

# UNIQUE CURRICULUM

FOR EARLY YEARS / NURSERY CLASSES

( PRE-NURSERY : 2-3 YEARS . VOL 1 )



## A COMPLETE PACKAGE FOR TEACHERS ::: PARENTS ::: HOME LESSON INSTRUCTORS

- > No text books needed
- > No reference materials needed
- > Gives you what to teach; How to teach and all the information needed to teach
- > Over 150 lessons for complete academic session
- > Five key subject areas covered
- > Detailed explanation for teacher's thorough understanding
- > Fun and easy activities to boost children's brain power
- > Child friendly definitions for quick and spontaneous recall

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## INTRODUCTION

### WHAT IS EARLY YEAR EDUCATION?

Early year Education is a broad term used to describe any type of educational program that serves children in their pre-school years before they are old enough to enter primary or elementary school.

The contents of our curriculums are designed for children between the ages of 2 to 6 years.

The contents can be delivered to children in day care setting, structured school settings and at homes for home schooling or after school lessons.

This applies that the curriculum is a veritable teaching tool for teachers, parents and home lesson instructors.

### WHY YOU NEED THIS CURRICULUM

Preschool or nursery is a time of rapid growth and development. Research has proven that 90% of a child's permanent foundation for brain development occurs in the early years.

As a school owner, you need a powerful content that will be delivered to your pupils in the early year classes through simple and straightforward approaches.

As a parent, you must augment what your child learns in school with additional information that sets your child on the pedestal of greatness and success.

Remember, the aim of sending our kids to school is not to pass examinations. The aim is for them to achieve greatness in whatever field they venture in.

This curriculum is designed keeping in mind the physical and intellectual development characteristics of 2- 6 years old.

This curriculum is designed to help them reach the basic milestone they should attend before primary.

This curriculum will help them to have little idea about everything- give them a strong foundation in variety of subjects and prepare them for higher grades

## THE GOOD NEWS:

The good news about these curriculums is that they are simple, straightforward and easy to use.

You don't need additional materials or text books.

It is a complete package on its own comprising of:

- What to teach
- How to teach it
- All the materials needed to teach it
- Detailed explanation of every concept for the teacher's understanding
- Simplified definitions for the children's understanding
- Class activities to hasten the children's understanding and sustain their interests

It fulfils current learning and curriculum standards for the age range they are designed for

The curriculum covers what the kids should be taught and the standard they should reach in each subject at any given year/ class

## COVERAGE:

This curriculum satisfies the five critical components of high quality early education which are:

1. It provides a balance of play and structured activities including teacher and child – initiated exploration
2. The contents and activities are appropriate to the age of the children in each class and supports all their developmental domains
3. It reflects current research on child development and targets specific learning goals for the children
4. It outlines strategies for monitoring progress and re-evaluation mechanisms to

ensure every child is carried along

5. The contents are broken down in child friendly language and structured in a way that even an inexperienced early year teacher can deliver it without any difficulty.

## KEY SUBJECTS AREAS

### KNOWLEDGE AND UNDERSTANDING THE WORLD

**This subject Introduces the children to topics that will**

1. help them make sense of their physical world
2. Understand their community and the people in it
3. Study about places, technology and the environment
4. Develop early scientific knowledge and explorative mindset

### CONTENTS OUTLINE

1. My body and I
2. Parts of the body
3. Food
4. Meaning of food
5. why we eat food
6. Water
7. Meaning of water
8. Uses of water
9. Computer literacy
10. Meaning of computer
11. The food we eat
12. Living things
13. Definition of living things



14. Non living things
15. Sense organs
16. Five sense organs
17. The zoo
18. Meaning of zoo
19. Examples of living things
20. Examples of non living things
21. Characteristics of living things
22. what living things can do
23. Tongue
24. Importance of the tongue
25. Types of taste
26. Insects
27. Meaning of insect
28. Examples of insects
29. Spiders and their webs
30. Some facts about spider
31. Difference between spider and insects
32. Uses of spider's web
33. Parts of computer
34. A computer has many parts
35. Concept of air
36. Understanding the meaning of air
37. The outer space ( sky)
38. Things in the sky
39. Animals around us
40. Domestic animals
41. Common examples of domestics animals
42. Wild animal
43. Wild animals
44. Examples of wild animals
45. The sun
46. Uses of sun
47. Rainbow
48. Lesson 4: meaning of rainbow

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CONSULTANCY AFTER BUYING THIS CURRICULUM .

49. Colours of the rainbow
50. Seasons in the year
51. Meaning of seasons
52. Seasons in Nigeria
53. Animal sounds
54. Sounds made by animals
55. Camouflage
56. Chameleon as a camouflage animal
57. Mosquito
58. I hate mosquitoes
59. Functions of parts of computer

## NUMERACY/MATHEMATICS

This subject helps the children to develop

1. Number sense and awareness
2. Problem solving skills
3. Understanding and using Shapes
4. Understanding basic measurements and operations
5. Developing spatial awareness
6. Recognising, creating and describing patterns
7. Simple additions and subtractions
8. Spaces

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## CONTENTS OUTLINE

1. Number sense
2. Building number sense through counting
3. Counting songs
4. Counting with ease and accuracy
5. Days of the week
6. How many days in a week
7. Names of the days in a week
8. Rote counting to 20
9. Fundamental writing skills

10. random scribbling
11. Control scribbling
12. Learning the lines
13. Standing line
14. Sleeping lines
15. Identification and tracing of standing line
16. Identification and tracing of sleeping line
17. Identification and writing of lines
18. Practice on counting 1-20.
19. Practice on drawing lines
20. Shapes
21. The shapes i know
22. Introducing the curved lines
23. The back curve
24. The front curve
25. Numbers in words
26. Writing of numbers 1 and 2
27. Writing number 1
28. Writing of number 2
29. World of shapes: associating shapes with every day item
30. Circular objects
31. Identifying and drawing circles
32. Rote memorization of the multiplication table
33. Squares around us
34. Identifying and drawing of square
35. Number sense
36. Counting 1- 50
37. Continuation on shapes
38. The world of triangles
39. Drawing a triangle
40. Mathematical symbols
41. The four basic signs in mathematics
42. Meaning of plus and minus
43. Rectangles around us
44. Rote memorization of simple addition (doubles)

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45. Clock
46. Parts of a clock
47. Laterality
48. Concepts of 'left'
49. Concept of 'right'
50. Taking direction on the concept of left and right
51. Months of the year:

## PHYSICAL AND HEALTH DEVELOPMENT

1. Focuses on providing opportunities for children's active interaction
2. Improve their skills of coordination, control, manipulation and movement
3. Making healthy choices in relation to food
4. Improving a healthy lifestyle among the children

## CONTENTS OUTLINE

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4. Hand washing
5. Bad habits
6. Meaning of bad habits
7. Things you should not do
8. Bathing
9. Meaning of bathing
- 10 When to bathe
- 11 Fitness
- 12 . Meaning of exercise
- 13 Examples of exercise
- 14 Personal hygiene
- 15 Dental hygiene



16.Importance of taking good care of your teeth

17 The dentist

18.The nose and its function

19.Knowledge of the nose

20.Classification of food

21.Protein foods

22.Carbohydrate food

23.Energy

24.Meaning of energy

25.Dirty water

26.How to know dirty water

27.. Siesta

28.. Meaning of siesta

29.. Importance of siesta

30.. Sources of water

31.. Importance of food

32.. Other parts of the body

33.Show me game

34.. Healthy manners

35.Healthy eating

36.Let's eat healthy

37.Examples of healthy food

38.Vegetable foods

39.Examples of fruits

40.The essential things for healthy living

41.My sense of sight

42.About my eye

43.Protection of the eye

44.Environment

45.Meaning of environment

46.Importance of the environment

47.How to keep our environment clean and save

48.Managing our waste

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# COMMUNICATION, LANGUAGE AND LITERACY

The aims of this subject are:

1. To encourage children to begin to read at early age
1. To help children cultivate appropriate listening skills
2. To help children develop good writing ability
3. To facilitate the children's quick understanding and attention skills
4. To build early communication skills

## CONTENTS OUTLINE

1. How to introduce themselves
2. Right response
3. Response to more questions
4. The alphabets
5. Alphabets name and phonetic sound
6. Phonetic sound
7. Oral communication skills
8. Circle time discussion
9. observation and reporting skills
10. Nouns
11. Meaning of noun
12. Concept of a person
13. Names of persons
14. Concept of animal
15. Concept of 'thing
16. Concept of a place
17. Focus on letters
18. Letter sounds
19. Identification of letters
20. Writing of letter a.
21. How to write letter 'a'
22. "is it a person, animal, place or thing"
23. Grouping nouns and making a song

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24. More on identifying noun categories
25. Singular and plural
26. Meaning of singular and plural
27. Making sentences with singular and plural
28. Names of animal babies
29. Animals and their babies
30. Gender nouns
31. Knowing the gender of others in the class
32. Knowing the gender of self
33. Knowing names of parents
34. Name of your mother
35. Father's name
36. Let's talk
37. What things are made of
38. Action words (verbs)
39. Meaning of verbs
40. Examples of verbs
41. Identifying action words in a sentence
42. Play the game of charades
43. Vocabularies
44. Verb and noun collocations
45. Examples of verb and noun collocations
46. Vocabulary on temperature
47. Hot and cold weather
48. Meaning of bank

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## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

### The goals of this subject area are:

1. To help the children to develop positive feelings about themselves and people around them.
2. To build and nurture positive relationships and respect among the children
3. To develop positive skills, cultivate appropriate habits and build their self confidence

#### 4. To help the children to manage feelings and behaviour

### CONTENTS OUTLINE

1. Knowledge of Nigeria
2. Leadership of Nigeria
3. Structure of Nigeria
4. Colours in Nigerian flag
5. Behaviour and character goals
6. Meaning of behaviour
7. Good and bad behaviour
8. Bad behaviour
9. Reinforcing positive behaviour
10. My family, my all
11. Meaning of family
12. Members of the nuclear family
13. My home and i
14. Meaning of home
15. Rooms in the home
16. Positive relationships
17. Friendships
18. Extended family relationship
19. Aunt
20. Uncle
21. Stranger safety
22. Defining stranger
23. Right attitudes towards strangers
24. Danger awareness
25. Dangerous objects
26. Acts of natural curiosity
27. Concept of money
28. Meaning of money
29. Public holidays and special days in Nigeria
30. Definition of public holiday
31. Holidays and dates
32. Community helpers

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33. Health care institutions
34. Community helpers in hospital
35. When to see a doctor
36. Information about Nigeria
37. Important dates in Nigeria
38. History of Nigeria
39. Market
40. Meaning of market
41. Spatial awareness
42. Let's move (transportation)
43. Types of transportation
44. Means of transportation

45. Air transportation
46. Land transportation
47. What is land transportation
48. Water transportation
49. Good manners
50. Meaning of good manners
51. Examples of good manners
52. Right things to do

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**KNOWLEDGE AND UNDERSTANDING THE WORLD (KUW)**

## LESSONS

1. My body and I
2. Parts of the body
3. Food
4. Meaning of food
5. why we eat food
6. Water
7. Meaning of water
8. Uses of water
9. Computer literacy

10. Meaning of computer
11. The food we eat
12. Living things
13. Definition of living things
14. Non living things
15. Sense organs
16. Five sense organs
17. The zoo
18. Meaning of zoo
19. Examples of living things
20. Examples of non living things

### ❖ TOPIC :MY BODY AND I:

*Children need to know their body parts very well because it forms such an important part of their development journey. There are several ways to teach them their body parts.*

*Remember that music is a great way to keep little ones engaged fruitfully and never forgets what was taught. So, we use music a lot.*

*The popular rhyme----my head, my shoulder, my knees and toes, they all belong to me- is a great song to teach body parts.*

*But, in our school, we prefer to teach both identification and number of the body parts at the same time*

### ➤ LESSON 1: PARTS OF THE BODY

- **PROMPTING QUESTION:** show me parts of your body?

- ✓ **RESPONSE:**
  - Parts of my body:
  - I have one head, I have two ears
  - I have two eyes, I have one nose
  - I have one mouth, I have two hands

And two fine legs.

### ❖ : TOPIC: FOOD

**Explanation:** *Let them know that food is what keeps us alive. The food we eat comes from plants and animals. Remind them that it is only living things that eat food. You know that some children are picky eaters. Use this topic to emphasise the need for them to eat well. Let them know that anybody who does not eat well becomes sick.*

#### ➤ LESSON 2: MEANING OF FOOD

- **PROMPTING QUESTION:** what is food?

- ✓ **RESPONSE:** Food is any substance  
We take into our body  
To give us energy  
And make us grow.

#### ➤ LESSON 3: WHY WE EAT FOOD:

**EXPLANATION:** *This lesson is meant to encourage the kids to develop the habit of eating well and right. Some kids do not like eating. By the time they learn this lesson and master the song, they will voluntarily begin to eat well.*

- **PROMPTING QUESTION:** Why do we eat food?
- ✓ **RESPONSE:** We eat food to be healthy, strong and smart.  
If I don't eat my food, I will get sick.  
I will always finish my food  
To be healthy, strong and smart

❖ **TOPIC: WATER**

**EXPLANATION:** *This topic is one that the kids will continue to encounter all through their school years. At this phase, it is important they learn the meaning of water. They sure see water every day but there is a standard definition they must know.*

*In teaching, let the kids understand how important water is to every living thing. Let them know that drinking plenty of water is very good for children. Ask them to always drink water even when they are not thirsty. Inform them that water helps to clean their body and allow their body organs to work very well.*

*From there, they proceed to knowing the importance of water. The importance of water should be what they can relate with. No point going into complex areas for them like water helps digestion and all that.*

*They move to knowing how to tell clean water and dirty water.*

➤ **LESSON 4: MEANING OF WATER**

- **PROMPTING QUESTION:** What is Water?

✓ **RESPONSE:** Water is a liquid  
That is colourless  
Odourless and tasteless.

➤ **LESSON 5: USES OF WATER**

- **PROMPTING QUESTION:** What are the uses of water?

✓ **RESPONSE:**

Uses of water  
 Water is for drinking  
 Water is for bathing  
 Water is for cooking,  
 Water is for washing  
 Everybody needs water to be alive.

*( Make sure you demonstrate all the various uses of water. Some kids in the class who can't speak well yet, will always remember the demonstration even if the child cannot voice out the uses.)*

❖ **TOPIC: COMPUTER LITERACY:**

*Children Are now digitally inclined because they are born in the age of 'Wonder.' Today's kids are now exposed to technologies that we never saw or even dreamt of while growing up. So, with the level of ICT awareness among the young ones, it is good we introduce Computer literacy to them from the start of their school life. We start by equipping them with the elementary knowledge of computer before we move to parts and their functions.*

**LESSON 6: MEANING OF COMPUTER**● **PROMPTING QUESTION:**

What is a computer

✓ **RESPONSE:**

Computer is a machine  
 That does a lot of work.

➤ **LESSON 7: THE FOOD WE EAT**

*This topic is for the kids to know the various name of the food eaten at home in the morning, afternoon and evening. After this topic, form it a habit to ask the kids, what did you take for*



*breakfast? This to test if they still remember the lesson.*

- **PROMPTING:** The food we eat
- ✓ **RESPONSE:** We eat breakfast in the morning  
Lunch in the afternoon  
Dinner at night.

### ❖ TOPIC : LIVING THING

**EXPLANATION:** *The kids are meant to know that plants and animals are the only living things. They should understand that human beings fall into the category of animals. They should know what makes plants and animals living things.*

#### ➤ LESSON 8: DEFINITION OF LIVING THINGS

- **PROMPTING QUESTION:** What are living things?
- ✓ **RESPONSE:** Living things are those things that have life in them

#### ➤ LESSON 9: NON LIVING THINGS

- **PROMPTING QUESTION:** What are non living things?

- ✓ **RESPONSE:** Non living things are those things  
That do not have life in them

### ❖ TOPIC : SENSE ORGANS

*Remember, you have taught them parts of the body. Now, you must make them understand that there are only five sense organs. And they should know the senses and the organs for each sense.*

*This topic requires lots of class activities so that the lesson can make meaning to them.*

**ACTIVITIES:** *You can blind fold the children to demonstrate the sense of sight, pinch a child*

*or use a small sharp object to touch a child to demonstrate sense of feeling, they can bring different things to demonstrate the different taste like bitter, sweet or sour taste.*

## ➤ LESSON 10: FIVE SENSE ORGANS

• **PROMPTING QUESTION:** What are the five sense organs?

✓ **RESPONSE:** Five sense organs.

Eyes for seeing

Ears for hearing

Nose for smelling

Tongue for tasting

Skin for feeling

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## ❖ TOPIC: ZOO

**EXPLANATION:** *Let the kids know that when they visit the zoo, they can see several kinds of animals around the world.*

*Let them understand that zoo animals are usually wild animals. And that not all animals live in a zoo.*

*Use pictures to introduce your pupils to the wonders and amazement of these fascinating animals in the zoo.*

*Bring the excitement of the zoo right into your class using some zoo themes.*

## ➤ LESSON 11: MEANING OF ZOO

**PROMPTING QUESTION:** What is a zoo?

**RESPONSE:** A Zoo is a place where we go to see animals

## ➤ LESSON 12: EXAMPLES OF LIVING THINGS

• **PROMPTING QUESTION:** Examples of Living things.

