

# DIVINE EDUCATION CENTRE



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## LEARNING AREA 5

## LESSON NOTES TERM ONE 2025

## 0784540287/0751565742

# BABY CLASS

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Developing and using my language appropriately

**Learning outcome:**

Listens with acuity for information and enjoyment and responding appropriately in a wide range of situation.

**Competence:**

Responds to different sounds.

**Material:** flash cards, real objects, charts, visual aids.

**Procedure:**

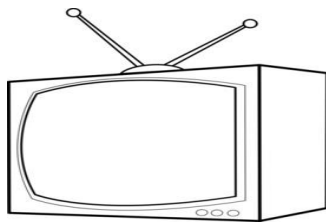
- The lesson will begin with a song  
Clap your hands x 2  
Listen to the music  
And clap your hands

**LESSON 1**

Let the teacher introduce the sources of sound in the environment.

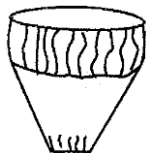
**Learner's activity:**

Let learners recognize and shade the source of sound



**LESSON 2**

- The teacher will introduce the lesson with a song  
Stamp your feet x 2  
Listen to the music  
And stamp your feet
- The teacher will introduce the source of sound.



- The learners will recognize and tell the source of sound.

## Learner's activity

Let the learners identify the drum and shade it.

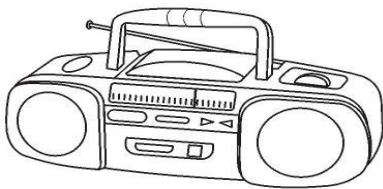
### LESSON 3

#### Procedure:

- Let the teacher introduce the lesson with a song  
Turn around x 2  
Listen to the music  
And turn around
- Let the teacher introduce the source of sound to learners i.e radio
- Let learners identify and learn the whistle.
- Let the pupils shade the radio

#### Activity:

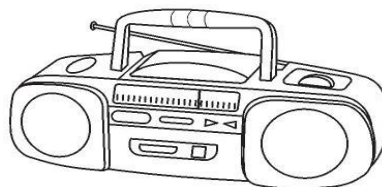
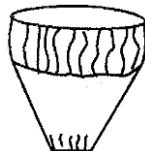
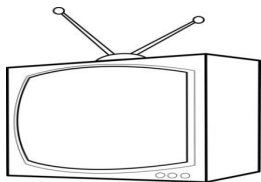
Shade the radio



### LESSON 4

#### Procedure:

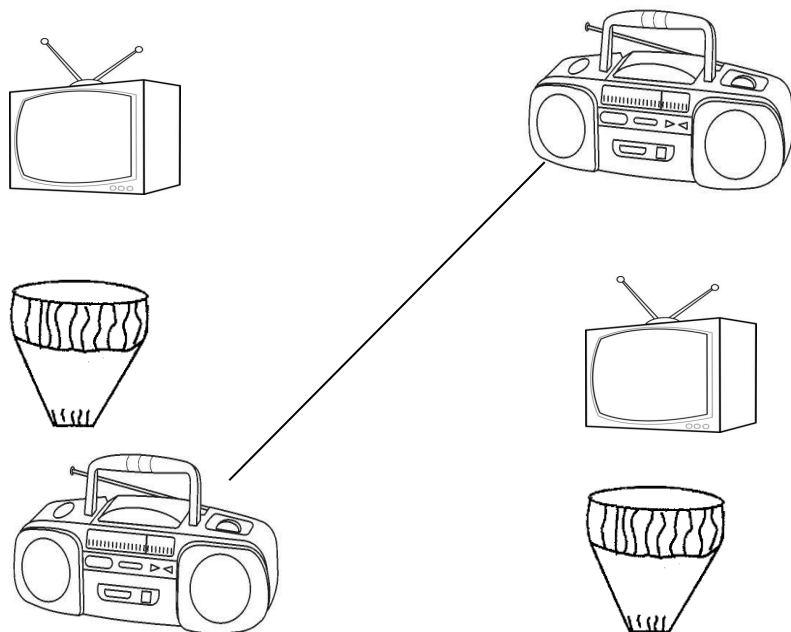
- Let the teacher introduce the lesson with a song  
I am a music man  
I come from far away  
And I can play, what can you play?  
A can play piano  
Pia pia pia noo x 3
- Let the teacher review all the three sources of sound i.e



- Let the pupils tell the sources of sound i.e television, drum, radio

## Activity:

Match the sources of sound



Developmental activities:

Telling the direction of the sound a pupil will drum from a certain corner and then the rest will have to tell where the sound has come from.

