

## 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.

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

**Uganda: New Curricula for Nursery**

**By Jane Nafula**

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

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

**LESSON NOTES FOR LEARNING AREA 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**

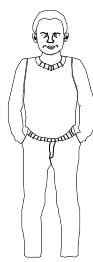
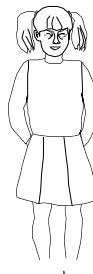
**Read and draw**

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

<b>Maama Ayonsa Omwana</b>	<b>Omulenzi</b>	<b>Omuwala no Mulenzi</b>

## 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

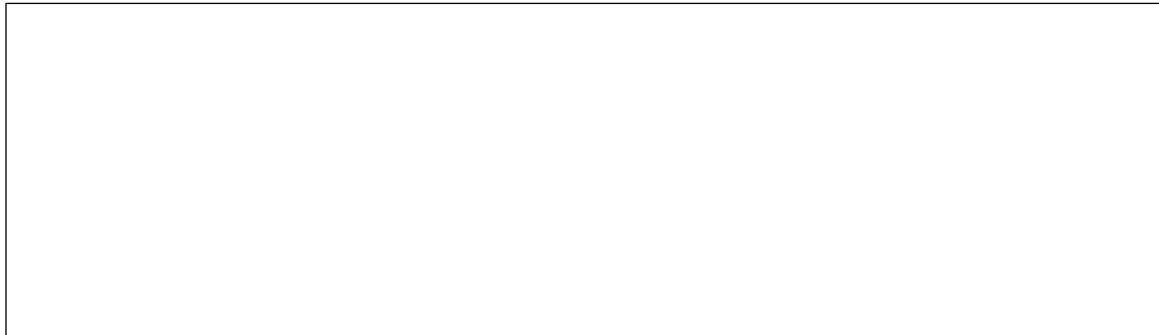
She loves her name"

### Activity

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



**Draw and color your father**



### **WEEK 6-10**

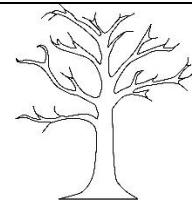
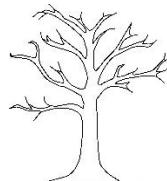
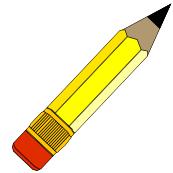
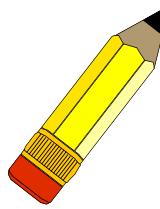
- I can observe and talk about people at the home and learning Centre.
- I can tell the roles of the people at home and at the learning Centre.
- I can show acceptable behavior to people I play with.

### **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.

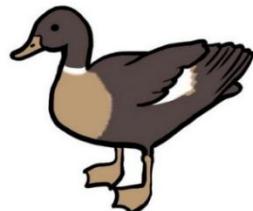
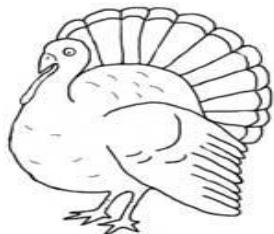
## Revision questions

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

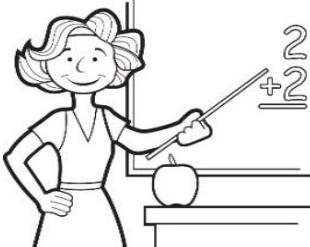
- Drawing pictures of people who protect and care for me.
- Singing songs related to people who protect and care for me

*"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.

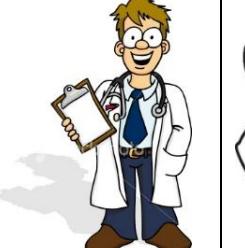
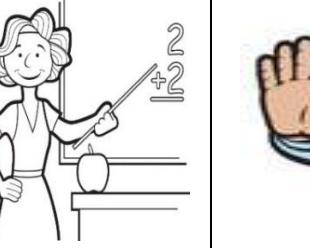
#### **For example;**

People who takes care of me

			
<b>Nurse</b>	<b>Doctor</b>	<b>Teacher</b>	<b>Police man</b>

#### **Activity**

Name the pictures

			
<b>Nurse</b>	<b>Doctor</b>	<b>Teacher</b>	<b>Police man</b>

**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**

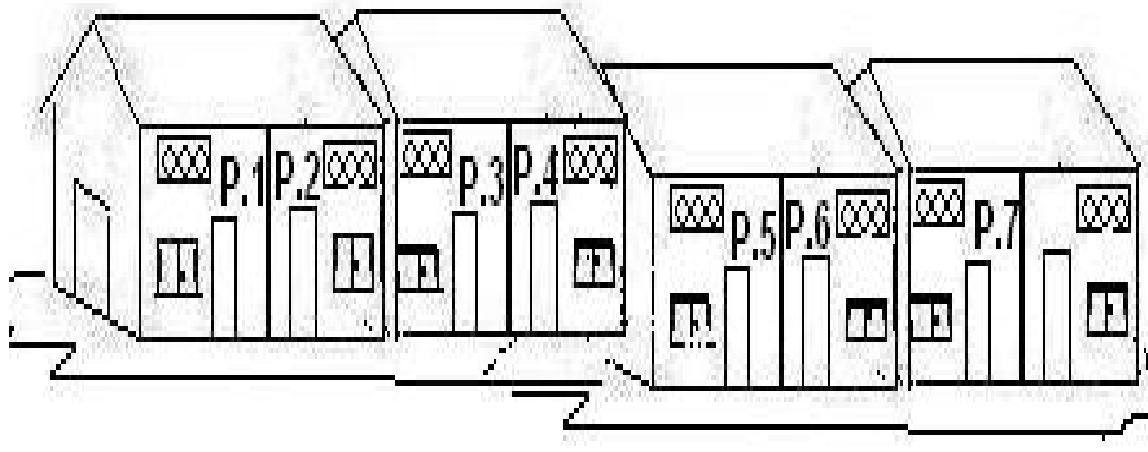
**WEEK 2**

- 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.

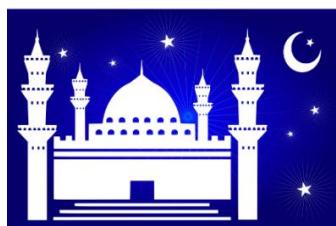
## Important places



**Activity: Read and draw.**

Mosque	School	Hospital

**Name the picture**

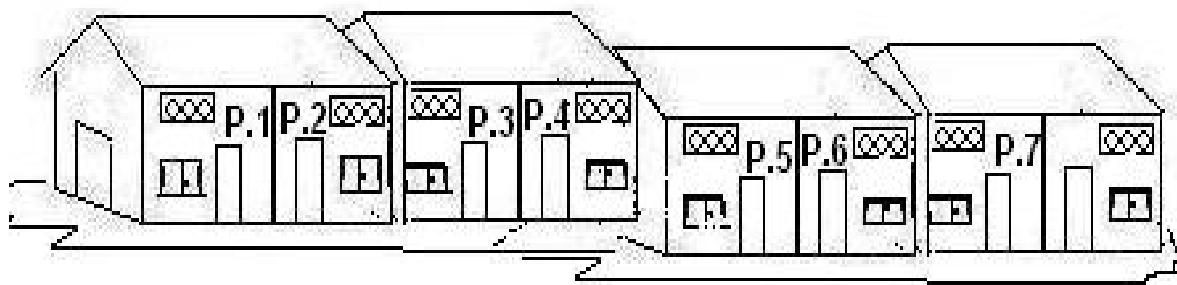


**Mosque**

**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.

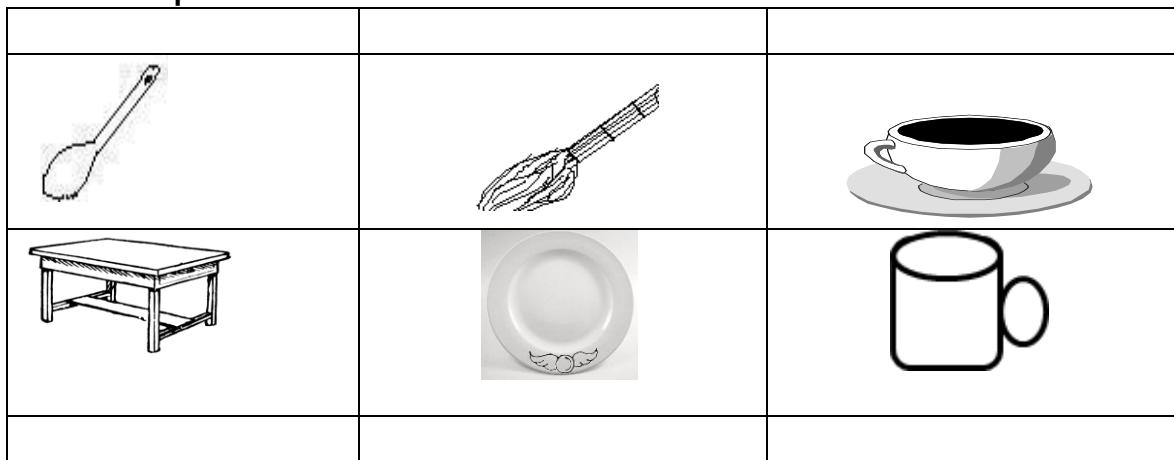


### Activity

Read and draw things found at home

Plate	Cup
Broom	Table
Television	Mug

**Name the pictures.**



**Match the same words**

Television

radio

Radio

bed

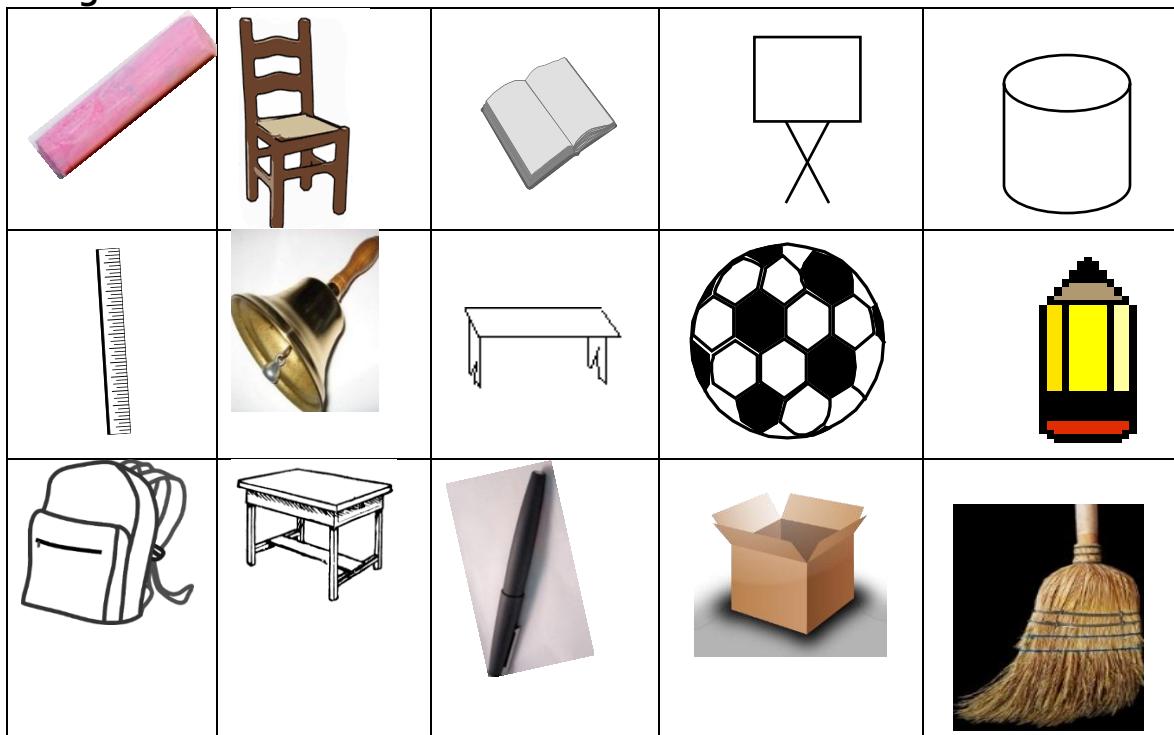
Bed

television

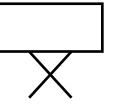
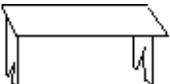
**WEEK 7 & 8**

- I can keep my environment clean.

