

MIDDLE CLASS TEACHERS GUIDING NOTES



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

24 FEBRUARY 2006

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

Uganda: New Curricula for Nursery Education

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 1 RELATING WITH
OTHERS IN AN ACCEPTABLE WAY (SOCIAL
DEVELOPMENT). MIDDLE CLASS TERM 1**

WEEK 2 & 3

- Identifying, taking interest in and observing people around me

Suggested developmental activities

- Naming and talking about people I play and work with
- Telling stories about people I play with.
- Singing songs about people I play with e.g.

***"there x3 at home there is mother,
Mother and father and the little baby"***

- Drawing pictures of people, I play and work with
- Identifying people by their names, age and sex.
- Talking about roles of people at home and at the learning center

Activity

Read and draw

Mother	Father	Sister	Brother	Baby

Circle the different words

Mother	Nurse	Mother
Father	Father	Doctor
Sister	Girl	Sister

Name the pictures

				
Baby	Mother	Brother	Sister	Father

Maama Ayonsa Omwana Omulenzi Omuwala no Mulenzi

WEEK 4 & 5

- Identifying, taking interest in and observing people around me.
- I can describe how people protect and take care for me.
- I can communicate to people who protect and take care for me.

Suggested developmental activities

- Drawing pictures of people, I play and work with
- Identifying people by their names, age and sex.
- Talking about roles of people at home and at the learning center
- Sing songs about my friends
- Listening to and retelling stories
- Playing games about protecting and taking care of me.
- Singing songs that give messages to people who protect and take care of me.
- Role- playing calling for help e.g. making alarm, yelling, making telephone calls.

NB. This is oral work most especially during morning circle, a teacher has to tell the learners how to protect themselves from dangerous situations.

"My name is Sara x2 my name is wonderful x 2

I love my name

her name is Sarah her name is wonderful

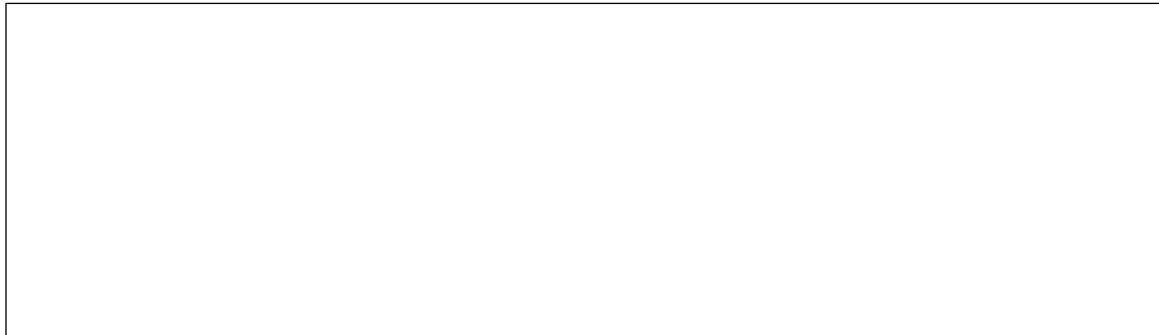
She loves her name"

Activity

Draw and color a picture of your mother who protects and care for you



Draw and color your father



WEEK 6-10

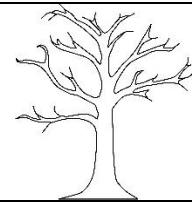
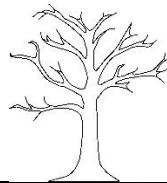
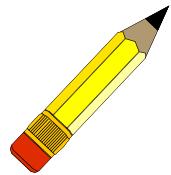
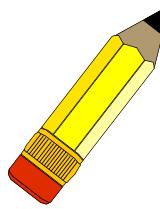
- I can observe and talk about people at the home and learning Centre.
- I can tell the roles of the people at home and at the learning Centre.
- I can show acceptable behavior to people I play with.

Suggested developmental activities

- Imitating body movements of people e.g. walking like an old person
- Identifying body sizes of people e.g. big, small
- Telling news about people, events at home and at the learning Centre.
- Role-playing different people and their activities at home e.g. cooking, taking care of the infant, cleaning the environment.

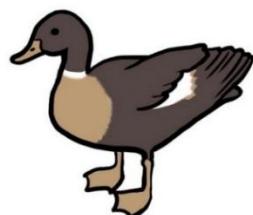
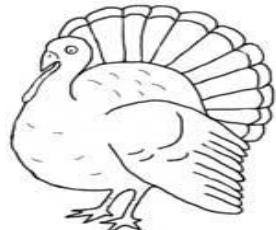
Revision questions

Circle the smallest picture



1. Why do you wash your face?
2. What do you do at school?
3. Which animal gives us milk?
4. What is your school motto?
5. On which day do you go for prayers?

Tell these domestic birds orally.



Color the birth day cake.



**LESSON NOTES FOR LEARNING AREA 1 RELATING WITH
OTHERS IN AN ACCEPTABLE WAY
(SOCIAL DEVELOPMENT).**

TERM II.

Identifying people who protect and take care of me and how they do it
I can describe how people protect and care for me

WEEK 1-3

Suggested developmental activities

- Drawing pictures of people who protect and care for me.
- Singing songs related to people who protect and care for me

*"there there at home there is mother
And father, sister and brother
And the little baby"*

- Talking about who protect and take care for me
- Talking about roles of people who takes care for me for example roles of father, mother, sister and brother.

For example

People who takes care of me

			
Nurse	Doctor	Teacher	Police man

Activity

Name the pictures

			
Nurse	Doctor	Teacher	Police man

Read and draw

Nurse	Doctor	Teacher	Policeman

LESSON NOTES FOR LEARNING AREA 1 RELATING WITH OTHERS IN AN ACCEPTABLE WAY (SOCIAL DEVELOPMENT). TERM III.

- Identifying people who protect and take care of me and how they do it
- I can describe how people protect and care for me

WEEK 1-3

Suggested developmental activities

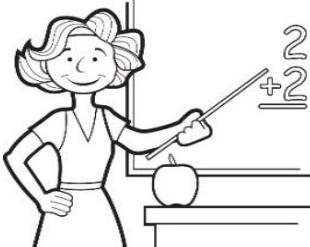
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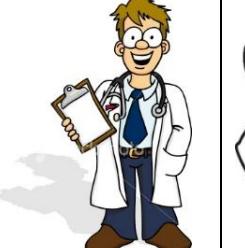
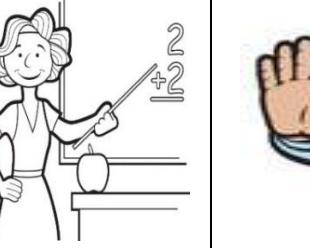
For example;

People who takes care of me

			
Nurse	Doctor	Teacher	Police man

Activity

Name the pictures

			
Nurse	Doctor	Teacher	Police man

Read and draw

Nurse	Doctor	Teacher	Policeman

- Sharing with and taking care of other people.
- I can show sympathy and empathy for others.

Suggested developmental activities.

- Volunteering e.g. helping those in need (reporting the sick, comforting a baby.)
- Role-playing showing feeling of others, comforting others in need, bringing lost and found property
- Telling stories depicting sympathy and empathy.
- Singing songs related to sympathy.

Revision questions

1. Whom do you stay with?
2. Who cooks food at home?
3. What is the color of your uniform?
4. What is the name of your head teacher?

Name these things found at home.



**LEARNING AREA 2 INTERACTING WITH, EXPLORING
KNOWING AND USING MY ENVIRONMENT (LANGUAGE
DEVELOPMENT I TERM I**

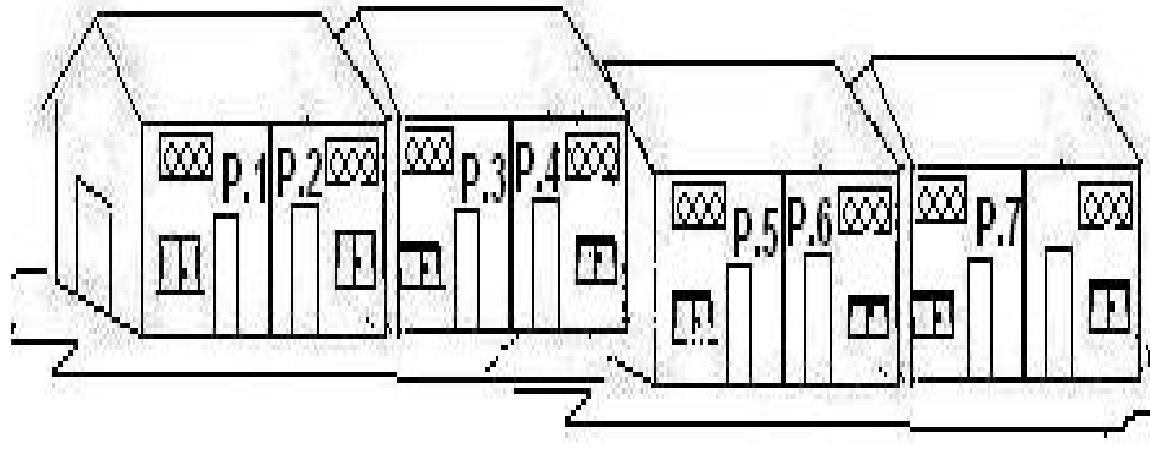
WEEK 2

- Exploring and knowing my immediate Environment
- I can report about important places in the environment.

Suggested developmental activities

- Drawing important places in the environment.
- Completing and coloring the pictures of the important places
- Reciting rhymes about the important places
- Role-playing doctor, nurse, shopkeeper, priest, and teacher.
- Naming the people who are found in the important places.
- Matching places with the people who work there.

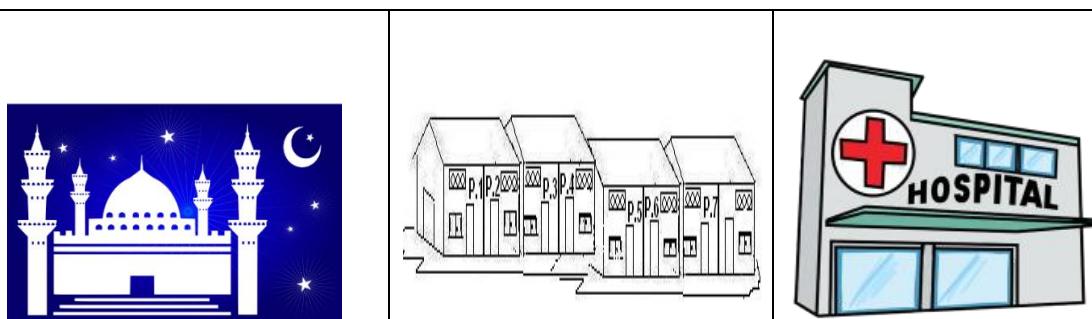
Important places



Activity: Read and draw.

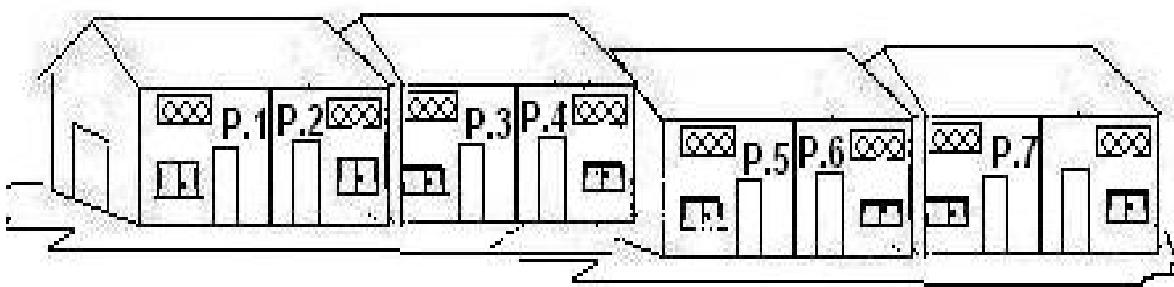
Mosque	School	Hospital

Name the picture



Mosque School Hospital

Shade me well please



WEEK 3 AND 4

People we found in the important places

Nurse	Doctor	Teacher	Police man

WEEK 5-6

Knowing how to keep and take care of environment
I can keep my environment clean.

Things at home.

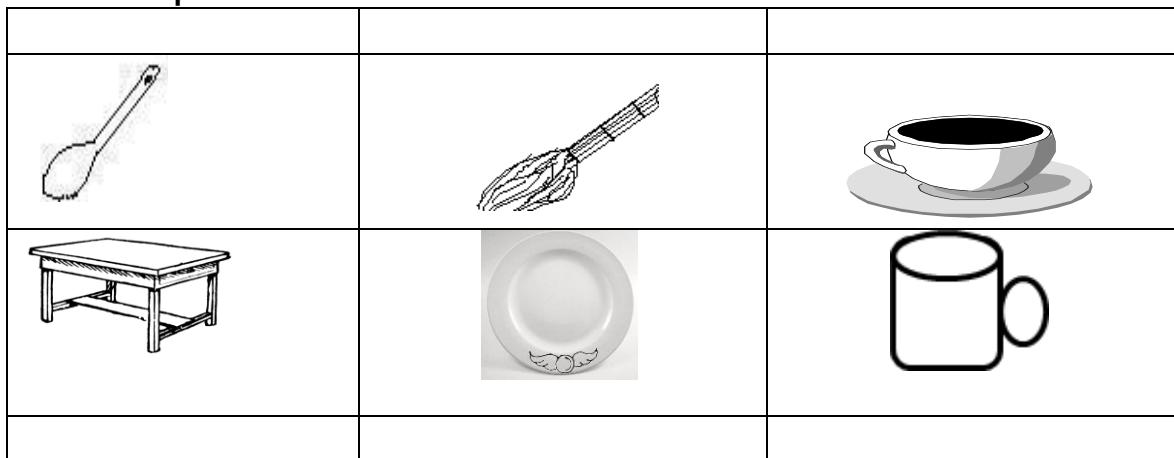


Activity

Read and draw things found at home

Plate	Cup
Broom	Table
Television	Mug

Name the pictures.



Match the same words

Television

radio

Radio

bed

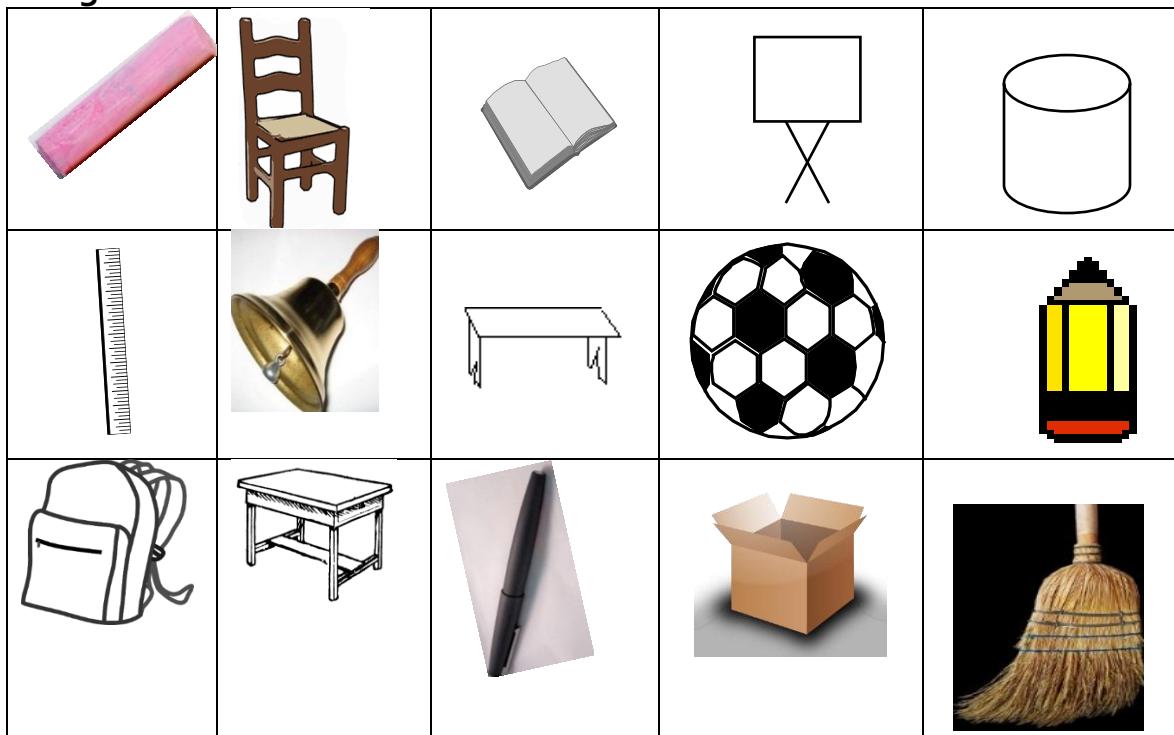
Bed

television

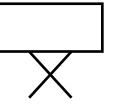
WEEK 7 & 8

- I can keep my environment clean.

Things found in class



Activity: Name the things found in class

Chalk	Chair	Book	Chalkboard	Tin
				
				
Luler	Table	Bench	Ball	pencil

Read and write

Bell	
Book	
Box	
Bag	
Tin	
Chalk	

Read and draw

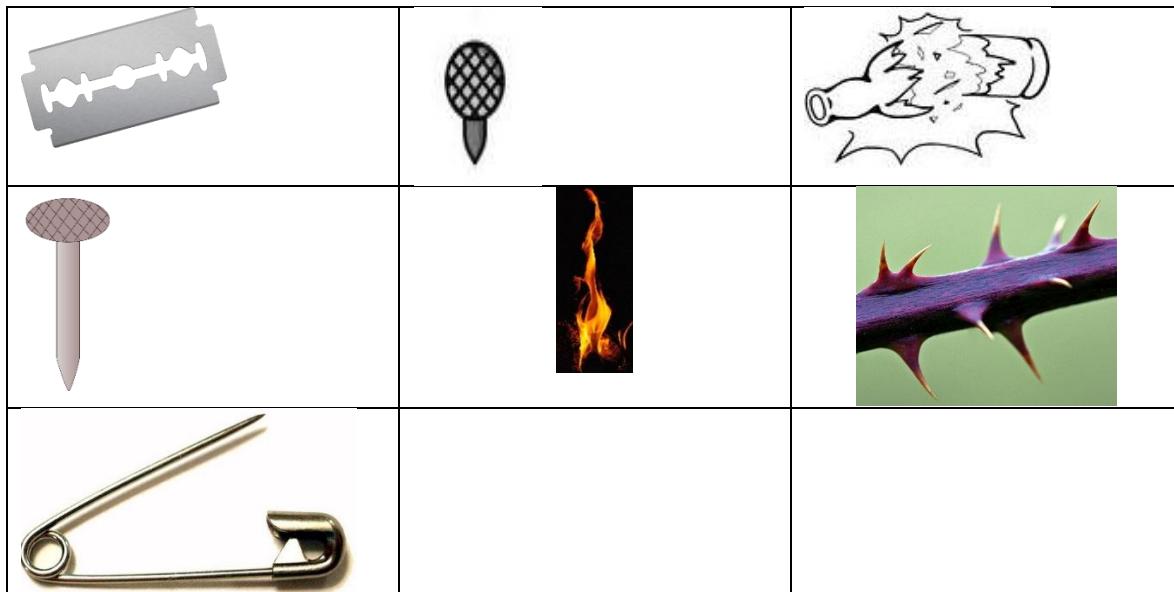
Bell	
Book	
Box	
Bag	
Tin	
Chalk	

**LEARNING AREA 2 INTERACTING WITH, EXPLORING
KNOWING AND USING MY ENVIRONMENT
(LANGUAGE DEVELOPMENT I)
TERM II.**

WEEK 2-4

- Identifying dangers in my environment and talking precaution
- I can protect others against dangerous things in the environment.