- ✓ **RESPONSE:** Examples of living things  
 Plant is a living thing  
 Animal is a living thing  
 I am a living thing.

### LESSON 13: EXAMPLES OF NON LIVING THINGS

- **PROMPTING QUESTION:** Mention non living things you know?

- ✓ **RESPONSE:** Non living things I Know  
 stone, chair, book and pot are non living things

## NUMERACY/ MATHEMATICS

### LESSONS

1. Number sense
2. Building number sense through counting
3. Counting songs
4. Counting with ease and accuracy
5. Days of the week
6. How many days in a week
7. Names of the days in a week
8. Rote counting to 20
9. Fundamental writing skills
10. random scribbling
11. Control scribbling
12. Learning the lines
13. Standing line
14. Sleeping lines
15. Identification and tracing of standing line

16. Identification and tracing of sleeping line
17. Identification and writing of lines

## ❖ TOPIC: NUMBER SENSE

Numeracy is different from maths.

Mathematics is a body of knowledge and numeracy is the ability to use this knowledge to reason and apply mathematics knowledge to everyday life.

It is not the quantity of maths knowledge that one has that matters, it is the ability to 'see' maths and use it to function in a day to day life.

It is important children learn number sense as an initial skill in their numeracy development.

To effectively develop your children's number sense, you need lots of hands-on-practice counting, subitizing and decomposing numbers

Learning numbers is a foundational element of early childhood education. Mathematics starts with counting. The kids should be made to count all kinds of things they see or use. This topic will help the kids to count from 1-10. Remember that counting is not much of a problem for the kids. The challenge is always in recognising the numbers. Applying skilful way of teaching recognition makes it fun and makes the kids learn faster.

### ➤ LESSON 1: BUILDING NUMBER SENSE THROUGH COUNTING

Counting is one of the important early skills children need to use to find out 'how many?'. Knowing how to count 1-10 is memorization which is an abstract concept. A more concrete measure is for the kids to apply their understanding of a number, by counting and separating such a number from a group of items.

It is very important to count with children every day. Repeated oral counting helps them hear what numbers sound like and to learn their order.

You start with one and gradually build up to higher numbers depending on the speed of the kids.

Children love to sing. And they learn faster and better when you give your lesson a rhythm.

In teaching numbers, you sing it instead of just counting

- **PROMPTING:** Do you know your Numbers?

✓ **RESPONSE:** YES, YES, YES

• **PROMPTING:** Do you know your numbers?

✓ **RESPONSE:** YES, YES, YES

• **PROMPTING:** Please count them for me

✓ **RESPONSE:** Ohh! Yes. 1 2 3 4 5 6 7 8 9 1 and zero 10

## ➤ LESSON 2: COUNTING SONGS

Introduce counting songs as a way of making the kids memorise their numbers. There are some counting songs we will be writing here. But, you can actually formulate your own songs depending on the exposure level of the kids

### **One, two, buckle my shoes**

One, two, buckle my shoe (**pretend to tie shoe**)

Three, four knock on the door (**pretend to knock on door**)

Five, six, pick up sticks (**pretend to pick up sticks**)

Seven, eight lay them down (**pretend to lay them down**)

Nine, ten, a big fat hen (**Spread your hands by the side and shake your body to demonstrate something big**).

Eleven, twelve, run to school and don't be late (**you run a distance**)

Thirteen, fourteen, shoot your guns (you hold out your hands as if to shoot. Then make shooting sounds with your mouth-----bah. Bah, bah bah bah. Repeat this last part several times. Children love it so much

### **I, 2, 3, 4, 5 Once I caught a fish**

I, 2, 3, 4, 5 Once I caught a fish

6, 7, 8, 9, 10, then I let it go again

Why did you let it go?

Because it bit my finger so.

Which finger did it bite?

The little finger on my right



### ➤ LESSON 3: COUNTING WITH EASE AND ACCURACY

This lesson will help to accelerate the children's maths skills and numbers.

Count out loud by ones and point at objects as you count.

For example: say 'I have five colours. 1 2 3 4 5 ( you count as you drop each of the colours on a table for the children to see. Let every child repeat after you.

You can also count by pointing at objects. Each object represents one number.

#### CLASS ACTIVITY:

Math manipulative like counting chips, counting sticks, building blocks or any material

can help build a connection to oral counting and counting objects.

Let the kids pick up each item and drop as they count.

They kids can also point at different classmates as they count.

They can also count their steps. Take one step and count.

The essence is to make counting fun for the kids

### ❖ TOPIC: DAYS OF THE WEEK

At this age of the children, the major emphasis is to develop their communication skills. So, most of the topics, including mathematics emphasises on topics that require verbalisation.

Teaching kids DAYS of the week is an important topic that helps the kids to learn and prepare for activities each day.

### ➤ LESSON 4: HOW MANY DAYS IN A WEEK

The children will know that a week is made up of seven days. As the lesson progresses, they will learn the first and last days of the week.

- **PROMPTING QUESTION:** How many days make one week?

- ✓ **RESPONSE:** Seven days make one week

➤ **LESSON 5: NAMES OF THE DAYS IN A WEEK**

The first day of the week is Sunday. It's important, when teaching the children days of the week, you start from Sunday. Some people make the mistake of starting from Monday.

- **PROMPTING:** There are seven days
- ✓ **RESPONSE:** There are seven days (*ASA SONG*)  
There are seven days  
There are seven days, in a week  
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

➤ **LESSON 6: ROTE COUNTING TO 20**

Rote counting is simply the kids memorising numbers 1- 20

By this stage, they must have known their numbers from 1-10.

Remember, ten -is 1 and 0 = 10, 1 and 1 = 11

The essence of using 1 and 0 =10 is for the kids to know the two numbers that make the double numbers.

This will help them in number recognition and writing.

Rote memorisation of numbers is something the kids should do everyday. They should not have a time table for it. In fact, as the kids are settling down in the class, they should start counting without you prompting them. Let it become part of their everyday activity in the class, in the play ground, etc.

- **PROMPTING:** Do you know your Numbers?

✓ **RESPONSE:** YES, YES, YES

- **PROMPTING:** Do you know your numbers?

✓ **RESPONSE:** YES, YES, YES

- **PROMPTING:** Please count them for me

✓ **RESPONSE:** Ohh! Yes.      1      2      3      4      5      6      7      8      9  
    1 & 0 = 10     1 & 1 = 1,     1 & 2 = 12,

$1 \& 3 = 13,$

$1 \& 4 = 1,$

$1 \& 5 = 15,$

$1 \& 6 = 16$

$1 \& 7 = 17,$

$1 \& 8 = 18,$

$1 \& 9 = 19,$

$2 \& 0 = 20.$

## ❖ TOPIC: FUNDAMENTAL WRITING SKILLS

There are key fundamental skills children should develop before they can begin to write their numbers. These skills will help the kids to develop the ability to hold and move a pencil effectively.

When the children have gotten used to the school environment and their communication and oral number sense have been developed, they will now begin to learn how to write. Writing is a process that entails different stages.

You don't expect a child to suddenly begin to write numbers without teaching him or her the basics and foundation.

From now on, the kids would be engaged in activities that will build up to their effective writing of numbers. The first is random scribbling.

### ➤ LESSON 7: RANDOM SCRIBBLING

Random scribbling is when children are allowed to draw marks on a paper with simple movements, swinging the arm forward and backward.

Scribbling helps the children to build eye hand coordination which is needed for writing. It also helps them to build fine motor skills.

You allow the children to experiment and explore. This is a step to building their creativity. You know that creativity means having the power to express yourself in your own way.

So, allowing the kids to be creative with their scribbling, is the right foundation to building their independence, confidence, competent and cleverness. As a teacher, you sit close and observe each child so they don't tear or destroy their writing materials.

**In random scribbling, you give the kids paper, pencil or crayon to write. They should scribble anything they like. Make sure you write each child's name on the paper. This will help you in monitoring progress.**

While they are scribbling, make sure you teach each child how to hold the pencil. The essence is to perfect their pencil grip.

Random scribbling can be done repeated for some while before moving on to the next phase of pre-number writing skill

## ➤ LESSON 8: CONTROL SCRIBBLING

As the children develop better control of the muscles in their hands and fingers, you begin to change their scribbles and give them more control over what and how to scribble. They can make repeated marks on a paper, draw near perfect circles. At this time, their pencil grip skill is highly enhanced.

At this stage, you draw boundary and indicate where every child should position his or her marks or scribbles in the paper.

## ➤ LESSON 9: LEARNING THE LINES

Every number is made up of line/s or a combination of lines and curves. The children's ability to draw all the lines is a great way to learning how to write their numbers.

In this lesson, we focus on the first two basic lines----- the standing line and the sleeping line.

### STANDING LINE

Standing line is a vertical line that starts from up and goes down. Standing line is like one-----1. When you say, a 'standing line' every child should know what you mean.

The best way for them to always remember, is to start with them drawing the line in the air. They should describe it as they draw in the air.

- **PROMPTING:** Let's draw a standing line in the air

- ✓ **RESPONSE:** *(they should bring out their finger and position it at the top and then bring it down gradually as they respond)* A Standing line starts from up and goes down.
- ✓ *(Don't allow them to go down too much, so that they don't end up drawing very long lines. Remember, one is a standing line.)*

### SLEEPING LINES

Sleeping lines are horizontal lines that goes from left to right. ( \_\_\_\_\_ ) If a child wants to write 5 for example, the child starts with a sleeping line, a standing line and a backward curve. So, knowing

each of the lines is very necessary for their writing of numbers.

- **PROMPTING:** Draw a sleeping line for me

✓ **RESPONSE:** (They show it in the air) This is a sleeping line. It starts from left to right.

## ➤ LESSON 10: IDENTIFICATION AND TRACING OF STANDING LINE

Since the children have learnt how to draw the lines in the air, they will begin to trace the lines in their books.

At this stage, the children now understand that writing is made up of lines, curves and repeated patterns. They try to imitate this in their own writing.

Draw the standing Line on a book. Ensure that every child can recognise it as a standing line.

- **PROMPTING QUESTION:** (*Pointing at the line*) what line is this?

✓ **RESPONSE:** It is a standing line

Draw a standing line with dots for them to trace by filling the dots

- **PROMPTING :** Let's draw a standing line

✓ **RESPONSE:** (*They are tracing your own drawing while saying this*)  
A standing line starts from up and goes down.

## ➤ LESSON 11: IDENTIFICATION AND TRACING OF SLEEPING LINE

They will follow the same pattern in tracing standing line. Make sure you decorate the class with the line you are discussing for the week. The more they see a particular thing, the more it sticks to their sub-conscious.

- **PROMPTING:** (Draw a sleeping line, point at it and ask) what line is this?

✓ **RESPONSE:** It is a sleeping line.



Draw a sleeping line with dots for them to trace by filling the dots

- **PROMPTING:** draw a sleeping line for me
- ✓ **RESPONSE:** This is a sleeping line. It starts from left to my right.

## ➤ LESSON 12: IDENTIFICATION AND WRITING OF LINES

The children can identify and trace. Now is for you to teach them how to write the lines. The crux of it is that-----when you mention standing line, the children should know what you are talking about, same thing with sleeping line.

You can mix up the two lines and ask the kids to tell you their names. If they can do this, you are sure that they can recognise the lines anywhere they see them.

The next stage is teaching them how to write the lines on their own.

Practice writing it again in the air, let the kids describe it while writing it in the air, after that, you give them book to write.

Start by allowing them to model your own line.

That is, write the line and ask them to write theirs

If they succeed in writing standing and sleeping lines, they are ready to move on to curve lines.

## PHYSICAL AND HEALTH DEVELOPMENT

### LESSONS

1. Table manners
2. Good table manners

3. Personal hygiene
4. Hand washing
5. Bad habits
6. Meaning of bad habits
7. Things you should not do
8. Bathing
9. Meaning of bathing
- 18 When to bathe
- 19 Fitness
- 20 . Meaning of exercise
- 21 Examples of exercise
- 22 Personal hygiene
- 23 Dental hygiene
- 24 . Importance of taking good care of your teeth
- 25 The dentist

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### TOPIC: TABLE MANNERS

*Good table manners are important social skill every child should possess. The skill helps them to strengthen their etiquette skills and appropriate social interaction. It is never too early to teach this skill to children.*

*There are many table manner rules. But, some of these rules can be too high for our young minds to understand at this age. We will start by setting out the basics for them. We do this through our table manner song*

### ➤ LESSON 1: GOOD TABLE MANNERS.

***( the children should recite the song every time before their lunch time in school. Ensure they practice what they say. Remember, children learn more from what they see. The class teachers must practice good table manners too. You must not be caught talking while eating or not praying before having your meal)***

- **PROMPTING:** Good table manners

✓ **RESPONSE:**

Good table manners

Wash your hands

Pray

Sit down

Eat your food

Don't talk

Chew with your mouth closed

❖ **TOPIC: PERSONAL HYGIENE**➤ **Lesson 2: HAND WASHING**

**EXPLANATION:** *Appropriate hand washing is one habit children must be encouraged to cultivate. A child that washes his or her hand often seldom falls sick. You must make your pupils to understand that whenever they touch any object in the play ground, in the rest room, in the school compound-----several germs stick to their hands. Let them know that those germs are dangerous to them. But by washing their hands regularly, the germs are removed. Make them understand the need to always wash hands with soap or detergent*

- **PROMPTING QUESTION:** When should you wash your hands?

✓ **RESPONSE:**

I Should Wash my hands before meal

Wash my hands after meal

Wash my hands after using the toilet.

I should Wash my hands after play

Wash my hands after touching the garbage

*(Use either dustbin, trash can or garbage depending on the term the kids are familiar with)*

❖ **TOPIC: BAD HABITS**

Bad habits in children can turn into serious problems later in life. Some of the bad habits can have direct impact on their health if not checked; some will affect their social being. Children find it easier to do what their teacher says than what their parents say. So, it's important, as teachers, you help to shape the behaviours of the kids in your class. This lesson will do justice to some of the bad habits common to kids.

### ➤ **LESSON 3: MEANING OF BAD HABITS**

- **PROMPTING:** What is bad habit?
- ✓ **RESPONSE:** Bad habits are those things I should not do

### ➤ **LESSON 4: THINGS YOU SHOILD NOT DO** 2019 INNOVATIVE MASTERS

- **PROMPTING:** What are the things you should not do
- ✓ **RESPONSE:** Things I should not do  
I should not pick my nose,  
I should not suck my thumb (finger)  
I Should not put my hands, in my pants

### ❖ **LESSON: TOPIC: BATHING**

#### **ACTIVITY:**

Ask every child to bring a doll

Have a working sink or fill a bucket or a big bowl with water

One towel per doll is recommended

- a. Body soap
- b. Have the kids place their dolls in the sink or on an elevated stand
- c. Using the doll, demonstrate the proper way to bathe for the kids to see
- d. Let every kid tries it.
- e. This will help them to learn how to shower by themselves
- f. After bathing, show the kids how to thoroughly dry off after bathing.

➤ **LESSON 5: MEANING OF BATHING**

- **PROMPTING QUESTION:** What is bathing?

•

- ✓ **RESPONSE:** Bathing is washing away dirt from my body.  
Bathing makes me clean and fresh

➤ **LESSON 6: WHEN TO BATHE**

- **PROMPTING:** When should you bathe

- ✓ **RESPONSE:** I should bathe in the morning  
I should bathe after school  
I should bathe before bedtime.

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❖ **TOPIC: FITNESS**

**EXPLANATION:** Children have to understand how important exercise is to their wellbeing. It keeps them fit. Let them know that exercise is good for their heart as it helps the heart to pump blood to all parts of the body. It is good for their mind and builds their physical fitness. Let them know that if they don't exercise regularly, blood will not flow well in their bodies, they can become obese due to excess energy that is stored up in their body.

**LESSON 7: MEANING OF EXERCISE**

*As their age, we are not going to define exercise as a physical activity because the word 'physical activity' will not make much sense to the kids. We need to present the topic in a way they will grasp what we are talking about.*

*In that way, we will define exercise based on its importance to children*

- **PROMPTING QUESTION:** What is exercise

- ✓ **RESPONSE:** Exercise means moving my body.  
Exercise makes me strong and healthy.

### ➤ **LESSON 8: EXAMPLES OF EXERCISE**

- **PROMPTING:** Examples of exercise

- ✓ **RESPONSE:** Examples of exercise  
Running is an exercise  
Jumping is an exercise  
Walking is an exercise  
Skipping is an exercise

(They have to demonstrate each of the actions as they mention it. It is a very interesting lesson for children)

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Creating the space for innovation to thrive

### ❖ **TOPIC: PERSONAL HYGIENE**

Good hygiene is essential for good health. Teaching the kids good hygiene at early year will help them to maintain healthy body throughout their life. This topic will also expose the kids to practicing proper hygiene habits.