**Things found in class**



**Activity: Name the things found in class**

Chalk	Chair	Book	Chalkboard	Tin
				
				
<b>Luler</b>	<b>Table</b>	<b>Bench</b>	<b>Ball</b>	<b>pencil</b>

**Read and write**

Bell	
Book	
Box	
Bag	
Tin	
Chalk	

**Read and draw**

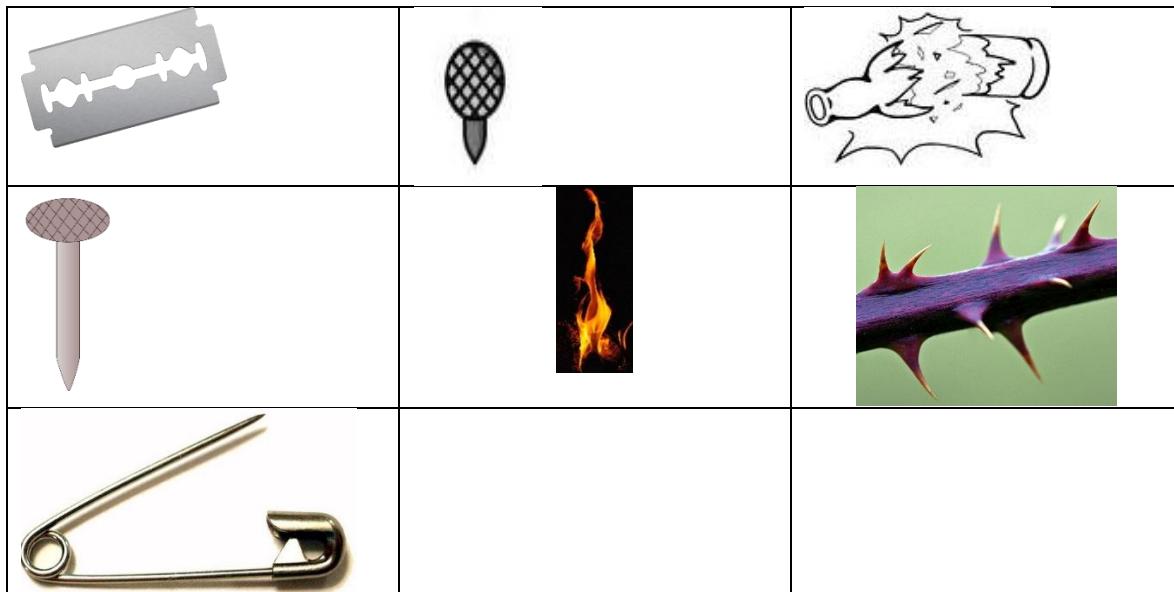
Bell	
Book	
Box	
Bag	
Tin	
Chalk	

**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**

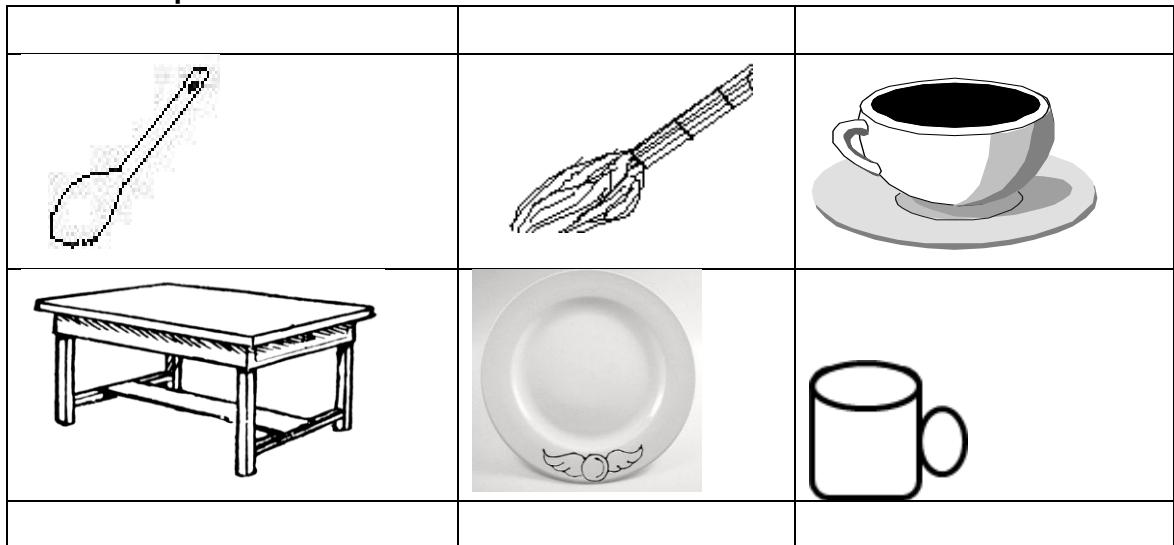


**Activity**

**Read and draw things found at home**

Plate	Cup
Broom	Table
Television	Mug

**Name the pictures**



**Match the same words**

Television

radio

Radio

bed

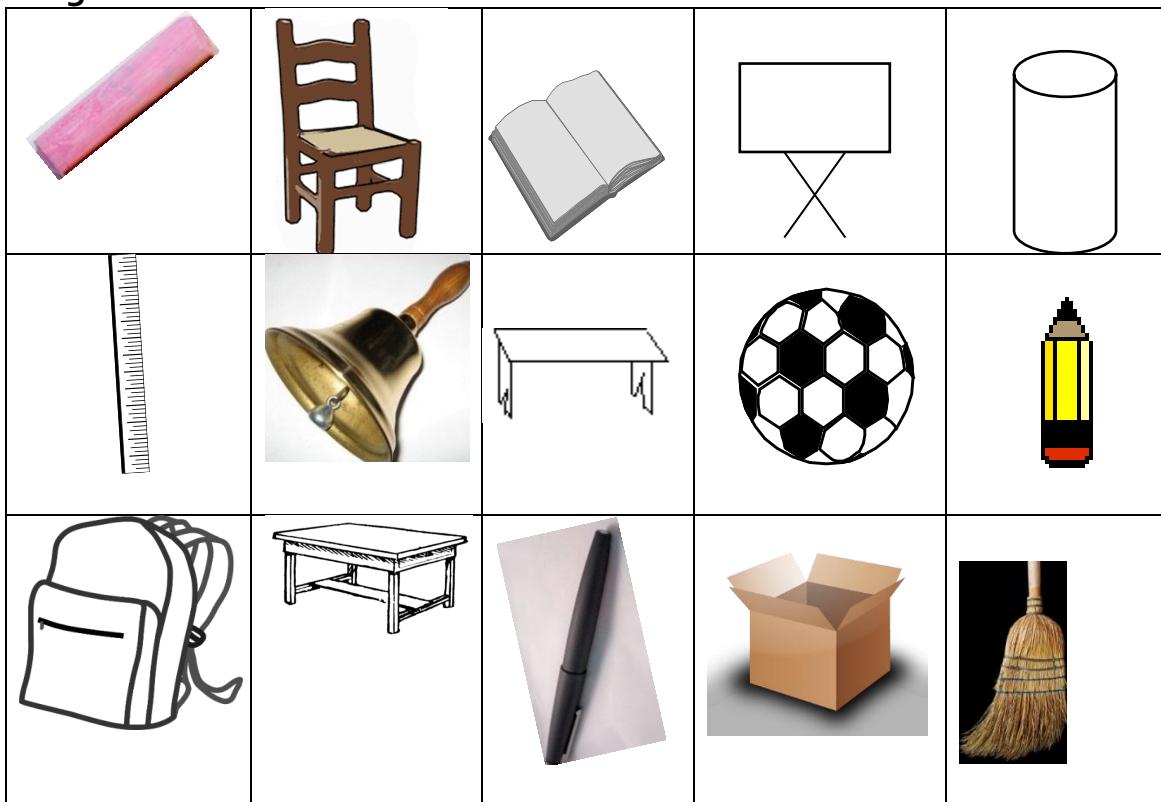
Bed

television

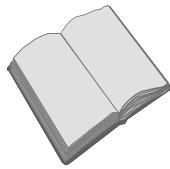
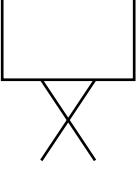
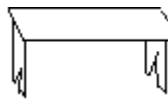
**WEEK 7 & 8**

- 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**

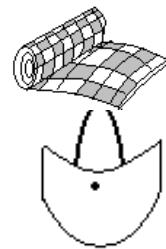
**WEEK I**

Common nouns

**Activity:**

Read and match correctly.

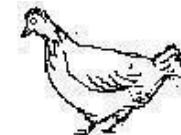
a hen



a bed



a bag



a mat

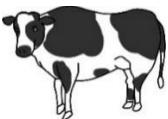
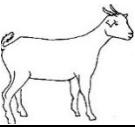
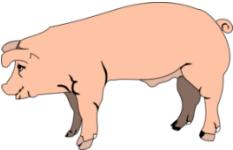
**Read and draw pictures**

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

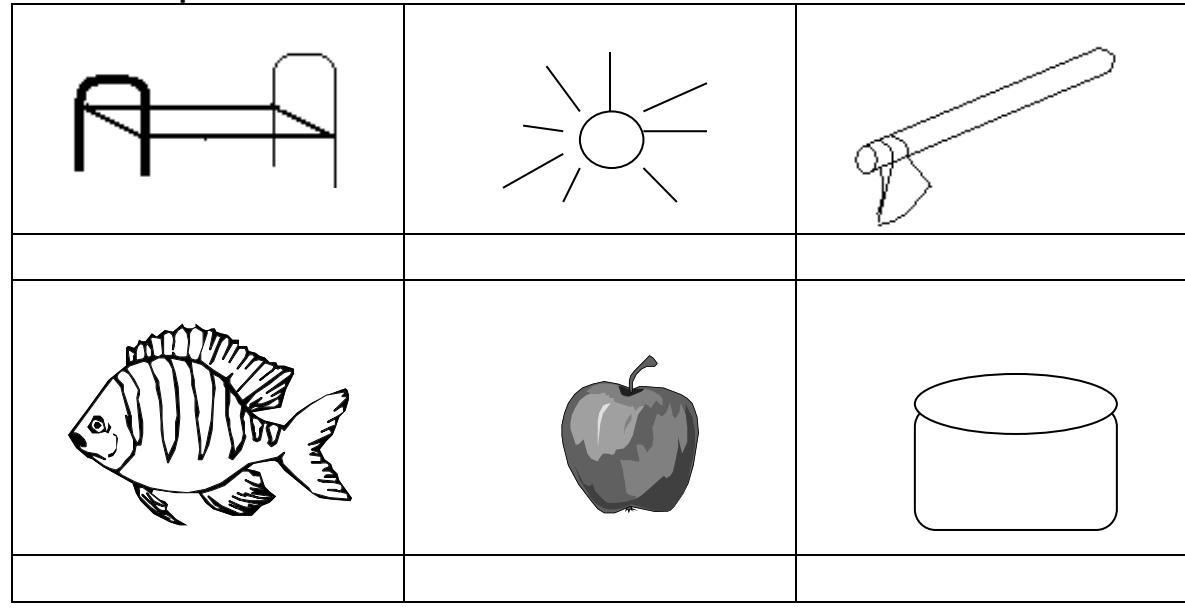
**Circle the correct word for the picture**

	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 \_\_\_\_\_

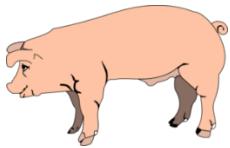
Moon leaf \_\_\_\_\_

House tree \_\_\_\_\_

# Match pictures to their words and write



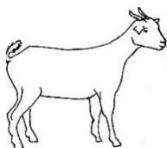
COW \_\_\_\_\_



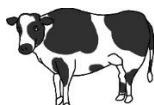
dog \_\_\_\_\_



goat \_\_\_\_\_

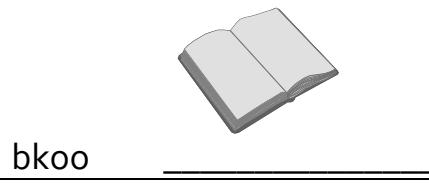


pig



cat \_\_\_\_\_

**Read the words and write them correctly.**



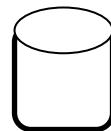
bkoo \_\_\_\_\_



elaf \_\_\_\_\_



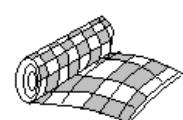
eert \_\_\_\_\_



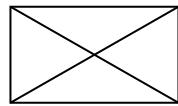
itn \_\_\_\_\_



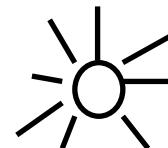
oyb \_\_\_\_\_



tma \_\_\_\_\_



obx \_\_\_\_\_



usn \_\_\_\_\_

**Circle the word for the given picture**



hut



house



broom

moon



stool

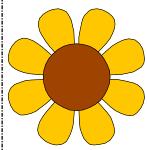
star



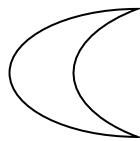
tin

table

**Tick the word for the given picture.**



flower      fun      fish



mat      man      moon



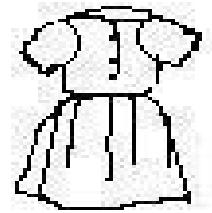
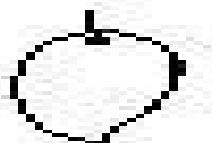
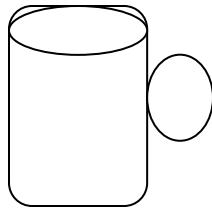
banana      basket      bag



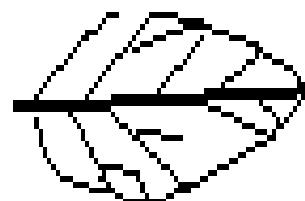
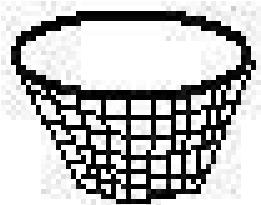
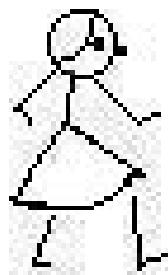
gun      mug      girl

**Shade the picture for the given word**

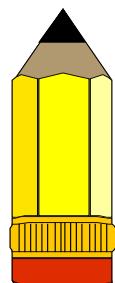
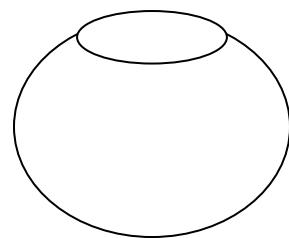
Mug



Leaf



Pot



**Common nouns**

**Activity**

**Fill in the missing letter**

leaf                    l\_\_af

fish                    fis\_\_

ball                    bal\_\_

1. Write the words correctly

abl \_\_\_\_      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 \_\_\_\_\_

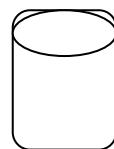
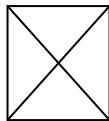
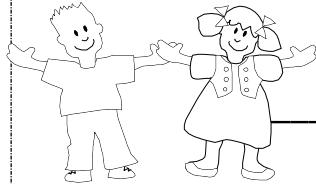


a \_\_\_\_\_ and a \_\_\_\_\_



a \_\_\_\_\_ and a \_\_\_\_\_

**Make sentences for the pictures.**



**Read and draw.**

It is a leaf.

It is a basket.

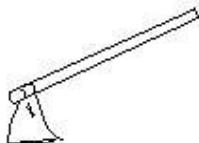
It is a stool.

It is a spoon.

