

LESSON NOTES FOR APTITUDE FOR TOP CLASS TERM I – 2019

Taking care of myself for proper growth and development.

My name is _____

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

My father's name is _____

My mother's name is _____

I live/stay at _____

My school is _____

Activity

1. What is your name?

My name is _____

2. How old are you:

I am _____ years old.

I am a _____ (girl/boy)

Let the pupils talk about themselves.

3. What's your father's name?

4. What's your mother's name?

5. Where do you live/stay?

6. What's the name of your school?

Drawing and describing his/her name.

Naming my body parts

1. reciting/singing a rhyme about body parts.

2. Naming and identifying body parts e.g ears, toes, nose, mouth, fingers, legs, eyes, lips, etc.

Teacher leads pupils to know how many they are.

All about functions of each body part e.g.

eyes - seeing

nose - smelling

legs - walking, etc

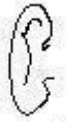

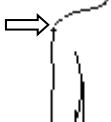







- Children should know the main function of body parts. i.e to give shape of person.

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

Lesson one

Activity

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

Lesson two

Matching body parts to their uses.



walking



hearing



seeing



smelling



touching

Lesson three

Filling in missing letters



e__r



n__se



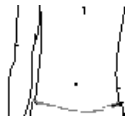
__ye



le__



h__ir



stom__ch



han__

Lesson four

Write these words correctly.

era _____

seno _____

eeey _____

ige _____

teos _____

ngerfi _____

Joining a puzzle

- face

fingers

leg

hand

ear

Caring for our body

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

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

teeth - by brushing

fingernails - by cutting them short

hair - by combing, cutting, plaiting, etc.

Activity

How can you care for your teeth?

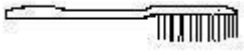
I can care for my teeth by _____

Draw these things we use to cut finger nails.

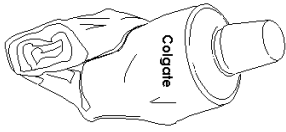
(i) razorblades

(ii) nail cutter

Match correctly



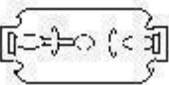
toothbrush



comb



razorblade



toothpaste

Talk about the importance of keeping our body clean e.g It makes us look smart, etc.

Talk about the dangers of cleaning the body. e.g It causes bad smell.

Lesson 6

I can locate the place where I live/stay

I live/stay at _____

My village is _____.

My home is found at _____

Things that make up a home.

kitchen

toilet

bedroom

bathroom

sitting room

Activity

Name the things found in the kitchen e.g saucepan, spoon, plates.

Where do we ease? (oral)

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

Write the things we find in a bedroom. e.g bed, basin, wardrobe, mattress, blanket, pillow, suitcase, etc

Family members

recite a rhyme/sing a song about family members.

Mention family members (nuclear family) e.g father, mother, sister, brother, baby

Other family members extended family)

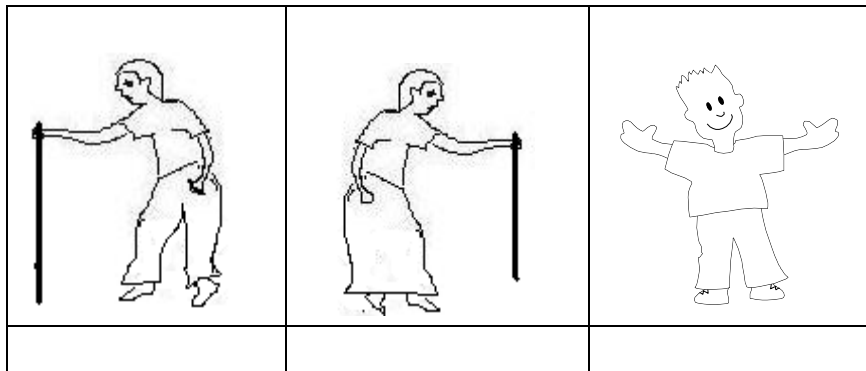
- aunt
- uncle
- cousin
- nephew
- grandfather
- grandmother

Activity

Who heads a family?

_____heads a family.

Name these people found at home.



Fill in the missing letters

f__ther

m__ther

si__ter

br__ther

Colour these family members

Animals found at home.

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

Activity

Write these words correctly.

pgi - _____
gdo - _____
oatg - _____
atc - _____

woc - _____
eepsh - _____
bbitra - _____

Read and draw

pig	dog	cow	sheep	rabbit	cat

Fill in missing letters.

sh__p go__t c__w rab__it c__t

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

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

Activity

Read and draw the birds.