### ➤ **LESSON 9: DENTAL HYGIENE**

(You have to realise that most children at this age bracket often cry while brushing. You need to engage them on brushing activity in fun way. This will encourage them to enjoy brushing at home. As said elsewhere in this curriculum children listen more to their teachers than their parents. Use this lesson to get the kids to enjoy their morning and evening brushing.)

- **PROMPTING QUESTION:** Is it good to brush your teeth?



**✓ RESPONSE:**

It is very good to brush my teeth  
I should brush my teeth two times a day.

**CLASS ACTIVITY:**

- a. Get one boiled egg per child
- b. One toothbrush per child
- c. Toothpaste that can go round the class
- d. One cup per child
- e. Let the kids see how white their eggs are
- f. Pour dark ink on the eggs
- g. Help the kids to put toothpaste on their brush and water in their cups
- h. Help each of them to brush the egg
- i. Let the kids observe how brushing removes the stains from the egg
- j. Explain to them that, brushing their teeth everyday also removes the stains from their teeth
- k. That if they don't brush their teeth, their teeth will look dirty like their egg before the brushing

➤ **LESSON 10: IMPORTANCE OF TAKING GOOD CARE OF YOUR TEETH**

**ACTIVITY:** Narrate this scenario for the kids-----if you want to take photograph or picture, everybody says-----say cheese!, smile. You open your mouth and say cheese and smile. In doing that, your teeth are seen. When you see the picture, you see a happy you----looking back at you. The healthier those teeth are, the happier you are

**PROMPTING:** why should you take care of your teeth?

**RESPONSE** Good teeth help me to chew my food very well  
Good teeth help me to speak very well  
Good teeth make me feel good and happy

➤ **LESSON 11: DENTIST**

- **PROMPTING:** Who is a dentist

- ✓ **RESPONSE:** A dentist is a doctor that cares for my teeth

## COMMUNICATION, LANGUAGE AND LITERACY

### LESSONS

1. How to introduce themselves
2. Right response
3. Response to more questions
4. The alphabets
5. Alphabets name and phonetic sound
6. Phonetic sound
7. Oral communication skills
8. Circle time discussion
9. observation and reporting skills
10. Nouns
11. Meaning of noun
12. Concept of a person
13. Names of persons
14. Concept of animal
15. Concept of 'thing
16. Concept of a place

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### ❖ TOPIC: HOW TO INTRODUCE THEMSELVES

This topic is to help the kids know the proper way to introduce themselves. It will also help them to know the right response to certain questions. Don't take certain things for granted. Children need help making themselves known. Some of them are used to adults introducing themselves for them.

Knowing the right way to introduce themselves can be fun. And it will help the kids to build their confidence, sense of identity and feeling of belonging.

### ➤ LESSON 1: RIGHT RESPONSE

The kids ability to introduce themselves is much more than saying their names. It's a way of connecting with someone new. Teach your children the appropriate way to respond when asked certain question. Remember, when a child behaves well in public, the first question people ask is 'which school does he/ her attend'. Teach the kids to always make complete sentence when asked a question.

- **PROMPTING:** What is your name?
- ✓ **RESPONSE:** My name is Chizaram Emmanuel

- **PROMPTING:** How old are you?
- ✓ **RESPONSE:** I am -----years old *(you have to get each child's age from the admin of your school or send a note to parents through the communication book, asking for the age of each child in your class.)*

### ➤ LESSON 2: RESPONSE TO MORE QUESTIONS

After the first questions of name and age, the most likely questions people ask kids are what's the name of your school and what's the name of your teacher. These kids are new in the school; they must be taught how to say the name of their school as well as the teachers name. I'm completely against calling teachers aunty or uncle. The kids must know your name and use the right title- Miss or Mrs

- **PROMPTING QUESTION:** What is the name of your school
- ✓ **RESPONSE:** The name of my school is Crystal Kids Academy

- **PROMPTING QUESTION:** What is the name of your teacher
- ✓ **RESPONSE:** The name of my teacher is Miss Grace or Mrs Smith

*(NOTE: If you are married, Mrs should go with your surname not with your first name. Example: My name is Oluchi Obiozor. My pupils and students call me Mrs Obiozor. If you are single, the Miss should go with your first name. I'm concentrating on the feminine titles because I assume it's only ladies/women that handle such classes. It is most appropriate for women to be in charge of early years/ nursery classes.)*

### ❖ TOPIC: THE ALPHABETS

Teaching the alphabet is the foundation for reading and writing. There are kids who learn letters very quickly and there are some who learn slowly.

The conventional way is to teach the alphabets by reciting or singing the alphabets- that is saying the letter names. But, I believe that the best way is for the kids to learn the phonetic sound. Once the kids can say the letter sounds, reading will be as easy as ABC for such children.

BUT, there is a snag to this and the problem is associated with the environmental and exposure status of your parents.

LISTEN, if a child starts school, and in two weeks, the child is not saying the alphabets to Z but only saying phonetic sounds, parents who are not well informed, get worried. It is your duty to enlighten the parents if they are 'enlightenable'. Otherwise, play safe by doing both letter name and letter sound.

### ➤ LESSON 3: ALPHABETS NAME AND PHONETIC SOUND

*( You can start with the first five letters or 10 depending on the previous knowledge of your pupils. Keep it fun. One way to make your alphabet learning enjoyable is to include music. Kids this age learn best through play. They don't need too many fancy flash cards or loads of worksheets. What they need most is a variety of activities that will stimulate their brains. )*

- **PROMPTING:** I can say my letters
- ✓ **RESPONSE:** I can say my letters A, B, C, D, E, F, G, H, I, J

#### ➤ **LESSON 4: PHONETIC SOUND:**



- **PROMPTING:** Tell me your letter sounds
- ✓ **RESPONSE:** these are my letter sounds

A sounds /ahh/ as in apple and ant

B sounds /bhh/ as in bag and ball

C sounds /c/ as cat and car

D sounds /dhh/ as in dog and door

E sounds /ehh/ as in egg and early

*(You have to break the alphabets into groups. It may take you the whole of the session 9one academic year) for the kids to know all the letter sounds. Make sure you know the right sound, otherwise download phonetic video or contact us for the right sounds)*

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#### ❖ **TOPIC: ORAL COMMUNICATION SKILLS**

Conversation is the very heart of schooling. Oral communication development is very significant for interactions, social relationships and friendships.

The teacher can help the kids to develop appropriate oral language skills through linguistic interaction with them and also by creating an environment rich in learning stimuli.

#### ➤ **LESSON 5: CIRCLE TIME DISCUSSION:**

Oral discourse is the child's earliest medium for knowledge acquisition and exploration of the world. It is the sphere in which knowledge and understanding is developed.

- ✓ Circle time will help the kids to develop Situation appropriate language and build

critical awareness of linguistic uses and functions.

The teacher sits with the kids and asks each of them questions, to see how the child can respond. Remember to always prompt the kids to start answering questions correctly and making complete sentences

- **PROMPTING:** Who brought you to school?
- ✓ **RESPONSE:** (Most kids will just say 'my mummy' or 'school bus' or 'my daddy')
- My mummy brought me to school or I came in the school bus

- **PROMPTING QUESTION:** What did you eat in the morning?
- ✓ **RESPONSE:** I drank tea in the morning or I ate yam and stew in the Morning

( The idea is not for the kids to be correct in the message they pass, the idea is for them to know how to answer questions, by making complete sentences)

### ➤ **LESSON 6: OBSERVATION AND REPORTING SKILLS:**

This lesson will help the kids to observe situations and use the right words to describe their observation. This is another deliberate act to develop their oral communication skill.

You can use the table, floor, mat, school compound or any place as your observation environment. Keep things the kids can easily identify in the place and ask them questions based on it.

- **PROMPTING QUESTION:** What are the things on the Table?



- ✓ **RESPONSE:** The things on the table are:  
pencil, books, cup and eraser.

*( Make it fun for the kids. They should be looking at the items while answering your questions. Create many scenarios and ask each child two or more questions. Let this be a continuous exercise for the kids)*

### ❖ **TOPIC: NOUNS:**

This topic introduces the children to the terminology- noun. The kids should know that a noun is a name given to a person, animal, place or a thing. You will be able to differentiate all of the categories.

You start by giving the definition of noun. After that you can introduce the concepts of a person, Animal, place and a thing. Proper understanding of noun will help the kids to prepare for more explicit grammar education as they move on.

#### ➤ **LESSON 7: MEANING OF NOUN**

- **PROMPTING QUESTION:** What is a noun

- ✓ **RESPONSE:** A Noun is the name of a  
person, animal, place or thing.

#### ➤ **LESSON 8: CONCEPT OF A PERSON:**

You have to make the kids understand that any human being is a person. They obviously can differentiate between an animal from a person. So, they should be made to understand that everybody in the class is a person, everybody in our families are persons, their friends, their neighbours and church members are all persons. With that in mind, they can easily tell a person in a sentence;

- **PROMPTING QUESTION:** Who is a person?
- ✓ **RESPONSE:** My mummy, daddy, brothers, sisters,  
friends  
Everybody is a person.

### ➤ **LESSON 9: NAMES OF PERSONS:**

This lesson will help the kids to mention the names of people they know. You start by Mentioning names of familiar people to the kids. You can start with their classmates and family members. Remember that words like sister, mummy, friend are all names of persons.

- **PROMPTING:** Names of persons
- ✓ **RESPONSE;** Names of persons —Grace, Michael, Mummy, sister, Etim, etc  
( Allow the kids to mention as many names as they can remember)

### ➤ **LESSON 10: CONCEPT OF ANIMAL**

The children are to mention names of all the animals they know. You can trigger the kid's knowledge by showing them pictures of animal. From the picture, they can begin to identify the animals and mention their names.

- **PROMPTING:** Names of animals
- ✓ **RESPONSE:** Names of animal  
Goat, tiger, cat, dog etc

### ➤ **LESSON 11: CONCEPT OF 'THING'**

- **PROMPTING:** Names of things I know

- ✓ **RESPONSE:** Names of things I know—Book, pencil, eraser, bed, pot, etc

## ➤ LESSON 12: CONCEPT OF A PLACE

Mention as many places as you can. Allow the kids to mention any place they know. They can even mention people's houses.

- **PROMPTING:** Places I know?

- ✓ **RESPONSE:** Places I know, market, church, mosque school, Abuja, Lagos etc

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## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

### LESSONS

1. KNOWLEDGE OF NIGERIA
2. LEADERSHIP OF NIGERIA
3. STRUCTURE OF NIGERIA
4. COLOURS IN NIGERIAN FLAG
5. BEHAVIOUR AND CHARACTER GOALS
6. MEANING OF BEHAVIOUR
7. GOOD AND BAD BEHAVIOUR
8. BAD BEHAVIOUR
9. REINFORCING POSITIVE BEHAVIOUR
10. MY FAMILY, MY ALL
11. MEANING OF FAMILY
12. MEMBERS OF THE NUCLEAR FAMILY
13. MY HOME AND I

14. MEANING OF HOME
15. ROOMS IN THE HOME
16. POSITIVE RELATIONSHIPS
17. FRIENDSHIPS

### ❖ TOPIC : KNOWLEDGE OF NIGERIA

At their age, the pupils should know basic facts about Nigeria. Its either the children are from Nigeria or that they live in Nigeria, which ever way, basic information about Nigeria is necessary

#### ➤ LESSON 1: LEADERSHIP OF NIGERIA

This lesson focuses on the leadership of Nigeria. Remember to change the name, should there be any change in the leadership of the Country

#### • PROMPTING QUESTION: Can you tell me about Nigeria?

#### ✓ CHILDREN RESPONSE: I can tell you about my country. (as a song)

President of Nigeria-----Muhammadu Buhari

Vice president-----Professor Yemi Osinbanjo

Senate President-----Senator Ahmed Ibrahim Lawan

Speaker of the house-----Femi Gbajabiamila

#### ➤ LESSON 2: STRUCTURE OF NIGERIA

The lesson is on the structure of Nigeria and the FCT as the capital

#### • PROMPTING: How many States are in Nigeria

- ✓ **RESPONSE:** There are 36 states in Nigeria.  
FCT, Abuja is the capital of Nigeria

### ➤ **LESSON 3: COLOURS IN NIGERIAN FLAG**

- **PROMPTING:** Colours in Nigerian Flag

- ✓ **RESPONSE:** Colours in Nigerian Flag  
Green, white, Green.

Green stands for Agriculture

white stands for Peace

### ❖ **TOPIC: BEHAVIOUR AND CHARACTER GOALS**

**EXPLANATION:** This topic is geared towards teaching responsibility, good manners and respect to the kids. The children should understand that the way they conduct themselves in class, at home and in social gathering is what shapes their behaviour. The kids should understand that some behaviours are good and some behaviours are Bad.

### ➤ **LESSON 4: MEANING OF BEHAVIOUR**

- **PROMPTING:** What is behaviour?

- ✓ **RESPONSE:** Behaviour is the way I do things  
In school, at home and wherever I go

### ➤ **LESSON 5: GOOD AND BAD BEHAVIOUR**

**EXPLANATION:** There should be a class rule. Whenever any child flouts any of the class rules, the child should be reminded that he or she has exhibited bad behaviour. But when a child does something good like reporting a child who looked for her trouble instead of fighting, such a child should be applauded for exhibiting good behaviour. The bottom line is that, there should always be a consciousness in the teacher to point out when a child exhibits good behaviour and when a child exhibits bad behaviour.

- **PROMPTING:** What is good behaviour

✓ **RESPONSE:** Good behaviour means  
Doing good things all the time.

### ➤ LESSON 6: BAD BEHAVIOUR

**PROMPTING QUESTION:** What is bad behaviour?

**RESPONSE:** Bad behaviour means  
Doing bad things  
As a good child, I should never do bad things

### ➤ LESSON 7: REINFORCING POSITIVE BEHAVIOUR

- **PROMPTING QUESTION:** Who is a good child?

✓ **CHILDREN RESPONSE:** A good child does not fight  
A good child does not lie  
A good child does not steal  
A good child is obedient  
A good child does her home work



I am a good child.

### ❖ TOPIC : MY FAMILY, MY ALL

This is an interesting topic for most pre-school children. This is a topic that resonates with them so much. Let the children know that every one of them comes from a family. Let them know that families are different. Some families have only mother, some have only father while some have both mother and father living together.

#### CLASS ACTIVITY:

Every child should call the names of their family members

#### ➤ LESSON 8: MEANING OF FAMILY

- **PROMPTING:** What is Family?

- ✓ **RESPONSE:** Family is a group of people related by blood

#### ➤ LESSON 9: MEMBERS OF THE NUCLEAR FAMILY

- **PROMPTING QUESTION:** People in your family?

- ✓ **RESPONSE:** People in my family  
My daddy, my mummy, my brothers and my sisters.

### ❖ TOPIC: MY HOME AND I

You really want the kids to fully understand the concept of home by asking a lot of

questions about the activities that go on in their homes.

### Circle time:

Transform your circle time into a collective story.

Ask each child to tell a story about something that happened in their home.

Ask them what they usually do at home when they get back from school

## ➤ LESSON 10: MEANING OF HOME

**PROMPTING QUESTION:** What is a home?

**RESPONSE:** A home is the place where we live with our family.

## ➤ LESSON 11: ROOMS IN THE HOME

This lesson will help the kids to identify the rooms in a home as well as know what happens in each of the rooms. It will be good to test the kid's knowledge first, by asking them what happens in each of the rooms. You will be amazed by the smart response you will get.

**PROMPTING:** What are the rooms in your home?

**RESPONSE:** Rooms in my home

Bedroom for sleeping

kitchen for cooking

Sitting room for relaxing

Dinning for eating.

## ❖ TOPIC: POSITIVE RELATIONSHIPS

Most children in pre-nursery, the class is their first experience of mixing up with large number of children on daily basis. Create class activities that will help them appreciate the joy of making and having friends.

### Activities:

#### Sharing and caring activity:

Get few pencil colouring and give to few children in the class.

Ask everyone to chose whom, he or she will share the colour with.

Allow the first set to finish colouring and then, give their colour to another set.

This encourages them to cultivate the act of sharing.

You can repeat the same activity by bringing another thing, may be a toy, ask the second set to play a while and give to the first set.

#### Activity 2:

This depends on your environment. Pair the children in the class and ask every child to bring something for his or her partner. The next day, let them exchange the gifts with their friends. Make sure you communicate to the parents through the communication book, on the essence of the sharing activity.

## ➤ LESSON 12: FRIENDSHIP

Friendship lesson is very vital for strong social growth. It is necessary for the kids to build strong

- **PROMPTING QUESTION:** Who is a friend?

✓ **RESPONSE:** A friend is a person who plays with me  
who cares for me  
who helps me out when I need help

**PROMPTING QUESTION:** Who is a good friend?

**RESPONSE:** A good friend is kind  
A good friend does not fight  
A good friend does not say bad things about his friends.

**CLASS ACTIVITIES:**

Make the kids to engage in playful act of reciprocity with their classmates

Like-----take turns to press the buttons in a toy

Rolling balls in turn and passing to one another

By so doing, the kids begin to relate with their classmates as friends- relate with, play with and share with.

