**P.1 LITERACY 1B SCHEME OF WORK - TERM 2 2024**

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| **WK** | **PD** | **THEME** | **SUB**  **THEME** | **COMPETENCES**  **LANGUAGE** | **SUBJECT** | **CONTENT** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS AND VALUES** | **INSTRUCTIONAL**  **MATERIALS** | **REF** |
| 1 | 1 | **WEATHER** | Elements of weather | The learner:  -reads the given words related to weather.  -spells the given words correctly  -reads the words about types of weather correctly.  -spells the given words about weather. | The learner:  -defines the term weather.  -identifies the elements of weather.  -draws and names elements of weather. | Weather is the condition of the atmosphere at a given time.  Elements/ factors of weather  Rainfall, sunshine, cloud cover, wind  There are four types of weather namely :  Rainy, sunny ,cloudy and windy weather. | -guided discussion  -guided discovery  -excursion | -Drawing and naming the elements of weather.  -Taking children out to see the changes in weather  -Stating the types of weather.  -Observing the types of weather.  -Drawing and naming the types of weather. | **Skills**  **Effective communication**  -fluency  -accuracy  **Values**  -awareness  -appreciation | -Flash cards  Showing pictures of elements of weather.  -weather chart | RS Thematic Lit 1 p.56.  MK Standard bk 1 p.78 |
| 1 | 2 |  | Types of weather | -states the types of weather  -draws and names the types of weather. | -Guided discussion  -Guided discovery  -Excursion | **Creative thinking**  -logical reasoning.  **Values**  -awareness  -appreciation | -Flash cards showing types of weather  -A weather chart. | - RS Thematic Lit 1 pp.57-58.  -MK standard bk 1 p.78 |
|  | 3 |  | Clouds (Types of clouds) | -reads the words related to clouds correctly.  -spells the words related to the types of clouds. | -identifies the different types of clouds.  -states the uses of different types of clouds. | -Types of clouds  Nimbus clouds, cirrus clouds, stratus clouds, and cumulus clouds.  Uses of clouds  -Nimbus clouds give us rain  -Clouds protect us from direct sun rays.  Dangers of clouds  -Clouds cause thunder.  -They cause lightening. | -Guided discussion  -Guided discovery  -Observation  -Excursion | -Identifying different types of clouds.  -Stating the uses of clouds.  -Drawing nimbus clouds giving rain. | **Effective communication**  -logical flow of ideas.  -fluency  **Values**  -awareness  -appreciation | -Flash cards  Showing types of clouds. | -monitor SST bk 1 p.43 |
| 2 | 5  1 |  | Rainy weather (use of rainy weather) | -reads the uses of rainy weather.  -reads the dangers of rainy weather. | -gives the uses of rainy weather.  -mentions other sources of water. | Uses of rainy weather  -We get water from the rain.  -Rain softens the soil for digging.  Uses of water  -We use water for bathing.  -We drink water.  -For cooking  Rain is the main source of water.  **Other sources of water are**; lakes, rivers, swamps, seas.etc | -Guided discussion  -Guided discovery | -Giving the uses of rainy weather.  -Drawing the sources of water | **Effective communication**  -fluency  -audibility  **Assertiveness**  -being open  -listening and valuing what other people’s ideas.  **Values**  -appreciation  -responsibility  -awareness  -concern | A chart showing the uses of rainy weather. | RS Thematic Lit bk 1  Primary school curriculum bk 1. |
| Dangers of rainy weather | -states the dangers of rainy weather. | -Too much rain causes floods.  -Too much rain kills animals.  -Too much rain destroys houses. | -Stating the dangers of rainy weather. |
| 2 | 2 |  | Ways of protecting ourselves from rainy weather | -reads the ways of protecting ourselves from rainy weather. | Identifies and states the ways of protecting ourselves from rainy weather. | Ways of protecting ourselves from rainy weather  -Using an umbrella.  -Wearing a rain coat.  -Taking shelter when raining. | -Observation  - Guided discussion    -Guided discovery | -Stating the ways of protecting against rainy weather.  -Drawing themselves using umbrellas on a rainy day. | **Critical thinking**  -responding to questions  -**problem solving.**  -making a choice of what to use.  **Values**  -awareness  -care  -responsibility | Real objects eg  Umbrella  Raincoat  Banana leaf  gumboots | Thematic curriculum  RS. Them LIt bk p.1 pg 60-61 |
