw.
- Fill in the missing letter.
- Naming pictures.
- Constructing sentences using the words.

-

WEEK VI

Introducing syllables with sound "i".

bi, di, fi, gi, ji, li, mi, ni, pi, ri, si, ti, vi, wi

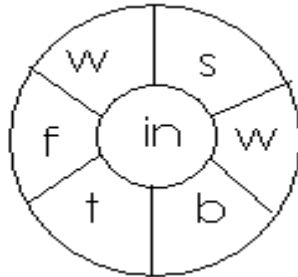
Using syllables to form words

si-t sit

fi-sh fish

ti-n tin

Writing words from the word wheel.



1. win
2. fin
3. _____
4. _____
5. _____

Activities

- Reading syllables,
- Drawing a picture for the syllable
- Matching and reading words.
- Forming words from the word wheel.
- Ring the correct word.
- Fill in the missing letter sound/syllable.
- Constructing sentences using the words.
- Read and draw pictures for the sentences.
-

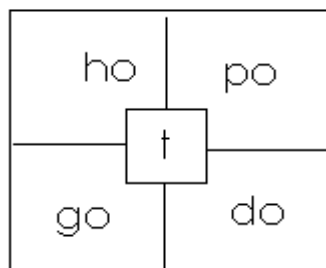
WEEK VII

Introducing syllables with sound "o" e.g. bo, co, do, fo, go, ho, jo, lo, mo, no, po, so, to, vo, wo

Forming words

po-t	pot
ho-t	hot
go-t	got
do-g	dog

Form words from the word wheel



1. hot
2. _____
3. _____
4. _____

Activities

- Pronouncing syllables correctly.
- Reading syllables.
- Identifying syllables from words.
- Match syllable to picture.
- Cross the correct syllable for the picture.
- Fill in the missing syllables.
- Form correct words.
- Draw pictures for the words.
- Name pictures
- Form sentences using the words.
- Complete the sentences correctly.
- Listen and write.
-

WEEK VIII

Revision of syllables with sound "o"

Introducing syllables with sound "u". e.g bu, cu, du, fu, gu, hu, ju, lu, mu, nu, pu, ru, su

Forming words.

pu-sh push

pu-ll pull

bu-sh bush

Activities

- Reading syllables correctly
- Discovering words using syllables
- Build up words using syllables.
- Read the words formed.
- Identify the odd word out.
- Construct sentences using the given words.
- Draw pictures for the sentences.
- Complete the sentences correctly.
- Listen and write sentences.

WEEK IX

Revision of syllables with all vowel sounds e.g.

ba	be	bi	bo	bu
da	de	di	do	du
fa	fe	fi	fo	fu

Forming words using any of the syllables.

ba-na-na - banana

ka-sa-va

to-ma-to

Activities

- Reading the syllables
- Joining the given syllables
- Joining the syllables given to form words.
- Naming pictures
- Writing words after joining syllables
- Write sentences using the words
- Fill in the missing words.

WEEK X

Revision of words with sound "u"

Introducing sound "u" always pronounced as short "a"

Forming words e.g

Cup bun fun run duck cupboard out

Turn mud gun much

Activities

- Pronounce the sounds correctly.
- Read the words discovered.
- Naming pictures.
- Forming sentences using the words.
- Ringing words of the sound.

- Listen and write.

-

Revision questions

Read and draw.

There are three beans.

It is a tea pot.

John has a big toy car.

Joanna is going to school.

Form words from these syllables

ba _____

bu _____

le _____

ma _____

va _____

ta _____

**LESSON NOTES FOR LEARNING AREA 5
(LANGUAGE DEVELOPMENT II) READING
FOR TOP CLASS
TERM II.**

WEEK I

Revision of syllables with letter sound "o". e.g. (bo, co, do, fo, go, ho, jo, ko, lo, mo)

Activities

- Reading the syllables correctly.
- Forming words e.g. box. Dog, go, joke, rope, cot, for, rot, Kololo, most, lost, etc.
- Reading the words after forming them.
- Read and draw pictures for the words.
- Construct and read simple sentences.
- Construct and read simple sentences.
- Completing sentences.

WEEK II

Revision of syllables with letter sound "u". e.g bu, cu, fu, gu, du, hu, ju, ku. lu)

Activities

- Reading the syllabus correctly.
- Joining and reading words.
- Reading the words e.g. full, bull, glue, true, ruler, flu, etc.
- Read and draw pictures.
- Finding the missing letters.
- Making sentences using the given words.
- Completing the sentences.