# SECOND TERM COURSE WORK

## KNOWLEDGE AND UNDERSTANDING THE WORLD

### LESSONS

1. Characteristics of living things
2. What living things can do
3. Tongue
4. Importance of the tongue
5. Types of taste
6. Insect
7. Meaning of insect
8. Examples of insects
9. Spiders and their webs
10. Some facts about spider
11. Difference between spider and insects
12. Uses of spider's web
13. Parts of computer
14. A computer has many parts
15. Concept of air
16. Understanding the meaning of air
17. The outer space ( sky)
18. Things in the sky
19. Animals around us
20. Domestic animals
21. Common examples of domestics animals

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❖ **TOPIC: CHARACTERISTICS OF LIVING THINGS**

*(Characteristics of living thing are those things living things can do that non living things can not do. At their age, you don't include characteristics like irritability and excretion because they will not make any sense to them. As the grow in age, all the characteristics can be explained.)*

**LESSON 1: WHAT LIVING THINGS CAN DO**

- **PROMPTING QUESTION:** What can living things do?

- ✓ **RESPONSE:**
  - Living things can move
  - Living things can eat
  - Living things can grow
  - Living things can breathe
  - Living things can die
  - Living things can give birth to babies

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❖ **TOPIC: TONGUE**

*They have learnt the five sense organs collectively. It is good they know more about the tongue.*

*The tongue helps us to chew, talk, and swallow. We may not be able to use our teeth if we don't have tongue.*

➤ **LESSON 2: IMPORTANCE OF THE TONGUE**

- **PROMPTING QUESTION:** What do you do with your tongue?
- ✓ **RESPONSE:** My tongue is used for tasting.



- My tongue helps me to talk
- My tongue helps me to chew my food
- My tongue helps me to swallow my food

### ➤ LESSON 3: TYPES OF TASTE

You have to use this lesson to teach the kids about the four different tastes. You should also help the kids to identify the various tastes in different variety of foods.

You can carry out a class activity on testes test. You bring four different foods each, having a different taste.

The children experiment the various tastes.

The four tastes are: sweet, bitter, sour, salty. There can be a fifth one which is spicy taste.

• **PROMPTING:** Types of tastes

✓ **RESPONSE:** Types of tastes

Sweet taste

Bitter taste

Sour taste

Salty taste

### ❖ TOPIC: INSECT

*The children see lots of insects and bugs around. But, they need to know the basic thing that makes them insect. Let them know that insects don't have bones (invertebrate animals), the body of insects are divided into three parts-----the head, the abdomen and thorax. At this stage, the focus should be on the basic facts about insects.*

*You can pick two insects that are common to the kids and focus on them—like butterflies and ants.*

#### ➤ **LESSON 4: MEANING OF INSECT**

• **PROMPTING QUESTION:** What is an insect?

✓ **RESPONSE:** An insect is a small animal with six legs.

#### ➤ **LESSON 5: EXAMPLES OF INSECTS**

✓ **PROMPTING QUESTION:** Examples of insect:

✓ **RESPONSE:** Examples of insects:

- Mosquito is an insect
- Fly is an insect,
- ant is an insect
- cockroach is an insect
- Butterfly is an insect.

#### ❖ **TOPIC: SPIDERS AND THEIR WEBS**

Some people erroneously believe that spiders are insects. It is never too early to make the kids understand that Spiders are not insects.

#### **EXPLANATION:**

Spiders belong to the family of Arachnid. They have very slender waist. Unlike insects, they have two segmented body---a combined head and thorax known as the cephalothorax and

an abdomen. Spiders have simple eyes while insects have compound eyes. Spiders have four pairs of legs ---or eight legs while insects have three pairs or six legs. Insects have antennae while spiders have their pedipalpi.

### SOME FACTS ABOUT SPIDER

Spiders are weavers and builders.

Spiders are called builders because of their skill in making webs. A spider makes one web in one day. You have to know that the spider releases two types of silk—one is dry and inelastic ( for the frame work ) while the other is sticky and elastic. ( for catching food)

Spiders legs are hairy

The cobweb is just one kind of web created by the house spider. There are other webs like funnel web made by grass spider, orb web made by orb spider and the triangle web. Spiders weave webs with emotion and beauty.

Spiders are very visible at home and in schools especially as school resumes newly. Spiders hang out in outdoor area even on top the classrooms.

You can have a beautiful science activity with spider lesson

### ➤ LESSON 6: DIFFERENCE BETWEEN SPIDER AND INSECTS

● **PROMPTING:** Is spider an insect?

✓ **RESPONSE:** Spider is not an insect.  
A spider has eight legs and a slender waist.  
Spiders build cobwebs in our houses.

### ➤ LESSON 7: USES OF SPIDER'S WEB

**EXPLANATION:** *Cobwebs or spider's webs are those tangled irregular webs that are made by*

*spiders. Spiders spin webs so as to have good meal. When an insect flies into a spider's web, it gets stuck on the sticky treads.*

*When this happens, the spider approaches the trapped insect and uses its fangs to inject venom to the insect. The venom either kills or paralyses the insect, allowing the spider to enjoy a good meal in peace.*

*Make sure you show the kids what a cobweb is.*

- **PROMPTING:** Uses of cobwebs
- ✓ **RESPONSE:** Spiders build cobwebs to trap insects  
When insects get stuck on the cobwebs  
Spiders come and eat the insects

### ❖ **TOPIC: PARTS OF COMPUTER**

*Computers are parts of our everyday life and we can't live without them. These kids are even familiar with computers. Some of them actually have fair knowledge of the machine. They also have computer toys they play with. So, this lesson will not be vague to them because they are things they see everyday.*

*This lesson is for the kids to know the names of the various parts. It will be very instructive to have computer before you while you mention the parts. It will make the lesson register the more.*

## ➤ **LESSON 8: A COMPUTER HAS MANY PARTS**

**PROMPTING:** Parts of computer

**RESPONSE:** (As a song) A computer has many parts  
many, many parts  
Keyboard, monitor, CPU and Mouse (2x)

## ❖ TOPIC: CONCEPT OF AIR

### EXPLANATION:

Explaining that air exists is such an abstract idea to pass to these young minds. So, believe me, it is a tough concept to teach. But at the same time, it can be fun for the kids if handled well by the teacher involved.

We have mapped out simple class activities you can engage the kids on, to prove to them that air exists and occupies space

### ACTIVITIES:

1. blow bubbles with a straw or your mouth
2. Watch the clouds move through the sky and study the clouds
3. Blow up a balloon
4. wave your arm to feel the air

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## ➤ LESSON 9: UNDERSTANDING THE MEANING OF AIR

*:( Use a hand fan or a paper to blow on the faces of each child. ask them what they felt, they will like say they felt breeze. Tell them that the breeze is air, showing that they can only feel air but can not see nor touch it)*

- **PROMPTING:** Tell me about Air?

- ✓ **RESPONSE:**
- Air is what we breathe in to stay alive  
 Air is everywhere  
 But we cannot see it  
 we can not touch air  
 We can only feel air

### ❖ TOPIC: THE OUTER SPACE ( SKY)

Learning about outer space is one of the most exciting science topics to teach preschool children. This topic excites the kids' creativity and stretches their imaginations. But for year 1, they need not go into details as their young minds will not comprehend much. Older classes will go deeper than this.

#### ➤ LESSON 10: THINGS IN THE SKY

*There are a lot of things that can be seen in the sky like, clouds, raindrops, the sun, the moon, stars, airplanes, kites, and even birds. But in this lesson, the emphasis are on the heavenly bodies like the sun, moon and stars. We also want the kids to know the sky does not look the same at the day and in the night.*

- **PROMPTING QUESTION:** What can you see in the sky?
- **RESPONSE:**

In the sky

I can see the sun, shining bright, in the day  
 I can see the moon, big and bright, at night  
 I can see the stars, little shinny stars, at night  
 The sky looks different at day and at night



## • TOPIC: ANIMALS AROUND US

*The children have to understand that we share our environment with animals. Allow the children to mention all the animals they know. Show them pictures of animals and see if they can say their names. Allow them to attempt saying the name of every animal they see on the drawing or picture, depending on the material you are using.*

*After the identification of animals by the pupils, you let them understand that some animals live with us in our homes while some animals live in the forest and jungle.*

*Teach the kids that those animals that live with us are called domestic animals.*

*Allow the children to mention some animals that live with us at homes.*

### ➤ LESSON 11: DOMESTIC ANIMALS

• **PROMPTING QUESTION:** What are domestic animals?

✓ **RESPONSE:** Domestic animals are those animals  
That live with us at home

### ➤ LESSON 12: COMMON EXAMPLES OF DOMESTICS ANIMALS

• **PROMPTING:** Examples of domestic animals

✓ **RESPONSE:** examples of domestic animals  
Dog is a domestic animal  
Cat is a domestic animal  
Goat is a domestic animal

Chicken is a domestic animal

## NUMERACY/ MATHEMATICS

### LESSONS

1. Practice on counting 1-20.
2. Practice on drawing lines
3. Shapes
4. The shapes i know
5. Introducing the curved lines
6. The back curve
7. The front curve
8. Numbers in words
9. Writing of numbers 1 and 2
10. Writing number 1
11. Writing of number 2
12. World of shapes: associating shapes with every day item
13. Circular objects
14. Identifying and drawing circles
15. Rote memorization of the multiplication table
16. Squares around us
17. Identifying and drawing of square

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➤ **LESSON 1: PRACTICE ON COUNTING 1-20.**

Follow the pattern, maintain the song rhythm and test their ability to still remember their counting of numbers from 1-20.

**PRACTICE ON DRAWING LINES**

It is common for children to start all over again after every holiday. Refresh their minds on the response for writing each of the line. The prompting and response for lines will be constant because they need to know it all the time, if they must write their numbers.

❖ **TOPIC: SHAPES**

Learning shapes help children to recognise and organise virtual information. If you look closely, you will notice that letters and numbers are made up of shapes. So, recognising shapes is added skill in recognising numbers and letters. Teaching shapes is a good way to build children's vocabulary in describing the world around them.

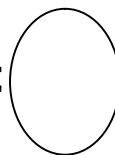
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➤ **LESSON 2: THE SHAPES I KNOW**

We start with the common geometric shapes like circle, square, triangle and rectangle. As they get older, you can introduce trickier shapes. At this stage, we want the kids to familiarise themselves with the names of the shapes first.

- **PROMPTING:** The shapes I know

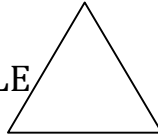
✓ **RESPONSE:** The shapes I know are CIRCLE



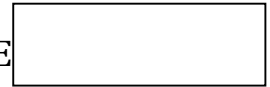
SQUARE



TRIANGLE



AND RECTANGLE



*(Give it a rhythm. You can consult our video for the selection of best rhythm.)*

### ❖ TOPIC: INTRODUCING THE CURVED LINES

The children have learnt the standing and sleeping lines. Now is the time for them to learn the curved lines. There are two curved lines they need to learn---the back curve (backward curve) and front curve (forward curve)

We will start with the back curve

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#### ➤ LESSON 3: THE BACK CURVE

A back curve is like the close of a bracket but it has to be deeper. It is more like a 'C' facing backward----)-This will help them in recognising and writing numbers 2, 3 and 5.

Just as they did with the lines, they should demonstrate writing a back curve in the air, after that, they trace and then write it on a paper.

- **PRMPTING:** Do a back curve.

- ✓ **RESPONSE:** A back curve, (they use their finger to do as you did

Draw back curve on pieces of paper. Show it to the kids; mix it with other lines and ask the kids to identify.

- **PROMPTING:** Pick up a back curve from the box
- ✓ **RESPONSE:** This is a back curve ( they pick up a back curve from the box or mat)

### ➤ **LESSON 4: THE FRONT CURVE**

A front curve is the opposite of a back curve. It is like a C. Knowing how to draw it will help the kids in writing numbers 6 and 9.

They write a back curve in the air, trace it on paper and then learn how to write it by modelling yours. After that, they learn identification by picking it up from a box or mat.

### ➤ **LESSON 5: NUMBERS IN WORDS**

This lesson will help the kids to spell the numbers. In teaching this, write out the roman numeral of every number. This is to aid their recognition and identification as well

O.N.E =1-----T.E.N= 10. Remember, when spelling three, spell it as----- T H R E E = 3. Not T H R double E ==3. Use of double may sound like W to the children and it can be misleading. Remember, some of these lessons are what you should do every day as part of your revision exercise.

### ❖ **TOPIC: WRITING OF NUMBERS 1 AND 2**

Before the children begin to write these numbers in paper, they write it in different mediums like the air , sand, sugar or in paint.

The first step is writing in the air with their pointer finger-----using the lines and curves they learnt.

➤ **LESSON 6: WRITING NUMBER 1**

It will be good if you can form a song with each of the numbers. The song will be formed with the name of the lines or curves that join to make the number. For example, one is just a standing line. Make the sentence “One is a standing line” into a song which they sing as they write. Once you ask them to write the number, they sing the song and this helps them in remembering how to write each number.

- **PROMPTING QUESTION:** what is One?

✓ **RESPONSE:** (As a song) One is standing line.  
A Standing line starts from up and goes down.

- **PROMPTING:** Let's write number one in the air

✓ **RESPONSE:** One is a standing line.  
A Standing line starts from up and goes down.

*(they demonstrate in the air with their pointer finger as they sing it)*

Second stage, is to fill a tray with sand or sugar, ask the kids to write number one. They will use their pointer finger and draw one on the sand or sugar.

- **PROMPTING:** Let's write number one on the sand

✓ **RESPONSE:** One is a standing line  
A Standing line starts from up and goes down.

✓

The last stage is writing number one on paper.

You give them a box book for them to write number one inside each box.

- **PROMPTING:** Let's write number one on the book



✓ **RESPONSE:** One is a standing line ....

I prefer to introduce one number at a time. All through the week, the children should perfect their writing of one before moving to number two.

## ➤ **LESSON 7: WRITING OF NUMBER 2**

Number two seems to be the most difficult number for children to write. Once they break out from number 2, other numbers are pretty easier. If they learn an interesting song with number 2, writing it may not be so difficult for them.

• **PROMPTING QUESTION:** What is number 2?

✓ **RESPONSE:** number 2 is a back curve and a sleeping line.

They should write two in the air, on a sand tray or sugar tray before writing on box book.

• **PROMPTING:** Let's write number 2 in our book

✓ **RESPONSE:** number 2 is a back curve and a sleeping line (As they are singing it, they are

✓ modelling your own number 2.)

## ❖ **TOPIC: WORLD OF SHAPES: ASSOCIATING SHAPES WITH EVERY DAY ITEM**

We want a child to see a shape and make a connection with it. The essence is to incorporate the knowledge of shapes into the children's life. This topic will use every day objects to describe the shapes for the kids. The teacher should draw each of the shapes on focus for the kids to see.

## ➤ LESSON 8: CIRCULAR OBJECTS:

When the kids hear the word 'circle' we want them to begin to picture various items with such shapes. This will make the learning long lasting.

- **PROMPTING QUESTION:** What is a circle?

- ✓ **RESPONSE:**
  - A Circle is round, round and round.
  - A circle is like orange, round and round.
  - A circle is like a tyre, round and round.
  - A circle is like a ring, round and round.

*( As they sing, they should use their pointer finger to draw a circle in the air)*

## ➤ LESSON 9: IDENTIFYING AND DRAWING CIRCLES

The children will learn the shape of a circle so as to identify it among other shapes. They will also learn how to draw it. Circular is the commonest shape for kids to identify and draw. Remember, zero is a small circle. They need their knowledge of drawing circles in writing numbers 10, 20 , 30 etc.

You can draw different other shapes mixed up with many circles. Ask the children to point at the circles.

Bring different objects with circular shapes and show the kids.

If they are good in identifying circles, move on to teaching them how to draw circle shape.

For a start, you draw yours for them to model. But after some while, ask them to draw without giving them any one to model from.

## ➤ LESSON 10: ROTE MEMORIZATION OF THE MULTIPLICATION TABLE

The children should begin to learn their multiplication table, starting from 2. At this stage, they are only memorizing it. And they learn it through consistent repetition and practice.

You can start with  $2 \times 1$  to  $2 \times 5$ .

- **PROMPTING:**  $2 \times 1$ - Let's go

✓ **RESPONSE:**       $2 \times 1 = 2$        $2 \times 2 = 4$        $2 \times 3 = 6$        $2 \times 4 = 8$   
                           $2 \times 5 = 10$

### ➤ **LESSON 11: SQUARES AROUND US**

Draw squares on the board, on papers and paste on walls. Get objects that have the square shape. Get a carton, a tile ( not all tiles have square shape anyway), a slice of bread, a book with a square shape, etc. Surround the class with square shapes.

- **PROMPTING QUESTION:** Do you know a square?

✓ **RESPONSE:**      Yes I do: A square has four sides, four equal sides.  
                          A slice of bread is square, four equal sides.  
                          A carton is square, four equal sides.  
                          A Square has four sides, four equal sides.

### ➤ **LESSON 12: IDENTIFYING AND DRAWING OF SQUARE**

Place squares among other lines and shapes and ask the kids to identify the squares. You can also draw different shapes and ask the kids to circle all the squares.

You can give a home work-----ask the kids to look out for all the things that have square shape in their house and come and tell you the next day in school.