|  | 3 |  | Things used on a rainy day. | -reads the words related to things used on a rainy day.  -spells words related to things used on a rainy day. | -identifies items used on a rainy day.  -draws and names things used on a rainy day. | Items used on a rainy day.  Umbrella, raincoat, jacket, banana leaves, gumboots, etc | - Guided discussion  -Guided discovery | -Drawing and naming things used on a rainy day. | **Self awareness**  -caring for oneself.  **Values**  -awareness  -appreciation  -care. | Real Objects  umbrella  banana leaves.  Gumboots | MK Standard bk 1  MK.SST bk 1 pp45-46 |
|  | 4 |  | Windy weather  (Uses of wind) | -reads and spells words related to wind correctly. | -defines wind.  -identifies the uses of wind.  -states the uses of wind.  -draws some uses of wind. | Wind is moving air.  Uses of wind  -wind dries our clothes.  -It flies kites.  -wind is used in winnowing.  -It helps boats to sail on water. | -Guided discussion  -Guided discovery | -Identifying and stating the uses of wind.  -Drawing the uses of wind e.g. flying kites, winnowing | **Effective communication**  -audibility  -fluency  **Values**  -appreciation  -awareness | -rice and a flat plate for winnowing.  -propellers. | Thematic curriculum  RS. Them lit bk p.1 pg 60 |
| 2 | 5 |  | dangers of windy weather | -reads the dangers of windy weather. | -identifies the dangers of windy weather.  -states the dangers of windy weather. | Dangers of windy weather.  -strong wind destroys our plants.  -strong wind blows off roof tops.  -strong wind causes soil erosion. | -Guided discovery  -Guided discussion | -Identifying and stating the dangers of wind | **Creative thinking**  -logical reasoning  **Assertiveness**  -responding to questions.  **Values**  -awareness  -appreciation. | Flash cards showing dangers of wind.  Coat, sweater, scarf, gloves | -Monitor SST bk 1 p.46  -MK Standard SST bk 1 p.81  -kobta simplified Lit bk 1 p.62 |
| 3 | 1  2 |  | Ways of protecting ourselves from windy weather. | -reads ways of protecting ourselves from windy weather. | --mentions the ways of protecting ourselves from windy weather. | Ways of protecting ourselves from windy weather.  -by planting trees.  -by building strong houses.  -by planting grass in the compound.  Things used on a windy day  Coat, socks, sweater, scarf, gloves etc | -Guided discovery  -Guided discussion  -Observation | - Stating ways of protecting ourselves from windy weather.  -drawing and naming things used during windy weather. |
| Sunny weather.(uses of sunny weather) | -reads the uses of sunny weather. | -states the uses of sunny weather. | The sun is the main source of light and heat.  Uses of sunny weather.  -The sun gives us light.  -The sun dries our seeds.  -The sun dries our clothes.  -The sun dries animal skins.  -It gives us vitamin D.  **Other sources of light are;**  Moon, stars, bulb,  Fire, lamp, candle, torch. | -Stating the uses of sunny weather.  -Drawing and naming sources of light. | **Effective communication**  -logical flow of ideas  -fluency  **Values**  -awareness  -appreciation. | -sun  Real objects  -candle  -bulb  -torch | -RS Thematic Lit 1 p.58. |
|  | 3 |  | Dangers of sunny weather. | -reads the dangers of sunny weather. | -states the dangers of sunny weather. | Dangers of sunny weather.  -Too much sunshine kills animals.  -Too much sunshine dries water sources.  -Too much sunshine dries crops. | -Guided discovery.  -Guided discussion. | -Identifying and stating dangers of sunny weather. | **Critical thinking**  -responding to questions appropriately.  **Values**  -awareness  -appreciation | sun | RS. Thematic lit bk. p.1 pg 59 |
