

# Nursery School Curriculum

A Comprehensive Guide to Establishing Early Childhood



**DETERMINED TO DEVELOP**  
— MALAWI —

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## Introduction

This toolkit aims to cater to underserved populations in order to assist communities to set up independent nursery schools, by providing teachers with a 'one stop document'. The objective of this toolkit is to provide teachers, care givers and community members with guidance and information which can improve their performance in the classroom by supporting children in a holistic and developmentally appropriate way.

Children are curious from the moment they are born. They want to learn about and understand their world. During the first five years of life children's brains are growing faster than at any other time of life. Children's early experiences shape how their brains develop and children's early learning **sets the stage for school success**. Good early experiences help a child's brain develop well. The more work the brain does during childhood years, the more it is capable of doing in future years.

This toolkit uses information pulled from a number of resources and guides in order to provide rural and underserved communities with information about the best practices related to Early Childhood Development (ECD). It is intended to inform the reader with key information necessary to provide quality nursery education and care in the classroom. Complete with information about child development milestones, teaching strategies, sample report forms and resources for further reading, this comprehensive guide can be used to strengthen ECD programs across Malawi and further afield.

In the first section, this toolkit explains the concept of Early Childhood Care and Development, with the intent of equipping the reader with a clear understanding of definitions and ideas in ECD. Moving forward, the toolkit outlines why investing in ECD programs is imperative to development at the family and community level, before introducing the 7 domains of child development. By providing examples of activities that contribute to development in each domain as well as examples of educational goals for children, it is hoped that this section assists teachers and caregivers to meet children's developmental needs and interests.

## What is Early Childhood Care and Development?

Early Childhood Care and Development (ECCD) is defined as the provision of: ‘necessary supports for every child to realize his/her right to survival, to protection, and to care that will ensure the best development from birth to age 8.’ During this time, these years lay the basis for subsequent development. ECCD is an important preparatory phase that assists a child’s transition to school.

*Care* is defined as something additional, rather than solely educational, such as a health and nutrition program as well as evolving their educational needs.

*Development* is defined as the process of change in which the child comes to master more and more complex levels of feeling (emotional development), moving (physical development), thinking (cognitive development) and interacting with people and objects in the environment (social development).

ECCD emphasizes the need to develop the whole child in a holistic manner, providing for his or her social, emotional, cognitive and physical needs, thus protecting the child’s right to access their full potential. In providing a holistic support structure to the child, a solid foundation for lifelong learning and wellbeing is being established.

Programs which meet the needs of young children are vital to ECCD. Strong ECCD programs can incorporate attention to health, nutrition, water and environmental sanitation, however this is dependent on the scope of the program. It is advised that all of these needs are met, in order to provide the highest level of support and care to young children. This approach promotes and protects the rights of the young child to survival, growth and development.

ECCD programs fall in line with Sustainable Development Goal 4.2: ‘By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.’

## Why Invest in Early Childhood Development?

Recent global experiences demonstrate that ECD programs yield both immediate results in addition to the expected long-term outcomes for children and communities. There are numerous benefits and rationales for investing in ECD programs:

- **ECD programs help to reduce child mortality.** Child mortality can be reduced by participating communities. When volunteers are trained as care givers and community health agents, it teaches families the importance of interacting with and stimulating their young children.
- **Investment in ECD programming is useful in facilitating economic growth and transformation by giving parents and care-givers of children the opportunity and flexibility to join the labor force.** ECD programs reduce work losses on the part of parents who formerly had to take time off to care for children. ECD programs can enable participants to earn more and can raise their eventual productivity in the work force.
- **ECD is an essential investment towards breaking intergenerational cycles of poverty.** For young children, malnutrition and neglect is both a cause and a consequence of poverty. ECD programs help to reduce social inequality by supporting vulnerable children who are otherwise likely to perpetuate cycles of poverty.
- **ECD programs serve as a ‘first line of defense’ in dealing with disability and development delay.** When development disabilities in children are detected they can be given extra support to reach their full potential. Mothers and fathers can be taught to interact and stimulate their children at home in order to maintain the progress that they make.
- **ECD programs can modify and reduce gender-related inequalities.** Studies show that girls enrolled in early childhood programs are better prepared for school and frequently stay in school longer. Early childhood interventions also free older sisters and mothers from the task of tending to smaller children, so that they can return to, (or stay in) school, study more and join the labor force and develop as equal members of society.
- **Investing in ECD builds social capital.** Good ECD programs strengthen community networks and support, and enhance, service delivery and social infrastructures as well as educating and involving families.

## The 7 Domains of Child Development

### The Principles of Child Development

Understanding these 7 principles will guide teachers to plan programs to meet children's developmental needs and interests. Children's growth and development takes place across different areas:



- **Language** (communication, speaking, listening, reading, writing)

- **Cognitive Development** (the way children think and learn, problem solving)

- **Gross Motor Skills** (using large muscles to do things like crawling, walking, running, skipping, climbing, hopping and jumping)

- **Fine Motor Skills** (using small muscles to do things like holding a pencil, pouring a cup of water)

- **Self Help and Adaptive** (learning how to do things by themselves)

- **Social and Emotional** (feelings about themselves and others and learning to interact with family and society)

- **Spiritual and Moral** (knowing what is right and wrong and being able to make good choices)

A combination of these different areas influences the development of the whole child. Understanding each of the 7 principles of child development assists care givers to understand the ways in which they can teach and guide children through the development principles.

### **Things to remember:**

One area of child development is not more important than the other. The areas fit together closely and influence each other. E.g, when a baby starts crawling (a gross motor milestone), he will also be

enhancing his cognitive abilities by learning about the world around him. Learning new words will encourage him to participate more in social situations. **They are all equally important** (hence the *equal* parts of the pie). Running, jumping, and climbing are just important for a child as learning the ABC's.

Child development happens in stages, but the rate at which a child moves from one stage to the next can vary- because everyone is different. One child may learn to walk quicker than the other- it is the same for learning in the classroom.

Every child passes through every stage of development and does not skip a stage. She moves through the stages in the same order with one skill building on another. An example of this is that a child will crawl before walking. Children learn by interacting with the people and places in their world. They learn when they are actively involved in what they are doing- not just listening and watching. Children learn by exploring with things. Children learn best when they feel safe and secure and their needs are met.

## 1) Language

Language doesn't just mean learning letters. Students in nursery school are learning how to speak, that letters are read from left to right, why reading and writing are important, and how to use a pencil. Listening is also an important language skill to be taught. Examples: reading books aloud to children, explaining what you are writing as you are writing it, sight words, lower case and upper case letter matching, rhymes and tongue twisters, having a story teller share a story, asking children to tell a story (their own, or a known one like a fairy tale).

Speaking and listening skills lay the foundation for reading and writing. Children need lots of practice in using words to talk to others about things that interest them, the things they know and the things they can do. Although children are capable of acquiring more than one language at a time, they need to first master their home language before they are ready to learn a second language. Language development is about how children learn to communicate. Children learn to speak and listen and later read and write.

### **Educational goals for young children in relation to language development include:**

- Using language to communicate their thoughts and feelings with others
- Learning new words
- Enjoying books and showing an awareness of the purpose of print
- Experimenting with drawing and writing

### **Babies and young children need to use language to:**

- Express themselves and how they are feeling
- Communicate their needs
- Describe, explain and share their ideas and interests
- Listen and respond to others
- Think and solve problems

### **Teachers can help children develop their language and communication skills by:**

- Listening to children
- Talking to them about what they are doing and introducing new words
- Playing rhyming games
- Teaching nursery rhymes and songs
- Telling and reading stories
- Encouraging children to make up their own stories
- Providing a variety of books for children to page through

## 2) Cognitive

Cognitive development is the way that children learn about their world, learn to think and reason and learn how to solve problems. It is strongly influenced by the child's own experiences. Examples: counting objects, patterns, logic/reasoning, colour and size sorting, matching/memory games.

### **Learning about the world**

Children need to learn about themselves and their families, and the people around them. They also need to learn about their environment—all the different objects around them, and the animals, insects and plants in nature.

### **Developing thinking skills**

For children to learn about concepts like colour, shape, size, texture and quantity, they need to develop thinking skills that help them recognize, match and classify (group) things that are the same and different. These thinking skills will help them to better understand numbers and other mathematical concepts. Concentration and memory are also important skills for children to develop.

### **Solving problems**

An important part of cognitive development is encouraging children to find out things for themselves and solve their own problems.

### **Educational goals for young children in the area of cognitive development include:**

- Learning about themselves, their families and the people around them
- Learning about the environment in which they live
- Learning to concentrate
- Acquiring thinking and problem-solving skills

### **Ways in which teachers can help children develop cognitively:**

Teachers can help children learn more about themselves, their families and the people around them by:

- Reading and telling stories
- Providing fantasy play and encouraging children to imitate what they see around them in their daily lives

- Building on children's interests
- Talking about how people and things are alike and different

**Teachers can help children learn about the environment in which they live by:**

- Taking walks around the neighborhood to help them find out more about nature
- Providing books and pictures about the environment

**Teachers can help children learn to concentrate by:**

- Keeping noise levels down when children are playing
- Telling stories that encourage children to remember what happened
- Allowing children time to follow through with what they are doing

**Teachers can help children develop their thinking and problem-solving skills by providing lots of things for children to play and experiment with, for example:**

- Building with blocks and learning about shape and space
- Making snakes with clay and learning about shorter and longer
- Filling containers with sand and learning about more and less and how many
- Playing memory games, for example looking at a page in a book and then naming everything from memory
- Putting cards face down and turning them up one at a time to find matching pairs
- Remembering the events in a story or what happened the day before
- Encouraging children to work in their own ways and try to solve their own problems

### 3) Gross Motor Skills

Children need many different opportunities to use the different muscles in their bodies in different ways and to practice their skills. Teachers can help children practice their large muscle skills by giving them space and time to exercise and practice skills outdoors. Children need to move the different large muscles in their bodies so that they can do things like crawling, walking, running, skipping, climbing, hopping and jumping. Children need a safe, clean space and a healthy life style with nutritious food and clean water with regular exercise to explore these and develop their physical skills. Most of all, children need **time and encouragement to achieve good physical development.**

Gross motor skills involve learning to use all of the 'big' muscles in the body. Crawling, walking, running, skipping, jumping, and climbing are all examples of gross motor activity. Games and activities could include hop scotch, running, balancing on a line, jumping rope, balancing on one foot, throwing a ball, kicking a ball etc.

### 4) Fine Motor Skills

Physical Development describes how children's bodies grow and develop and how children learn to control the movements of their bodies. Children need to control the small (fine) muscles in their hands

and fingers to handle things like a spoon or a crayon or to pick up an object. These skills are important in learning to write. They also help children to do things for themselves, like feeding and dressing. Fine motor activities teach hand-eye coordination. These activities require a child to learn to precisely control the muscles in the hands. Things like colouring, writing, cutting with scissors, using tweezers, tearing paper, etc. all help build fine motor skills.

**Educational goals for young children in the area of fine motor skills include:**

- Learning how to control the small muscles in their hands and fingers and develop their eye-hand coordination.
- Examples: picking up and sorting bottle caps, sorting rocks, drawing in the air with a finger, snapping, clapping, tying knots, water painting, drawing in the dirt with fingers, string games.

**Teachers can help children practice their small muscle skills by:**

- Letting children draw, paint, model with clay, cut with scissors, thread beads and do puzzles.
- They can also encourage children to do something for themselves like pouring water into a cup, dressing themselves and washing their hands.

## 5) Self Help/ Adaptive

The establishment of adaptive skills such as dressing, feeding or personal hygiene comprises a large part of the young child's daily routine. If motor skills development is compromised, self-care may be impacted too. Motor movements are pre-requisite skills that are also necessary for many self-care tasks. Adaptive and self-help skills can also overlap in the skill areas of communication, cognition and social skills. They encompass all aspects of a child's life- at home, at school and in the community. Development appropriate self-help skills provides a child with skills needed to survive and thrive in all settings throughout their lifetimes.

Adaptive/self-help skills are extremely important in fostering independence and confidence in a child. Children need to develop confidence in their own ability and to be self-reliant.

- Activities in this domain include learning to dress oneself, feed oneself, using the toilet, brushing teeth, bathing, tying shoes, etc. Everything that a child needs to know to start being more independent could be included in this domain.
- Examples: washing hands, buttoning buttons, using zippers, brushing teeth, washing hands, road safety, tying bows, putting materials away, cleaning up areas.

## 6) Social /Emotional

Children are social beings! Learning to play (especially with others) is a skill. Teaching in this domain also involves making sure a child feels safe and nurtured. Manners and using kind words might also be examples included in this domain.



Emotional development relates to a children's feelings about themselves and other people in their lives and then environment in which they live.

Social development is about how a child gets along with other people in the family and society at large.

### **Trust**

Social and emotional development are closely tied. How children feel about themselves will affect how they interact with others. A child who feels good about himself will be more likely to feel good about being with other people. A child's relationship with his parents and primary caregivers is very important for healthy social and emotional development. Children need to be able to trust. They can only do this by having their needs met over and over again, which will allow them to rely on other people and learn to trust them. When they have developed a sense of trust in their early lives, they will continue to form trusting relationships with other people as they grow older.

#### **Teachers can help develop a sense of trust with a student by:**

- Providing a safe environment and following a regular routine so that children know what to expect every day.
- Developing close relationships by getting to know each child better.
- Having simple rules and helping children to follow them.
- Responding to children's needs for attention.

#### **Teachers can help children by learn to trust other people and things by:**

- Letting them know that they are cared about
- Being dependable
- Being consistent
- Being nearby to help when needed
- Acknowledging each child's unique set of skills and interests

### **Self Esteem**

Teachers can help to develop a sense of self-esteem by making sure children feel good about themselves. The way that you respond to a child will directly affect how they feel about themselves. For example, if you respond to a child with anger and violence, then that child will feel worthless and start to doubt their abilities. Teachers play an important role in making children know that they are loved and appreciated. The best way to build self-esteem is to make children feel loved and appreciated. A child's self-esteem can be hurt when other children insult them or call them names. Children need to be helped to understand that these behaviors are hurtful and teachers need to make it clear that they will not be permitted in the preschool. Children should be helped to learn to care for and appreciate one another.

#### **Teachers can help children feel good about themselves and what they can do by:**

- Praising what they do and try to do
- Taking an interest in what children do and say
- Teaching children in their home language

- Making sure children can see themselves and their families in pictures, teaching, learning and play materials
- Helping children feel proud of who they are, what they look like and where they come from
- Making sure all children are involved in the learning process
- Using positive discipline strategies

### **Getting Along with Others and Making Friends**

As children relate to different people, they learn important social skills that will help them to get along with others. This includes learning to take turns, share and help other children. Very young children are more concerned with their own needs and find it harder to share with others, but from around age 3, they start to practice the social skills they need to get along in the world.

By age 3-4 years, children begin to play cooperatively and friendship preferences start to emerge. Friendships are fluid and children will play with both genders. At this stage the choice of activity is more important than the friends playing with them.

By age 5-7 years, first stable friendships begin to emerge. Children start to seek the company of friends. They start to share willingly with friends and having friends starts to become important.

#### **Teachers can help children learn how to get along with others by:**

- Arranging activities so that children can sit and work together
- Planning lots of play time
- Playing games with children
- Praising children when they try to share or take turns
- Modelling social skills like being patient, respecting and helping others
- Ensuring that children understand and respect each other's' differing cultural traditions, skills and abilities.

### **Self-control and Independence**

From around 3 years of age, children develop further their ability to do things on their own, and start to make their own decisions, choose their own activities and explore and learn in their own way. They can start to follow simple rules and develop more self-control, they can sit and concentrate for longer periods of time.

Teachers can help children learn to be independent and develop self-control by:

- Encouraging children to do things for themselves
- Supporting children when they want to try something new
- Encouraging children to help with preparing and serving food, sweeping the floors, packing away toys, etc

### **Expressing Feelings**

Children’s emotional development involves identifying, understanding and dealing with their own feelings. Is it also about learning other people’s feelings and caring for them. Very young children have angry feelings and get frustrated because they have not yet developed the language they need to express these feelings. They may also want to do things that they are not yet able to do. Once children are able to talk about their feelings, they develop better self-control. By the time they start school, children are more aware of their own feelings and the feelings of others.

**Teachers can help children learn to express their feelings by:**

- Encouraging children to talk about their feelings
- Listening to what children are saying
- Providing activities that help children express their feelings

**Social and emotional development education goals for young children include:**

- Developing basic trust in other people and things
- Learning how to get along with others
- Feeling good about themselves, who they are and what they can do
- Learning to be independent and develop self-control
- Learning to express their feelings

## 7) Spiritual/ Moral

Moral development is about knowing what is right and wrong and being able to make the right choices. Children between the ages of 2 and 5 years old believe that something is either right or wrong because they will be punished if they do something wrong. Conversely, if they do something right, they won’t be punished. As children get older they develop a greater concern for doing what is right and socially acceptable.

Parents and teachers can support their children’s moral development by praising them for good behavior, being consistent when disciplining them for misbehavior and helping them to understand the reason why something is wrong. There are also many traditional stories that parents and teachers can tell that involve having to make a choice between “good” and “bad”.

Spiritual development means different things to different people. Spirituality is about searching for meaning in life and is often found through a belief in a higher power such as God or Allah. Many people also find meaning in life outside of organized religion. Young children are curious and, by the age of 4 or 5, they start to wonder and ask questions about life and death and God. Children at this age are still concrete thinkers and do not understand abstract concepts of belief.

Parents can help their children learn about the family’s spiritual practices by including them in cultural and religious celebrations and customs. In this way, they will develop a sense of belonging within their family and community. Children also need to be helped to value cultural and religious differences in other people. Children learn common values such as kindness and compassion when they observe these in people and then imitate them.

**Educational goals for young children in the area of moral and spiritual development include:**

- Developing a positive self-identity (feeling good about who they are).
- Beginning to enjoy cultural events with their families.
- Beginning to understand the difference between right and wrong.

**Teachers can help support children's moral and spiritual development and learn about right and wrong by:**

- Praising good behavior
- Being consistent with the way they are disciplined
- Talking to children about why something is wrong
- Including children in cultural and religious festivals
- Modelling behaviors like kindness and sharing
- Answering children's questions about spiritual matters respectfully

## Child Development Goals

Early childhood development is the key to a full and productive life for a child and to the progress of a nation. Early childhood is a critical stage of development that forms the foundation for children’s future well-being and learning. Research has shown that half of a person’s intelligence potential is developed by age four and that early childhood development intellectual capacity, personality, and social behavior. Integrated programs that target children in their early years are critical for their mental and psychosocial development. Failure to invest in ECD can result in development delay and disability as well as inhibit the optimal development and performance of children throughout their lives.

The chart below outlines what children should do at a particular age, and what caregivers and teachers can do to support age appropriate development.

Age	What children do at this age:	What they need along with appropriate, sensitive parenting:
1-2 years	<ul style="list-style-type: none"> <li>-Imitate adult actions</li> <li>-Speak and understand words and ideas</li> <li>-Experiment with objects</li> <li>-Walk steadily, climb stairs and run</li> <li>-Recognize ownership of objects</li> <li>-Develop friendships</li> <li>-Solve problems</li> <li>-Show pride in accomplishments</li> <li>-Begin pretend play</li> </ul>	Children at this age require support in acquiring: <ul style="list-style-type: none"> <li>-Motor, language and thinking skills</li> <li>-Developing independence</li> <li>-Learning self-control</li> <li>-Opportunities for play with other children</li> <li>-Healthcare (de-worming)</li> </ul>
2 to 3.5 years	<ul style="list-style-type: none"> <li>-Enjoy learning new skills</li> <li>-Learn language rapidly</li> <li>-Gain increased control of hands and fingers</li> <li>-Act more independently</li> </ul>	Children at this age require the opportunity to: <ul style="list-style-type: none"> <li>-Make choices</li> <li>-Engage in dramatic play</li> <li>-Have increasingly complex books read to them</li> <li>-Sing favourite songs</li> <li>-Solve simple puzzles</li> </ul>
3.5 to 5 years	<ul style="list-style-type: none"> <li>-Develop a longer attention span</li> <li>-Talk a lot, ask many questions</li> <li>-Test physical skills and courage with caution</li> <li>-Reveal feeling in dramatic play</li> <li>-Like to play with friends, do not like to lose, share and take turns sometimes.</li> </ul>	Children at this age require the opportunity to: <ul style="list-style-type: none"> <li>-Develop fine motor skills</li> <li>-Continue expanding language skills through talking, reading and singing</li> <li>-Learn cooperation by helping and sharing</li> <li>-Experiment with pre-writing and pre-reading skills</li> </ul>
5 to 8 years	<ul style="list-style-type: none"> <li>-Gain curiosity about people and how the world works</li> <li>-Show more interest in numbers, letters, reading and writing</li> <li>-Gain confidence and use words to express</li> </ul>	Children at this require the opportunity to: <ul style="list-style-type: none"> <li>-Develop numeracy and reading skills</li> <li>-Engage in problem solving</li> <li>-Practice teamwork</li> <li>-Develop a sense of personal competency</li> </ul>

	feelings -Play cooperatively -Develop interest in final products	-Practice questioning and observing -Acquire basic life skills -Attend basic education
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By the age of two years a child should be able to:

- Walk, climb and run
- Point to objects or pictures when they are named (e.g., nose, eyes)
- Say several words together (from about 15 months)
- Scribble if given a pencil or crayon
- Enjoy simple stories and songs
- Imitate the behaviour of others
- Begin to eat by herself or himself using utensils.
- Use two or three-word sentences
- Learn to defecate in an appropriate place (18 months)

By the age of three years a child should be able to:

- Walk, run, climb, kick and jump easily
- Make sentences of two or three words
- Say her or his own name and age
- Name colours
- Understand numbers
- Use make-believe objects in play
- Feed herself or himself
- Likes to play with other children

By the age of five years a child should be able to:

- Speak in sentences and use many different words
- Understand opposites (e.g., fat and thin, tall and short)
- Begins to understand time and weather conditions
- Dress without help
- Answer simple questions
- Count 5 to 10 objects

## Teaching Styles and Theories

This section outlines different strategies that teachers can use to engage learners as well as a short overview of different theories of child learning. Engaging students and ensuring the information they learn is understood requires the teacher to employ different strategies. Using various teaching styles will ensure all of the students in the class are catered towards and will provide learners with different ways of exploring and learning new information. Using the information below, teachers can adapt their lessons to incorporate a number of different teaching strategies. Children become bored easily so using different styles keeps learners engaged and interested.

Instruction must be developmentally responsive. E.g, we cannot ask a 4 year old child to come to the front of the class and write every week day on the chalk board whilst the rest of the class sit quietly and watch. The methods a teacher uses should be based on students' needs, the concepts to be taught and learned, and the classroom situation on-hand.

### Things to Remember

Lecture style doesn't work.

- Young children cannot sit still for very long- they need to be moving around and involved in the class
- They have short attention spans and a lot of energy
- Children learn best through play!

Teachers can make learning easier by:

- Examples
- Hands on activities/ teacher modelling
- Games
- Songs
- Group activities
- Practicing writing (on the floor, on the wall, in the air)

### Teaching Styles

**Class Discussions:** It is the nature of most children to like to talk and voice opinions. Most children want to be heard and have great things to contribute.

**Mini lecture:** valuable teaching strategy to introduce a lesson, describe a problem, and/or provide information in concise ways.

- Identify the main pts., use an advance organizer (attention-grabbing opener), use examples, and develop a summary of the content.
- Should NOT be the entire lesson. Students can only hold 3-5 pieces of information in their heads at a time, and need a re-direction/new activity every 10 minutes to continue concentration.

**Demonstration:** a way of showing students something that would be difficult to convey through words alone.

- Compliments auditory learning w/ visual stimulation

**Teacher Think-Aloud:** Incorporates teacher-modelling—shows students how they might go about solving problems, approaching a task, or processing new information.

- Demonstrates to students how to bring personal background and prior knowledge into reading or skills-learning

**Brainstorming:** goal is to produce as many responses to a question/idea/ prompt as possible.

- All contributions are allowed without judgement
- Teacher encourages students to ‘think outside the box’

**Role-Play:** when students act out or dramatize a situation or idea in a class setting

- Requires structure with a clear purpose and role descriptions
- Expectations and incentives should be translated to students
- This strategy helps students gain empathy for others, test solutions to dilemmas, and more deeply understand an event or situation

**Strategies to Enhance Vocab:** The more words students know, the higher their comprehension levels will be and the easier learning and conceptualizing will become

- Sharing vocabulary
- Word walls: writing new vocabulary on a chart or chalkboard so that students can constantly see the words, understand their spelling, and use them in daily conversation.
- Reinforcement E.g. having a word of the week that is referred back to and used in the classroom repeatedly to encourage retention.

### Important Theories/Theorists

Throughout history, many researchers have formed theories about child learning. These theories help us to better understand students and work towards helping them.

#### **Differentiated Instruction**

- Accept the students as they are, strengths and weaknesses included
- Use multiple teaching strategies to engage learners of all abilities, and adapt materials through accommodations and modifications if necessary

#### **Constructivist**

- Children are active learners
- Children relate new information to prior knowledge, learner is not a “blank slate”



**Interactive**

- Students use both prior knowledge and features in the text as they read
- Students use word-identification skills and comprehension strategies
- Teachers use interactive theory when they use guided reading and model strategies.

**Sociolinguistic**

- Thought and language are related
- Students use social interaction as a learning tool
- Teachers provide scaffolds for students
- Teachers read aloud to students, use shared reading, interactive writing, and encourage student collaboration.

**Reader Response**

- Readers create meaning as they listen to stories, and begin to read and write
- The goal is for students to become lifelong readers and writers
- Students respond to literature and oral stories by participating in grand small-group and whole-class conversations

**Critical Literacy**

- Children are empowered through literacy
- Readers think critically about stories and books
- Teachers should consider using multi-cultural books and stories incorporating social issues
- Teachers create an inclusive and welcoming classroom for all learners

**Brain-Based Learning**

- A way of understanding how the brain works and how teachers may incorporate this valuable information in the classroom to increase student learning
- Each brain is unique, the whole person is involved in learning, we learn best when content and skills are part of what we actually experience
- Learning must be CHALLENGING and INTERACTIVE FEEDBACK must be present

## Classroom Management and Discipline

It is important to maintain a productive and positive learning environment that promotes safety, respect, and the cultural and/or learning diversity that exists in a community of learners. By promoting clear goals and expectations and providing your students with curriculum that is relevant, teachers will translate high expectations for behavior and achievement. The six major components that are important in a learning environment to incorporate in the classroom are:

### Community and Relationship Building

A sense of community, in which each person in the classroom feels connected to the group characterizes a positive and productive learning environment. Feelings of belonging and membership are crucial for young children to experience, as well as feeling like an important and active part of the classroom. By teaching unconditionally and learning about our students' intelligences and interests, we can connect with our students and help them connect with each other. Group work, problem-solving activities, and "get-to-know-you" icebreakers is an excellent way for students to support each other's learning and builds self-esteem. A sense of community fosters respect in the classroom, as students see their fellow learners as teammates working together to achieve common learning goals.

### Providing Physical, Emotional, and Academic Security for Students

It is very important to remember that our students cannot learn if they do not feel safe. We must ensure the physical, emotional, and academic safety of our students. Teachers must understand the root cause of violent actions, how to prevent physical dangers from occurring, and security precautions and responses we must take in concern for students. The physical *and* emotional needs of our students must be addressed before we can do anything cognitively. Emotional safety is important as well, young children need to know that teachers care about them, and that when they express themselves emotionally, it will be accepted in a warm and consistent environment. Research has even linked a caring environment that promotes emotional safety to cognitive growth. It's also important to remember that teachers have a profound effect on students' self-esteem; an action or conversation, or classroom policy can dramatically influence a student's life and their sense of comfortability in your classroom. Finally, to ensure success for all students, academic safety is crucial for providing a positive and productive learning environment. Establish realistic expectations and goals for my students on an individual basis, recognize students' efforts, and celebrate even small achievements.

### Contact with parents

An effective school actively involves families in the education of their children. It is essential for teachers to maintain frequent contact with the parents or guardians of their students—making sure that the adults who are with them the most frequently are on the same page. Parents should hear from teachers not only in instances of behavioral or homework issues, but also when students deserve praise. Make yourself available to parents in many ways— sending notes home back-and forth, hosting office hours where they can stop in, and parent teacher conferences in or out of the classroom if they can't make the school-scheduled ones. Being as flexible as possible and accommodating parents is likely to increase parent involvement.

### Behavior and Practicing Proactive Discipline

It is important to set high expectations at the beginning of the year for behavior and to develop proactive measures of discipline in the classroom. A big part of addressing classroom problems is preventing them from happening in the first place by being 100% present in the classroom as a teacher

and providing good, engaging instruction that captivates students' attention, and lastly having routines and rules established so that students know what is expected of them.

Class meetings can be used to establish rules for behavior, giving them some agency over the process so that it hopefully leads to a meaningful and open discussion about why we have these rules, what situations they apply to, and what consequences would take place if the rules are broken. If possible, post rules and routines in the classroom so that teachers and students can easily refer back to them. When problems do inevitably occur, it is important for a teacher to stay calm and react appropriately; Teachers are a constant model for behavior for their students and that as children they are still learning self-regulation. It's also important to make sure that when discipline is necessary, it is completed in a manner that doesn't take away from learning.

Unobtrusive intervention can curb behavior like inattentiveness or distracting behavior in a subtle way that doesn't stop the momentum of class. Consequences occur when rules are broken; they should be consistent and relevant to the misbehavior and may vary by student and situation. It's also important to remember that when students misbehave and especially when disciplinary action is taken that the teacher documents these occurrences in a detailed way. It's important to recognize chronic misbehavior so that you can address it with parents and administrators to come up with a behavior plan to help the child. Always engage in positive reinforcement to praise good behavior.

### Meeting Diverse Needs, Interests, and Cultures in the Classroom

Another very important aspect of classroom management is meeting children's diverse needs, interests, and cultures in the classroom. No two children are the same, and this is to be celebrated in a learning environment. It is important to incorporate visual, auditory, kinesthetic, and tactile learning methods into lessons so that teachers can reach their students in a way they understand and help them learn in material multiple ways. It's also important to differentiate teaching for my students with learning disabilities, knowing when to modify lessons, materials, and assessments and make sure that they are as much a part of the classroom as anyone else and they contribute to group activities and class discussion. This also should also be considered regarding advanced learners. Ultimately, it is important to hold high expectation for all students, even if they are sometimes modified to better fit the needs of the child. It is also important to remember that we can all learn from each other and our differences. Teachers can facilitate this by being aware, promoting equal education opportunities, and celebrating differences.

## Special Needs Support

Learning disabilities impact the way children are able to process and understand information. Students may have behavioral, emotional and social development needs, cognition & learning needs, communication and interaction needs, and/or physical and sensory needs. They are neurological or physical disorders that might manifest themselves as difficulty listening, thinking, writing, speaking, spelling, doing mathematical equations, or independent movement. An idea teachers must understand is that students with special needs such as learning disabilities need to be taught differently or need some accommodations to enhance the learning environment. Accommodations are techniques and materials that help students with special needs learn or perform schoolwork more effectively.

### Higher Incidence Disabilities

Below is a list of common disabilities.

**SLD (Specific Learning Disability):** A disorder in one or more of basic psychological processes involved in understanding/using written or spoken language. This disability is not due to sensory disabilities, intellectual delay, an emotional and/or behavioral disorder, or environmental, cultural, and economic factors.

- Example: Dyslexia, Dyscalculia, Dyspraxia

**ED/EBD (Emotional Disorder/Emotional Behavioral Disorder):** Characterized by inability to learn that can't be explained, inability to build and maintain relationships, inappropriate types of behavior, a general mood of unhappiness, and the tendency to develop physical symptoms of personal and/or school problems. This category includes schizophrenia, but does not apply to children who are "socially maladjusted."

**ID (Intellectual Delay):** Students who possess significantly sub-average intellectual functioning. This includes deficits in 2 or more behavior and/or skill areas. ID is characterized by significant intellectual or cognitive impairments that can manifest in mobility, communication, perception or co-ordination difficulties. This appears in developmental ages (birth-18 years), and is most often caused by malnutrition or poor prenatal/postnatal care.

- Accommodations:
  - Materials: easy access to materials, send some home beforehand(if possible), use some materials for the whole class
  - Instruction: individualized objectives, clear and organized presentations, encourage independent thinking
  - Assessment: extended time, use individual testing, portfolio assessments, presenting information in multiple and accessible ways

**S&LD (Speech and Language Disorders):** This is a communication disorder that adversely affects educational performance, including:

- Speech: voice, articulation, fluency disorders
- Language: problems using or comprehending language (expressive or receptive)

**ADD/HD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder):** This is characterized by having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli that results to limited alertness to educational environment.

**ASD/AS (Autism Spectrum Disorder and Asperger’s Syndrome):** is the name for a range of similar conditions, including Asperger syndrome, that affect a person’s social interaction, communication interests and behavior.

**OHI (Other Health Impairment):** A disorder due to chronic or acute health problems, such as asthma, diabetes, and epilepsy.

**The most important thing to remember with any students with disabilities is that they are likely to possess a deficit in working and short-term memory.** This is crucial for teachers to understand, as accommodations and/or modifications that address this memory deficit will improve learning and retention for those students. Accommodations and modifications are in many ways up to a teacher’s discretion. Therefore, teachers must be attentive to student’s individual academic, social, and emotional needs as they develop to look for areas where certain students need extra support, especially as so many learning disabilities will go undiagnosed or written off as a student not wanting to learn.

### Methods to Assist Students with Special Needs in the Classroom:

- **Maintain an organized classroom and limit distractions.** For students with special needs, maintaining a healthy balance of structure and unstructured processes is important. Consider practices such as checklists and behavior charts to help students keep their belongings organized and their academic and behavioral progress up-to-date that can be sent home to parents daily or weekly. On the unstructured side of things, allow students with special needs to change their work while practicing skills and assign tasks that involve moving around the room. For students with special needs and learning disabilities, hearing instructions or following directions can be made difficult if there are too many distractions. Schedule breaks throughout the day and seat students with special needs in an area of the classroom that limits distractions.
- **Use tone of voice and songs.** When transitioning to an activity, use a short song to finish up one task and move to another. For example, sing the “clean up” while cleaning up before the next activity. Students with special needs might also respond well to varied voice inflection and tone, so use a mixture of loud, soft, and whisper sounds. Using proper pronunciation and sometimes slightly exaggerating proper speech will help a child model the same principles.
- **Break down instructions into smaller, manageable tasks.** Students with special needs often have difficulty understanding lengthy or several instructions at once. For children with learning disabilities, it is best to use simple, concrete sentences. You might have to break down a step into a few smaller steps to ensure your students with special needs understand what you are asking.
- **Use multi-sensory strategies.** As all children learn in different ways, it is important to make every lesson as multi-sensory as possible. Students with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues. Create opportunities for tactile experiences, such as letter-writing practice in sand. You might need to use physical cues, such as a light touch, when a student might get distracted or inattentive. Get creative with your lesson plans, and students with special needs will appreciate the opportunity to use their imaginations or try something new; use a balance of structure and familiar lessons with original content.
- **Give students with special needs opportunities for success.** Children with learning disabilities often feel like they do not succeed in certain areas, but structuring lessons that lead to successful results is a way to keep them motivated. Provide immediate reinforcement for accomplishments, be consistent with rules and discipline, correct errors and reward students

when they make these corrections themselves, explain behavioral expectations, and teach and demonstrate appropriate behaviors, too.

While these suggestions are ideal for classroom settings, parents of students with special needs can also implement these principles. Helping children with learning disabilities both in and out of the classroom is the best way to help your students with special needs achieve success.

## Parental Engagement

ECD depends on the capacity, support and opportunities for families and the caregivers of children to adequately care for and nurture children. Programming must, therefore, be grounded in the participation of families and communities.

### Parent Engagement in Learning

Parents can facilitate children's educational success by engaging in interactive activities with the child, emphasizing the importance of school and education, and conveying expectations and interest regarding children's academic achievement.

Parents should actively engage with their children to support their education. Parental involvement includes parents' involvement with their own children, involvement with parents of other children, and involvement with their children's school. A commonly accepted typology of parental involvement includes the following categories:

- parenting (caring for and nurturing the child);
- communicating (maintaining a flow of information between parent and school);
- volunteering (helping at the school);
- learning at home (supporting and supplementing the instruction of the school);
- decision-making (part of the school's decision-making structure); and
- collaboration with the community at large (representing the school in partnerships with other organizations).