Structures of it is a \_\_\_\_\_

**Complete the sentences.**

It is an



\_\_\_\_\_

It is an



\_\_\_\_\_

It is an



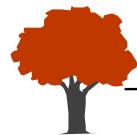
\_\_\_\_\_

It is a



\_\_\_\_\_

**Make sentences using it is a**



\_\_\_\_\_



\_\_\_\_\_



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

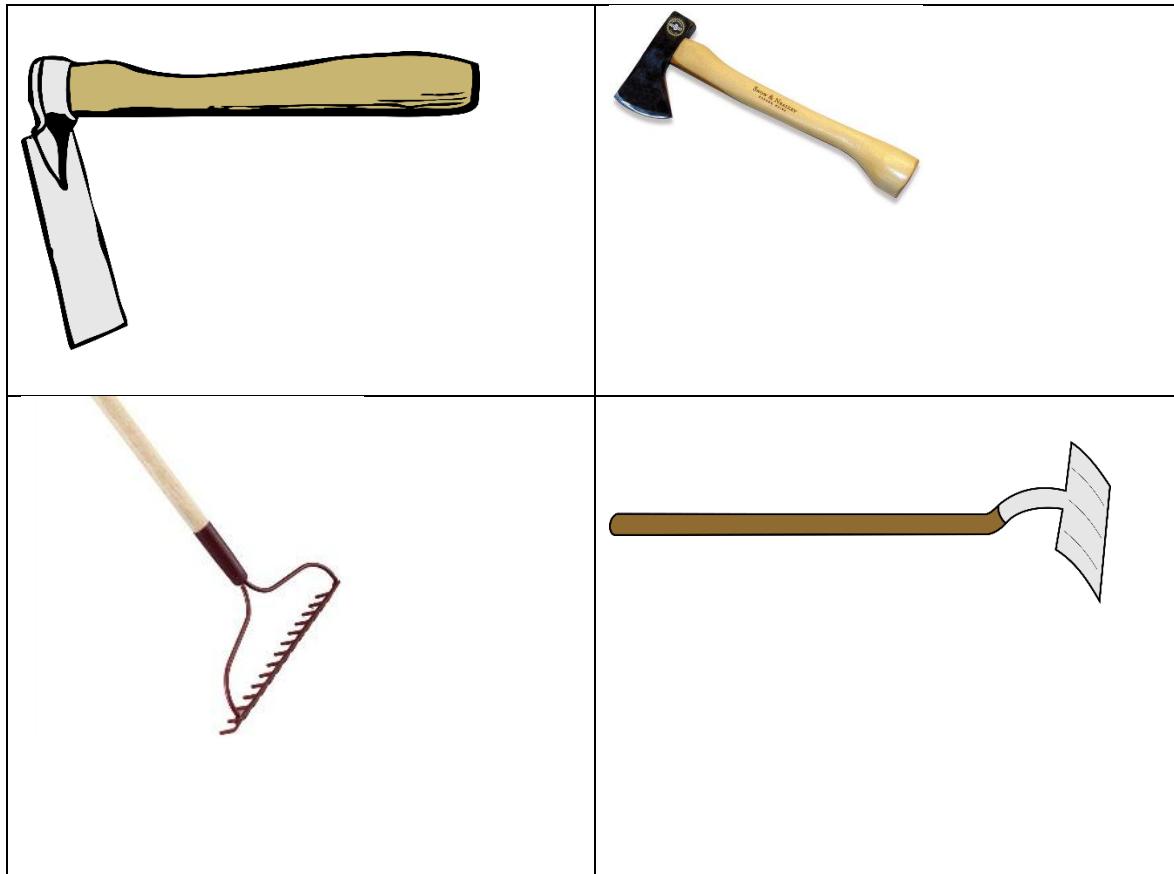
***WEEK 2-5***

- 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**



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

**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**

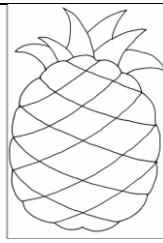
**WEEK 5-10**

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

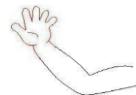
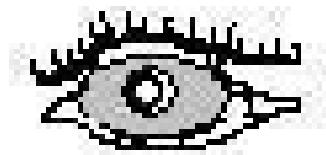
**Suggested developmental activities.**

- ❖ 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.

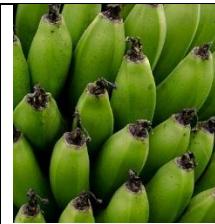
### Fruits we eat



### Name: Body Parts



## Food we eat



**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**

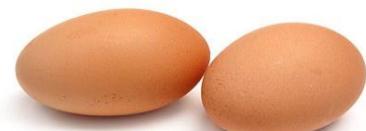
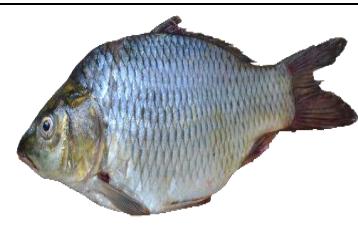
#### **WEEK 2-6**

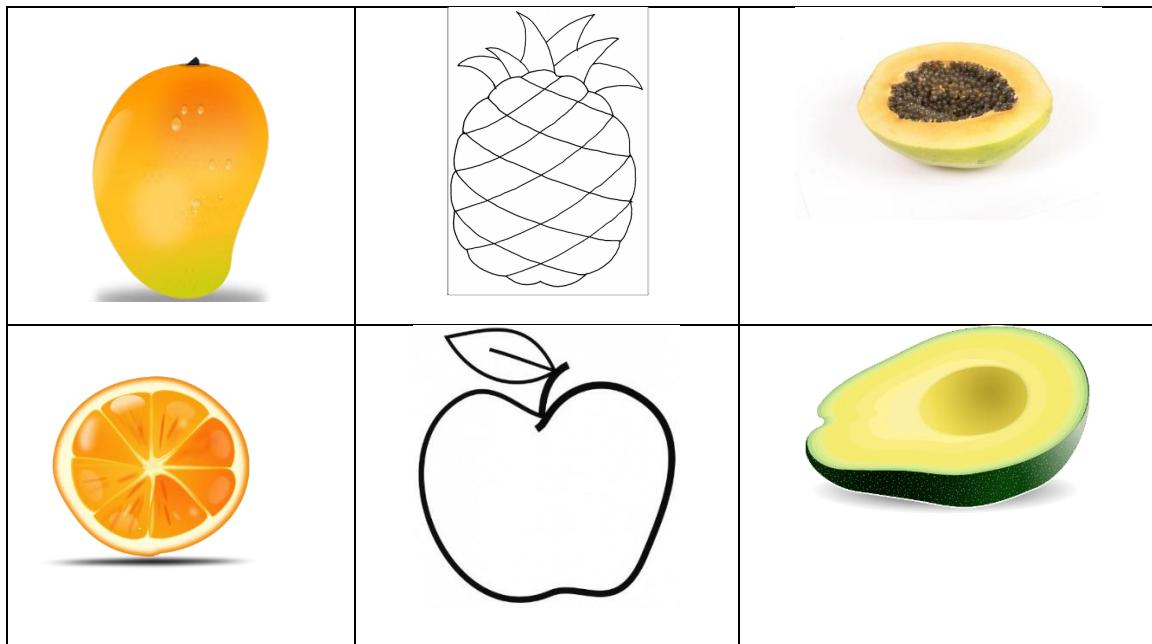
- Using the sense of taste and caring for the mouth.
- I can differentiate tastes of food stuffs
- I can protect and care for my mouth

#### **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

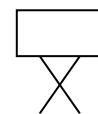
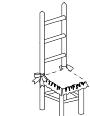
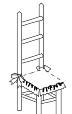
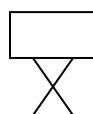
- Dancing

## **WEEK II**

### **Lesson one**

**TOPIC:** Things around the classroom.

**Activity:** Matching the same things in the class



#### ***Materials to be used***

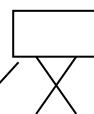
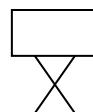
#### ***Real objects***

### **Lesson two**

**TOPIC:** Things around the classroom

**Activity:** Match and draw the same pictures.

#### ***Materials to be used: Real objects***



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

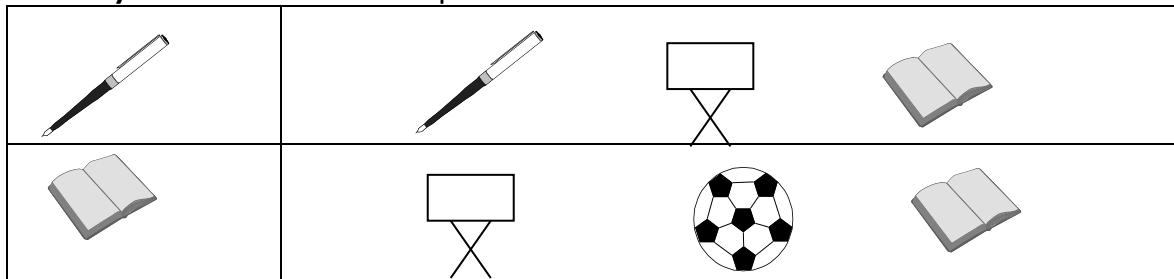
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### Lesson three

**TOPIC:** Things around the class room

**Activity:** Colour the same picture

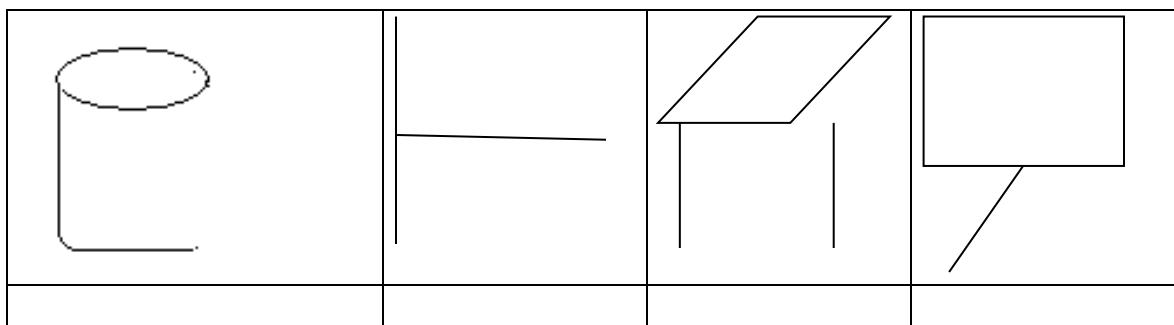


**Materials to be used: Flash cards**

### Lesson four

**TOPIC:** Things around the class room.

**Activity:** Putting the missing part.

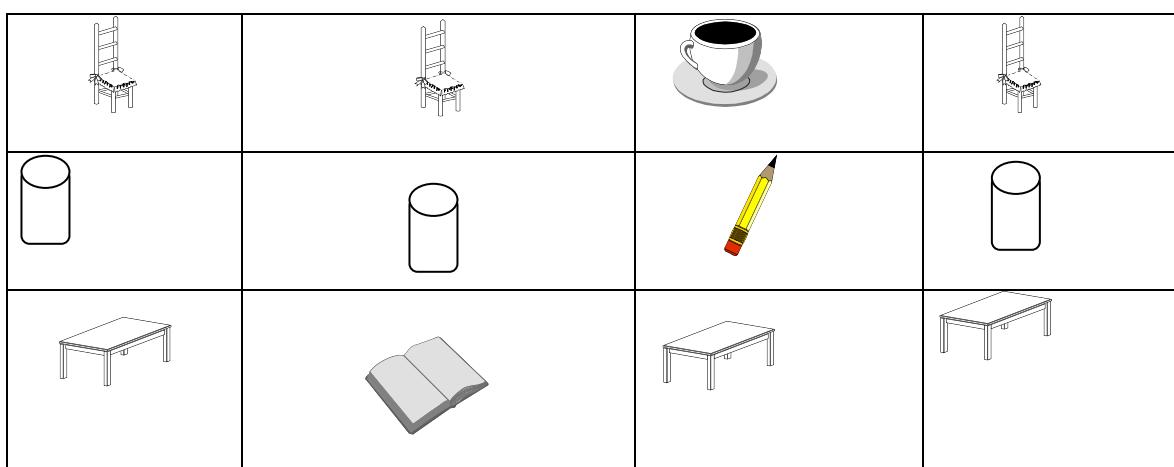


**Learning materials: Real objects**

### Lesson five

**TOPIC:** Things around the classroom

**Activity:** Tick the odd man out



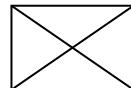
**Materials to be used: Real objects, chart**

**WEEK III**

Lesson one

**TOPIC:** Things at home

**Activity:** Colour me well

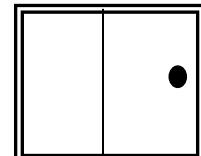
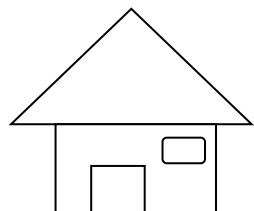


**Teaching aids: Real objects**

Lesson two

**TOPIC:** Things at home

**Activity:** Draw again



**Draw Me Again**

**Draw Me Again**

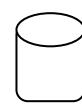
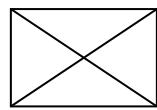
**Draw Me Again**

**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

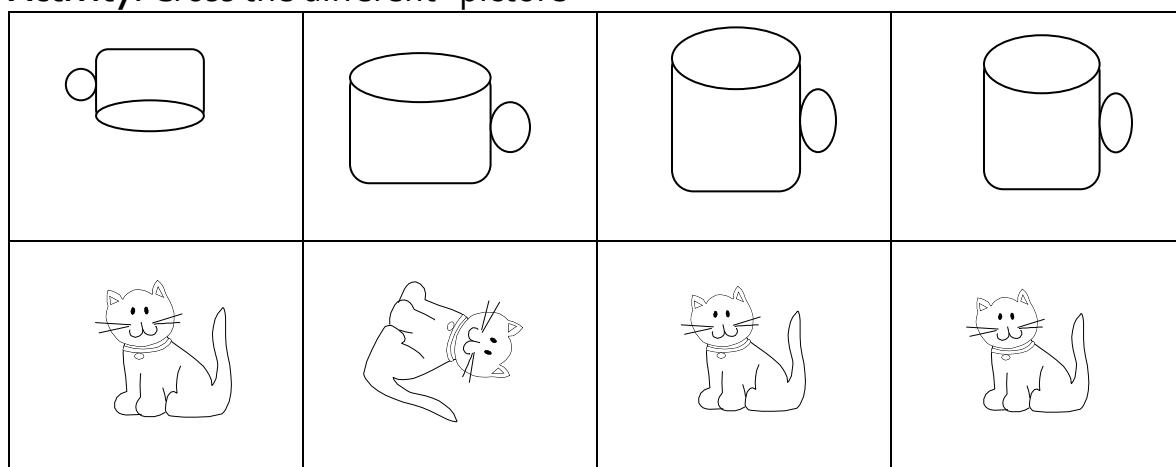
cup      cat      cup      cup

**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

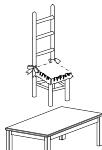
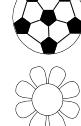


table      chair      box  
tin      table      tap  
ball      bag      box  
fat      flower      fun