Write the home work out for parents to see. So that they can help the children in pointing

out objects with square shapes in their homes.

Teach the kids how to draw a square.

A square is made up of two standing lines and two sleeping lines.

To draw, you can ask the kids to draw a standing line, after that, a sleeping line, then, a standing line and another sleeping line.

If they follow the pattern, drawing a square will be easy for them.



## COMMUNICATION, LANGUAGE AND LITERACY

### LESSONS

1. Focus on letters
2. Letter sounds
3. Identification of letters
4. Writing of letter a.
5. How to write letter 'a'
6. "is it a person, animal, place or thing"
7. Grouping nouns and making a song
8. More on identifying noun categories
9. Singular and plural
10. Meaning of singular and plural
11. Making sentences with singular and plural
12. Names of animal babies
13. Animals and their babies
14. Gender nouns

## 15. Knowing the gender of others in the class

### ➤ LESSON 1: FOCUS ON LETTERS

The teacher must make sure every child in the class can count the letters very well from a-z. They should not mix up the letters. Let this be the focus for the whole week.

### ➤ LESSON 2: LETTER SOUNDS

As the children are learning their letter names, they should also be learning their letter sounds. You start with the letters a, b c.

Letter a sounds /a/. allow the children to think of words that start with the /a/ sound. Prompt them by saying /a/ a.n.t-----them allow them to mention other words.

Stress the /ahh/as a prompt for them to think out a word.

You can say /aaappp/ they will shout apple.

Engage them in such activities and they flow with you.

You can also get pictures of things that start with letter/ a/ and ask them to say things that start with letter a, looking at the pictures.

- **PROMPTING QUESTION:** What is the sound of letter a?

- ✓ **RESPONSE:** Letter 'a' sounds /ah/ as in ant, apple, arrow. (*As you pronounce each*

*of the words, stress the /ah/ sound in them for emphasis.)*

### LESSON 3: IDENTIFICATION OF LETTERS

After learning the sound of letter a, they will move to identifying letter 'a'.

Introduce different class activities in teaching identification of letters. You can go for letter hunt, hunting for letter a in the midst of many letters. Paste the letter everywhere in the class. Make different coloured charts with the letter.

**CLASS ACTIVITY:** Ask each child to show you letter a on the wall, on the board or in the book. Use different approaches to ensure every child can identify letter a.

In fact, teach it in a way that where ever the child sees 'a', whether at home, in church, on the road, he/she will shout 'that's letter a'.

➤ **LESSON 4: WRITING OF LETTER a.**

### HOW TO WRITE LETTER 'a'

It's very important you teach the kids how to write small letters. Uppercase letters are easier to write, so most children are comfortable with it. But the irony of it is that notes are copied in small letters. So, if a child learns only how to write capital letters, copying of note from the board will be a big problem for such child. so, it's safer and better to teach lower case letters.

In numeracy, they learnt their lines and curves. The knowledge of the lines and curves will still help them in writing their letters



***(Refer to the numeracy Curriculum for pre Nursery)***

**TO WRITE LETTER 'a'**-----you say—a front curve, a standing line and a flick.

Front curve=( , a standing line = I, Flick is the tail of letter 'a', that looks like a small comma facing forward instead of backward.

If after several attempts, a child still finds it hard to write 'a', use circle.

Ask the child to write a circle, when the child draws a circle, place his or her hand at the top of the circle, and ask him or her to draw a standing line, and then a flick. You will get letter a.

(when you are through with letter a, you move to letter b and so on. In teaching letters, every child don't move at the same pace. Follow every child at his or her pace. If a child can not write a, don't introduce letter b to that child.)

**Letter b sounds /bh/ as in bag, ball, band**

**To write letter b**, say a standing line and a back curve. (after writing the standing line, the kids should not remove their hands before drawing the back curve.

**LETTER C:** Letter C sounds /kh/ as in cat, cup, can

To write Letter c: a front curve.

**LETTER D:** Letter D sound /dh/ as in dog, door, daddy

To write Letter D; A front curve and a standing line.

**LETTER E:** Letter E sounds /ehh/ as in egg, elephant. Education. The E sound is the letter

name of a.

To write letter 'e', a front curve and a sleeping line inside.

*(It will be good for the kids to be saying the lines and curves as they write each letter. It will help them to write the letters fast.)*

*(This curriculum will not create another lesson on writing of the alphabets. It is always good to make writing a daily exercise. Besides, all the children will not be moving at the same pace. So, take each child according to his or her speed)*

### ➤ LESSON 5: "IS IT A PERSON, ANIMAL, PLACE OR THING"

"Is it a person, Place or thing" is an activity lesson that will help the kids to categorise nouns as persons, animal, place and things. The kids have already known each concept, now is for them to pick up the right noun concept from a group that has all the concepts. You can refresh their knowledge of noun taught last term before going into this lesson.

You can use pictures-----get pictures of a person, animal, place and thing. As you point to each one, the kids will tell you if its a person, animal, thing or place.

You can also draw different things on the board and ask the kids to tell you what category of noun it is when you point it.

- **PROMPTING QUESTION:** ( Show them picture of a person) Is this a person or animal

✓ **RESPONSE:** It is a person

- **PROMPTING QUESTION:** (Shows another picture) what is this

✓ **RESPONSE:** It is a -----depends on what you showed them

## ➤ LESSON 6: GROUPING NOUNS AND MAKING A SONG

The essence of this lesson is for the kids to associate every noun with its right category.

When you mention a name, the kids should be able to tell you what category it belongs. For example, when you say----‘dog’ The kids should say dog is an animal, pencil is a thing, School is a place etc

- **PROMPTING:** Nouns and their group
- ✓ **RESPONSE:** Nouns and their group. Mummy is a person, Book is a thing, school

is a place, dog is

an animal.

Grace is a person, table is a thing, Market is a place, and goat is an animal

Abdul is a person, cup is a thing, Abuja is a place and Elephant is an animal

## LESSON 7: MORE ON IDENTIFYING NOUN CATEGORIES

This lesson involves showing them a picture and giving it a wrong name for the kids to say the right name

- **PROMPTING:** ( Shows picture of a thing like book) This is an animal
- ✓ **RESPONSE:** No. It is not an animal. It is a thing. (they may say it is a book)
- **PROMPTING:** Is this a place?
- ✓ **RESPONSE:** Yes, it is a place or No, it is not a place, it is a person

## ❖ TOPIC: SINGULAR AND PLURAL

The kids have knowledge of a noun. They are to know what makes a noun singular or plural. You make the kids know that when a noun is singular it means one of it. And when it is plural, it means there are two or more. At this age, we cannot go into formation of plurals. As they move on, they will learn all that need to know about singular and plural

### ➤ LESSON 8: MEANING OF SINGULAR AND PLURAL

- **PROMPTING QUESTION:** What is singular and plural?

- ✓ **RESPONSE:** Singular means one, plural means two or more.

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### ➤ LESSON 9: MAKING SENTENCES WITH SINGULAR AND PLURAL

This lesson will help the kids to know when to use the plural of words. At their age, we concentrate on using figures to determine singular and plural. When you mention One car, the kids should respond two cars. Make sure they stress the 'S' in the plurals.

I'd rather you stick with plurals with 'S' at this level. So, when they hear 's', they know we are talking about plurals.

- **PROMPTING:** One girl

- ✓ **RESPONSE:** Two girls

**One chair, two chairs, one pencil, two pencils ( practice with several examples and let it be a daily routine)**

## ❖ TOPIC: NAMES OF ANIMAL BABIES

Little children have natural fascination with animals, especially baby animals. This topic is for the kids to learn the different animals and their offspring. The children will sing, move and march as they sing about baby animals. You have pictures of animals and their babies posted around the class

### ➤ LESSON 10: ANIMALS AND THEIR BABIES

Make this lesson to be a beautiful song the kids will enjoy.

- **PROMPTING:** Animals and their babies

- ✓ **RESPONSE:** Animals and their babies

Baby dog-----puppy

Baby cat -----kitten

Baby goat-----kid

Baby cow-----calf

Baby butterfly-----caterpillar

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### ➤ LESSON 11: GENDER NOUNS

English has some nouns which are gender specific. Some of this nouns are words like, man, woman, boy, girl etc. There are also some nouns of gender which are connected with the job people do like actor, actress, waiter, waitress, etc.

This lesson is for the kids to understand some gender specific nouns and know when to use them. We will explore the concepts of man, woman, girl and boy. The essence is for them to know the right noun to use for each gender.

• **PROMPTING:** Gender difference

✓ **RESPONSE:** Gender difference

My daddy is a man

My mummy is a woman

My sister is a girl

My brother is a boy

### ➤ **LESSON 12; KNOWING THE GENDER OF OTHERS IN THE CLASS**

After the explanation and demonstration you must have done in lesson 11, you can call a child's name and ask the class to tell if he/ she is a boy or girl.

At this age, you cannot use biological features to differentiate the sexes, but you can use their uniforms, since the boys and girls use different pattern of uniform.

**PROMPTING QUESTION:** Is Akpan a boy or a girl?

**RESPONSE:** Akpan is a boy ( Repeat the question, calling different people's name.

You can call names of other people who the kids know to gauge the depth of their understanding.



## PHYSICAL AND HEALTH DEVELOPMENT

### LESSONS

1. The nose and its function

2. Knowledge of the nose

3. Classification of food

4. Protein foods

5. Carbohydrate food

6. Energy

7. Meaning of energy

8. Dirty water

9. How to know dirty water

10 . Siesta

11 . Meaning of siesta

12 . Importance of siesta

13 . Sources of water

14 . Importance of food

15 . Other parts of the body

16 Show me game

17 . Healthy manners

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## ❖ TOPIC: THE NOSE AND ITS FUNCTION

We use our nose everyday to sense the world around us. Let the kids know that they encounter different smells-some good and some bad. We also perceive aromas of food and fragrance of perfumes with our nose.

Giving us the ability to smell, is not the only function of our nose. The nose is also a passageway for air. It makes it possible for us to breathe through our lungs.

### LESSON 1: KNOWLEDGE OF THE NOSE

• **PROMPTING:** Tell me about your nose

✓ **RESPONSE:** I have one nose  
My nose has two holes  
The two holes have hairs  
The hairs protect me from diseases

## ❖ TOPIC: CLASSIFICATION OF FOOD

*There are six classes of food- carbohydrate, protein, vitamins, fats and oil, mineral salt and water.*

*The emphasis on this lesson is not for the children to be able to mention the six classes of food, they will do that in the next class. The emphasis is for them to have an idea of what the food we eat give to the body.*

## ➤ LESSON 2: PROTEIN FOODS

**PROMPTING:** Protein food

**RESPONSE:** Protein food; Meat, beans, egg

They give us Protein  
 Meat, beans, egg  
 They give us protein  
 Meat, beans, egg  
 They give us protein  
 Protein is a body building food

### ❖ LESSON 3: CARBOHYDRATE FOOD

*Don't use the same rhythm used in teaching protein food to teach carbohydrate food. Let the tune and rhythm be completely different. If not, the children will mix up the two.*

• **PROMPTING:** Foods that give Carbohydrate

✓ **RESPONSE:** foods that give Carbohydrate  
 Bread, yam and rice  
 They give us carbohydrate

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### ❖ TOPIC: ENERGY

Energy is how things change and move. For us to do anything, we need energy. To stand up, we need energy, to eat, to walk, we need energy.

### ➤ LESSON 4: MEANING OF ENERGY

**PROMPTING QUESTION:** What is energy

**RESPONSE:** Energy is the ability to do work.

I have energy, I can run  
 I have energy, I can jump  
 I have energy, I can dance

### ❖ TOPIC: DIRTY WATER

*The topic will help children not to drink dirty water or play with it. We know the danger of dirty water especially on children. Exposing them to this topic will be a sure way to stop them from taking dirty water.*

#### ➤ LESSON 5: HOW TO KNOW DIRTY WATER

- **PROMPTING:** How to know dirty water

- ✓ **RESPONSE:**
  - Dirty water is not clean
  - Dirty water smells
  - Dirty water has taste
  - Dirty water is not good for me and for you.

*(They use gesture to demonstrate this part by pointing at themselves and at their friends or anybody in sight)*

### ❖ TOPIC: SIESTA

**EXPLANATION:** Siesta is also called nap. It is the short sleep taken in the afternoon,

especially after lunch.

Sleep generally is good for healthy living. But siesta especially improves the health of the heart and relaxes the brain

This topic is to help the kids appreciate the importance of having one hour sleep after school or after lunch.

Siesta helps children to learn as it improves the brain power. It is very necessary for memory consolidation and early learning.

It helps them remember better what they were taught in school.

### ➤ LESSON 6: MEANING OF SIESTA

#### PROMPTING QUESTION:

What is siesta?

#### RESPONSE:

Siesta means afternoon sleep.

Siesta also means nap.

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### ➤ LESSON 7: IMPORTANCE OF SIESTA

- **PROMPTING QUESTION:** Why do you need siesta?

#### ✓ **RESPONSE:**

**I need** Siesta because

Siesta is good for my brain

Siesta is good for my heart

Siesta is good for my body.

Mummy, mummy, I want to have my siesta,

Every afternoon.

## ➤ LESSON 8: SOURCES OF WATER

The kids already know the meaning of water and how to differentiate clean water from bad water. This topic is for them to know the various ways we can get water. We have to break it down as simple as possible for the kid's level of understanding.

• **PROMPTING:** Sources of water

✓ **RESPONSE:** Sources of water

Rain water  
Tap water  
Spring water  
River water

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## ➤ LESSON 9: IMPORTANCE OF FOOD

• **PROMPTING QUESTION:** Why do we eat food?

✓ **RESPONSE:** We eat food to grow  
We eat food to be healthy  
We eat food to be strong

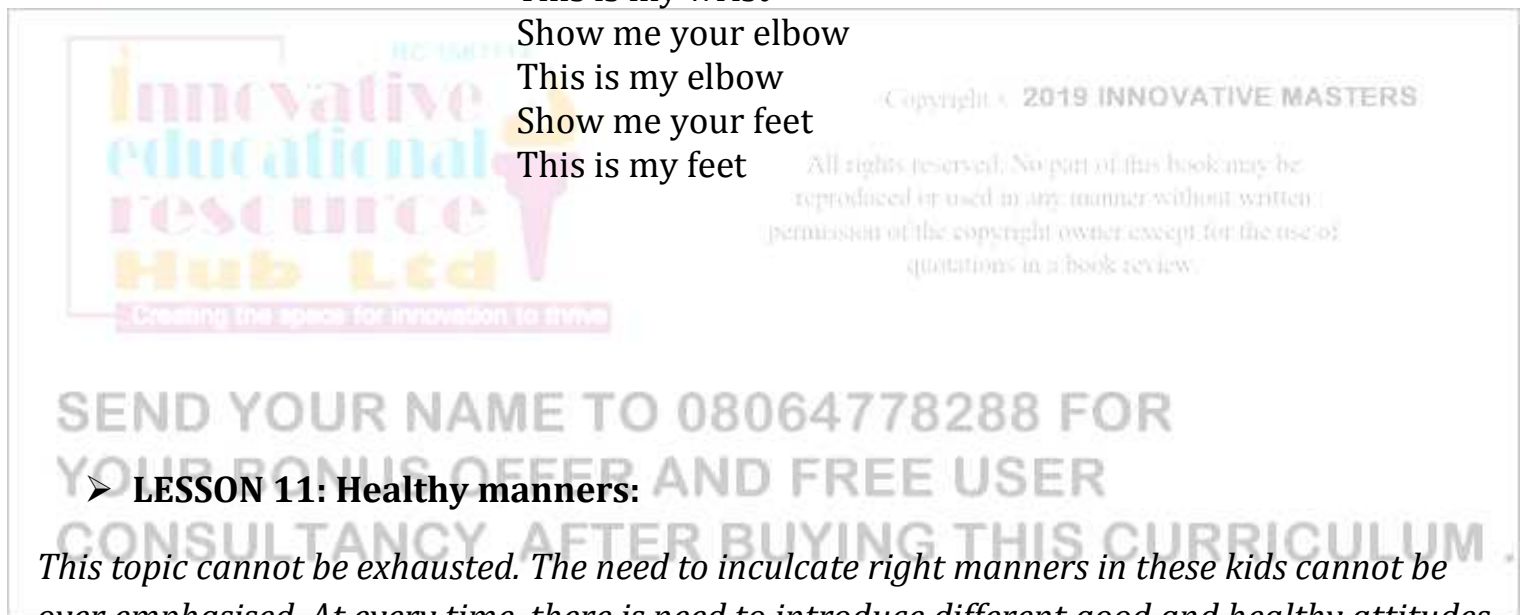
## ❖ TOPIC: OTHER PARTS OF THE BODY

The kids are familiar with the common parts of their body. But they are other parts that, at their age, some of them don't know the names of such parts. This lesson will help them identify all the other parts of their body. Ensure the kids point to the part as they call the name. It's meant to be a fun exercise for the kids.