Dangerous objects in the environment.



Activity: Name the things that can harm us

Safety pin	Naill	Thorn
		
		
Pin	Broken bottle	Fire

Read and draw.

Pin	Broken bottle	Safety pin

WEEK 5-6

- Knowing how to keep and take care of environment
- I can keep my environment clean.

Things at home

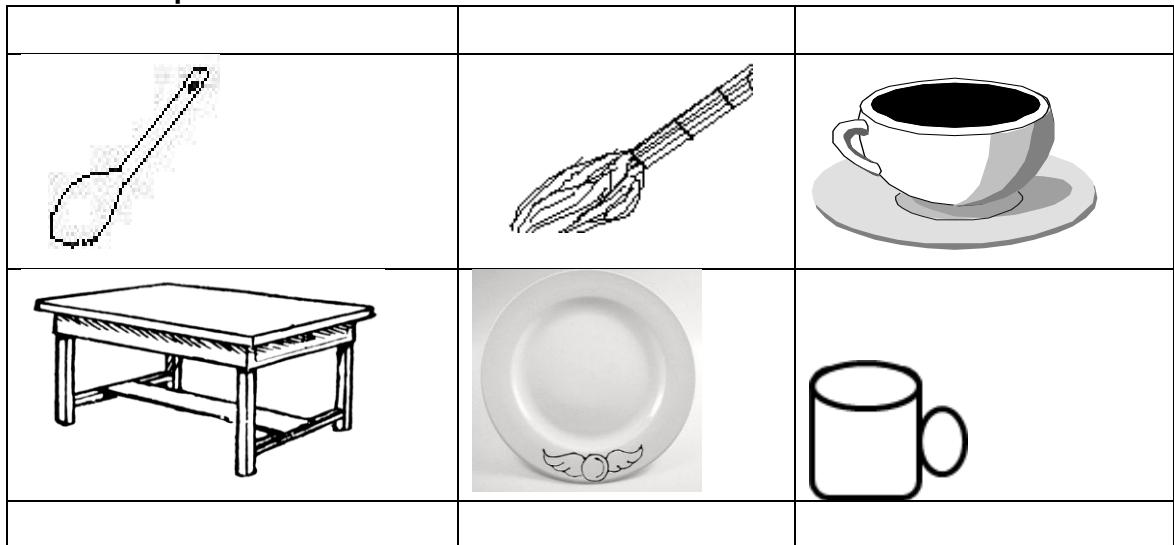


Activity

Read and draw things found at home

Plate	Cup
Broom	Table
Television	Mug

Name the pictures



Match the same words

Television

radio

Radio

bed

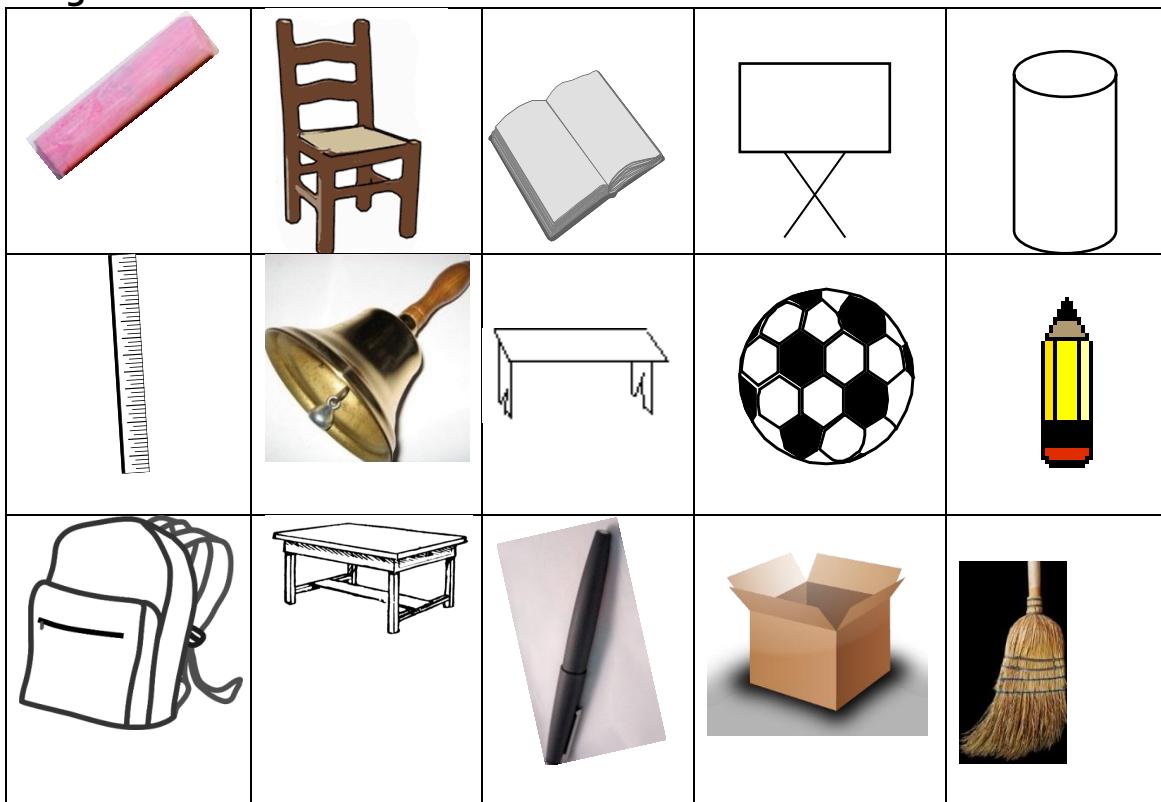
Bed

television

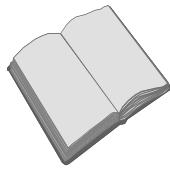
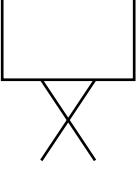
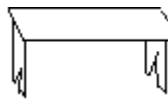
WEEK 7 & 8

- I can keep my environment clean.

Things found in class



Activity: Name the things found in class

Chalk	Chair	Book	Chalkboard	Tin
				
				
Luler	Table	Bench	Ball	pencil

Read and write

Bell

Book

Box

Bag

Tin

Chalk

Read and draw

Bell

Book

Box

Bag

Tin

Chalk

LESSON NOTES FOR LEARNING AREA 2
(LANGUAGE DEVELOPMENT 1)
TERM III

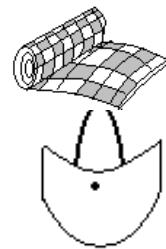
WEEK I

Common nouns

Activity:

Read and match correctly.

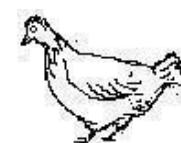
a hen



a bed



a bag



a mat

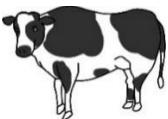
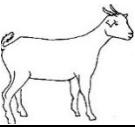
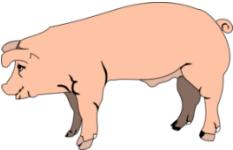
Read and draw pictures

Sun	Moon	Hen
Mat	Egg	House

Tick the correct word for the picture

	Cup	Car	Cat
	Bird	Bus	boy
	Van	Vest	Vase
	Hut	House	Hat

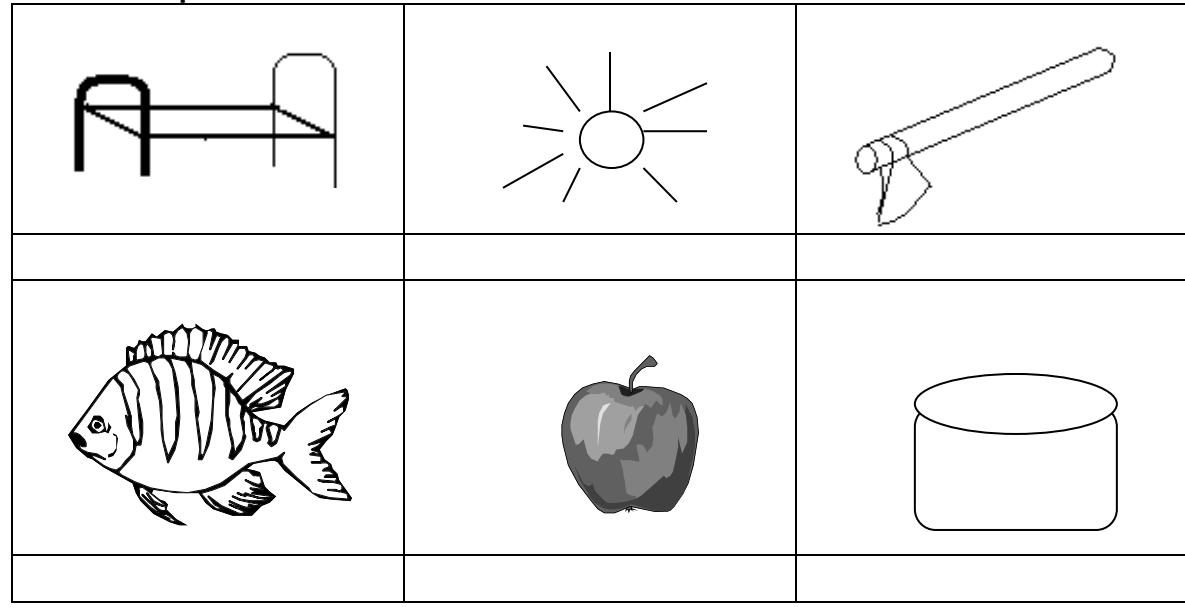
Circle the correct word for the picture

	Cat	Car	Carmel
	Dog	Door	Duck
	Cow	Can	Cab
	Goat	Grass	Glass
	Peg	Pig	Pan

Common nouns/new words

Activity

Name the pictures.



Match the same word and draw picture.

Leaf moon _____

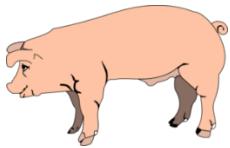
Moon leaf _____

House tree _____

Match pictures to their words and write



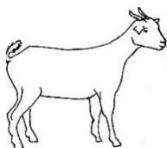
COW _____



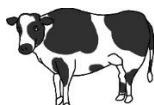
dog _____



goat _____

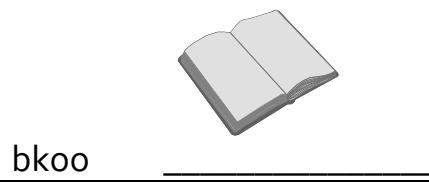


pig



cat _____

Read the words and write them correctly.



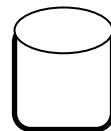
bkoo _____



elaf _____



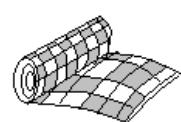
eert _____



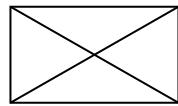
itn _____



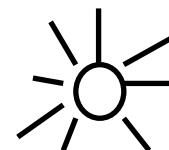
oyb _____



tma _____



obx _____



usn _____

Circle the word for the given picture



hut



house



broom

moon



stool

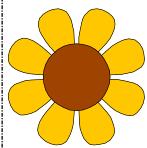
star



tin

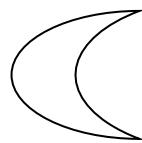
table

Tick the word for the given picture.



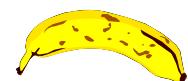
flower fun

fish



mat man

moon



banana basket

bag

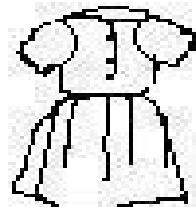
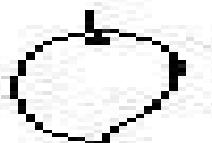
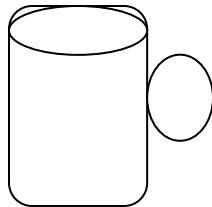


gun mug

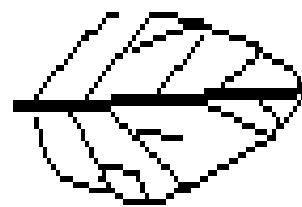
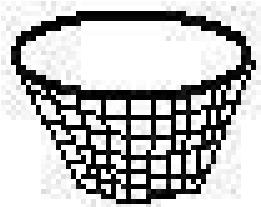
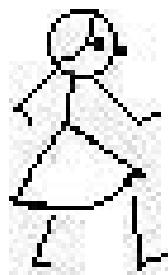
girl

Shade the picture for the given word

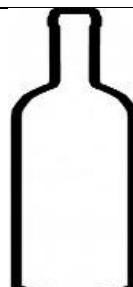
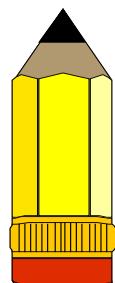
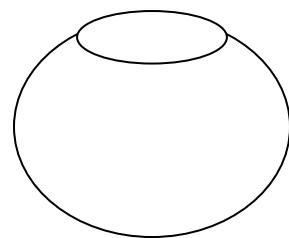
Mug



Leaf



Pot



Common nouns

Activity

Fill in the missing letter

leaf l__af

fish fis__

ball bal__

1. Write the words correctly

abll ____ bga ____ anv ____

act ____ arc ____ oobk ____

Read and draw

a bag and a ball ____ ____

a cat and a rat ____ ____

a mat and a book ____ ____

a box and a book ____ ____

Listen and write

a _____

b _____

c _____

structures

Read and draw

A mat and a box ____ ____

A tin and a bag ____ ____

A man and an egg ____ ____

An axe and a boy ____ ____

A book and a mat ____ ____

Complete the sentences.



a _____ and a _____

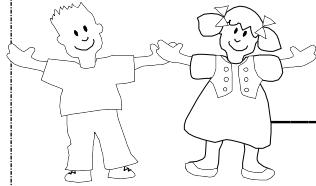


a _____ and a _____

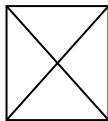


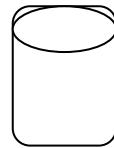
a _____ and a _____

Make sentences for the pictures.









Read and draw.

It is a leaf.

It is a basket.

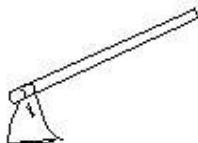
It is a stool.

It is a spoon.

Structures of it is a _____

Complete the sentences.

It is an



It is an



It is an



It is a



Make sentences using it is a









**LEARNING AREA 2 INTERACTING WITH, EXPLORING
KNOWING AND USING MY ENVIRONMENT (LANGUAGE
DEVELOPMENT I) TERM III.**

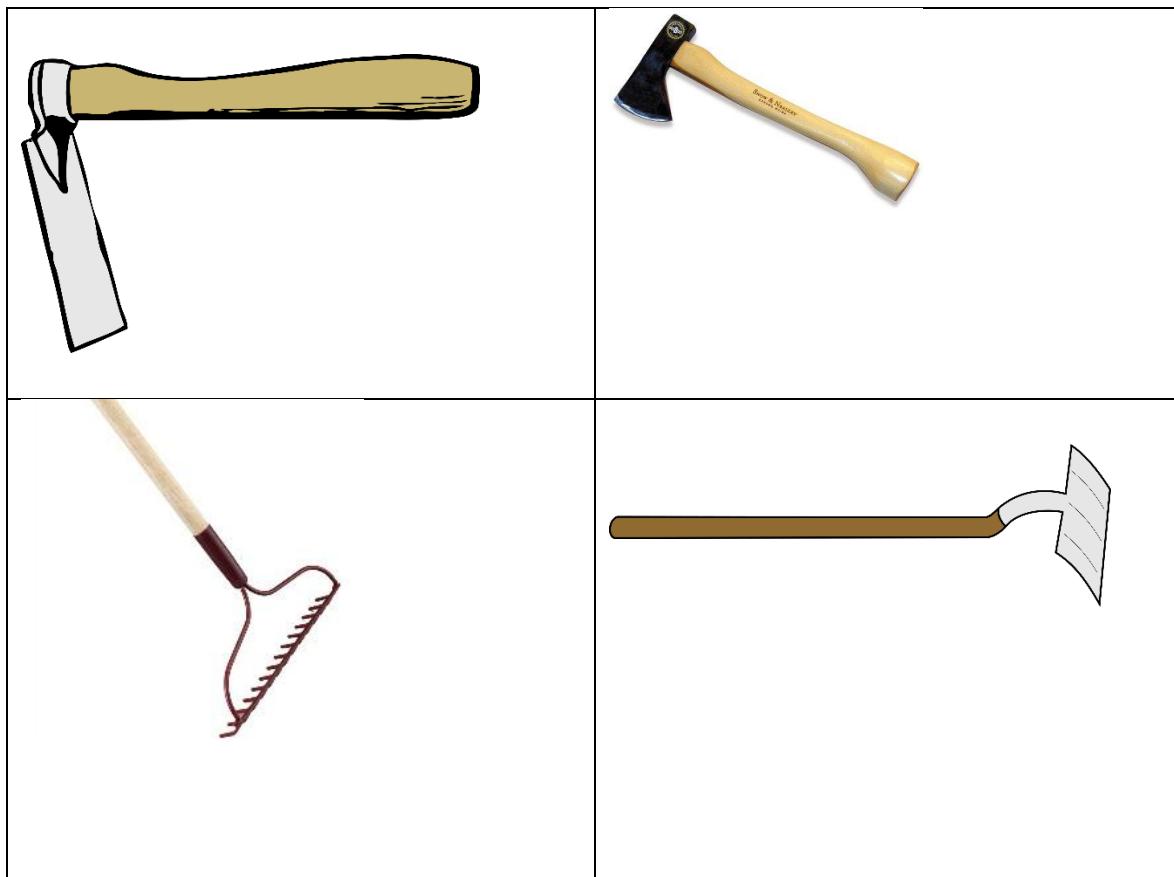
WEEK 2-5

- Knowing how to keep and take care of my environment
- Identifying ways of cleaning my home environment.