**Materials to be used:** real objects, flash cards

## LESSON THREE

**TOPIC:** THINGS AT HOME

**ACTIVITY:** TICK THE DIFFERENT WORD.

cup box<sup>v</sup> cup    cup

mattin    tin    tin

box box    box    bag

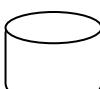
              mug    man    mug    mug

**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	_____

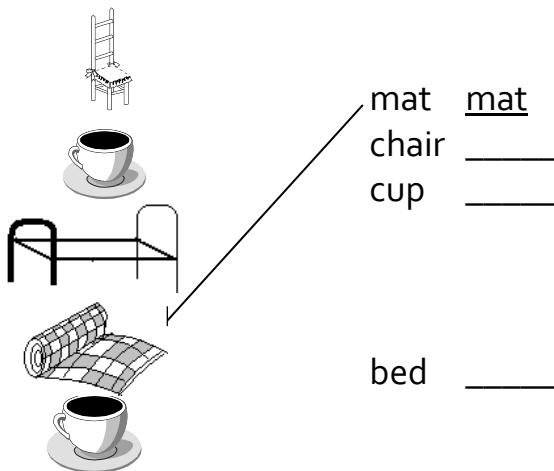
**Materials to be used:** Flash cards, chalkboard, books and pencils

## 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



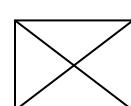
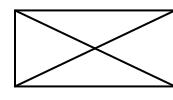
flower

***Teaching/Learning aids: Real objects***

**LESSON THREE**

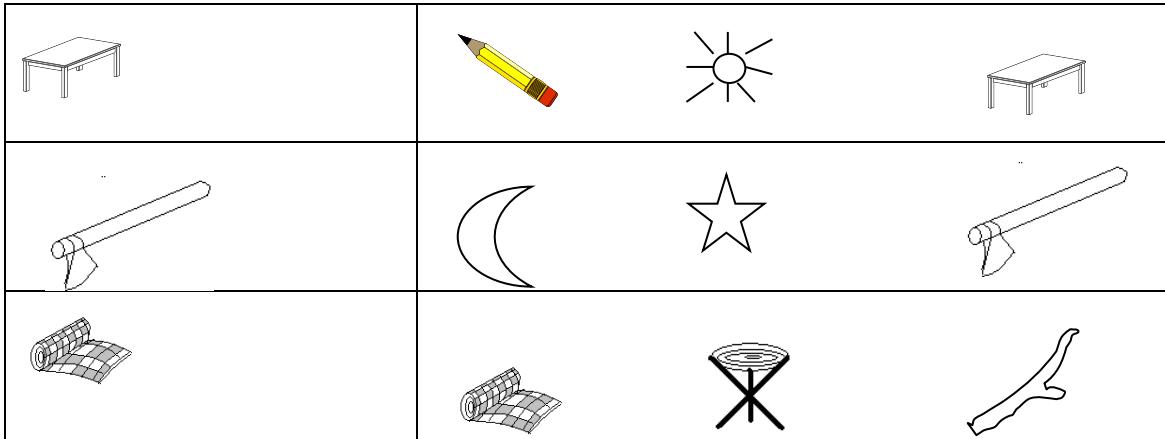
**TOPIC:** THINGS AT HOME

**ACTIVITY:** CIRCLE THE SAME PICTURES



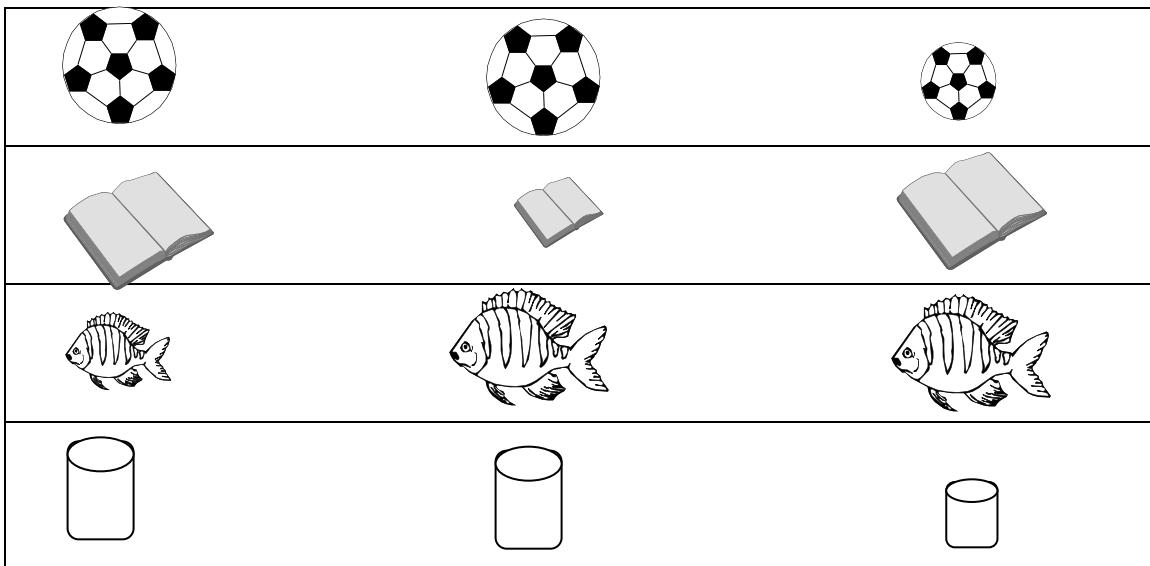
***Teaching/Learning aids: Real objects***

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



**Teaching/Learning aids:** *Real objects*

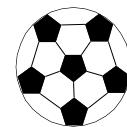
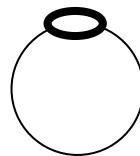
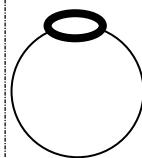
**LESSON FIVE**  
**TOPIC:COMPARING SMALL/BIG**  
**ACTIVITY:COLOUR THE SMALLER PICTURE**



## WEEK VII

TOPIC: COMPARING BIG AND SMALL

ACTIVITY: LEARNERS WILL TICK THE SMALL PICTURES ONLY.

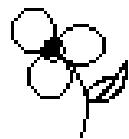
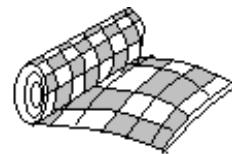
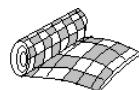


***Materials to be used: real objects and charts in class.***

LESSON TWO

TOPIC: COMPARING BIG/SMALL

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

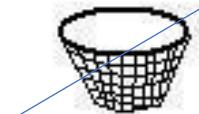


Materials to be used: Real objects

### LESSON THREE

**TOPIC:** COMPARING BIG/SMALL

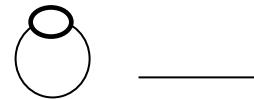
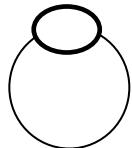
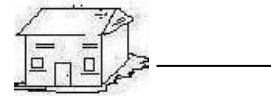
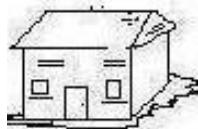
**ACTIVITY:** LEARNER WILL IDENTIFY THE BIG PICTURE AND CROSS IT.



### 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 \_\_\_\_\_

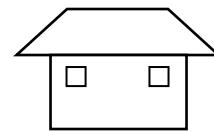
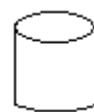
**Materials to be used:** real objects, pencils and books

**WEEK VIII**

**LESSON ONE**

**TOPIC:**MISSING PART

**ACTIVITY:**DRAW THE MISSING PART

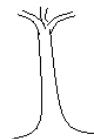
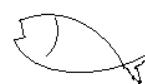


**Teaching/learning aids:** Cut outs, jig saws

Lesson two

**TOPIC:**Missing part

**Activity:**Draw the missing part

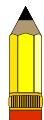
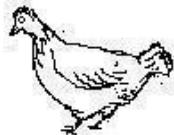
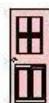
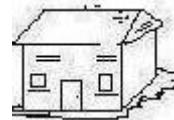


**Teaching/learning aids:** cut outs, jig saws

**LESSON THREE**

**TOPIC: BELONGINGS**

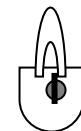
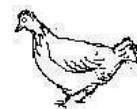
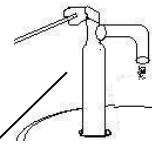
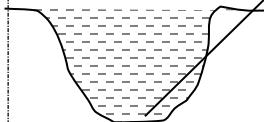
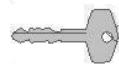
**ACTIVITY: MATCH TO THE BELONGING**



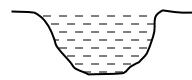
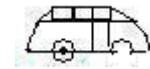
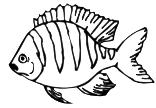
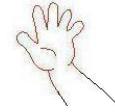
**LESSON FOUR**

**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.

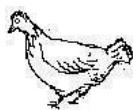
tin	cup	ball	cat	cow
-----	-----	------	-----	-----

**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<sup>v</sup>  
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.

<del>hen</del>	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



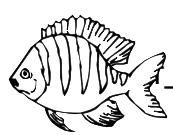
**Materials to be used:** Chart in the class, books and pencils

## LESSON FIVE

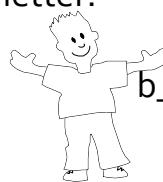
**TOPIC:**COMMON NOUNS/NEW WORDS

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

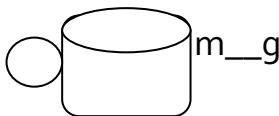
Fill in the missing letter.



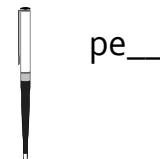
\_sh



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

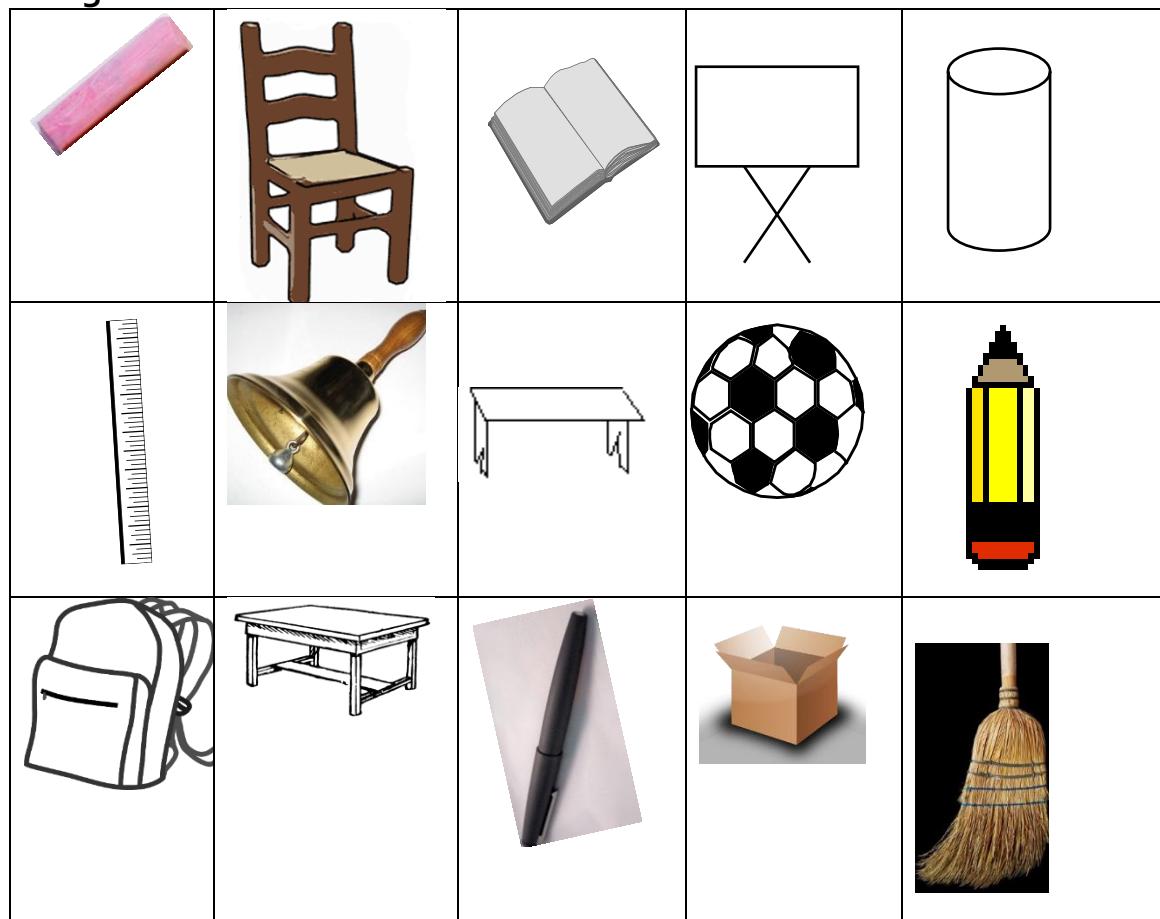
**LESSON NOTES FOR LEARNING AREA 2  
(LANGUAGE DEVELOPMENT 1) FOR MIDDLE CLASS  
TERM II.**

**WEEK 2-5**

**Suggested developmental activities.**

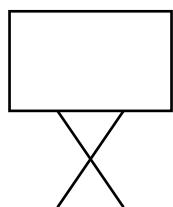
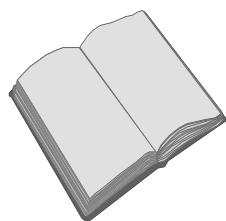
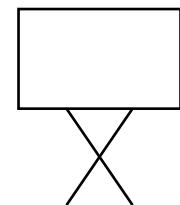
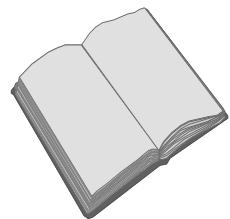
- ❖ Naming the things found in class.
- ❖ Matching the same things found in class.
- ❖ Match and draw the same things found in class.
- ❖ Finding missing parts.