Lesson 5:

Sounds made by different animals.

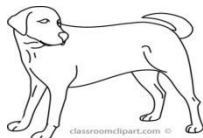
Materials: visual aids

Procedure:

- The teacher will introduce the lesson with a song.  
There is a little cat  
Mwe x 2  
Far in the forest  
Singing very swiftly and that's  
Very nice
- The teacher will introduce the sounds made by different animals. E.g  
Snake – sss  
Cow – moo  
Dog – bow bow  
Cat – mew
- Learners will make the sounds of different animals.

## Activity:

Match the same



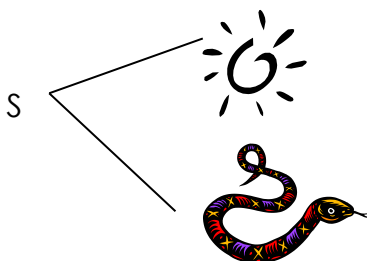
## LESSON 6

Sounds in a given order.

**Materials:** cut outs, cards

### Procedure:

- Let the teacher introduce the lesson with a rhyme.  
The snake is in the grass x 2  
S s the snake is in the grass
- Let the teacher introduce sound 'S' and it's picture to the pupils.
- Let the pupils recognize and tell the sound with its pictures i.e



## Activity:

Trace sound S



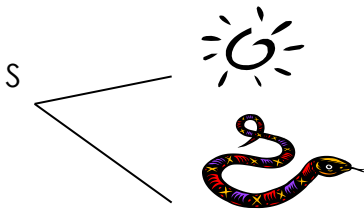
Write the sound

S S S

## LESSON 7

### Procedure:

- Let the teacher review sound 's' with its pictures.
- Let the learners tell the sound with its pictures i.e

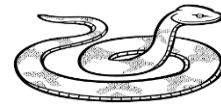


### Activity:

Shade the sound



Shade the pictures.

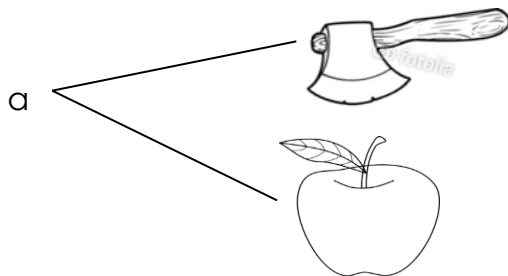


## LESSON 8

**Materials:** cards, cut outs, visual aids

### Procedure:

- The teacher will introduce the lesson with a song  
a ants on my arm x 2  
They are causing me alarm
- The teacher will review sound 'S' with its pictures
- The teacher will introduce sound 'a' with its pictures i.e



- The learners will learn and identify sound 'a'

Activity

Trace the sound



Write the symbol

01      01      01

01      01      01

## **LESSON 9**

- The teacher will review sound 's' and 'a'
- The teacher will ask the pupils to tell the sounds 's' and 'a'

### **Activity:**

Write sound a

a      a      a

a      a      a

Shade the pictures



## **LESSON 10**

**Materials:** cards , cutouts, visual aids

### **Procedure:**

- The teacher will introduce the lesson with a song  
a a ants on my arm x 3  
they're causing me alarm
- The teacher will review the precious sounds and pictures.
- Pupils will tell the sounds.

### **Activity**

Match the same

S                      a

a                      S

Match the same



## LESSON 11

**Materials:** cards, cut outs

**Procedure:**

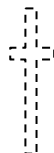
- The teacher will introduce the lesson with a rhyme  
When I am watching  
The tennis game t t t x 2  
My head goes back and forth
- Teacher will teach the new sound (t) to the learners.
- Teacher will ask learners to do the action for the sound
- Learn the pictures for the sound

**Activity:**

Learners will shade the sound and its pictures.