Suggested developmental activities

- ❖ Talking about areas, which make the home clean e.g. dustbin, latrine
- ❖ Naming the things used to keep our homes clean e.g. brooms, slasher, hoe, axe, rake
- ❖ Drawing pictures of the things used to clean our environment.

Garden tools



	Things we use to clean our body		
			
			
			
<p>WEEK 6-8</p> <ul style="list-style-type: none"> • Experimenting and understanding the concept of movement in the environment (force) • I can relate the use of wheels to movement. <p>Suggested Developmental activities.</p> <ul style="list-style-type: none"> • Observing and naming types of wheels around. • Comparing sizes, color, number and kinds of wheels • Talking about their uses. • Playing games involving movement • Reciting rhymes and singing songs. <p>WEEK 9-10</p> <ul style="list-style-type: none"> • Creating, appreciating and expressing myself through art work. • I can tell what I have drawn. <p>Suggested developmental activities.</p> <ul style="list-style-type: none"> • Drawing according to themes e.g. what flies in the air myself, mother, father, sister/ brother • Painting with my fingers e.g. plating lines, dots and other shapes. 			

**LEARNING AREA 3 (HEALTH HABITS)
TAKING CARE OF MYSELF FOR PROPER GROWTH AND
DEVELOPMENT TERM I.**

WEEK 2-4

- Having self-concept, confidence and self esteem
- I can tell my name and my age
- I can interact with others freely.

Suggested developmental activities

- ❖ Talking about the importance of a name
- ❖ Talking about birthdays
- ❖ Thanking God for what parts of our body can do through songs

"who made you and me?

Who made the water we drink?

Who made mammy and daddy?

Our father God"

- ❖ Telling news
- ❖ Playing with others
- ❖ Sharing with others

N.B this is oral work

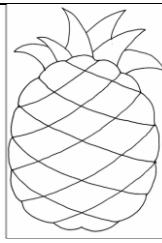
WEEK 5-10

- Using the sense of taste and caring for the mouth
- Telling different tastes of things

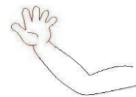
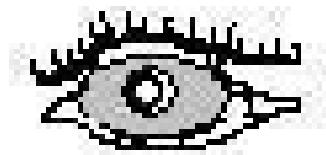
Suggested developmental activities.

- ❖ Naming and drawing different parts of the body
- ❖ Talking about how to clean my body
- ❖ Identifying things, I use to clean my body
- ❖ Practicing keeping the body clean (practice lesson teach the learners how to wash their hands after and before eating)
- ❖ Talk about different ways of protecting different parts of the body.

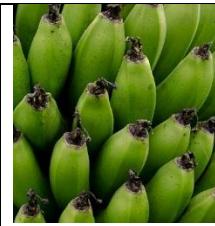
Fruits we eat



Name: Body Parts



Food we eat



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**LEARNING AREA 3 (HEALTH HABITS)
TAKING CARE OF MYSELF FOR PROPER GROWTH AND
DEVELOPMENT.
TERM II.**

Week 2

My body parts

Naming different parts of the body

WEEK 2-5

- Using the sense of touching and feeling to describe things and situations.
 - I can tell textures, temperatures and forms of objects
- Suggested developmental activities.**
- Feeling and talking about forms of objects e.g. cycle, star.
 - Feeling and talking about different textures of objects and things e.g. stones, cones, sticks, cloth.
 - Classifying and naming objects according to texture.
 - Playing guessing games.
 - Modeling to represent textures.
 - Matching objects according to textures.
 - Thanking God for the gift of hands e.g. through songs, prayers and rhymes.

WEEK 6-10

- Caring for the body
- I can protect and care for my body.

Suggested developmental activities.

- Practicing feeling different things using different parts of the body.
 - Talking about how to clean my body.
 - Thinking God for having made me e.g. through prayers, songs and rhymes. "***who made you and me,
Who made mammy and daddy?
Our father God***"
- Practicing keeping the body clean

Things we use to clean our body



Activity Name the things used to clean our bodies

Toothbrush	soap	Basin

Uses of body parts

- | | |
|--------|---------------|
| Eyes | for seeing |
| Hands | for touching |
| Tongue | for testing |
| Legs | for walking. |
| Ears | for hearing. |
| Nose | for smelling. |

LEARNING AREA 3 (HEALTH HABITS) TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT.

TERM III

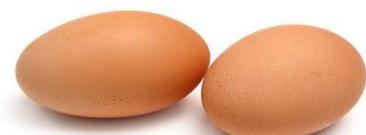
WEEK 2-6

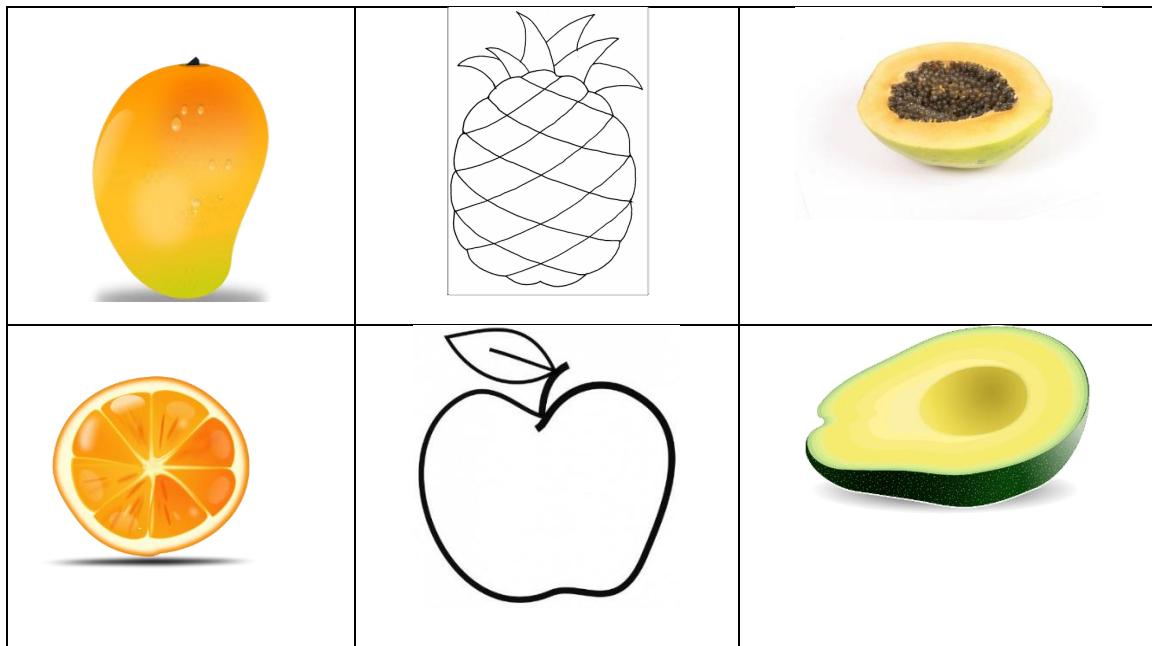
- Using the sense of taste and caring for the mouth.
- I can differentiate tastes of food stuffs
- I can protect and care for my mouth

Suggested developmental activities.

- Tasting different food stuffs
- Sorting according to tastes
- Singing songs about the use of the mouth.
- Drawing different body parts.
- Drawing different foodstuffs that are bad for our teeth.
- Talking about the importance of keeping the mouth clean.
- Talking about dangers of not cleaning the teeth clean.
- Practicing care for the mouth.

Food we eat.





Activity

Read and draw

Fish	Matooke	cassava

**LESSON NOTES FOR LEARNING AREA 2 (LANGUAGE
DEVELOPMENT 1) FOR MIDDLE CLASS
TERM I.**

WEEK I

(Observing different types of objects)

- Seeds e.g -

Maize

Cow peas

Beans etc.

- Shapes e.g

Circle

Triangles

Square,etc

- Teacher game (e.g) greeting

Good morning, a cat and a rat

- Rhyme

- Twinkle twinkle little star

Activities

- Sorting

- Greeting

- Jumping

- Reciting

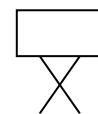
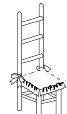
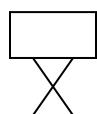
- Dancing

WEEK II

Lesson one

TOPIC: Things around the classroom.

Activity: Matching the same things in the class



Materials to be used

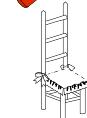
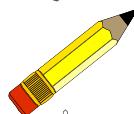
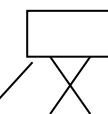
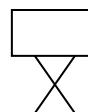
Real objects

Lesson two

TOPIC: Things around the classroom

Activity: Match and draw the same pictures.

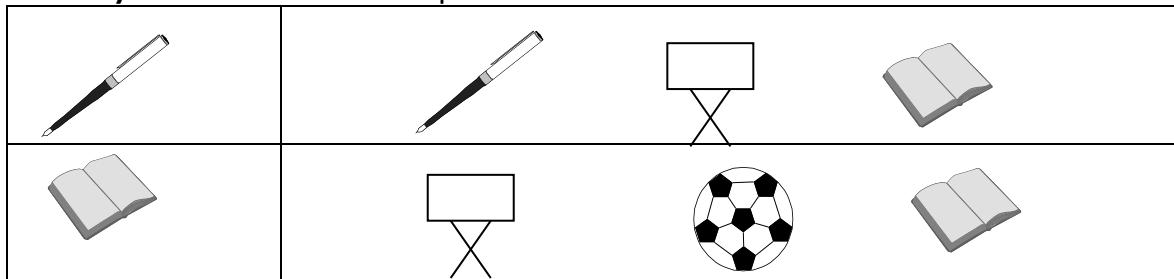
Materials to be used: Real objects



Lesson three

TOPIC: Things around the class room

Activity: Colour the same picture

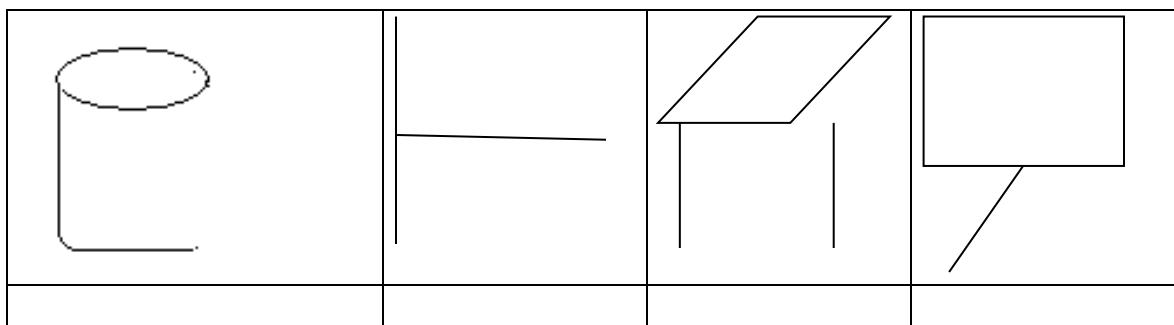


Materials to be used: Flash cards

Lesson four

TOPIC: Things around the class room.

Activity: Putting the missing part.

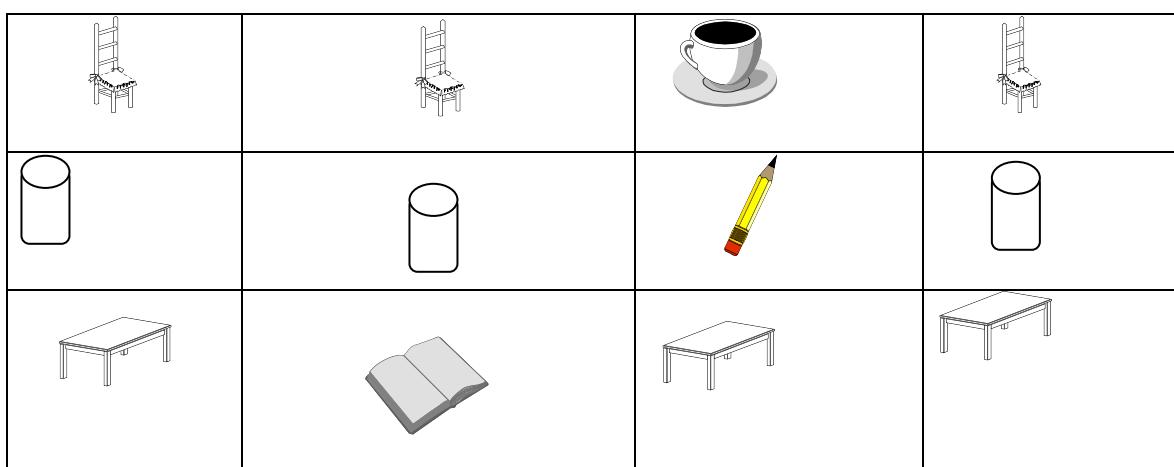


Learning materials: Real objects

Lesson five

TOPIC: Things around the classroom

Activity: Tick the odd man out



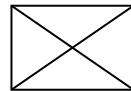
Materials to be used: Real objects, chart

WEEK III

Lesson one

TOPIC: Things at home

Activity: Colour me well

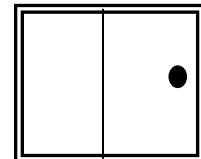
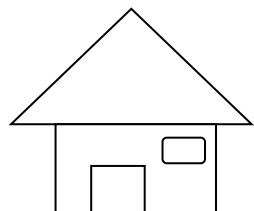


Teaching aids: Real objects

Lesson two

TOPIC: Things at home

Activity: Draw again



Draw Me Again

Draw Me Again

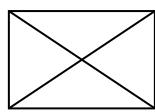
Draw Me Again

Teaching/learning aids: real objects

Lesson three

TOPIC Things at home

Activity: Name these pictures



bed tin cup box

Teaching /Learning aids: real objects

Lesson four

TOPIC: Things at home (common nouns)

Activity: Cross the different word

tin ~~tee~~ tin tin

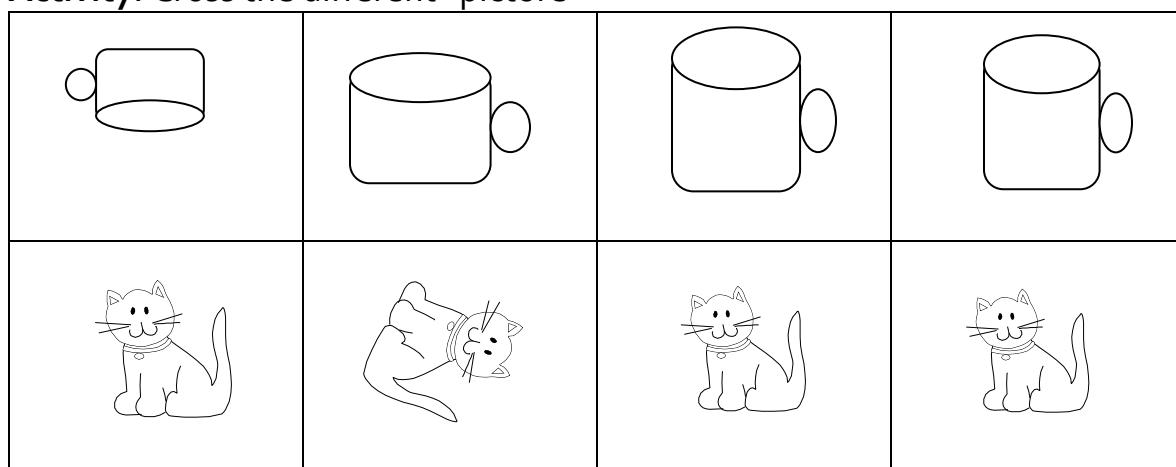
cup cat cup cup

Teaching/Learning aids: cards

LESSON FIVE

TOPIC: THINGS AT HOME

Activity: Cross the different picture



Teaching/Learning aids: Charts

WEEK V

TOPIC C: THINGS AT HOME

ACTIVITY: CIRCLE THE CORRECT WORD FOR THE PICTURE.

Materials to be used: Real objects flash cards



cup pcu



itn tin



box xbo



eert tree

LESSON TWO

TOPIC: THINGS AT HOME

ACTIVITY: UNDERLINE THE CORRECT WORD FOR THE PICTURE GIVEN

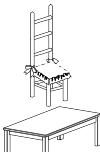
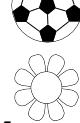


table chair box
tin table tap
ball bag box
fat flower fun



Materials to be used: real objects, flash cards

LESSON THREE

TOPIC: THINGS AT HOME

ACTIVITY: TICK THE DIFFERENT WORD.

cup box^v cup cup

mattin tin tin

box box box bag

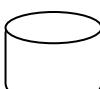
 mug man mug mug

Materials to be used: Flash cards

LESSON FOUR

TOPIC: THINGS AT HOME

ACTIVITY: MATCH THE SAME PICTURES AND DRAW.



LESSON FIVE

TOPIC: THINGS AT HOME.