Because a school may expect only limited access to and influence over most parents, it should carefully select the ways it expects parents to be involved. In general, parents' involvement in curriculum-of-the-home activities with their children is more beneficial to the children's school learning than involvement with activities at the school. Teachers can encourage parents to be involved in the following ways in their children's school education:

- Proactive communication between school and home life about development milestones, academic acquisition, behavior, and social relationships.
- Encouraging parents to discuss school work and activities in the home.
- Emphasizing the importance of speech in the home on young children's vocabulary acquisition.
- Having an open-door policy at the nursery, where parents can visit lessons, participate in learning, and have discussions with their children's teachers. (E.g. parent-teacher conferences, "parent days")
- Reading books aloud or telling stories to children in school and at home.
- Parents who are literate are more likely to have children who become literate and succeed in school. This guide recommends that parents do enroll in adult education literacy classes to further their education as doing so will in turn, support their children's education.

Parents may not see the benefits of engaging in their child's education, especially if they themselves have limited schooling. The benefits of this interaction should be communicated clearly and without making parents feel defensive or guilty.

- Parents, even if they are not educated or literate, can play an important role in enhancing the education of their children at home.

- Provide simple materials and activities to guide parents as they engage with their children. For example, teachers should provide parents guidance for simple activities to do with their children, like asking children about their school day, as well as supporting materials, like charts to mark a child's progress.

Children benefit from communication between their parents and their teachers that flows in both directions. Students do best when parents and teachers understand each other's expectations and stay in touch with one another regarding the child's learning habits, attitudes toward school, social interactions and academic progress. The school, through the leadership of its administration and the school's policies and programs, can create an atmosphere conducive to communication and provide convenient opportunities for communication. Design effective forms of school-to-home and home-to-school communications about school programs and children's progress. Sample Practices include:

- Conferences with every parent at least once a year, with follow-ups as needed.
- Parent/student pickup of report card, with conferences on improving grades.
- Regular schedule of useful notices, memos, and other communications.
- Clear information on all school policies, rules and programs.

Some challenges that may arise regarding school-to-home communication and precautions include:

- Review the readability, clarity, form, and frequency of all memos, notices, and other print and non-print communications.
- Review the quality of major communications (newsletters, report cards, conference schedules, and so on).
- Establish clear two-way channels for communications from home to school and from school to home.

### **Results for Students**

- Awareness of own progress and of actions needed to maintain or improve grades.
- Understanding of school policies on behavior, attendance, and other areas of student conduct.
- Informed decisions about courses and programs.

### **Results for Parents**

- Understanding school programs and policies.
- Monitoring and awareness of child's progress.
- Responding effectively to students' problems.
- Interactions with teachers and ease of communication with school and teachers.

### **Results for Teachers**

- Increased diversity and use of communications with families and awareness of own ability to communicate clearly
- Appreciation for and use of parent network for communications.
- Increased ability to elicit and understand family views on children's programs and progress.



## Sample Report Form

Name of Student: \_\_\_\_\_ School: \_\_\_\_\_

Term: \_\_\_\_\_ Date: \_\_\_\_\_

<b>1. PHYSICAL</b>	Can do well	Makes an attempt	Cannot do
Walking & Running – walk on a straight line			
Kicking			
Jumping			
Hops & skips on two feet & one foot			
Throws ball underhand & catches large balls			
Dancing			
Standing on one foot for a longer period of time			
Walks on tip toes			
Picks things up & puts things down in pattern			
Holding water in a cup without spilling			

<b>2. MENTAL/COGNITIVE</b>	Can Do Well	Makes an Attempt	Cannot Do
Match Identical colours & shapes & name them			
Recognize & name colours			
Classifying objects into categories			
Understands numbers 1 to 10			
Understands numbers above 10			
Understands the concept of zero			
Understands odd & even numbers			
Identify direction of sounds & understand same & different sounds			
Discriminate between high & low pitch, & high & low volume			
Knows how to zip			

Knows how to button			
Knows how to tie a bow (shoe laces)			
Can do puzzles easily			
Says name & age with confidence			
Holds pencil correctly			
Traces shapes			
Can sort by size/shape/colour			
Can do sequencing			
Names & recognizes geometric shapes			
Understands times of the day – morning, afternoon, etc			
Understands weather – rain, sun, wind			
Names & recognizes different animals			
Names & recognizes continents			

	Can do well	Makes an attempt	Cannot do
<b>3. SOCIAL/EMOTIONAL</b>			
Enjoys introducing themselves & others			
Shows affection for sibling/ friends			
Cooperation with others in play			
Demonstrates love for others			
Can express themselves clearly			
Can respond appropriately to instruction			
Can communicate appropriately with teachers			
Has respect for the environment			

	Can do well	Makes an attempt	Cannot do
<b>4. MORAL/SPIRITUAL</b>			
Inquisitive – attracted to creation & spiritual stories			

Imitates values of respect & politeness			
Develops good relationship with peers & adults			
Takes responsibility for their actions			
Participate as a follower & a leader & assume responsibilities			
Expresses feelings appropriately without getting distressed or upsetting others around them			
Listen to spiritual songs & short stories			

<b>5. LANGUAGE</b>	Can do well	Makes attempt	Cannot do
Listens attentively			
Recognizes the sounds of letters			
Opposites & spelling			
Recognizes words beginning with the same letter			
Tells stories			
Enjoys looking at books & pictures			
Can match objects & words			
Can match pictures & words			
Recognizes singular & plural			
Identifying letters of the alphabet			
Identifying vowels & vocabulary			

Teachers comment: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Community Engagement

Community partnerships are essential to improving the physical environment, enabling program delivery through collective action and expanding the base for social negotiations. Working with communities is one way of promoting necessary values, strengthening already existing formal and informal networks or cooperation, and utilizing existing human, physical and monetary resources.

Inviting members of the community to volunteer at the nursery school, in the form of being a committee member or a care giver, encourages active involvement of the community and parents. This is crucial for any program which advocates for the rights of children. This form of engagement means that the community are actively supporting improvements and social change necessary for the development of stronger educational efforts in villages.

## Committees

A committee for the nursery school can be made up of a mixture of parents and members of the community who do not have children attending the nursery school. Similar to a parent teacher association at a primary or secondary school, a committee exists to support the interests of the nursery the represent. The committee works collaboratively with the school staff, often allocating positions such as chair, secretary, treasurer and general members of the group. This structure and support system adds value to the nursery school whilst also highlighting the perceived needs. This can be achieved in many different ways, depending on the scope of the nursery school. Social activities, fundraising activities, providing assistance during classroom times, running a feeding program, helping on school outings and events and liaising with other organizations, chiefs and the community as a whole. Some examples of roles for the nursery school committee:

- Making sure teachers and caregivers are always on time
- Collection of porridge for feeding programs
- Monthly reports
- Identification of problems to be solved at nursery level
- Identification of nursery resources needed
- Stock taking on nursery resources available and needed
- Volunteering: recruitment and training of parents and others as volunteers and as audiences for various programs and student activities
- Decision-making: calls for families being involved in developing a school vision and mission statements, in designing, reviewing, and improving school policies
- Collaboration with community: coordinate the work and resources of community businesses, civic, and religious organisations, other groups, and individuals in the community to strengthen school programs, family practices, and student learning/development
  - An Action Team for Partnerships=essential structure for every school
    - Organize family and community programs
    - Action plan
    - Teachers, administrators, parents, and community partners

## Community and Business Partners

Community and business partners can act as connections between schools and individuals, organizations and businesses. This is valuable to strengthen the practices of the nursery school, and in doing so involves the community with the vision and mission of the school. Skills and resources can be gained through strong partnerships and committee members can be responsible for maintaining these partnerships. These partnerships can expand, deepen and extend learning opportunities.

Schools, families and communities are major institutions that socialize and education children. Partnerships of this nature can link education to broader community development goals by partners working collaboratively to address interrelated concerns about education, health, and safety. Nursery schools that have partnerships with nurseries can have a positive effect on grades, attendance and exposure to the community and other organizations or funding opportunities. For example, a nursery connected with a local health center or pharmacy could enhance student's immunization rates.

Partners could provide schools with equipment, materials and technical assistance. Some factors which may support a schools ability to develop partnerships are:

- A high commitment to learning
- Principle support for community involvement
- Welcoming school climate
- 2-way communication

Thus, teachers, committee members and parents are all important factors in the successful running of ECCD programs. By involving community and business partners, the vision and mission of a nursery school can be strengthened, ultimately providing a higher level of care and support to young children.

## Feeding Programs

Access to healthcare and access to food are basic human rights. However, hunger is a very real problem for many children in Malawi. There is a high prevalence of under-nutrition and micronutrient deficiencies and the stunting rate for children under 5 in Malawi is 42% (World Food Program), a figure that has not improved for many years. After, nursery schools have a high dropout rate for a number of reasons, however for those who do attend school, many go on empty stomachs. This not only affects a child's health, but also their concentration levels and performance in class, and contributes to the number of children dropping out of school.

Inadequate nutrition before birth and in the first years of life can interfere with brain development and can lead to neurological and behavioral disorders as well as learning disabilities later on in life. There is considerable evidence illustrating that infants exposed to good nutrition and adequate psychosocial stimulation have increased brain function than those raised with a lack of nutrition.

Nutrition in the early years of life can have a profound effect on children's health status as well as their ability to learn, think analytically and socialize with others, and their capacity to adapt and change. Good nutrition is also critical in avoiding and surviving childhood diseases. In situations of inadequate nutrition, the body spontaneously ranks survival first and growth second and cognitive and brain development last. Studies show that feeding programs create better cognitive ability, greater muscle growth, greater attendance rate and a lower dropout rate.

The school-feeding program provides porridge to students, and for some this may be their only meal in a day. Porridge (either maize with sugar and oil, or a fortified porridge called Likuni Phala) can be offered to students either before, during or after the classroom sessions, dependent on the structure of the day. After undertaking research into the recommended daily allowances for children from various organizations offering feeding programs in Malawi, D2D conclude that the recommended quantity per child (in grams) should be as follows:

	<b>Maize</b>	<b>Sugar</b>	<b>Salt</b>
<b>Recommended QTY per child (grams)</b>	45	7.5	1.5

	<b>Likuni Phala</b>
<b>Recommended QTY per child (grams)</b>	50

In the case that a nursery school has the funds to supply students with a fortified porridge (Likuni Phala), although this is a more expensive option, it ensures the children are gaining nutritional benefits from the feeding programs, as opposed to just a full stomach. Using a product that has added nutritional

value helps to fight stunting, malnutrition and micronutrient deficiencies and ensures a focus on the long-term issues as opposed to just the immediate need.

The way a feeding program is structured should be tailored to each organization, taking into consideration the available resources, funding and scope of the project. Some guidelines and ideas for running a successful feeding program as experienced by D2D are as follows:

- Engage community members to act as care givers, with clear roles and responsibilities (collection of porridge, submitting daily numbers of students, cooking and distributing porridge etc).
- Use a tracking spreadsheet to record numbers of students and to calculate the amount of porridge that should be distributed, based on the recommended allowances provided above.
- Add an extra 10% to the final distribution amount in the case of any discrepancies.
- Create a community garden where members contribute their time to cultivate maize which can be used for the feeding program.
- Enroll a feeding program committee, made up of community members, care givers, parents and relevant members of the community (local chiefs etc) in order to ensure there is a community involvement in this project, thus ensuring ownership and agency over the project.



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# Nursery School Curriculum

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A Comprehensive Guide to Establishing Early Childhood Development Programs in  
Underserved Populations





## Foreword

When children play, their brains work hard. Playing is how children learn. Play comes naturally to children. They play during daily routines. They play during learning experiences you provide. Think about the two-year-old who imitates the way you make ridges in the field. Or the three-or-four year old who scribbles with chalk on the floor and announces proudly, “I wrote my name.” Sometimes, to the untrained eye, it may look like not much is happening. Filling and dumping sand from a container may seem boring or like nothing is going on. Playing blocks seems like just stacking them and knocking them down.

But play is filled with opportunities for children to learn and develop new skills. When children play, they use all their senses – hearing, seeing, tasting, touching, smelling and moving – to gather information about their world. Later they will gather information through language. They organize and reorganize this information into their first pictures of themselves, others, and their world.

This curriculum is designed to incorporate play into the daily learning of the children enrolled at the school. Session plans grounded in the 7 domains of childhood development use play activities to provide developmentally appropriate learning experiences for the child.



## Term 1

### Week 1

**Teacher notes for week 1:** *Since this is the first week, students will be very unfamiliar with what is going on. All of the procedures and songs will have to be explained several times, and possibly repeated so that students will understand.*

#### Week 1, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and to listen attentively to stories, tell stories that they have heard, make up stories.

**Number of the Week: 1****Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg.4)

Assembly (pg.4)

Gathering song

*Little Brother (pg.13)*

Daily introduction/number of the week (pg.4)

Activity: Language- Listening/speaking-sharing circle (pg. 5)

Break

*Hyenas and goats (pg.7)*

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Register (pg.5)

Return to class/focusing song

*Do as I Do (pg.14)*

Activity: Social/Emotional- making up stories and taking turns

-Talk about the importance of talking turns and not talking when someone else is talking- we are going to do a fun activity, but for it to work everyone has to take turns and listen to the person who is talking

-Explain that we are going to be making up our own story about monkeys

-Start the story by saying "Ten little monkeys were going out to play. Then one left to go for a swim, so there were nine." Ask the students to come up with what happens to the other monkeys, as they leave one by one, until there are none left. (For example, "Nine little monkeys were going out to play. One went to eat lunch, so then there were eight. Eight little monkeys were going out to play...")

-As the number of monkeys counts down, call on a student for each new number to come write it on the

board.

-Continue the story until there are no monkeys left. If time permits, count back up to 10 with the students, by making up a story about how the monkeys come back (For example, "No little monkeys, going out to play. One danced over and then there was one. One little monkey going out to play. One hopped over, and then there were two...")

Number of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 1, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories, know how to brush their teeth, know the importance of brushing their teeth.

### **Number of the Week: 1**

### **Materials Needed:**

- book
- Colgate
- Sticks
- toothbrush for teacher to use

### **Activities with step by step instruction:**

Sign-in (pg.4)

Assembly (pg.4)

Gathering song

*Head, Shoulders, Knees, and Toes (pg.15)*

Daily introduction/number of the week (pg.4)

Activity: Literacy/Reading- book read (pg.6)

If possible, read a book about taking care of our bodies.

Break

Races (pg. 7)

Register (pg.5)

Return to class/focusing song

*I'm a Little Tea Pot (pg. 15)*

Activity: Self Help- brushing teeth

-Ask students to raise their hands if they brush their teeth at home.

-Ask students to raise their hands if they brush their teeth every day.

-Have students raise their hands if they know why we should brush our teeth. Call on a student to explain to the class why we should- if no student knows, explain it to the class (We brush our teeth to keep our teeth and bodies healthy, to make sure our teeth don't fall out, and to make our breath smell better)

-Ask students to raise their hands if they know what we use to brush our teeth. Call on students to answer-they should say a toothbrush and toothpaste/Colgate.

-Take out Colgate and show it to the students.

-Demonstrate how to brush your teeth by showing how much Colgate to put on a toothbrush and how to brush all of the teeth, on the front back and sides, and the tongue.

-Explain to the students that we are going to practice blowing brushing our teeth outside with sticks.

Take the students outside and have each student find a stick about the size of a toothbrush.

-Have the student play *Freeze Tag* (pg. ). Call students out of the game one by one or two by two to practice brushing their teeth. Show the students how much Colgate needs to go on their toothbrush (stick) and have them mime brushing their teeth and tongue. Once students practice brushing their teeth, send them back to the game until all the students have practiced, then end the game and bring the students back inside.

Number of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 1, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and to recognize that each one of them is special because God created them.

### Number of the Week: 1

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Twinkle, Twinkle Little Star* (pg. 15)

Daily introduction/number of the week (pg.5)

Activity: mathematics- ordering numbers (pg.6)

Break

Red Rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. )

Activity: Spiritual/Moral- God Loves Me

-Ask the students: "How many of you have a brother or sister?" "Did you know them before they were born?"

-Call on the students to answer these questions individually.

-Tell the students: "God knew you before you were born, and He knows you now!"

-Sing *Jesus Loves Me* with the students

*Jesus Loves Me* Lyrics

Jesus loves me! This I know,

For the Bible tells me so;

Little ones to Him belong,

They are weak but He is strong.

Yes, Jesus loves me!

Yes, Jesus loves me!

Yes, Jesus loves me!

The Bible tells me so.

-Ask the students: "Who loves their mommy?" "Does she have to do something else before you can love her?"

-Tell the students: "God loves us already and has proven it by sending Jesus to tell us how much He loves us! John 3:16 says 'For God so loved the world that he gave his one and only Son...'

Hebrews 13:8 says 'Jesus Christ is the same yesterday and today and forever.' Since God doesn't change and God is love, His love can't change either. You and I may change, like you grow bigger and we grow older, but God doesn't change. God loves you know and He will never stop loving you. He only wants what is best for you."

-With chalk draw three circles on the floor that are one "hop" away from each other. The circles represent the 3 words in our memory verse- "God is love". Explain this to the students. Take turns and let each child say the words of the verse "God" "is" "love" as they hop from one circle to the next. The other children listen to the words in the verse as they wait, that way they will be ready when it is their turn!

-Say this prayer with the students, having them say "amen" at the end

Dear God,  
Thank you that you love me.  
Thank you for knowing me.  
Thank you for never changing.  
I love you back.  
Amen.

Number of the week review (pg.5)

Break and phala

Farewell song (pg.14)



## Week 1, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories, care for plants.

### Number of the Week: 1

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Wheels on the Bus* (pg.16)

Daily introduction/number of the week (pg.4)

Activity: Literacy/Reading- book read (pg.6)

If possible, a book about plants, seeds, flowers, or fruits.

Break

Follow the leader (pg.8)

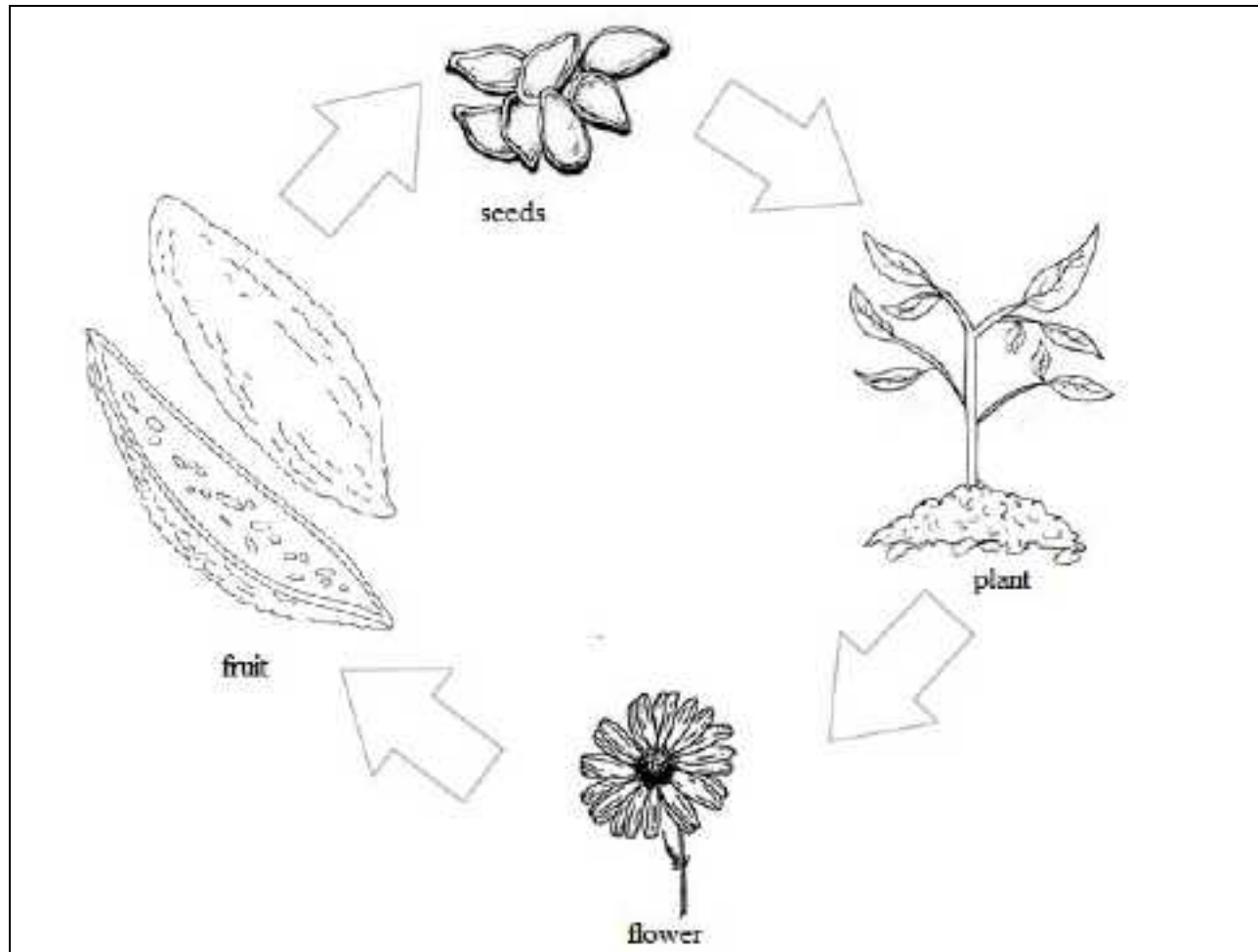
Register (pg.5)

Return to class/focusing song

*The Itsy Bitsy Spider* (pg. 17)

Activity: Environment- How Plants Grow

- Ask the students to raise their hands if any of them have ever helped to plant seeds to grow plants or crops
- Call on a few students to share aloud with the class what they helped plant and who they helped
- Ask the students if any of them help take care of plants or help to pick/harvest crops
- Call on a few to share with the class about what kinds of plants they help take care of or harvest
- Draw a diagram similar to this one on the board



-Explain that all plants go through this cycle in their life. They are first seeds, then they grow into plants, then they have flowers, and then fruit grows, and the fruit has seeds in it. Explain that it is called a cycle, because it goes over and over in a circle, not stopping. When the fruit falls off the tree, the seeds start to grow in the ground.

-Go over the cycle diagram on the board, pointing to each section, seed, plant, flower, and fruit. Explain again that it starts over after fruit and goes back to seed, because the fruit has the seeds in it that will grow into plants.

-Call a student up to point to the seed. Call one up to point to the plant. Call one up to point to the flower. Call one up to point to the fruit.

-Act out the plant cycle for the students, scrunching your body up on the ground and saying "I am a seed!" then slowly stand up, raising your arms in the air saying "Now I grew into a plant!" After this, spread your fingers out and say "These are my flowers" close your hands into fists saying "Now the flowers grew fruits." Then, return to sitting in a ball on the ground and say you are a seed again. Repeat this a few times for the children.

-Explain that we are all going to be plants, going through the plant cycle. Have the students go through the motions of acting out being a seed, plant, flower, and fruit, then back to a seed again. Have them go through the cycle several times.

-Explain that we are going to go outside to look for the different parts of the seed cycle: seeds, plants, flowers, and fruits.

-Take the students outside. Tell them they can work in groups or with a partner. Ask them to find a seed. Have them hold it in the air if they find it, then put it back. Next, ask them to point to a plant they see. Then, have them try to find a flower. Lastly, see if the students are able to find any fruits.

-Act out the plant cycle again with the students to get their attention, then take them back inside.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg.14)

## Week 1, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and blow their noses.

### Number of the Week: 1

### Materials Needed:

-leaves that are safe to touch

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge Is Falling Down (pg.17)*

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dance (pg. 6)

Break

Partner catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Rainbow Song (pg. 17 )*

Activity: Health Education- blowing noses

-Ask students if they know what it means to blow your nose

-Call on a student to explain to the class what it means- if no student knows, explain it to the class

-Ask students to raise their hands if they know why we blow our noses. Call on one to explain why. If none know, explain that we blow our noses so that we can breathe better when we are sick and so that mucous doesn't drip out of our noses onto our faces. It helps us feel better and helps keep others from getting sick.

-Demonstrate to the students how to blow your nose

-Ask the students to raise their hands if they know what can be used to blow their noses. Call on some of the students to share their ideas with the class. If no ideas are correct or offered, tell the students that they can use big leaves, old pieces of paper, a shirt or chitenje clothing that is going to be washed soon.

-Explain to the students that we are going to practice blowing our noses outside with leaves. Take the students outside and have each student find a leaf big enough to blow their nose into.

-Have the student play *Red Light Green Light (pg.10)*. Call students out of the game one by one or two by two to practice blowing their nose, so that you can see who is doing it improperly and correct them.

Once students practice blowing their nose, send them back to the game until all the students have practiced, then end the game and bring the students back inside.

Number of the week review (pg.5)

Break and phala

Farewell song (pg. 14)

## Week 2

### Week 2, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and match/classify objects

**Number of the Week: 2****Materials Needed:**

- stick or blade of grass
- green leaf
- rock
- dead leaf/plant
- leaf/rock/piece of wood with hole in it
- piece of metal (bottle cap, etc.)

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*If You're Happy and You Know It (pg. 15)*

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Duck, Duck, Goose (pg. 8)*

Register (pg. 5)

Return to class/focusing song

*Little Brother (pg.13)*

Activity: cognitive-matching

-Explain that today we are going to play a game where we go on a hunt for things that match. The teacher will hold up an item and describe it, then the students will have to go outside and find something similar. Use a green leaf as an example. Hold up the leaf, and tell the students they need to go outside and find something that is also green. Tell them they can work with a partner. Have the students go outside to find something green, and once they find it, come back and gather near the building. As the students start to come back, have them say what they got and ask them why they got it. If it is not green, tell them to put it back. Have several students explain what they got and why, until most of the students are back. Have the students all put their green object back or down outside. Hold up a stick or a straight blade of grass, and tell the students they are now looking for something that is a

straight line. Continue this game as you did with the green objects. Continue the game using a rock (have the students find something hard), a dead leaf/plant (have the students find something brown), a leaf/rock/piece of wood with a hole in it (have the students find something with a hole in it), a rock again (have them find something gray or white- depending on the color of the rock), and a bottle cap (have them find something shiny/metal). More objects and matching items can be used if they are available!

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 2, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories, care for materials used inside and outside the classroom, work together in teams with peers.

### Number of the Week: 2

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Twinkle, Twinkle Little Star* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about friendship or teamwork.

Break

Races (pg. 7)

Register (pg. 5)

Return to class/focusing song

*The Itsy Bitsy Spider* (pg. 17)

Activity-self-help- taking care of supplies

-Explain to the students that today we are going to all work together to help take care of our classroom.  
-Have the students create groups of 5. Remind them that 5 is as many fingers as we have. Have them create circles of 5 students each. Go around counting each group, moving students as necessary so that each circle has 5.

-Explain that each group will have a "job of the day" that is all their own and that they get to work together to do. All of the jobs will help us make our school and classroom a good place to learn!

-Assign each group a chore around the classroom (ie. Sweeping the floor, erasing the boards, getting rid of spider webs, putting chalk together in one place, etc.)

-Have each group do their "job of the day," teaching the students how to do it and helping the students if necessary

Number of the week review (pg. 5)

Break and phala



Farewell song (pg. 14)

## Week 2, Day 3

### **Learning Objectives:**

Students will be able to order numbers 1-20 and recognize that each one of them is special because God created them.

### **Number of the Week: 2**

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Row, Row, Row Your Boat* (pg. 18)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Follow the leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Baby Shark Song* (pg. 18)

Activity: spiritual/moral- the lord is my shepherd

- Ask the students "How many of you were here last week when we talked about how much God loves us? Do you remember what we learned?"

-Call on students to answer, reminding them that we learned that God loves us and God is love. Remind the students that God knows how many hairs are on our heads and God knew us before we were born!

-Ask the students, "Do you know anyone who takes care of goats?" Call on about 5 students to answer and share who they know who is a sheperd.

-Tell the students "Jesus told a story about a shepherd who was taking care of 100 sheep! One wandered off and got lost! The shepherd left the other 99 to go and find the lost one. When he found it he was happy and rejoiced! Jesus said that God cares about us that way! That means that God will look after each of us individually, because he loves us so much."

-Explain to the students, "Our memory verse says that 'The Lord is my shepherd.' God knows us, and loves us, and is taking care of each of us!"

-Explain that we are going to play a game where we pretend to be Jesus the good shepherd. Have the children start by going outside and sitting in a circle. Have someone volunteer to be the Shepherd who will "search" for the lost sheep. Then have the other children go and hide while Shepherd hides his/her eyes and counts to 10 (or higher). The sheep should occasionally make some "baa" sounds like sheep.

The Shepherd goes to find the sheep and brings them safely back to the circle (or “pen”). The last sheep found becomes the new Shepherd.

-Continue this game for approximately 20 minutes, then draw the children back together, and have them come back inside. Once inside, say this prayer with the students, having them repeat it back:  
Dear God, Thank you that you care about each of us! Thank you that we are important to you! Thank you for loving us! We love you back! Amen.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 2, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and explain what plants need to grow.

### Number of the Week: 2

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*I'm a Little Tea Pot* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about a seed or plant.

Break

*Goats and Hyenas* (pg. 7)

Register (pg. 5)

Return to class/focusing song

*London Bridge Is Falling Down* (pg. 17)

Activity-environment- what plants need to grow

-Ask students who was at school last week when we talked about the plant cycle and how a plant grows. Have them raise their hands.

-Ask if any of these students remember the plant cycle, and could demonstrate it by acting it out for the class, pretending to be a seed, then a plant, then a flower, then a fruit.

-Practice this together as a whole class, going through the cycle several times orally, then acting it out together.

-Explain that now that we know how plants grow, we are going to learn about what they need to grow. Ask students what they think plants need to grow, making a list on the board of their responses.

-After this, circle any responses in the list that are correct (ie. Soil, water/rain, sunlight, fertilizer/manure)

-Explain that we are going to act out all of the things that plants need, which are sun, water, and soil. First, we are going to stand up tall, raising our hands above our heads and moving them outward like a sun. Next, we are going to use our fingers to pretend that they are rain, so we will move them down from the top of our heads all the way to the floor, like rain falling. After this, we are going to lie flat on the ground on our bellies and pretend to be dirt.

-Demonstrate this for the students, then practice it all together 4 or 5 times.

-Explain that the class is going to pretend to be sun, rain, and soil while the teacher pretends to be a plant growing. As the students pretend to be sun, rain, and soil, stand in the front of the class and act out the plant cycle, growing from a seed to a fruit.

-Have all of the students sit down, and call on three students to each name one thing a plant needs to grow. Write these on the board.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 2, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and wash their hands.

### Number of the Week: 2

### Materials Needed:

-soap and clean water (if available)

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Wheels on the Bus* (pg. 16)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Jump roping games (pg. 8) and tug of war (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Do As I Do* (pg. 14)

Activity-health education- hand washing

-Ask the children to raise their hands if they have washed their hands today.

-Explain that today we will be talking about when we wash our hands, why we wash them, and how to wash them

-Ask the children if they know why we wash our hands. Call on students to answer, writing their answers on the board for them as they speak if they are correct (correct answers: to wash off dirt, to keep from getting sick, to stay clean, to keep others healthy). If students have trouble thinking of answers or miss a few, tell them and write them on the board.

-Ask the class what we need to wash our hands. Call on students to answer. Write correct answers on the board (clean water, soap).

-Explain that now that we know why we wash our hands and what we need, we are going to practice how. Demonstrate in front of the class, by rubbing your hands together as if there is soap between them, making sure to cover all of your hands. Explain that we rub soap on our hands, then scrub them together until there is no dirt left on them. After this, we wash our hands in clean water until all of the soap and dirt is gone and our hands are clean.

-Tell the students that we are going to practice together. Have them all stand up and do the steps of handwashing, pretending they have soap and water. Talk the students through each step, explaining once again that we start with soap, scrubbing our hands until they are clean, and then rinse all of the

soap and dirt off in the water. If our hands are still dirty after we do this, we should start all over and wash them again! Pretend/practice hand washing a few more times.

-If soap and water is available, have the students go practice outside with soap and water. If a lake or stream is nearby, this can be used to wash hands in, even if there is no soap, as long as students rub their hands together and practice using the pretend soap.

-Take students back inside. Ask if any of the students know when we should wash our hands. Call on students to answer, writing correct answers on the board (correct answers: after using the toilet or changing a baby, before we eat, after doing chores or taking care of animals)

-Review with the students why we wash our hands, what we need to do so, and when we should wash hands.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 3

### Week 3, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and talk about the weather of the day.

**Number of the Week: 3****Materials Needed:****Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity- Language- Listening/speaking-sharing circle (pg. 5)

Break

Partner catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Row, Row, Row Your Boat* (pg. 18)

Activity: environment- weather

-Ask the students what kinds of weather they know about. Call on students, making a list on the board of their answers.

-Ask students if they know what happens during a thunderstorm. Call on a few students to answer.

-Explain to the students that today we are going to act out a thunderstorm. Demonstrate the following several times for the students:

-Say "Oh Look! It's getting cloudy!" Put hands up in the air and sway like clouds.

-Say "What's that? Was it a drip of rain?" Squat down, pause, then stand up and pause. Repeat.

-Say "Oh, now it's very misty!" Rub hands together to make a misting noise as you spin around in a circle.

-Say "Oh No! It's pouring out!" Slap your hands against your legs as you move around to make rain noise!

-Say "Is that thunder I hear?" Stomp around in the circle

- Say "The storm is leaving...." Do the above actions in reverse (stomp around in a circle, slap your hands against your legs, rub hands together, squat down, pause, then stand up and pause. Repeat., put hands up in the air and sway like clouds).



- Say "Phew, it's nice out again! Now we can play outside!" Jump up and down.
- Invite them to stand up and go through the sequence again as a whole class. Repeat it two or three times.
- Ask the students if they know how we can tell what the weather is like outside or what it will be like soon. Call on students to answer. If necessary, explain that we look at the sky/the clouds.
- Tell the students that we are going to go outside now to look at the sky/clouds. Take the class outside.
- While outside, talk about the shapes of the clouds. Ask the students to pay attention to how they move. Ask the students which way they are moving. Ask the class "What happens when the clouds cover the sun?" Call on students to answer. Ask the students to pay attention to what colors of clouds there are.
- Bring the students back inside, having them draw on the floor what they saw in the sky.
- Ask the students what they saw, and what they think this means the weather will be like today. Call on 5 or 6 students to answer, more if time permits.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 3, Day 2

**Learning Objectives:**

Students will be able to listen attentively to stories and practice road safety.

**Number of the Week:** 3

**Materials Needed:**

- book
- large rock

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge Is Falling Down* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about safety or cars or vehicles.

Break

*Goats and Hyenas* (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Activity-self-help- crossing the road safely

- Hold up a large rock and ask what would happen if this was dropped on a foot. Ask the students "Would it hurt a lot?" Call on a student to answer. Ask the students "Would a much bigger metal object like a car hurt even more if it hit somebody?" Call on a student to answer. Explain to the students that moving cars, trucks and other vehicles can be dangerous.

-Ask the students if anybody knows what a "vehicle" is. Call on students to answer until someone gets the right answer; if no one does, explain the meaning. (a vehicle is something that moves people on land). Ask the students what sort of vehicles they can name. Have students raise their hands. Call on them to come to the road and draw the vehicle they have named on the board. Write the name of the vehicle below each students' drawing. Continue calling on students until they are out of ideas. If they have missed any common vehicles, write/draw them on the board.

-Explain to the students that today we are going to be talking about how to cross the road safely, so that we are not injured by the vehicles on the road. Ask the students if they know of any ways to keep safe when crossing the road. Call on students to answer, writing any correct answers on the board.

-Tell the students that we are going to learn three steps to crossing safely: Stop, Look, and Listen. Write "stop" on the board. Read it aloud to the students. Have them repeat it back several times. Explain to

the students that before we cross the road, we have to stop. Ask the students why they think we should do this. Call on some to answer. Explain that we must stop to make sure it is safe to cross the road. We cannot just run into the road or walk across without stopping, because we might get hurt by a vehicle moving in the road.