| 3 | 4 |  | Ways of protecting ourselves from sunny weather. | -reads the ways of protecting ourselves from sunny weather. | -mentions the ways of protecting ourselves from sunny weather. | -Wearing light clothes.  -Using umbrellas.  -Wearing sun glasses.  -Drinking a lot of water. | -Guided discovery  -Guided discussion. | - Stating the ways of protecting ourselves from sunny weather. | -**Effective communication**  -fluency  -audibility  **Values**  -awareness  -appreciation | - Real objects e.g.  Umbrella  Light clothes | * Rs. them lit bk p.1 pg 61 |
| 3  4 | 5  1 |  | Items used on a sunny day. | -reads the words related to the items used on a sunny day.  -spells the words related to the items used on a sunny day.  -reads the seasons in a year.  -spells words related to the seasons in a year.  -reads the activities done in the dry season. | -mentions the items used on a sunny day.  -draws the items used on a sunny day. | Items used on a sunny day.  Sun glasses  Umbrella  Light clothes  hat | -Guided discovery  -Guided discussion  Observation  Guided discovery  Guided discussion | -Reading words related to items used on a sunny day.  -Drawing the items used on a sunny day.  Mentioning activities done in the wet season.  -Stating the two seasons in a year. | **Creative thinking**  -logical reasoning.  **Critical thinking**  -responding to questions  **Values**  Awareness  Appreciation  responsibility | Real objects e.g.  Sun glasses  Hat  Umbrella | RS Thematic bk 1  p.60 |
| Seasons in a year. | * Mentions activities done in a wet season. * States the two seasons in a year. | * There are mainly two seasons in a year. These include;   Wet season /rainy season  Dry season/sunny season  **Wet season**  Activities done in a wet season.  -Farmers plant crops.  -Farmers weed crops.  -Farmers transplant crops. | -nursery bed |
| 2 |  | Dry season(sunny season) | * States the activities done in the dry season. | **Dry season**  Activities done in a dry season.  -Farmers prepare their land.  -Farmers water their crops.  -Farmers harvest their crops. | -Stating the activities done in a dry season. | **Effective communication**  -articulation  -logical flow of ideas. | Flash card showing materials used in the dry season. | RS. Thematic Lit.bk 1 p.66 |
|  | 3 |  | Garden tools | -reads words related to garden tools .  -spells new words related to garden tools. | -names garden tools.  -draws garden tools.  -mentions the uses of garden tools. | -**Garden tools**  Knife ,rake, hoe, slasher, spade, ,panga.etc  Uses of garden tools.  Slasher- for slashing  Watering can-for watering plants. | -Observation  -Guided discovery  -Guided discussion | -Drawing pictures of garden tools.  -Naming garden tools. | **Critical thinking**  -responding to questions  **Values**  -appreciation  -awareness | Models of garden tools  e.g. rake, hoe, spade, slasher  -watering can  -water | MK Standard bk 1. |
|  | 4 |  | Ways of caring for garden tools. | -reads the ways of caring for garden tools. | -states ways of caring for garden tools. | Ways of caring for garden tools.  -Keeping them in a dry place.  -Removing soil after use.  -By oiling them. | * -Guided discovery * -Guide discovery. | Stating ways of caring for garden tools. | **Creative thinking**  Logical reasoning  **Values**  Appreciation  awareness | A chart showing garden tools. | Thematic curriculum. |
|  | 5 | **ACCIDENTS AND SAFETY** | Accidents | -reads the definition of accidents.  -spells words related to accidents. | -defines the term accidents.  -states examples of accidents. | Accidents  An accident is a sudden happening that causes harm to the body.  Examples of accidents  Falls, burns, bites, cuts, stings, etc | -Guided discovery  -Guided discussion | - Defining the term accidents.  -Stating the examples of accidents. | **Effective communication**  Fluency  Audibility  **Values**  Awareness  appreciation | -A chart showing accidents | Rs Thematic bk 1 p.78 |