**Things around the classroom.**

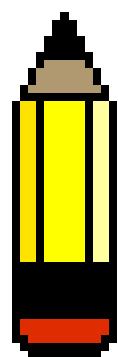
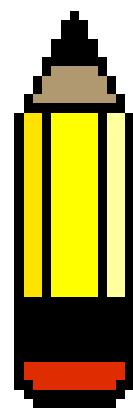
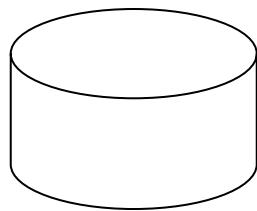
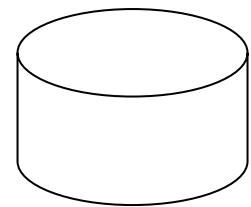
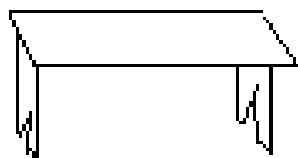
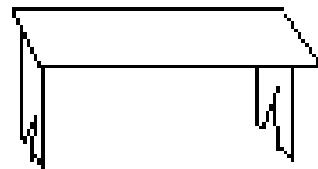
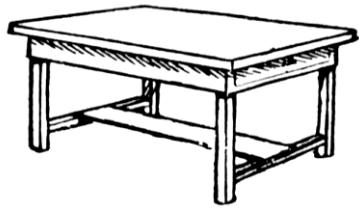


**Activity:**

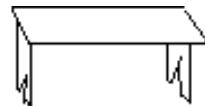
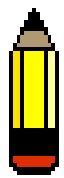
Matching the same things in the class



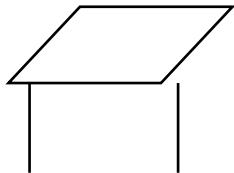
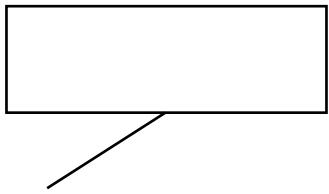
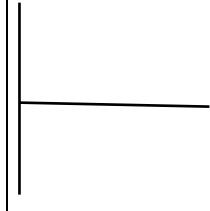
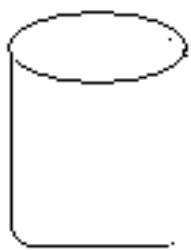
**Match and draw the same picture**



**Color the same picture**



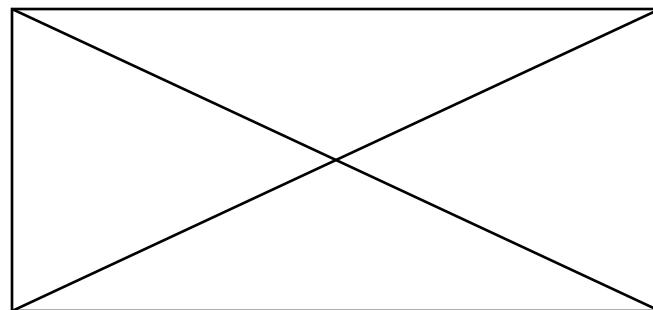
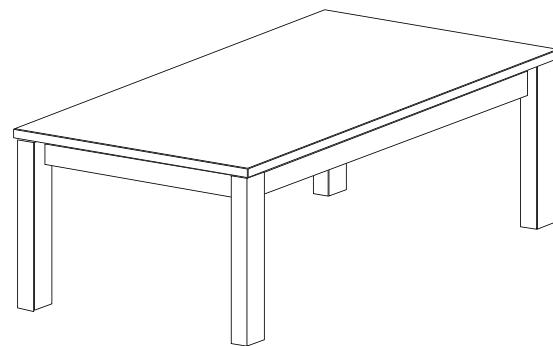
**Putting the missing part.**



**Week 6-8**

Things at home

**Activity:** Colour me well

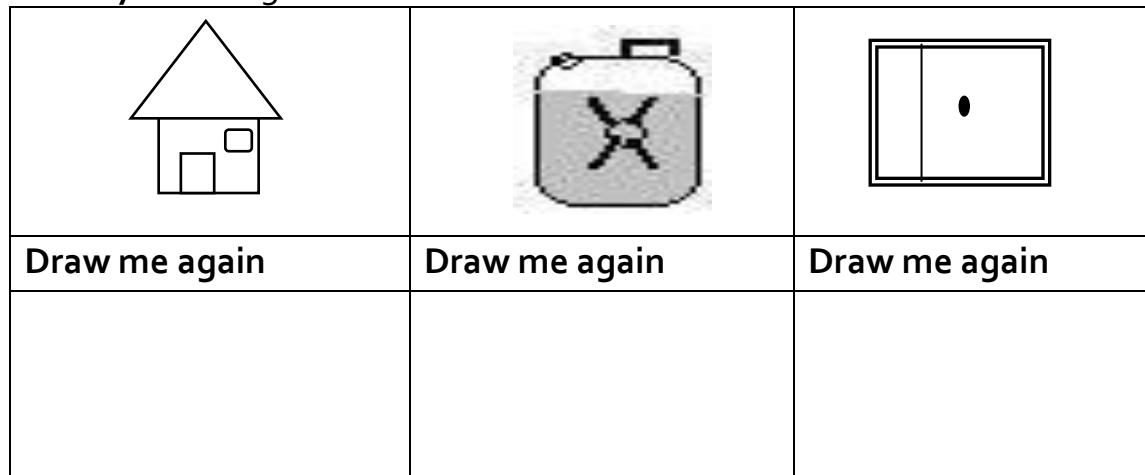


*Teaching aids: Real objects*

Lesson two

**TOPIC:** Things at home

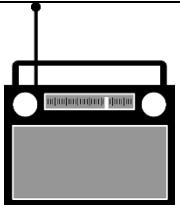
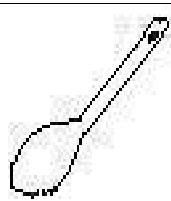
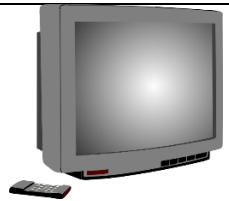
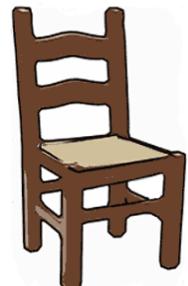
**Activity:** Draw again



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

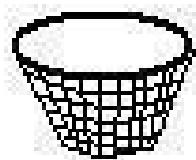


flower

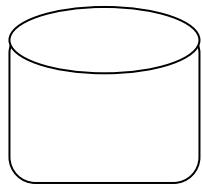
fun

bird

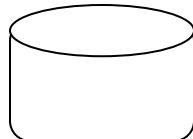
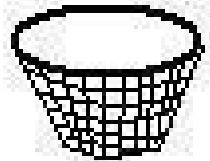
**Match the same pictures and draw.**



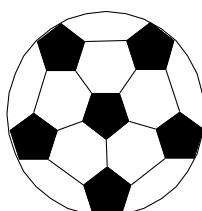
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**Match the same word and write it again.**

Mat                          pot \_\_\_\_\_

Hen                          cat \_\_\_\_\_

Rat                          cow \_\_\_\_\_

Cow                          rat \_\_\_\_\_

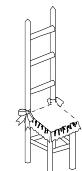
Cat                          hen \_\_\_\_\_

Pot                          mat \_\_\_\_\_

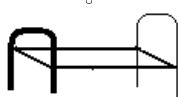
**Matching things at home and copy words.**



chair \_\_\_\_\_



cup \_\_\_\_\_

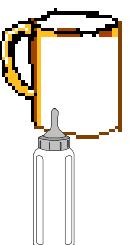


bed \_\_\_\_\_

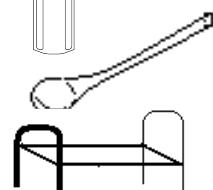
**Matching things at home**



Bottle



Mug



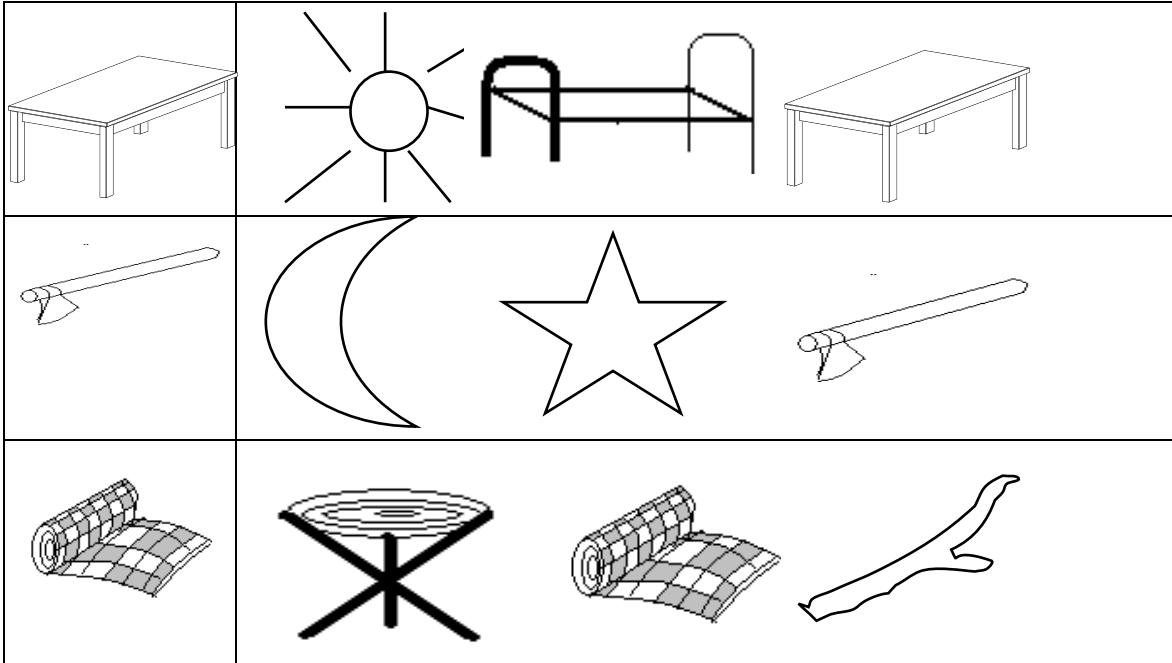
Spoon



Flower

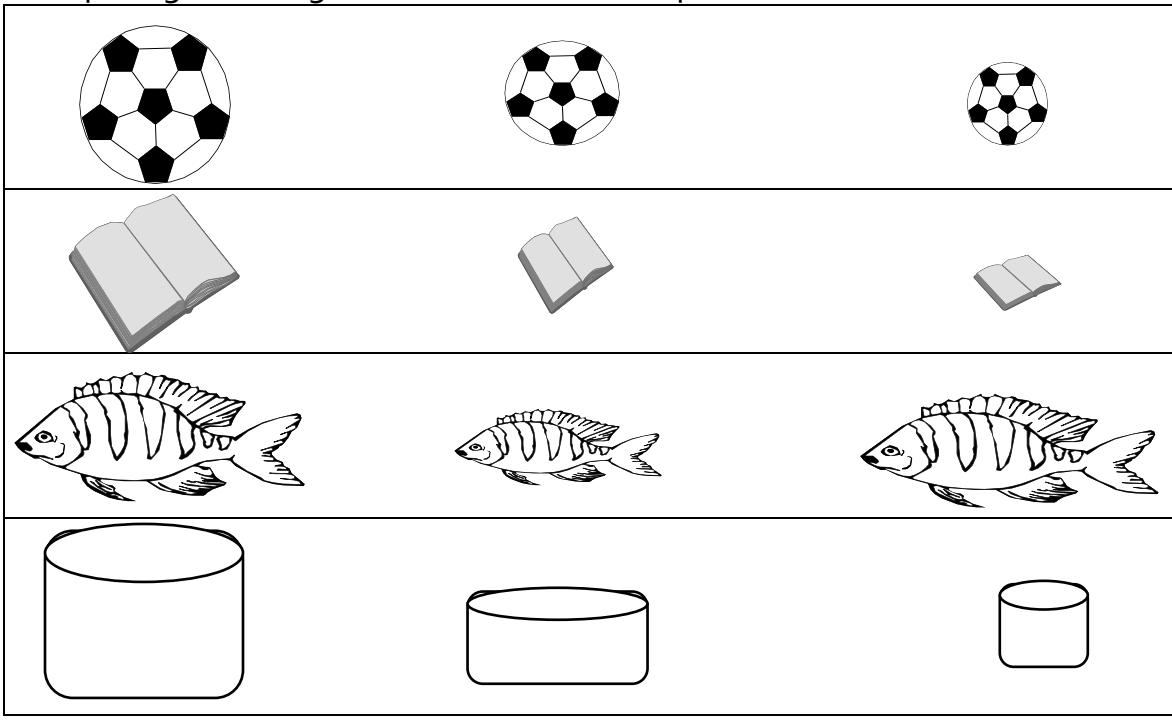
Bed

**Activity: Circle the same pictures**

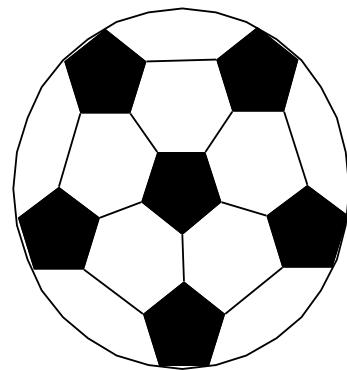
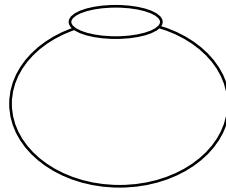
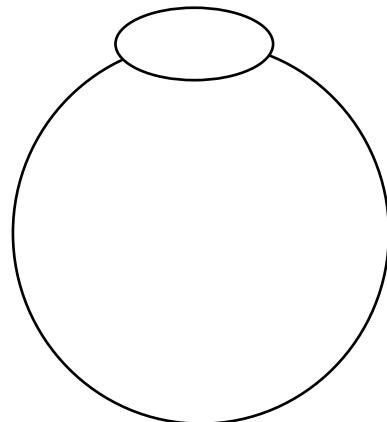
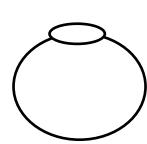
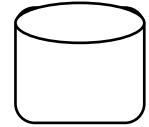
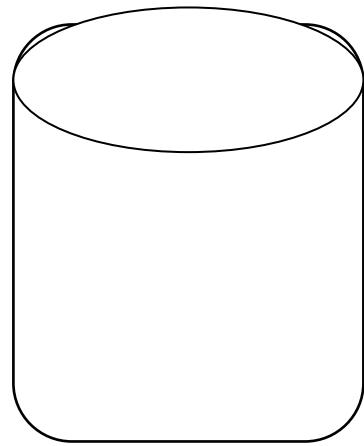