➤ **LESSON 10: SHOW ME GAME**

- **PROMPTING:** Show me your ankle
- ✓ **RESPONSE:** This is my ankle (They point to ankle or hold it)  
Show me your wrist  
This is my wrist  
Show me your elbow  
This is my elbow  
Show me your feet  
This is my feet

➤ **LESSON 11: Healthy manners:**

*This topic cannot be exhausted. The need to inculcate right manners in these kids cannot be over emphasised. At every time, there is need to introduce different good and healthy attitudes they should imbibe.*

- **PROMPTING:** Healthy manners
- ✓ **RESPONSE:** Healthy manners  
**Cover your mouth, when coughing**  
Cover your mouth when yawning  
Cover your mouth, when sneezing

## PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)

### LESSONS:

1. Extended family relationship
2. Aunt
3. Uncle
4. Stranger safety
5. Defining stranger
6. Right attitudes towards strangers
7. Danger awareness
8. Dangerous objects
9. Acts of natural curiosity
10. Concept of money
11. Meaning of money
12. Public holidays and special days in Nigeria
13. Definition of public holiday
14. Holidays and dates
15. Community helpers
16. Health care institutions
17. Community helpers in hospital
18. When to see a doctor

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### ❖ TOPIC: EXTENDED FAMILY RELATIONSHIP

The children are familiar with their nuclear family because these are the people they interact with on daily basis. And they have treated the topic in first term. In this age of high child molestation and abuse, we need to let children understand who is family, and who is not.

I personally frown at schools where children call their teachers aunt or uncles.

This topic is meant to help children to address people rightly. This knowledge will help them to know who is really a stranger.



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#### ➤ LESSON 1: AUNT

The children should be made to understand that anybody who is not their father or mother's sister can never be their aunt. Calling every adult woman an aunt, for me, is never, and will never be a mark of respect on the part of the child. I strongly feel it's an act of ignorance. This lesson should correct such in our young ones. Children should be made to address people that are not family by their names accompanied with the right title- example: Mrs Ade, Mr Ade, Miss Grace, Mr John.

• **PROMPTING QUESTION:** Who is your aunt?

✓ **RESPONSE:** My mummy sister  
My daddy sister  
Is my aunt.

➤ **LESSON 2: UNCLE:**

A lot of paedophiles use the word 'uncle' to lure girl children to their devilish acts. In the course of this lesson, encourage every young girl never to refer to any man they see as uncle, not even their teachers, church leaders and members, neighbours and family friends.

- **PROMPTING QUESTION:** Who is your uncle?
- ✓ **RESPONSE:** My mummy brother  
My daddy brother is my uncle.

❖ **TOPIC: STRANGER SAFETY**

This topic looks at the danger posed to children by strangers. With the level of vices in the society and the need for everyone to be security conscious, teaching kids about strangers, how to behave towards strangers and how to detect dangerous people are basic life skills they need.

Children often assume that bad strangers always look scary, judging from cartoon characters they watch. It is necessary we correct that impression through this topic. Explain to the kids that one cannot tell a good or bad stranger from their facial appearance. They should always be careful with strangers.

➤ **LESSON 3: DEFINING STRANGER**

- **PROMPTING QUESTION:** Who is a stranger?

✓ **RESPONSE:** A stranger is a person I do not know.

### ➤ **LESSON: 4: RIGHT ATTITUDES TOWARDS STRANGERS**

• **PROMPTING:** How to behave to strangers

✓ **RESPONSE:** How to behave to strangers.  
I will not talk to strangers

I will not collect things from strangers

I will not follow strangers to anywhere.

Oh stranger, please go away, I do not know you

( *use gestures to demonstrate each action.* )

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### ❖ **TOPIC : DANGER AWARENESS**

There are different kinds of objects that children encounter both at home and in school.

Children are prone to accidentally swallowing things too like beads, rings.

It is also a common scenario for children to put stuff in their nose, mouth and ears. For them, that is one way they explore and learn about their bodies. So, it's a thing of natural curiosity.

This topic is to educate the children on the need not to put stuff in their bodies, as well as the dangerous objects they should avoid playing with.

The teacher should understand the various objects children will likely put in their bodies.

Some of them are Shiny objects (like coins, batteries, beads), Detergents, erasers, pen ink, pieces of stone, etc

## ➤ LESSON 5: DANGEROUS OBJECTS

- **Prompting Question:** Danger Awareness

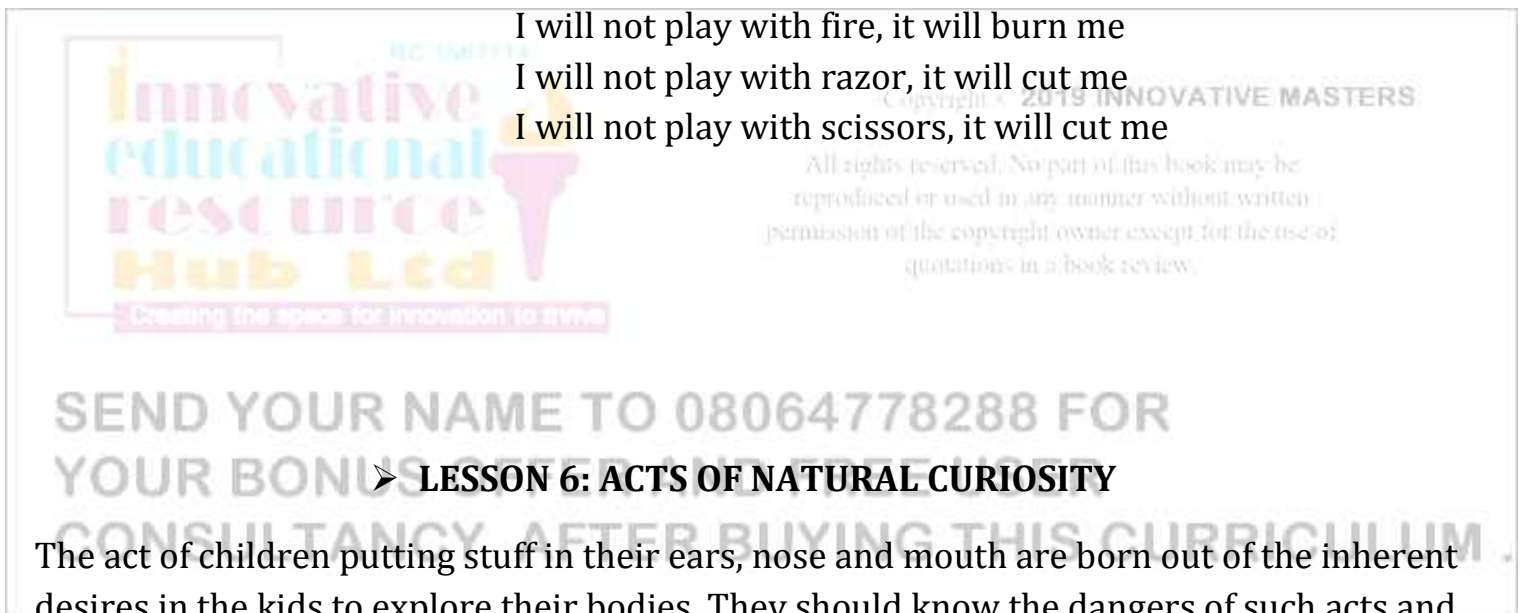
- ✓ **RESPONSE:** Danger awareness

I will not play with knife, it will cut me

I will not play with fire, it will burn me

I will not play with razor, it will cut me

I will not play with scissors, it will cut me



## ➤ LESSON 6: ACTS OF NATURAL CURIOSITY

The act of children putting stuff in their ears, nose and mouth are born out of the inherent desires in the kids to explore their bodies. They should know the dangers of such acts and use creative ways to stop them from such acts. When the lesson sinks very well, the consciousness to withdraw from such actions will always arise when the urge sets in.

The teacher should know that food can pose hazards to the kids if swallowed in a rush or if big chunks are swallowed.

- **PROMPTING:** Things you should not do

- ✓ **RESPONSE:** Things I should not do



I should not put anything in my ears

I should not put anything in my nose

I Should not eat anything, that is not food.

I should not swallow, big big food, it will choke me. ***(put your hands on your throat to demonstrate choking)***

### ❖ TOPIC: CONCEPT OF MONEY

Teaching the concept of money could be pretty difficult at this age. But this topic is still relevant for them and so, they can be introduced to this topic in a fun way. The essence here is not for them to identify the various denominations. No, there is no need for that at this age grade. The essence is for them to know the purpose of money in our lives. In the definition, the emphasis is on 'need' not 'want'.

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• **PROMPTING QUESTION:** What is Money?

✓ **RESPONSE:** Money is what we use  
To buy what we need

### ➤ TOPIC: PUBLIC HOLIDAYS AND SPECIAL DAYS IN NIGERIA

We have to be specific in teaching this lesson. Let the kids understand that we are talking

about public holidays. This is because; the children go on holiday at the end of every term. They should know that those holidays are not public holidays. The public holidays are the days that they don't go to school and their parents don't go to work.

The teacher should be able to distinguish between weekends from Public holidays. Remember, they were taught Weekends in first term as days they and their parents stay at home.

### ➤ LESSON 8: DEFINITION OF PUBLIC HOLIDAY

#### • PROMPTING QUESTION:

What is public holiday?

#### ✓ RESPONSE:

Public holidays, are those days

• We don't go to school

Mummy and daddy don't go to work.

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### ➤ LESSON 9: HOLIDAYS AND DATES

#### • PROMPTING QUESTION:

Special dates in Nigeria

#### ✓ RESPONSE:

Special dates in Nigeria

Christmas Day-----December, 25<sup>th</sup>

New year-----January 1<sup>st</sup>

Children's day-----May 27<sup>th</sup>

Workers day, -----1<sup>ST</sup> of May.

## ❖ TOPIC: COMMUNITY HELPERS

Some people often assume that community workers are the security operatives and possibly health workers. That is right. But when teaching young kids community helpers, they should know that community helpers are all those people who help in ensuring our total well being in the community where we live. Construction workers, garbage collectors, grocery store workers, doctors, fire fighters, police, bankers, etc.

This topic has to be narrowed down to your community- what professions are your pupils interested in or used to; what are the prominent jobs in your locality. In this topic, we will be choosing security operatives and health workers as our focus.

You can choose another focus depending on your environment.

### ➤ LESSON 10: HEALTH CARE INSTITUTIONS

Health care institutions are those private and public institutions that provide health care services to the members of the public. The healthcare institutions are designed to keep people healthy and illness free. They are also meant to find cure for diseases.

This lesson will look at hospital as a health care institution.

• **PROMPTING:** What is a hospital?

✓ **RESPONSE:** A Hospital is a place where sick people go for treatment.

## ➤ LESSON 11: COMMUNITY HELPERS IN HOSPITAL

The children are to know some of the people who work in hospitals who are directly involved in taking care of sick people. A whole lot of different professionals work in the hospital like, accountants, engineers, public relation managers etc. but due to their age, we are focusing on the medical personnel.

- **PROMPTING:** Hospital workers I know

- ✓ **RESPONSE:** Hospital workers I know-  
Doctors, nurses, and pharmacists.

## LESSON 12: WHEN TO SEE A DOCTOR

- **PROMPTING:** What happens when you are sick?

- ✓ **RESPONSE:** Whenever I'm sick  
I need to go to hospital  
I need to see a doctor.

## THIRD TERM COURSE WORK

### KNOWLEDGE AND UNDERSTANDING THE WORLD (KUW)

#### LESSONS

1. Wild animal
2. Wild animals
3. Examples of wild animals
4. The sun
5. Uses of sun
6. Rainbow
7. Meaning of rainbow
8. Colours of the rainbow

9. Seasons in the year
10. Meaning of seasons
11. Seasons in Nigeria
12. Animal sounds
13. Sounds made by animals
14. Camouflage
15. Chameleon as a camouflage animal
16. Mosquito
17. I hate mosquitoes
18. Functions of parts of computer



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❖ **TOPIC: WILD ANIMAL**

It is often assumed that wild animals are dangerous animals. That is a wrong presumption. Cats and dogs can be dangerous, but could that qualify them as wild animals? Obviously no. You should help children to understand the true meaning of wild animal.

Two things qualify an animal to be wild-----it lives in nature and it is not tamed.

Animals that live in forest, jungle, mountains, pine tree, or beach. These places are their habitat. Such animals are wild animals.

An animal that is not tamed is that animal that does not interact with people and it depends on itself to feed, live and survive. It caters completely for itself.

A lion for example, lives in a jungle habitat in nature and does not spend time with people,



so it is a wild animal.

Dogs or cats live in people's homes, they are fed and housed. So, they are not wild animals.

### ➤ LESSON 1: WILD ANIMALS

- **PROMPTING QUESTION:** What are wild animals?
- ✓ **RESPONSE:** Wild animals are those animals  
That live in the forest or jungle

### ➤ LESSON 2: EXAMPLES OF WILD ANIMALS

We will use the term animals that live in the forest for the kids to get the message faster and better. And also to associate the meaning with the examples.

- **PROMPTING:** Animals that live in forest
- ✓ **RESPONSE:** *(As a song)* Animals that live in the forest  
Monkey, Lion, Tiger, Elephant  
Animals that live in the forest

### ❖ TOPIC: THE SUN

#### EXPLANATION:

The sun is what gives life to the earth. Without the energy the earth receives from the sun, there would not be life on earth. The sun is one of the stars in the galaxy.

The sun is the closest star to us.

The sun is very important to human existence and it's free.

The sun is over one million times bigger than the earth

### ➤ LESSON 3: USES OF SUN

• **PROMPTING:** Uses of Sun

✓ **RESPONSE:** Uses of sun

Sun keeps us alive

Sun gives us day light

Sun gives energy to green plants

Oh beautiful sun, you shine bright in the day

### ❖ TOPIC: RAINBOW

**INTRODUCTORY SCENARIO:** Imagine there was huge rainstorm. You were in your house. But as soon as the rain ended, you looked up, the sun was just starting to come out from the clouds. Then, you notice a beautiful arch or curved line in the sky. That is the rainbow.

Rainbow is one of the most special gifts of nature which has inspired a lot of poems, songs and photographing.

**EXPLANATION:** rainbow is an arc of colours appearing opposite the sun as a result of the refraction of sunlight in the rain. Explain to the kids that a rainbow is that coloured light seen in the sky when rays of the sun strikes falling raindrops.

The light from the sun, though bright, does not appear to have colours when we look at it. But light is actually made up of all colours of the colour spectrum-----which are red, orange, yellow, green, blue, indigo, and violet. When all of these lights come together as one, we get white light. So the white light is the sun we see when we look up.

So, rainbow is formed when the white light, that is sun, passes through water droplets in

the sky. The water droplet splits the white light, causing all the seven colours to appear, hence, rainbow is formed.

Note that rainbow appears when water comes in contact with sun. Therefore, rainbow is usually seen when the sun is out during rainfall or when the sun comes out of the clouds immediately after rainfall, meaning there is still a lot of moisture in the atmosphere.

Rainbows are formed when light shines through water, like the sun shines through the rain. This light is bent and reflected, like reflection in a mirror. This reflection brings out all the amazing colours of the rainbow.

Rainbow can be seen in mist, fog, spray and dew.

### POINTS TO NOTE:

Prism is a clear, solid object that can bend light.

If the sun is shining when the rain is falling, or immediately after the rain stops but there is still a lot of moisture in the air, the sun shines on water droplets. water droplets act as prism. The sunlight bends as it passes through the water in the air. The bending motion causes the rainbow.

Rainbows occur often in the morning or early evenings.

### ❖ LESSON 4: MEANING OF RAINBOW

- **PROMPTING QUESTION:** What is a rainbow?
- ✓ **RESPONSE:** A rainbow is a curved line in the sky with seven colours.

*(draw a curved line for the kids. Show them pictures of rainbow)*

### ➤ LESSON 5: COLOURS OF THE RAINBOW

- **PROMPTING:** Colours of the rainbow

- ✓ **RESPONSE:** (as a song) There are seven colours (3x) of the rainbow,  
Red, Orange, Yellow, Green, Blue, Indigo and Violet

## ❖ TOPIC: SEASONS IN THE YEAR:

*This topic is in two angles: The seasons of the year in Nigeria differs from the seasons of the year in Western World. So, depending on your programme, you decide which one to teach. However, you can teach both but at different times. The world is a global village, so kids should begin to learn as global citizens.*

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### ➤ LESSON 6: MEANING OF SEASONS

- **PROMPTING QUESTION:** What is season of the year?

- ✓ **RESPONSE:** Seasons of the year  
Are different times in a year  
With different weather.

### ➤ LESSON 7: SEASONS IN NIGERIA

- **PROMPTING:** Seasons in Nigeria
- ✓ **RESPONSE:** Seasons in Nigeria  
Rainy season starts in March  
Dry season starts in November

## ❖ TOPIC: ANIMAL SOUNDS

The kids know that animals make sound. But they probably do not know the names of such sounds. This lesson will help the kids identify various sounds made by animals and the words used to describe such sounds.

### ➤ LESSON 8: SOUNDS MADE BY ANIMALS

When you mention the name of each sound, allow all the kids to make the sound.