ACTIVITY: MATCH THE SAME WORD AND WRITE IT AGAIN.

mat	pot	_____
hen	cat	_____
rat	cow	_____
cow	rat	_____
cat	hen	_____
pot	mat	_____

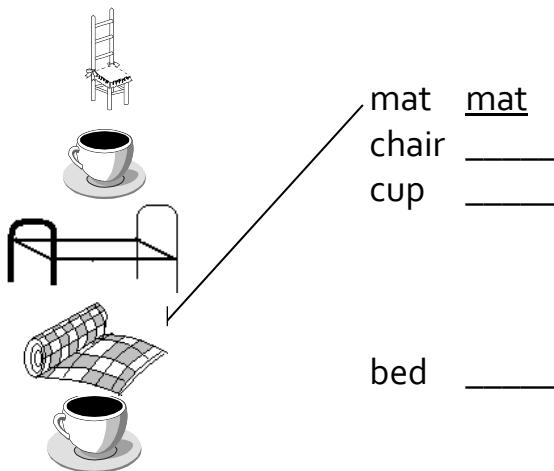
Materials to be used: Flash cards, chalkboard, books and pencils

WEEK SIX

LESSON ONE

TOPIC: THINGS AT HOME

Activity: Matching things at home and copy words



Teaching/Learning aids: Chart/real objects

LESSON TWO

TOPIC: THINGS AT HOME

ACTIVITY: MATCHING THINGS AT HOME



bottle



mug



spoon



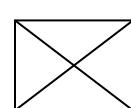
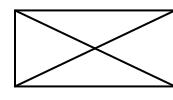
flower

Teaching/Learning aids: Real objects

LESSON THREE

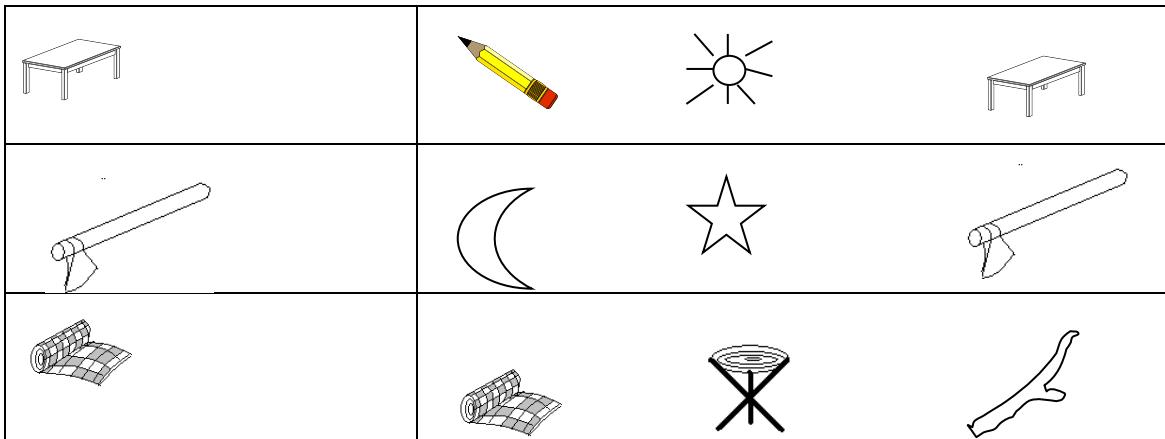
TOPIC: THINGS AT HOME

ACTIVITY: CIRCLE THE SAME PICTURES



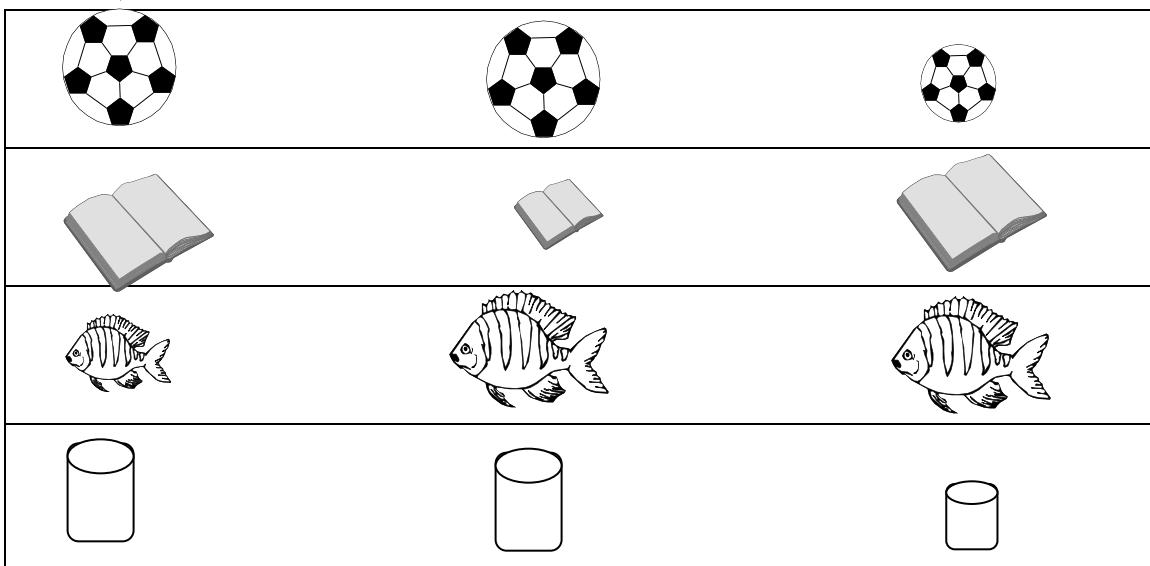
Teaching/Learning aids: Real objects

LESSON FOUR
TOPIC: THINGS AT HOME
ACTIVITY: CIRCLE THE SAME PICTURES



Teaching/Learning aids: *Real objects*

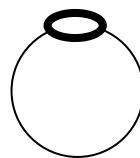
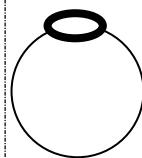
LESSON FIVE
TOPIC:COMPARING SMALL/BIG
ACTIVITY:COLOUR THE SMALLER PICTURE



WEEK VII

TOPIC: COMPARING BIG AND SMALL

ACTIVITY: LEARNERS WILL TICK THE SMALL PICTURES ONLY.

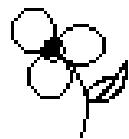
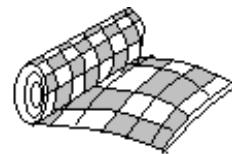
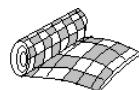


Materials to be used: real objects and charts in class.

LESSON TWO

TOPIC: COMPARING BIG/SMALL

ACTIVITY: PUPILS WILL LEARN, TOUCH AND SHADE/COLOUR THE SMALL PICTURE.

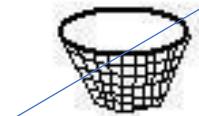


Materials to be used: Real objects

LESSON THREE

TOPIC: COMPARING BIG/SMALL

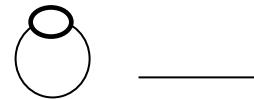
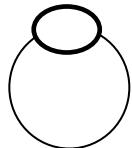
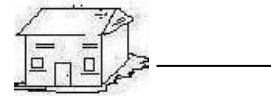
ACTIVITY: LEARNER WILL IDENTIFY THE BIG PICTURE AND CROSS IT.



LESSON FOUR

TOPIC: COMPARING BIG/SMALL

ACTIVITY: LEARNER WILL UNDERLINE THE BIG PICTURE.



Learning materials: Real objects, chart in class

LESSON FIVE

TOPIC:COMPARING BIG/SMALL

ACTIVITY:LEARNERS WILL READ AND DRAW

Draw a big mat _____

Draw a small ball _____

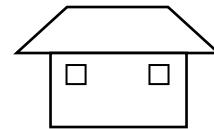
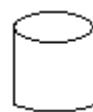
Materials to be used: real objects, pencils and books

WEEK VIII

LESSON ONE

TOPIC:MISSING PART

ACTIVITY:DRAW THE MISSING PART

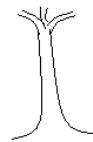
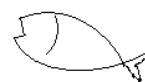


Teaching/learning aids: Cut outs, jig saws

Lesson two

TOPIC:Missing part

Activity:Draw the missing part

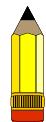
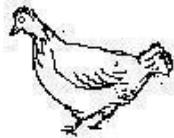
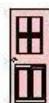


Teaching/learning aids: cut outs, jig saws

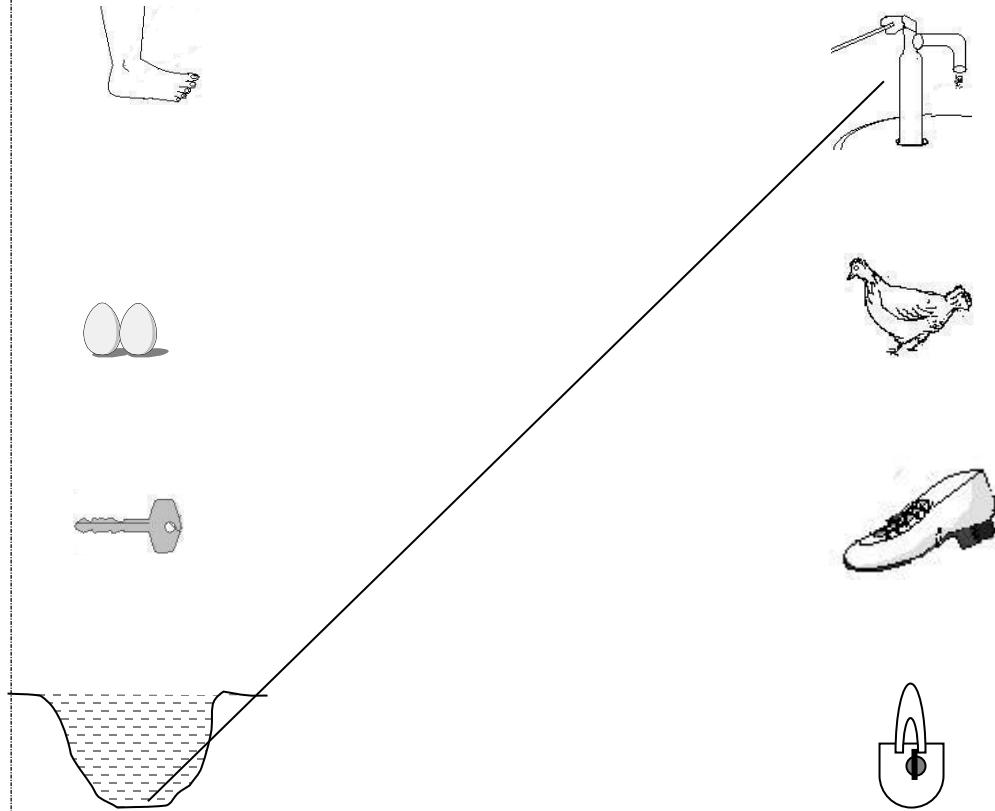
LESSON THREE

TOPIC: BELONGINGS

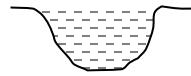
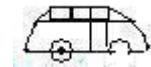
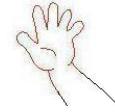
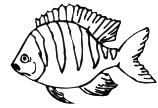
ACTIVITY: MATCH TO THE BELONGING



LESSON FOUR
TOPIC:BELONGING
ACTIVITY:MATCH TO THE BELONGING



LESSON FIVE
TOPIC: BELONGING
ACTIVITY: MATCH



Teaching/learning aids: Real objects, e.g watch, hand, shorts, etc

WEEK IX

LESSON ONE

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL READ THE WORD CORRECTLY AND DRAW THE PICTURES.

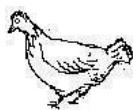
tin	cup	ball	cat	cow
-----	-----	------	-----	-----

Materials to be used: charts, flash cards, books and pencils.

LESSON TWO

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL READ THE WORDS CORRECTLY AND TICK THE CORRECT WORD FOR THE PICTURE GIVEN. E.G.



Hat
hen^v
hut



dog
door
duck



tin
tea
tie

Learning materials should be: flash cards, chart in class, books and pencils.

LESSON THREE

TOPIC:COMMON NOUNS

ACTIVITY: LEARNERS WILL READ AND CROSS THE CORRECT WORD.

hen	ehn	neh
odg	dog	god

LESSON FOUR

TOPIC:COMMON NOUNS/NEW WORDS

ACTIVITY:LEARNERS WILL FILL IN THE MISSING LETTER/WORD E.G



b__ok



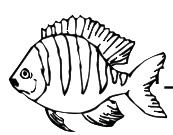
Materials to be used: Chart in the class, books and pencils

LESSON FIVE

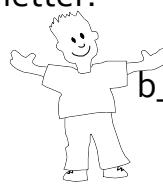
TOPIC:COMMON NOUNS/NEW WORDS

ACTIVITY:LEARNERS WILL CONTINUE TO FILL IN THE MISSING LETTER IN A WORD.

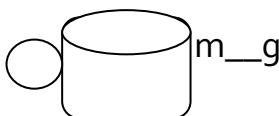
Fill in the missing letter.



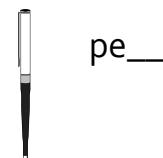
sh



b_y



m_g



pe_

Learning materials to be used: Chart in the class, books and pencils.

WEEK X

LESSON ONE

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL CROSS OUT THE DIFFERENT WORD E.G.

Cow cow cat

cup tin cup

Teaching/learning aids: Card, charts

LESSON TWO

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL CROSS OUT THE DIFFERENT WORD.

spoon spoon stool

car car can

Teaching/Learning aids: Card/ Charts

LESSON THREE

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL TICK THE CORRECT WORD.

hne nhe hen

eye yee eey

mna nam man

Materials to be used: cards, dominos

LESSON FOUR

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL TICK THE CORRECT WORD

blla	allb	ball
dog	gdo	ogd

Teaching learning aids: cards

LESSON FIVE

TOPIC:COMMON NOUNS

ACTIVITY:LEARNERS WILL UNDERLINE THE CORRECT WORD.

	blla
	ball
	llab



bkoo
boko
book

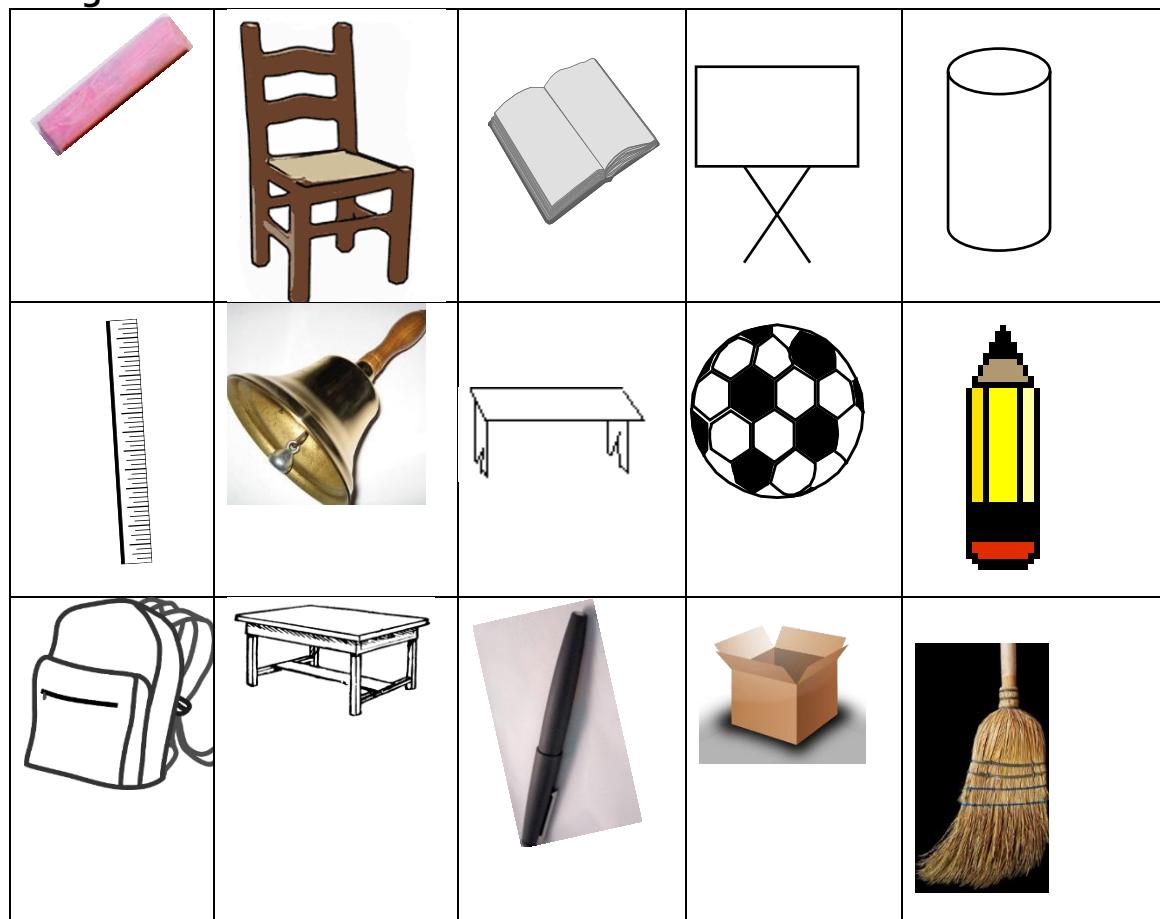
**LESSON NOTES FOR LEARNING AREA 2
(LANGUAGE DEVELOPMENT 1) FOR MIDDLE CLASS
TERM II.**

WEEK 2-5

Suggested developmental activities.

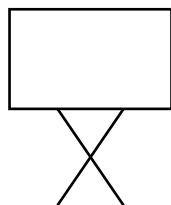
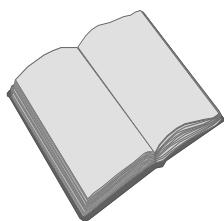
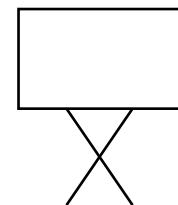
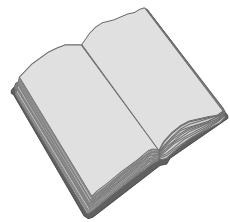
- ❖ Naming the things found in class.
- ❖ Matching the same things found in class.
- ❖ Match and draw the same things found in class.
- ❖ Finding missing parts.

Things around the classroom.