-Write the word "Look" on the board. Have the students repeat it back several times. Explain that once we have stopped at the road we want to cross, we need to look both ways. We need to look to our left, and to our right, and then back to our left. Have the students practice this as a group by turning to the left, then the right, then the left. Practice this several more times with the students. Explain that we need to look both ways to see if there is traffic coming towards us. We need to make sure we look for cars because sometimes the drivers may not see us.

-Write the word "Listen" on the board. Have the students repeat it back several times. Explain to the students that after we have stopped before the road and looked both ways, we need to listen. Sometimes, vehicles are coming very fast and we might not be able to see them, but we can hear them coming. There are also some times that we might not be able to see vehicles coming, like at night, on a hill, around a curve, or during a storm. During these times, it is especially important to listen.

- Explain that we should not run towards cars, even if we are excited about who is in them. The driver may not see us coming, so we need to make sure we stay out of the way to keep ourselves safe! Explain that we should hold hands with our friends or siblings when we cross or are near the road. Ask students why they think we should do this. Call on several to answer. Explain to students that we should hold hands because we can help our younger siblings/friends to listen, look and cross safely, and our older friends/siblings can help us stop, look, and listen to cross safely.

-Ask the students if anyone remembers all three steps to crossing the road safely. Call on one student to list each step.

-Review the steps with the class, having them repeat "stop, look, and listen" several times as a class.

-Explain to the students that we are going to go outside on the road to practice. Use a quiet road, so the students can practice safely. As a class, practice stopping, looking left, right, and left, and listening for vehicles before walking across the road in a straight line. Remind the students that we have to walk straight across the road, because if we go diagonally we are in the road for longer. Remind them we shouldn't run, because we can fall, but we should walk quickly. Have the students practice in pairs.

-Walk back to the classroom, making sure to stop, look, and listen on every road that is come upon.

-Teach the song *Stop, Look and Listen* (pg, 20).

### **Stop, Look and Listen**

Stop, Look and listen,

Before you cross the street.

First use your eyes and ears

Then use your feet!

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## **Week 3, Day 3**

### **Learning Objectives:**

Students will be able to order the numbers 1-20 and explain that God loves and blesses them.

**Number of the Week: 3**

**Materials Needed:**

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen (pg. 20)*

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Follow the Leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*The Wheels on the Bus (pg. 16)*

Activity: spiritual/moral- God/Jesus loves the children

-Explain to the children that a long time ago, when Jesus was here on the earth, crowds of people would follow Him around to hear Him preach, to be healed of their illnesses, and to talk to Him. Some of the people brought their children to Jesus so that He could touch them and bless them. (*Demonstrate, by placing your hand on a child's head and saying "God bless you."*)

-Explain to the children that the people in Jesus' time thought this was very important. But the disciples tried to stop them from doing this. Perhaps they thought Jesus was too busy, or too important, to do this kind of thing for little children.

-Tell the students, "Sometimes adults make the mistake of not wanting to take time for little children. Have you ever noticed that?"

-Explain to the students that when Jesus saw what the disciples were doing, He was indignant. Ask, "What does "indignant" mean? It means he was upset!" Jesus knew it was wrong and He didn't like it!

-Explain that Jesus said to His disciples: "Let the little children come to me..."

-Say "Let's say that together: *"Let the little children come to me."*" (Repeat once or twice together as a class.)

Explain that Jesus said: *"Let the little children come to me, and do not hinder them..."*

-Ask, *What does "hinder" mean? It means to stop or to keep from doing something. Jesus said something like, "Hey! Don't do that! Don't stop them from coming to me!"*

-Explain that Jesus wanted to allow the children and their parents to come to Him. Jesus wasn't too busy, or too important, to take time for them. In fact, they were important to Jesus!

-Explain to the students that Jesus still isn't too busy for the children! They are all very important to him, and he will always make time to take care of them and listen to their prayers.

-Say something like: "In the story, Jesus blessed the children who were brought to Him. God gives us MANY blessings each day! If we were to try and count them all we would get tired just counting!" Talk about some of God's blessings. For example: sun, rain, life... All good things come from God!  
-Explain that we are going to do a fingerplay game to count our blessings!  
-Sing the following to the tune of "Little Brother" (repeat two or three times, then have students join in and repeat 4 or 5 times)

**Sing these words:**

Count your blessings  
Count your blessings

One, Two, Three  
One, Two, Three

God gives many blessings  
God gives many blessings

To you and me  
To you and me

**Do these actions:**

*Hold up fingers on both hands and wave hands  
Hold up fingers on both hands and wave hands*

*Count on fingers 1, 2, 3...  
Count on fingers 1, 2, 3...*

*Open and close fingers repeatedly  
Open and close fingers repeatedly*

*Point to others and then to self  
Point to others and then to self*

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 3, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and tell about mammals.

**Number of the Week:** 3

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Wheels on the Bus* (pg. 16)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about animals.

Break

Red Rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Little Brother* (pg. 13)

Activity-environment- local animals

-On the board, draw a KWL chart (pg. 7) on the board.

-Tell the class that today they are going to begin talking about animals. Write "Animals" at the top of the K-W-L chart. Ask students what they know about animals and record 5 or 6 responses on the board, under the K column. It is okay if what the students saw is not true or factual.

-Ask students what they would like to know or learn about animals, or any questions they have about animals. Record 5 or 6 responses under the W column of the chart.

-Ask the students what kinds of animals they know. Call on students, writing down their answers on the board (not on the KWL chart). Write all of the animals that the students say.

-Say the word mammal to the students. Ask if anyone has ever heard this word before. If anyone raises their hand, call on them to answer. Explain to the students that a mammal is an animal that has fur or hair, drinks milk, and does not hatch from an egg.

-One by one, go through all of the animals written on the board. For each animal, point to it, say the animal name aloud, and ask the students these three questions about it: *Does it have hair or fur? Does it drink milk? Does it hatch from an egg?* Call on students to answer each question

-For any animal that answers "no" for any of the above questions, erase the animal name from the board, explaining "That is an animal, but it is not a mammal." For any animal that answers yes to all

three questions, circle the word on the board and say “This is a mammal, because it has hair/fur, drinks milk, and does not hatch from an egg.”

-Repeat this for every animal written on the board.

-Have each student draw a mammal on the floor with chalk. Call on 5 or 6 students to share what mammal they drew and how they knew it was a mammal (ie. *Does it have hair/fur?* or *Does it drink milk?*) If it is not a mammal, ask the students the above three questions, explaining why it is not a mammal (ie. *It doesn't have fur.* or *It hatches from an egg.*)

-Ask the students what they have learned today about animals. Call on 5 or 6 students to answer, recording their answers under the L column of the KWL chart.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 3, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and practice personal safety.

**Number of the Week:** 3

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*If You're Happy and You Know It* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dance (pg. 6)

Break

Duck, Duck Goose (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg.15 )

Activity- health- safety with strangers

- Ask the students if any of them know what the word "stranger" means. Call on students to answer. Explain to the students that a stranger is anyone they have never met before and do not know.
- Ask the students what they think a stranger looks like. Hand out chalk, and have the students draw what they think a stranger looks like on the floor/board. Give the students about 5 minutes to draw. Call on several students to describe what they drew and what they think a stranger looks like.
- Explain to students that strangers can be men or women, black or white, young or old, short or tall, thin or fat, pretty or unattractive. Tell students that most strangers are kind but some can be dangerous.
- Explain that most people they know are kind, but some are not. Tell students that they can't tell whether a person is kind or not just by looking at him or her. People are kind because of what they do. Tell students that there sometimes a person may hurt someone else.
- Ask students what they think we should do if a stranger tries to give us food or a gift. Call on students to answer.
- Tell students that we should never take gifts or food from strangers, because it be poisonous food or the stranger could try to get the children to come close to them so that they can kidnap or hurt them.
- Ask the students what they think they should do if a stranger asks them to get in the car. Call on students to answer. Explain to the students that it is not safe to get in the car when a stranger asks them to. They do not know where the stranger is going to take them, and they might end up lost or hurt by



the stranger.

-Ask the students if they think it is safe to follow a stranger. Call on students to answer. Explain that it is never safe to follow a stranger, because they could become lost or could be taken somewhere unsafe by the stranger.

-Ask the students if they think it is safe to follow a white person that they do not know. Explain that this is not safe! White people that are strangers can be dangerous; not all are nice. They can get hurt, kidnapped, or lost following a white person.

-Remind students to always travel in groups. They are safer with a buddy or with a group of friends than they are alone.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 4

### Week 4, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and sort items by color.

**Number of the Week: 4****Materials Needed:****Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Row, Row, Row Your Boat (pg. 18)*

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Doggie Doggie, Where's Your Bone? (pg. 9)*

Register (pg. 5)

Return to class/focusing song

*Rainbow Song (pg. 17)*

Activity: Mathematics- Classifying Objects

-Have all of the students take their shoes off and put them in the front of the room.

-Explain that today we are going to sort the shoes into groups, based on what they have that is similar.

-Explain that we could sort them by shoe types, like flip flops/sandals and closed toed shoes. Show this example by putting all the sandals in one pile and all of the closed toed shoes in another pile.

-Ask the students if they can think of any other ways we could sort the shoes.

-If they cannot think of any, suggest size or colors

-As a class, sort the shoes into the appropriate piles for size. Say that we are going to have a pile for big shoes and a pile for little shoes. Hold up each shoe, and have the student whose shoe it is come up to decide if they belong in the big pile or the little pile. Maybe there should be a medium sized pile? Decide this with the students. Help each student decide if his shoes are big, little, or medium sized if they need help.

-Once all of the shoes have been sorted, put them all back in one pile, and explain that now we are going to sort them by color.

-Once again, one by one hold each shoe up and have the owner come up to decide what color their shoe is. If there is already another shoe that is that color, the shoe can be put in the pile of that color. If there

is not, the student will need to start a new pile.

-Continue until all the shoes have been sorted, helping the students if they cannot decide what color their shoe is.

-Have the students come and get their shoes, one by one, and go outside for break.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 4, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and match upper and lower case letters, identify words beginning with the same consonant sounds.

**Number of the Week:** 4

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg.4)

Assembly (pg. 4)

Gathering song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book that contains words or names with M, H, and/or T.

Break

Partner catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Baby Shark Song* (pg. 18)

Activity: Language-Reading

-Write the letters Mm, Hh, and Tt in three corners of the room (put both uppercase and lowercase letters together)

-Write the letter M on the board. Ask if any students know what sound it makes. Call on students. If they do not know, tell them. Have students repeat back the sound 4 or 5 times. Draw a lowercase m on the board. Ask if any of the students know what the letter is or what sound it makes. Call on students. If they do not know, tell them. Have students repeat back the sound 4 or 5 times.

-Repeat this for H, h, T, and t.

-Practice the letter sounds with the students by pointing to a letter and having the class as a whole say the sound. If the students do not know, help them. Repeat this until many students in the class are able to make the correct sound when the letter is pointed to.

-Have the students practice writing capital M, H, and T.

-Have the students practice writing lowercase m, h, and t.

-Practice the letter sounds with the students again, with both uppercase and lowercase.

-Explain to the students that we are going to play a game where the teacher says a word, and students

have to listen for the beginning sound and go stand on the letter that the word begins with. Give the example of “Mwatandala” making sure to enunciate the M at the beginning. Make the m sound again after the word several times. Ask the students which letter goes “mmm,” then demonstrate by going to stand on the upper and lowercase M in the corner.

-Continue the game with the students, using both English and Tumbuka words

-Example words in English: take, to, talk, time, house, how, heart, hot, mom, make, match, more

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 4, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and

### Number of the Week: 4

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Wheels on the Bus* (pg. 16)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

What time is it Mr. Fox? (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg. 15)

Activity: spiritual/moral-

-As you begin the lesson, show the children something you are good at that required some practice. (EX: writing your name in cursive, or playing an instrument.) Explain to the children that you had to practice to become good at it. Ask the children what they have had to practice to become good at. Call on students to answer. If they cannot think of any, give them some examples (ie. Playing football, playing bawo, swimming, etc.)

-Explain to the students that today we are going to talk about a special kind of believing.

-Ask the students "Do you know what believing is?" (*If anyone raises their hand, call on one or two to answer.*)

-Ask the class "How many of you believe you will have phala today when class is over?" (*Wait for answers.*)

-Tell the students, "So, you believe that you will have phala today after class. You believe this because it has happened every day in the past, over and over again."

-Explain to the students that faith is believing in something you can't necessarily prove .

-Read Hebrews 1:1 to the students: *Faith is the substance of things hoped for, the evidence of things unseen.*

-Explain to the students that the Bible says that Faith is given to us by God. But it is something you may have to practice for it to feel natural (*like writing your name in cursive, or playing an instrument, or*

*playing football or swimming)*

-Explain to the students that God loves us and He can do all things. This means that God is always able to take care of us. So, we can **trust** God. When we go through our days trusting God and knowing He will help take care of us, that is **living in faith**.

-Tell the children that we are now going to play a game that helps us understand faith. Go outside and partner the students together. Have one student in each partner cover his/her eyes. Explain to the class that the student with their eyes covered will need to trust their partner to lead them around safely because they cannot see, but their partner can. Give an example by having a child cover their eyes, then leading them around, avoiding big rocks or tree roots or holes, and telling them when they need to step up onto a rock/log, etc. Have the children lead their partners around for a few minutes, making sure that they all take care of their partners. Have the children switch, so that the child that has leading covers his eyes and the one with his eyes covered becomes the leader. Explain as that this is how God leads us through life. Sometimes we are unaware of dangers or problems around us, but God is always there, helping us through them. We can have faith in God.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 4, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and identify various geometrical shapes, describe different objects in the environment by referring to geometrical shapes.

**Number of the Week:** 4

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*If You're Happy and You Know It* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about shapes.

Break

Catch the dragon's tail (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Little Brother* (pg. 13)

Activity- cognitive- geometric shapes

-Start by reviewing shapes with the students-circle, square, triangle, rectangle, oval, diamond- by drawing them on the board and pointing to them. Start by having the students repeat back the name of the shape until they can name the shapes when they are pointed to.

-Have the children practice drawing the shapes on the floor in chalk.

-Explain that today we are going to talk about shapes in our everyday lives. Ask the children to look around the classroom, to see if they see anything that is a circle. Have the students raise their hands if they find something. Call on students to stand up and go point to what they see that is a circle. Call on all of the students, until they cannot find a circle that has not already been pointed out. Repeat this with all of the shapes.

-Explain that now as a group we are going to go outside and look for shapes outside. Have the students work with a partner and try to find shapes outside in nature or in the surrounding area. Have each pair of students try to find 5 shapes outside of the classroom.

Number of the week review (pg. 5)



Break and phala

Farewell song (pg. 14)

## Week 4, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance, name and describe the seasons and practice writing.

### Number of the Week: 4

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider (pg. 17)*

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Red rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Mr. Sun (pg. 21)*

Activity- Language-reading-seasons

-Ask students to raise their hands if they know any of the seasons. Call on students to name one season they know. Write down correct answers on the board (dry/hot, wet/rainy, cold).

-Go over the words "hot," "cold," and "wet," pointing to each word and having the students repeat them back. Go over these until when you point to a word, the students can say what it is for all three words.

-Have the students practice writing these words on the floor in chalk.

-Write "hot," "cold," and "wet" on the floor in chalk in three corners of the room. Read these aloud to the students, pointing to each corner, until the students are able to repeat what word is in each corner. Explain to the students that you are going to read things that happen during certain seasons, and they should run to the corner of the room that has that season written. Use the example of "It is hot" and run to the corner that says "hot," explaining that you ran there because it is hot during the hot season, and you ran there because it says hot. Repeat this for the various descriptions of the seasons:

-Hot season- It is hot, It is dry, Streams dry up, We prepare for planting, People are too hot to work, Mango season

-Cold season-It is not hot or rainy, Crops are harvested, Cassava season, Avocado season

-Rainy season-It rains a lot! Plants grow, Plants are green, Farmers plant their crops, Trees

get planted

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 5

### Week 5, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and identify various geometrical shapes, draw shapes.

**Number of the Week: 5****Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*If You're Happy and You Know It* (pg. 16)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Races (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Stop, Look, and Listen* (pg. 20)

Activity: Mathematics-shapes and patterns

-Find a student wearing stripes, or another pattern. Call him to the front. Explain that his shirt has a pattern, because there is one color, then another, then the first color again, then the second

-Draw a circle on the board. Ask if anyone knows what it is. Call on students until someone says it is a circle. Have the students repeat as a whole class "circle" 3 times

- Draw a triangle on the board. Ask if anyone knows what it is. Call on students until someone says it is a triangle. Have the students repeat as a whole class "triangle" 3 times

-explain what a pattern it

-Draw a circle, then a triangle, then a circle, then a triangle on the board (try to make them all the same size). Ask students if they know what should come next. Call on a student to say come to the board and draw his/her answer. If it is right, leave it, and ask the students what they think should come next. If it is incorrect, erase it, and call on a different student. Do this until the students have added a circle and a triangle to the pattern.

-Repeat this for several patterns:

circle, triangle, triangle, triangle, circle, triangle, triangle, triangle, circle...

triangle, circle, circle, triangle, circle, circle, triangle...

- Draw a circle, then a circle, then a triangle, then a blank spot, then a circle, then a circle, then a triangle, then a triangle on the board (try to make them all the same size). Ask the students what is missing. Call on a student to say come to the board and draw his/her answer. If it is right, leave it. If it is incorrect, erase it, and call on a different student.

-repeat this for several patterns:

Triangle, triangle, circle, circle, circle, triangle, \_\_\_\_\_, circle, circle, circle

Circle, triangle, triangle, circle, \_\_\_\_\_, triangle

-Explain that patterns don't have to be shapes. They can also be colors, sizes, or other things like boys and girls.

-Explain to the students that we are going to make a pattern out of the class. Bring 10 students to the front. Line them up boy, girl, boy, girl. Ask the class who should come next and why, re-explaining the concept of patterns as necessary. Explain that it is always going to be a girl next to a boy and a boy next to a girl. If there is a boy as the last person in the line, we need a girl next. Repeat until all of the students are in the line, or you run out of enough boys/ girls to make a pattern of boy, girl, boy, girl.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 5, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and explain that birds are not mammals.

### Number of the Week: 5

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider* (pg. 17)

Daily introduction/number of the week (pg. 5)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about birds if possible.

Break

Goats and hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Rainbow Song* (pg. 17)

Activity: environment- animals

-Ask students who was here last week when we talked about animals. Ask if anyone remembers what we learned. Call on a few students to share. Remind the class that we learned about mammals, and that mammals are animals that are covered in fur/hair, drink milk, and don't hatch from eggs.

-Write the word "bird" on the board. Read it aloud to the students. Have the students repeat it back. Have the students practice writing the word on the floor in chalk.

-Ask the students if they think a bird is a mammal. Call on a few students to answer, asking them why they think it is a mammal or why they think it isn't.

-Go through the three questions with the students, asking the class "Do birds have hair or fur?" Call on someone to answer. If the student says yes, explain that no, they actually have feathers, which are different from hair and fur. Ask the class if birds drink milk. Call on a student to answer. Ask the class if birds hatch from eggs. Call on someone to answer.

-Say to the class "So mammals have fur or hair, drink milk, and DON'T hatch from eggs. Birds have feathers, not fur or hair, don't drink milk, and come from eggs. Do we think birds are mammals?" Have the class answer as a whole, re-explaining if necessary why a bird is not a mammal.

-Explain that birds are a separate type of animal from mammals. Birds have feathers and beaks, have

wings, and hatch from eggs.

-Ask the students to think of any birds that they know. Call on students to answer, writing their responses (if they are birds) on the board.

-Tell the students that we are going to go outside on a nature walk to see what kinds of birds we see. Walk around with the students for about 10 minutes, pointing out any birds that you see and asking the children to do the same. Go back into the classroom.

-Ask the students if there are any birds that we saw on our nature walk (like chickens) that we didn't write on the board before. Call on students to answer, writing down their responses on the board.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 5, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain what Jesus meant when he said “You are the salt of the earth and the light of the world!”

### Number of the Week: 5

### Materials Needed:

- chalk
- blanket, sheet, or chitenje (if available)
- flashlight/candle
- salt (if wanted/available)

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song  
*Do as I Do* (pg. 14)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break  
Freeze tag (pg. 9)

Register (pg. 5)

Return to class/focusing song  
*London Bridge Is Falling Down* (pg. 17)

### Activity: spiritual/moral-

-Tell the students “Jesus said that we are the salt of the earth! Wow! What does that mean? I’m a person. I’m not salt! I’m a person with hands and feet! Is Jesus calling me SALT like in a salt shaker? No! I don’t think that is what Jesus meant at all!”

-Say to the class “So... if Jesus isn’t calling us light, like from a fire ... or salt, like we put in our food... What is He talking about? Does anyone have any ideas?” Call on students to answer if anyone raises their hand

- Say to the students “Let’s see if we can figure it out together. Remember... God thinks we are important!”

*[NOTE: If you can darken your room some (covering windows with blankets, sheet, or chitenje etc.) please do so now.]*

-Ask students “Do you like the dark?” Call on a few to answer. Ask “Do you like it when you are walking around in the dark? Call on a few to answer. Ask the students “How about when you are trying to find



something in the dark?" Call on a few to answer.

*[NOTE: Turn on the flashlight or light the candle.]*

-Say to the students "What if there was some light... even just a little bit. That would help, wouldn't it? Then you could see better."

-Explain that Jesus was saying that the world is in darkness. People who don't know Him are stuck in the dark. Which is sad. Very sad.

-Explain that Jesus was saying that we (who believe in Him) are like the light. The light shines in the darkness. And you know that when it is really, really dark even a little bit of light really helps an awful lot.

-Tell the students "We can help people find their way out of the darkness by letting our light shine! We can tell people about Jesus!"

*[NOTE: If used, extinguish candle and matches carefully!]*

*[NOTE: If you have some salt, bring it out here. Let the children taste it, if you like.]*

-Tell the children "Jesus said we were the salt of the earth."

-Ask the students how many of them have ever eaten ensipa. Have them raise their hands. Ask how many of them have ever eaten ensipa dried in salt, having them raise their hands.

-Ask if anyone knows why we dry the fish in salt. Call on a few students to answer.

If the students do not know, explain that the salt keeps the food would stay nice and fresh, so it won't go bad, or get rotten!

-Explain that Jesus said we are the Salt of the Earth. We are what keep it nice and fresh! We help keep the world from going bad, or getting totally rotten. We do this by helping others and loving them like God loves us.

-Tell the students "Jesus said that we are the Light of the World and the Salt of the Earth. These are important things. Jesus gave them to us to do. We are important to God!"

-Tell the children you are going to teach them a new song. Have them sit facing you so that they can see you demonstrate the hand motions. Sing/act out *This Little Light of Mine* (pg. )

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 5, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and

**Number of the Week:** 5

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Dry Bones* (pg. 22)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about the body/body parts.

Break

Simon Says (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Activity: health- body parts

- Draw a large circle on the chalkboard. Tell the children they are going to help you make the man in the moon. Sing the following song:

*There was a man in the moon, in the moon, in the moon.*

*There was a man in the moon, and his name was\_\_\_\_\_.*

Have each child think of a name for the man in the moon. Call one child up to the board at a time, asking what he named the man on the moon. When each child says the name that he named the man, have the class as a whole sing the above song again, adding the name to the end. For each child, list/sing a body part (in English) and something silly that it is made out of. Have the child draw the body part listed in the correct spot. For example,

*His eyes were made of tomatoes!*

*His nose was made of a corn cob!*

If the child draws it in the wrong spot, erase it and help him fix it. Have the kids use their imagination and help to think of silly things that body parts can be made out of. They can pretend to make the body parts out of almost anything! Continue for all body parts (more and harder ones for the Junior class,

easier ones for the Beginners). If the man has all of his body parts drawn, you can draw a new circle and make him a wife or a friend, so that every student in the class gets to come up and draw a body part. When you are done The Man in the Moon (and/or the Lady on the Moon and/or the Friend on the Moon) can be your special guest for the next day at school!

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 5, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and exercise their cognitive skills.

### **Number of the Week: 5**

### **Materials Needed:**

- a large sheet/chitenje/blanket

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*I'm a Little Tea Pot* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Follow the leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*The Wheels on the Bus* (pg.16 )

Activity: cognitive: memory

-play Bug in the Rug (pg. 10) with students, breaking into two groups if two sheets are available

-repeat the game until each child in the class has had a chance to guess who is under the sheet

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 6

### Week 6, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, draw shapes, and identify various geometrical shapes.

**Number of the Week: 6****Materials Needed:**

-chalk

-shapes cut out of leaves *\*use leaves to cut out triangles, squares, circles, and rectangles (for older students also include ovals, half circles, diamonds, hearts, and crescents). Make them about the size of an adult hand. Make enough for each student in the class to have at least 1 shape\**

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge is Falling Down* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Duck, Duck, Goose (pg. 8)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot* (pg. 15)

Activity: mathematics/geometry- shapes

-Bring out the shapes cut from leaves. One by one, go through the shapes, one by one, holding them up in front of the class, asking what the shape is, and having the class answer as a whole, helping them if necessary. Demonstrate for the students on the board how to trace around the edges of each shape with chalk, so when it is lifted up, they have an outline of the shape in chalk. Have each student come get a shape and a piece of chalk. Have the students trace the shape on the ground, then try to draw their own shape freehand next to it. When they are done, have them trade with a friend with a different shape and repeating the tracing then freehand drawing. Have the students keep trading until each student has traced and practiced drawing each shape.

-When all the students are done, have them sit in a circle, putting all of the cut out shapes in the center. Explain that we are going to play a game called Lost My Shape. Explain that one child will pick the name of a shape (for example, square) tell it to the class. This students will then run around the circle while

the class sings (tune of "Skip to My Lou"), "Lost my ---- (ex: square) what do I do? Lost my ----- (ex: square). What so I do? Lost my ----- (ex: square). What do I do? Skip to my Lou my darling." When the song ends the children must all run to the center and try to pick up the shape that was just sung about (for this example, a square). The teacher then picks one of the students who found the right shape to be the next one to choose a new shape name and run around the circle. Repeat the game until everyone has had a chance to run around the circle.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 6, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and count the number of objects (1-15) in a category.

### Number of the Week: 6

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Rainbow Song* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about numbers.

Break

*What time is it Mr. Fox?* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Mr. Sun* (pg. 21)

Activity: mathematics- number recognition

-Write the numbers 1-15 (or 1-20 if space permits) on the floor all around the room (each number should be written at least 3 times). Don't put them in numerical order, and they do not need to be in any pattern.

-Explain to the students that we are going to play a game where the teacher will draw a certain number of dots on the board, and the students will have to count the dots, then find that number on the floor and stand next to it. Use the example of three, drawing three filled in circles on the board. Ask the students how many are there, helping count if necessary. Explain that since there are 3, we need to find a 3 on the floor, and stand near it. Explain that there is more than one three on the ground, so not everyone has to be in the same spot. Once the students have moved, call on a student to come draw a three on the board, so that all of the students can check to make sure they are by the correct number. If they are not, they should move to the right spot.

-Repeat this game with the numbers 1-15 (or 1-20), not going in numerical order, for about 20 minutes.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 6, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and tell the story of Cain and Abel.

### Number of the Week: 6

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do as I Do* (pg. 14)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Red Rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*This Little Light of Mine* (pg. 21)

Activity: spiritual/moral- Cain and Abel

-Start the lesson by asking the students "How many of you have brothers? How many of you have sisters?" (*Wait for answers for both questions.*)

-Ask, "Do you like them?" (*Call on a few students to answer*)

-Ask, "Do you always get along with them?" (*Wait for answers; take a short story or two.*)

-Explain that today we are going to hear a story about two brothers and that it's a true story that is found in the Bible.

-Explain to the class that once there were two brothers. One was named Cain. Have the students repeat back the name Cain. The other was named Abel. Have students repeat back the name Abel.

-Explain that Cain and Abel had different types of jobs. Cain worked the soil. He grew plants, just like people grow cassava and maize. And Abel kept flocks, just like people herd cows and goats.

-Ask the class, "Do any of you do these jobs? Do any of you help in the fields with plants or help take care of goats and cattle?" Call on a few students to talk about what they do.

-Explain to the students that Cain and Abel both knew about God and that both brothers brought a sacrifice to Him. Ask if anyone knows what a sacrifice is, explaining if necessary.

-Explain that Cain brought some of the things he had grown from the ground, but Abel brought the "best of the best" of his flocks. God looked with favor on Abel and his sacrifice, but on Cain and his sacrifice He did not look with favor.

-Explain that Cain was very angry and sad. Ask the students to make an angry face, then a sad face. God asked Cain why he was angry and why he looked sad and God reminded Cain that if he did good things, he too would be accepted, but Cain didn't listen to God. He was still VERY angry! (*Have children make angry faces again*)

-Tell the students, "The Bible says that next Cain talked to Abel and asked him to come out in the field with him, and then... while they were out there... Cain killed Abel!"

-Explain that because Cain did this bad thing, God banished him. Ask if anyone knows what 'banished' means, explaining that it means he had to go away from all his family and friends and the town where he lived.

-Explain that God still loved Cain, even though he did something very bad, but it is still important to do what is right. So we need to be nice to our siblings! Ask the children if they can think of ways to be kind to our siblings. Call on students to share ideas.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 6, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and practice hand-eye coordination and gross motor skills.

### **Number of the Week: 6**

### **Materials Needed:**

- book
- 3 or 4 sheets/blankets/chitenjes
- ball
- bottle caps

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

Any book can be read today!

Break

Doggie, Doggie Where's Your Bone (pg. 9)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. 15)

Activity: learning readiness- gross motor/hand-eye coordination

-Spend roughly 25 minutes playing Sheet Games (pg. 11) with the students

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 6, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance, write their names, recognize their names, count the number of letters in their/classmates names.

### Number of the Week: 6

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen* (pg. 20)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Freeze tag (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Dry Bones* (pg. 22)

Activity: mathematics and literacy: counting, writing, and reading

-Explain to the students that today we are going to be playing a game where we count the number of letters in our names.

-Call a student to the board. Have him write his first name. If he is unable to do this by himself, write his name for him, and have him try to copy it below. Tell the class that as a whole, we are going to count the number of letters in his name. Have the class count aloud, pointing to each letter. When all of the letters have been counted, have the student write the number of letters in his name on the board (for example, Ken would write a 3 on the board). Have this student sit down, then repeat with 15-20 other students. ***We will be doing this activity again on two other days, so tell the students that do not get to go today that they will have their turn in the future.***

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 7

### Week 7, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, define the word *observation*, and write the word sun.

**Number of the Week: 7****Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Five Little Rain Drops* (pg. 22)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Red light green light (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Mr. Sun* (pg. 21)

Activity: science/literacy- observations, writing, and vocabulary

-Ask students if they know what season we are in right now. Call on students until someone says “hot” or “dry.” Ask the students what they think we see in the sky during the hot season. Call on students to answer, writing down all of their answers on the board.

-Tell the students that we are going to go outside observe the sky. Ask if any of the students know the word *observe*. Explain that to observe means to look at carefully and to remember.

-Take the class outside, having them look at the sky for about 5 minutes (if it is possible, have them lay on their backs, looking up at the sky). Bring the students back inside.

-Have them draw with chalk on the floor what they saw.

-One by one, go through the words that are written on the board (what the students thought that they would see in the sky). For each word, ask students to raise their hand if they saw it. If no students saw a word, cross it out or erase it, because it was not in the sky today. After all the words have been gone through, ask if anyone saw anything else in the sky that is not written on the board. If so, have them share it with the class, writing it on the board for them.

-Explain that during the hot season, we see the sun a lot. Write the word sun (zuwa) on the board,

saying the letters as you write them (Z-U-W-A). Have the students repeat the letters and the word back several times. Ask the students to try writing it on the floor. Have the students draw a sun next to their word.

-Draw a sun on the board. Ask the students what shape is used to draw a sun. Call on them until a student says circle.

-Have the students put their hands together and create a circle with them. Explain that we are going to play a game with our suns today. Have the students form a circle. Sing/do the hokey pokey, substituting "sun" for arms

*You put your sun in* (put circle shape created by hands towards center of circle)

*You put your sun out* (put circle shape created by hands away from circle)

*You put your sun in* (put circle shape created by hands towards center of circle)

*And shake it all about!* (shake hands/circle up and down)

*You do the hokey pokey* (wiggle body)

*And you turn yourself around* (turn around)

*That's what it's all about*

-Repeat several times.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 7, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories, explain that fish are not mammals, and write the letter s.

### **Number of the Week: 7**

### **Materials Needed:**

-book  
-chalk

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do As I Do* (pg. 14)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about fish.

Break

Freeze tag (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Stop, Look, and Listen* (pg. 20)

Activity: environment/literacy- local animals/letter sounds/writing

-Ask students if they remember what two types of animals we have talked about so far. Call on students. If mammals and birds are not said, remind the class of those. Ask class if they remember how many questions we ask to determine if an animal is a mammal. Remind the class that there are three: Does it have hair/fur?, Does it drink milk?, and Does it hatch from an egg? Mammals have hair or fur, drink milk, and DON'T hatch from eggs.

-Explain to the students that today we are going to be talking about another type of animal. Have the students draw what type of animal they think we will be talking about on the floor.

-Ask students what animal they drew, calling on 6-10 students to share.

-Draw a fish on the board. Ask students what animal it is. Repeat the word fish (somba), emphasizing the first letter (Ssssssomba). Ask the class if they know what letter makes the sssss sound. Call on students, until one says s or until students are out of ideas. If a student says s, have him come forward to write s on the board. If no one says s, write it on the board for the class. Have the whole class practice writing s on the floor.

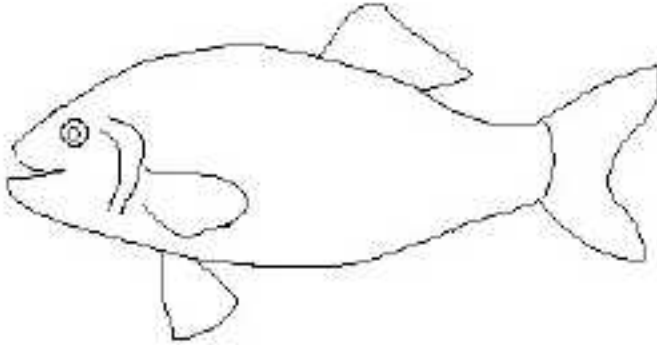
-Write the word fish on the board, having the students repeat it back.



-Ask the students where they see fish in their lives. Do they eat them? Do they catch them? Do they sell them? Is their dad a fisherman? Call on 5 or 6 students to share.

-Ask students if they think a fish is a mammal. Call on a few to answer. Explain that we are going to find out by answering the three questions. Ask the class if fish have hair/fur. Ask if fish drink milk. Ask if fish hatch from eggs. After the class answers all three questions, ask them again if they think fish are mammals. Explain that they are not, because they do not have fur or hair, they do not drink milk, and they do hatch from eggs.

-Draw a diagram similar to this on the board:



-Ask if anyone knows where the mouth of the fish is. Call on a student to come forward and point to it. If he is correct, write the word mouth there. If he is incorrect, call on another student. Repeat this for eye, fins, tail, gills, and scales.

-Explain to the students that we are going to play a game where we are fish.

-Take students outside to play Sharks and Minnows (pg. 11) for about 10-15 minutes.

-Come back inside.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 7, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that God always keeps his promises.

### Number of the Week: 7

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Little Brother* (pg. 13)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Goats and hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. 15)

Activity: spiritual/moral- Noah's ark

-Explain to the students that today we are going to talk about promises. Ask if they know what a promise is. Call on students to answer, then explain that a promise is when you say you will do something, and then you do it.

-Ask the class "How many of you have ever made a promise before?" Have them raise their hands. Ask them "How many of you kept your promise? How long did you keep it?" Call on a few students to share.

-Explain that when God makes a promise, He keeps it **forever**.