- **PROMPTING:** Sounds made by animals

- ✓ **RESPONSE:** Sounds made by animals
  - Dogs bark-----bow, bow
  - Goats bleats-----mee, meeee, meeee
  - Cocks crow-----cocoronkooooo
  - Snakes hiss-----sssssssssss

## ❖ TOPIC: CAMOUFLAGE

Children are natural explorers. They are fascinated by insects and animals. For years 2 and 3, this topic will help the kids to learn some scientific vocabularies and how certain insects and animals can camouflage themselves. But for this year 1, the focus is only on chameleon. Chameleon is a beautiful animal that fascinates every child.

## ➤ LESSON 9: CHAMELEON AS A CAMOUFLAGE ANIMAL

Explain to the kids that chameleon can change its colour to look like any environment it finds itself. Let them know that chameleon is a type of lizard. The kids should be familiar with lizards as they are common creatures in most environments.

Show them different pictures of a chameleon, wearing different colours. If possible, get a video where a chameleon is changing its colour

- **PROMPTING QUESTION:** What is a chameleon?

✓ **RESPONSE:** A chameleon is a lizard that changes colour.

## ❖ TOPIC: MOSQUITO

**EXPLANATION:** Mosquitoes are insects. To be exact, a mosquito is a type of fly. The word 'mosquito' is a Spanish word for 'little fly'. Mosquito has one pair of wings and six legs. A mosquito has two antennae and two compound eyes. The mosquito has a mouthpart called the proboscis—it's like a straw, and it is used for sucking. The female mosquito's mouth is also used for piercing. The female mosquito is the only one that bites animals and sucks their blood.

Mosquitoes do not feed on blood alone. They also use their proboscis to suck nectar from flowers.

The female mosquitoes suck blood because blood has special nutrients that feed their eggs. Mosquitoes breed in stagnant waters, soft or moist soil, old tires, mosquitoes cause malaria, dengue fever and west Nile virus

## ➤ LESSON 10: I HATE MOSQUITOES

*The mosquitoes have no beneficial impact on the children. This lesson is to help them the children see mosquitoes as dreaded creatures that must be avoided. It also helps them to*



*know what brings mosquitoes to their homes*

• **PROMPTING:**     **Let's talk about Mosquitoes**

- ✓ **RESPONSE:**     Mosquito, mosquito, mosquito is an insect  
Do not allow dirty water around my house  
It brings mosquitoes.  
When mosquitoes suck my blood  
It causes malaria.  
I hate mosquito, go away mosquito  
You are not my friend.

➤ **LESSON 11: FUNCTIONS OF PARTS OF COMPUTER**

This lesson exposes the children to the basic parts of a computer in fun and exciting way. This is done using the parts of the human body to demonstrate the function of each part. It is a song.

The teacher can give it any rhythm so long the kids can sing it.

• **PROMPTING:**     Hello Computer

- ✓ **RESPONSE:**     Hello computer, I know how you work  
The keyboard is your hand  
CPU is your brain  
The monitor is your Mouth  
Hello computer, that is how you work

# NUMERACY/ MATHEMATICS

## LESSONS

1. Number sense
2. Counting 1- 50
3. Continuation on shapes
4. The world of triangles
5. Drawing a triangle
6. Mathematical symbols
7. The four basic signs in mathematics
8. Meaning of plus and minus
9. Rectangles around us
10. Rote memorization of simple addition (doubles)
11. Clock
12. Parts of a clock
13. Laterality
14. Concepts of 'left'
15. Concept of 'right'
16. Taking direction on the concept of left and right
17. Months of the year

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### ❖ TOPIC: NUMBER SENSE

The children will practice all they have learnt so far in their number awareness in both counting and writing.

➤ **LESSON 1: COUNTING 1- 50**

They will practice their counting from 1- 50

Writing the lines and curves

Writing numbers 1 -5

Describing the shapes and drawing them

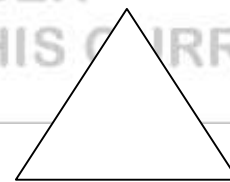
❖ **TOPIC: CONTINUATION ON SHAPES**

Previous lessons have discussed associating circles and squares in our everyday life. Do a quick revision on that to refresh the kids before introducing the other two basic shapes.

➤ **LESSON 2: THE WORLD OF TRIANGLES**

A triangle is a two dimensional shape with three sides and three angles.

- **PROMPTING QUESTION:** What is a triangle?



- **RESPONSE:** A triangle has three sides

One , two , three

The three sides are equal.

One, two, three

They can have a picture of a triangle before them. They should be counting and pointing to the sides as they sing

○

### • LESSON 3: DRAWING A TRIANGLE

They can use sand tray to learn how to draw any of the shapes. After drawing on the sand tray, they can draw on a book. Triangle is made up of two sliding lines and a sleeping line.

### ❖ TOPIC: MATHEMATICAL SYMBOLS

This lesson is to introduce the kids to simple mathematical signs. The aim at this stage is for them to know the names. They will not be taught the signs at this stage.

#### ➤ LESSON 4: THE FOUR BASIC SIGNS IN MATHEMATICS

- **PROMPTING:** Basic signs in mathematics

- ✓ **RESPONSE:** Basic signs in mathematics

Plus AND minus

Times AND division

Equals to

#### ➤ LESSON 5: MEANING OF PLUS AND MINUS

The children will be taught that whenever they hear plus, it means to add things together.

Whenever they hear minus, it means to take away. This lesson may not make much meaning to them now, but as they begin to do simple addition and subtraction in the next class, they apply this knowledge.

• **PROMPTING QUESTION:** What is plus and minus?

✓ **RESPONSE:** Plus means add together  
Minus means take away

**(They should demonstrate each action. Add together, they should join their hands together, enclosing both hands in a hand shake; minus, you join the tips of the five fingers of the right hand together, touch them on the palm of the left hand, and pull out, to demonstrate the act of taking something away. )**

### ➤ **LESSON 6: RECTANGLES AROUND US**

There are many things with the shape of a rectangle. Most mobile phones have rectangular shape. Most book covers have rectangular shape. Most tables in the offices and classes have rectangular shape.

So, you can adapt this lesson to what the kids can see around.

• **PROMPTING QUESTION:** Describe a Rectangle

✓ **RESPONSE:** A rectangle has four sides  
Two sides are long  
Two sides are short  
My mummy's phone is rectangle in shape  
My writing table is rectangle in shape

*Draw the shape for them to be seeing the two long sides and the two short sides.*

*Compare the shape with their table or a mobile phone to show that they have the same shape.*

### ➤ LESSON 7: ROTE MEMORISATION OF SIMPLE ADDITION (doubles)

We want the kids to know simple additions by memorizing them. They are not calculating to know how the answers are arrived at. But when you ask them,  $2 + 2$ , they should be able to say 4. Just the way they know their multiplication table.

- **PROMPTING:** Simple addition

✓ **RESPONSE :** Simple addition:  $1 + 1 = 2$ ,  $2 + 2 = 4$ ,  $3 + 3 = 6$ ,  
 $4 + 4 = 8$ ,  $5 + 5 = 10$ ,  $6 + 6 = 12$   
 $7 + 7 = 14$

### ➤ LESSON 8: CLOCK:

**EXPLANATION:** Explain to the kids that everything we do in life is measured by time. Time is determined by seconds, minutes, hours, days, weeks etc. There won't be need to go into details at this age. But it is important they get basic knowledge of what the clock is and what they are used for.



• **PROMPTING:** What is clock?

✓ **RESPONSE:** clock is what we use to know the time of the day.  
We can use wrist watch to know the time.

( Show them pictures of a wall clock and wrist watch. You can bring real clock and wrist watch for them to see)

### ➤ **LESSON 10: PARTS OF A CLOCK**

It may not be feasible for the kids to tell time or understand the workings of the clock, but it is okay they understand the physical composition of the clock and the function of the parts. The easiest term to use in describing the parts of the clock is the hands. This makes the lesson so real for them as they can see the hands of the clock move.

• **PROMPTING:** How many hands does a clock have?

✓ **RESPONSE:** A clock has three hands  
One hand for the hour  
One hand for the minute  
And one hand for the second.

### ❖ **TOPIC: LATERALITY**

Laterality simply means the two sides of the body. Children are meant to develop an internal awareness that their bodies are composed of two sides- the right and left-in order to plan and execute specific movements in a given direction.

The understanding of 'Left' and 'right' are two critical concepts that form the foundation for children's development of directional awareness. Directional awareness helps children to

develop a keen sense of themselves. This topic falls under the broad topic of “basic directions” But at this early stage of the kids, we will concentrate only on understanding the concepts of ‘right’ and ‘left’ using their body parts

### ➤ LESSON 11: CONCEPTS OF ‘LEFT’

This Lesson will focus on ‘left’ alone. The aim is for the kids to identify which part of their body is ‘left’. When they have this understanding, it will be easy for them to take instructions as regards the position of things.

- **PROMPTING QUESTION:** Show me your left ear. (*You touch your left ear*)
- ✓ **RESPONSE:** This is my left ear { *make sure you are on the same line with the kids, facing at the same side with them, so that your left is also their left. Remember, standing in opposite direction will mean that the position of their left will not be the position of your own left. Be very mindful of this when teaching positions to avoid confusion in their young minds* }

- ✓ **PROMPTING:** Show me you left eye

- ✓ **RESPONSE:** This is my left eye

- **PROMPTING:** Show me your left hand

- ✓ **RESPONSE:** This is my left hand

### ➤ LESSON 12: CONCEPT OF ‘RIGHT’

- **PROMPTING QUESTION:** Show me your RIGHT ear. (*You touch your RIGHT ear*)

- ✓ **RESPONSE;**                      This is my RIGHT ear
- **PROMPTING:**      Show me you RIGHT eye
- ✓ **RESPONSE:**                      This is my RIGHT eye
- **PROMPTING:**                      Show me your RIGHT hand
- ✓ **RESPONSE:**                      This is my RIGHT hand

### BONUS LESSON:

#### ➤ LESSON 13 :TAKING DIRECTION ON THE CONCEPT OF LEFT AND RIGHT

**EXPLANATION**> Now, that the kids have mastered the right and left parts of their bodies, you can move into giving instructions that will help them to understand that the environment also has parts just as their body. If they understood the lesson on right and left ear, grasping this lesson will not be a difficult one for them. Let them know that the left of the room, of the board, of the table etc, is the same side with their left ear, hands and eyes.

You can start by taking movements with the kids.

**Note:** When you demonstrate movement to kids, and name a direction, you will need to face away from them ( they should be at your back or on the same line, so when you say 'left', it will match with their left and they won't get confused.

- **PROMPTING:**      Let's move to our right (You move, so they can follow)
- ✓ **RESPONSE:** We are moving to our right (They move as they respond)
- **PROMPTING:** Let's move to our left
- ✓ **RESPONSE:** We are moving to our left

✓

- **PROMPTING:** Touch the right side of the board ( This instruction can be given one child at a time)
- ✓ **RESPONSE:** this is the right side of the board ( remember, every lesson is targeted at developing communication skills and sentence construction. So, make sure they make correct sentences with their response)

### ➤ LESSON 14: MONTHS OF THE YEAR:

- **PROMPTING:** How many months make one year

- ✓ **RESPONSE:** Twelve months make one year

#### LESSON: KNOWING THE NAMES OF THE MONTHS

**PROMPTING:** Months of the year

**RESPONSE:** Months of the year: ( As a song) January, February, March,

April, may and June

July, August, September

October, November, December, one year

# COMMUNICATION , LANGUAGE AND LITERACY (C.L.L)

## LESSONS

1. Knowing the gender of self
2. Knowing names of parents
3. Name of your mother
4. Father's name
5. Let's talk
6. What things are made of
7. Action words (verbs)
8. Meaning of verbs
9. Examples of verbs
10. Identifying action words in a sentence
11. Play the game of charades
12. Vocabularies
13. Verb and noun collocations
14. Examples of verb and noun collocations
15. Vocabulary on temperature
16. Hot and cold weather
17. Meaning of bank

### ➤ LESSON 1: KNOWING THE GENDER OF SELF

This lesson is for every child in the class to know his or her gender. This knowledge will help them when they begin to learn about pronouns.

In teaching this lesson, you have to divide the class into boys and girls. The response of the boys will certainly be different from that of the girls.

● **PROMPTING QUESTION:** Are you a girl or a boy

✓ **RESPONSE;** I am a boy/ girl

(Repeat for the other group)

## ❖ TOPIC: KNOWING NAMES OF PARENTS

It is paramount for the children to know their parents name. Most times, when you ask them their mother's name, the tendency is for them to say Mummy and daddy for father's name.

In this age of security consciousness, every child should be able to say the full names of their parents. This topic is aimed at achieving that.

### ➤ LESSON 2: NAME OF YOUR MOTHER

You need to send a note to parents through the communication book asking for their full name. You can as well get it through the school Admin in the registration form. Which ever way you can get the name, do so before you start teaching this topic.

Remember, this lesson is personalised to each child, so there will not be a general prompting and response. Ask each child and let them respond.

Example, what is your mother's name

My mother's name is Grace Achibong.

### ➤ LESSON 3: FATHER'S NAME

The same way you taught mother's name.

If all the children know their mother and father's name, you will begin to combine the two questions.

Example: what is your mother's name

RESPONSE: My mother's name is-----



What is your father's name?

RESPONSE: My father's name is -----

*(The teacher has to be extremely careful so as to be sure that each child is saying the correct names. Always have the names of the parents of each child before you while asking the child to avoid any mix up)*

#### ➤ LESSON 4: LET'S TALK

This lesson will get the kids to talk more. You create the opportunities for the kids to talk. You don't allow them to use single word response to question. Give them opportunity to express themselves with more words. That will help them to build their sentences and also learn how to verbalise their thoughts.

For instance, after their lunch in school, you can ask the kids, 'how was the meal? They may say sweet. Or if you ask 'Did you enjoy your meal? They will say 'yes or No'. But structure the question in a way that it will make them use more words, example. Why did you enjoy the meal? With such question, they will try to describe the food.

- **PROMPTING:** What did you do at home this morning?

✓ **RESPONSE:** (The kids can give you a rundown of their morning activities.

The concern is not on how true it is, the concern is their ability to remember and narrate)

**PROMPTING:** What will you do when you get home?

**RESPONSE:** (As the children are explaining to you, listen to their tenses and correct, listen to their use of pronouns, sentence construction, etc. Allow each child to talk as much as he or she wants.)

Introduce many questions.

## ➤ LESSON 5: WHAT THINGS ARE MADE OF

The things around us are all made from different materials.

This lesson helps children to know raw materials different things are made from or are made of

The lesson will focus on vocabulary related to product materials such as plastic, leather, wood, gold, glass, etc

The essence is for the kids to ask and answer questions about different manufactured items

The children will learn vocabulary on different common materials of which many things we use are made of.

Curiosity gets the better of the kids as they try to learn what different items in the shop are made from. They get to ask a lot of question when you take them out for shopping . children learn more by asking questions.

What is this table made of? The table is made of wood (some tables are made of rubber while some in our homes are made of glass. So, be careful what type of table you are talking about)

What is this belt made of? The belt is made of leather

What is chocolate made from? Chocolate is made from cocoa

What is glass made of? Glass is made out of sand

Nails are made of iron

My desk is made of wood

Scissors are made of steel

Window is made of glass

Shoes are made of leather ( some shoes are made of rubber )

- **PROMPTING QUESTION:** What are things made of?

- ✓ **RESPONSE:**
- Nails are made of iron
  - Table is made of wood
  - Scissors are made of steel
  - Window is made of glass

### ❖ TOPIC: ACTION WORDS (VERBS)

A sentence can not convey a complete meaning if it does not have a verb. A verb shows what something or someone is doing. So, Verbs are words that show actions, motions, doing or state of being. Verbs can also show how someone feels.

#### ➤ LESSON 6: MEANING OF VERBS

- **PROMPTING QUESTION:** What is a verb?

- ✓ **RESPONSE:** A verb is an action word or a doing word.  
Every sentence must have a verb.

#### ➤ LESSON 7: EXAMPLES OF VERBS:

In this lesson, we will not be looking at verb as a 'state of being' or feelings. We are looking specifically at the action words in a sentence. These are what the children can comprehend at this age.

Some examples of verbs are: Hop, run, jump, talk, eat, look, walk, clap, climb, crawl, sit, ride, read, lick, drink, sleep, wave, hug, wink, listen, smell, open, etc.

- **PROMPTING QUESTION:** Examples of verbs

- ✓ **RESPONSE:** examples of verbs  
Eating is a verb,  
Dancing is a verb,  
Sneezing is a verb  
Drinking is a verb  
Waving is a verb

### ➤ **LESSON 7: IDENTIFYING ACTION WORDS IN A SENTENCE**

**EXPLANATION:** Let the children know that 'action' is whatever thing the person or the thing in the sentence does.

**Action verbs are all the things we can do with our body.** They should also know that action can also mean a kind of movement made by a person or animal in a sentence.

You can ask the kids to identify a verb in a sentence by asking them what the subject of the sentence did.

Examples:

The dog ran. What did the dog do? It ran. The verb is 'ran' because that is what the dog did.

I am going : what are you doing? going The verb is 'going'

She drinks a lot of water. What does she do? She drinks water. The verb is 'drink'.