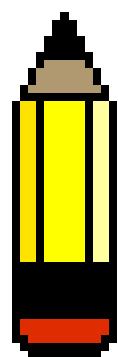
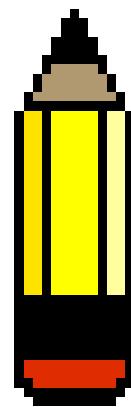
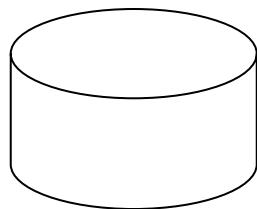
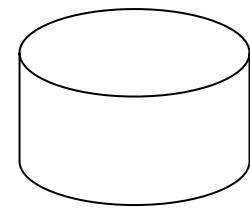
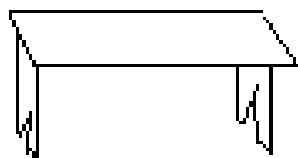
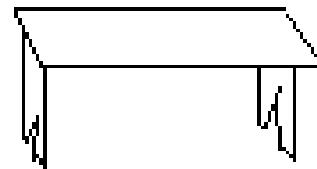
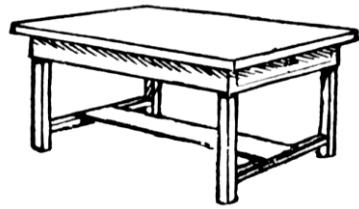


Activity:

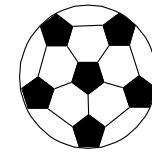
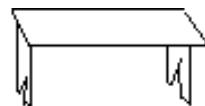
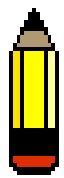
Matching the same things in the class



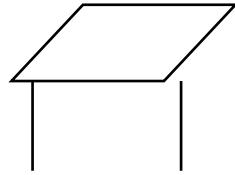
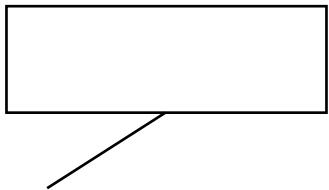
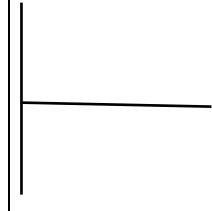
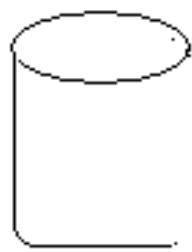
Match and draw the same picture



Color the same picture



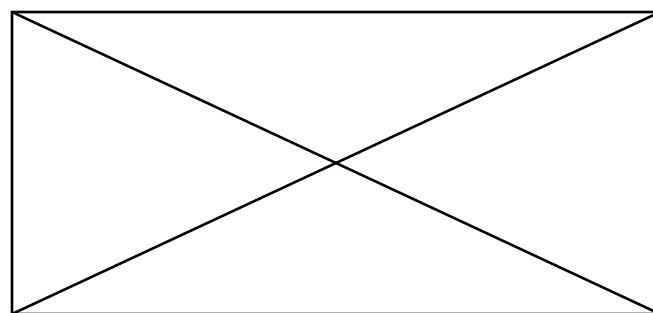
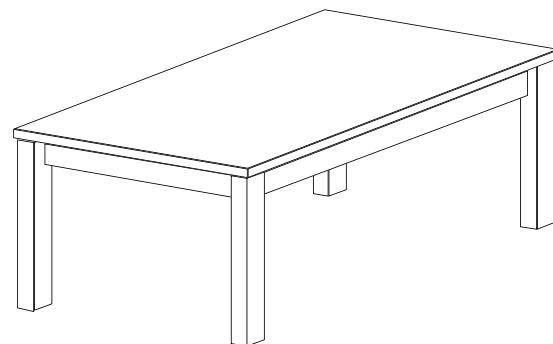
Putting the missing part.



Week 6-8

Things at home

Activity: Colour me well

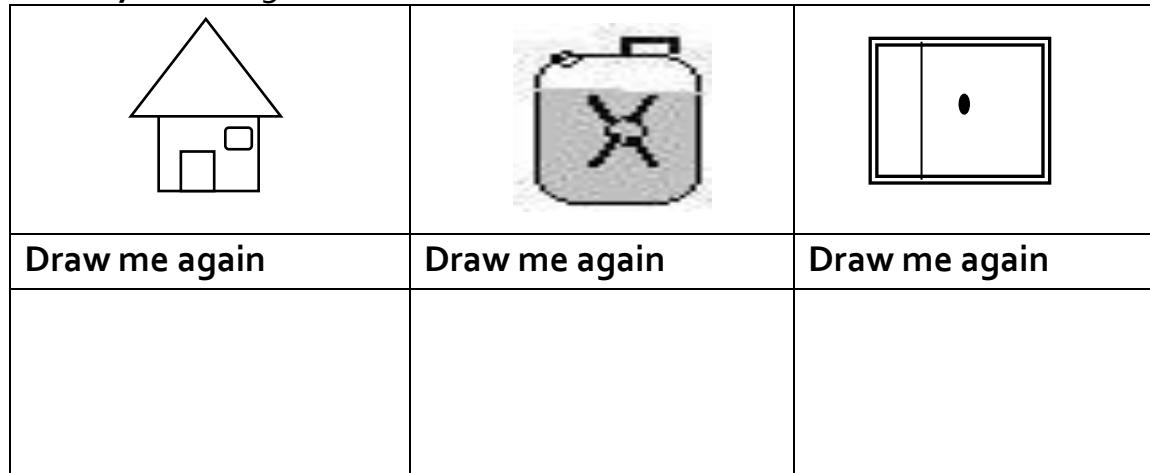


Teaching aids: Real objects

Lesson two

TOPIC: Things at home

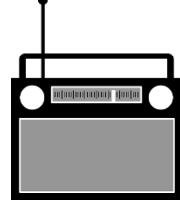
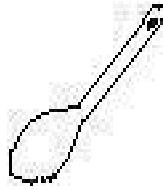
Activity: Draw again



Things at home

Activity

Name these pictures

Bed	Cup	Kettle	Radio
			
			
Table	Spoon	Television	Chair

The Different Word

Table	Tin	Tin
Cup	Cat	Cup
Spoon	Kettle	Kettle
Chair	Bed	Bed
Bell	Bottle	Bottle

circle the correct word for the picture

	Cup	Ucp
	Bed	Deb
	Opt	Pot

Underline the correct word for the picture given



table

chair

box



tin

table

tap



ball

bag

box

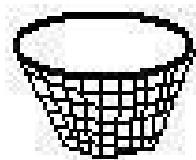


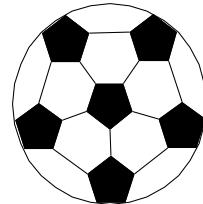
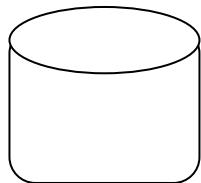
flower

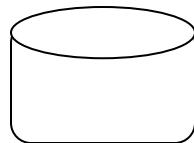
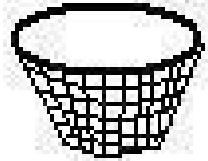
fun

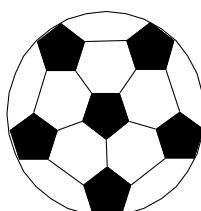
bird

Match the same pictures and draw.









Match the same word and write it again.

Mat pot _____

Hen cat _____

Rat cow _____

Cow rat _____

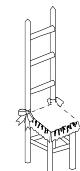
Cat hen _____

Pot mat _____

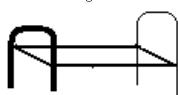
Matching things at home and copy words.



chair _____



cup _____

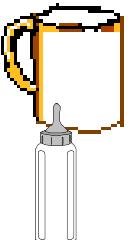


bed _____

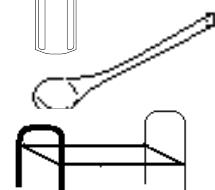
Matching things at home



Bottle



Mug



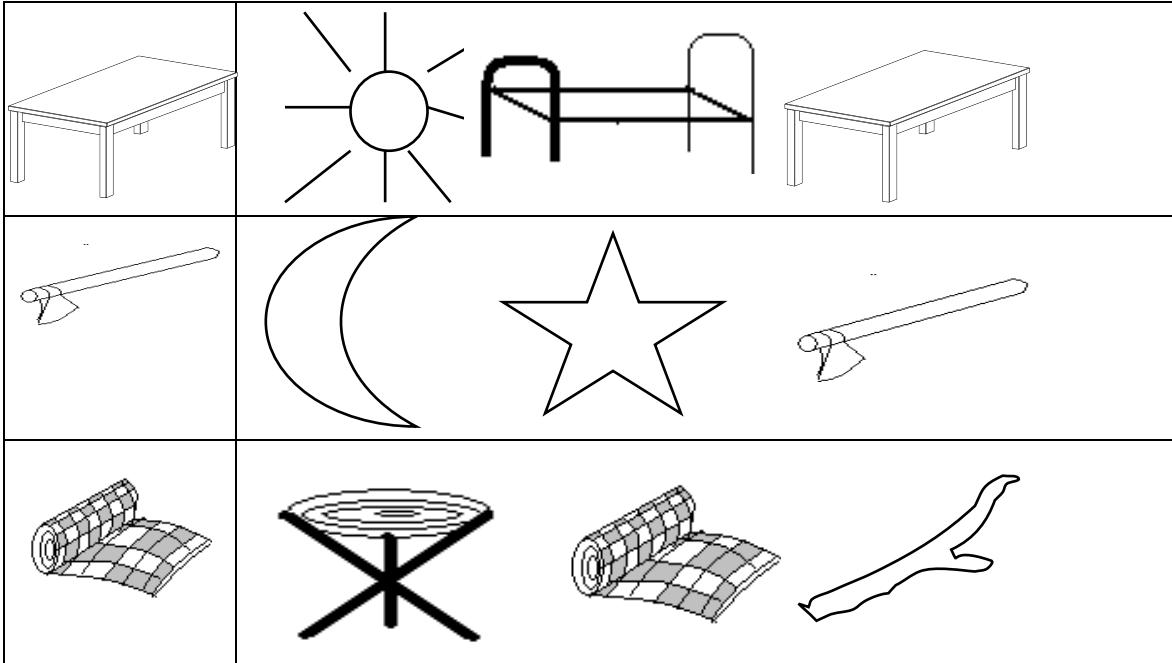
Spoon

Flower



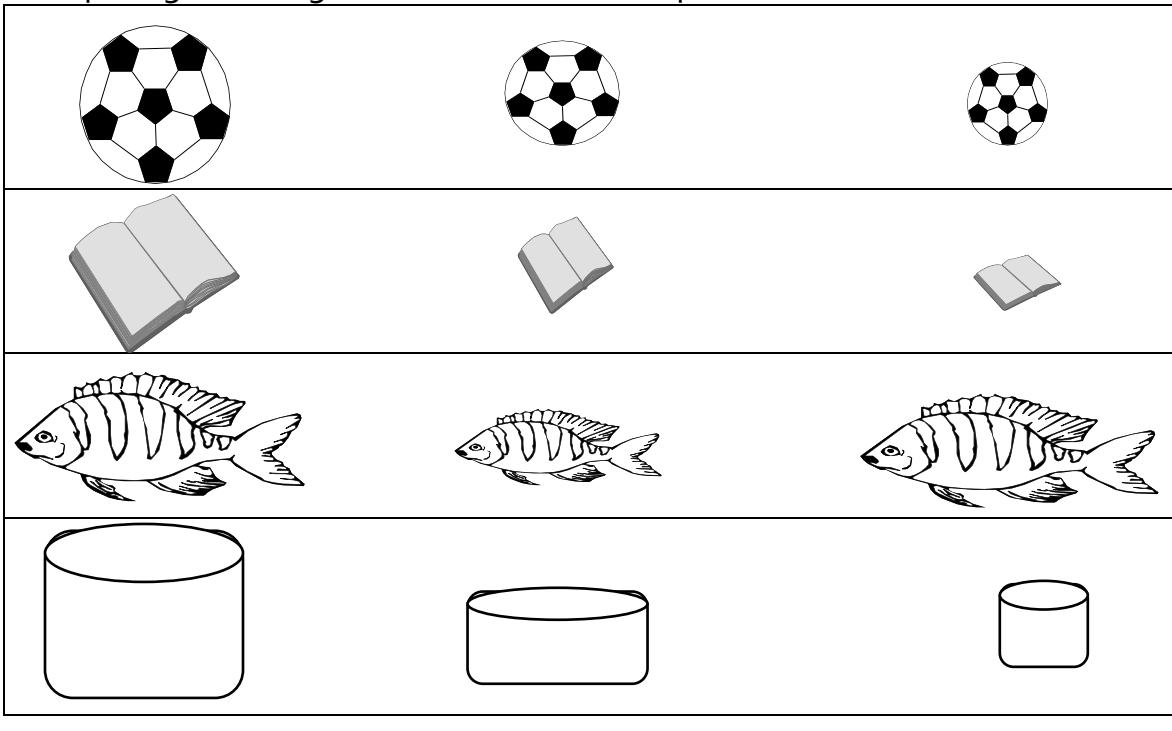
Bed

Activity: Circle the same pictures

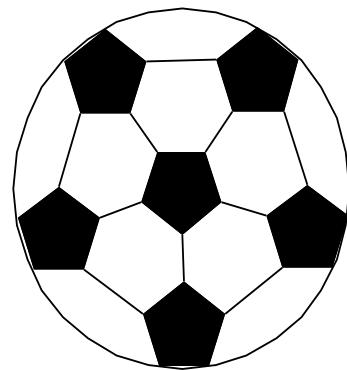
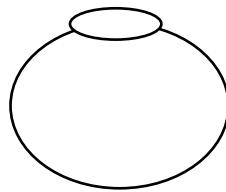
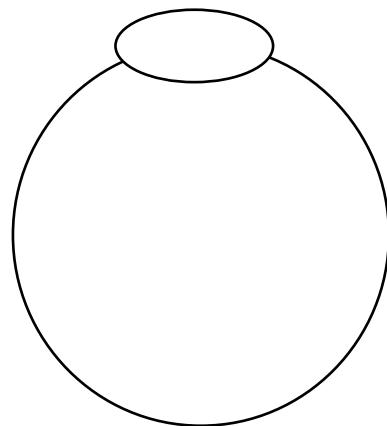
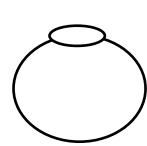
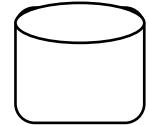
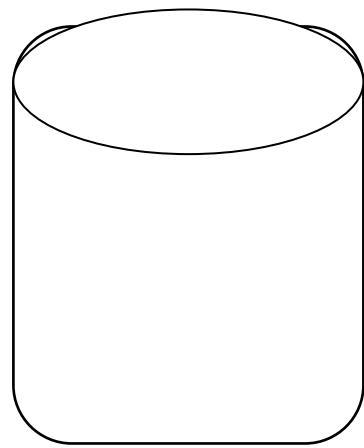


Week 9-10

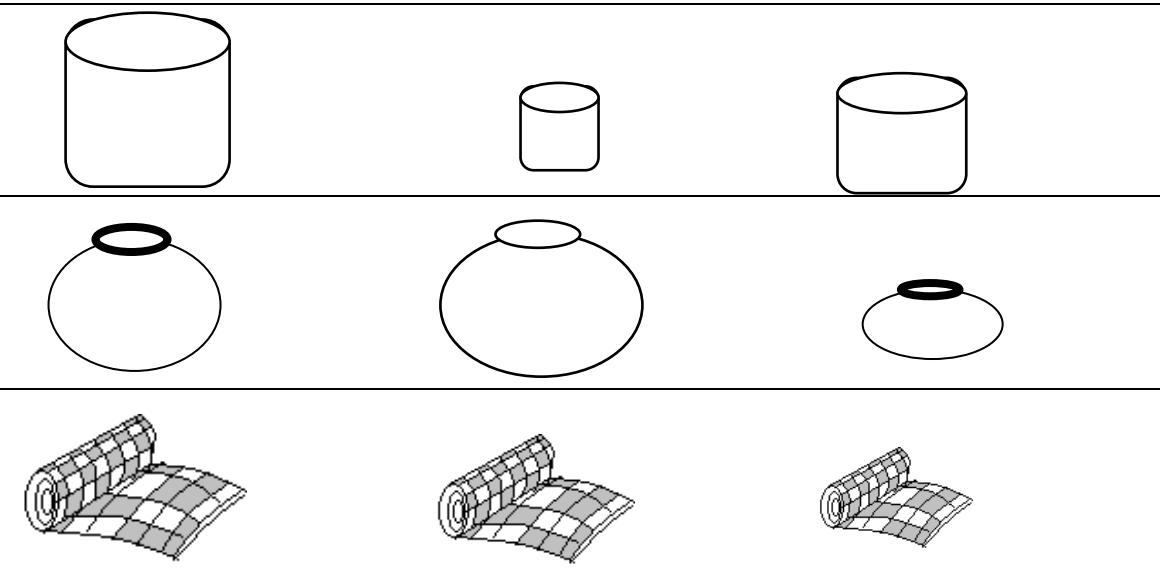
Comparing small big Colour the smaller picture



Tick the small pictures only.



Color the small picture.

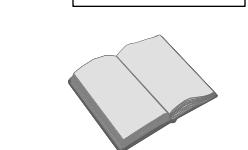
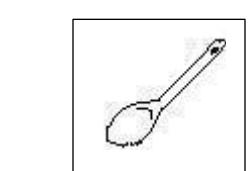
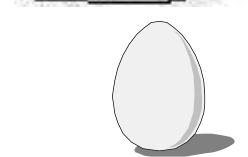
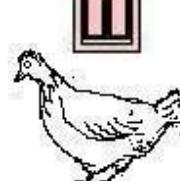
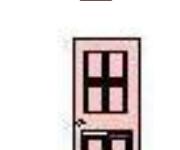
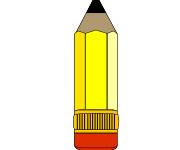


Read and draw.

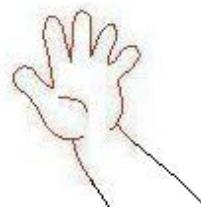
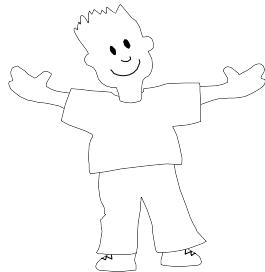
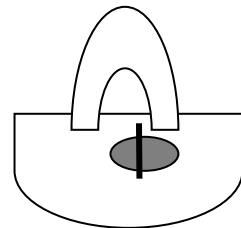
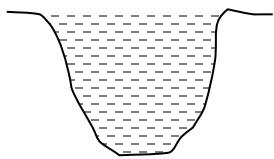
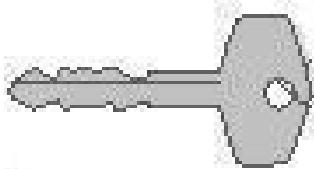
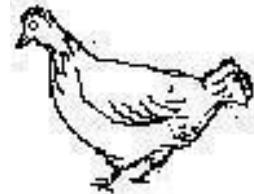
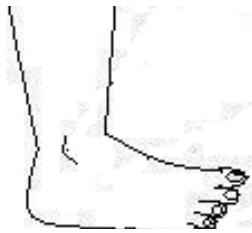
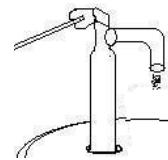
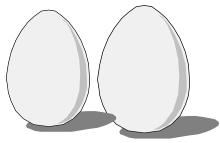
Draw a big mat.

Draw a small ball.