| 5 | 1 |  | Places where accidents can happen | -reads the places where accidents can happen.  -spells words related to places where accidents can happen. | -mentions places where accidents can happen.  -states places where different accidents can happen. | -Places where accidents can happen  Home  School  on the way  neighbourhood. | -Guided discovery  -Guided discussion | -Stating places where accidents can happen. | **Effective communication**  -fluency  -confidence  **Values**  -awareness  -concern | A chart showing accidents | -MK Integrated science BK 1 p.39. |
|  | 2 |  | Accidents at school and home. | -reads the words related to accidents at home and school.  -spells words related to accidents at home and school. | **-** defines the term accidents.  -draws and names diferent accidents found at school and home. | Accidents at home and school.  -burns, falls, cuts, bites, choking, shocks, drowning, poisoning. | -Guided discovery  -Guided discussion. | -defining the term accidents.  -drawing and naming the accidents at home and school. | **Critical thinking**  -responding to questions  **Values**  Awareness  concern | Flash cards showing accidents found at home and school. | RS Thematic Lit bk 1 p.75 |
|  | 3  4 |  | Accidents on the way/ road.  Accidents in the neighbourhood. | -reads words related to accidents on the way/road.  -spells new words related to accidents on the way/road.  -reads words related to accidents in the neighbourhood.  -spells new words related to accidents in the neighbourhood. | -names the accidents on the way /road.  -draws accidents on the way /road. | Accidents on the way /road  -motor accidents  Drowning  Bites  Stings  Falls  Cuts  pierces. | -Guided discovery  -Guided discussion. | -drawing and naming accidents on the way/road. | **Self awareness**  Caring for oneself  **Creative thinking**  Logical thinking  **Values**  Awareness    Concern  care | -Real materials ie broken bottle  Nails  thornsetc | Thematic   * Rs them bk p.1 literacy pg. 65 - 66 |
| -draws and names the accidents in the neighbourhood. | Accidents in the neighbourhood.  -motor accidents, bites, stings, falls, drowning, cuts, poisoning. | -Guided discovery  -Guided discussion | -Drawing and naming accidents in the neighbourhood. | **Coping with emotions**  -narrating past experiences  **Values**  **-**responsibility  -concern | A chart showing accidents | Integrated sci.  Bk.  -do- pg 66 |
| 6 | 1 |  | Causes of accidents | -reads the causes of accidents correctly. | -states the causes of accidents.  . | Causes of accidents  -high speeding  -bad roads  -drunken drivers  -climbing trees  -carelessness  -bad vehicles | -Guided discovery  -Guided discussion. | -reading and stating the causes of accidents. | **Effective communication**  Logical flow of ideas  **Creative thinking**  Logical reasoning  **Values**  -concern  -awareness | A chart showing accidents. | Rs thematic Lit bk p.79 |
|  | 2 |  | Avoiding accidents | -reads ways of avoiding accidents. | **-**states the waysof avoiding accidents. | Avoiding accidents  -Never go swimming alone.  -Training drivers  -Not playing on the road.  -Avoid careless running.  -Not playing with fire. | -Guided discovery  -Guided discussion | -Stating the ways of avoiding accidents. | **Creative thinking**  Logical thinking  **Values**  -Concern  -awareness | -A chart showing accidents. | Kobta simplified literacy bk 1 p.71. |
|  | 4 |  | First aid | -reads new words related to first aid.  -spells new words related to first aid. | -defines the term first aid,injury, first aider, first aid kit/box. | First Aid  First aid is the first help given to an injured person.  **Injury**-is the damage caused to the body.  **First aider**-a person who gives first aid.  **First aid kit/box**-is a box where items used to give first aid are kept. | -Guided discovery  -Guided discussion | -defining the terms of words related to First Aids. | **Effective communication**  Fluency  Audibility  **Values**  Awareness  Concern | First Aid box/kit | -RS. them lit bk pg 75  -Kobta pupils book 1 pp.72-73. |