My mummy is cooking. What is your mummy doing? She is cooking. The verb is 'cooking'.

I need a hug. What do I need? A hug. The verb is hug.

*(Give as many examples as you can. Be careful not to make sentences with adjective as it may confuse the children.)*

## CLASS ACTIVITY:

### PLAY THE GAME OF CHARADES

There will be two teams

One player from a team will be given an action verb and that player will act the word trying to get his teammates to guess it.

The player acting out the word may not talk. He or she uses action for others to guess

The team that guesses correctly gets one point.

The teacher can whisper the word in the ear of the child for him or her to act out.

For instance the word 'drink' let the child demonstrate drinking by folding her hands, taking it close to her mouth and pushing her head backward.

## ❖ TOPIC: VOCABULARIES

### ➤ LESSON 8: VERB AND NOUN COLLOCATIONS

Collocations is a Word or phrase that is often used together with another word or phrase in a way that sounds correct.

In other words, they are word pairings that are expected to come together.

For example, when we say 'heavy rain' instead of big rain or strong rain, we convey the meaning that it is raining heavily.

We use collocations to make English language natural and interesting; it helps in beautifying our words

### EXAMLES OF VERB AND NOUN COLLOCATIONS

Watch-----TV

Do-----homework

Paint-----picture

Cook-----food

Read-----a book

### PROMPTING:

You watch----- ( book, television, food)

You do-----

You cook-----

You read a -----

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### ➤ LESSON 9: VOCABULARY ON TEMPERATURE

This lesson is designed to help the children to differentiate hot and cold. Some children find it hard to make this distinction. With this lesson, they can easily tell when something or the weather is hot or cold. For hot, we use fire to explain the concept of hot. They should know that any thing that is cooked or goes through fire is hot while anything that is put in a refrigerator is cold.

- **PROMPTING:** hot and cold

✓ **RESPONSE:** When you put something on the fire, it becomes hot

When you put something in a fridge, it becomes cold

(you can test their understanding by asking: The water from our fridge is-----

The water we boil on the fire is-----  
-----



## ➤ LESSON 10: HOT AND COLD WEATHER

For them to understand what cold and hot weather means, we have to use sun and rain as distinguishing elements. We tell the kids that rain comes with cold while sun comes with hotness.

- **PROMPTING:** When the rain is falling,
- ✓ **RESPONSE:** The weather is cold
- **PROMPTING:** When the sun is shining,

- ✓ **RESPONSE:** The weather is hot

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## ➤ LESSON 11: MEANING OF BANK

- **PROMPTING QUESTION:** What is a bank?
- ✓ **RESPONSE:** A bank is a place where we keep our money

# PHYSICAL AND HEALTH DEVELOPMENT

## LESSONS

1. Healthy eating
2. Let's eat healthy
3. Examples of healthy food
4. Vegetable foods
5. Examples of fruits
6. The essential things for healthy living

7. My sense of sight
8. About my eye
9. Protection of the eye
10. Environment
11. Meaning of environment
12. Importance of the environment
13. How to keep our environment clean and save
14. Managing our waste

### ❖ TOPIC: HEALTHY EATING

**EXPLANATION:** This topic will help the kids to know the healthy food they should always demand for and the unhealthy food to avoid. The aim is for these kids to make healthy food choices early in life.

In teaching this topic, it will not be advisable to use the word 'good' and 'bad' food. That some foods are unhealthy do not mean such foods are completely bad. Before you start the topic, it's important they understand what 'healthy' and 'unhealthy' means. For instance, cake is not a healthy food, but that does not mean the kids cannot eat cake once in a while. The teacher should be able to let the kids understand that unhealthy foods are those foods that they should not eat all the time because of their health hazards while the healthy foods are those food they should eat every time because of their health benefits.

### ➤ LESSON 1: LET'S EAT HEALTHY

This lesson will develop children awareness to a healthy life style. The kids should learn that healthy food is essential for healthy living. 'You are what you eat'

The children should know that having different healthy food is good because different foods help different parts of the body.

You have to form songs to make this topic sink very well.

- **PROMPTING QUESTION:** What are healthy food

- ✓ **RESPONSE:** Healthy foods are those foods  
That make my body  
Fresh, Strong and beautiful.

### ➤ **LESSON 2: EXAMPLES OF HEALTHY FOOD**

Try to adapt this lesson to your locality. Mention the healthy foods that the children are familiar with. Let it be what is available and accessible to them. You can actually mention some local delicacies which are highly nutritious, so long it is a common food among majority of the kids.

- **PROMPTING QUESTION:** Healthy foods you should eat

- ✓ **RESPONSE:** Healthy foods I should eat  
Vegetables, fruits, beans, egg and fish  
Are healthy foods, I should eat

### ➤ **LESSON 3: VEGETABLE FOODS**

**Explanation:** Vegetables should be an important part of kids daily diet. Vegetables are naturally good and contain vitamins and minerals that can help to keep the body healthy. Vegetables and fruits also help to protect the body against diseases. The teacher should use this topic to motivate the kids to eat more vegetables as part of their regular diet and healthy life style.

In mentioning the lists of vegetables for the kids, still, mention the vegetables in their areas.

- **PROMPTING:** Vegetables I know.
- ✓ **RESPONSE:** Vegetables I know  
Carrot, Cabbage, cucumber  
Lettuce, spinach, onion, garlic  
These are vegetables, they are good for me

## ❖ LESSON 4: EXAMPLES OF FRUITS

**EXPLANATION:** *Fruits are handy snacks the kids can bring to school. Encourage the kids to ask their parents to give them fruits as snacks more often than juice and biscuits. Let the kids know that fruits are sweet, fleshy, edible part of a plant. Most fruits contain seeds and are eaten raw. Fruits come in a variety of colours, shapes and flavours.*

- **PROMPTING:** Mention some fruits
- ✓ **RESPONSE:**
  - Banana is a fruit
  - Apple is a fruit
  - Orange is a fruit
  - Strawberry is a fruit
  - Pear is a fruit
  - Watermelon is a fruit.
  - Fruits are good for me

## ➤ LESSON 5: THE ESSENTIAL THINGS FOR HEALTHY LIVING

*This topic emphasizes the basic things children need for a healthy life. All of these they have been taught. This topic sums up all the lessons which concerns quality life style for the kids. One thing we have to know is that, the more children are made to talk about a particular thing, the more conscious they are about such thing. These lessons make great impact on the kids.*

- **PROMPTING:** What you need for a healthy life
- ✓ **RESPONSE:**
  - What I need for a healthy life:
  - Good food, plenty water, rest and exercise
  - These are what I need, for a healthy life

## ❖ TOPIC: MY SENSE OF SIGHT:

This topic is to let the kids understand how important the sense of sight is. Let the kids know that we use our sense of sight to see what happens around us. They should know

how to protect the eye and how the eye protects them

### EXPLANATION:

The eye and brain work together to see an object. You must have light to see.

Without light, there would be no sight. Light from an object moves to the eye and the brain interprets it.

On a fun side, let them know that some animals that live deep inside the caves do not have eyes and that some animals have their eyes on the side of their head. A person who cannot see is blind

Deer, rabbits and mice have their eyes on their heads

Eyebrows and eye lashes protect the eye from dust and dirt

## ➤ LESSON 6: ABOUT MY EYE

- **PROMPTING:** Tell me about your eyes

- ✓ **RESPONSE:** My eye is the sense of sight  
I use my eyes to see everything around me  
A person who cannot see, is blind

## ➤ LESSON 7: PROTECTION OF THE EYE

**EXPLANATION:** The eye protects us and we should also protect the eye. How our eyes protect us-----we can move around without being hurt. We see dangerous things to avoid. The kids should know that they are not supposed to put objects or any toxic substance inside their eyes. They are not supposed to stare at the sun. Let the kids know that if their eyes are damaged, they will not have another eye.

- **PROMPTING:** How to protect my eye
- ✓ **RESPONSE:** I should not put any object in my eyes  
I should not sit too close to the television  
I should not look into the sun  
I Should not rub my eyes

### CLASS ACTIVITY:

Pair your children up, each with a partner

One child in each pair will wear a blindfold

The one without a blindfold acts as a guide  
 As they take a short walk round the class  
 Remove the blindfold and ask them how they felt without their sense of sight  
 Switch places and repeat the exercise

## ❖ TOPIC: ENVIRONMENT

Make the kids understand that environment is everything they can see around them which affect their lives. The environment can be all the living and non living things around us. The environment is everything that makes up our surrounding.

All the trees, plants, rivers, buildings, forests, roads, weather, are what constitute our environment.

This topic will discuss meaning of environment, importance of environment, how to maintain clean environment.

### ➤ LESSON 8: MEANING OF ENVIRONMENT

- **PROMPTING QUESTION:** What is environment?

- ✓ **RESPONSE:** Environment is everything we see around us.  
 The houses, the trees, the people, the plants, the animals  
 Are all parts of the environment.

### ➤ LESSON 9: IMPORTANCE OF THE ENVIRONMENT

Everything we need to survive on earth comes from the environment. The five basic needs of human beings come from the environment---oxygen, water, food, shelter and warmth. When the children understand how important the environment is to our survival, they will understand the need to keep the environment clean and save.

- **PROMPTING:** Importance of our Environment



- ✓ **RESPONSE:**
- The** air we breathe
  - The** water we drink
  - The** food we eat
  - The** clothes we wear
  - The house we live in**
  - They all come from the environment

## ➤ **LESSON 10: HOW TO KEEP OUR ENVIRONMENT CLEAN AND SAVE**

Educate the children that Healthy environment brings healthy life.

Let them know that for us to be healthy, we have to live in a healthy environment

For us to maintain a clean environment, we should not litter garbage around the house

Keep the windows open to allow sunlight in

Don't spit around the house

Dust our cabinets and home articles regularly

Don't allow stagnant water around the house because it breeds mosquitoes which causes malaria

Sweep and dust the house always

- **PROMPTING QUESTION:** **How do you keep your environment clean?**

✓ **RESPONSE:**

**How to keep my environment clean**

Don't throw dirty things on the ground

Put them in a trash can or dustbin

Don't spit on the ground

Spit in a tissue and throw in a trash can

Sweep the house all the time

Dust the house all the time

Keep the windows open for fresh air to come in

## ➤ **LESSON 11: MANAGING OUR WASTE**

It is never too early to teach children the right attitudes to waste management. They should know what constitute waste and the best way to dispose our waste.

Some children have the tendency to throw garbage carelessly around the house or school compound.

The earlier they form right attitudes of protecting the environment, the better for the society.

• **PROMPTING QUESTION:** What is waste?

✓ **RESPONSE:** Waste is everything we don't need again.  
We should throw our waste in the trash can or dustbin



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**PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT  
LESSONS**

1. Information about Nigeria
2. Important dates in Nigeria
3. History of Nigeria
4. Market
5. Meaning of market
6. Spatial awareness
7. Let's move (transportation)
8. Types of transportation
9. Means of transportation
10. Air transportation
11. Land transportation

12. What is land transportation
13. Water transportation
14. Good manners
15. Meaning of good manners
16. Examples of good manners
17. Right things to do

### ❖ TOPIC: INFORMATION ABOUT NIGERIA

It is necessary for the children to know all the elementary facts about Nigeria. They have learnt about leadership, Nigerian flag and structure of Nigeria. In this lesson, they will gain more knowledge about special dates in Nigeria.

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• **PROMPTING:** Dates in Nigeria

✓ **RESPONSE:** Dates in Nigeria

Nigerian Independence-----1<sup>st</sup> October, 1960

Democracy Day----- June 12

Hand over day,-----May 29

( After introducing the lesson, the teacher has to devise a way of making these to be part of the children. Remember they are young, so if you don't make the lesson part of them, they will easily forget. You can just say "Nigerian Independence" I expect the children to chorus " 1<sup>ST</sup>

October, 1960".)

## ➤ LESSON 2: HISTORY OF NIGERIA

- **PROMPTING QUESTION:** Who is Mongo Park

✓ **RESPONSE:** Mongo Park is the person that discovered River Niger

- **PROMPTING QUESTION:** Who is Dr Nnamdi Azikiwe

✓ **RESPONSE:** Dr Nnamdi Azikiwe is the first president of Nigeria.



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### ❖ TOPIC: MARKET:

They are never too young to understand the concept of market. Most time, they hear their mothers, aunts or neighbours say- I'm going to the market. They should know the specific things that are done in the market.

Their knowledge of money will help in understanding the concept of MARKET

## ➤ LESSON 3: MEANING OF MARKET

- **PROMPTING QUESTION:** What is a market?

✓ **RESPONSE:** A market is a place for buying things and selling things

We use money to buy things in the market

( You can emphasise further by asking the kids to mention some of the things their mothers have ever bought from a market. )

## ❖ TOPIC: SPATIAL AWARENESS

Spatial awareness is the ability of a child to understand where they are in relation to objects or where objects or structures are in relation to each other. It is a cognitive skill that helps kids to know their position in relation to objects around them.

Spatial awareness simply means the ability to understand the concepts of direction, distance and location. It involves understanding and interacting with the environment.

Examples of spatial skills are --Avoiding obstacles when walking, determining left from right, reading a map, trope up spiral stairs without bumping yourself and also the ability to follow instructions-----like the balls are inside the basket, on top of the table, beside the dressing mirror.

Spatial skill is an important cognitive skills for kids which must be learnt early in life. We are setting off on this topic with the lessons on transportation and related concepts.

### ACTIVITIES:

1. **MOVEMENT GAMES:** Introduce the kids to movement games where the kids will be made to move around obstacles or friends
2. **Practice completing patterns exercises**
3. **Build and create:** use legos, blocks and puzzles to build and construct structures with the kids. It will be a guided block play with the kids

## ➤ LESSON4: LET'S MOVE (TRANSPORTATION)

Transportation is an important part of every day life. It is a lesson that most preschoolers are very much interested in. This topic will help the kids to understand the meaning of transportation, different modes of transportation and the means of transportation

**ACTIVITY:**

Start the lesson by asking the kids how they came to school. Some of them came in their parent's vehicle, some came in motor bikes, some came through the school bus, some trekked to school.

Let them understand that by moving from their houses to school, they have moved from one place to another.

**PROMPTING QUESTION:** What is transportation?

**RESPONSE:** Transportation is the way people move from one place to another

➤ **LESSON 5: TYPES OF TRANSPORTATION**

Children often play with their toy cars, learning how to drive from one point of the house to another. This exercise is great fun for the kids and helps in their spatial awareness.

As they get older, they begin to drive tricycle and then bicycle.

So, the lesson on types of transportation will flow naturally with the kids if handled well.

- **PROMPTING:** Types of Transportation

- ✓ **RESPONSE:** People travel by air  
people travel by water  
people travel by land



➤ **TOPIC: MEANS OF TRANSPORTATION**

This lesson is looking at the various means through which transportation is achieved. It will be broken in a way that the kids will associate each type of transportation with their specific vehicles.

**LESSON 6; AIR TRANSPORTAION**

- **PROMPTING:** How do people travel by Air?

- ✓ **RESPONSE:** People travel by air in aero plane,  
In helicopter  
In rocket  
Air is the fastest means of travelling.

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- **PROMPTING:** What is Land transportation?

- ✓ **RESPONSE:** Land transportation means

Moving on roads using vehicles

Using train, using motorcycles or bicycles.

➤ **LESSON 8: WATER TRANSPORTATION**

- **PROMPTING:** Water transportation

- ✓ **RESPONSE:** Water transportation is using ships, boats and canoes  
To move in water

### ❖ TOPIC: GOOD MANNERS

Etiquettes are important skills kids should cultivate from a very young age. Teaching these manners is one of the ways of making our kids polite, kind and become liked by everybody they meet. Good manners are required to create effective interaction with friends. Good manners are sure ways of making children feel good about themselves and others. It gives them positive attitudes to life. It is therefore a vital knowledge for the kids.

It's not just enough to teach these etiquettes, make sure the kids apply them in their interaction with their friends, classmates and everybody in school and at home.

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#### ➤ LESSON 9: MEANING OF GOOD MANNERS

- **PROMPTING QUESTION:** What are good manners?

- ✓ **RESPONSE:** Good manners are the right things  
I should say as a good child.

#### ➤ LESSON 10: EXAMPLES OF GOOD MANNERS

- **PROMPTING:** Examples of good manners

✓ **RESPONSE:** Examples of good manners.

When asking for something, I should say '**please**'

When someone gives me something, I should say '**thank you**'

When some one helps me, I should say '**thank you**'

When I fart, cough or sneeze, I should say '**excuse me**'

When someone asks me 'how are you', I should say '**Fine, thank you and you**'.

### ➤ **LESSON 11: RIGHT THINGS TO DO**

This is addition to the good manners. Because of the age of this children, we don't want to lump up too many information in one lesson. It can become cumbersome for their young brains to comprehend.

Lessons on good manners and right behavior are very instructive as they shape the overall personality of the children as they grow older.

• **PROMPTING:** Right things to do

✓ **RESPONSE:** **Right things to do**

Chew food with my mouth closed

Knock on doors before opening

I should not talk with food in my mouth

I should not say, nasty things about people