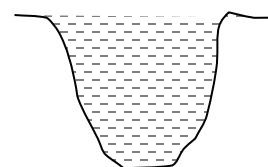
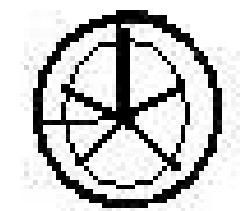
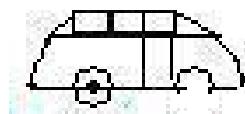
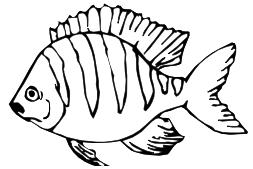
Belongings: Match to the belonging.



Match to the belonging



Match



WEEK IX

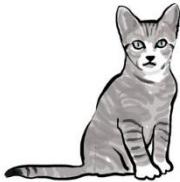
Common nouns

Activity

Read and draw pictures

Tin	cup	ball	cat	cow

Tick the correct word for the picture

	Hat	Hut	hen
	dog	door	duck
	Cow	Cat	Can

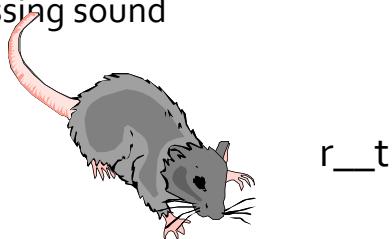
Common nouns/new words

Activity

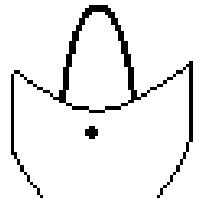
learners will fill in the missing sound



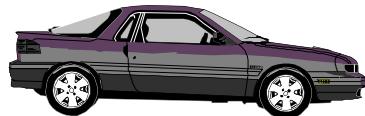
b_ _ok



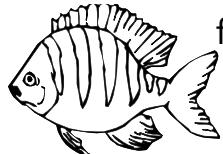
r_ _t



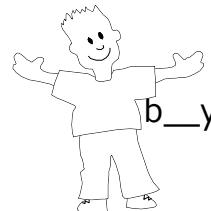
b_ _g



c_ _r



f_ _sh

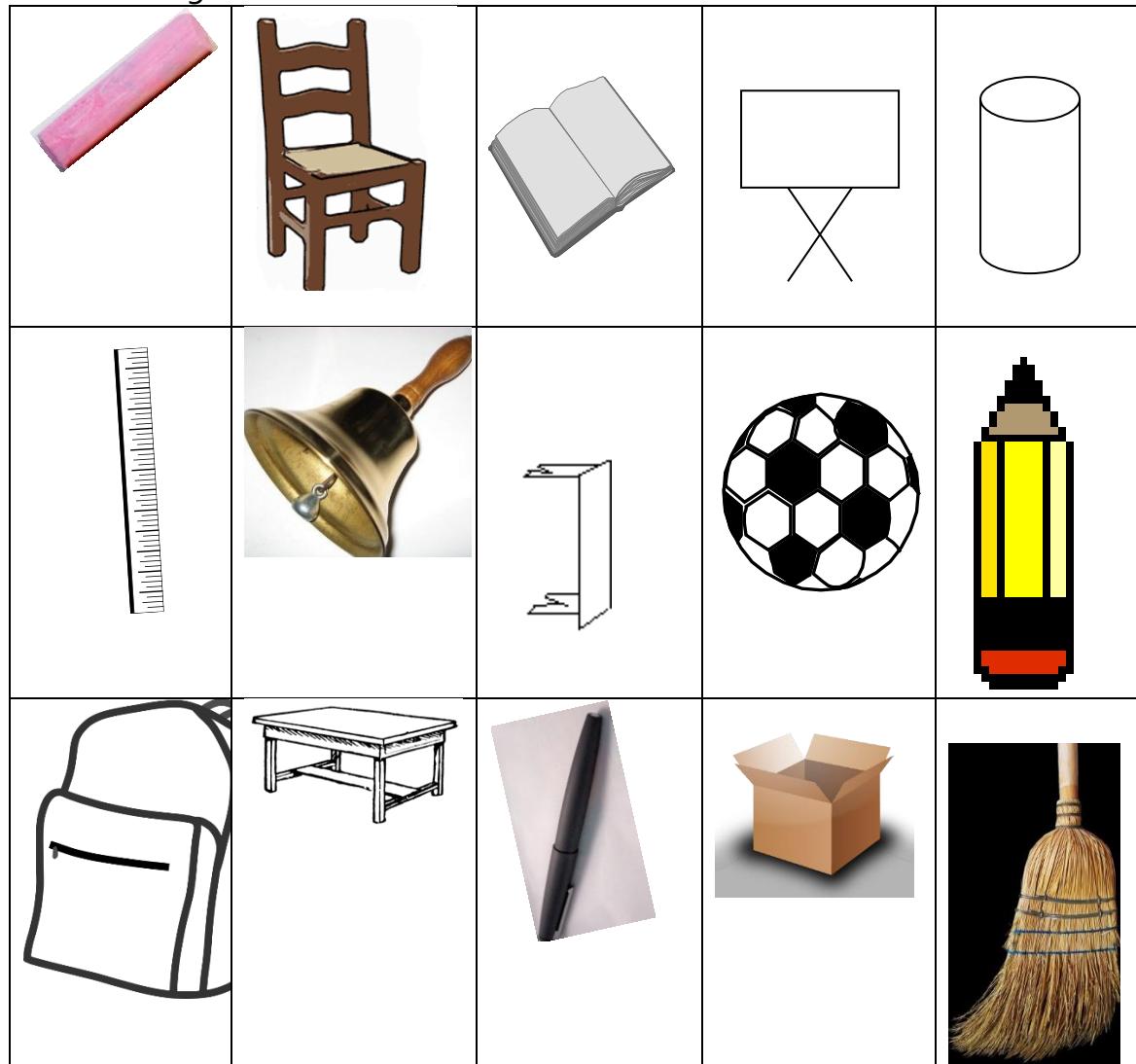


b_ _y

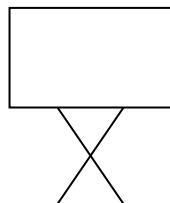
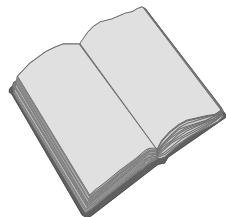
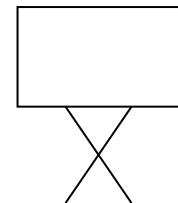
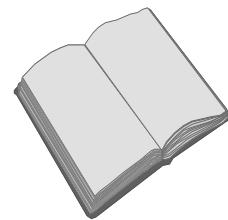
LESSON NOTES FOR LEARNING AREA 2 LANGUAGE DEVELOPMENT 1 FOR MIDDLE CLASS TERM III

WEEK ONE

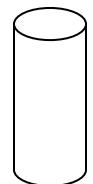
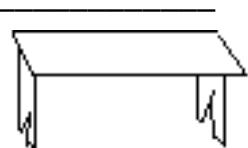
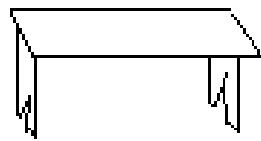
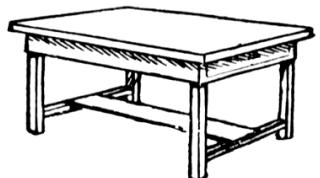
TOPIC: Things in the classroom



Matching the same things in the class

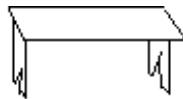
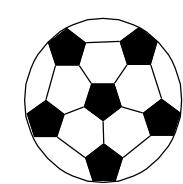
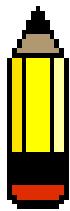


Match and draw the same pictures.

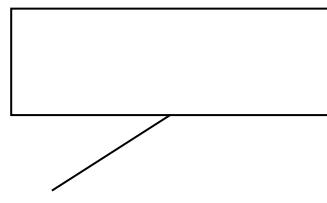
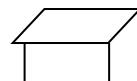
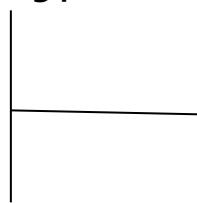
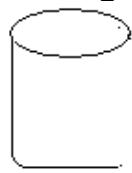




Color the same picture



Putting the missing part.



Read and draw things found in class

Chalkboard	Chalk	Tin	Table
Broom	Chair	Pencil	pen

Match the same word and write

Pen book _____

Book pen _____

Chair bag _____

Bag chair _____

Table pencil _____

Chalkboard broom _____

Pencil table _____

Broom chalkboard _____

Draw things found in a class

chair	book	Girl

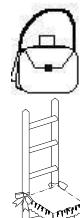
Draw and color

Duster

Pen

Common nouns**Match words to pictures**

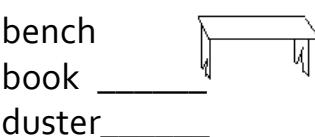
chair



book



bag

**Match to the same and draw**

Book

bench

Duster

book _____

Bench

duster_____

Common words**Reading simple words**

pencil

- chair
- book
- boy

Common words**Activity: Read and draw**

book



ruler



chalk



Activity: Match to word and draw

book _____

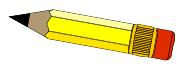
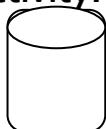


table _____



pencil _____

Common nouns/New words**Activity: Circle the correct word**

tin nit

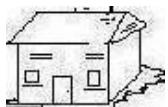


blla ball



tea tae

- Common nouns

Activity: Circle the correct word

hsoue house



dress ssdre



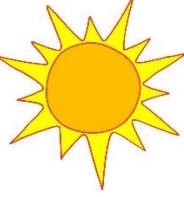
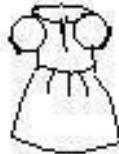
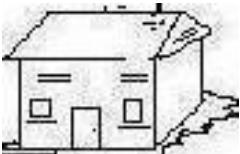
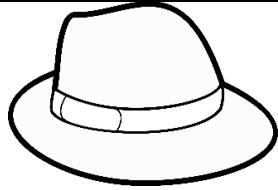
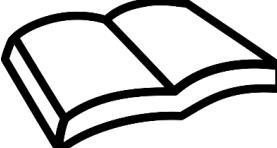
oshe shoe



bag abg

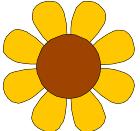
Common nouns/ new words

Activity: Fill in the missing letter

			
S ___ n	B ___ g	B ___ ll	B ___ ll
			
Dr ___ ss	Hou ___ se	H ___ t	H ___ t
			
Tre ___	Broo ___	Bo ___ k	Bir ___

Forming structures

Activity: Complete sentences

- It is a  _____
- It is a  _____
- It is a  _____

Forming structures

Activity: Read and draw

It is a banana _____

It is a table _____

It is a bed _____

Forming structures

Activity: Make sentences using "It is a_____)

Forming structures

Activity: Reading new words; a, is, it, here, that, this.

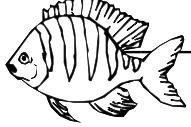
- Teacher will use some words to form sentences orally.

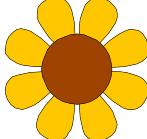
Forming structures

Activity: Complete the sentence using the given structures

It is a  _____

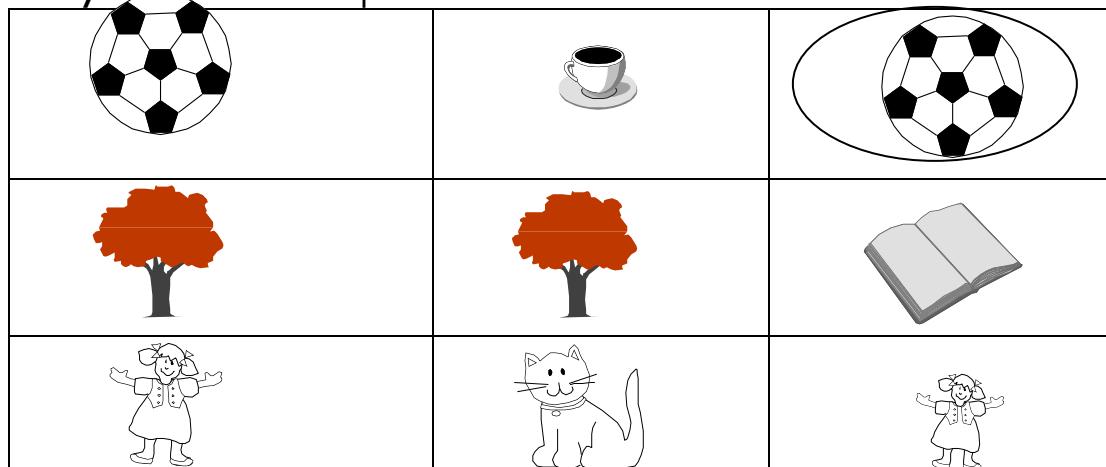
It is a  _____

It is a  _____

It is a  _____

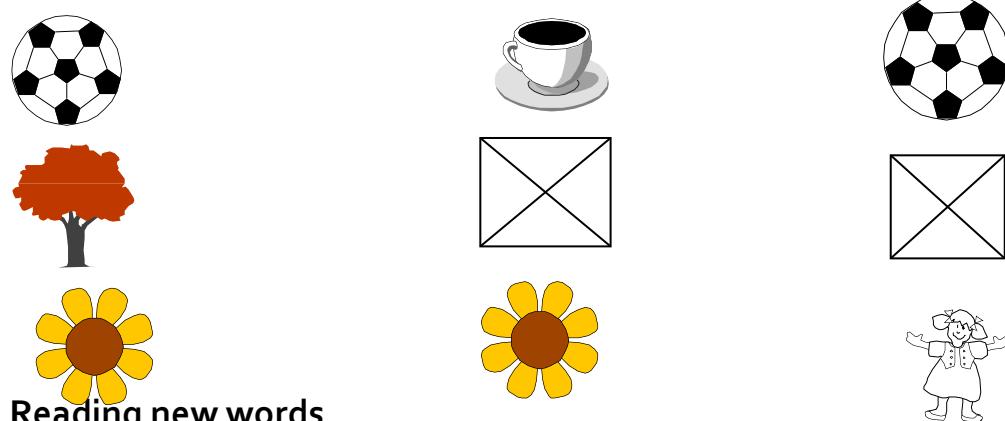
Identifying the same pictures

Activity: Circle the same pictures



Identifying the same pictures

Activity: Color the same pictures.



Reading new words

Activity: a, is, it, here, here, that, has, this, can

- Teacher will use same new word to form a new structure orally

Lesson two

Forming structures

Activity: Complete the sentences giving the given structure that is

That is an  _____

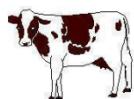
That is a  _____

That is an  _____

Forming structures

Activity: Read and draw e.g that is

That is a



That is a



That is a



Forming structures

Activity: Make sentences using "That is _____

book _____

tin _____

balloon _____

food _____

flower _____

dress _____

Forming structures using learnt new words

Activity: Read and draw

This is a bird _____

This is a box _____

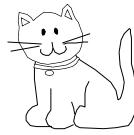
This is a book _____

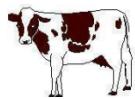
Learning aid: Real objects

Form structures

Activity: Make sentences using; "This is"







Forming structure (Use the same words)

Activity: Complete the sentences

Here is a



Here is an



Here is a



Forming structures

Activity: Read and draw

Here is an aero plane

Here is a car

Here is a bicycle

Forming structures

Evaluation activity: Make sentences

Milk _____

Toy car _____

Tree _____

Learning aids: Cards, real objects, books and pencils

Form structures

Evaluation activity: Learners will continue to make sentences

Leaf _____

Egg _____

Gun _____

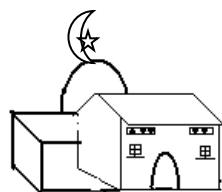
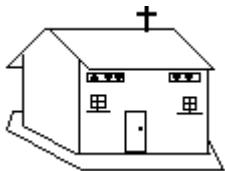
Aeroplane _____

Learning aids:card, charts

Important places

Evaluation activity: Learners will name important places orally.

Teacher will draw for them pictures to color e.g



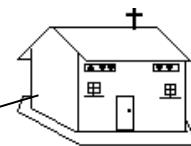
Learning aids:Achart

Important places

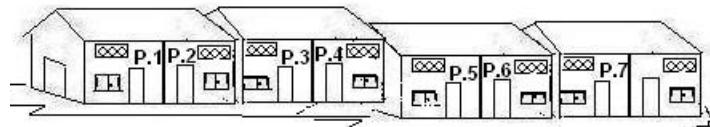
Evaluation activity: Match word to picture.

Learning aids:books, pencils, colors, papers

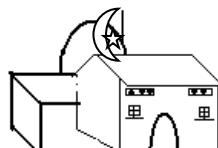
Mosque



Church



bank

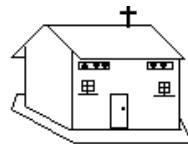


School

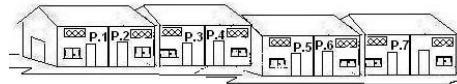
Important places

Evaluation activity: Learners will use a structure on new words learnt.

I can see a



I can see a



Draw and color a market.

**LESSON NOTES FOR MATHEMATICAL CONCEPTS
FOR MIDDLE
LEARNING AREA 4,
TERM ONE.**

Developing and using mathematical concepts in my day to day experience

Surveying and distinguishing the attributes of objects

I can count things and numbers 1-20

WEEK 1

Week 1-4

Suggested developmental activities

- ❖ Singing a song about number
 - "one two back my shoes**
 - Three four shirt the door"**
- ❖ counting numbers 1-20 (by rote or one by one)
- ❖ showing how things are the same or different
- ❖ Identifying relationships among objects e.g ball with feet, cow with animals (one to one correspondence).
- ❖ Arranging objects according to the numbers
- ❖ Playing number games.
- ❖ Matching pictures to number symbols.
- ❖ Counting, reading and writing numbers.
- ❖ Matching sets of things, I know.
- ❖ Drawing for the number.