**Week 9-10**

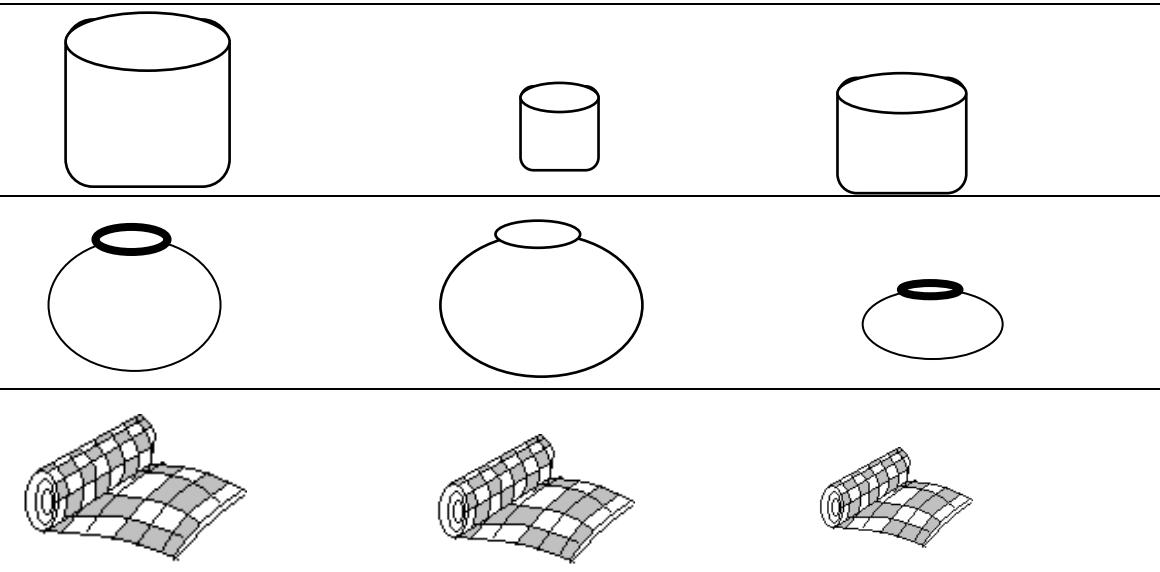
Comparing small big      Colour the smaller picture



**Tick the small pictures only.**



**Color the small picture.**

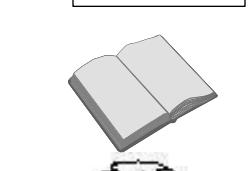
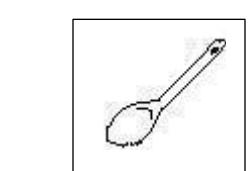
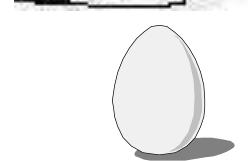
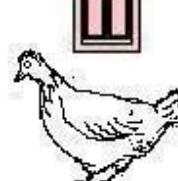
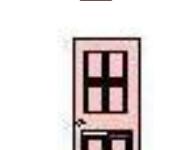
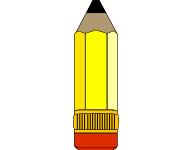


**Read and draw.**

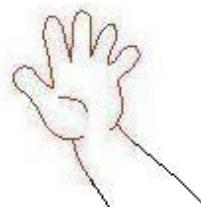
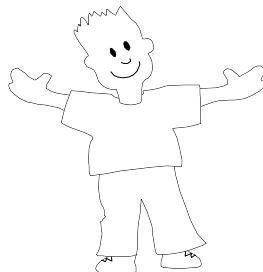
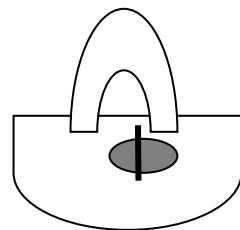
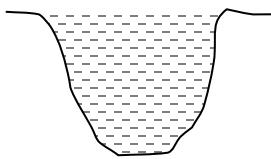
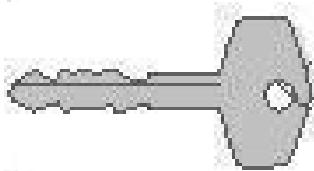
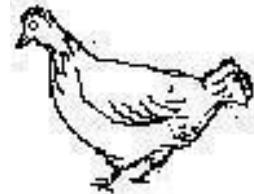
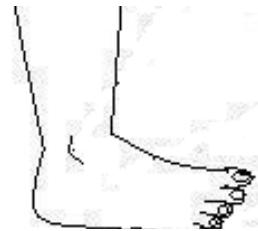
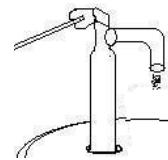
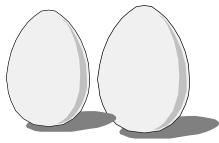
Draw a big mat.

Draw a small ball.

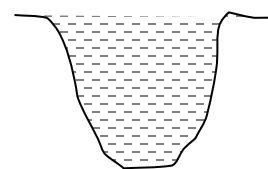
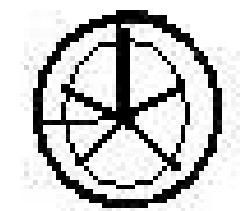
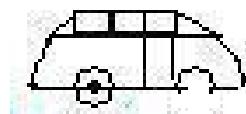
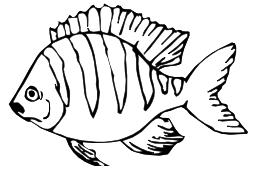
**Belongings: Match to the belonging.**



**Match to the belonging**



### Match



### WEEK IX

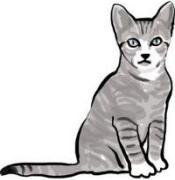
Common nouns

#### 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

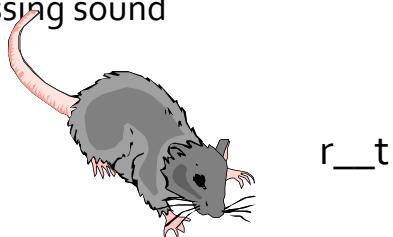
Common nouns/new words

**Activity**

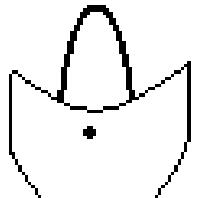
learners will fill in the missing sound



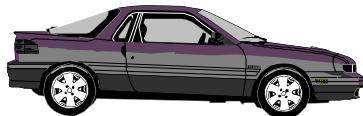
b\_\_ok



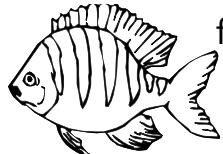
r\_\_t



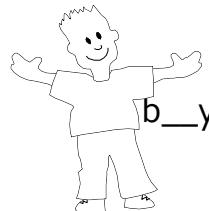
b\_\_g



c\_\_r



f\_\_sh

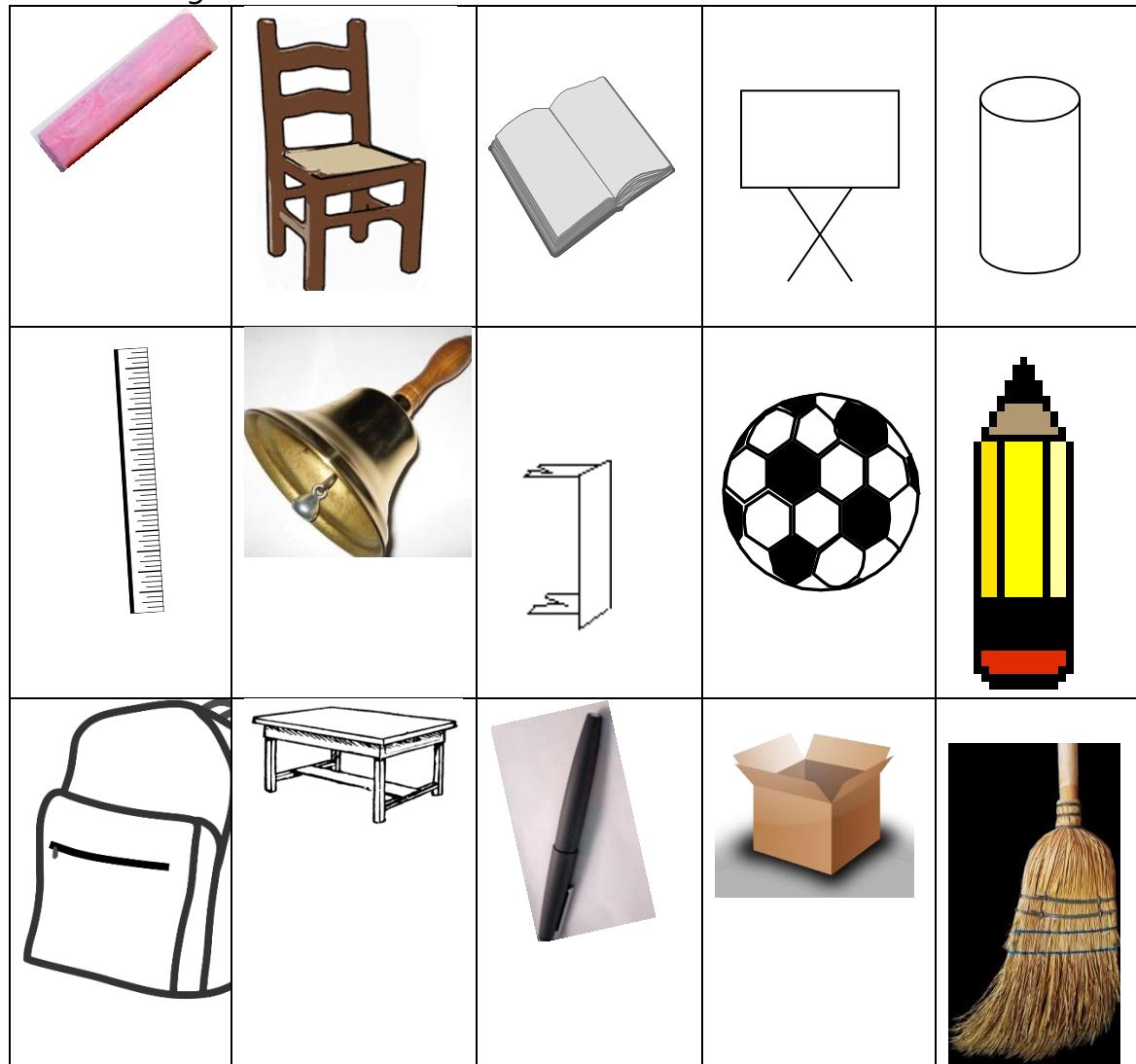


b\_\_y

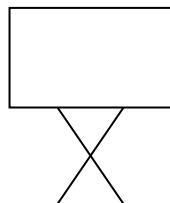
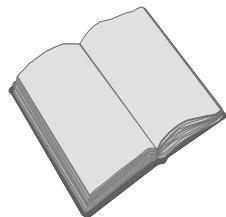
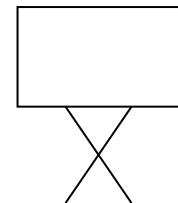
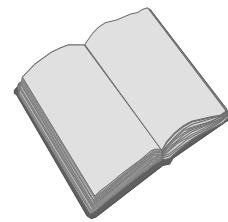
## LESSON NOTES FOR LEARNING AREA 2 LANGUAGE DEVELOPMENT 1 FOR MIDDLE CLASS TERM III

### WEEK ONE

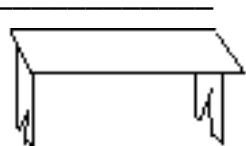
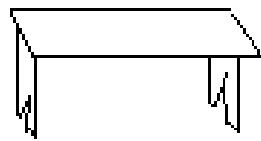
TOPIC: Things in the classroom



**Matching the same things in the class**



**Match and draw the same pictures.**



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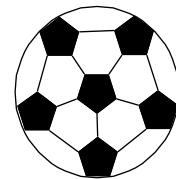
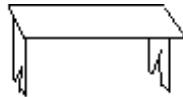
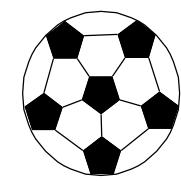
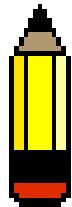
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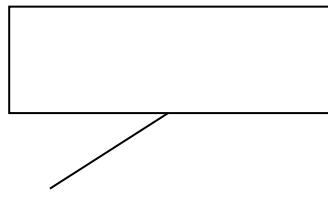
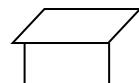
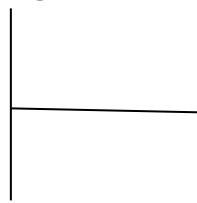
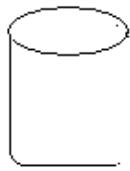


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**Color the same picture**



**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

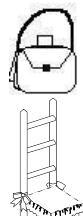
**Draw and color**

Duster

Pen

**Common nouns****Match words to pictures**

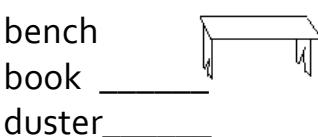
chair



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 \_\_\_\_\_

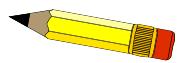
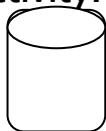


table \_\_\_\_\_



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



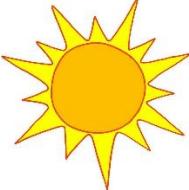
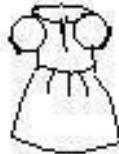
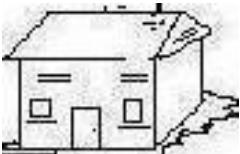
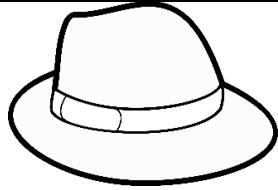
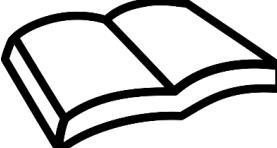
oshe      shoe



bag      abg

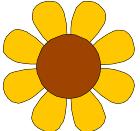
Common nouns/ new words

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**

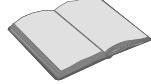
**Activity:** Reading new words; a, is, it, here, that, this.

- Teacher will use some words to form sentences orally.