What does the hen give us?

Fill in the missing letters.

h__n d__ck tu__key

Roles of family members

Tr. guides the children to discuss and discover the roles of different members e.g

Mother

- Cooks food
- feeds the baby
- Cleans the home
- Mops the house, etc

Father

- heads a family
- Buys food etc

Children

- Mop the house
- Sweep the compound
- Wash dishes, etc

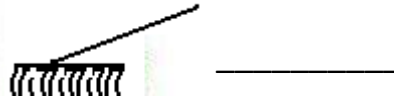
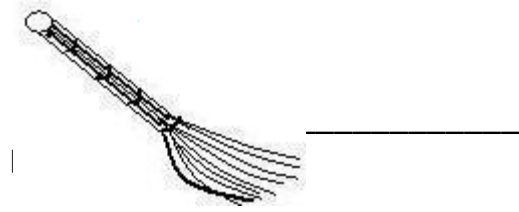
Activity

Pupils' role play

- Draw Mummy cooking food



Name the things we use to clean the home.



Domestic animals which are not eaten.

dog
donkey
horse
camel

Use of animals (Things we get from domestic animals)

cow - milk, meat, dung, skin
goat - meat, milk, skin
dog - keeps/guards homes, it is a pet
sheep- milk, wool, manure
cat- eats rats, It is a pet

Activity

- Which animal guards the home? _____

Match correctly

cow	wool
dog	milk
sheep	guards our homes

- Which animals eats rats from the house? _____

Animals used for transport

donkey	} For carrying people and things. They are also used as pets.
horse	
camel	

Lesson nine

Uses of birds. (Things we get from birds)

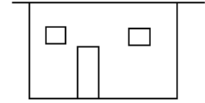
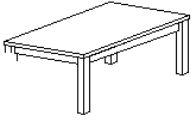
hen - eggs, chicken, manure
duck - eggs, meat
turkey- eggs, meat

Activity

Draw these things we get from a hen.
eggs chicken

Lesson ten

Fill in the missing parts



Complete the pattern



123 123 _____

110= 110= 110=

Lesson eleven

Revision

Complete all the learnt activities.

LESSON NOTES FOR APTITUDE FOR TOP CLASS TERM II – 2017

WEEK I AND II

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

Suggested developmental activities

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

WEEK III A ND IV

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

Suggested developmental activities.

- Naming clothes we wear.
- Drawing types of clothes and colouring them.
- Explaining the importance of wearing clothes.
- Role playing the safety of keeping clothes.
- Cutting out types of clothes and displaying them
- Matching clothes to definite parts.
- Displaying types of clothes according to colour, size and sex.

- cutting and sticking
- pasting with cereals
- painting cut outs.

WEEK V AND VI

Interacting with exploring, knowing and using my environment.

Exploring and knowing my immediate environment.

Suggested developmental activities

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

WEEK VII AND VIII

Knowing and appreciating important places in my environment.

Suggested developmental activities

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

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

WEEK IX

Experimenting and understanding the concept of movement in the environment.

Suggested developmental activities.

- Naming things/means we use for transport. e.g
 - bicycles,
 - cars,
 - trains,
 - buses,
 - motorcycles,
 - wheel barrows,
 - donkeys,
 - aeroplanes,
 - boats, etc.
- Talking about different ways of transport e.g
 - road transport
 - water transport
 - air transport
 - rail transport.
- Identifying common means in and around the environment.
- Modeling, drawing, colouring everyday means.
- Singing and reciting rhymes related to transport.
- Talking about the zebra crossing and people who help us to cross the road.
 - e.g
 - traffic officers
 - older people
 - parents
 - traffic lights
 - older children
- Talking about different kinds of road e.g tarmac roads, feeder roads,
- Marrum roads, main roads.
- Modeling
- Demonstrating

WEEK X

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

Suggested developmental activities

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

LESSON NOTES FOR APTITUDE FOR TOP CLASS TERM III – 2017

Lesson one

People we stay with in the environment

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

- school
- home
- community

People found at school

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

Activity

Who is your headteacher?

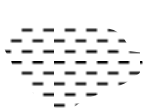
What is the name of your class teacher? (Oral)

Who are your teachers? (Oral)

Where do we find the guards? (Orals)

What is the colour of your school uniform?

Name these things



Where do we find cooks?

Fill in the missing letters.

te__cher

c__ _k

gu__rd

People found at home

- father

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

Activity

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

Write these words correctly.

therfa _____ mthero _____ stersi _____

Where do you live?