	<p>WEEK III</p> <ul style="list-style-type: none"> - Introducing sound "oo". (u) Book broom roomfood spoon tooth Hooktool wool good soon moon - Reading the syllables - Forming words - reading words with correct pronunciation - Read and draw pictures. - Naming pictures - Finding the missing letter - Making sentences using the given words. - Completing the sentences. - Read and tick words with sound "oo"
	<p>WEEK IV</p> <p>Introducing letter sound "ee" (i)</p> <p>Sheep bleed sweep teeth queen week bee Tree three knee see free seed steel</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Forming syllables with sound "ee". - Reading the syllables. - Forming words. - Reading words with correct pronunciation. - Read and draw pictures. - Naming pictures. - Finding the missing letter. - Make sentences using the given words. - Read and underline words with sound "ee". - Completing the sentences.
	<p>WEEK V</p> <ul style="list-style-type: none"> - Introducing sound "sh"

	<p>Short shoe shop she shirt shout</p> <p>Bush brush shell ship sheep shade</p>
	<p><u>Activities</u></p> <ul style="list-style-type: none"> - Forming syllables with sound "sh". - Reading the syllables. - Forming words. - Reading words with correct pronunciation. - Read and draw pictures. - Naming pictures. - Listen and write the words. - Find the missing letter. - Make sentences using the given words. - Read and ring words with sound "sh". - Completing the sentences.
	<p>WEEK VI</p> <p>Introducing sound "ch".</p> <p>Church chalk chair chick chain child</p> <p>Children chest change chase chart chin</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Forming syllables with sound "ch". - Reading the syllables. - Forming words. - Reading words with correct pronunciation. - Reading and drawing pictures. - Naming pictures. - Finding the missing letter. - Make sentences using the given words. - Read and circle words with sound "ch". - Completing the sentences. - Forming words from the wheel.
	<p>WEEK VII</p> <p>Introducing sound "fr".</p>

	<p>Frame free fracture fraction Friday fresh</p> <p>Fright front frog from fry fridge.</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Forming syllables with sound "fr". - Reading the syllables. - Forming words. - Identifying words with sound "fr" - Reading words with correct pronunciation. - Read and circle words with sound "fr". - Completing the sentences. - Forming words from the wheel. - Listen and write the words learnt.
	<p>WEEK VIII</p> <p>Introducing sound "ea"</p> <p>Eat ear tea teacher sea teach</p> <p>Each leaf beat bean meat eagle</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Read and identify the sounds. - Forming words. - Writing words and sentences. - Reading and underlining the words with sound "ea". - Making sentences for the given words. - Completing the sentences. - Forming words from the wheel.
	<p>WEEK IX</p> <p>Introducing sound "st".</p> <p>Stool stick star stop stone stair</p> <p>Stalk stamp store stomach sty story</p> <p>Strong still steam stem station stand</p> <p><u>Activities</u></p> <ul style="list-style-type: none"> - Forming syllables with sound "st". - Pronouncing the sound correctly. - Identifying words with sound "st".

- Reading words with correct pronunciation.
- Drawing and naming pictures.
- Completing the sentences.
- Forming words from the wheel.
-

WEEK X

Revision of the learnt sounds.

"o", "ee", "sh", "ch", "st", "ea", "all"

Read and underline words of sound oo

Bell	book	bag
Hook	walk	spot
Broom	bean	shout
Food	kettle	cat
Wool	milk	envelope
Tool	tag	turn
Shirt	room	sweep

LESSON NOTES FOR LEARNING AREA 5 (LANGUAGE DEVELOPMENT II) READING FOR TOP CLASS TERM III.

WEEK I

Introducing sound "ou".

Out	our	pour	mount	dough
Cloud	loud	pound	mouse	shout
Noun	south	house	ground	flour

Activities

- Pronouncing sound "ou" correctly.
- Forming words.
- Constructing sentences.
- Completing sentences.
- Identifying words with sound "ou" by underlining.
- Find the missing letter.
- Making sentences using the given words learnt.
- Reading the words formed.
- Read and underline words with "ou" sound.

WEEK II

Introducing new sound "nd".

Words with sound "nd"

Send	bend	end	mend	tend	band
Brand	pond	band	second	kind	find

Activities

- Pronouncing the sound "nd" correctly.
- Forming words.
- Writing sentences using formed words.
- Identifying words with sound "nd" by ticking.

WEEK III

Introducing new sound "fl"

Words with sound fl

Fly fleet flog flower flat flood
Flamingo flame flesh flour floor flock
Flue flavor

Activities

Pronouncing sound "fl" correctly.
Forming words with sound "fl"
Forming sentences.
Identifying words in sentences by circling.
Find the missing letters.

WEEK IV

Introducing new sound "br".