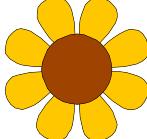
## **Forming structures**

**Activity:** Complete the sentence using the given structures

It is a  \_\_\_\_\_

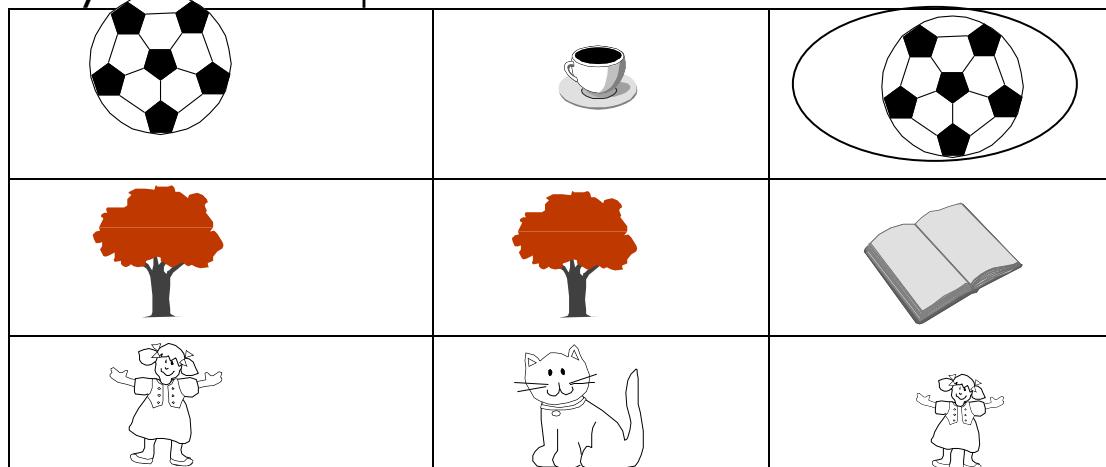
It is a  \_\_\_\_\_

It is a  \_\_\_\_\_

It is a  \_\_\_\_\_

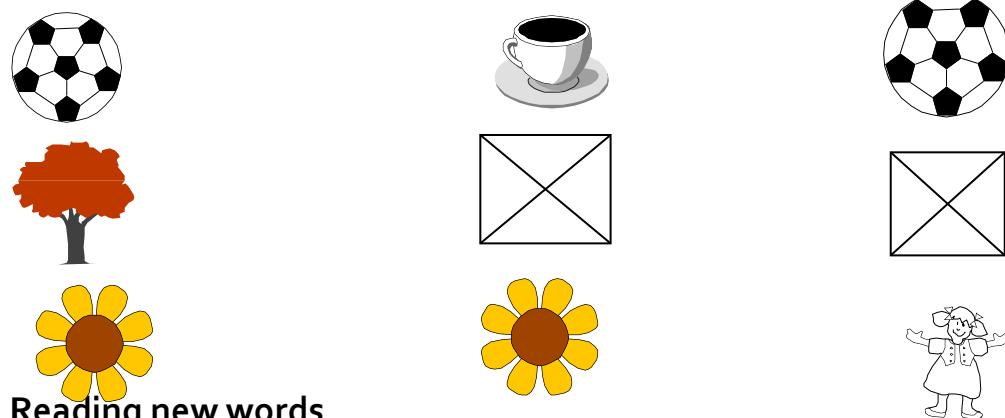
## **Identifying the same pictures**

**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  \_\_\_\_\_

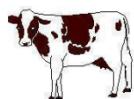
That is a  \_\_\_\_\_

That is an  \_\_\_\_\_

### **Forming structures**

**Activity:** Read and draw e.g that is .....

That is a



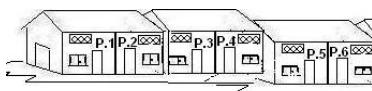
\_\_\_\_\_

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 \_\_\_\_\_

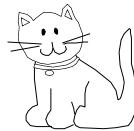
**Learning aid: Real objects**

### **Form structures**

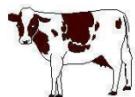
**Activity:** Make sentences using; "This is ....."



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### **Forming structure (Use the same words)**

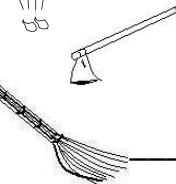
**Activity:** Complete the sentences

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 \_\_\_\_\_

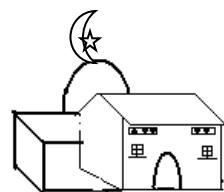
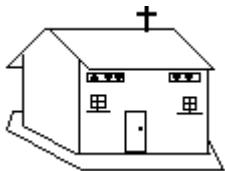
Aeroplane \_\_\_\_\_

## Learning aids:card, charts

### Important places

**Evaluation activity:** Learners will name important places orally.

Teacher will draw for them pictures to color e.g



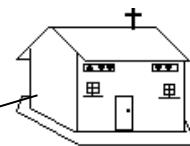
## Learning aids:A chart

### Important places

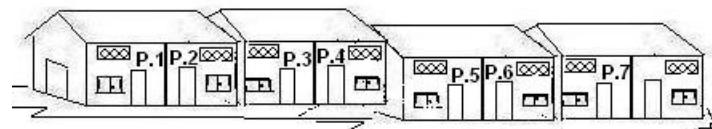
**Evaluation activity:** Match word to picture.

## Learning aids:books, pencils, colors, papers

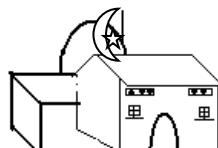
Mosque



Church



bank

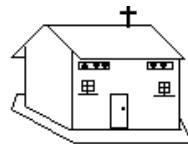


School

## Important places

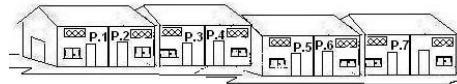
**Evaluation activity:** Learners will use a structure on new words learnt.

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.

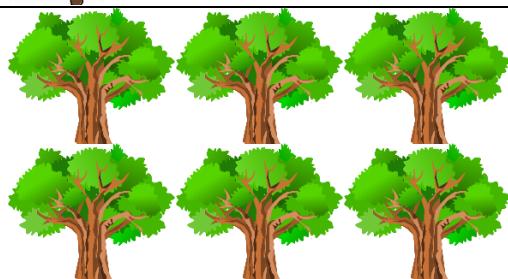
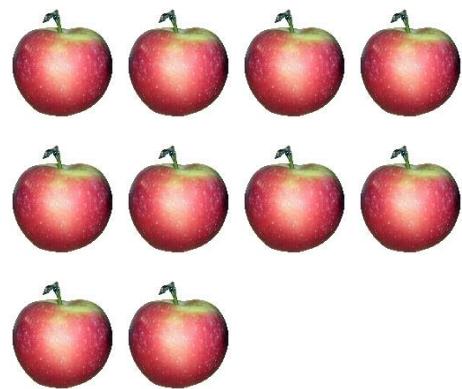
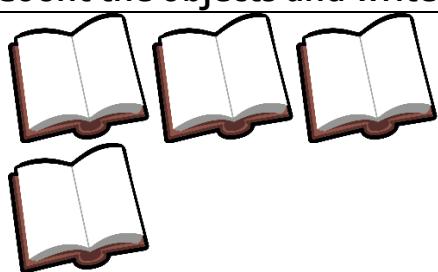
One	Two	Three	Four	Five
Six	Seven	Eight	Nine	Ten

**Activity**

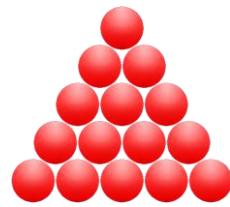
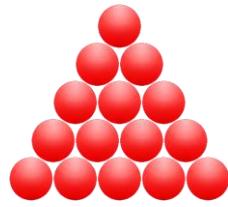
**Write numbers from 1-10**

1	2	3	4	5	6	7	8	9	10

**Count the objects and write the number**



**Match the same sets**

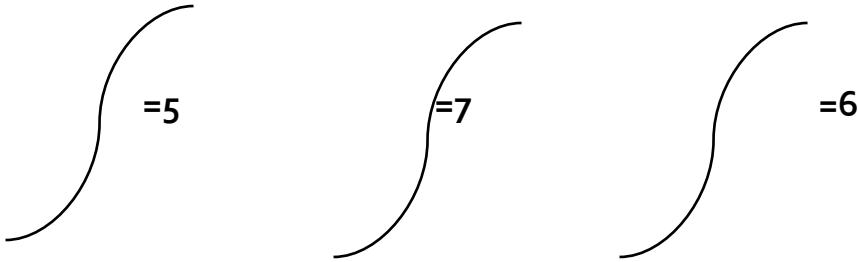


**Write in words**

1 \_\_\_\_\_

6 \_\_\_\_\_

**Draw balls for the number**



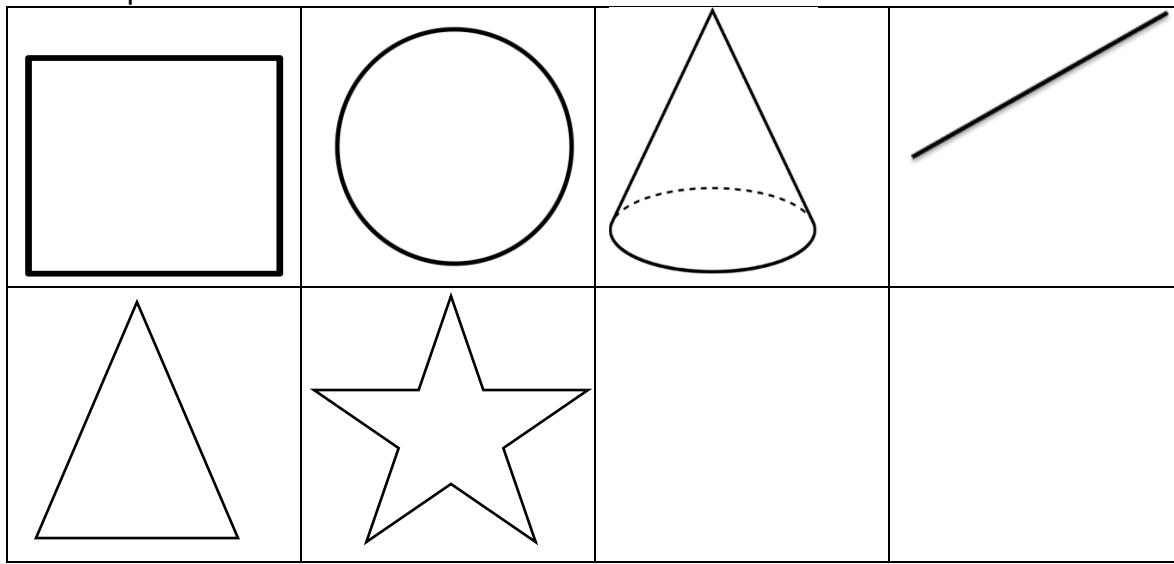
**Week 5-10**

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.

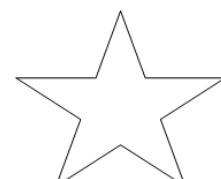
Triangle



Cone



Star



triangle



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

**Comparing things according to different attributes**

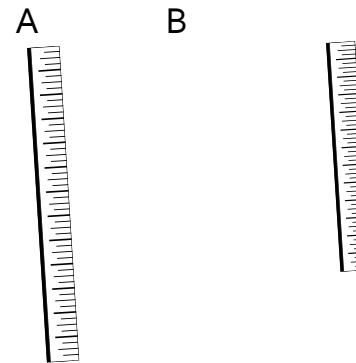
**I can show relations among things in serial order**

**Suggested developmental activities**

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

**Activity**

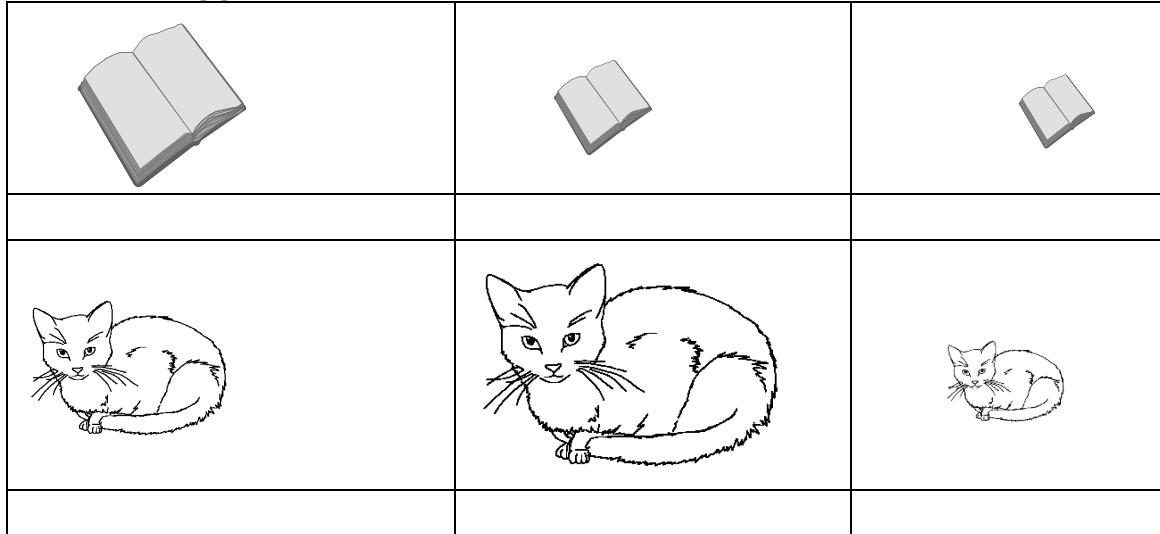
Which one is shorter



Name the big, bigger and the biggest.

A large soccer ball.	A medium soccer ball.	A small soccer ball.
<b>biggest</b>	<b>bigger</b>	<b>big</b>
A large table.	A medium table.	A small table.
<b>biggest</b>	<b>bigger</b>	<b>big</b>

**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**

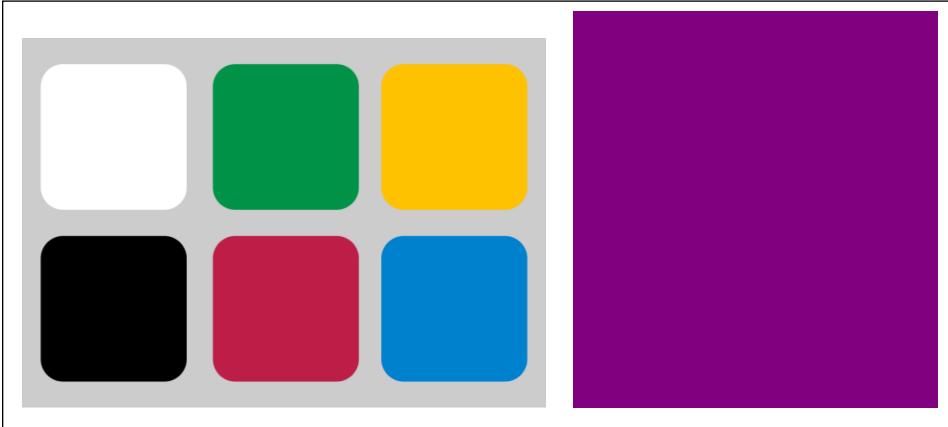
- ❖ Counting numbers by rote or one by one
- ❖ Recite a rhyme about numbers.