|  | 5 |  | First Aid box/ kit | --reads the definition of a First aid box/kit.  -spells words related to the materials found in a first aid box/kit | -defines the term First Aid box /kit.  -draws and names materials found in a First aid box. | First Aid box/kit  Is a box used to keep things for giving first aid.  Materials/Things found in the first aid box/kit.  -Cotton wool  -gloves  -spirit  -needle  -razorblade  -safety pin, etc. | -Guided discovery  -Guided discussion | -Defining the term first aid box/kit.  -Drawing and naming materials found in a first aid box/kit. | **Effective communication**  -fluency  -audibility  **Value**  -concern  -love | -first aid box/kit | Kobta simplified literacy bk 1 p.73 |
| 7 | 1 |  | Reasons why we give first aid. | -reads the reasons why we give first aid. | -states the reasons why we give first aid. | Reasons why we give first aid.  -To save life  -To reduce pain  -To stop further injuries  -To reduce bleeding. | -Guided discovery  -Guided discussion | -stating the reasons why we give first aid. | **Decision making**  -telling consequences of decisions made.  **Values**  awareness  appreciation | --razorblade  -safety pin  -pair of scissors. | Kobta simplified literacy bk1 p.74 |
|  | 2 | **FOOD AND NUTRITION** | Food | -reads the definition of the term food.  -spells the new words related to food. | -defines the term food.  -states the examples of food.  -draws and names the examples of food. | Food  Food is something good to eat or drink.  Examples of food  Maize, eggs, meat, yams, fish, beans, chicken, cow peas ,cassava ,etc | -Guided discovery  -Guided discussion. | -Stating the examples of food.  Drawing and naming the examples of food. | **Creative thinking**  -logical reasoning  **Values**  Appreciation  awareness | Real objects  Cassava  Eggs  Ground nuts  Maize. | Mk integrated scie  teachers BK1  pg 65  Rs. Them lit bk 1p.1 pg 91 |
|  | 3 |  | Fruits | -reads the new words about fruits.  -spells the new words related to fruits. | -names examples of fruits.  -draws examples of fruits. | -Examples of fruits  -oranges, guavas, apples, berries, grapes, pawpaw, pear, passion fruits, avocado, mango.etc | -Guided discovery  -Guided discussion | -Drawing and naming examples of fruits. | **Effective communication**  Accuracy  Articulation  **Values**  Concern  appreciation | Real objects e.g.  Passion fruits, avocado, apple. | Rs thematic Lit bk 1 pg 91.  -Thematic cirriculum. |
|  | 4 |  | Sources of food | -reads words related to sources of food.  -spells new words related to sources of food. | -names the sources of food.  -draws and names the sources of food. | Sources of food  A source of food is a place where we get food.  **Garden-**is the main source of food.  Other sources of food  Lake, river, market, farm, shops, swamp. | -Guided discovery  -Guided discussion. | -Drawing and naming the sources of food. | **Effective communication**  -responding to questions appropriately  **Values**  Concern  care | -flash cards showing sources of food. | Thematic  Curriculum.  -do-  Pg. 79 -80 |
|  | 5 |  | Uses of food to our body. | -reads the uses of food to our body. | -states the uses of food to our body. | Uses of food to our body  -food keeps our bodies healthy.  -it gives us energy.  -it makes us to grow .  Why we eat food.  -T o be healthy.  -To kill hunger.  -To be happy. | -Guided discovery  -Guided discussion. | -Stating the uses of food to our body. | -**Effective communication**  Fluency  Audibility  **Values**  Sharing  love | -chalkboard illustration. | Thematic curriculum. |
| 8 | 1 |  | Classification of food (classes of food) | -reads the classes of food correctly.  -spells new words related to classes of food correctly. | -identifies the different classes of food. | Classification of food (classes of food)  We have three classes of food namely;  1.Proteins(body building foods)  2.Carbohydrates(energy giving foods)  3.Vitamins(health giving foods). | -Guided discussion.  -Guided discovery | -Identifying and stating classes of food. | **Effective communication**  Fluency  Audibility  **Values**  Awareness  appreciation | Flash cards showing different classes of food. | Thematic curriculum  Rs  Them lit bk p.1 pg 93 |