-Tell the students the story of Noah's ark:

*The Bible tells us that after Cain killed Abel, all the people on the earth got worse and worse and worse. Eventually all they did all day long was wrong and wicked. God looked down on the earth and saw all this wickedness. But God found one man who was good: Noah. Noah had a wife, and they had 3 sons. His 3 sons also had wives. So, altogether, there were 8 people in Noah's family. (Show adding up all the people on your fingers. Have the children do the same and show you eight. Count to eight.) Because of all the evil, God told Noah that He was going to send a flood to destroy everything on the earth that breathed. But God wanted to save Noah and his family. God also wanted to save 2 of each of the animals. So God told Noah to build an ark-a long wooden box-like boat. The Ark was to have rooms in it for the animals, and for Noah and his family. It was also supposed to carry all the food they would need during the time they would be in the ark. The Ark was going to be REALLY big! It was to be 450 feet long, 75 feet wide and 45 feet tall That's 1 ½ football fields long, about half a football field wide, and about 4 houses tall. It*

*was so big that it took Noah 100 years to build the Ark!*

*When everything was ready, God told Noah and his family to go into the Ark. Then the animals came to Noah and went into the Ark. Two of each kind of animal came: One male and one female. After Noah and the animals were in the Ark, God shut the door. Then, the flood came... just like God had promised. (Lead the children in creating storm sounds-rubbing their fingers together to make a mist, rub their hands together to make a drizzle, pat knees to make a downpour, stomp the floor to make thunder.) It rained for 40 days and 40 nights! Everyone and everything on the earth was covered with water, but Noah and his family, and all the animals in the ark were safe. After 40 days and nights the rains stopped. (Lead the children in making the hand motions from before backwards to have the storm stop: stomp the floor to make thunder, pat knees to make a downpour, rub their hands together to make a drizzle, and rubbing their fingers together to make a mist.) Eventually the water began to go away and the Ark came to rest on the top of a mountain. Finally, the land became dry again. God had kept Noah, his family and all the animals safe from the flood in the Ark! At last it was safe for Noah and the animals to come out of the Ark. Noah praised God and thanked Him for bringing them through the flood and saving them during His judgment of the world. Then God made a promise. God promised that He would NEVER again destroy the world with a flood. As a token of His promise, God put the rainbow in the sky. (Ask students to raise hands if they have ever seen a rainbow. Call on a few to talk about it. ) Now, when we see the rainbow, we can always remember that God ALWAYS keeps His promises!*

-Sing the *Rainbow Song* (pg. 17) together with the class.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 7, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and count the sides in 2D shapes.

### Number of the Week: 7

### Materials Needed:

-book

-shapes cut out of leaves *\*use leaves to cut out triangles, squares, circles, and rectangles (for older students also include ovals, half circles, diamonds, hearts, and crescents). Make them about the size of an adult hand. Make enough for each student in the class to have at least 1 shape\**

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Dry Bones (pg. 22)*

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about shapes.

Break

Partner catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*London Bridge Is Falling Down (pg. 17)*

Activity: mathematics/geometry- shapes

-Draw a triangle on the board. Ask the students how many sides they think it has. Call on various students to answer. Ask students if they know what a side is. Call on various students to answer. - Explain that a side is a straight line on a shape. Because we draw three lines to make a triangle (and can count three lines on the triangle on the board) the triangle has three sides. Write a 3 under the triangle. Draw a square on the board, counting the sides with the students and drawing a four under it. Repeat with a rectangle.

-Draw a circle on the board. Ask the students how many sides they think it has. Call on a student to answer, having him come up to point out a straight line on the circle. Explain to the class that a circle doesn't have any straight lines on it! This means it has no sides, or zero sides. Draw a zero under it. (For older students, repeat with other shapes.)

-Point to each shape, reviewing how many sides each has. Review these 2 or 3 times.

-Explain that we are going to play a game with shapes. Hand out one cut out leaf shape to each student, having them sit in a circle. When all of the children have a colored shape ask all the children who have a

shape with 3 sides to hold it up. Ask student who has held a triangle up to stand and show their shape to the class. If anyone is holding up a shape that isn't a triangle, have them put it down, and if anyone with a triangle forgot to hold it up, have them do so. Repeat this with the other shapes (Shapes with 0 sides, shapes with 4 sides- for olders, shapes with one side). Explain that for some, like 4 sides, there are two different shapes that get held up. Have one student with each shape stand up. After asking 3 about numbers of sides, have the class chant "Akka, Bakka, Soda Cracker, Akka Bakka Boo, Akka, Bakka, Soda Cracker, Pass them on to you!" and each child passes his shape on to the child on his left and 3 more questions are asked before it repeats.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 7, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and write their names, recognize their names, count the number of letters in their/classmates names.

### Number of the Week: 7

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*I'm a Little Tea Pot* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Simon says (pg. 10)

Register (pg. 5)

Return to class/focusing song

*The Itsy Bitsy Spider* (pg. 17)

Activity: mathematics and literacy: counting, writing, and reading

-Ask the students if they remember the game we played last week where we count the number of letters in our names. Call on someone to explain the game, helping clarify if necessary.

-Call a student to the board. Have him write his first name. If he is unable to do this by himself, write his name for him, and have him try to copy it below. Tell the class that as a whole, we are going to count the number of letters in his name. Have the class count aloud, pointing to each letter. When all of the letters have been counted, have the student write the number of letters in his name on the board (for example, Ken would write a 3 on the board). Have this student sit down, then repeat with 15-20 other students. ***We will be doing this activity again on one other day, so tell the students that do not get to go today that they will have their turn in the future.***

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 8

### Week 8, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and practice safety with plastic bags.

**Number of the Week: 8****Materials Needed:**

- chalk
- a plastic bag
- football made of plastic bags

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Baby Shark Song* (pg. 18)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Red light green light (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Five Little Rain Drops* (pg. 22)

Activity: health education- plastic bag safety

-Hold up the plastic bag that you brought in. Ask students if anyone knows what it is. Call on a student to answer. Ask students if they know what plastic bags can be used for. Call on 5-6 students to answer, giving the students other uses for plastic bags if necessary (ie. Holding food, holding clothing, being used to make a football, holding water, packaging for things we buy, etc.).

-Explain to the students that even though plastic bags are very useful and can be fun toys, it is important to be safe when we are using them. We should NEVER put a plastic bag over our head, or our friend or sibling's head. The plastic makes it so we can't breathe, so putting a bag over someone's head can kill them.

-Remind students that we should never put a plastic bag over our own or someone else's head. Have the students repeat this back.

-Explain to the students that we are going to practice playing safely with plastic bags by playing with the football made of bags. Take the children outside, having them stand in a big circle and kicking the ball around within the circle for about ten minutes.



-Bring the students back inside, once again reminding them to never put a plastic bag over our own or someone else's head. Have the students repeat this back.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 8, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and describe the habitat where their favorite animal lives.

### Number of the Week: 8

### Materials Needed:

- book
- chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*If You're Happy and You Know It* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about animals or habitats.

Break

Duck, Duck, Goose (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Mr. Sun* (pg. 21)

Activity: environment- habitats

-Explain to the students that today we are going to be talking about habitats. Write the word *habitat* on the board, having the students repeat it back several times. Ask if anyone knows or wants to guess what the word *habitat* means. Call on 5-6 students to answer. Explain that a habitat is a place where a plant or animal lives. Give the example that your habitat is your house and village, because that is where you live.

-Have the students draw pictures on the floor in chalk of their habitats (or homes). Ask the students what they have in their habitats. Is there food to eat, water to drink, shelter to sleep under, and room to grow?

-Call on 4-5 students to share what they drew, asking the above questions.

-Explain that just like people have habitats, animals have habitats too! An animal's habitat is the place where it lives, eats and drinks, finds shelter, and has room to grow.

-Explain to the class that there are different types of habitats: wetlands, grasslands, desert, forest, and aquatic.

-Write *grassland* on the board. Explain that grasslands are flat and wide open, with few trees. Ask the

students what kinds of animals they think live in a grassland. Call on students to answer, writing their responses down on the board, under the word grasslands. When about 6 or 7 students have answered, go through the responses one by one, either saying “Yes, that does live on a grassland!” or “No, that animal lives somewhere else” and erasing it from the board, leaving a list of animals that live in the grassland. Add a few more if necessary (ie. Giraffes, elephants, antelopes, lions), then read all the animals on the list, explaining that these are the kinds of animals that live in a grassland.

-Repeat this with the other types of habitats, writing the different types of habitats on the board, explaining what they are, having the children guess what types of animals live there, then reading a list of the animals that live in that habitat. [Desert is sandy and hot, with little water or plant life (snakes, lizards); a wetland is partly underwater with lots of plants and trees and vines (crocodiles, frogs, hippos); a forest has many, many trees and not much open space (baboons, monkeys, birds, bush babies, tortoises); aquatic is underwater (fish, turtles).

-Read through the lists of animals again, reminding the students what animals live where.

-Have the students pick their favorite animal, and draw a picture of the animal in the habitat where it lives on the floor in chalk.

Number of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 8, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that God always has a plan.

### Number of the Week: 8

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Baby Shark Song* (pg. 18)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Catch the dragons tail (pg. 10)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot* (pg. 15)

Activity: spiritual/moral- Joseph and the many colored coat

-Tell the story of Joseph and the many colored coat:

*There once was a man named Jacob who had 12 sons. Of all Jacob's sons, Joseph was his favorite. Jacob loved Joseph so much that he had a special coat made just for him. It had lots and lots of pretty colors in it, which meant it was hard to make and very expensive. (Ask the students "How do you think all of Joseph's brothers felt about that?" Call on a few to answer.) Joseph's brothers were jealous of him! The Bible tells us that they even began to hate him! Then, Joseph began to have dreams because God was sending him dreams about the future. Joseph told his parents, and his brothers, about his dreams. The dreams said that one day all of Joseph's brothers, and even his mother and father, would bow down to him and honor him! (Ask the students "Now, how do you think Joseph's brothers felt?" Call on a few to answer) Now they were madder than ever at Joseph! The Bible says that they began to hate him even more! When Joseph was about 17, his dad sent him to check on his brothers, who were far away taking care of the family sheep. His brothers saw him coming down the road! They made a plan to kill him! They grabbed him, took off his pretty coat of many colors, and threw him into an empty bore hole. They were going to leave him there to die, but just then a caravan of merchants came by on their way to Egypt. Joseph's brothers decided not to kill him, but to sell him into slavery in Egypt. So they sold him to the merchants in the caravan for ½ a pound of silver! The brothers took Joseph's coat of many colors and tore it. They poured goat blood on the coat, and then they took the coat back home to their father,*

*Jacob. Jacob, thought that his son Joseph must have met up with a wild animal on the road and been killed. Jacob was very, very sad. He cried for Joseph, his son, because he thought he was dead. Meanwhile, back at the caravan... Joseph was being carried off to Egypt by the merchants who had bought him. But even though all of these bad things had happened to Joseph, God was with Joseph. God had not left Joseph. God was with Joseph... even though Joseph got hauled off to Egypt... and even though he got sold as a slave... The Bible says that God was with Joseph in Egypt and gave him success in everything he did! Later on we will learn that -even though Joseph's brothers meant all of this for evil-God meant it all for good. Because through all of this, God would end up saving many people's lives-including the lives of all of Joseph's family – even his brothers! Because no matter what happens, God has a plan for us and will take care of us. He loves us and will never leave us alone.*

-Play Cats and Mouse (pg. ), having the 'mouse' be Joseph and the 'cats' be his brothers trying to sneak up on him and capture him.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 8, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and dance and write their names, recognize their names, count the number of letters in their/classmates names.

**Number of the Week: 8**

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge Is Falling Down* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about numbers.

Break

Sharks and Minnows (pg. 11)

Register (pg. 5)

Return to class/focusing song

*Stop, Look, and Listen* (pg. 20)

Activity: mathematics and literacy: counting, writing, and reading

-Ask the students if they remember the game we played last week where we count the number of letters in our names. Call on someone to explain the game, helping clarify if necessary.

-Call a student to the board. Have him write his first name. If he is unable to do this by himself, write his name for him, and have him try to copy it below. Tell the class that as a whole, we are going to count the number of letters in his name. Have the class count aloud, pointing to each letter. When all of the letters have been counted, have the student write the number of letters in his name on the board (for example, Ken would write a 3 on the board). Have this student sit down, then repeat with 15-20 other students (or the remainder in the class that have not participated yet on other days).

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 8, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and practice listening to a cultural story.

### Number of the Week: 8

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider (pg. 17)*

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Follow the Leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Rainbow Song (pg. 17)*

Activity: literacy/auditory perception: listening

-Ask students if they have ever heard any stories about Kalulu. Ask them if they know what kind of animal Kalulu is. Call on students to answer, explaining if necessary that Kalulu is a hare.

-Ask the students to draw Kalulu on the floor.

-Tell the children a story you know about Kalulu, or use this one:

*A Lioness twitched as she lay on her side under the shade of a huge fig tree. Her six cubs bowled and fought among themselves for a chance to suck at her empty breasts. Since their birth seven days back, the Lioness hadn't hunted and the cubs were hungrier by the day as they grew older. They craved fresh meat, not milk which was also in short supply.*

*"Why are your cubs growling and fighting?" Kalulu the hare asked the Lioness. He stood at a safe distance.*

*"They're hungry," said the Lioness and yawned baring her long canines.*

*"Give them buffalo meat, bird meat ... whatever," said Kalulu. "That should shut them up."*

*"I haven't hunted since they were born seven days ago."*

*"Why's that?" wondered Kalulu. "There's plenty eland and bush bucks; even wild pigs, your favorites, in the woods across the stream."*

*"I can't leave the cubs alone," replied the Lioness, "with hyenas lurking in the dark nights and bald eagles hovering above during the day."*

*"I'll babysit for you," Kalulu offered and moved closer to the Lioness adding, "I'll take good care of them so you can go hunting in peace."*

*"Can you handle them?" asked the Lioness. "They're a bit rough, you know."*

*"That's baby stuff for me."*

*Kalulu said this knowing he didn't like baby lions. They were naughty and he would have loved to discipline them but there was no way he could have gotten near the cubs with their ferocious mother around.*

*The first evening the Lioness returned from her hunt tugging the carcass of a warthog. The cubs attacked the meat with all their energy; lapping the blood like sweet honey. Kalulu sat by grimly. The Lioness had given him no meat arguing, "You're vegetarian, fresh elephant grass and matondo fruit are best for you."*

*Kalulu scowled.*

*Before the lioness left for her hunt the next morning she brought down the carcass of a bush buck she had stashed away in a thicket on an anthill nearby. "Here," said the Lioness pointing at the carcass. "Make sure every cub has enough to eat. By the way, there's also sweet matondo fruit (the only fruit lions are known to eat and enjoy), it will quench their thirst."*

*"Trust me, I will," Kalulu assured the Lioness.*

*Kalulu waited until the Lioness disappeared into the woods. Sitting on a tree stump that he fashioned as his throne, Kalulu ordered the cubs to gather around him and told them "I am your chief, not babysitter. You must obey my orders or else...no food for you." Then he invited his friends the squirrels and meerkats to join him in the feast of matondo fruit. Hyenas, the traditional enemies of the lions, were summoned to come enjoy the meat they so love. The cubs huddled together and watched in silence from a distance, saliva dripping from their mouths. They were ordered not to tell their mother what they saw.*

*When Kalulu sensed the Lioness was about to return, he quickly smeared matondo fruit juice on the cubs' mouths so they didn't look hungry. But as soon as Mother Lioness showed up dragging the carcass of a kudu between her legs, the cubs howled so loudly she asked Kalulu, "Why are the cubs crying? Didn't they eat enough?"*



*"Oh sure they did; lots of meat and matondo," replied Kalulu. "Look at their mouths. The cubs are crying tears of joy. They're so happy Mother Lioness is back; with more meat."*

*The Lioness believed Kalulu's word.*

*For the next two days the story was the same. Each time the Lioness went out to hunt Kalulu became "King" of the lion cubs, bossed them, and bullied them; invited his guests to the daily feasts, while the cubs remained hungry and grumpy.*

*On the fourth-day the Lioness gave Kalulu the usual instructions as she prepared to leave for her morning hunt: "Be sure every cub has enough to eat, entertain them, no fighting, no scratching..." and left. Except this time she only went a short distance, then returned and hid in a bush on top of a nearby anthill to watch and listen.*

*The Lioness had hardly laid down when Kalulu began gathering the cubs and giving orders: "I'm your boss, remember? You, the lazy one, go fetch meat for my guests, you, the thin one, go tell my friends lunch is ready, you...you..."*

*In a minute Kalulu's guests swarmed the camp and the partying started. The cubs swallowed their saliva.*

*The Lioness sprang from her hideout, pounced on Kalulu and held him tight by his long ears. Kalulu struggled like a wounded leopard but the Lioness tightened her grip. Pandemonium, chaos, broke out and Kalulu's guests scampered in all directions in panic.*

*"I caught you," said the Lioness still holding on to Kalulu's long ears. "You're a fake and you conned me. For that I will teach you a lesson you won't forget. I'm going to bash your bottom on THAT stone.*

*"Go ahead," said Kalulu, "with my thick coat of hair, I will bounce like a rubber ball. I only fear tree stumps 'cause they're jagged."*

*Whereupon the Lioness stomped Kalulu on a tree stump, and ... he BOUNCED and hopped off to his warren wearing a smile all over his face!*

*-Play Goats and Hyenas (pg. 7) with the students, calling it Lioness and Kalulu, picking a student to be the Lioness and a student to be Kalulu instead of a goat and a hyena.*

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 9

### Week 9, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and identify and avoid poisonous plants.

**Number of the Week: 9****Materials Needed:**

- Sodom apple
- chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*I'm a Little Tea Pot* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Red Rover* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Rainbow Song* (pg. 17)

Activity: healthy/safety and environment- poisonous plants

-Hold up a Sodom apple in front of the class. Ask the students if anyone knows what it is. Call on students to answer, if they raise their hands. Explain the name of it to the class. Ask if anyone knows if we can eat it or not. Call on students to answer if they raise their hands. Explain that we CANNOT eat the Sodom apple, because it is poisonous.

-Write the word poisonous on the board. Ask if anyone knows what this big word means. Call on students to answer if they raise their hands. Explain that poisonous means if we eat it, it will make us sick or even kill us!

-Ask if anyone in the class knows what buffalo beans are. Call on students to answer if they raise their hands. Explain that if we touch buffalo beans, it hurts a lot! Buffalo beans aren't poisonous, but they are dangerous to touch.

-Ask students if they know of any other plants that are not safe to touch or to eat. Call on students if they raise their hands.

-Explain that today we are going to go outside to look at plants that are not safe to touch or eat.

-Take the class outside, finding plants that are unsafe to eat (like the Sodom apple) or to touch (like the

buffalo bean). Point out each plant to the children, explaining why they are unsafe. (Make sure the children do not touch buffalo beans or other dangerous plants!)

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 9, Day 2

**Learning Objectives:**

Students will be able to listen attentively to stories and describe what profession they want to be when they grow up.

**Number of the Week:** 9

**Materials Needed:**

-book  
-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen* (pg. 20)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about jobs/professions.

Break

Partner catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Row, Row, Row Your Boat* (pg. 18)

Activity: creative expression- acting out professions

-Ask students what kinds of jobs they know of that grownups do. Call on students to answer, writing their answers on the board. Call on as many students as raise their hands. If necessary, remind students of other jobs that people can do and write these on the board as well (ex: baker, fisherman, butcher, engineer, teacher, doctor, nurse, electrician, framer, tailor, soldier, chef, priest/pastor).

-Go through each job written on the board, reading the job aloud. For each one, after reading it, ask students what they think this person does. Call on several students to answer for each job. Explain other things that a person with this job does (ex: A doctor makes people feel better, listens to breathing, gives shots, fixes broken bones, delivers babies, gives people medicine, etc.). For each job, pick one thing that a person with this type of job does and act it out for the children (ex: act out giving a shot). Have the children stand up and act out the motion for that job, with a partner if needed (ex: for the doctor, have one student pretend to be the doctor and give the other person a shot, then have them switch and reverse roles).

-Repeat the above steps listing what the person does, acting it out, having the students act it out- for all of the jobs written on the board.

-Have students draw a picture on the floor of what they want to be when they grow up. Give them 5-10 minutes to do this. Ask if anyone wants to share what they want to be when they grow up. Call on all of the students who raise their hands to say what job they want to have in the future.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 9, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that God always has a plan and they should always try their best.

### Number of the Week: 9

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge Is Falling Down* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Sharks and minnows (pg. 11)

Register (pg. 5)

Return to class/focusing song

*Do As I Do* (pg. 14)

Activity: spiritual/moral development- Joseph in Egypt

-Ask the class who remembers what we talked about last week, about Joseph and his coat of many colors. Call on someone to explain. Remind the students that Joseph's dad gave him a special coat with a lot of colors on it, and his 12 brothers got jealous, so they sold Joseph to go be a slave in Egypt, which was far away from Joseph's home.

-Ask the students how they think Joseph felt, having to go that far away from his family. Ask the students how they would feel if this happened to them. Would they miss their parents and siblings and friends? Would they be sad? Would they be angry with their brothers? Call on 6-8 students to answer.

-Explain to the students that even though Joseph was probably angry and sad and scared, he always did the best he could, all the time. He was nice to those around him, worked hard, and tried to obey God.

-Explain that Joseph knew that God was with him, just like God is with us, even when life is hard or unfair. Even though Joseph had been wrongfully sold as a slave, he always did the best that he could. Joseph served his master well, he chose to be very honest, and he behaved himself very nicely. Even when life is hard, God wants us to treat those around us nicely.

-Explain that God gave Joseph success in everything he did and that people began to notice! They put Joseph in charge of things! His master put him in charge of his house.

-Tell the class that unfortunately, Joseph was wrongly accused of a crime and was put into jail.

He could have felt sorry for himself and quit trying to do what was right. But he didn't! He kept on doing the best he could! And, even in the jail, God was with Joseph and gave him success in everything he did. Eventually, the jailor put him in charge of the jail and Joseph was in charge of all of the prisoners!

-Explain that while Joseph was in prison, two of Pharaoh's servants were there. Ask if anyone knows what the word *pharaoh* means. Call on students to guess if they raise their hands, then explain that the pharaoh is the king of Egypt.

-Tell the class that both of Pharaoh's servants had a dream that disturbed them, but they didn't know what the dream meant. Joseph interpreted the dreams for the men. Ask if anyone knows what *interpret* means. Tell the class that interpret means to explain the meaning of.

-Tell the class that later on, Pharaoh had a dream that disturbed him. Pharaoh's servant remembered how Joseph had helped him! Pharaoh had Joseph come and interpret his dream.

-Explain that Joseph told Pharaoh what his dream meant. It meant there would be 7 years of very good crops, and then would be 7 years of famine and hunger. Pharaoh was so impressed that he thanked Joseph and put Joseph in charge of all Egypt!

-Tell the class that Pharaoh was so impressed that he put Joseph in charge of everything in Egypt! He was to tell all the people what to do. Joseph said they would store up the extra food for 7 years and eat the food during the 7 years of famine.

-Explain to the class that Joseph could have felt really sorry for himself because of all of the bad things that had happened to him. Ask the students if they remember what the bad things that happened were. Call on students to answer. If necessary remind students that Joseph was attacked by his brothers, sold, taken far away from home, forced to be a slave, wrongly accused of a crime, and thrown into jail.

-Remind the students that through all the bad things, God was still there with Joseph and Joseph kept trying to do his best and to do what was right.

-Explain that God meant all the things that had happened for good! Tell the class that even when something very bad happened, God has a plan and we will take care of us.

-Explain to the students that when Joseph was a slave and then when he worked for Pharaoh, he always did his best work doing what he was told to do. Explain that we are going to play a game where the class is Joseph and the teacher is the Pharaoh. Joseph (the class) has to do what Pharaoh (the teacher) says. Play *Simon Says* (pg. ) calling it *Pharaoh Says* and replacing the word "Simon" in the game with "Pharaoh."

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 9, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories, explain that parts can work together to make up a whole, and name body parts.

**Number of the Week:** 9

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider* (pg. 17)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about body parts.

Break

What Time Is It Mr. Fox? (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Baby Shark Song* (pg. 18)

Activity: mathematics/health- part vs, whole/body parts

-Start this lesson by singing *Head, Shoulders, Knees, and Toes* with the students. Explain to the students that head, shoulders, knees, and toes are all parts of the body. Ask if anyone knows what “part” means. Call on students to answer, if they raise their hands. Explain to the students that a part is a piece that makes up something bigger.

-Point to a student in the class. Explain that this student is a part of the whole class. The whole class has many students, so it has many parts.

- Hold up your hand and wiggle your fingers. Explain that your fingers are parts of your whole hand. Have the students hold up their hands and count their fingers along with you. Explain that there are 5 parts (fingers) that make up a whole hand.

-Explain to the students that just like our fingers are part of our hands, our hands are part of our bodies. Explain that we have many parts that make up our bodies: our heads, arms, legs, stomachs, and feet all are parts of our body!

- Review with the students the parts of the body, pointing to your own body and having them point to the parts on their own bodies. Call on students individually to stand up and point to specific parts on their own bodies (ex: John, can you point to your nose?). Continue this until each student has had a



chance to try to point to one body part.

-Remind students that individual body parts make up our whole body.

-Sing *Dry Bones* (pg. 22) with students.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 9, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and explain how to practice safety around strange dogs.

**Number of the Week:** 9

### Materials Needed:

-none

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Head, Shoulders, Knees and Toes* (pg. 15)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Races (pg. 7)

Register (pg. 5)

Return to class/focusing song

*The Wheels on the Bus* (pg. 16)

Activity: health and safety- safety around strange dogs

-Ask the class how many of them have dogs that live at their house. Call on students who raise their hands to share the name of their favorite dog.

-Ask the students how many of them have ever met a dog that is not nice. Explain to the students that some dogs are not nice and can growl at us or even bite us.

-Tell the students that in order to stay safe, we should be very careful around dogs that we don't know. To do this, we shouldn't feed dogs that we don't know. We also shouldn't touch them, unless a grownup has said it is alright to touch them. Ask the students to repeat back that we shouldn't feed strange dogs or try to touch them.

-Explain to the class that if we are scared of a dog that is mean or coming towards us, shouting, waving our hands, and throwing rocks are good ways to get it to go away. Have the class repeat back that if a scary dog is coming towards us, we should shout, wave our hands, or throw rocks.

-Take the students outside to play Doggie, Doggie Where's Your Bone (pg. ) for about 10 minutes.

-Bring the students back inside. Ask them who remembers what if we should touch strange dogs or not. Call on students to answer, reminding them that we should not touch strange dogs. Ask the class if anyone remembers if we should feed strange dogs. Call on students to answer, reminding them that we should not feed strange dogs. Ask students what we can do if a dog is scaring us. Call on students to

answer. If necessary, remind students that they can shout, wave their arms, or throw rocks if a strange dog is scaring them.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 10

### Week 10, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, explain why it is important to use a designated area as a toilet, and find the nearest toilet.

**Number of the Week:** 10

**Materials Needed:**

- chalk
- soap and clean water to wash hands

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song  
*Dry Bones* (pg. 22)

Daily introduction/number of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break  
*Sharks and Minnows* (pg. 11)

Register (pg. 5)

Return to class/focusing song  
*Mr. Sun* (pg. 21)

**Activity: health education- dangers of open defecation**

-Ask students how many of them have a toilet at home, having them raise their hands. Explain to students that even if they do not have a toilet at home, it is important to use a specific area to go to the bathroom.

-Explain that if students do not go to the bathroom in a specific area or in a toilet, they can get sick. Human waste can make water unsafe to drink, and can make them and their families and friends sick.

-Remind students that washing their hands after they use the bathroom is also important, because if they do not they can get very sick.

-Explain to the students that today we are going to go to the nearest toilet, practice using it, and practice washing our hands properly afterwards. Remind students how to properly wash hands, scrubbing them with soap, then washing the soap off with clean water.

-Take students to the nearest toilet. Demonstrate how to properly wash hands. Have them all use the toilet, one by one, helping young students if necessary. Have students wash hands when done. Wash your own hands after helping students use the toilet.

-Take students back to the classroom. Explain that from now on, when students have to go to the

bathroom at school, they need to use the bathroom like we practiced. [*TEACHER NOTE: From now on, if you see a student using the bathroom in the open near the school or anywhere that is not the toilet, remind them of the importance of using a toilet and washing their hands afterwards.*]

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 10, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories, name and describe the seasons, and practice writing.

**Number of the Week:** 10

### Materials Needed:

-book  
-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen* (pg. 20)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about seasons or weather.

Break

Duck, Duck, Goose (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Little Brother* (pg. 13)

Activity- Language-reading-seasons

-Ask students to raise their hands if they know any of the seasons. Call on students to name one season they know. Write down correct answers on the board (dry/hot, wet/rainy, cold).

-Go over the words "hot," "cold," and "wet," pointing to each word and having the students repeat them back. Go over these until when you point to a word, the students can say what it is for all three words.

-Ask students if they know which season it is right now. Call on students to answer, asking each student that answers why they think it is that season. (ex. Do you think it's the rainy season because it rained today? Do you think it's the cold season because it was cold yesterday?)

-Explain to the students that it is the hot season now, but soon it will be the wet season.

-Have the students practice writing "hot," "cold," and "wet" on the floor in chalk.

-Write "hot," "cold," and "wet" on the floor in chalk in three corners of the room. Read these aloud to the students, pointing to each corner, until the students are able to repeat what word is in each corner. Explain to the students that you are going to read things that happen during certain seasons, and they should run to the corner of the room that has that season written. Use the example of "It is hot" and run

to the corner that says “hot,” explaining that you ran there because it is hot during the hot season, and you ran there because it says hot. Repeat this for the various descriptions of the seasons:

-Hot season- It is hot, It is dry, Streams dry up, We prepare for planting, People are too hot to work, Mango season

-Cold season-It is not hot or rainy, Crops are harvested, Cassava season, Avocado season

-Rainy season-It rains a lot! Plants grow, Plants are green, Farmers plant their crops, Trees get planted

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 10, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that they can always trust God and his plan.

**Number of the Week:** 10

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Little Brother* (pg. 13)

Daily introduction/number of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Goats and Hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg. 15)

Activity: spiritual/moral development- Joseph forgives his brothers

-Ask the class if they remember what we talked about the last few weeks about Joseph and his many colored coat. Call on students to answer, reminding them that Joseph's brothers had sold him into slavery in Egypt but God was with Joseph, even in Egypt, and gave him success in everything he did. Eventually, the Pharaoh (the king of Egypt) put Joseph in charge of the whole country!

-Explain that Joseph was in charge of selling all of the grain during the famine. They had saved up the grain during the 7 years of plenty. It was Joseph's idea; that's why they put him in charge!

-Explain that the famine was terrible! It wasn't just in Egypt, so people were coming from all over to buy grain in Egypt because Egypt was about the only place that had grain to eat.

-Tell the class that Joseph's father sent his brothers to Egypt to buy grain, and when they got there they had to meet with Joseph to buy grain.

-Ask the class what they think will happen when Joseph meets his brothers who sold him away. Call on 5-6 students to answer.

-Explain to the class that when he saw them, Joseph instantly recognized his brothers, but... Joseph's brothers didn't recognize him! It had been a very long time since they had seen him.

-Tell the students that Joseph told his brothers who he was, and Joseph's brothers were terrified. They thought Joseph would be mean to them since they had been so mean to him. ☹️ Joseph called his brothers over to him.



-Explain that instead of being mean, Joseph was kind to his brothers. He knew that God had sent him to Egypt! Joseph had figured it all out! God had sent Joseph to Egypt in order to save many lives... including the lives of all of his brothers!

-Tell the class that Joseph moved his whole family to Egypt, where they would be safe, and Joseph got to see his father, Jacob, again!

-Explain to the students that even when we don't know what God's plan is, he always has one. Play *Follow the Leader* (pg. 8), explaining that God is the leader of our lives, and he will always have a plan that is best for us.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 10, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and explain what can make them sick.

**Number of the Week:** 10

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do As I Do* (pg. 14)

Daily introduction/number of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about being sick or doctors.

Break

Freeze Tag (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg. 15)

Activity: health education- why people get sick

-Ask students if anyone has ever been sick. Call on 5-6 students to share with the class how they felt when they were sick or how they knew that they were sick.

-Explain to the students that when we are sick we might have a headache or a stomachache or we might be very tired. Sometimes we also could feel very hot or very cold. Explain that there are many different kinds of sicknesses, but being sick is never fun.

-Ask the students why they think people get sick. Call on 5-6 students to share their ideas.

-Explain to students that there are many different ways to get sick. Sometimes, someone who is sick can cough or sneeze near another person, and this can make the other person sick. Demonstrate how if we are sick with a cough or sneeze we can keep others from getting sick by covering our nose and mouth with our elbow when we cough or sneeze. Let the students practice covering their mouths and noses.

-People can also get sick from drinking dirty water, from touching someone's blood, or from insect bites. Explain that we should never touch someone else's cuts or blood, because even if this person doesn't look sick, we could still get sick.

-Explain that people get sick when germs get inside their bodies. Germs are so small that we cannot see them, and they are in people's coughs and sneezes, blood, dirty water, and in insects. Washing our hands kills germs on our hands that can make us sick, that is why it is so important.

-Explain that we are going to play a game where someone pretends to be a germ, and the rest of the students are trying to avoid the germ so that they don't get sick. If the person who is the "germ" touches someone else, they have to freeze, because they are now "sick." Another student who is not sick can "take a sick person to the doctor" (or tag them) to unfreeze them. Play Freeze Tag (pg. ) with the students, with the person who is "it" being a germ and the others running around trying not to "get sick."

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 10, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and identify various landforms.

**Number of the Week:** 10

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Five Little Rain Drops* (pg. 22)

Daily introduction/number of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Catch the Dragon's Tail (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Red Light Green Light* (pg. 10)

Activity: environments- landforms

-Ask students if they know what mountains are. If anyone says yes, ask him or her to go outside and point to a mountain. If no one says yes, explain that we will go outside to look at mountains. Take the class outside, pointing out mountains. Come back inside.

-Draw mountains on the board (see diagram below). Have students draw mountains on the floor in chalk. Explain that mountains are one type of landform. Ask if anyone knows what the word landform means. Call on students to guess or answer. Explain that a landform is a shape created by the Earth's surface, or by the land.

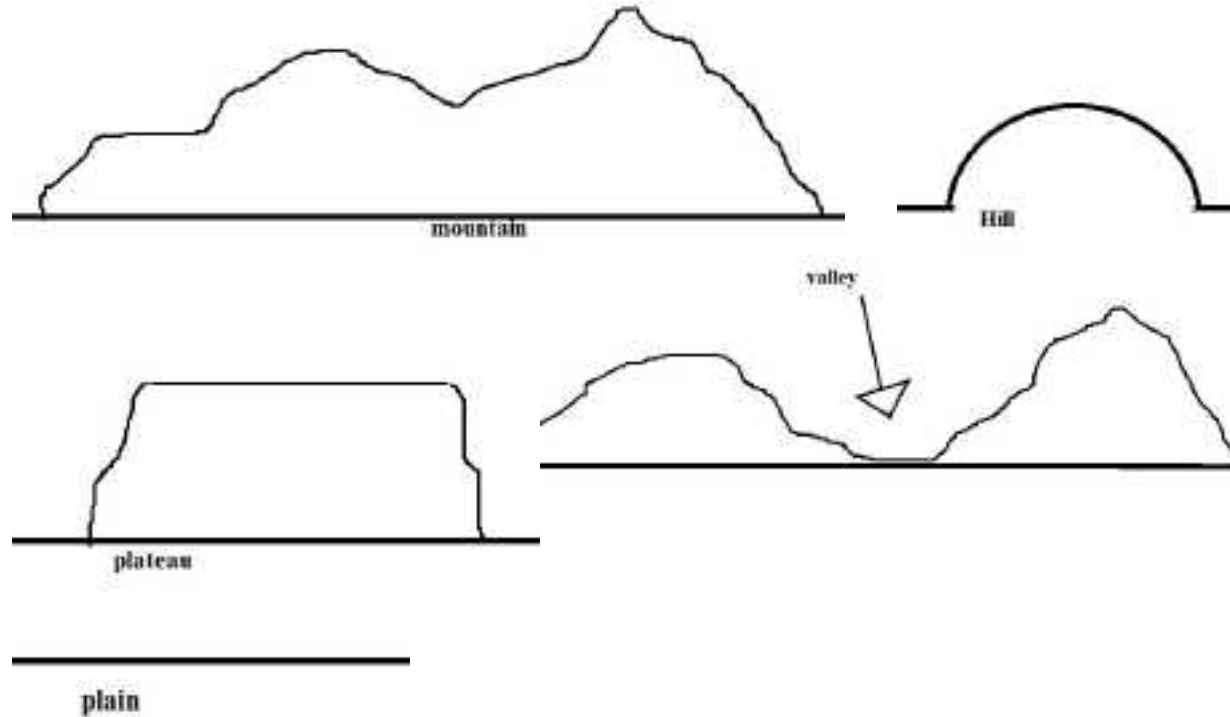
-Explain that another type of landform is a hill. Explain that a hill is like a mountain, but not as tall or steep. Draw a hill on the board (see diagram below). Have the students draw a hill on the floor in chalk.