## LESSON 1

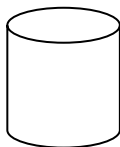
Trace the sound





## LESSON 2 AND 3

Shade the sound and picture



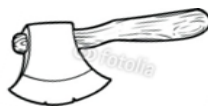
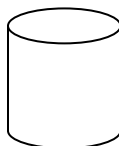
## LESSON 4 AND 5

Match the same sound

a	t
s	a
t	s

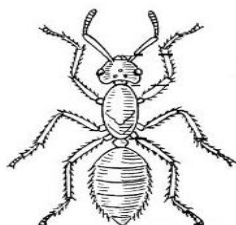
## LESSON 6

Circle the same

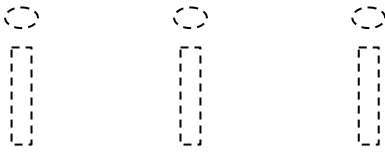


## LESSON 7 AND 8

Shade the sound and a picture

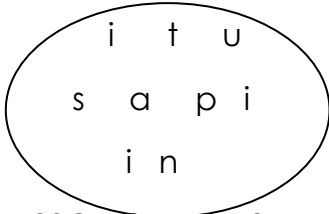


Trace the sound



**Activity:**

Circle sound i



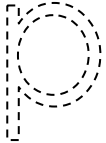
## LESSON 9 AND 10

Shade the sound and pictures.



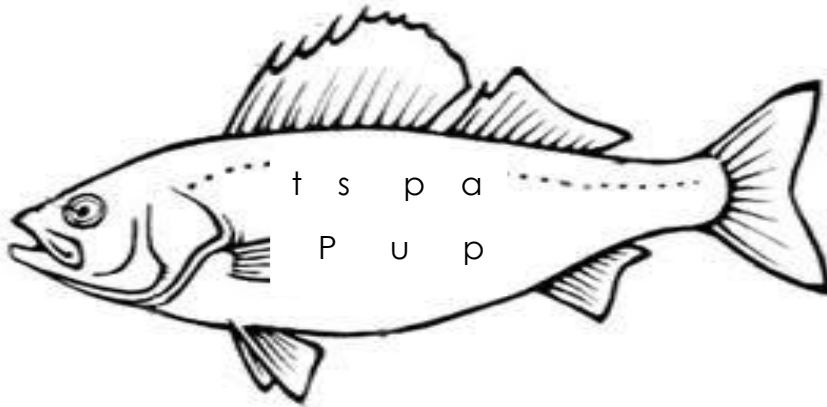
**Activity**

Trace and write



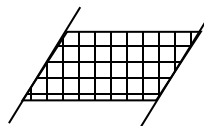
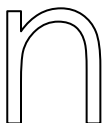
P	p	p

Circle the sound p



**Lesson**

Shade the sound and its pictures



Trace and write



n	n	n

Match the same sounds.

s	n
a	p
t	l
p	s
l	a
n	t

### LO III

Reading to enjoy, acquire knowledge and understanding (comprehension)

#### Competence:

Recognizes priorities and differences in objects, pictures and letter shapes.

**Materials:** real objects, charts, flash cards, visual aids

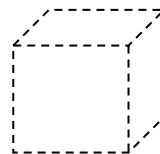
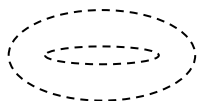
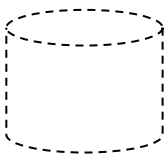
#### Procedure:

- Let the lesson start with a song  
Chair, table x 2  
Mr. Kakumba ---
- Show picture flash card and its sound
- Identifying

#### Activity:

Learn and sort the pictures (orally)

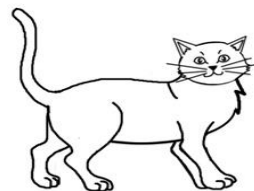
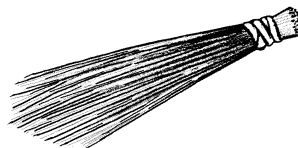
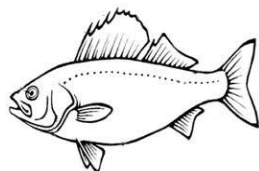
Trace the pictures



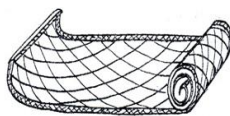
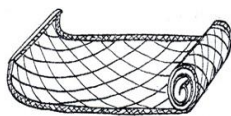
Match the same pictures