People found in our community

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

Activity

Let children role play different people in the community

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

Match correctly

doctor	shop
farmer	hospital
shopkeeper	garden

Talking about acceptable behaviours using appropriate language

Can be done through

- requests (oral)
- Apologizing (Oral)
- responding to when called (Oral)
- Inquiring about things. (Oral)
- Obeying and following notes. (Oral)
- Asking for permission. (Oral)
- Playing games that show good behaviours. (Oral)
- Playing imaginary situations with others, (Oral)

Activity

- Role playing
- Telling news
- Playing games

Lesson two

My daily practices

Sing a song about routine

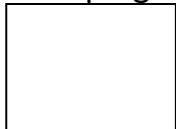
Guide learners to mention actions they perform e.g

- | | |
|------------|---------------|
| - sweeping | - combing |
| - mopping | - drawing |
| - dusting | - writing |
| - cleaning | - playing, et |

Activity

Read and draw the actions

Sweeping



Cleaning



mopping



Lesson three

Activity

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

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

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

Modeling with clay

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

Pasting pictures with seeds, bananas, fibres, papers, etc
Teacher should guide children when they are pasting.

Lesson four

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

Things which are soft

- mattress
- sweater, etc

Things which are hard

- stone
- table, etc

Activity

Mention examples of soft things

Give examples of hard things

Lesson five

Things which are smooth.e.g

- skin
- baby, etc

Things which are rough. e.g

floor
soil, etc

Things which are heavy. e.g

stones
salt, etc

Things which are light. e.g

- cotton
- clothes,
- feathers, etc

Examples of hot things

- hot tea
- hot milk
- hot food

Examples of cold things

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

Activity

Learners should sort objects into different forms.

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

Lesson six

Comparing things according to different attributes. e.g

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

big - small

tall - short

Activity

- pupils sort objects
- pupils compare objects



Lesson seven

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

big



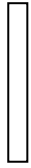
bigger



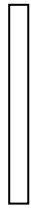
biggest



long



longer



longest



tall



taller



tallest



Activity

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

Lesson eight

Describing positions using the vocabulary

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

Using near and far



Where is the tree?

A



B



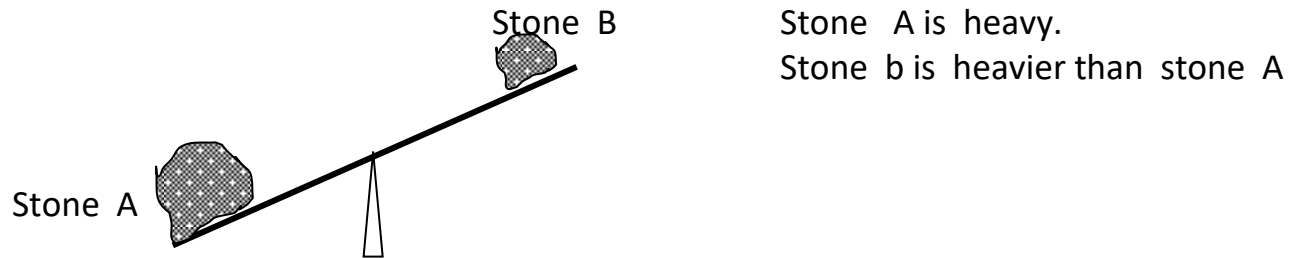
Leaf A is _____ away from leaf B

Activity

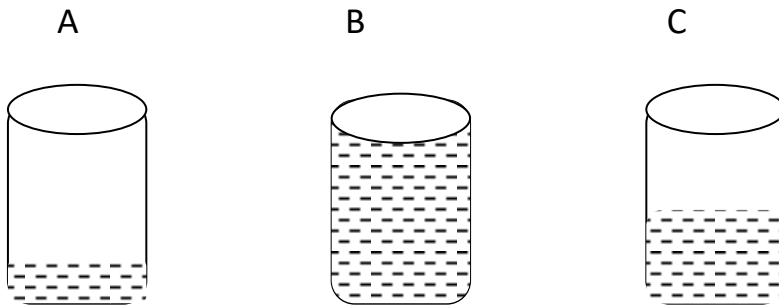
- Answering questions correctly
- describing positions
- play games

Lesson nine

Comparing concrete objects using light, heavy, heavier



Comparing capacity (Using empty/full)



Glass B has more water than glass _____

Glass A is _____

Glass B is _____

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

Lesson ten

Revision