-Explain that another type of landform is a plateau. If Chombe Plateau is visible from your classroom, take students outside to look at it. Explain that a plateau is tall, like a mountain, but flat on top. Draw a plateau on the board (see diagram). Have students draw a plateau on the floor.

-Explain that another type of landform is a valley. Explain that a valley is a low point between mountains. Draw a valley on the board (see diagram). Have the students draw a valley on the floor in chalk.

-Explain that another type of landform is a plain. A plain is a flat area, covered in grass. Draw a plain on

the board (see diagram). Have the students draw a plain on the floor in chalk.



-Explain that now we are going to act out the different types of landforms. Point to the picture of the mountain on the board. Explain that to be a mountain we are going to hold our arms over our heads, bringing them together at the top to create a point. Show the students how to do this, allowing them to practice. Point to the hill drawing on the board. Explain that to be a hill we are going to hold our arms at waist height and put them both together to create a half circle/hill shape. Demonstrate for the students and allow them to practice. Point to the plateau picture on the board. Explain to create a plateau we are going to hold our arms up about the height of our head, then flatten our fingers straight across the top to create a plateau shape. Demonstrate, allowing the students to practice. Point to the drawing of the valley on the board. Explain that to act out the valley we will hold our arms up to about head height, then create a V shape with our hands and fingers, to represent the valley. Demonstrate and allow students to practice. Point to the plain drawing on the board. Explain that to create a plain we will just move our hands out in front of us acting as if we are rubbing the top of a smooth surface to represent that a valley is flat. Demonstrate and allow the students to practice.

-Go through the different landforms, pointing to the picture of each on the board and reminding the students how each one is acted out. Next, play a game with the students where the teacher calls out a landform and the students have to act out that landform. Point to the pictures on the board to help students remember, if necessary, or act them out along with the students. Go through all of the landforms 2 or 3 times each, in a random order, or until the students do not need reminders to remember how to make the shapes.

Number of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 11

*Teacher notes for week 11: There is a visit to the local hospital written into the curriculum for day 5 of this week. Call the local hospital as early in the week as possible to see if the students will be able to visit briefly on Friday of this week. Explain that the students have been learning about the importance of hospitals and why people go there, and getting to visit a real hospital will make the students less scared to go there if they are sick*

### Week 11, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, identify various landforms, find Africa on a map.

**Letter of the Week:** A a**Materials Needed:**

- chalk
- map of Africa (attached below if no other map is available)

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*London Bridge is Falling Down (pg. 17)*

Daily introduction/letter of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Simon Says (pg. 10)*

Register (pg. 5)

Return to class/focusing song

*Do As I Do (pg. 14)*

Activity: environment- landforms/geography

-Ask students if they remember talking about landforms last week. Ask if anyone can remember any of the specific landforms we talked about. Call on students to name a landform that they can remember. If a student names a landform correctly, draw it on the board. Remind students of the other landforms we talked about (mountain, hill, plateau, valley, plain). Draw these landforms on the board too. Have the students stand up, and remind them how we acted out each landform last week, demonstrating all of the various landforms. Go through the motions for each type of landform, doing each landform motion at least twice.

-Have the students sit down. Hang up the map of Africa on the board. Ask if anyone knows what it is. Call on students to answer, if they raise their hands. Explain that it is a map. Explain that a map is a picture of the land from very, very high up. Write the word map (mapu) on the board. Have the students repeat it back. Have the students practice writing the word “mapu” on the floor in chalk. Explain that this is a map of all of Africa. Point out Malawi on the map, explaining that this is the country where we all live.

-Point to the blue on the map all around Africa. Explain on a map, the blue shows us where water is, while the brown/green show us where land is. Once again point out the land that is Africa.

-Ask is anyone can come forward and point to Africa on the map. Call on students to do so until one of them points to the land. Explain once again that on maps, brown/green means land.

-Ask is anyone can come forward and point to the water on the map. Call on students to do so until one of them points to the blue part. Explain once again that on maps, blue means water.

-Explain that on this map, the water that is all around Africa is an ocean. Ask if anyone knows what an ocean is. Call on students to answer if they raise their hands. Explain that an ocean is like a lake, but much, much bigger. Oceans also are made up of salt water, so we can't drink the water from them like we can from lakes. The water tastes very salty, like salty usipa, so if we would drink it we would get sick.

-Explain that just like in lakes, like Lake Malawi, fish and plants live in the ocean. Have the students draw on the floor what they think the fish and plants that live in the ocean look like.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

***Map attached on next page. To use, color landmass of Africa brown or green, and the rest of the paper blue to represent the ocean. Outline Malawi in black, so it is easier to see.***





## Week 11, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and explain why people go to the hospital.

### **Letter of the Week:** A a

### **Materials Needed:**

- book
- chalk
- sock, bag, or old piece of cloth with a smile drawn on it

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Little Brother* (pg. 13)

Daily introduction/letter of the week (pg. 5)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about hospitals or doctors.

Break

*Doggie, Doggie Where's Your Bone* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Dry Bones* (pg. 22)

Activity: health education- why people go to hospitals

-Ask students how many of them know someone who has gone to the hospital. Ask students why this person went to the hospital. Call on 5-6 students to share who they know who went to the hospital and why.

-Explain to the students that people go to hospitals for all kinds of reasons. Moms go to have babies, people go to get medicine, people go to get shots and vaccinations, people go if they have a big cut or a broken bone, people go if they are sick and need to see a doctor. Explain that hospitals are there to help people and to make them better when they are sick.

-Explain that at hospitals they have medicines, doctors, and nurses to take care of people and make them feel better.

-Explain to the class that going to the hospital isn't scary, because when people go there they get taken care of. Tell the students that you are going to show them a sock puppet show about what happens at

the hospital

-Put the sock/bag/piece of cloth over your hand. Explain that this is a boy named John, and John fell down and hurt his arm very badly. Explain that John's mom is going to take him to the hospital. Act out the following scenario with the puppet of "John." Pretend that John is getting on a minibus to go to the hospital, explaining that this is what is going on to the students. Explain that now that John and his mom are at the hospital, they have to wait in line. After they wait in line, John and his mom go into a different room to see a doctor. The doctor asks John what happened, and John explains that he fell out of a tree. The doctor looks at John's arm, and tells his mom that John's arm is broken. The doctor then wraps up John's arm in a big, strong bandage, so it cannot move very much. The doctor explains to John that this will make sure his arm can heal and feel better soon. The doctor gives John some medicine, and gives his mom more to take home with them. John and his mom go home, and John takes his medicine every day. Soon, John's arm is better!

-Explain to the students that this is what happens when people go to the hospital- the doctors are very nice and they will take care of you.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 11, Day 3

**Session Date:** Week 11, Day 3

**Learning Objectives:**

Students will be able to order numbers 1-20 and explain that Jesus healed people.

**Letter of the Week:** A a

**Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen* (pg. 20)

Daily introduction/letter of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Follow the Leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*This Little Light of Mine* (pg. 21)

Activity: spiritual/moral development- Jesus healed people

-Remind the students that lately we've been talking a lot about being sick. Explain that even in the Bible, when Jesus was alive, people got sick. Explain that a lot of them didn't have any doctors or medicines for when they were sick.

-Tell the students that when Jesus was here, many people would come to Him and ask Him to make them well. Sometimes moms and dads would bring their children to Jesus, sometimes people would bring their friends.

-Explain that Jesus made all of them well! Some were blind and could not see, some were deaf and could not hear, some were lame and could not walk, but Jesus healed them all!

-Tell the students that one lady had been sick for 12 years! She had been to lots of doctors, but they couldn't help her. She thought "If I could just be near Jesus and touch the hem of His robe, I would be healed." When she got close enough to touch his garment, she was healed. Jesus told her "Your faith has made you whole." She believed in Jesus and she was healed!

-Explain to the students that nobody else had ever done all the types of miracles that Jesus did

-Tell the students that even though Jesus is not on earth anymore, we can always pray to God when we are sick or someone we care about is sick. Explain that whether we are healed of all of our illnesses or

not, we know that God hears us when we pray. Through Jesus, God always forgives our sins and heals our spirits.

-Explain to the students that now we are going to pray for anyone we know who is sick. Pray with the students that God will take care of anyone who is sick, and will take care of their families. Invite children to raise their hands and name someone in particular that they know who is sick that they would like to pray for (ex: Grandma, brother, friend). Pray for all of these people together, having the children all say "Amen." together at the end.

Letter of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 11, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and explain what to do if they have malaria.

### Letter of the Week: A a

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about someone who gets sick

Break

*Red Rover* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. 15)

Activity: health education- malaria

-Ask students how many of them remember when we talked about going to the hospital on Tuesday, having them raise their hands.

-Explain to students that sometimes when they are sick, they will go to the hospital and the doctor will tell them that they have malaria. Ask students if anyone has ever heard of malaria. Ask if anyone knows someone who has had malaria. Call on 5-6 students to share with the class.

-Explain to the students that if they go to the hospital and the doctor says they have malaria, he will give them medicine. Explain that we should always take medicine the doctor gives us, but it is VERY important to take the medicine the doctor gives us if we have malaria. If we don't take our medicine, we can die.

-Explain that the doctor will give us medicine we have to take three times every day. Count to three on your fingers, having the children count on their fingers afterwards. Explain again that we need to take our malaria medicine 3 times each day. If we don't take it, we can die, but if we do take it, we will feel better. The medicine the doctor gives us at the hospital kills the sickness in our bodies and makes us feel better.

-Explain to the students that we are going to play a game called "Medicine and Malaria." In this game, we are pretending we are inside a sick person's body. Inside the sick person, there is malaria, because

they are sick, but there is also medicine, because they have been taking their medicine from the doctor. Take the class outside and play Sharks and Minnows (pg. ) with the students, having a few students be “medicine” instead of sharks and having the rest of the students be “malaria” instead of minnows. Explain that the medicine is trying to catch the malaria. Whenever the malaria gets caught by the medicine, it goes away, becoming more medicine. The “medicine” is trying to catch all of the “malaria” so that the person will feel all better.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 11, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and explain where the nearest hospital is and why people go there.

### **Letter of the Week:** A a

### **Materials Needed:**

-none

[Teacher note: *If hospital is not very close, you may need to skip the creative expression activity and break to make time to visit the hospital*]

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Little Brother* (pg. 13)

Daily introduction/letter of the week (pg. 4)

Activity: creative expression- dancing (pg. 6)

Break

Goats and Hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot* (pg. 15)

Activity: health education- hospital visit

-Take the students on a visit to the local hospital. If possible, have a doctor or nurse talk to the students and explain to them what they do. Allow students to ask questions.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 12

**Teacher notes for week 12:** Each day this week, ask students to start bringing in empty plastic containers with lids that they can find (eg: water bottles, peanut butter jars, shampoo bottles). Collect these, as they will be used in week 13 for an activity.

### Week 12, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, identify a map, identify Malawi on a map,

**Letter of the Week:** B b**Materials Needed:**

- chalk
- map of Africa from week 11, day 1
- map of Malawi (attached below)

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Little Brother* (pg. 13)

Daily introduction/letter of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Freeze Tag* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot* (pg. 15)

Activity: environment- maps/water features

-Put the map of Africa from last week's lesson on the board. Ask if anyone remembers what it is called. Call on students to answer. If necessary, remind students that it is called a map (mapu). Write the word *mapu* on the board, having them repeat it back several times. Have the students practice writing *mapu* on the board. Remind the students that this is a map of Africa. The brown/green represents land, and the blue shows us where water is. Point out Malawi again on the map.

-Put up the map of Malawi (attached below) on the board. Explain the students that this is a map of just our country, Malawi. Point out that the brown/green is the land of Malawi. Ask students if anyone knows what the big blue part on the map is. Call on students to answer, if they raise their hands. Explain that just like on the Africa map, the blue on this map represents water. The water on this map isn't an

ocean, like it is on the other map, but it is Lake Malawi!

-Ask the students what kinds of things people use Lake Malawi for. If necessary, prompt them by asking if people get water from it or food from it. Call on students to answer, writing their responses on the board. Add other uses for the lake if necessary (ex: clean water to drink, fish for eating, washing clothing, water for cooking, taking baths in the lake). Go over all of these things that the lake is used for again.

-Have the students draw their favorite thing to do in Lake Malawi.

-If time permits, take the students down to the lake to play in the water for about 10 minutes.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

***Map attached on next page. To use, color in Malawi in brown or green, and Lake Malawi in blue.***



## Week 12, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories explain what behaviors keep them healthy.

### Letter of the Week: B b

### Materials Needed:

-book

-chalk

-soap and clean water (if available)

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Rainbow Song* (pg. 17)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about health, sickness, or doctors.

Break

Goats and Hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Activity: health education- staying healthy

-Ask the children if anyone knows what the word *healthy* means. Call on students to answer. Explain that the word healthy means that someone is not sick and their body is strong.

-Explain to the students that since we've talked so much lately about being sick and what to do when you're sick, that today we are going to talk about how to keep from getting sick and how to stay healthy.

-Explain that we are going to sing a song to remind us of what we should do to stay healthy.

-Have the students all stand up. Sing the song *If You're Happy and You Know It* (pg. ), replacing the word *happy* with *healthy*, so that the song is *If You're Healthy and You Know It*. Use the following as verses in the song and actions to go along with them (If you're healthy and you know it...)

- Drink clean water (mime drinking a cup of water)
- Catch your cough (press elbow over mouth)
- Wash your hands (mime washing hands)

- Bathe with soap (mime washing body)
- Brush your teeth (mime brushing teeth with finger as toothbrush)
- Don't touch blood (hold up two pointer fingers and cross them, creating an X to mean "no")
- Wash off cuts (draw a line on your arm with your opposite pointer finger, then pretend to dump a cup on the line you just drew)
- Use a toilet (point in the direction of the nearest toilet)
- Catch your sneeze (press elbow over mouth and nose)

-Ask students if they know why it is important to drink clean water. Call on students to answer. Explain that drinking dirty water can make us sick, so drinking clean water is important if we want to stay healthy.

-Ask the children if anyone knows how to catch their cough or sneeze. Call on students to demonstrate if any raise their hands. Explain that when we cough or sneeze, we should put our elbow in front of our nose and mouth, so that the cough or sneeze doesn't get on anyone else, because it can make them sick. Demonstrate catching a pretend cough or sneeze in your elbow. Have the students practice several times.

-Ask if anyone can demonstrate how to wash hands. Call on a student to stand up and pretend to wash their hands with soap, correcting them when necessary. Have the whole class practice how to wash their hands together.

-Ask the students if anyone remembers how to brush their teeth. Call on a student to explain how to/mime brushing their teeth for the class, correcting the student if necessary.

-Ask students if they remember why we don't touch blood. Call on students to answer until someone says because it can make us sick. If no one says this, remind the class.

-Explain to students that when we get a cut and are bleeding, it is important to wash off the cut with clean water, and soap if there is soap available. Demonstrate how to do this for the students if there is soap and clean water available. If there is not, mime using soap and water, explaining how to do it to the students.

-Remind the students that it is important to use a toilet or specific defecation area to keep from getting sick. Ask if anyone remembers where the nearest toilet is. Have the class take you outside to the nearest toilet.

-Bring the class back inside and sing *If You're Healthy and You Know It* one more time

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 12, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain how Jesus chose his disciples.

### Letter of the Week: B b

### Materials Needed:

-chalk

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Baby Shark Song* (pg. 18)

Daily introduction/letter of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Catch the Dragon's Tail (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Do As I Do* (pg. 14)

Activity: spiritual/moral development- Jesus chooses his disciples

-Ask for a volunteer from the students. Call on a student to come forward. Have the student lie on the ground in the front of the room. Ask the class if they think you can pick the student up just by using your two pointer fingers. Call on students to answer, then try to pick the student up just using two fingers- show the students that it doesn't work. Show the students that you can pick up the student, you just have to use a lot more than two fingers. Put the student back down. Explain that you need 12 volunteers. Pick 12 students to come to the front. Have them all put their two pointer fingers under the student on the floor (you do this too). Explain that on when you say go, everyone should lift up the student with their fingers. With all 13 of you, you can easily lift the student off the floor using just two fingers! Repeat this activity until all of the students have had a turn to participate.

-Explain to the students that their help made it much easier to lift the student off of the floor! You could have done it on your own, but it was much easier with helpers.

-Explain that in our Bible story today, Jesus was about to start His ministry. He had already started preaching to the people. It was time for Him to choose His Disciples.

-Ask the students if they know what the word "disciple" means. Call on students to answer. Explain that disciples are both "learners" and "helpers."

-Explain the story of how Jesus chose his disciples: *Just like many people around here, Jesus' first*

*disciples were fishermen. They worked every day by a big lake in their boats. One of them was named Simon, who had a brother named Andrew. Also there were two brothers named James and John. One day Jesus was teaching the crowds of people down by the lake. There were so many people that they almost crowded Him into the water. So Jesus got in Simon's boat and asked him to push back from the edge of the land a little. From there it was easier for Jesus to talk to the crowds. Jesus finished his preaching and then started talking to Simon and his brother.*

*He told them "Come, follow me," which meant Jesus was choosing them to be his disciples! Jesus told the fishermen that from now on they would be fishers of men. He didn't mean that they would try and catch men like fish, but that they would be like Jesus, telling people all around how God loves us and cares for us. Jesus chose His disciples to be His helpers and also to learn all of the things He was to teach them about God the Father. The men left their nets and followed Jesus!*

-Explain that we are going to play a game where we are fishermen and fish. Take students outside. Play Sharks and Minnows (pg. 11) with the students, but instead of sharks have a few students be fishermen, and instead of minnows have some students be fish. Play for 10-15 minutes, then come back inside.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 12, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories, identify K10, K20, K50, K100, and write 10, 20, 50, and 100.

### Letter of the Week: B b

### Materials Needed:

-book

-K10 coin

-K20 bill

-K50 bill

-K100 bill

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Mr. Sun* (pg. 21)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about counting or numbers.

Break

*Sharks and Minnows* (pg. 11)

Register (pg. 5)

Return to class/focusing song

*Stop, Look, and Listen* (pg. 20)

Activity: mathematics- identifying and writing numbers

-Hold up a K10 coin. Ask if anyone knows what it is. Call on students to answer if they raise their hands. Explain that it is a 10 kwacha coin. Explain that we know this because it has a 10 on it. Point out the 10 on the coin. Ask if anyone remembers how to write the number 10. Call on a student to come to the board and write a 10. Correct it if necessary. Have all of the students practice writing 10 on the floor in chalk. Count to 10 with the students.

-Explain to the class that today we are going to be looking at money. Ask students what they think money is used for. Call on students to answer if they raise their hands. Explain that money is used to buy things, like clothes and food.

-Hold up a K20 bill. Ask the students if anyone knows what it is. Call on students if they raise their hands. Explain that it is a 20 kwacha bill. Point to the number 20 on the bill, explaining that we know it is worth



20 kwacha because it has a 20 on it. Ask if anyone knows how to write the number 20. If students raise their hands, call on them to come forward and write 20 on the board, correcting it if necessary. If no students raise their hands, write a 20 on the board. Have the students write 20 on the floor in chalk. Count to 20 with the students.

-Explain to students that some money is coins and some is paper bills, but it is all still money.

-Show students a K50 bill. Write the number 50 on the board. Ask if anyone knows what this number is. Call on students to answer. Explain that it is the number 50. Have the students practice writing the number 50 on the floor. Tell the students that because it has a 50 on it, we know the bill is worth K50.

-Show the students a K100 bill. Write the number 100 on the board. Ask if anyone knows what it is. Call on students to answer. Explain that it is the number 100. Have students practice writing 100 on the floor. Show the students the K100 bill again. Point out the 100 it has on it. Ask the students to guess how much it is worth. Call on 5-6 students to answer. Explain that it is worth 100 kwacha.

-Write the number 10 on the board again. Ask students what number it is. Call on students until correct answer is said. Repeat with 20, 50, and 100, helping students if they cannot identify the number.

-Write the numbers 10, 20, 50, and 100 in the four corners of the room. Point to each corner, having the students say what number is written there, helping if necessary. Explain that we are going to play a game where when the teacher says a number, all the students run to the corner of the room where that number is written. Give an example with 10, saying 10 and having all the students run to the corner where 10 is written. Continue the game for about 10 minutes.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 12, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and be able to differentiate between half and whole.

### Letter of the Week: B b

### Materials Needed:

- chalk
  - tangerine, lime, potato, grapefruit, or other fruit or vegetable
  - a knife
  - long piece of grass, straw, or a small stick
- [TEACHER NOTE: remind students to bring in plastic containers that they find]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Row, Row, Row Your Boat* (pg. 18)

Daily introduction/letter of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Simon Says (pg. 10)

Register (pg. 5)

Return to class/focusing song

*The Wheels on the Bus* (pg. 16)

Activity: mathematics- half

-Hold up the tangerine (or other piece of fruit/vegetable). Ask the class how many fruits you are holding. Call on students to answer, if they raise their hands. Explain that you have 1 fruit. Cut the fruit in half. Hold up one half for the students. Ask how many fruits you have now. Call on students to answer, if they raise their hands. Explain that you now have half a fruit. Hold up both halves of the fruit for the students. Ask students how many fruits you have now, calling on them to answer if they raise their hands. Explain that now you have 2 halves. Put the two halves together, explaining that two halves make 1 whole fruit.

-Draw a circle on the board. Ask students what shape it is. Draw a line down the center of the circle. Explain that the line cuts the circle into halves, because now the circle has two pieces and they are both the same size. Explain to the students that when we cut something in half, we create two equal sized pieces out of one thing.

-Hold up the piece of grass/straw/stick. Hold it in half, then rip it on the half line. Explain that this is now

cut into halves too. Explain again that making halves out of something means that there are two equally sized pieces.

-Draw a half circle on the board. Explain that it is a half circle because of we add another one (draw another half circle right next to the first one) we get a whole circle.

-Take the students outside. Explain that many things can be made into halves, by creating two equally sized pieces. Take a leaf, folding it in half then carefully tearing it down the middle so that there are two equally sized pieces. Tell the students that we are now going to look for other things outside that we can make halves out of. Have each student find something that can be divided in half, and have them divide it (ex: leaves, sticks, bean pods). It is okay if the students' halves are not equally sized. Have the students put their halves together again to create one whole. Remind students that two halves make a whole. Have students leave their halves outside and come inside.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 13

### Week 13, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and explain how to stay safe around a fire.

**Letter of the Week:** C c**Materials Needed:**

-matches

-chalk

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Rainbow Song* (pg. 17)

Daily introduction/letter of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

*Races* (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Little Brother* (pg. 13)

Activity: health/safety and environment- fire safety

-Light a match in front of the class. Ask students how they light fires at home- do they use matches, or lighters, or a sparker? Call on students to answer if they raise their hands. Have 5-6 share.

-Ask the class what we can use fire for. Call on students to answer. If necessary, list more reasons for the class (warmth, cooking, clearing fields, etc.). Explain to the class that as we know, fire can be very useful! However, we have to be very careful around fire, because fire can be dangerous. It can burn skin and hair, and can burn crops, houses, and forests.

-Explain that because fire can be dangerous, we have to follow some rules to stay safe. Explain that there are 4 rules for fire safety. Ask if anyone remembers how to write the number 4. Call on a student to come write the number 4 on the board, correcting it if necessary. Have the rest of the class write a 4 on the floor in chalk.

-Hold up your finger to show 1. Explain that the first rule is not starting a fire by themselves without permission from an adult or older sibling. Have the students repeat this rule back. Ask if anyone can

draw a 1 on the board, and call on someone to do so. Have the class practice drawing 1 on the floor. Repeat again that the first rule is not starting a fire without permission or help from an adult or older sibling.

-Hold up two fingers to signify 2. Have someone come forward to draw a 2 on the board, and have the class draw 2's on the floor. Explain that the second rule of fire safety is not starting a fire near anything flammable. Have the students repeat this rule back. Explain that flammable means anything that can catch on fire easily, like dead plants, grass, or houses. This is very important because fire can burn very quickly and destroy houses, crops, and forests. Explain again that rule 2 is not starting fires near anything flammable.

-Hold up three fingers to signify 3. Call on a student to come forward and write the number 3 on the board. Have the class write the number three with chalk on the floor. Explain that the third rule of fire safety is not playing with fire. Have the students repeat back "No playing with fire." Explain that if we play with fire, we can hurt ourselves or others. Have the students repeat the rule back again.

-Hold up 4 fingers to signify the number 4. Call on a student to come forward and write 4 on the board. Have the rest of the students practice writing 4 on the floor. Explain that the fourth rule of fire safety is making sure that the fire is put out when we are done. Have the students repeat this back. Explain that we can put out a fire by pouring dirt, sand, or water on it. Remind the students again that we need to make sure we put the fire out when we are done, before we leave.

-Repeat rules 1-4 for the students: rule 1- ask for permission or help before starting a fire. Rule 2- don't start a fire near anything flammable, like the house. Rule 3- don't play with the fire. Rule 4- make sure the fire is put out before you leave.

-Explain to the students that we are all going to go outside. Have the students all find a stick that can be burned in a fire. Start a small fire outside, having the students carefully place their sticks into the fire, helping if necessary. Remind the students that we followed rule one because an adult helped start the fire. Remind them that we also followed rule two because our fire is not near anything flammable. Remind them that to follow rule 3, we cannot play in the fire. Let the sticks burn out in the fire. Tell the children that now it is time to follow rule 4: putting the fire out. Have each child get a handful of dirt to dump on the fire, helping them dump it if necessary. Repeat as necessary until the fire is out.

-Repeat the 4 rules of fire safety for the students, having them repeat them back. Go back inside.

Letter of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 13, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and explain why it is unsafe to put things found on the ground in the mouth.

### Letter of the Week: C c

### Materials Needed:

-book

-chalk

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Itsy Bitsy Spider (pg. 17)*

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

Read any book.

Break

Partner Catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Baby Shark Song (pg. 18)*

Activity: health/safety- things that do not belong in mouth

-Ask students how many of the have ever found something fun to play with on the ground outside. If students raise their hands, call on them to share what it was they found and what they could do with it.

Remind students that we find things on the ground near our houses, near school, and in town.

-Explain to the students that a lot of times fun things can be found on the ground. We have to be careful with the things we find on the ground, though, because putting them in our mouths can make us sick.

Explain to the students that if we find something on the ground, we should not put it in our mouths unless it is food. Have the students repeat back that things we find on the ground do not go in our mouths.

-Take the students outside, explaining to them that we are going to look for fun things to play with that we can find outside. Let the students explore the area around the school, looking for things to play with. Encourage them to play for about 15 minutes, watching to ensure that the students do not put things in their mouths.

-Bring the class back inside, reminding them that we don't put things we find on the ground in our

mouths, because it can make us sick. Haves students repeat this back. [*Teacher note: from now on, when you see a student with a piece of trash in his mouth, make him take it out, reminding the class that we don't put things we find on the ground in our mouths, because it can make us sick.*]

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 13, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that Jesus could perform miracles.

### Letter of the Week: C c

### Materials Needed:

-chalk

[TEACHER NOTE: *remind students to bring in plastic containers that they find*]

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen (pg. 20)*

Daily introduction/letter of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

Follow the Leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot (pg. 15)*

Activity: spiritual/moral development- Jesus feeds 5000

-Ask how many students have ever been to a football game, having them raise their hands if they have. Ask how many people came to watch the football game. Call on someone to answer. Explain that just like a lot of people come to watch football games, a lot of people used to come listen to Jesus. Crowds of people! Explain that a crowd of people is a huge group, a lot of times more people than we could count.

-Explain that when Jesus was on earth, crowds of people followed him to hear Him teach. He taught people about God. He was a wonderful teacher and people would follow Him all around and sit for hours just to hear what He had to say.

-Explain that the Bible tells us that one day a crowd of over 5000 people was listening to Jesus! Explain that this is more people than even live in one village! There were 5000 men, and then there were also women and children there with them. Explain that this is a huge group of people!

-Explain that the crowd got hungry, but there wasn't any food nearby and there wasn't anywhere nearby to buy food. Jesus' disciples suggested to Jesus that they send the crowd away so that they could go and find food to eat

-Explain that Jesus said, "They do not need to go away. You give them something to eat." This confused the disciples, because they only had 2 small fish and 5 little loaves of bread.



-Ask the students if they think this is enough food to feed their family. Call on some to answer. Ask the students if they think 2 fish and 5 small loaves of bread could feed their family and their entire village. Call on students to answer. Explain that this was not nearly enough food to feed the 5000 people!

-Explain that the disciples came to Jesus and said “We have here only five loaves of bread and two fish,” but Jesus told them to bring them to Him. He took the 5 loaves and the 2 fish. He looked up to heaven, gave thanks, and then broke the loaves. Then He gave the loaves and fish to His disciples and they gave it to the people. All the people ate until they were full. When everyone had eaten, Jesus had the disciples gather up the food that was leftover so that it wouldn’t be wasted. There were 12 baskets full of extra fish and loaves! It was a miracle!

-Explain to the students that this is like Jesus taking one cup of phala and feeding all of the students and their families!

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 13, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories, practice hand eye coordination, practice auditory perception, and practice reading.

### Letter of the Week: C c

### Materials Needed:

- book
- bottles/containers collected over the past week

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Row, Row, Row Your Boat* (pg. 18)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about rain or rhyming words.

Break

*Duck, Duck, Goose* (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Five Little Raindrops* (pg. 22)

Activity: literacy: rhyming

- Say the word "vula" with them several times. Write it on the board. Now say the word "pula." Ask the students if they can hear how similar the words sound. Repeat "vula... pula..." several times. Explain that they sound the same at the end. Explain that this is what we call a rhyme! There is a different sound at the beginning of the words, but the same sound at the ends. Ask the class if they can think of any words that SOUND like the word "vula", just like pula does. Call on students to answer, writing the words they say under the word "Vula" on the board.

NOTE: *Write down words even if they do not rhyme. For example, the child may not understand the activity. They may say thunder. Write that on the side of the board and comment, something like: "Well, that is something that happens sometimes when it rains! The word "thunder" ("leza") does not sound like "rain" ("vula"). Let's say them: Thunder. Rain. So we'll put that word over here, because we DO hear thunder when it rains sometimes."*

-Explain to the students that now that we taking about words that sound like the word rain, we will be making the sound of rain ourselves! Pass out the plastic bottles/jars to the students. Explain that we are going to go outside and each find 10 small rocks to put in our bottles. Do this with the students. Then,

have them put the lids on the containers and shake them. Ask the class if it sounds like anything familiar (*maybe rain on a tin roof?*) and call on students to answer.

-Have the students shake them together to create a rain storm!

-Have students leave their rain bottles outside, going back into the classroom, but telling them they can get them again at break or take them home to show their families.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 13, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and list the 5 senses.

### Letter of the Week: C c

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*The Wheels On the Bus* (pg. 16)

Daily introduction/letter of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Red Rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Head, Shoulders, Knees, and Toes* (pg. 15)

Activity: learning readiness- motor skills (fine)

-Tell the students that today we are going to go on a walk outside! Tell the students, "Today we will go on a walk. As we walk, we are going to let our voices be completely silent, and we are going to listen, look, smell, and feel what is around us. Pay careful attention as we walk, because when we come back, you will get to share some of the things you noticed on our walk."

-Take the students outside on a 5-10 minute silent walk. You may want to pause occasionally, directing the students' attention to specific sights or sounds to notice.

-Bring students back inside, having them sit down. Ask the class "What did you see?" Call on 3-4 students to answer. Ask, "What colors did you see?" Call on 3-4 students to answer. Ask, "Did you hear any sounds?" Call on 3-4 students to answer. Ask, "Did you smell anything?" Call on 3-4 students to answer. Ask, "Did you feel anything as we walked? Anything on your feet? Any plants scratching your body? Any sunshine on your body?" Call on 3-4 students to answer.

- Ask the students, "We used our legs and our feet to walk on our journey, but what else did we use? What did we use to see? Our eyes, of course!" Draw an eye on the board, writing the word "See" underneath. Have the students practice writing "see" on the floor in chalk.

-Ask the students what other body parts we used on our walk. Ask them what we used to hear. Call on students until someone says ear. Draw an ear on the board, writing "hear" below it. Have students practice writing the word "hear" on the floor in chalk.

- Ask the students what body parts we use to feel. Call on students to answer. Explain that we can feel with many body parts! Our hands, feet, fingers, and skin. Draw a hand and foot on the board, writing “feel” under it. Have the students practice writing “feel” on the floor in chalk.
- Ask students what body part we use to smell. Call on students until someone says nose. Draw a nose on the board, writing “smell” under it. Have the students practice writing “smell” on the floor.
- Ask the students what body part we use to taste. Call on students until someone says mouth. Draw lips on the board, writing “taste” under it. Have the students practice writing “taste” on the floor in chalk.
- Point to the pictures and words on the board. Read each word. Explain that these are our five senses! We use them to explore the world around us.
- Tell the students we are going to go on a scavenger hunt! That means that we are going to go outside and look for things. We are each going to work with a partner and in our pairs find one thing that we can see, hear, feel, smell, and (maybe) taste. Remind students what we talked about earlier this week about not putting trash from the ground in our mouths.
- Have the students go outside and do this. As they come back, have them share with you what they found, asking if they can hear it (is it a seed pod that shakes?), what it looks like, what it feels like, what it smells like, and if they can taste it.
- Go back inside as a class, leaving the objects found outside.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 14

### Week 14, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and recognize letters.

**Letter of the Week:** D d**Materials Needed:**

-paper, with one letter written on each piece (one piece for each child in the class)

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Baby Shark Song* (pg. 18)

Daily introduction/letter of the week (pg. 4)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Catch the dragon's tail (pg. 10)

Register (pg. 5)

Return to class/focusing song

*Little Brother* (pg. 13)

Activity: literacy- letter recognition

-Show the papers with letters on them to the students. Explain that each student will get a piece of paper with a letter written on it. The teacher will call out "Jolly jump!" followed by a letter. Any students that have that letter need to get up and jump in the circle until the teacher says to sit down. Have the children sit in a circle. Hand out the pieces of paper. Go around the circle, asking each student what letter they have, correcting them if they are wrong. Call out "Jolly jump A's!" Look around ensuring that all students with this letter on their card stand up. Let them jump for about 15 seconds, before saying "Sit down A's!" Repeat in order, A-Z, then switch the order so letters are called randomly. For classes that know their letters, this activity can be done with letter sounds, calling out the sound the letter makes and having all children that have the letter making that sound jump. It can also be done with the first letter in words, for example "Jolly jump Mwatendala!" and have the students whose letter is M (because it starts mwatendala) jump.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 14, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories, practice auditory perception, practice rhyming and practice reading.

**Letter of the Week:** D d

### Materials Needed:

-book  
-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do as I Do* (pg. 14)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about rhyming.

Break

Follow the leader (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg. 15)

Activity: literacy: rhyming

- Ask the students if anyone remembers when used bottles and stones to make the sound of rain last week. Ask if anyone remembers what we talked about before that, about words that sounded like the word rain (vula). Remind the students that we talked about how words that ended in the same sound were called words that rhyme.

-Give the following examples of rhymes to the students: *nkhunga* and *ntchungu*, *mowa* and *wowa*, *masuku* and *mabuku*, *somba* and *nyumba*, *baka* and *waka*, *moto* and *loto*.

-Have the students draw pictures on the floor using two words that rhyme, making up a story for what is going on in the picture (for example, a picture that has a head and a dream). Walk around, reminding students of the words that rhyme. Give students about 10 minutes to do this. Call on 5-6 students to share what they drew with the class, what the words that rhyme are, are what is going on in the picture.