Broom brush brand bring bread broke
Brian breed brother brave breast bracket

Activities

- Pronouncing the new sound correctly.
- Forming words.
- Forming sentences.
- Identifying words with sound "br" by crossing.

WEEK V

Introducing new sound "sw"

Swim sweat sweet sweep swear swing
Swarm swamp swift sweater swell switch

Activities

- Pronouncing "sw" correctly.
- Forming words.

- Constructing sentences.
- Identifying "sw" by underlining.

WEEK VI

Introducing new sound "ck".

Lick ducksuck neck tick lock
Tack sack lock back tack kick

Activities

- Forming words
- Forming sentences.

WEEK VII

Introducing new sound "wh".

Who why what when which whisper
While whisky whistle

Activities

- Pronouncing sound "wh" correctly
- Forming words with sound "wh".
- Constructing sentences.
- Identifying sound "wh" in sentences by ringing.

WEEK VIII

Introducing new sound "cl".

Clap close clean clear clip claws clan
Cloud click clay class clove club

Activities

- Pronouncing sound "cl" correctly.
- Forming words with sound "cl".
- Forming sentences.

WEEK IX

Making individual workbooks using different letter sounds.

Activities

- Telling sounds
- Making books
- Drawing pictures for sounds.

- Writing words and sentences.

WEEK X

Introducing new sound "tr".

Tree	train	tress	trick	trip	troop
Trouble	trunk	truck	triple	tribe	triangle

Activities

- Pronouncing sound "tr" correctly.
- Forming words.
- Using words in sentences.
- Identifying sound "tr" by crossing.

Revision question.

Read the following sentences.

1. The pot is hot.
2. I can see a box on top.
3. The old man has a big nose.
4. I saw a dog and a fox.
5. The boy won the race.
6. Her doll is in the cot.
7. Mary has a nice bag.
8. John has a big toy car.
9. Tom is a tall boy.
10. My father bought me a nice green dress.

Write the words correctly .

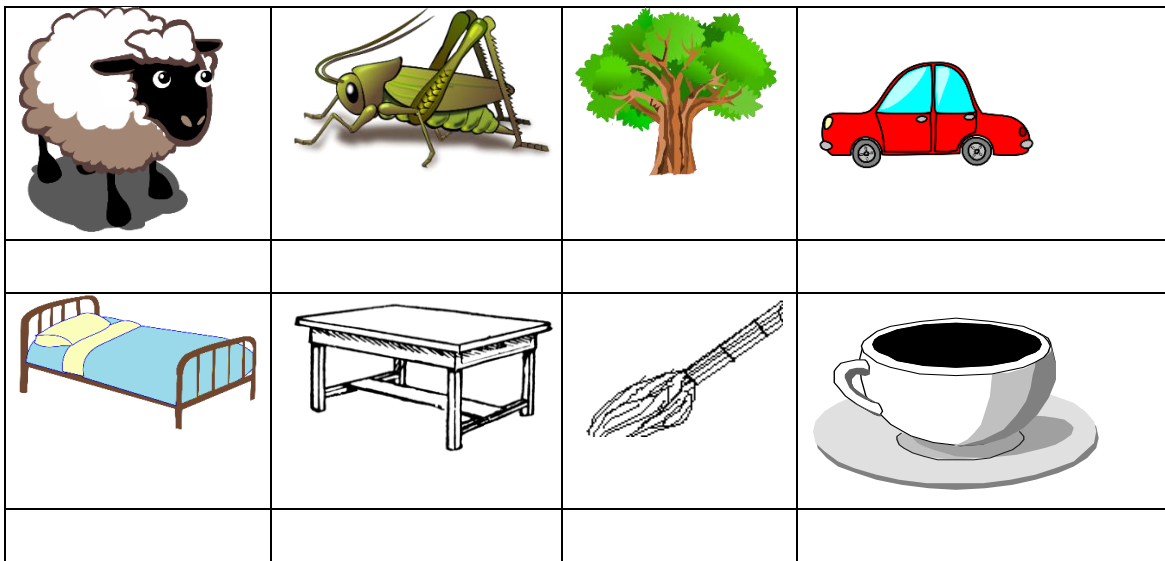
utn_____	rdmu_____
nug_____	hbur_____
bsu_____	kudc_____

Read these sentences.

1. We saw a skull in the bush
2. The drum is on the table
3. The dull boy pointed to the sun.
4. Puppies make fun.

5. She took the jug and a cup.
6. Put the nut up.
7. You cannot buy a gun.
8. The rabbit can run and jump.
9. He left us in a bus.
10. The baby cut his thumb.

Name these.



Make words from the puzzle.

t	e	s	t	a
r	n	e	e	d
e	d	t	a	d
e	o	j	u	g
d	t	o	p	o