|  | 2 |  | Proteins (body building foods) | -reads the examples of proteins.  -spells new words related to proteins. | -gives examples of proteins.  -draws examples of proteins. | Proteins  These provide materials for building and repairing the bones. They are called grow foods.  Examples of proteins  -meat, fish, chicken, groundnuts, beans, soya beans, cheese, milk, eggs. | -Guided discovery  -Guided discussion.  -Observation | -Drawing and naming the examples of proteins. | **Creative thinking**  Logical reasoning  **Values**  Awareness  appreciation | Real objects eg.  Eggs, beans, milk etc | Thematic curriculum  -Rs Thematic curriculum bk 1 pg 93 |
|  | 3 |  | Carbohydrates (energy giving foods) | -Reads the new words related to carbohydrates.  -spells new words related to examples of carbohydrates. | -  mentions the examples of carbohydrates.  -draws and names the examples of carbohydrates. | Carbohydrates.  These foods help us to be strong.  They are also known as go food.  Examples of carbohydrates.  Sugar, honey, bread, millet, blue band, rice.etc | Guided discovery  -Guided discussion.  -Observation | Drawing and naming examples of carbohydrates. | **Critical thinking**  Responding to questions.  **Values**  Awareness  appreciation | Real objects ie sugar, blueband, cassava.etc | Thematic curriculum  Pg. 77  -Rs thematic Lit bk 1 pg 93. |
|  | 4  5 |  | Vitamins (health giving foods) | -reads the new words related to vitamins.  -spells new words on examples of vitamins.  -reads ways of preserving food. | -states the examples of vitamins.  -draws and names the examples of vitamins. | Vitamins  These foods help our bodies to fight against diseases.  They are also known as glow food.  These are commonly in fruits and vegetables;  **Fruits**  Apples, avocado, mango, oranges.etc  **Vegetables**  Nakati, bugga, tomatoes, cabbages.etc. | Guided discovery  -Guided discussion.  -Observation | -Drawing and naming the examples of vitamins. | **Creative thinking**  Logical reason  **Critical thinking**  Responding toquestions appropriately. | Real objects e.g.  Ovacado  Oranges  tomatoes | Rs thematic Lit book 1 p.93 |
| Preserving food(Ways of preserving food) | -states ways of preserving food. | Ways of preserving food  -By freezing  -B y salting  -By cooking it.  -By tinning.  -By smoking.etc | Guided discovery  Guided discussion. | - Stating the ways of preserving food. | **Creative thinking**  Logical thinking  **Values**  Awareness  appreciation | -real objects e.g salt , tins | Thematic curriculum p.95 |
| 9 | 1 |  | Ways of keeping food safe. | -reads the ways of keeping food safe. | -states ways of keeping food safe. | Ways of keeping food safe.  -By covering it.  -By washing it  -By cooking it.  -By warming it. | -Guided discovery  -Guided discussion | Stating the ways of keeping food safe.  Drawing some ways of keeping food safe. | **Critical thinking**  Finding different ways of doing things  **Values**  Awareness  responsibility | Flash cards showing some ways of keeping food safe. | Thematic urriculum p.95 |
|  | 2 |  | Importance of keeping food safe. | -reads reasons why we keep food safe. | -states reasons why we keep food safe. | Why we keep our food safe?  To avoid contamination.  To prevent it from getting germs.  To prevent it from spoilt. | -Guided discovery  -Guided discussion. | Stating reasons why we keep our food safe. | **Critical thinking**  Giving reasons for action taken  **Values**  Concern  Responsibility  awareness |  | Thematic curriculum.  -kobta simplified Lit, bk 2p.60 |