Letter of the week review (pg. 5)



Break and phala

Farewell song (pg. 14)

## Week 14, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain that Jesus is the son of God.

### Letter of the Week: D d

### Materials Needed:

-chalk

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Stop, Look, and Listen* (pg. 20)

Daily introduction/letter of the week (pg. 4)

Activity: mathematics- ordering numbers (pg. 6)

Break

*What Time Is It Mr. Fox* (pg. 9)

Register (pg. 5)

Return to class/focusing song

*This Little Light of Mine* (pg. 21)

Activity: spiritual/moral development- Jesus calms the storm

-Ask the class "When was the last time that you were in a boat?" Call on students to answer/share.

- Ask the class, "Who likes being on a boat? Why do you like it?" Call on students to answer.

-Ask the class, "Who doesn't like being on a boat? Why don't you like it?" Call on students to answer.

-Explain to the students that our story today is about one time when Jesus and His Disciples went out in a boat on a great big lake. This lake is very big, like Lake Malawi! The lake that Jesus and his friends were on was called the Sea of Galilee.

-Ask the class, "How many of you have dads or brothers or uncles that are fisherman?" Have them raise their hands. Ask what time of day most fishermen do their fishing at. Call on a few students to answer. Remind the class that many fishermen go out at night to go fishing.

-Tell the students that this story takes place at night, when Jesus was out with his disciples while they fished. Explain that Jesus was very sleepy, so He found a place to lie down in the boat and fell asleep.

-Tell the class that while they were out on the lake that night a terrible storm came up! The wind and waves beat against the little boat. Have the children act out a storm, leading them in creating storm sounds-rubbing their fingers together to make a mist, rub their hands together to make a drizzle, pat knees to make a downpour, stomp the floor to make thunder.

-Explain that the Disciples were very afraid that their boat was going to sink, and they woke Jesus up!

-Explain to the class that Jesus woke up and told the storm to stop. Have the class act out telling the

storm to stop, saying “Stop storm!” and holding up their hands in a stop motion.

-Tell the students that as soon as Jesus said this, the waves and the winds and the thunder stopped.

-Ask the class, “Does anyone know why the storm stopped when Jesus told it to?” Call on students to answer, then explain that the storm stopped when Jesus told it to because he is the son of God.

-Explain that we are going to play a game where the teacher is Jesus and the students are the storm. Have the children play Red Light Green Light (pg. 10), with the teacher calling out “storm” and “stop” instead of “green light” and “red light” (when the teacher calls out “storm” the students move towards the teacher, pretending to be waves, when the teacher calls “stop” the students must stop moving right away).

Letter of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 14, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and practice hand-eye coordination and gross motor skills.

### **Letter of the Week:** D d

### **Materials Needed:**

- book
- 3 or 4 sheets/blankets/chitenjes
- ball
- bottle caps

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Twinkle, Twinkle Little Star* (pg. 15)

Daily introduction/letter of the week (pg. 4)

Activity: Literacy/Reading- book read (pg. 6)

Read any book!

Break

Red Rover (pg. 9)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. 15)

Activity: learning readiness- gross motor/hand-eye coordination

-Spend roughly 30 minutes playing Sheet Games (pg. 11) with the students

Letter of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 14, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and to explain why we celebrate Christmas.

### **Letter of the Week:** D d

### **Materials Needed:**

-calendar of December, either drawn in chalk or on the board

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do As I Do* (pg. 14)

Daily introduction/letter of the week (pg. 4)

Activity- creative expression- dancing (pg. 6)

Break

Duck, Duck, Goose (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Mr. Sun* (pg. 21)

Activity: spiritual/moral development- Christmas (1)

-Ask students if they know what holiday is coming up soon. Call on students to answer, until someone says Christmas. If no one does, remind the students that Christmas is coming soon.

-Ask the class what they do on or around Christmas. Have them draw a picture of it on the floor in chalk. Ask if anyone wants to talk to the class about what they do on Christmas or what they drew. Call on all of the students who raise their hands to share.

-Ask the students if anyone knows why we celebrate Christmas. Call on all of the students who raise their hands to share their ideas.

-Explain that today we are going to talk about the reason we have Christmas. Explain that the reason we have Christmas is to celebrate Jesus' birth and that Jesus is the Son of God. Explain that a long time ago Jesus was born, and that is why we celebrate Christmas. It is Jesus' birthday!

-Explain to the students that the story of Jesus' birthday starts with a girl named Mary and that Mary was Jesus' mother. Explain that Mary was the name of the woman who had baby Jesus and that she was Jesus' mommy.

-Explain to the students that one day an angel came to see Mary and this angel told her that she was going to have a baby. The baby was going to be God's Son. The angel told her that she was to name the baby, Jesus.

-Explain to the class that God is Jesus' Father and that God the Father called Jesus His "One and Only Son." Explain that God loved us very much to send His Son here, so we celebrate this by having Christmas each year!

-Explain to students that we are going to make a countdown calendar until Christmas. Pull out the paper calendar or point to the one drawn on the board. Point to today, then point to Christmas. Explain that we are going to count the days between now and Christmas. Do this aloud as a class. When done counting, have a student come forward to write the number of days on the board (for example, to write the number 16 if there are 16 days until Christmas). Have the rest of the class write the number 16 on the floor in chalk.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 15

### Week 15, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and explain that God always keeps his promises.

**Letter of the Week:** E e**Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do As I Do* (pg. 14)

Daily introduction/letter of the week (pg. 4)

-Include "Christmas Countdown" (counting number of days on the calendar between today and Christmas as a class, calling on student to come write this number on the board)

Activity: Language-Listening/Speaking- Sharing Circle (pg. 5)

Break

Partner Catch (pg. 8)

Register (pg. 5)

Return to class/focusing song

*If You're Happy and You Know It* (pg. 15)

Activity: spiritual/moral development- Christmas (2)

- Remind the students that last week we talked about why we celebrate Christmas. Ask if any of them remember why. Call on students to answer until someone says Jesus' birthday. If no one does, remind the students.

-Explain to the class that today we're going to talk about WHY Jesus was born.

-Tell the class that a long time ago God made a promise to send us a Savior. Ask if anyone knows what the word savior means. Call on students, if they raise hands. Explain to the students that the word Savior means "someone who saves or rescues."

-Tell the students that the person God sent to be our savior was Jesus, God's One and Only Son!

-Explain to the students that the people waited for God to keep His promise. They knew that the Savior was to be born in a place called Bethlehem. They waited and they watched. But God had them wait for a long, long time. And some of them forgot to keep watching!

-Ask the students something like: *Does anyone remember how we talked about a girl named Mary last*

*week? Does anyone remember why she was important? Call on students to answer. If no one knows, explain that she was Jesus' mother.*

-Explain to the students the story of Mary and Joseph:

*Mary was a wonderful young woman who lived back then. One day an angel from God visited Mary, and the angel told Mary she was going to have a special baby. The baby was going to be the Son of God. (The Savior)*

*Later, the angel told Joseph too. (Joseph was the man who was going to be Mary's husband.) The angel told them they were to name the baby Jesus. Mary and Joseph traveled to Bethlehem. Mary and Joseph both lived in a place called Nazareth. One day, the ruler of the land (Caesar) ordered everyone to return to their hometown, so that they could be counted. So Mary traveled with Joseph a long way to Bethlehem, which was his family's original hometown. This is how Jesus was born in the little town called Bethlehem, just like God had promised all those years before!*

-Explain to the students that whenever God makes a promise, He always keeps it! God promised to send a Savior, and He did! Jesus, God's One and Only Son, is the promised Savior! So God always keeps His promises, no matter how big or small.

-Explain that Jesus was born to show us how to live and how to do what God wants. Explain that we are supposed to follow what Jesus tells us to do. Play Simon Says (pg. ) for about 10 minutes, explaining that just like how in the game we have to do what Simon says, in life we need to do what Jesus and God say.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 15, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and explain that baby Jesus was born in a town called Bethlehem.

### **Letter of the Week:** E e

### **Materials Needed:**

- book
- chalk

### **Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Five Little Raindrops (pg. 22)*

Daily introduction/letter of the week (pg. 5)

-Include "Christmas Countdown"

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about Christmas, Jesus, or God.

Break

Play What time is it Mr. Fox (pg. 9)

Register (pg. 5)

Return to class/focusing song

The Wheels on the Bus (pg. 16)

Activity: spiritual/moral development- Christmas (3)

-Ask the students if anyone remembers what we talked about yesterday, about Mary and Joseph. Call on a few students to explain, then remind the class that an angel had visited both Mary and Joseph and told them that the baby Jesus was going to be born. Jesus was the promised Savior and King! Mary and Joseph traveled to Bethlehem.

-Explain to the children that Mary and Joseph had to travel a long way to go to Bethlehem. When they arrived, there were many people in Bethlehem! Mary and Joseph looked for a place to stay, but there was no room for them in the inn! So, Mary and Joseph went to stay in the stable, where the animals were kept. While they were there baby Jesus was born! Mary wrapped baby Jesus in cloths and laid him in a manger. The Savior of the world, God's Son (Jesus) had been born!

-Explain to the children that God chose for Jesus to be born in a stable. He wanted to show how much he loved us, and that even though he is God, he wanted to be humble.

-Ask students if anyone knows what humble means. Call on a few students to answer, then explain that when someone is humble, it means they are easy to approach.

-Explain to the students that Jesus wants us to know that we can come to Him anytime, and one of the ways we can come to Him is by praying.

-Explain that shepherds keep their sheep and goats safe from animals that want to eat them. Play Goats and Hyenas (pg. 7) outside with the students, explaining that the students in the circle are “shepherds” working to protect the goat from the hyena.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 15, Day 3

**Session Date:** Week 15, Day 3

**Learning Objectives:**

Students will be able to order numbers 1-20 and explain how angels came to announce Jesus' birth.

**Letter of the Week:** E e

**Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

London Bridge is Falling Down (pg. 17)

Daily introduction/letter of the week (pg. 4)

-Include "Christmas Countdown"

Activity: mathematics- ordering numbers (pg. 6)

Break

Cat and Mouse (pg. 10)

Register (pg. 5)

Return to class/focusing song

*I'm a little teapot* (pg. 15)

Activity: spiritual/moral development- Christmas (4)

-Ask students if anyone can explain to the class what we've learned about Jesus' birth and the first Christmas so far. Call on a few to answer, then remind the students that Mary and Joseph had traveled to Bethlehem. There was no room for them in the inn, but they finally found a place to stay in the stable. Baby Jesus was born while they were there, and Mary wrapped the baby in cloths and laid Him in a manger

- Ask the students if they know anyone who has had a baby. Call on 5-6 to share with the class.

-Explain that when babies are born, everyone nearby is told all about the baby. It tells when the baby was born, and all about the baby.

-Explain that since God is Jesus' father, he wanted the whole world to know that His One and Only Son had been born in Bethlehem! Explain how God sent out a wonderful birth announcement- he sent angels!

-Explain that the first people the angels told about Jesus were shepherds. That night there were shepherds watching over their sheep, and God sent an angel to talk to the shepherds. The angels told the shepherds all about how Jesus was God's son and had just been born in Bethlehem. The shepherds

wanted to see the Savior! They came to Bethlehem and found the baby wrapped in cloths and lying in a manger... Just as they had been told by the angel! They worshiped the baby, Jesus, and praised God!  
-Explain that the shepherds had to follow the angel to find the baby Jesus. Tell the students we are going to play Follow the Leader (pg. 8) to practice following just like the shepherds did. Play for about 10 minutes.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 15, Day 4

### Learning Objectives:

Students will be able to listen attentively to stories and explain that three wise men visited Jesus when he was a baby.

### Letter of the Week: E e

### Materials Needed:

-book

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

If your happy and you know it (pg. 15)

Daily introduction/letter of the week (pg. 4)

-Include "Christmas Countdown"

Activity: Literacy/Reading- book read (pg. 6)

If possible, read a book about Christmas, Jesus, or God.

Break

Play jump rope games (pg. 8)

Register (pg. 5)

Return to class/focusing song

*Twinkle, twinkle, little star* (pg. 15)

Activity: spiritual/moral development- Christmas (5)

- Ask students if anyone can explain to the class what we've learned about Jesus' birth and the first Christmas so far. Call on a few to answer, then remind the students that Mary and Joseph had traveled to Bethlehem. There was no room for them in the inn, but they finally found a place to stay in the stable. Baby Jesus was born while they were there, and Mary wrapped the baby in cloths and laid Him in a manger. Then, angels appeared to shepherds to tell them of Jesus' birth. They came to worship Jesus. -Explain that back when Jesus was born, there were some wise men who lived in surrounding countries and who studied the stars. One day the wise men noticed a brand new star in the heavens. They knew it meant that the Savior had been born! The wise men were very excited! They knew that the King of the Jews had been born, just like God had promised! The wise men went searching for the Savior. The wise men traveled all the way from their countries to come and see baby Jesus. Since they were looking for a king, they naturally went to the capital city (Jerusalem) to see if He was there. They asked at the gate of the capital city "Where is He who is born King of the Jews?" They were told that He was to be born in Bethlehem. Happily, Bethlehem wasn't very far away! The wise men found Jesus! The wise men followed the star to Bethlehem and found Jesus! When they found Him they bowed down and

worshiped Him. Then they gave Him gifts (gold, frankincense, and myrrh.) Jesus was the promised Savior and the King of the Jews. So, now we give gifts at Christmas because we remember the gifts that the wise men gave to baby Jesus. We also remember that the best gift of all is Jesus! Jesus is God's gift to us!

-Explain to the students that we are going to race today, just like the 3 wise men raced to get to Jesus. Take the students outside and have them run races for about 10 minutes.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 15, Day 5

### Learning Objectives:

Students will be able to practice their culture through music and dance and tell the story of Jesus' birth.

### Letter of the Week: E e

### Materials Needed:

-bottle/brick/rock

-chitenje

-3 rocks

### Activities with step by step instruction:

Sign-in (pg. 4)

Assembly (pg. 4)

Gathering song

*Heads, shoulders, knees and toes* (pg. 15)

Daily introduction/letter of the week (pg. 4)

-Include "Christmas Countdown"

Activity- creative expression- dancing (pg. 6)

Break

Catch the Dragons Tail (pg. 9)

Register (pg. 5)

Return to class/focusing song

*Row, row, row your boat* (pg. 18)

Activity: spiritual/moral development/creative expression- Christmas (6)/acting out a story

-Ask students if they remember why we celebrate Christmas. Call on students to answer. Remind the class that we celebrate Christmas because it is Jesus' birthday, and Jesus is the son of God. Have the students act out the story of Jesus' birth, in the following teacher narrated play. Assign each student in the class a part, even if it is just a sheep.

-Explain that as you read the words aloud, the students have to listen and act out what they are hearing. Give the students a bottle wrapped in a chitenje to be the baby Jesus. Pick someone to be Mary. Give the example that if you say "Mary fell down" the student who is assigned to be Mary should pretend to fall down. [Note: especially with young students, you will have to direct students what to do/who they are pretending to be]

-Parts in the play: Mary (1), Joseph (1), Donkey (1), Wisemen (3), Shepherds (as many as needed), Star (1), Angels (as many as needed), Sheep (as many as needed).

*Mary stands and an angel stands.*

Teacher: Mary was a young girl who lived in the city of Nazareth. She loved the Lord very much and she tried hard to please Him. Well, one day Mary was all alone, when suddenly there was an angel of the Lord in front of her. Mary was afraid, but the angel said, "Do not be afraid! You are very special in the eyes of God, and I have come to bring you some very important news. You will have a Son and you shall call him Jesus. He will be called Holy and he will be the Son of God."

Mary was so happy! She told the angel that she would do whatever God wanted her to do.

*(Mary, Joseph, and Donkey go to back of classroom)*

Teacher: Mary soon married Joseph and they were very happy together. They were probably busy getting ready for the baby to be born, when they were told to go to a far away city to sign a list so that they could be counted in a census. They had to go because Caesar Augustus had ordered it. They were to go to Bethlehem. And it would be a very long trip!

They got ready to go. They knew that the baby would be born soon so they got a donkey for Mary to ride. They had to travel for 4 or 5 days.

*Mary and Joseph and donkey walk together.*

Teacher: Mary and Joseph came into Bethlehem and they were very tired (especially Mary), because they had walked so far and probably slept outside. They looked for a place to stay, but everywhere they asked, they were told that there was "NO ROOM" because there were so many people who had come to Bethlehem and needed a place to stay, too! Finally an innkeeper told them that they could stay in his stable to sleep. Mary and Joseph probably cleaned up the manger and put clean hay in it for their new baby. And that very night in Bethlehem, in that stable, baby Jesus was born. *(Hand bottle in chitenje to Mary)* They lay him in the manger after they wrapped him up in some warm clothes.

*Mary holds baby and rocks him and then puts him in manger.*

That night when Jesus was born, a new and special star appeared in the sky.

*Star stands behind manger scene.*

*Angel stands, and shepherds stand.*

Teacher: And that night too there were shepherds out in their fields keeping watch over their flocks of sheep, when suddenly an angel of the Lord appeared to them. The angel began speaking to them. He said, "Do not be afraid! I have some Good News to tell you. A baby has just been born in Bethlehem. And that baby is the Son of God. He has come into the world to be our Savior. You will find Him lying in a manger in Bethlehem."

*Then all angels stand.*

Teacher: Suddenly there were many angels in the sky and they were singing about God and how great He is. And just as suddenly the angels disappeared and the shepherds quickly got ready to go to see this baby...the Son of God.

*Shepherds and sheep walk towards Mary and Joseph.*



Teacher: The shepherds found baby Jesus with Mary and Joseph, and he was lying in a manger just as the angel had said. And they fell on their knees and worshipped Him. The night that Jesus was born, some Wisemen saw that special star in the night sky that had never been there before. They got ready and began a long journey to follow that star to the place that they had read about in the Holy Scriptures - the place where the Son of God would be born.

Whole class sings:

***Twinkle, Twinkle Special Star***(tune of "*Twinkle, Twinkle Little Star*")

*Twinkle, twinkle special star.*

*Guiding shepherds from afar.*

*Up above the world so high,*

*Like a diamond in the sky.*

*Twinkle, twinkle special star.*

*Guiding shepherds from afar.*

*Wisemen (carrying rocks) walk towards Mary and Joseph.*

Teacher: The Wisemen found Jesus and brought him gifts of gold, frankincense, and myrrh. (*Have students put rocks down in front of Mary and Joseph.*) And they fell on their knees and worshipped Him. When they left they were warned by an angel not to return to King Herod, so they went home another way.

Teacher: When the shepherds and the Wisemen left baby Jesus, they shared the story about the birth of Jesus our Savior that night in Bethlehem. And just like the shepherds and Wisemen, we can share the story of Jesus birth and the love of Jesus we have in our hearts.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Term 2

### Week 1

#### Week 1, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking. They should be able to tell their own made stories, listen to stories and re-tell stories that their friends already told.

**Letter of the Week:** F f

**Materials Needed:**

-Chalk

**Activities with step by step instruction:**

Sign in (pg)

Assembly (pg)

Gathering song (pg)

Heads, Shoulders, Knees and Toes (pg.)

Daily introduction/ letter of the week (pg.)

Activity; listening/speaking-sharing circle (pg.)

Break

Three leg game (pg.)

Register

Return to class/focusing song

*Do as I do* (pg.)

Activity; Social emotional-Making up stories and taking turns

Before you tell a story let, the learners understand the goodness of listening quietly to a story when it is being told.

Tell the story about a big bad wolf:

The wolf was a mean wolf. It always blew off people's houses. (Get the class to act out the wolf blowing people's houses down, like they are blowing out a candle) one day it wanted to blow off the pigs house. In the process the big bad wolf got hurt and the pigs helped the wolf.

The wolf was grateful to the pigs and the pigs invited him in their house.

After telling the students the story, ask them some questions on the story to see if they understood it:

- Which animal was bad in the story?
- What happened to the big bad wolf when it tried to blow off the pigs house?
- How did the story end?

After telling your story tell learners that they should also tell their own stories. Tell them the importance of taking turns in storytelling. Then let learners tell their own stories to the class. After telling the story ask other students to re-tell the story that their friend had said. Ask learners which story they liked the best, and ask them to explain why.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 1, Day 2

### **Learning Objectives:**

Students must be able to show cleanliness by taking care of their body (bathing every day, brushing their teeth, combing their hair and wearing clean clothes)

**Letter of the week:** F f

### **Materials Needed:**

-Tooth brush

-Colgate

-Water

-Soap

(If teachers do not have access to these items, you can draw the items and improvise).

### **Activities with step by step instructions:**

Sign-in (pg.)

Assembly (pg.)

Gathering song (pg.)

Twinkle, Twinkle, Little Star (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Literacy/Reading-Book Read (pg.)

Break

Wheel Barrow Game (pg.)

Register (pg.)

Return to class/focusing song

*Five little monkeys* (pg.)

Activity: Self help-cleanliness

-Ask learners if they took a bath when coming to school.

-Ask them if they brushed their teeth, combed their hair and if the clothes they are wearing are clean.

-Ask the learners to be sing the song " kodi nose mwasamba" while the teacher goes around checking if the students have bathed, combed their hair, brushed their teeth and that they are wearing clean clothes.

-Ask learners to sit down as you write the topic of the day on the chalkboard.

-Read out loud the topic on the board to learners.

-Ask learners to read the topic aloud.

- Explain to learners why it is important to keep the body clean every time, for example if you brush your teeth every day you prevent yourself from having gum diseases hence your teeth becomes stronger each and every day. Say 'when you bath every day with soap your body feels fresh hence you protect your body from germs causing diseases'.
- Explain to learners that cleanliness makes a person look smart every day.
- Ask learners to mention the things required for our bodies to look clean and smart every day. Expect answers like water, soap, tooth brush, colgate, comb.
- Show those materials to learners.
- Demonstrate to learners how to brush their teeth, how to comb and how to clean ourselves by pretending to bath.
- Let learners practice how to brush their teeth and how to comb.
- Conclude the lesson by asking learners to mention what they have learnt on cleanliness that day.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 1, Day 3

**Learning Objectives:**

Students must be able to recognize numbers from 1-10 and understand that God is the one who created them.

**Letter of the week:** F f

**Materials Needed:**

-Chalk

**Activities with step by step instructions:**

Sign in (pg.)

Assembly (pg.)

Gathering song (pg.)

*If Your Happy and You Know It (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Mathematics-ordering numbers (pg.)

Break

Ball game

Register (pg.)

Return to class/focusing song

*Little brother*

Activity: Spiritual/Moral-Gods love on me

-Before anything ask students to sing the following song;

B.I.B.L.E

B.I.B.L.E that's the book for me

It stand up for the word of God

Say B.I.B.L.E bible

-Sing the song twice together with learners.

-After the song write the topic of the days lesson on the chalkboard.

-Read the topic aloud to learners and then read it together with the learners.

-Ask learners to mention the friends they have at home. After mentioning them ask them if they love their friends and if their friends love them as well.

-Ask learners if they know that God loves them, if their answer is yes ask them to tell you why

they think God loves them. After giving their reasons explain to them that God shows them love in different ways and some of them are;

- They have parents that love them so much
- They have friends and relatives that are always there for them
- They have their daily needs such as food and clothes

-Explain to learners that what they have every day is because God loves them and does not want them to suffer.

-Read to learners the bible John 3 verse 16, 'for God so loved the world that he gave his only begotten son so that whoever believes in him should not perish but have everlasting life'.

-Explain to learners that God loves us so much that he even allowed his only son to die for us on the cross because of our sins. God didn't want to see us his children suffer, he loved us so much that he didn't want to see us perish together with satan in hell.

-After explaining the love of God on us ask learners some questions on the bible story they have learnt. Ask them to share any other bible stories that they know.

-Ask learners to show love to everyone as God loves us also even if we sin against him.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 1, Day 4

### **Learning Objectives:**

Students must be able to listen to stories and mention some of the living things around their school

**Letter of the week:** F f

### **Materials needed:**

- Diagrams showing some of the living things
- Local environment
- Books
- Chalk

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song (pg.)

*Rainbow Song (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/Reading-book read (pg.)

Break

Jump ropes game (pg.)

Register (pg.)

Return to class/focusing song

*Five little ducks (pg.)*

Activity: Environment-Living things

- Ask learners what are living things?
- Listen to their answers and then explain what living things are. Say: 'Living things are things that can breathe air and reproduce.'
- After your explanation ask learners to mention some of the living things they know. Expected answers should be;

- Birds
- Dogs
- People
- Cattle

-After mentioning all those things, summarize student answers by showing them a chart that



has living things on it. Display the chart on the chalkboard so that each student should be able to see properly.

-Show students the living things and their names.

-Explain to them that even plants are living things, because they live and breathe, too.

-Say: 'plants breathe, they get their food from soil and that they also reproduce through seeds.'

-Take students outside the classroom to explore the environment and be able to see living things that surround their school.

-Let learners mention the living things that they see.

-After observing living things that surround their school, ask learners to go back to the classroom.

-If time permits, give out chalk and ask learners to draw any living thing that they have seen or mentioned in this lesson.

Letter of the week review (pg.)

Break and phala

Farewell song(pg.)

## Week 1, Day 5

### **Learning Objective:**

Students learn to blow their nose using a piece of cloth/leaf/paper

### **Letter of the week:** F f

### **Materials needed:**

- Piece of cloth
- Leaves
- Papers
- Water

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song (pg.)

*Heads, Shoulders, Knees and Toes (pg.)*

Daily introduction/ letter of the day (pg.)

Activity: Creative Expression-Dance

Break

Frog game (pg.)

Register (pg.)

Return to class/focusing song

*Twinkle, twinkle, little star (pg.)*

Activity: Health Education-Blowing Nose

Ask learners if they know what blowing the nose is. If they do not know explain to them that blowing nose is when you have a dripping nose and have to clear the nostrils. Say: 'we also blow the nose in order for our breathing to be easier because sometime, when we get sick, breathing can become a problem since the mucus blocks the air path in the nose.'

After explaining to the students about blowing the nose ask them what they do or how they blow their nose when they have a dripping nose. Let the students explain how they clean their nose when they have flu or sickness. After explaining, consolidate their explanation by explaining to them that there are many ways you can clean your nose when you have flu.

Explain to learners that you can blow your nose by holding your nose with your fingers creating pressure inside your nose while blowing and then after blowing your nose you wash your hands with soap and water since you used the hands. You can also blow nose using a clean piece of cloth, leaves and even papers.

Demonstrate to learners how to blow nose using hands, piece of cloth, leaves and papers. After demonstrating call students one by one to come in front and practice blowing the nose using the materials that are there. Help those who find difficulties in blowing their nose to make sure that every student blow his nose the right way.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 2

### Week 2, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking to pairs and match similar objects.

**Letter of the week:** G g

**Materials Needed:**

- Leaves
- Papers of different colors
- Sticks
- Rocks
- Crayons of different colors
- Different shapes

**Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*I'm a Little Tea Pot (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Language/speaking-Sharing Circle

Break

Tug of war (pg.)

Register (pg.)

Return to class/focusing song

*If you are happy and you know it clap your hands*

Activity: Cognitive-Matching objects

Ask learners to count numbers from 1 up to 10. After learners have finished counting numbers write on the chalkboard the topic of the day: 'matching objects.' Tell learners that they are going to match similar objects according to their shape, size and color. Do three different activities:

- 1) As an example take sticks of different sizes and match them according to their sizes. Then do the same with the other objects remaining, such as stones, leaves, cartons or bottle tops. Explain that we are grouping objects that are the same size.

- 2) Take objects and now group them by different colors. E.g, make a pile of objects that are blue and a pile that are yellow. Explain that we are grouping objects by the same color.
- 3) Take objects and group them according to shape. For example, put objects that are a circle next to other objects that are circle, and objects that are square next to others that are square. Explain that the objects are in groups that are the same shape.

Make sure that learners understand the concept of 'matching' and ask volunteers to come to the front and match similar sized objects. Help the learner if they struggle, explaining why they are wrong. Do the same with several learners.

Put learners in groups, give the groups different objects. In their groups ask them to match the objects according to their shape, size and color. Go round the groups to check how the learners are progressing with the work given to them. After learners have finished their group work let them present their work to the class, reinforce learners who have done well, those who had difficulties help them get their work right.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 2, Day 2

### **Learning Objectives:**

Students must be able to listen to a story and take care of school premises.

**Letter of the week:** G g

### **Materials Needed:**

- Brooms
- Books

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Do as I do* (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Literacy/Reading-Book read (pg.)

Break

Races (pg.)

Register (pg.)

Return to class/focusing song

*Follow the Leader* (pg.)

Activity: Self-help-Taking care of school premises

Tell learners that the lesson of the day is to make their school premises clean and that in order for their school to be clean there is need for them to work hand in hand. Explain the importance of them helping each other or working as a group. Let learners understand that work that is done by a group is a lot easier than work done alone.

Divide the learners into four groups, assign the following roles to the groups;

- Group1-this group will sweep inside the classroom
- Group2-this group will sweep outside their classroom
- Group3-this group will be plucking out grass grown around their school premises
- Group4-this group will be carrying trash that their friends piled up and throw them into the trash bins

After explaining ask each group to be where the teacher assigned them to work. Tell learners

that they should work together, no one should leave work for one another. Supervise as they work just to make sure that the work is done well and no one gets hurt. Those who were removing trash that their friends piled up after finishing their work ask them to wash their hands with soap.

Ask learners to go back in their classroom after finishing their work. Conclude the lesson by explaining to them how easier their work was because they worked as a group.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 2, Day 3

### **Learning Objectives:**

Students must be able to count numbers from 1-20 and recognize that those numbers are special because they were created by God.

### **Letter of the Week:** G g

### **Materials Needed:**

-Chalk  
-Bible

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg. 4)

Gathering song

*Row, Row, Row Your Boat* (pg. 18)

Daily introduction/ letter of the week (pg.4)

Activity: Mathematics-Ordering numbers (pg.6)

Break

High jump (pg.)

Register (pg.5)

Return to class/focusing song

*London Bridge is Falling Down* (pg. 17)

Activity: Spiritual/moral-The birth of Jesus Christ

Before starting the lesson of the day remind learners what they learnt in the previous lesson of last week. Let learners that came last week tell what they learnt on the topic 'The love of God on Me'. Let them mention how God shows us love in our everyday life. After going through the previous lesson together with learners, introduce this topic.

Write the topic on the chalkboard: "the birth of Jesus Christ". Ask learners if they know who Jesus Christ is. After they have given out their answers explain to them that Jesus Christ was Gods only son, but we all are the children of God. Tell learners that you are going to read a story from the bible about the birth of Jesus Christ.

Read to learners the book of Matthew 1 verses 18-25:



The holy spirit appeared to Mary who was promised to Joseph. The holy spirit told Mary that she was going to give birth to a son and name him Jesus, but Mary was confused because she knew no man but the holy spirit told her not to worry. When Joseph heard that Mary was pregnant he decided to leave her because he thought that the pregnancy was not his, so the angel of the Lord (Gabriel) appeared to Joseph and told him to take Mary as his wife because the child she was carrying was of the holy spirit. So he married her and she then gave birth to Jesus Christ in a manger.

After telling the story of Jesus' birth ask learners the following questions to see if they understood the lesson;

- Who was the mother of Jesus?
- Who was the father of Jesus?
- Who appeared to Mary?

After they have given out their answers conclude the lesson by summarizing the lesson taught.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 2, Day 4

### **Learning Objectives:**

Students must be able to listen to and tell stories and also mention the plants they know

**Letter of the Week:** G g

### Materials Needed:

- Seeds
- Books
- Local environment

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/ letter of the week (pg. 4)

Activity: Literacy/reading-book read (pg. 6)

If possible read about plants.

Break

Goats and hyenas (pg. 7)

Register (pg. 5)

Return to class/focusing song

*I'm a Little Tea Pot (pg. 15)*

Activity: Environment-plants

Ask learners to mention what they learnt in the previous lesson about the environment. The previous lesson was about living things. They learnt that everything that breathes and reproduces is a living thing. They also mentioned some of the living things they know and one of them was plants. Explain to learners that the lesson will be about plants.

Ask learners if they have plants at home. Ask how do they grow them and how do they take care of their plants each and every day. After they have given out their answers explain to them the life cycle of plants. Tell them that for plants to be plants they go through the following stages;

- ❖ First you plant seeds and water them each and everyday
- ❖ Then a shoot comes out and grows into a plant

- ❖ After the plant is fully grown it starts producing flowers
- ❖ The flower is a sign that the plant will now produce fruits
- ❖ The fruits produced now gives out seeds and then the cycle begins again

After explaining the life cycle of plants display a chart on the chalkboard showing a diagram of life cycle of plants, explain the cycle again according to the diagram.

Call learners one by one to come in front to be pointing where each stage of the plant is, help learners who are failing. Then conclude the lesson by telling learners to explain what they have learnt on the topic “plants”.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 2, Day 5

### **Learning Objectives:**

Students must be able to practice culture through music and dance and be able to wash hands after coming back from the toilet and when they want to eat something.

### **Letter of the Week:** G g

### **Materials Needed:**

- Water
- Soap

### **Activities with step by step instruction:**

Sign in(pg.)

Assembly(pg.)

Gathering song

*I'm a Little Tea Pot* (pg. 15)

Daily introduction/ letter of the week (pg.4)

Activity: Creative expression-dancing

Break

Stone Game (pg.)

Register (pg.5)

Return to class/focusing song

*The Wheels on the Bus* (pg. 16)

Activity: Health education-Washing hands after coming from the toilet and before eating

- Ask learners if they wash their hands before eating and after coming back from the toilet.
- Explain to learners the importance of washing their hands before eating and after coming back from the toilet.
- Explain to them that it is important for them to wash their hands before eating because they remove dirt and germs that was in their hands.
- Tell learners that if they do not wash their hands when eating, they eat together with germs which are harmful to their health, they end up being sick because the germs disturb their digestion system which can end up with having diarrhea.
- Explain to learners that the same thing happens when they do not wash their hands with soap after coming back from the toilet.

-After explaining the importance of washing hands, demonstrate to learners how they can wash their hands properly.

-Demonstrate in front of the class, by rubbing your hands together with soap between them, making sure to cover all of your hands. Explain that we rub soap on our hands, then scrub them together until there is no dirt left on them. After this, we wash our hands in clean water until all of the soap and dirt is gone and our hands are clean.

-Call on learners one by one in front to come and practice how to wash their hands properly, using the soap and water that you prepared for this session.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 3

### Week 3, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking and mention some of the types of weather they experience.

**Letter of the Week:** H h

**Materials Needed:**

- Local environment
- Chalk

**Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Five little ducks* (pg.)

Daily introduction/ letter of the week (pg.4)

Activity: Language-listening/speaking-sharing circle

Break

Stone game (pg.)

Register

Return to class/focusing song

*Do as I do* (pg. 14)

Activity: Environment-types of weather experienced everyday

-Ask learners the weather they were feeling at home when they woke up in the morning getting ready for school.

-Then ask them the weather they are experiencing now as they are in class.

-Explain to learners that the changes they are experiencing in weather are called types of weather

-write on the chalkboard the topic of the day and explain to learners that they are going to learn about types of weather

-There are many types of weather that people experience each and every day, some of them

are:

- ❖ Cold weather-this is the time when the weather becomes cold and even with fogs, during this this time people have to wear many clothes, gloves, socks and tops to keep themselves warm
- ❖ Mild weather-this is when it is neither cold nor hot, the weather is on average, people are able to wear at least not too much clothes or less, they dress average
- ❖ Hot weather-this is the time when it becomes unbearable for people, they always dress lighter to give themselves some fresh air, always found on tree shades for cooler weather

-Explain to learners those types of weather and tell them that they are going outside to observe the kind of weather they are having.

-Ask learners to mention the kind of weather they are experiencing, whether hot, cold or mild

-After giving out their answers tell them to return to their class. Using chalk, they should draw different weather types on the floor. Rainy, sunny, windy. Let them draw how they like, and praise good pictures.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 3, Day 2

### **Learning Objectives:**

Students must be able to listen attentively to stories and mention some of the road signs

**Letter of the Week:** H h

### **Materials Needed:**

Diagrams showing road signs

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Five Little Monkeys* (pg.)

Daily introduction/ letter of the week (pg.4)

Activity: Literacy/reading-book read (pg. 6)

If possible read a book about cars or safety.

Break

Ball game (pg.)

Register (pg. 5)

Return to class/focusing song

*Little brother* (p.13)

Activity: Self-help- road signs

-Ask learners how they cross the road when there are many vehicles.

-Ask them who helps them when crossing the road since they are young and cannot cross the road all by themselves.