***"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

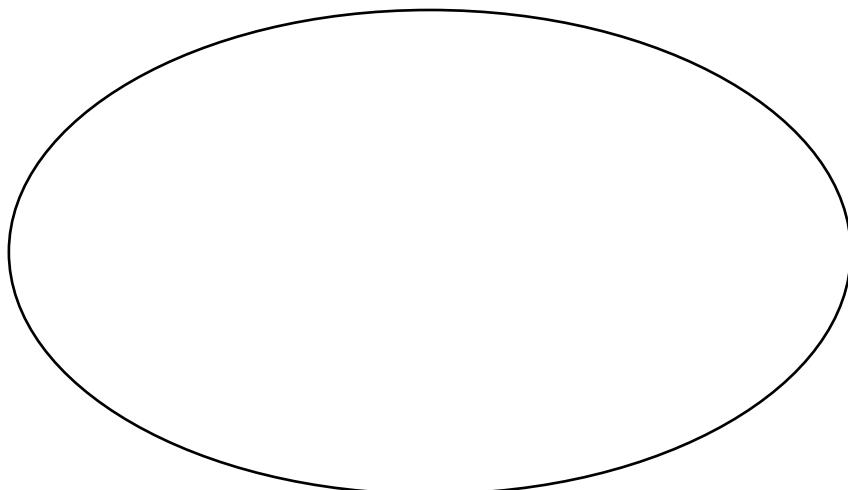
Yellow

blue

Orange

black

## Our sets



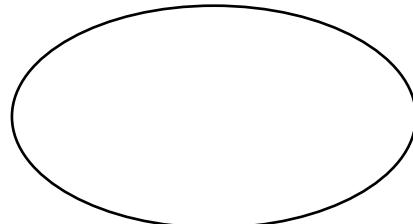
### Activity

Read and draw

A set of 5 cups



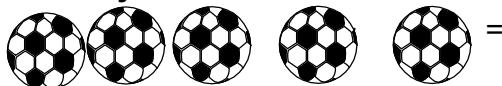
A set of 2 flowers



A set of nine tins



Add objects



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

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

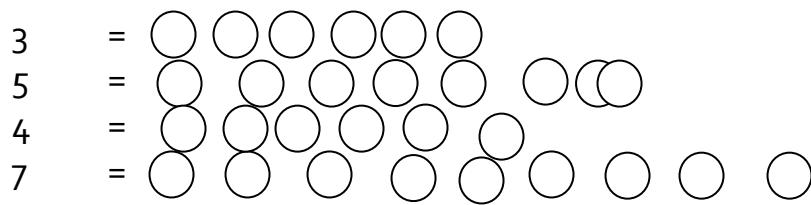
7

2

1

6

**Colour balls for the number.**



**Draw balls for the number.**

$$2 = \textcircled{\small{O}}\textcircled{\small{O}}$$

$$7 =$$

$$4 =$$

$$3 =$$

**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

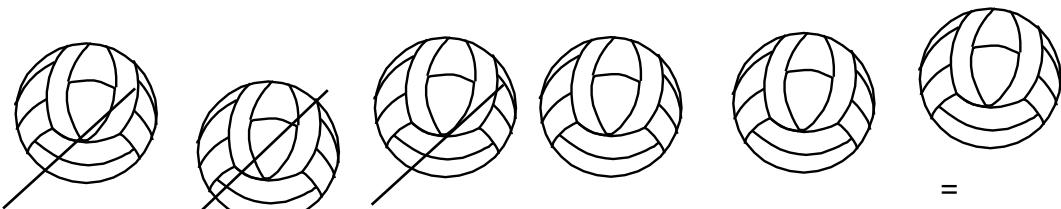
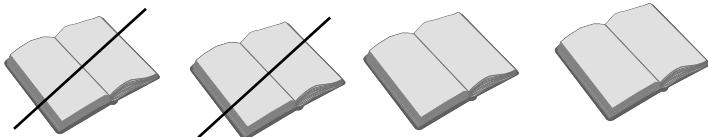
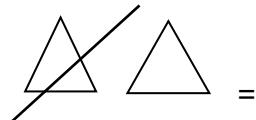
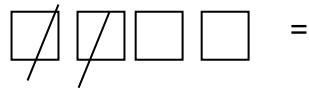
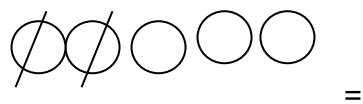
$$\begin{array}{|l|} \hline \text{|||} \\ \hline \end{array} = 4$$

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

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

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

## 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**

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

**Activity**

**Write numbers from 1-20**


**Fill in the missing numbers**

<b>1</b>		<b>3</b>		<b>5</b>		<b>7</b>		<b>9</b>	
<b>11</b>		<b>13</b>				<b>17</b>			

**Write the next number**

<b>2</b>		<b>4</b>		<b>6</b>		<b>8</b>		<b>10</b>	
		<b>14</b>							

**Number names 0-10**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
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



**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"



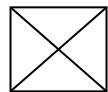
a a a

- - -

- - -

**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

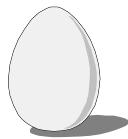
- - -

- - -

### **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

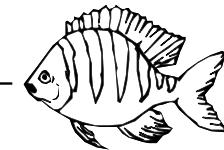
a

a \_\_\_\_\_

f \_\_\_\_\_

d \_\_\_\_\_

g \_\_\_\_\_



#### WEEK IV

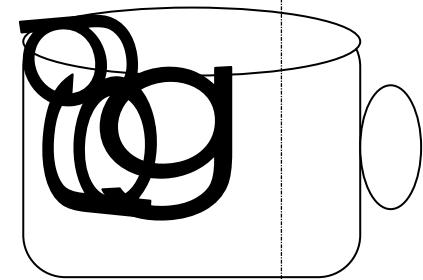
**TOPIC:** Learning sounds

**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

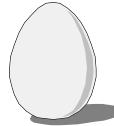
z z (d)

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

**TOPIC:** Learning sounds

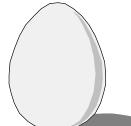
**Evaluation activity:** Learners will circle the correct sound for the picture.

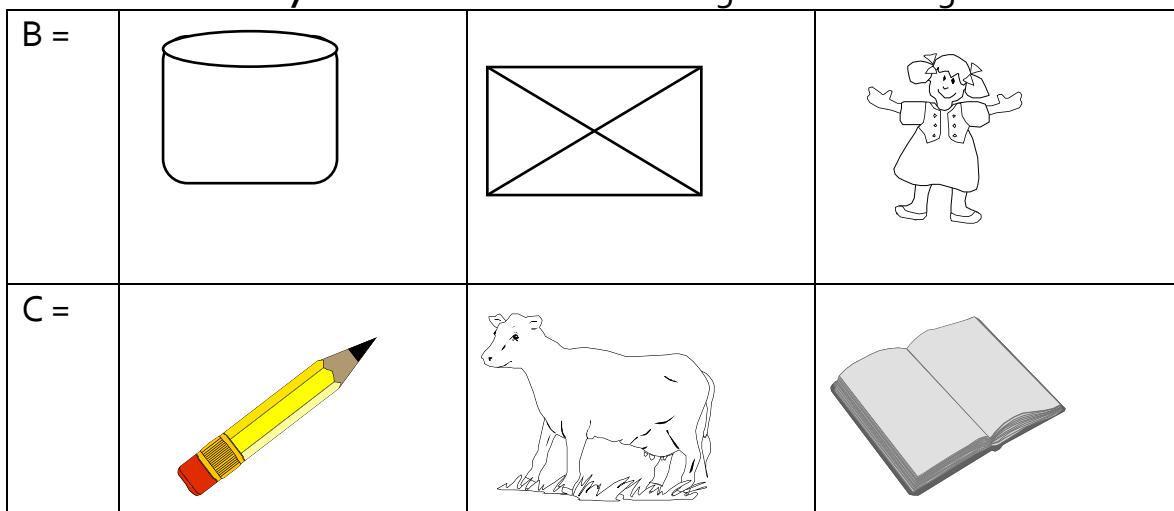
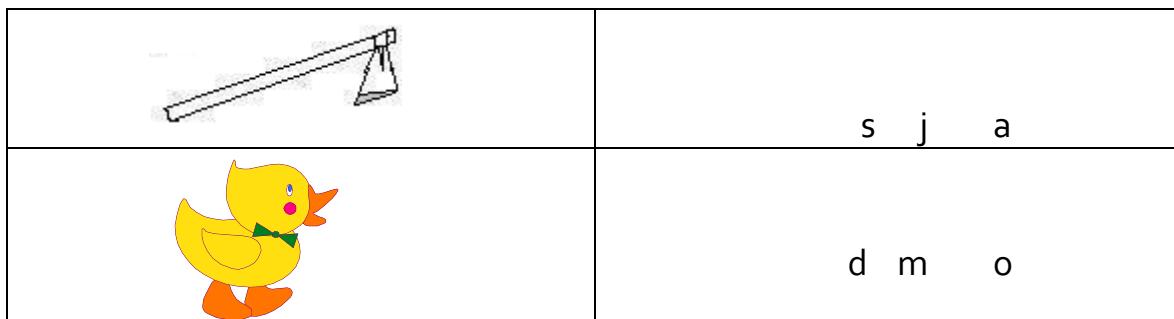
E.g.

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

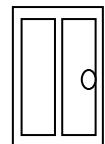
**TOPIC:** Learning sounds

**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.

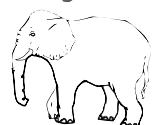
b



e



d



**TOPIC:**Sounds

**Evaluation activity:**Learners will match more sounds to pictures.

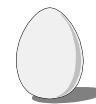
g



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

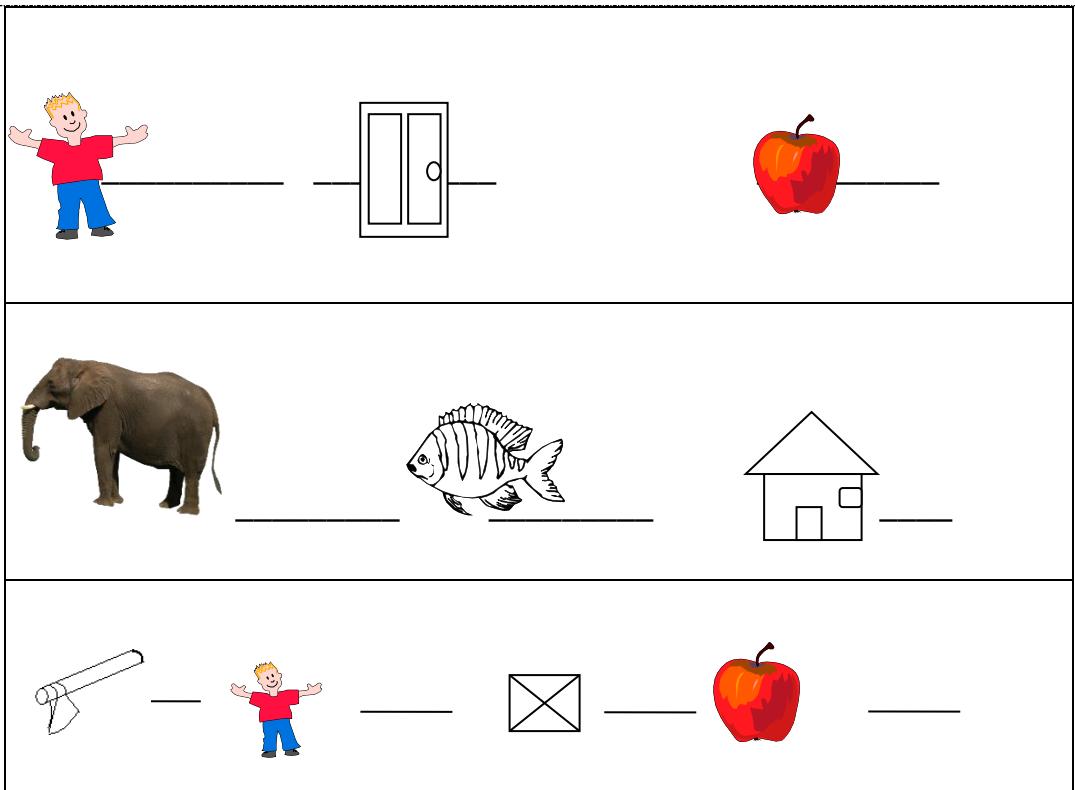
c            a            c            c

e            i            e            e

**WEEK VII**

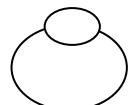
**TOPIC:**Sounds

**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

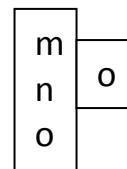
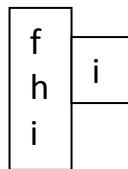
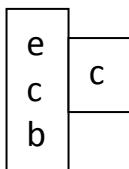
**Evaluation activity:** Learners will revise the sounds learnt in previous term.

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.

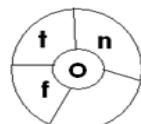
on	i-f	- if	a-t __
no	i-t	- it	a-n __
to	a-m	- am	i-s __

**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

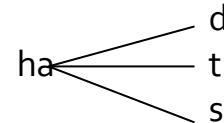
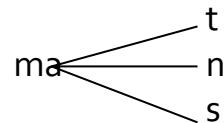
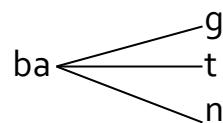
up in

in up

an at

## **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. \_\_\_\_\_

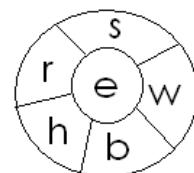
## WEEK VI

**TOPIC:** Introducing syllables of sound “e”.

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

b  
k  
f  
g

be                  r-e \_\_\_\_\_  
ke                  m-e \_\_\_\_\_  
fe                  w-e \_\_\_\_\_  
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      \_\_\_\_\_

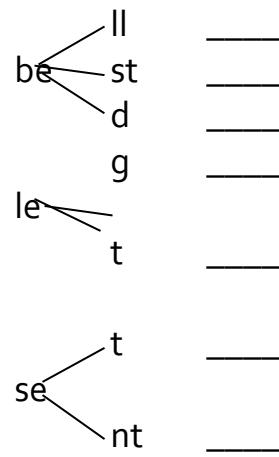
ge

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

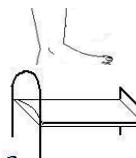
p\_\_g

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. \_\_\_\_\_