|  | 3 | **LIVING TOGETHER** | A family | -reads words related to a family.  -spells words related to a family. | -defines the term family.  -names the two types of families.  -draws and names the people found in a nuclear family. | Family  A family is a group of people living together related by blood or marriage.  Types of families  Nuclear family  Extended family.  **Nuclear family** –Is a family where we find father, mother, and their own children.  Two people start a family. A husband and wife.  Members in a nuclear family.  Father, mother, brother, sister. | -Guided discovery  -Guided discussion. | -Defining the term family.  --Naming the two types of family.  -Drawing and naming people found in a nuclear family. | **Assertiveness**  Responding to questions  **Self esteem**  Talking about self  **Values**  Awareness  Togetherness  respect | Flash cards showing members in a nuclear family. | Rs Thematic Lit bk 1 p.82 |
|  | 4 |  | Extended family | -reads the words related to an extended family.  -spells words related to an extended family. | -defines an extended family.  -lists members in an extended family.  -draws and names members in an extended family. | -Extended family  An extended family is a family where we find father, mother, children, and their relatives.  Examples of members in an extended family  Mother, father, children, uncle, aunt, cousin, grandfather, grandmother.  Examples of relatives.  Grandfather, grandmother, aunt, uncle, cousin, nephew. | -Guided discovery  -Guided discussion.  -role play | -Defining the term extended family.  -Drawing and naming the members in an extended family. | **Critical thinking**  Responding to questions  **Values**  Togetherness  Responsibility  love | Flash cards showing members in an extended family. | Rs thematic Lit bk1 p.82.  thematic curriculum |
|  | 5 |  | Family tree/Relationship. | -reads the family relationship. | -interpretes the family tree | **Family tree** | Guided discovery  -Guided discussion. | Interpreting the family tree. | **Critical thinking**  Responding to questions.  **Value**  awareness | -A chart showing the family tree. | Kobta simplified Literacy bk 1 |
| 10 | 1 |  | Roles of family members(roles of a father) | -reads the roles of a father in a family. | -states the roles of a father in a family. | Roles of a father  A father heads a family.  A father protects the family.  A father pays school fees.etc | Guided discovery  -Guided discussion.  -role play | -Stating the roles of a father.  -Acting roles of a father | **Effective communication**  Fluency  Confidence  **Values**  Responsibility  Co-operation | Flash cards showing family members. | Thematic curriculum.  -kobt simplified lit p.94 |
|  | 2 |  | Roles of a mother. | -reads the roles of a mother in a family. | -states the roles of a mother in a family.  -draws mother performing her duties in a family. | Roles of a mother  -cooks food .  -wash clothes.  -cares for children.  -irons clothes. | -Guided discovery  -Guided discussion | Stating the roles of a mother.  -Drawing mother doing her roles | **Assertiveness**  Being open  **Critical thinking**  Responding to questions  **Values**  Appreciation  responsibility | A flash card showing mother performing her roles in a family. | -kobta simplified Lit bk1 p.94 |
|  | 3 |  | Roles of children | -reads the roles of children correctly. | -states the roles of children in a family. | Roles of children in a family  -children wash utensils.  -children fetch water  -children was..etch clothes | -Guided discovery  -Guided discussion | Stating roles of children in a family.  Drawing children performing their roles. | **Effective communication**  Confidence  Fluency  **Values**  Respect  Awareness. | Flash cards showing children performing there duties. | Monitor Book.1 pg 54 |
|  | 4 |  | Needs of a family | -reads words related to needs of a family.  -spells new words related to needs of a family. | -mentions the needs of a family.  -draws and names the needs of a family. | Needs of a family  **Basic needs**  Food  Shelter  Water  Clothing. | -Guided discussion  -Guided discussion. | -Drawing and naming the needs of a family. | **Effective communication**  -fluency  -audibility.  **Values**  Sharing  Appreciation. | -A chart showing family needs. | Monitor Bk1  Rs. Them lit bk: P.1 pg 94 |
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