-Ask learners to explain if they follow road signs or not

-After that ask learners if they know any road signs

-Let the learners mention some of the road signs they know

-Explain to learners that there are many road signs that guides road users on the road and some of the road signs are

- ❖ Zebra crossing-this is mostly found where people use the road mostly such as where there are hospitals, schools and trading centres
- ❖ Robots (traffic lights)- this road sign is mainly put in road junctions to stop the cars and people hitting each other and causing road accidents
- ❖ Slow down-this tells drivers to slow down when driving
- ❖ Sign of a bridge-shows that there is a bridge ahead



-after telling them some of the road signs, explain to learners how those road signs work  
-conclude the lesson by asking learners to mention some of the road signs they have learnt  
-Teach the song *Stop, Look and Listen* (pg. 20), which demonstrates how to cross the road safely.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

### Week 3, Day 3

**Learning Objectives:**

Students must be able to order numbers from 1-20 and explain how Jesus healed a lot of people.

**Letter of the Week:** H h**Materials Needed:**

-The bible

**Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

B.I.B.L.E (pg.)

Daily introduction/ letter of the week (pg.4)

Activity: Mathematics-ordering numbers (pg. 6)

Break

Races (pg. 7)

Register (pg. 5)

Return to class/focusing song

*Row, row, row your boat* (pg. 18)

Activity: Spiritual/moral-Jesus the healer

-Ask learners to explain what they learnt in the previous lesson. The last week lesson was about Jesus birth, how Mary got pregnant and became with child of the holy spirit.

-Let learners sing the following chorus of a song:

Yes Jesus loves me

Yes Jesus loves me

Yes Jesus loves me

The bible tells me so

-Tell learners that today they are going to learn about how Jesus showed love by healing a lot of people.

-Ask learners if they know that Jesus loves them and if they don't let them know that Jesus loves them so much.

-Tell learners that they are going to listen to stories from the bible that shows how Jesus healed a lot of people.

-Tell them that the first story they are going to listen to, is about a child who was 12 years old.

Matthew 9 verses 18-26 reads-Jesus was busy preaching to a cloud of people when a man came and pleaded with him to go and heal his daughter who was critically ill, while the man was pleading his friend came and told him not to bother Jesus for his daughter was already dead. Jesus did not mind what the other man said but instead followed them to their house and brought back the girl to life. This shows how Jesus healed a little girl even though people knew that the girl was dead.

Tell learners that the second story they are going to listen to is about how Jesus healed a man who had a withered hand on the Sabbath day even if it was prohibited to work on Sabbath. Read to learners Matthew 12 verses 1-13:

Jesus healed a man with a withered hand on the Sabbath, he told the man to stretch out his hand and the man did as he was told. The man was healed and the Pharisees condemned him and went out and plotted against him.

Explain to learners that even though Jesus hated by people for healing/performing miracles he never stopped thinking of those that were in dire need of him, he always took it as his responsibility to heal people no matter how deadly their disease was. Jesus was a healer indeed.

Ask learners some questions on the stories they have listened to, to make sure if they were attentive when you were reading. Ask them the following questions:

- Mention the two people that Jesus healed.
- Why did people condemn Jesus after healing a man with a withered hand?
- How old was the girl that Jesus healed?

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)



## Week 3, Day 4

### **Learning Objectives:**

Students must be able to listen attentively to stories and tell about animals

**Letter of the Week:** H h

### **Materials Needed:**

- Drawings of animals
- Books

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Old Mack Donald Had a Farm (pg.)*

Daily introduction/ letter of the week (pg.4)

Activity: Literacy/reading-book read (pg. 6)

If possible read a book which includes animals

Break

*Ogode (pg.)*

Register (Pg. 5)

Return to class/focusing song

*5 little monkeys (pg.)*

Activity: Environment-Classifying animals in two groups-those that can be eaten and those that cannot be eaten

-Ask learners if they have animals at their homes.

-Let them mention the kind of animals they keep at their homes and why they keep such kind of animals.

-Ask learners to mention animals they eat on the animals they keep at home.

-Tell learners that they are going to learn about classifying animals in those that they can eat and those that they cannot eat/pets.

-There are many animals that people keep in their houses, some of them are;

- Chicken
- Goats
- Ducks
- Doves

- Cows
- Pigs
- Dogs
- Cats

-Write the names of the animals on the chalkboard and read them out loud to learners

-ask learners to read the names of the animals together with you.

-Paste on the chalkboard a chart showing diagrams of local animals. Point out the animals one by one while also mentioning their names.

-Call on learners one by one to come in front and point on an animal and mention its name and a noise or action of that animal.

-Explain to learners that these animals can be divided into two groups, those that people eat and those that are just pets and are not edible.

-Let learners mention animals on the list that can be eaten and mention also those that are just pets.

-Write on the chalkboard as the learners give out their answers, write them separately according to how the learners are grouping the animals.

-Correct learners work by grouping the animals yourself as follows:

Animals we can eat

Chicken

Ducks

Goats

Cow

Animals we cannot eat

Dogs

Cats

-Let learners now mention animals they can eat and those they cannot eat according to their groups.

-As a fun game, call out some of the names of the animals and ask the whole class, standing on their feet, to make noises and actions for that animal.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 3, Day 5

### **Learning Objective:**

Students must be able to practice culture through music and dance and mention the food that makes the body strong and healthy.

### **Letter of the Week:** H h

### **Materials Needed:**

- books
- food samples or pictures of food
- Rope

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/ letter of the week (pg.4)

Activity: Creative expression-dance (pg. 6)

BreakJump Rope Games (pg. 8)

Register (pg. 5)

Return to class/focusing song

*5 Little Ducks (p.g)*

Activity: Health-food that makes the body strong and healthy

- Ask learners to mention the food that they had eaten when coming to school to learn.
- Ask learners to face a friend that is next them and ask him what he ate when coming to school.
- Let each learner tell the teacher what his friend had eaten when coming to school.
- Tell the learners what you ate when coming and the reason you ate that food.
- Tell learners that they are going to learn about the food that makes the body strong and healthy.
- Write on the chalkboard the topic of the day.
- Ask learners to mention the kind of food they love and why they love that food.
- Let learners mention names of food they know.
- Write names of the food the learners are mentioning on the chalkboard.

- After they have finished mentioning read out the names aloud.
- Ask learners to also read the names aloud.
- Let learners choose the names of food from the food list that gives energy and good health.
  
- Tell learners that the food that makes the body strong and healthy are: sweet potatoes, nsima, cassava, Irish potatoes, rice and always take relish that has proteins, vitamins and also fruits after a meal because they always make the body strong and healthy.
- Explain to learners that on the food that has been mentioned, porridge is also the most important food to the body it has a lot of carbohydrates that gives energy to be able to do things every day.
- Explain that fruits gives vitamins to the body that helps in the growth of other parts of the body.
- Show learners samples of food you brought, or pictures of food.
- let the learners mention the name of the food and if they can, its color. (E.g, a banana is yellow).
- Ask learners if they know where some of the foods comes from (eg, the ground, the tree, the vine etc).
- In a sharing circle, ask learners to share with the group their favourite food.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg. 14)



## Week 4

### Week 4, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking and master colors

**Letter of the Week:** l i**Materials Needed:**

- Different color crayons
- Papers with different colors

**Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*Row, Row Your Boat* (pg. 18)

Daily introduction/ letter of the week (pg.4)

Activity: Listening/speaking-sharing circle (pg. 5)

Break

Frog game (pg.)

Register (pg. 5)

Return to class/focusing

*Little brother* (pg. 13)

Activity: Mathematics-identifying colors

- Ask learners to look at the clothes they are wearing and ask them what color they think it is.
- Let them look at each other and say the color of the clothes their friend is wearing.
- Tell learners that they are going to learn about identifying colors.
- Ask learners to sing the song colors:  
'colors-white, yellow, red, blue, green, orange, indigo, pink, purple.'
- Take papers that have different colors, pick one paper and show it to learners, tell learners the color of the paper. Say the name of the color several times until the learners get familiar with it, ask learners to say the name of the color for several times, going through all the colors.
- Pick on learners to share with the class their favorite color, asking 'What is your favourite color?', and waiting for a response.

- Pick a crayon one by one and ask learners what color is it.
  - Collect different crayons and classify them according to their colors. This should be an example to the learners. Let them join in and group things of the same color together.
  - Call on a learners one by one and ask them to classify the crayons according to their color.
- Ask the class if they can tell the different color of other things, like the sky, lake, sand, nsimsa etc. If they cannot tell you the color of (e.g, the sun), then tell them that 'the sun is yellow', 'the lake is blue', so that they can start making associations between things and colors.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg.14)

## Week 4, Day 2

### **Learning Objectives:**

Students must be able to listen attentively to stories and make sentences using diagrams

### **Letter of the Week: I i**

### **Materials Needed:**

- Alphabet letters
- Book

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

*The Wheels on the Bus* (pg. 16)

Daily introduction/ letter of the week (pg. 4)

Activity: Literacy/reading-book read (p.g 6)

Break

Am in (pg.)

Register (p.g 5)

Return to class/focusing song

B.I.B.L.E (p.g)

Activity: Language-making sentences

-Ask learners to recite the alphabet. After reciting the alphabet make sounds that each letter produces when pronouncing them. Ask learners to make to make the sounds of the letters of the alphabet together with you and then ask them to make the sounds alone without your help and see how they are performing.

-Tell learners that they are going to learn about making sentences from diagrams. Draw a boy on the chalkboard with a broom in his hands, ask learners to tell what they see on the board, ask them what they think the boy is going to do with the broom. After that make a sentence as an example to learners such as "the boy is sweeping." Explain to learners that you have made a sentence using the diagram on the board. Ask learners to make sentences using the same diagram on the chalkboard. Correct their sentences if they don't make any sense.

Display a chart on the chalkboard showing different diagrams such as a table having a plate

under it, a cat with a mouse in its mouth, a boy with a ball, a man holding a door handle. Ask learners to mention what they see in the first diagram, second, third and the last diagram.

-Tell learners that they are going to make sentences using the diagrams on the chart.

-First make a sentence with the first diagram "the plate is under the table". Write the sentence on the chalkboard and read it aloud. Ask learners to also read the sentence aloud. Ask learners to make sentences with the remaining diagrams. As learners make sentences make sure you write down the sentences on the chalkboard. After they have finished read the sentences they made aloud to learners.

-Now try to spell some of the basic words on the board, by using the alphabet letters. Ask some children if they can help with spelling easy words like 'cat'. When you write the letters out on the board, ask learners to repeat the letter that you are writing.

Letter of the week review (pg.5)

Break and phala

Farewell song (pg. 14)

## Week 4, Day 3

### **Learning Objectives:**

Students must be able to order numbers 1-20 and will be able to understand 'faith'

### **Letter of the Week: I i**

### **Materials Needed:**

-Books

### **Activities with step by step instruction:**

Sign in (pg.4)

Assembly (pg.4)

Gathering song

B.I.B.L.E (pg.)

Daily introduction/ letter of the week (pg.4)

Activity: Mathematics-ordering numbers (pg. 6)

Break

Wheel Barrows (pg.)

Register (pg. 5)

Return to class/focusing song

*Rain, Rain Go Away (pg.)*

Activity: Spiritual/moral-living in faith

-Fold your hands and show them to learners.

-Ask them what they think is in the folded hands.

-Ask them if they believe that there is something in the folded hands. If they do, open your hands to show what was inside them (a sand, or a stone).

-Explain to them that by believing there is something in the teachers hand, it's called 'faith'.

-Ask learners if in their everyday life they believe that something will happen, something they do not expect to happen, if their answer is yes or no tell them it is good for them to be living in faith because once they believe God takes action in their faith.

-God makes sure that their faith does not go in vain.

-Tell learners that they are going to listen to a story from the bible about a woman who suffered a sickness of bleeding for 12years.

-Read to learners the book of Matthew 9 verses 18-22:

A woman who was sick for 12 years saw Jesus in a crowd of people walking. She knew that when she goes to him, definitely he was going to heal her, but then the crowd of people was too much so she decided that even if he does not pray for her she will just touch his robe. The woman had faith that by just touching Jesus' robe she was going to be healed. So she walked as fast as she could, touched his robe, and at that very moment the woman was completely healed. Jesus felt his powers going out of him and asked the crowd of people who had touched him but his disciples said to him that there are a lot of people and all of them are struggling to touch him. So the woman on knowing that she was the one who touched him, revealed herself to him. Jesus told her to go home because her faith healed her.

-This woman's story shows how her faith helped her, this teaches that living in faith helps a lot because even the unexpected things happen when you live in faith.

-Tell learners to always live in faith, to believe in the impossibilities because tomorrow it turns out to be possible. Tell them to learn from the woman's faith and never back down from believing.

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)

## Week 4, Day 4

### **Learning Objectives:**

Students must be able to listen attentively and read and write numbers from 1-5

### **Letter of the Week: I i**

### **Materials needed:**

books

### **Activities with step by step instructions:**

Sign in (pg. 4)

Assembly (pg. 4)

Gathering song

*Do as I do* (pg. 14)

Daily introduction/ letter of the week (pg. 4)

Activity: Literacy/reading-book read (pg. 6)

Break

High jump (pg.)

Register (pg. 5)

Return to class/focusing song

*Follow the Leader* (pg. 8)

Activity: Cognitive-writing numbers

-Ask learners to count numbers from 1 up to 10.

-Let learners repeat counting the numbers for several times.

-After they have finished counting the numbers tell them that they are going to learn about writing numbers.

-Write numbers 1 up to 5 on the chalkboard and call on a learner to read the numbers on the chalkboard.

-Demonstrate to learners how to write numbers in the air, first start with the number 1.

-When demonstrating to them how to write the number in the air, face the chalkboard when writing that way students will write the number correctly (if you face them, their numbers will be written facing the wrong direction).

-Do the same with the other numbers.

-Ask learners to write numbers 1-5 in the air.

- Demonstrate to learners how to write the numbers on the chalkboard
- After demonstrating ask learners to write the number 1 on the floor
- Ask them to write the other numbers remaining on the floor
- Go round to check how the learners are performing and check if they are making mistakes, if they do help them
- Ask learners one by one to come in front and write the numbers 1-5

Letter of the week review (pg. 5)

Break and phala

Farewell song (pg. 14)



## Week 4, Day 5

### **Learning Objectives:**

Students must be able to practice their culture through music and dance and practice learning about vowels and writing words.

**Letter of the week:** I i

### **Materials needed:**

-Chalk

### **Activities with step by step instruction:**

Sign in (pg. 4)

Assembly (pg. 4)

Gathering song

*Twinkle, Twinkle, Little Star* (pg. 15)

Daily introduction/ letter of the week (pg. 4)

Activity: Creative expression-dancing (p.g 6)

Break

Races (pg. 7)

Register (pg. 5)

Return to class/focusing song

*The Wheels on the Bus* (pg. 16)

Activity: Language-writing words

-Ask learners to recite the alphabet.

-Call on a learner and ask him to recite the alphabet.

-Do the same with several other learners who volunteer themselves.

-Tell learners that today they are going to learn about writing words.

-Write vowels on the chalkboard(a, e, l, o, u)

-Read the vowels out loud to learners.

-Ask the whole class to read the vowels out loud.

-Write some letters of the alphabet on the chalkboard such as n, m and y.

-Read the letters aloud to learners and then ask the learners to read the letters aloud.

-Demonstrate to learners how you can form words using the vowels and the letters of the alphabet written on the chalkboard for example write on the chalkboard the following:

c+a+t- cat

-Explain to learners that if you add 'c' with 'a' and then 't', you form the word 'cat'. Ask the

learners what a cat is. Ask them to make the noise of a cat.

-Ask learners if anyone can spell another word using the letters of the alphabet. Explain that we have to choose the letters that sound like the word we are trying to spell. Ask if anyone can spell 'rat', sounding out the letters of the word as you say it.

-Write some very basic words on the chalk board, omitting one letter from each of the words. For example 'd\_g'. Tell learners that the word we are trying to spell is 'dog'. See if they can fill in the missing letter. Encourage students to think about the letters of the alphabet, and see which one fits into this word to make sense.

-Chose a few more simple words to do this exercise with. The teacher should make sure that they explain the words properly to the students. For example, when writing 'dog' on the board, ask students to make the noise that a dog makes, or to walk like a dog walks.

Letter of the week review (pg. 4)

Break and phala

Farewell song (pg. 14)

## Week 5

### Week 5, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking to peers and identify various geometrical shapes and draw them.

**Letter of the week:** J j

**Materials Needed:**

- Shapes
- Learners experience

**Activities with step by step instruction:**

Sign in (pg. 4)

Assembly (pg. 4)

Gathering song  
*Five Little Ducks*

Daily introduction/ letter of the week (pg.)

Activity: Listening/speaking-sharing circle

Break

Three legged game (pg.)

Register

Return to class/focusing song

*Do As I Do* (pg.)

Activity: Mathematics-geometrical shapes

-Ask learners if they know geometrical shapes. Ask for answers (e.g circle, triangle, rectangle, square, trapezium).

-Ask learners to read the names aloud.

-Draw on the chalkboard the geometrical shapes and indicate their names to make it simple for learners to master them easily. Draw them as follows:



Circle



Triangle



Rectangle



Square

- Take a pointer and be pointing out a shape and its name.
- Do that several times until you are sure that the learners will be able to point out a shape and name it correctly.
- Call on a learner and ask him to point out a rectangle.
- Do the same with other learners until you are sure that everyone has got it right.
- Conclude the lesson by telling learners to mention the geometrical shapes they have learnt.

Letter of the week review(pg.)

Break and phala

Farewell song(pg.)

## Week 5, Day 2

### Learning Objectives

Students must be able to listen attentively to stories and group animals

**Letter of the week:** J j

### Materials Needed:

- Local environment
- A chart showing diagrams of animals

### Activities with step by step instruction:

Sign in(pg.)

Assembly(pg.)

Gathering song

*Five little monkeys* (pg.)

Daily introduction/ letter of the week(pg.)

Activity: Literacy/reading-book read

Break

*Ogode* (pg.)

Register

Return to class/focusing song

*B.I.B.L.E* (pg.)

Activity: Environment-grouping animals

Ask learners to mention what they learnt in the previous lesson, if they don't remember remind them that in the previous lesson they learnt about grouping animals in two groups; those that can be eaten and those that cannot be eaten. Many names of animals were mentioned and grouped. Tell learners that today they are going to learn about grouping animals into mammals and birds.

Explain to learners that mammals are animals that breath using the lungs, are covered with fur/hair and do not hatch from eggs. Explain to them that birds are animals that hatch from eggs, have two legs and wings that help them in flying. Explain to learners like this so that they can easily differentiate between mammals and birds. Ask if anyone can tell us an animal that is a mammal and one that is a bird.

Ask learners to mention the animals they know, as they mention the animals make sure that

you write the names of the animals they are mentioning on the chalkboard as follows:

-hyena, goose, eagle, leopard, antelope, chicken, doves, goats, ducks, lion, cows, dogs, pigs  
After they have finished mentioning the names, read them aloud. Tell learners that they are going to group the animals they have mentioned into mammals and birds, write on the chalkboard mammals and birds and underline them. Let learners mention animals that are mammals and write them under mammals, let them mention also those that are birds and write them under birds as follows:

Mammals

Hyena  
Leopard  
Antelope  
Lion  
Cows  
Pigs

Birds

Goose  
Eagle  
Chicken  
Ducks  
Doves

After writing like that on the chalkboard ask learners to explain why they grouped the animals like that. Rub the chalkboard and ask learners to mention the birds and mammals that they know, seeing if they can remember.

Letter of the week review(pg.)

Break and phala

Farewell song(pg.)

## Week 5, Day 3

### **Learning Objectives:**

Students must be able to order Letters from 1-20 and explain that God is the creator of everything

**Letter of the week:** J j

### **Materials Needed:**

- bible
- local environment

### **Activities with step by step instruction:**

Sign in(pg.)

Assembly(pg.)

Gathering song

Twinkle, twinkle little star

Daily introduction/ letter of the week(pg.)

Activity: Mathematics-ordering numbers

Break

London bridge is falling down

Register

Return to class/focusing song

The wheels of the bus

Activity: Spiritual/moral-God the creator of everything

Ask learners to sing the song B.I.B.L.E before they start learning anything

B.I.B.L.E

that's the book for me

It stands up for the word of God

Say B.I.B.L.E bible

B.I.B.L.E bible

After singing that song ask learners if they know who created them and the things around them, if they do not know tell them they are going to learn about God the creator of man and everything in the world.

Write on the chalkboard the topic of the day, explain to learners that God is the one who created them and everything around them. God created the land and water first, after that he

created trees and animals. After he had created everything he then created man to be the ruler over the things he had created. Read to learners the book of genesis 1 verses 1-26-it states that in the beginning God created the heaven and the earth, the earth was without form and total darkness was on it and he said let there be light and there was light, he then divided the light from darkness and named light-day and darkness-night. God then gathered together all the waters of the earth and said let there be dry land and land was formed, let the land yield grass and trees that bear fruits and so it was. Then God created creatures that live in water and birds to fly above the earth, God created these creatures according to their kind, God saw what he created and said it was good, he blessed them and told them to multiply and fill the waters of the sea.

After creating all those things God created earth creatures according to their kind-creeping things, cows and beasts of the earth. Then God said let us make man in our image, let them have dominion over everything I have created and then God created man and female in his image. That is how God created man and everything around us.

Go outside with learners, let them observe whatever they are seeing there and explain to them that whatever they see its possible for them to see those things because God created such things, if he did not create them the world would not have been a nice place to live in. Ask the learners to look at each other and say to each other that God created you. After that send them back to class.

Letter of the week review(pg.)

Break and phala

Farewell song



## Week 5, Day 4

**Learning Objective:**

Students must be able to listen attentively to stories and practice ways of body fitness

**Letter of the week:** J j

**Materials Needed:**

-Chalk

**Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Old Mack Donald Had a Farm (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read

Break

*Am in (pg.)*

Register pg.)

Return to class/focusing song

*Follow the leader (pg.)*

Activity: Health-Body fitness

-Tell learners to stand up, let them jump up five times.

-Tell learners to do hands up, hands down for several times.

-Ask learners to say how they are feeling now after they have jumped for 5 times and did hands up and down. Do they feel energized, or tired, or maybe they feel excited and awake? Ask for some responses.

-If some learners say that they are tired, tell them that they are feeling that way because they don't keep their bodies strong by doing exercises.

-Tell learners that they are going to learn about body fitness.

-Ask learners to mention ways of keeping their body strong.

-Write learners response on the chalkboard.

-After they have finished giving out their answers choose the correct answers and cancel the wrong ones.

-Explain to learners that there are many ways to keep the body fit, some of them are:

- Jogging-this is when a person runs at a slow pace, stretching the muscles and making the body active.
- Playing ball-this might be netball or football or any kind of ball game, this also helps to keep the body active all the time.
- Jumping-keeps the blood running and helps a person learn how to hold out his breath when completely tired.
- Pushups-helps one to learn to support his whole body on just two hands and have strong arms.
- Running-helps one to learn how to hold up his breath when completely tired.
- Races, high jumps and jump ropes-keeps the body strong and teaches different muscle movements.

-Explain to learners that all those activities mentioned helps to keep the body fit. These activities are not for one day but should be done each and every day because once you stop doing them, the body can become weaker and its difficult to start up being active again.

-Tell learners to follow outside to the ground to practice these ways of making the body fit.

-Call on one learner let the learner race with you as an example, after you have demonstrated racing draw a line where all learners will stand as they get ready to race and then give them a go ahead of the race.

-Make the winner of the race feel good by letting his friends carry him as a sign of victory.

-Do several other activities that keeps the body fit and then after you are through tell learners to get back to class.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 5, Day 5

### **Learning Objective:**

Students must be able to mold different things

### **Letter of the Week:** J j

### **Materials Needed:**

- Molding clay
- Papers
- Water
- Sticks

### **Activities with step by step instruction:**

Sign in(pg.)

Assembly(pg.)

Gathering song

*Follow the Leader (pg.)*

Daily introduction/ letter of the week(pg.)

Activity; Creative expression-dancing

Break

Jump ropes (pg.)

Register (pg.)

Return to class/focusing song

*Do as I do (pg.)*

Activity: Cognitive-molding things

Ask learners to mention the kind of toys they play with at home, then ask them what kind of toys they like among all their toys. Tell learners that they are going to learn about molding, they are going to mold their favorite toys.

Ask learners if they have carried clay. Tell learners to go outside and draw some water that is required for molding. Demonstrate to learners how to mold things, choose one item you can mold and then mold it to show learners how they can mold. After molding that item mold other different items so that learners can get a clue on how to mold their toys.

Ask learners to get their clay and start molding, make sure that learners have put their clay on papers making sure that the whole class does not become dirty with clay, go round to check

how the learners are doing their work. Let the learners mold their favorite toys, boys can be molding toy cars or toy animals and girls can be molding dolls or kitchen utensils, after molding ask learners to go and display their work on a creative arts corner(one corner of the class where you display art things). Display them there until they are dry out and ready to use. Ask learners what kind of toys did they mold and why. Tell learners to go outside and throw away the remaining clay and wash their hands. After washing their hands ask learners to go back to class.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6

### Week 6, Day 1

**Learning Objective:**

Students must be able to write down numbers and listen and share.

**Letter of the Week:** K k**Materials Needed:**

- Sticks
- Stones
- Chalk

**Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Old Mack Donald Had a Farm (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Listening/speaking-sharing circle

Break

Stone game (pg.)

Register (pg.)

Return to class/focusing song

*Five Little Monkeys (pg.)*

Activity: Mathematics-writing number of things

- Ask learners to count numbers from 1-20.
- Ask learners one by one to count numbers from 1-20.
- Tell learners that they are going to learn about writing numbers.
- Call on five learners to come in front.
- Ask learners to help you count how many learners are in front.
- After counting that there are five learners, write on the chalk the number 5.

Continue to do this for random numbers up to 20 before moving onto the next activity.

- Put learners in groups of five.
- Give learners sticks that are different in number and chalk.

-In their groups ask learners to count the number of sticks they have.  
-After counting let them write the number of the sticks on the floor.  
-Go round the groups to check what they have written, on each group let them count again their sticks to see if they have written the correct answer.

-After checking each groups work give them stones.  
-Let them count the stones they have been given and write the number on the floor.  
-Go round to check their work.  
-Draw on the chalkboard different groups of things such as mangoes, pencils, cars and bananas.  
-Together with learners count how many mangoes are there and write the number on the group of mangoes, do the same with the other groups of things.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6, Day 2

### **Learning Objective:**

Students must be able to listen attentively and add number of things

### **Letter of the Week:** K k

### **Materials Needed:**

- stones
- sticks
- books
- chalk
- pencils

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Do As I Do (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-reading books

Break

Races (pg.)

Register

Return to class/focusing song

Five Little Ducks (pg.)

Activity: Mathematics-adding number of things

- Call on learners one by one and ask them to count numbers from 1-10
- After counting numbers one by one ask the whole class to count numbers from 1-20
- Tell learners that they are going to learn about adding number of things
- Count 10 stones and put them on one place, then count 2 stones and put them on another place, separate from the 10 stones
- Tell learners that they are going to add the 10 and 2 stones together and see how many they are altogether
- Add the stones and count together with learners until you finally count that they are 12 altogether
- Draw 10 stones on the chalkboard and 2 stones and then put a positive sign(+) between the

two groups, write an equals (=) sign and then 12 at the end then explain to learners that is a way of showing that they have added 10 and 2 to make 12

- Put learners in groups of five
- Give each group 10 pencils
- Ask each group to count 6 pencils and put them on one place
- Let the learners count the pencils they are remaining with which is 4 and put them on one place separate from the 6 pencils
- Let them add the pencils together and count how many pencils they are altogether
- Tell them to write the answer on the floor while you go round to check if their answers are correct
- Draw on the chalkboard  $6 \text{ pencils} + 4 \text{ pencils} = 10$
- Tell learners to check if they had written the correct answer
- While still in their groups give learners 7 books in each group
- Tell them to count 4 books and put them in one group and then count the remaining 3 books and put them on one place
- Tell learners to count the books altogether and tell them to write their answer on the floor
- go round to check their answers
- Write the answer on the chalkboard and ask learners to check if their answer is correct

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



## Week 6, Day 3

### **Learning Objectives:**

Students must be able to order numbers from 1-20 and understand that they are not supposed to judge others

### **Letter of the Week: K k**

### **Materials Needed:**

-the bible

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Follow the Leader* (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Mathematics-ordering numbers

Break

*London Bridge is Falling Down* (pg.)

Register (pg.)

Return to class/focusing song

*Rain, Rain Go Away* (pg.)

Activity: Spiritual/moral-judge not others

- Ask learners if they have ever judged a friend for doing something wrong
- Ask them if they have been judged by friends and why were they judged
- Ask them how they felt when their friends judged them
- Tell learners that they are going to learn about not judging others no matter how wrong they are
  
- Explain to learners that most times when one of their friends has done something wrong they judge him without even giving their friend a little chance to explain himself, sometimes they even judge their friends just by just looking at them which is not good at all. When they judge their friends they can make life tough for them because when we make fun of someone, or judge them, it hurts the other person. Make learners understand that judging others is not good because sometime it could be them being judged.
- Read to learners Matthew 7 verses 1-6. It says do not judge others for you also shall be judged, do not remove a speck that is in your friends eye leaving a log that is in your eye, first you need

to remove the log that is in your eye and then you can see clearly to remove the speck that is in your friends eye.

-Explain to learners that this simply means that you cannot always see faults that your friends have leaving your own faults behind, if you try to judge others make sure that you have no faults at all which is impossible because there is no one who is perfect. This only means that do not judge others.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6, Day 4

### **Learning Objectives:**

Students must be able to listen attentively to stories and follow instructions

### **Letter of the Week: K k**

### **Materials Needed:**

- Books
- Duster
- Chalk
- ruler

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read

Read any book

Break

Am In (pg.)

Register

Return to class/focusing song

*Twinkle, Twinkle Little Star (pg.)*

Activity: Learning readiness-giving and following instructions

- Ask learners to stand up, let them jump five times, tell them to put their hands up and then down then let them sit down
- Tell learners that they are going to learn about following instructions
- Call on a learner in front, put a ruler down and ask the learner to pick it up, then tell the learner to put the ruler down, after that ask the learner to go and sit down
- Explain to learners that what they were doing was giving and following instructions
- Call on another learner in front, ask the learner to pick up a book on the floor, tell him to put the book on the table, let him remove the book on the table and put it on the floor, then tell the learner to go and sit down.
- Do that with other learners until everyone has participated

- Tell learners to be in pairs
- In their pairs let them practice giving and following instructions
- Let them be taking turns in giving and following instructions
- Go round to be checking what the learners are doing
- After some time tell learners that each pair should come in front and show what they were doing in their pairs
- reinforce learners when they are performing well to give them courage to do much better next time

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6, Day 5

### **Learning Objectives:**

Students must be able to practice their culture through music and dance, count and mold numbers

**Letter of the Week:** K k

### **Materials Needed:**

- Chalk
- Clay
- Water

### **Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Follow the Leader (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Creative expression-dancing

Break

Three leg game (pg.)

Register (pg.)

Return to class/focusing song

B.I.B.L.E (pg.)

Activity: Mathematics and literacy-counting and molding numbers

- Write on the chalkboard numbers 0-20
- Count the numbers aloud while the learners are listening
- Ask the learners to count the numbers aloud
- Call on learners one by one to count the numbers 0-20
  
- Call on one learner to come in front and point where 0 is
- After pointing ask other learners if their friend has pointed the correct number
- Take some clay and demonstrate molding the number 0
- Ask learners to take their clay and practice molding the number 0
- Go round to check how the learners are molding the number 0 and if they are having some difficulties help them

- Call on a learner to come in front and point where the number 5 is
- Choose the numbers randomly in order to know if the learners are well familiar with the numbers
- Ask learners if their friend has pointed at the correct number
- Demonstrate how to mold the number 5
- Ask learners to mold the number 5
- Go round to check how the learners are molding the number
- Help learners when necessary
- Repeat the procedure with several other numbers
- After molding all numbers let them arrange the numbers starting with the smaller number, ending with the larger number
- Ask learners to count their molded numbers
- After molding put the molded numbers at one corner of the class where they will dry out easily waiting for the next lesson
- Wash your hands and ask learners to wash their hands

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 7

### Week 7, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking to peers and explain the meaning of the word "mass".

**Letter of the week:** L I

**Materials Needed:**

- Water
- Container
- Soil
- Stone

**Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Language-Listening/speaking-sharing circle

Break

High jump (pg.)

Register (pg.)

Return to class/focusing song

*Five Little Ducks (pg.)*

Activity: Science/literacy-mass

Ask learners if they know the meaning of mass, if they do not know explain to them that mass is anything that occupies space. Repeat the meaning for several times so that learners may get the meaning. After saying the meaning of mass for several times ask learners to now say the meaning of mass, help them where they are finding difficulties.

Since the meaning of mass is anything that occupies space ask learners to mention some examples of mass. When the learners are mentioning their examples make sure that you write them down on the chalkboard, tick those that are the correct examples then rub those that are not. Write your own examples of mass on the chalkboard as follows:

- Liquids, soil, air and stone

Read the examples aloud to the learners and then ask the learners to read the examples aloud together with you. Tell learners that you are going to do a little experiment to show that really mass is anything that occupies space. Make sure that you have the following things: container, soil, water. First thing show learners the empty container, then take water and fill it in the container, tell learners to be observing. Ask them if the container is still empty, explain to learners that the water has occupied space that was in the container. Repeat the procedure using soil. After the experiment ask learners the following questions:

- what is mass?
- give two examples of mass
- what happens when you put soil in a container?

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



## Week 7, Day 2

### **Learning Objectives:**

Students must be able to listen attentively to stories and mention examples of wild animals

### **Letter of the Week: L I**

### **Materials Needed:**

- chalk
- books

### **Activities with step by step instructions:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*The Wheels on the Bus* (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read

Read a book if possible

Break

Jump ropes (pg.)

Register (pg.)

Return to class/focusing song

*Twinkle, Twinkle Little Star* (pg.)

Activity: Environment/literacy-wild animals

Ask learners if they know what wild animals are, explain to learners the meaning of wild animals. Wild animals are animals that are found in the bush. Repeat the meaning for several times until the learners get the meaning. Ask learners to say the meaning of wild animals aloud, help learners where they are failing.

Explain to learners that in the bush there are a lot of animals, these animals are different in species, some of them are predators (animals that feed on other animals). Explain to them that even though some animals feed on other animals, these animals are all special because they beautify the country and are God's creatures.

After explaining ask learners to mention some animals that are found in the bush. Write down the animals on the chalkboard, then tick those that are wild animals and rub those that are not. Add other names of wild animals to those that learners have already given as follows: hyenas,

lions, leopard, antelope, buffalos, monkeys, snakes, zebras and elephants. Read the names aloud, explain to learners how each animal looks like, the sound it makes and how it moves. Demonstrate imitating the sound and the movement of each wild animals. Call on a learner and ask him to imitate the sound and movement of a monkey, after imitating reinforce the learner for a work well done. Do the same with other learners until everyone has participated in the activity.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 7, Day 3

### **Learning Objectives:**

Students must be able to recognize numbers 1-20 and learn to forgive others who have done them wrong

### **Letter of the Week: L I**

### **Materials Needed:**

-the bible

### **Activities with step by step instructions:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Rain, rain go away (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Mathematics-ordering numbers

Break

Goats and hyenas (pg.)

Register (pg.)

Return to class/focusing song

*If You're Happy and You Know it Clap Your Hands (pg.)*

Activity: Spiritual/moral-forgiveness

Ask learners if they are not in good terms with their friends and why? Ask them if they do forgive their friends when they have wronged them, if they do not forgive tell them that God wants them to have a heart of forgiveness when they have been wronged.

Tell learners that they are going to learn about forgiveness. Many times people see it very hard to forgive others but what they forget is that in forgiveness there is happiness and peace. Explain to learners that it is always good to forgive others so that next time when it is them who have done something wrong their friend should find it easy in forgiving them. Tell them that God is not always happy with children who stay with their friends fault at heart. God is always happy with children who have a forgiving heart that even in the bible he said do not stay angry at your friend the whole day, it's just the same as you have killed him, forgive your friend no matter the mistake he has committed.