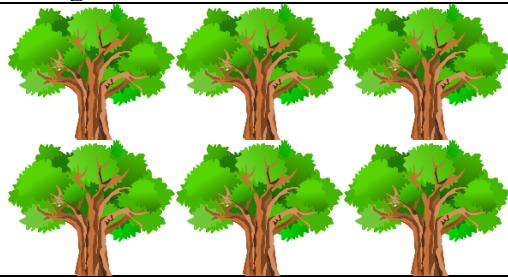
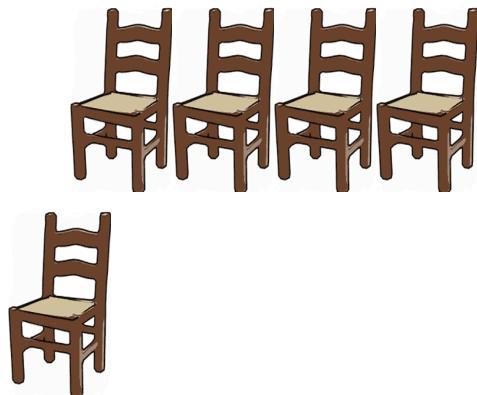
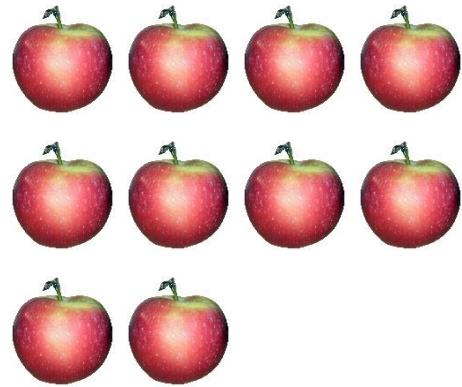
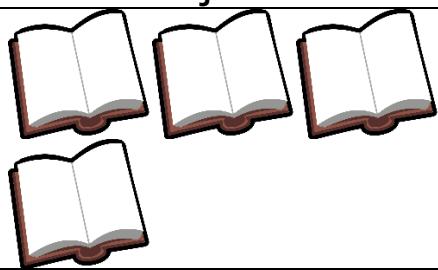
One	Two	Three	Four	Five
Six	Seven	Eight	Nine	Ten

Activity

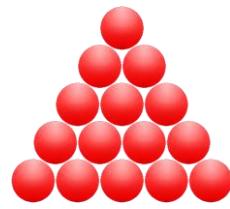
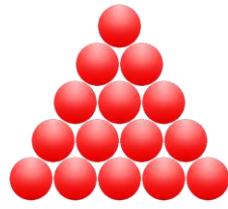
Write numbers from 1-10

1	2	3	4	5	6	7	8	9	10

Count the objects and write the number



Match the same sets

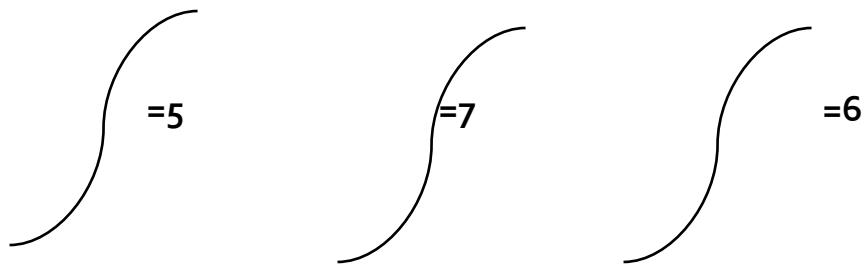


Write in words

1 _____

6 _____

Draw balls for the number



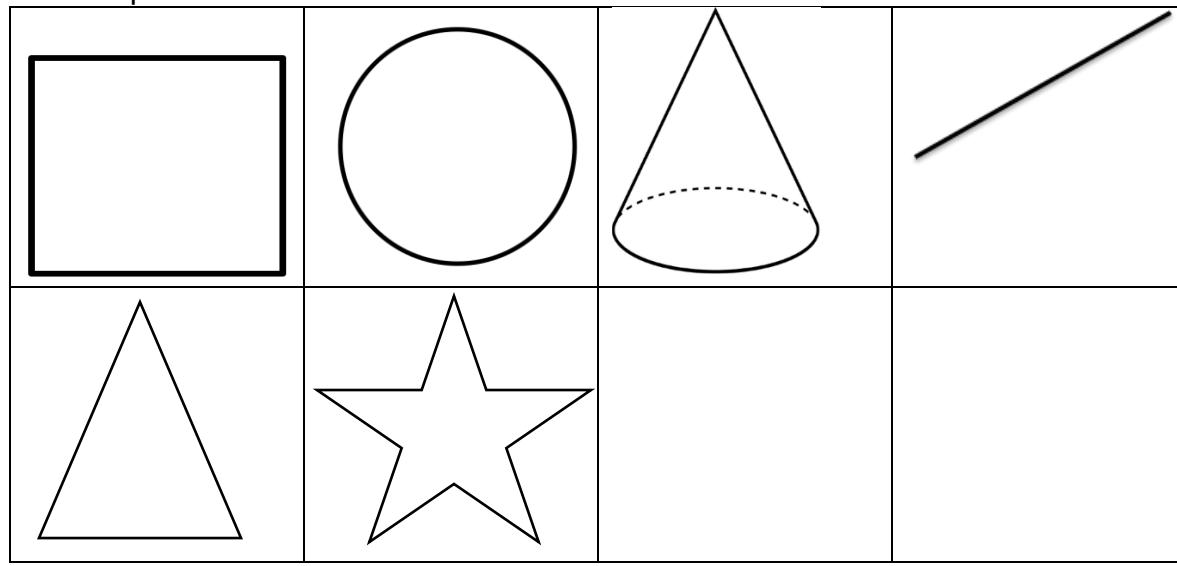
Week 5-10

I can identify relationship, and differences between different objects and shapes.

Suggested developmental activities

- Singing a song about shapes e.g
 - "*We know our shapes*
 - I know my shapes*
 - I know a circle*
 - I know a triangle*".
- Pairing of things.
- Naming objects of different shapes.
- Matching to find similarities and differences.
- Drawing and modeling shapes and objects.
- Sorting objects according to shapes, sizes and types.
- Cutting and pasting to form shapes.

Our shapes



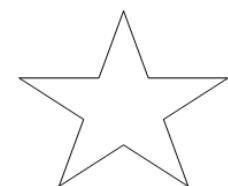
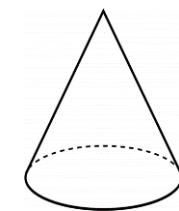
Activity

1. Name the shapes

Circle	Rectangle	Star	Triangle

Match shapes to their names.

Triangle



Cone

Star

triangle

Note: Zig zag is a line or pattern not a shape.

Comparing things according to different attributes

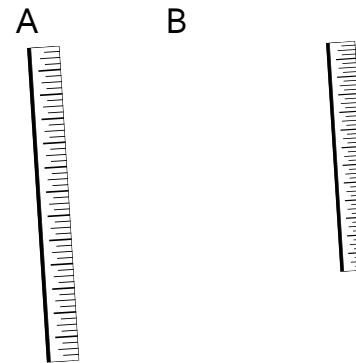
I can show relations among things in serial order

Suggested developmental activities

- ❖ Comparing which one is
- ❖ Bigger/smaller
- ❖ Heavier/lighter
- ❖ Rougher /smoother
- ❖ Louder/softer
- ❖ Longer/shorter
- ❖ Taller/shorter
- ❖ Wider/narrower.

Activity

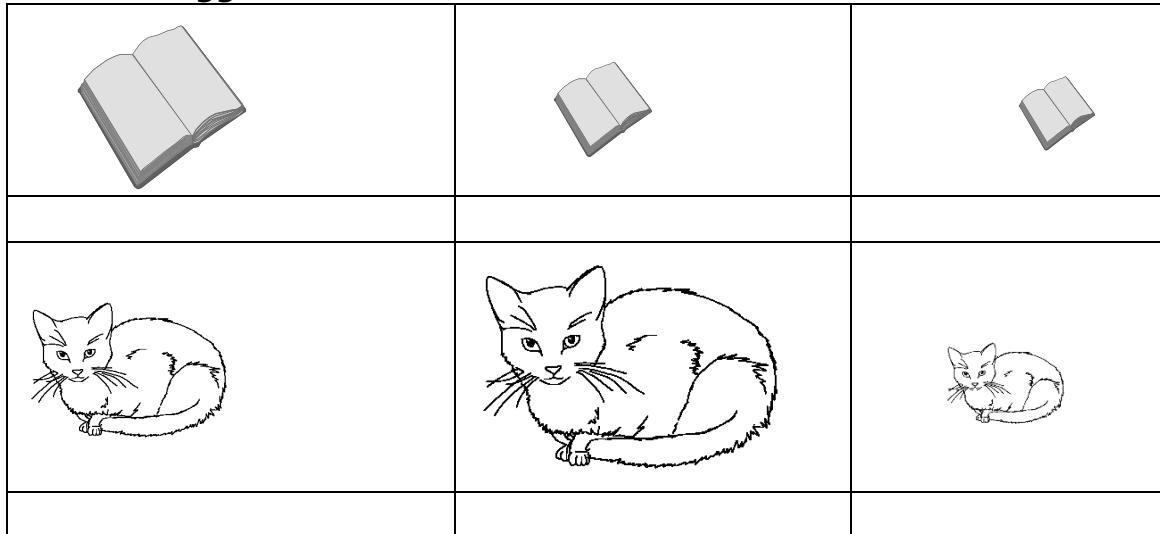
Which one is shorter



Name the big, bigger and the biggest.

A large soccer ball.	A medium soccer ball.	A small soccer ball.
biggest	bigger	big
A large table.	A medium table.	A small table.
biggest	bigger	big

Circle the bigger



LESSON NOTES FOR NUMBERS
FOR MIDDLE CLASS
TERM II.

Recognizing, describing and representing numbers and their relationships and solving mathematical problems with confidence.

I can count things and numbers 1-20

I can tell similarities and differences among things and numbers

I can tell more equal and less quantities

Week 2-5

Suggested developmental activities

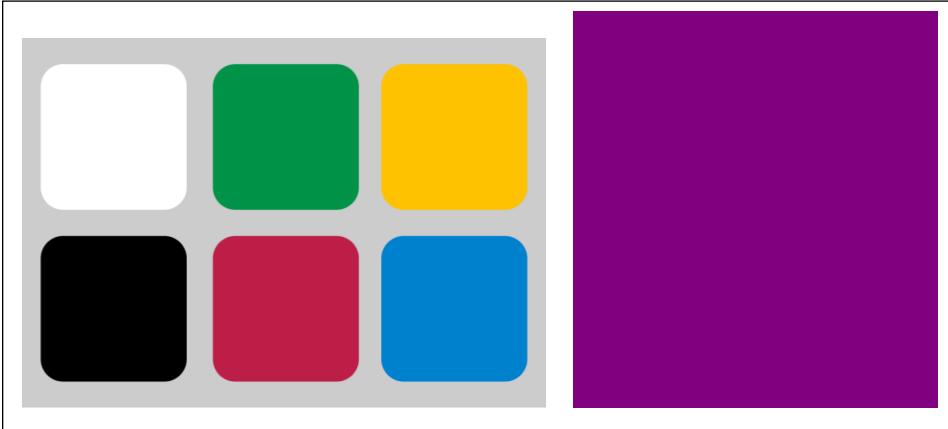
- ❖ Counting numbers by rote or one by one
- ❖ Recite a rhyme about numbers.

"one yellow duck...."

"one yellow duck...."

- ❖ Sorting objects by types e.g. beans from beads, plastic bottle tops from metal bottle tops
- ❖ Sorting objects according to their color.
- ❖ Counting objects showing their difference, similarities
- ❖ Adding objects and forming sets

Our colors



Activity

Match the same

Blue

orange

Green

yellow

Black

green

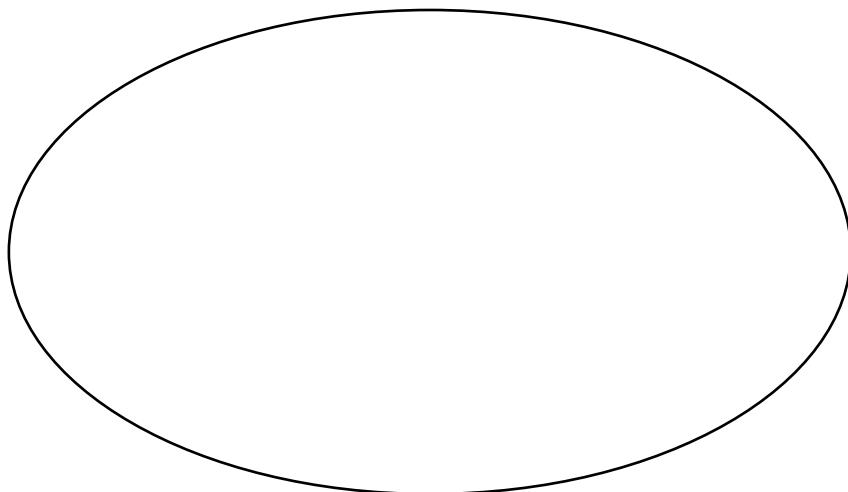
Yellow

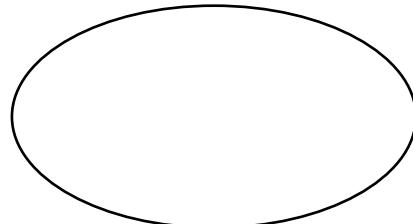
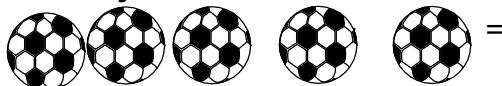
blue

Orange

black

Our sets



Activity**Read and draw****A set of 5 cups****A set of 2 flowers****A set of nine tins****Add objects**

$$\begin{array}{c} \boxed{\times} \quad \boxed{\times} \\ + \quad \boxed{\times} \quad \boxed{\times} = \boxed{\times} \\ / \quad / \quad / \quad / \quad / = / \end{array}$$

Counting number

Count objects showing their difference, similarities and quantity e.g.

1



2	
---	--

0	
---	--

Counting numbers

Copying numbers zero to five on slates or chalkboard.

Learning materials: slates, chalk, single flash cards.

C

ounting numbers

Activity

Copy and write

1	2	3	4	5	6	7	8

Count and write.

$$\begin{array}{ccc} \times & \times & \times \\ 000 & = \end{array}$$

$$\begin{array}{cccc} \text{cylinder} & \text{cylinder} & \text{cylinder} & \text{cylinder} \\ & & & = \end{array}$$

$$\begin{array}{ccc} \text{umbrella} & \text{umbrella} & \text{umbrella} \\ \text{umbrella} & & = \end{array}$$

$$\begin{array}{ccccc} \text{apple} & \text{apple} & \text{apple} \\ \text{apple} & \text{apple} & = \end{array}$$

Match the same numbers

3

7

5

1

2

3

6

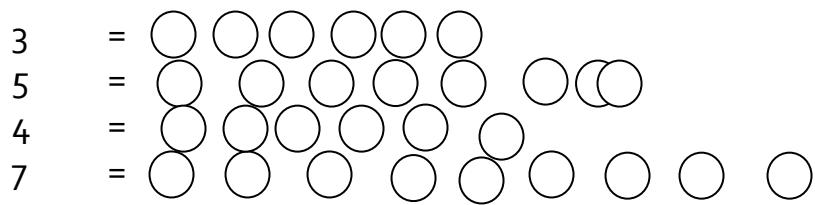
5

7

2

1

Colour balls for the number.



Draw balls for the number.

$$2 = \text{○○}$$

$$7 =$$

$$4 =$$

$$3 =$$

Write the next number

1_____

3_____

5_____

7_____

9_____

11_____

13_____

14_____

Week 6-10

Arranging numbers from the smaller to the bigger number

2, 1, 0, 3_____

3, 1, 4, 2, 0, _____

6, 5, 3, 4, 2, 1, 0_____

0, 2, 1, 4, 3, 5, 6_____

5, 4, 3, 2, 1, 0_____

Introducing the + and = signs

Count and write the number

$$\text{Cup} + \text{Cup} = 2$$

$$2 + 1 =$$

$$\text{Geisha} + \text{---} =$$

$$\text{Basket} + \text{Basket} :$$

$$3 + 2 =$$

Addition of numbers using balls

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

$$3 + 2 =$$

$$6 + 1 =$$

$$5 + 0 =$$

$$1 + 1 =$$

$$3 + 3 =$$

Introducing the use of greater numbers using objects

Activity: Circle the greater object

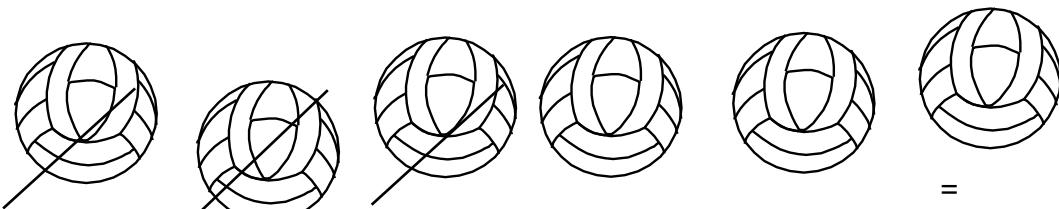
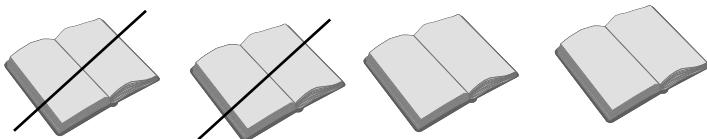
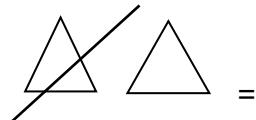
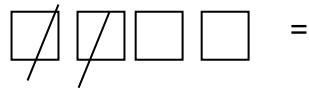
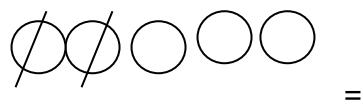
$$\begin{array}{|l|} \hline \text{|||} \\ \hline \end{array} = 4$$

$$\begin{array}{|l|} \hline \text{||||} \\ \hline \end{array} = 6$$

$$\begin{array}{|l|} \hline \text{00000} \\ \hline \end{array} = 5$$

$$\begin{array}{|l|} \hline \text{000} \\ \hline \end{array} = 3$$

Introducing subtraction using objects.



$$4 - 1 = 3$$



$$6 - 1 =$$



$$8 - 3 =$$

LESSON NOTES FOR NUMBERS
FOR MIDDLE CLASS
TERM III.

WEEK I

Week 1-6

Writing numbers from 10-20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Activity

Write numbers from 1-20

Fill in the missing numbers

1		3		5		7		9	
11		13				17			

Write the next number

2		4		6		8		10	
		14							

Number names 0-10

1	2	3	4	5	6	7	8	9	10
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten

Activity: read and match symbols to their names.

0 five

2 four

1 three

2 zero

3 one

5 two

1	2	3	4	5	6	7	8	9	10
One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten

Write the number name

Count and write in words

☆ ☆ ☆	
☆ ☆	
☆ ☆ ☆ ☆	

Read and circle the correct word for the given number

2 two one zero

4 one four three

3 zero two three

1 one two five

Read and write the number.

Two _____ one _____

Three _____ five _____

Zero _____ four _____

Arrange Many revision exercises for all concepts in the whole year should be done.