Shade the pictures

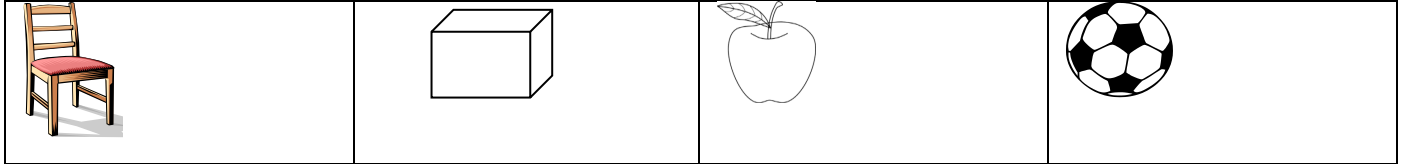


Cross the same pictures





Copy and draw



Circle the pictures



s

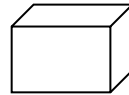
p

i



a

n



t

## Competence:

Recognizes the difference in letter shapes

**Materials:** flash cards, charts

## Procedure:

- Let the lesson start with a song.



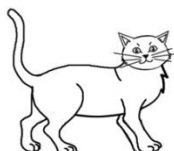
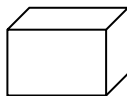
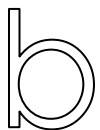
A for

i.e follow the songs for sounds.

- Show flash cards
- Identify the sound and the pictures.

## Activity:

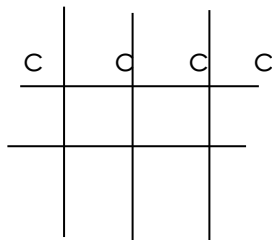
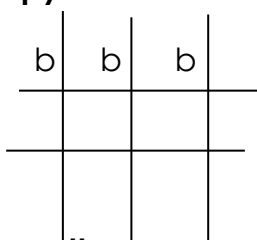
### 1- Learn and shade



### 2- Trace the sounds



### 3- Copy the sounds

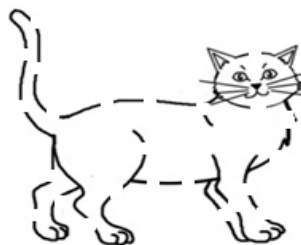


### 4- Cross the same

b      b      s

c      a      c

### 5- Trace the pictures



## LO IV:

Writing different kinds of factual and imaginative tasks, depicting appropriate letter information, creativity and writing skills.

## Competence:

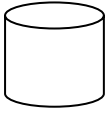
Coordinates his / her eyes and hands effectively

**Material:** pencils, sticks, clay, papers, mud, sand, blocks.

## Activities:

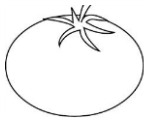
1- Scribble

2- Sort objects according to size



3- Match big and small

4- Learn the colours



red



yellow

5- Match a picture to a colour



yellow



red

# MORE PRACTICE WORK TERM 1

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## LEARNING AREA 5 (READING)

Sat pin

Shade

S

a

t

p

i



n

Trace

s

a

t

p

i

n

### Match the same

s

t

a

s

t

a

### Match

p

n

i

p

n

i

### Circle the same

s

t

s

a

a

i

p

t

t

# circle the same

p

i

p

i

i



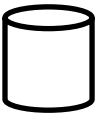

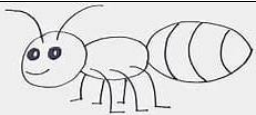

a

t

n

n

## Copy and write

s		a	
t		P	
i		n	

## Match sound to picture

s



a



t



## Match

p



i

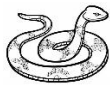


n

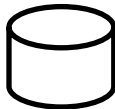
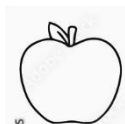


## Circle the correct picture for the sound

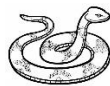
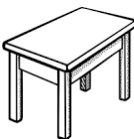
s



a



t

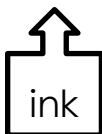


## Circle the correct picture for the sound

p



i



n

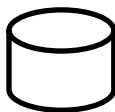


## Colour the correct picture for the sound

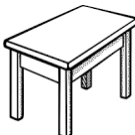
s



a



t

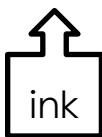


## Colour the correct picture for the sound

p



i



n