Week 7-10

Recognizing, describing and using money.

I can identify types of money and their features.

Suggested developmental activities.

- ❖ Observing and telling types of money (coins and notes)
- ❖ Telling the differences between denominations.
- ❖ Playing shopping games (oral work)

$$4 + 3 = \underline{\quad}$$

$$5 + 3 = \underline{\quad}$$

$$6 + 4 = \underline{\quad}$$

Adding horizontally

Counting numbers 0 - 20 orally.

Copying numbers 0 – 10 correctly

Adding horizontally.

Adding-using-balls.

2	4	3	2
+ 1	+ 1	+ 3	+ 0

Counting numbers 0 - 20 orally by rote or one by one.

Copying and writing numbers 0 – 20

END

LESSON NOTES FOR LEARNING AREA 5 LANGUAGE
DEVELOPMENT II READING
FOR MIDDLE CLASS
TERM I.

WEEK I

TOPIC: Learning sounds

Evaluation activity: Pupils will read out the sound loudly

a, c, b, e, d, g

Learning materials: *Single flash cards*

TOPIC: Learning sounds

Evaluation activity: Pupils will continue reading sound loudly

a, c, b, e, d, g

TOPIC: Learning sounds

Evaluation activity: Pupils will play and match sounds

“Small with big”

a	B	c
d	E	f

a	b	c	d	e	f
---	---	---	---	---	---

a	d	f	g	e	a	d	c
---	---	---	---	---	---	---	---

TOPIC: Learning sounds

Evaluation activity: Pupils will play a matching game using small and big cards

g	c	a
e	d	f

TOPIC: Learning sounds

Evaluation activity: Pupils will write sounds on slates or chalkboard on their own.

WEEK II

TOPIC: Learning sounds

Evaluation activity: Pupils will read out sounds loudly.

a, c, b, e, d, g

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "a"



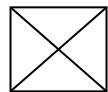
a a a

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "b" in books.



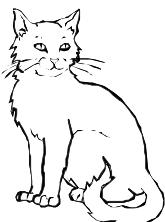
b b b

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "c" in books.



c c c

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "d"



d d d

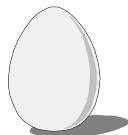
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- - -

WEEK III

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "e"



e e e

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "f"



f f f

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will copy sound "g"



g g g

- - -

- - -

TOPIC: Learning sounds

Evaluation activity: Pupils will match the same and draw

a

c

a

e

e

b

b

c

TOPIC: Learning sounds

Evaluation activity: Pupils will match the same and draw

f

d

g

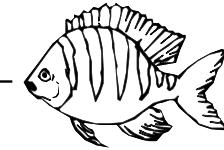
a

a _____

f _____

d _____

g _____



WEEK IV

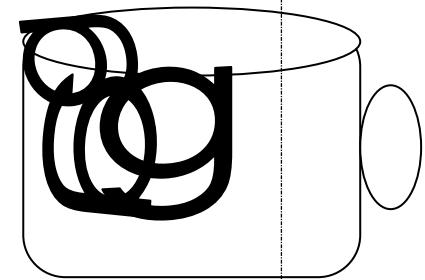
TOPIC: Learning sounds

Evaluation activity: Learners will recognize and circle correct sounds e.g



TOPIC: Learning sounds

Evaluation activity: Learners will recognize and circle correct sounds e.g



TOPIC: Learning sounds

Evaluation activity: Learners will circle the given sound.

d

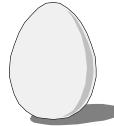
z z (d)

e	x e x
f	a a f
c	s c s

TOPIC: Learning sounds

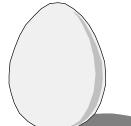
Evaluation activity: Learners will circle the correct sound for the picture.

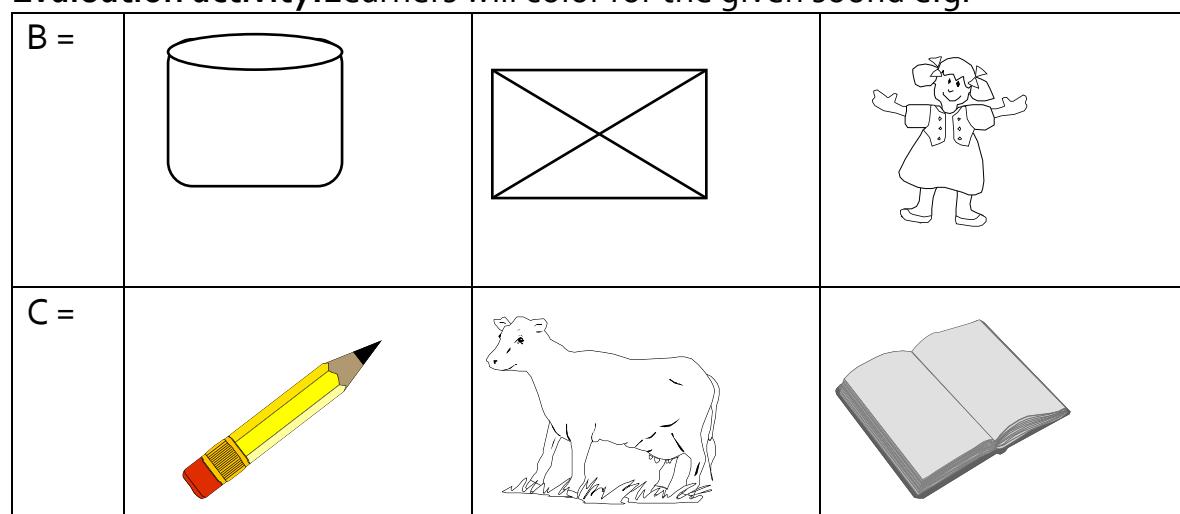
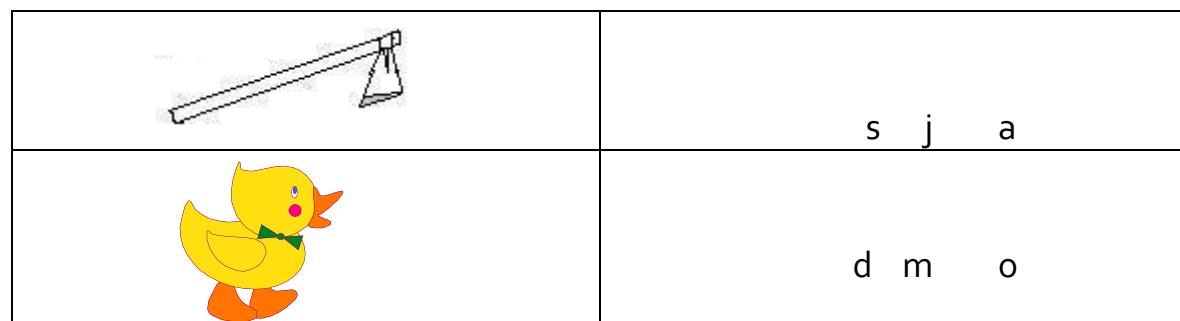
E.g.

	b <input type="radio"/> c <input checked="" type="radio"/> d
	t a e

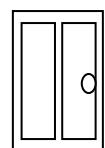
TOPIC: Learning sounds

Evaluation activity: Learners will circle the correct sound for the picture.

	f a <input checked="" type="radio"/> b
	e v g

WEEK V**TOPIC:** Sounds**Evaluation activity:** Learners will color for the given sound e.g.**TOPIC:** Sounds**Evaluation activity:** Learners will ring the sound and color the picture.**TOPIC:** Sounds**Evaluation activity:** Learners will match sounds to pictures e.g.

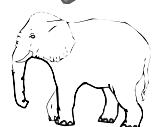
b



e



d



TOPIC:Sounds

Evaluation activity:Learners will match more sounds to pictures.

g



e



c



WEEK VI

TOPIC:Sounds

Evaluation activity: Learners will draw pictures for the given sound.

b =

h =

e =

TOPIC: Sounds

Evaluation activity:Learners will draw pictures for the given sound.

f =

d =

a =

TOPIC:Sounds

Evaluation activity:Learners will cross the different sound.

b d b b

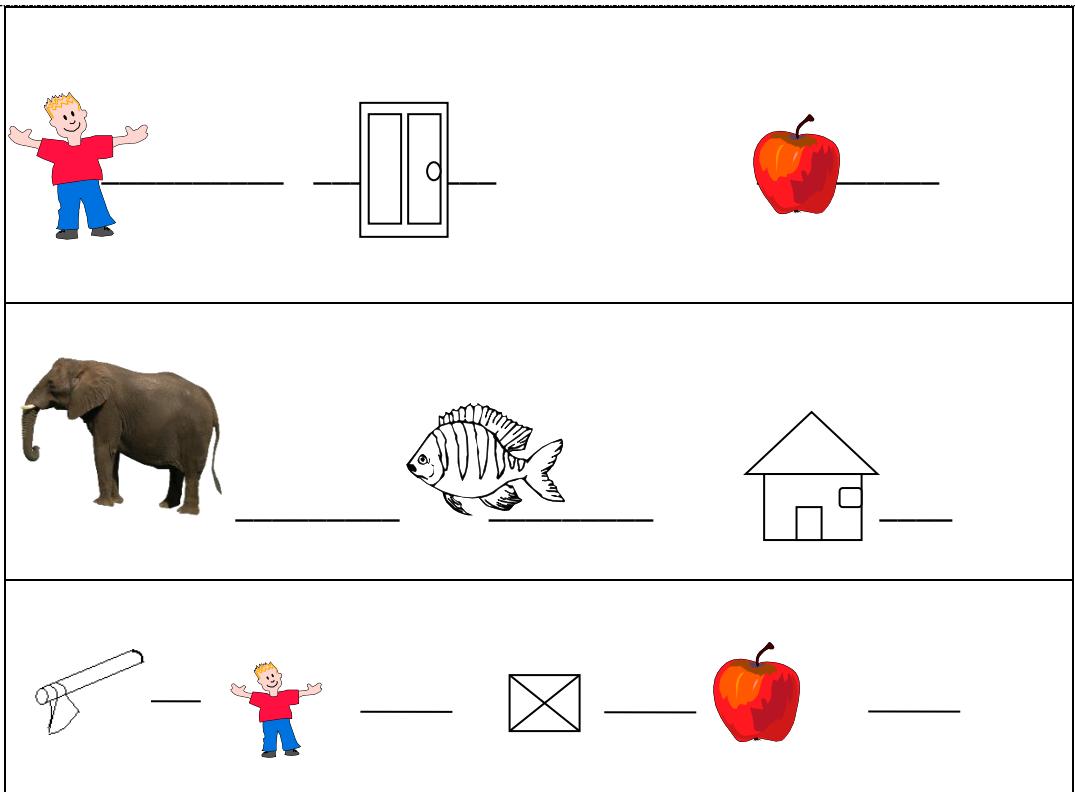
c a c c

e i e e

WEEK VII

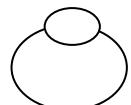
TOPIC:Sounds

Evaluation activity: Learners will write sound for the given picture.



TOPIC: Sounds

Evaluation activity: Learners will tick the correct sound for the picture.



p ✓ c r



b f h



e c o

WEEK VII

TOPIC: Sounds

Activity: Learners will listen and write sounds. E.g.

c -----

Learners will listen and write words e.g.

box -----

TOPIC:Sounds

Activity:Learners will fill in the given sound "a"

b_t b_g c_t t_p p_n

Learners will read and draw good pictures.

bag _____ fan _____
cat _____ box _____

TOPIC:Sounds

Activity:Learners will fill in the missing sounds.

p_t s_m b_g m_n

WEEK IX

TOPIC:Sounds

Activity:Learners will name the given objects

Pencil	Tin	Fish	Pot	flower	mat	axe

TOPIC:Sounds**Activity:**Learners will read and draw good pictures.

tin _____

cup _____

pot_____

tree _____

box _____

bed_____

book _____

man _____

WEEK X**TOPIC:** Sounds**Activity:** learners will continue to read sounds

h, j, k, m, g

TOPIC: Sounds**Activity:** learners will continue to read sound "h" and write words with sound "h"

h	h	h	h
hut	hat	house	house

Topic: Sounds**Activity:** learners will read sounds and write words of the given sounds.

j	j	j	j
jug	jug	jacket	jacket

k	k	k	k
kite	kite	kettle	kettle

m	m	m	m
man	man	moon	moon
man	man	moon	moon

LESSON NOTES FOR READING FOR MIDDLE CLASS TERM III.

WEEK I

TOPIC: Introducing letter sounds using phonic method

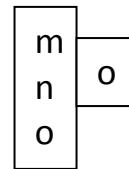
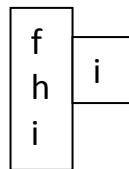
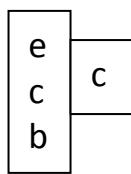
Evaluation activity: Learners will revise the sounds learnt in previous term.

Listen and write

a c d r
b f e etc

TOPIC: Introducing again in phonic method

Evaluation activity: Circle the given sounds e.g.



TOPIC: Learning sounds using phonic method.

Evaluation activity: Match sound to its picture. e.g.

Listen and write

c



m



s



TOPIC: Sounds using phonic method.

Evaluation activity: Learners will match sounds to words. e.g.

Listen and write

m	sun
t	boy
b	mat
s	tin

WEEK II

TOPIC:Reading sounds in phonic method.

Evaluation activity: Learners will identify the first letter sounds for the words.

Write the first letter sounds for the word. E.g

bed b tree __ duck __ rat __
sun _ Rea __ hut __ van __

TOPIC:Learning sounds.

Evaluation activity:Learners will match the sounds to their words. E.g.

Write the first letter sounds for the word. e.g.

f	snake
m	yam
y	mug
s	mug

TOPIC:Learning sounds.

Evaluation activity: Learners will circle the first sound to the word given.

bag	g	b	f	a
van	v	s	t	r
tea	a	e	t	r

WEEK III

TOPIC: Forming two letter words.

Evaluation activity: Learners will learn how to form the two letter words.

E.g.

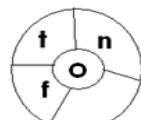
on	i-f	- if	a-t __
no	i-t	- it	a-n __
to	a-m	- am	i-s __

TOPIC:Forming two letter words.

Evaluation activity:Learners will learn how to form the two letter words.

E.g.

- on	i-f	- if	a-t __
- no	i-t	- it	a-n __
- to	a-m	- am	i-s __
- of			



TOPIC:Learning two letter words.
Evaluation activity:Learners will listen and write the words correctly.

- at
- of
- am
- to
- on
- no
- up
- is
- so
- an

TOPIC:Forming two letter words.
Evaluation activity:Learners will learn how to form new words using the short words.

b – at = bat
to – p = top
c – an = can
of – f = off
h – as = has
no – t = not

WEEK IV

TOPIC:Making short sentences.

Evaluation activity:Learners will form short sentences using the small words learnt e.g.

Read and draw

It is an apple _____

It is an axe _____

It is a tin. _____

It is my bag. _____

TOPIC:Reading the short words again.

Evaluation activity: Learners will match the same words.

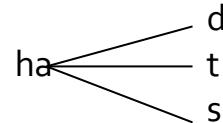
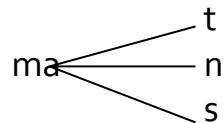
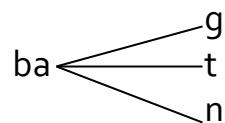
at an

up in

in up

TOPIC:Forming small words with syllables of “a”.

Evaluation activity: Learners will form words with syllables of “a”.



WEEK FIVE

TOPIC: Read and draw.

Evaluation activity: Learners will read the words with syllables and draw the pictures.

Mat	bag	cat
car	rat	man

TOPIC: Learning the word “has” and other short words of “a”.

Evaluation activity: Learners will do listen and write.

has

mat

car

an

a

bag

TOPIC: Reading simple sentences and draw the pictures.

Evaluation activity: Learners will read a sentence and draw the picture. E.g

Pat has a rat. _____

Dad has a car. _____

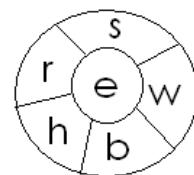
Ann has an apple. _____

WEEK VI

TOPIC: Introducing syllables of sound “e”.

Evaluation activity: Learners should form syllables of sound “e”.

b	be	r-e _____
k	ke	m-e _____
f	fe	w-e _____
g	ge	



TOPIC: Forming syllables of sound “e”.

Evaluation activity: Matching the same syllables.

b-e = be

r-e = re

me

ye

fe

he

he

fe

ye

me

TOPIC: Continuing with syllables of sound “e”.

Evaluation activity: Matching syllables and writing them again.

Match the same syllable and write

we

ge ge

he

ye _____

re

re _____

ye

he _____

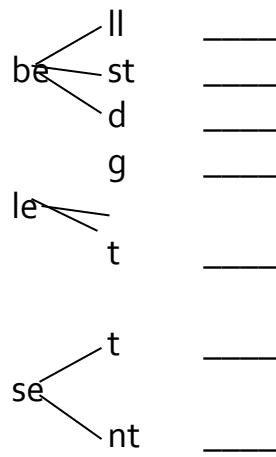
ge

we _____

WEEK VII

TOPIC: Forming words with syllables of sound "e".

Evaluation activity: Learners will form the words with/or the syllables of sound "e".



Learning materials to be used are small cards, books and pencils, etc.

Lesson three

TOPIC: Introducing words with syllables of sound "e".

Evaluation activity: Learners should continue to copy words correctly e.g

Form words

1. _____
- we nt 2. _____
- st 3. _____
- t 4. _____

TOPIC: Reading words with syllables of sound "e".

Evaluation activity: Learners will read, write and match the same words.

e.g.

bed	set	set
bell	leg	_____
leg	bell	_____
set	bed	_____

WEEK VIII**TOPIC:** Read the words with sound/syllables of e.**Evaluation activity:** Listen and write e.g.

bed

leg

men

net

bell

set

tent

nest

Read and draw.

Leg Bell bed

Cat Cup sun

bell

n

leg

bed

ten

peg

TOPIC: Reading all the learnt words with syllables of sound "e".**Evaluation activity:** Learners will fill in the missing letter and then read the words.

l__g

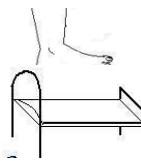
p__g

w__nt

1

TOPIC: Reading words with syllables of sound "e".

Evaluation activity: Write the words correctly.



Gel _____



deb_____



emn _____

WEEK IX

Lesson one and two

TOPIC:Introducing syllables of sound "i".

Evaluation activity:Forming syllables of i. e.g.

b
k
w
h
m

1. bi
2. ki
3. _____
4. _____
5. _____