Tell learners the story of how Jesus forgave those who were in forefront to crucify him and one of the two robbers who was crucified together with him. When Jesus was crucified he prayed to his father to forgive those who crucified him. Here Jesus showed love and mercy to those who did not even deserve it, Jesus gave us an example that no matter how we feel hurt or no matter our friends mistakes we must still forgive them. Jesus also forgave a robber who was crucified next to him, the robber asked for forgiveness and his friend mocked him but Jesus forgave him and told him they were going to be together in heaven.

Explain to learners that if Jesus forgave people who are they to still keep their friends mistakes at heart. Tell learners to have a forgiving heart if they want to be with Jesus in heaven, if they want to be children of God they must have a forgiving heart.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 7, Day 4

### **Learning Objectives:**

Students must be able to listen attentively to stories and subtract numbers

### **Letter of the Week: L I**

### **Materials Needed:**

- stones
- sticks
- books
- chalk
- bottle tops

### **Activities with step by step instructions:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Itsy- Bitsy Spider (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read

Break

Sports, Sports (pg.)

Register (pg.)

Return to class/focusing song

*London Bridge is Falling Down (pg.)*

Activity: mathematics-subtracting number of things

Ask learners to count numbers from 1-20. One by one let learners count numbers from 1-20. Write numbers 1-20 on the chalkboard, call on one learner and ask him to point where number 6 is, ask his fellow learners if he has pointed at the correct number. Be choosing the numbers randomly in order to check if the learners mastered the numbers well. Do the same with several other learners until each learner has pointed at a number.

Tell learners that they are going to learn about subtracting number of things. Call on seven learners to come in front, ask learners to count how many learners are in front, out of the seven learners that are in front remove three learners, ask learners to count how many learners are remaining after the three learners have been removed (four learners). Explain to learners

what they were doing is called subtraction. Write on the chalkboard how subtraction is represented in numbers, eg.  $5-2=3$ .

Put learners in groups of five, in each group give learners bottle tops, ask learners in their groups to count 8 bottle tops, after counting tell learners to remove 3 bottle tops from the 8 bottle tops, tell them to count how many bottle tops they are remaining with, let them write the answer on the floor. Go round to be checking their group work. Write the answer on the chalkboard and ask learners to check if they got their answer correct. Repeat the procedure using other resources until learner's master subtraction of things.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 7, Day 5

### **Learning Objectives:**

Students must be able to practice their culture through music and dance and recognize days of the week

**Letter of the Week:** L I

### **Materials Needed:**

-chalk

### Activities with step by step instructions

Sign in (pg.)

Assembly (pg.)

Gathering song

*The Wheels on the Bus* (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Creative expression-dancing

Break

Red Light, Green Light (pg.)

Register (pg.)

Return to class/focusing song

*Five Little Ducks* (pg.)

Activity: Mathematics and literacy-days of the week(counting and writing)

Ask learners how they knew that it was a school day not weekend, ask learners to also tell which day of the week it is, after saying that it is Friday tell learners that they are going to learn about counting and writing days of the week.

Tell learners that a week has seven days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. Write the name of days of the week on the chalkboard, read them aloud to learners and then ask the learners to read them aloud too. Count how many days they are and ask learners to also count how many days there are. Ask learners to mention which day starts first between Sunday and Monday, tell learners that the first day of the week is Sunday. Ask learners one by one to count how many days there are in a week, help learners if they are having difficulties in counting. Then tell learners that they are going to practice writing the word Monday. Demonstrate to learners how to write Monday, then let learners practice writing the word Monday on the floor by just following the teacher's example. Do the same with other days of the week, after they have written the days ask learners to read the name of the days,

after reading let them count how many days there are.

Let learners sing the following song:

There are seven days

There are seven days in a week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday

Let them sing that verse twice in conclusion of the lesson

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



## Week 8

### Week 8, Day 1

**Learning Objectives:**

Students must be able to practice listening and speaking to peers and mention the kind of air that is required for breathing

**Letter of the Week:** M m

**Materials Needed**

- charcoal burner/ wood
- local environment

**Activities with step by step instructions:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Do as I Do* (pg.)

Daily introduction/ letter of the week (pg.)

Activity: Language-listening/speaking-sharing circle

Break

Hopscotch (pg.)

Register (pg.)

Return to class/focusing song

*Stop Look and Listen* (pg.)

Activity: Health education-safety with charcoal burners in the house (the air we breathe)

Explain to learners that for them to stay alive each and every day it is because they breathe air, the air that they breathe is just not any kind of air but they breathe oxygen. If oxygen is not sufficient and they end up breathing any kind of air they can suffocate and end up dying. Tell learners that they are going to learn about safety in the house more especially with the air we breathe.

There are many types of air: oxygen, carbon dioxide and carbon monoxide. But the air that we mainly use for breathing is oxygen. Most people use charcoal burners (mbaula), for cooking, but it is very dangerous to leave the charcoal burner in the house when not in use after cooking and more especially at night when you are all going to bed. Most people die in their sleep because they forget to remove the charcoal burner in the house.

Explain to learners that charcoal burners are very dangerous when left in a house which is not

well ventilated, charcoal burners produces monoxide which is a very dangerous air for breathing, so when using them make sure that when you are in the house all your windows and doors are open so that the carbon monoxide can be going out and the fresh air be coming in the house. After use make sure that the charcoal burner is removed in the house and left outside so that there will be no more carbon monoxide. At night make sure that there is no (mbaula) charcoal burner in the house to avoid suffocation and dying in your sleep.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 8, Day 2

### Learning Objectives:

Students will be able to listen attentively to stories and mention some of the water sources

**Letter of the Week:** M m

### Materials Needed:

### Activities with step by step instructions:

Sign in (pg.)

Assembly (pg.)

Gathering song

*Old Mack Donald had a Farm (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read (p.g)

Break

Three leg game (pg.)

Register (pg.)

Return to class/focusing song

*Dry Bones (pg.)*

Activity: Environment-water sources

Ask learners if they bathed when coming to school. If they did, ask them what they used when bathing. The answer should be water. Ask learners to list other things that they use water for, acting them out with accompanying actions as they explain. Ask the rest of the class to join in and copy the action.

Explain to learners that they are going to learn about water sources, where the water they use for bathing, drinking, cooking, washing and watering plants comes from.

Explain to learners that water is essential in people's lives, water is life. Much things that they do in life requires water. Ask learners to mention some of the sources of water they know.

Write down the learner's answers on the chalkboard and then tick those that were correct answers. Write on the chalkboard sources of water as follows:

Sources of water

-lakes

- livers
- dams
- taps
- boreholes
- wells

Read the sources of water aloud to learners and ask learners to read the sources of water aloud. take learners outside the class to show them the water sources that are near to them. Ask learners to be mentioning what kind of water sources they see, tell them to be keeping the water sources they have seen in mind. After observing tell learners to go back to class. Ask learners to be mentioning the water sources they saw outside, write them on the chalkboard. Ask learners to mention water sources that were just made by people, and then let them mention the water sources that are just there by nature (natural).

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 8, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and explain how David the shepherd boy was anointed to be king.

**Letter of the Week:** M m

### Materials Needed:

### Activities with step by step instruction:

Sign in (pg.)

Assembly (pg.)

Gathering song

*Twinkle, twinkle little star (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Mathematics-ordering numbers (pg.)

Break

Am in (pg.)

Register (pg.)

Return to class/focusing song

*Rain, Rain Go Away (pg.)*

Activity: Spiritual/moral-David is anointed to be king

Ask learners to tell their favorite story from the bible. After that tell learners that they are going to listen to a bible story about David being anointed as king. Tell learners the story as follows:

*During king Saul's rule, the king sinned against the lord and God was angry with him, the spirit of the lord left him and things were no longer good with him. Most times he was always angry because the holy spirit was no longer in control of his life. God was angry with king Saul that he decided to strip him off of his kingship. God called upon his servant prophet Samuel to fill his horn with oil and go to the house of Jesse where he had already chosen his king there. So Samuel was afraid of king Saul and he said to the lord that he was afraid. God told him to take a heifer with him and say he was going to sacrifice to the lord and invite Jesse to the sacrifice, the*

*lord was going to show him what to do. Samuel did as the lord commanded him, he went to Bethlehem and invited Jesse and his sons to the sacrifice, when they came Samuel looked at the 7 sons of Jesse but God denied them, he told Samuel not to look at their height and strength but should look inside the heart. Then Samuel asked Jesse if all his sons were there, Jesse told Samuel that there was still remaining his youngest son who was not there, he was busy looking after the sheep, so Samuel told them to go and look for him, when David came the lord told Samuel to stand up and anoint him, Samuel took the oil from the horn and anointed David, from that moment the holy spirit was with David. And Samuel rose up and went to Ramah.*

Explain to learners that when the lord wants bless someone he does not bless because you are good looking or because you are strong and comes from a wealthy family, he blesses just looking at your heart as he did with David. Then ask learners the following questions:

- Which king was God angry with?
- whom did God tell Samuel to anoint?
- who was the father of David

After they have answered all those questions ask learners to sing the following song:

B.I.B.L.E  
That's the book for me  
It stands up for the word of God  
Say B.I.B.L.E bible  
B.I.B.L.E bible

Number of the week review (pg.)

Break and phala

Farewell song (pg.)

**Learning Objectives:**

Students will be able to listen attentively to stories and draw things according to the number given

**Letter of the week:** M m

**Materials needed:**

-chalk

**Activities with step by step instruction:**

Sign in (pg.)

Assembly (pg.)

Gathering song

*Five Little Monkeys (pg.)*

Daily introduction/ letter of the week (pg.)

Activity: Literacy/reading-book read (pg.)

Break

Hopscotch (pg.)

Register (p.g)

Return to class/focusing song

*Five Little Raindrops (pg.)*

Activity: Mathematics-drawing things according to the number given

-Ask learners to count numbers from 1-20

-Write the numbers on the chalkboard

-Call on one learner and ask him to point where 8 is on the chalkboard

-Ask fellow students if they have pointed at the correct number

-Do that with several other learners until everyone has participated in the activity

-Tell learners that they are going to learn about drawing things according to the number given

-Write on the chalkboard an example as follows: draw 6 eggs

Ask learners if they know the number 6, if they do let them count their fingers until they reach the number 6, tell them that they are going to help you count the eggs as you draw them as it is already written that you should draw 6 eggs. Draw the eggs as follows:





=6 eggs

After drawing the 6 eggs ask learners to help you count how many eggs are there.

- Ask learners to be in groups of five
- In their groups tell learners to draw 4 bananas
- Go round to check the progress in learners work
- Draw 4 bananas on the chalkboard and ask learners to check if they drew the correct number of bananas
- Ask learners to correct their work if they got it wrong
- After drawing bananas tell learners to draw 7 pencils
- Ask them first if they know the number 7, if they do tell them to count their fingers until they reach the number 7
- After counting tell them to now draw 7 pencils
- Check their work and then draw 7 pencils on the chalkboard and ask them to check if they have drawn the correct number of pencils
- Give learners several other items to draw and with different numbers

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



## Week 8, Day 5

### Learning Objectives :

Students will be able to practice their culture through music and dance and tell stories

**Letter of the Week:** M m

### Materials Needed:

-stories

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Hello, Hello, How Are You? (pg.)*

Daily introduction/ letter of the week (pg.5)

Activity: Creative expression-dancing (pg.)

Break

High jump (pg.)

Register (pg.6)

Return to class/focusing song

*Rain, rain go away (pg.26)*

Activity: Literacy/auditory perception-telling a story

As the lesson is about to begin ask learners to sing the following song:

Kalulu vina aye \*2

Kalulu vina

E vina vina panchenga

After singing that song tell learners that they are going to learn about telling stories. Every learner will be given a chance to tell his own story. Tell learners a short story as an example as follows:

*A long time ago there was a small village named chikusa. For three years drought struck that village and most people of that village died with hunger. In that same village there lived an old woman, the old woman had no strength to do hard works and had no one to look after her, so one day as she sat under the shade of a tree she decided to go out of the village in search of food. As she was walking in the middle of the forest she heard a voice, when she turned around*

*to check who it was there was no one there so she continued her journey. As she was walking she heard the voice again and when she turned she saw that it was a beautiful bird that had multi-colored wings. The bird could talk. The bird asked the woman what she was doing all alone in the forest and the old woman told the bird that she was searching for food, the bird gave the woman one of its feather and told her to go home and put the feather in one of her baskets and close it, it also told the old woman not to tell anyone.*

*Upon reaching her house the old woman did as she was told, after some time she went and opened the basket, she found a lot of food in the basket and she was happy. The old woman's health was now good that people of the village started to wonder where the old woman was getting the food. When her food finished she decided to visit the bird again. As she started her journey a curious boy followed her without her noticing. When she reached the spot where she first saw the bird she stopped and the bird appeared, the boy on seeing he hid himself behind tree branches where he could see everything. The old woman told the bird her problem and it gave her another feather. The old woman turned and went back home while the boy was still following her. On reaching home she put the feather in the basket and food appeared once more. On seeing this the boy with much greed run into the forest in search of the bird. When the bird appeared and asked what he was doing in the forest all alone, he killed the bird and took all its feathers, he went home and put all the feathers in his basket and closed it, after some time he opened the basket to check if there was food as he expected. To his surprise when he opened the basket there was nothing in it, only the feathers that he put inside the basket. After that day all the people of chikusa village perished with hunger.*

After telling learners that story, call on learners one by one to come in front and tell their favorite stories. Ask other learners to stay quiet and listen to their friend's story attentively until each and every learner has told his story.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 9

### Week 9, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and mention ways of destroying breeding places of mosquitos

**Letter of the Week:** N n

**Materials Needed:**

-local environment

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Monkeys (pg.28)*

Daily introduction/ letter of the week (pg.5)

Activity: language-literacy/speaking-sharing circle (pg.)

Break

Am in (pg.14)

Register(pg.6)

Return to class/focusing song

*Baby Shark Song (pg.)*

Activity: Health/safety and environment-ways of destroying breeding places of mosquitos

Ask learners if they know mosquitos and what happens when a mosquito bites a person. Explain to learners that mosquitos are very dangerous when they bite a person, mosquitos are carriers of malaria. When they bite a person who has malaria and then bites another person who is not sick the person also suffers from malaria. So explain to learners that the lesson of the day is ways of destroying breeding places of mosquitos.

Ask learners to mention some of the breeding places of mosquitos they know, write the learners answers on the chalkboard. Read out the learners answers and then choose the correct answers they have given. Write on the chalkboard the breeding places of mosquitos as follows:

-In stagnant waters-waters that are not moving are good places for mosquitos to breed on

-Tall grasses that are kept uncut around the home

-Keeping rubbish all over the place surrounding your house without removing them  
Take learners outside the classroom to show them some of the breeding places of mosquitos if they are near the school premises (a puddle, lake, water source etc). Ask learners to observe the environment very well in a way that if they see any breeding place of mosquito they should show it to the teacher. After showing learners the breeding places of mosquitos ask learners to go back to class. Tell learners that they are going to learn about how they can destroy the breeding places of mosquitos.

Ask learners to give out their ideas on how they can destroy the breeding places of mosquitos that they saw outside. As learners give their ideas write them down, after giving out their ideas choose the write ways of destroying bleeding places of mosquitos. Tell learners that the best ways of destroying bleeding places of mosquitos are:

- draining all stagnant waters
  - clearing bushes surrounding your home or burning the bushes
  - setting the rubbish on fire and digging rubbish pits to be throwing in the rubbish and when the rubbish pits are full make sure that cover the rubbish pit with soil
- At the end of the lesson ask learners to mention ways of destroying breeding places of mosquitos.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



## Week 9, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and mention some traditional dances there are in Malawi

**Letter of the Week:** N n

### **Materials Needed:**

-learners experience

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I do* (pg.)

Daily introduction/letter of the week (pg.5)

Activity: literacy/reading-book read

Break

Three leg game (pg.14)

Register (pg.6)

Return to class/focusing song

*Heads, Shoulders, Knees and Toes* (pg.27)

Activity: Creative expression-traditional dances

Tell learners that the lesson of the day is traditional dances. Ask learners if they do dance at their homes, if they do ask them what kind of dances do they dance at home.

Tell learners to mention the traditional dances they know, write on the chalkboard the traditional dances that the learners are mentioning. After they have finished mentioning the traditional dances ask learners which traditional dance is their favorite and why they like that particular dance. Write on the chalkboard traditional dances in Malawi as follows:

-chitelera

-ingoma

-beni

-tchopa

-mganda

-chintali

Write them as many as possible to add on what the learners already know. Read out the

traditional dances aloud to the learners. Ask learners to read the traditional dances aloud. Rub the chalkboard and then ask learners to mention the traditional dances in Malawi. Practice some of the dances with students and have lots of fun!

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 9, Day 3

### **Learning Objectives:**

Students will be able to order numbers from 1-20 and tell the story of how David killed Goliath

### **Letter of the Week:** N n

### **Materials Needed:**

-the bible

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Row, Row, Row Your Boat (pg.)*

Daily introduction/ letter of the week (pg.5)

Activity: Mathematics-ordering numbers

Break

Stone game (pg.16)

Register (pg.6)

Return to class/focusing song

*Do as I do (pg.17)*

Activity: Spiritual/moral-David kills the giant Goliath

Ask learners if they remember what they learnt last time on spiritual/moral, if they don't remember remind them that last time they learnt about how David was anointed to be king. Tell learners that the lesson of the day is going to start from where they stopped last time. Ask if anyone can remember where the story stopped last time? If not, remind learners.

Sit in a circle for story time.

Tell them that they are going to learn about how David killed the giant Goliath. Tell learners the story of David killing the giant Goliath, read the story from 1 Samuel 17, tell the story as follows:

David continued to take care of his father's sheep in the fields. When he didn't have much to do in the field he played instruments, and wrote songs and poems that you can find in the book



of Psalms in your Bible.

Meanwhile Saul was still king and he ruled people called Israelites. David and his family were Israelites too. The Israelites weren't getting along with people named the Philistines.

The problem with the Philistines was that they had many giants living in their land. One of the strongest and biggest giants was named Goliath. He was over nine feet tall, which is taller than any person recorded in the Guinness Book of World Records. He would've had to bend way down to get through a regular door.

Goliath was covered with armor to protect him and carried a big spear. Every morning and every evening for forty days he shouted to the Israelites in his big deep voice, "Hey, you guys! I dare you to find one man to fight me. If he can beat me we will become your servants, but if I win you will all become our servants."

When Saul and all his men heard this they were very afraid. Three of these men were David's three oldest brothers. They were the only ones in David's family that could go fight because they were old enough.

Now David's father Jesse heard about the giant and was worried for his sons. He called David out of the fields and asked him to take some food to his brothers and report back how they are doing.

So David set off to visit his brothers. As he approached them he heard Goliath shouting his challenge like he did every morning. "Isn't someone going to stand up to this man?" David asked the men in the army. "Then I will fight this giant Philistine."

One of the men overheard this and ran to Saul and told him what David said. Saul approached David and said, "You can't fight Goliath, you're only a boy and he has been fighting for many years." But David said to Saul, "I have had to fight lions and bears to protect my father's sheep. God helped keep me safe then and he will help keep me safe now."

It was too bad that Saul the king wasn't trusting in God to help him, he didn't know what to do to beat Goliath. Then this young boy named David came and he knew in one day exactly what to do, and trusted that God would help him. That's why God loved David's heart and wanted him to be king.

So Saul dressed David in heavy armor to protect him from Goliath but David took it off. It was so heavy he could hardly walk and he knew that God would keep him from harm. Instead David went to a stream nearby and found five smooth stones, put them in a pouch around his waist, and with his sling he went to Goliath.

As David approached Goliath, Goliath looked at David and thought it was a joke. Goliath thought that he could easily beat David and it was funny that Saul would send a small boy to

fight him. But David said to him without fear, "You fight with a sword and I come with God on my side and today everyone will know that there is one true God in this land."

Goliath didn't care what David said and he moved closer to attack him, David ran quickly to meet him. Reaching into his pouch he pulled out a stone, put it into his slingshot and shot it at Goliath. The stone had hit him right between his eyes and suddenly Goliath started to lose his balance.

He fell with a loud thud right on his face. David had done it, he beat the giant Philistine! When the rest of the Philistines saw this they ran away and David became a hero to all the people in Israel.

After telling learners the story, ask learners some questions to see if they were following the story very well. Ask them the following questions:

- which tribe of people declared war on Israel?
- whom did David defeat?
- what did David use in defeating Goliath?

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 9, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and mention the five sense organs and their uses

### **Letter of the Week:** N n

### **Materials Needed:**

-book

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Old Mack Donald Had a Farm (pg.29)*

Daily introduction/ letter of the week (pg.5)

Activity: literacy/reading-book read

Break

Races (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun (pg.)*

Activity: Self- Help/ Adaptive- Sensory organs

Tell learners to sing the following song:

head, shoulders, knees and toes

knees and toes, knees and toes

head, shoulders, knees and toes

knees and toes, knees and toes

tell learners that everyone should touch their head, after touching their head let them touch their legs and then their arms, those who do not know what arms are show them and let them touch their own arms.

Tell learners that they are going to learn about sense organs.

Explain to learners that everyone has sense organs and these sense organs have their uses.

Their uses are different but each is special in its own way. Ask learners if they know some of the sense organs. Let learners mention the sense organs they know. Write their answers on the chalkboard. Write the sense organs on the chalkboard to correct learners if they mentioned the wrong sense organs. Write them on the chalkboard as follows:

Eyes, ears, nose, mouth and hand.

Let learners count how many sense organs are there, explain to them that everyone has five sense organs, the nose, ears, eyes, mouth and hands. Let learners touch their nose, eyes, mouth, hand and ears. Explain to learners that each sense organ has its use and the following are the uses of the five sense organs:

- Eyes are for sight-to see things they use eyes
- Ears are used for hearing- ears capture any sound, it is created with a large surface so that no sound gets past it
- Mouth is used for taste
- Hand is for touch or feeling
- Nose is used for smelling

Ask learners to give examples of things that they use their senses for.

Examples:

- Our nose can be used to smell when there is chicken cooking.
- Our hands can be used to touch and feel an animal, like when we stroke a dog.
- Our eyes can be used to see the lake.
- Our ears can be used to hear noises, like a cow making a 'mooo' noise.
- Our tongue can be used for tasting nice food flavors in our mouth, like nsima and beef!

Ask learners to participate in this activity by giving examples.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 9, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and use sharp objects safely without hurting themselves

**Letter of the Week:** N n

### **Materials Needed:**

- knife
- sewing needle
- broken grass
- nail

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/ letter of the week (pg.5)

Activity: Creative expression-dancing

Break

Jump ropes (pg.)

Register (pg.6)

Return to class/focusing song

*Rain, rain go away (pg.26)*

Activity: Health and safety-safety with sharp objects

Ask learners what kind of kitchen utensils they have at their homes and which utensils are sharp ones. Ask them if they use those sharp utensils themselves, if they do ask them if they use the sharp objects without their parent's supervision. Tell learners that they are going to learn about safety with sharp objects.

Tell learners to mention some of the sharp objects they know, write them on the chalkboard. After they have finished mentioning the sharp objects add own to what the learners already

mentioned as follows: nails, knives, broken glass, sewing needles.

Show learners some of the sharp objects and explain to learners that sharp objects are not thing to play with, they are supposed to be handled with much care in order not to end up hurting themselves. Explain to learners how to handle sharp objects the safe way as follows:

-After using sewing needles they should make sure that they put the needle attached to the sewing thread and at a safe place where no one can get hurt. If they leave the sewing needle on a chair or any other place unattended, someone could sit on it ending up hurting himself. A needle can pierce the skin and can easily become infected, causing sickness in the body.

-At home if their parents were using knives to cut something they should always make sure to keep the knives away where children can't reach, if it is them they should not play around with the knives to avoid hurting themselves or their friends around them.

-If they see broken glasses they should sweep them and throw them in the trash bins to avoid hurting themselves. Broken glass can easily be stood on and can cut the feet, causing pain and infection.

-They should also make sure that at their homes they should not leave nails scattered everywhere, they should keep them at a safe place to avoid people stepping on them and ending up hurting them more especially the learners.

Explain to learners that it is good for them to always keep themselves safe. Avoid playing with objects that can end up hurting them.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 10

### Week 10, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and make up stories

**Letter of the Week:** O o

**Materials Needed:**

-none

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*The Wheels on the Bus* (pg.)

Daily introduction/ letter of the week (pg.5)

Activity: Language-listening/speaking-sharing circle (pg.)

Break

Catch the Dragon (pg.)

Register (pg.6)

Return to class/focusing song

*Row, row, row your boat* (pg.)

Activity; Social emotional-Making up stories and taking turns

Explain to learners the goodness of listening quietly to a story when a story is being told. After that tell them a story for example you can tell them a story about a big bad wolf, the wolf was a mean wolf, it always blew off people's houses, one day it wanted to blow off the pigs house in the process the big bad wolf got hurt and the pigs helped the wolf. The wolf was grateful to the pigs and the pigs invited him in their house.

After telling the students the story, ask them some questions on the story to see if they understood it e.g

- Which animal was bad in the story?
- What happened to the big bad wolf when it tried to blow off the pigs house?
- How did the story end?

After telling your story tell learners that they should also tell their own stories. Tell them the importance of taking turns in storytelling. Then let learners tell their own stories to the class.

After telling the story ask other students to re-tell the story that their friend had said. Correct the students as they make mistakes when telling the story. Then conclude the lesson by summarizing the student's stories.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)



## Week 10, Day 2

### Learning Objectives:

Students will be able to attentively to stories and name things

**Letter of the Week:** O o

### Materials Needed:

- chalk
- duster
- ruler

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Twinkle, Twinkle Little Star* (pg.)

Daily introduction/ letter of the week (pg.5)

Activity: Literacy/reading-book read (pg.)

Break

Freeze Tag (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus* (pg.)

Activity: Language-naming things and drawing them

Write vowels on the chalkboard and read them aloud to learners. Ask the learners to also read the vowels aloud. Call on a learner and ask him to read the vowels aloud without your help, help the learner where he is failing. Do the same with several other learners. Tell learners that they are going to learn about naming things.

Pick up a duster and show it to the learners, tell them that what you are showing them has a name. Start by telling them that what you are carrying starts with a D and ends with an R, what is it? Help learners say that is a duster.

Take a ruler and show it to the learners, ask them what it is, then tell them that it is a ruler. Help the learners say that is a ruler. Repeat the procedure with several other things until learners learn how to name things.

Take a pencil and show it to learners. Ask the learners "what is this?", help the learners say "this is a pencil". Then draw that pencil on the chalkboard after drawing write the word pencil

beside it. Let the learners draw the pencil on the floor. Go round to check what the learners are drawing. Take a book and show it to the learners, ask them “what is this?” help learners say “this is a book”. Draw the book on the chalkboard and write the word book beside it. Ask learners to draw the book on the floor and go round to check their drawings. Repeat the procedure with several other things until learners have learnt how to draw them.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 10, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and retell the story of how Jacobs stole his brothers birth right

**Letter of the Week:** O o

### Materials Needed:

-bible

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Monkeys* (pg.)

Daily introduction/ letter of the week (pg.5)

Activity: Mathematics-ordering numbers (pg.)

Break

Three leg game (pg.)

Register (pg.6)

Return to class/focusing song

*Rainbow Song* (pg.)

Activity: spiritual/moral development-Jacob steals Esau' blessings

Ask learners if they remember what they learnt last time, if they don't remind them that they learnt about how David killed the giant Goliath. Tell learners that today they are going to learn about how Jacob stole his brother's birth right. Tell learners the story of Jacob and his brother as follows:

*When Isaac the son of Abraham got married to Rebekah they stayed many years without a child. Isaac prayed to the lord for his wife because she was barren and the lord answered his prayer. Rebekah conceived, she was carrying twins in her womb. The children struggled together within her and she asked God why it was so, the lord told her that two nations were within her, the younger one was going to be stronger and rule over the elder one. Rebekah gave birth, the first son to be born came out red like a hairy cloak and they named him Esau, the second came holding his brothers leg and they named him Jacob. Isaac and Rebekah raised their sons until they were fully grown. Isaac loved Esau more than Jacob because he always brought*

*him meat that he got from his hunt while Rebekah loved Jacob because of the stew that he always made.*

*One day when Esau was coming back from his hunting trip he was so exhausted and hungry, he found Jacob making stew and begged him to give him some of it. Jacob told his brother that he was only going to give him when he sells his birth right to him. Esau because of hunger agreed to sell his birth right and he swore to his brother that he had given him his birth right. When Isaac was old and his eyes could not see, he called his older son Esau and told him that he was old and did not know the day of his death, Isaac told his son to go and hunt and prepare the best food for him so that after eating he could bless him before he died. Rebekah was listening when Isaac told his son Esau. So when Esau went to hunt Rebekah told her son Jacob what she had heard. She told Jacob to go and bring 2 young goats for her to prepare the kind of food that his father loved. Then he could bring the food to his father before Esau does. But Jacob was hesitant because he feared his father would feel him and notice that he was not Esau since Esau had a hairy skin.*

*Rebekah took the best garments of Esau her son and put them on Jacob, she also took the skins of a young goat and put them on the finest part of Jacob's body and gave him the food to go and present it to his father. Jacob went to his father and told him that he was his first son and he had done what he asked him to do, he told his father to eat his food so he could bless him. Isaac knew that the voice was Jacobs so he called him to come closer so he could feel him to see if he was really Esau, he did and felt that his hands were hairy and agreed that he was really Esau. Isaac ate and blessed Jacob unknowingly. When Esau came back and went to his father to receive his blessings, his father told him that he had already blessed him, he denied and told his father that maybe it was Jacob he blessed, Isaac on remembering the voice agreed with him. Esau asked his father to still bless him but his father told him that he could not because he already gave out his blessings. Esau cried bitterly because first his brother stole his birth right and now it was his blessings. Esau became bitter and hated his brother for that. He plotted to kill Jacob and Isaac heard him and sent his son Jacob away to prevent Esau from killing him.*

After telling the learners the story of Jacob and Esau ask learners to retell the story to see if they were listening attentively.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

Week 10, Day 4

**Learning Objectives:**

Students will be able to listen attentively to stories and tell how they can keep their teeth strong

**Letter of the Week:** O o

**Materials Needed:**

- chalk
- Sticks (to act as tooth brushes for each learner)

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Raindrops (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Literacy/reading-book read

Break

Stone game (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Ducks (pg.)*

Activity: Health education-how to keep the teeth strong

Ask learners if they have ever had tooth ache and what they think caused the tooth ache. Tell learners that they are going to learn about how to have strong teeth. Ask learners to show out their teeth. Ask them if they brushed their teeth before coming to school, if yes what paste did they use to clean up their teeth with. Ask learners if some of them have decayed tooth, if they do have ask them how they feel with those teeth.

Explain to learners that most times they have decayed teeth because they do not take care of them properly, teeth needs great care for them not to have gum problems and tooth decay. Most times they have gum problems because they do not brush their teeth using Colgate, they brush their teeth once a day and sometimes they even forget to brush their teeth. Explain that people can experience tooth problems because they eat food that is too sweet, which has lots of sugar in it. Teeth needs great care for them to stay strong. Some of the ways that they can

keep their teeth strong are:

-Brushing their teeth in the morning before eating and in the evening after eating using Colgate-this helps to remove all the tiny food that were stuck in between the teeth and for best cavity protection

-Not eating food that has too much sugar (amazon, minerals, freeze ices)

-Eating sugarcane because they help to keep the teeth strong

-Removing all decayed teeth in the mouth to avoid the transfer of germs that help in the tooth decay to another tooth that has not decayed.

After explaining ask learners how many times they brush their teeth in a day, tell learners that it is good if they can brush their teeth twice in a day.

Ask learners to practice the motions of brushing their teeth together as a class.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 10, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and tell the importance of trees

**Letter of the Week:** O o

### **Materials Needed:**

-local environment

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression-dancing

Break

High jump (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus (pg.)*

Activity: Environment-importance of trees

Ask learners if they remember what they learnt last time on environment, if they don't remind them that they learnt about water sources. Tell them that today they are going to learn about the importance of trees. Ask learners if they have trees at their homes. Ask them why they do keep the trees.

Explain to learners that trees are so important not only to people but also to animals. Some trees are planted while others grow just by themselves (natural). Trees are important in so many ways. Take learners outside the classroom and show them some of the trees that are there. Let the learners observe the trees very well. After showing the learners trees surrounding the school ask them to go back to class. Ask learners what they think are the importance of trees after observing them. Write on the chalkboard the learners answers and tick the correct ones.

Explain to learners the importance of trees, trees are important in the following ways:

-They are home for some animals

- They provide shade
- They hold the soil preventing soil erosion
- They give out fresh air which is oxygen for breathing while they take in carbon dioxide
- They hold water in the soil
- They prevent rivers from drying out
- Provide timbers
- Trees bring about rainfall
- Provide fruits such as mangoes, peaches, avocados, pineapples and many more

Explain to learners that trees need to be looked after. If you cut down trees carelessly the land becomes bare and drought follows because rain does not fall. Tell learners that it is important to replace trees where they have been cut.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)



## Week 11

### Week 11, Day 1

**Learning Objectives:**

Students will be able to listen and speak to peers and mention ways of how water is polluted

**Letter of the Week:** P p**Materials Needed:**

- chalk
- local environment

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Old Mack Donald Had a Farm (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Listening/speaking-sharing circle

Break

Stone game (pg.)

Register (pg.6)

Return to class/focusing song

*Twinkle, twinkle little star (pg.)*

Activity: Environment-water pollution

Ask learners if they remember what they learnt in the previous lesson on environment, if they don't remind them that they learnt about the importance of trees. Tell learners to mention some of the importance of trees. After that tell learners that they are going to learn about water pollution.

Ask learner to mention some of the water sources they know, write the water sources on the chalkboard. Ask learners if the water that they use from the water sources is clean or good enough for them to be using it. Take learners outside the classroom to observe the water sources to know how safe the water is and how the water is easily polluted. Ask learners to keep whatever they are seeing at heart so that they give a report in the classroom. After observing take learners back to the classroom. Ask learners to mention what was happening at the water sources, ask them if the water from the water sources was clean enough for

everyone to use. Write their answers on the chalkboard.

Explain to learners that water is essential in people's lives. But even when water is important people do not take care of the water very well instead they end up polluting the water. There are so many ways that water is polluted and some of them are:

- Urinating in rivers/lakes
- Defecating in rivers/lakes
- Throwing garbage/trash in lakes or rivers
- Throwing industrial waste in lakes or rivers
- Bathing or washing where people draw water for domestic use
- Building pit latrines near a borehole or well
- Throwing oil in water sources

Tell learners that they should always go to the toilet when they want to urinate or defecate so that they should not be the ones adding up to the number of people who pollutes water.

Explain to learners that having safe water to drink helps them prevent a lot of diseases that comes after they have used polluted water.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 11, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and explain how they can take care of sick people

**Letter of the Week:** P p

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Monkeys* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: literacy/reading-book read

Break

Doggie, Doggie, Where is Your Bone? (pg.)

Register (pg.6)

Return to class/focusing song

*If Your Happy and You Know it Clap Your Hands* (pg.)

Activity: Health education-how to take care of sick people

Ask learners if they have ever been sick before, if they have ask learners how they felt at that time and who took care of them when they were sick. Tell learners that today's lesson is about how to take care of sick people.

Explain to learners that sick people needs a lot of attention, care and love to help them to recover quickly from their sickness. Some of them lack proper care because they do not have relatives to look after them, tell learners that such people need people like them to lend a helping hand until they get well. Explain to learners that there are many ways of how they can take care of sick people. Some of the ways are:

- Showing them love and care
- Helping them take their bath
- Preparing food for them
- Making sure that they take their medicine at the right time
- Keeping them company to remove the loneliness and boredom they are feeling

-Washing their clothes

-Feeding them if they can't eat by themselves

Explain to learners that when they do such kind of things to sick people, they help them to have a quick recovery and keeps the patient happy since they know that they have someone who loves and shows much care to them. Taking care of sick people also helps to know how you can handle yourself when you become sick in absence of other people.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 11, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and retell the story of how Jacob married Rachael his wife

**Letter of the Week:** P p

### Materials Needed:

-bible story

### Activities with step by step instruction:

Sign in (pg.)

Assembly (pg.)

Gathering song

*The Wheels on The Bus (pg.)*

Daily introduction/number of the week (pg.)

Activity: Mathematics-ordering Letters (pg.)

Break

*Ogode (pg.)*

Register (pg.)

Return to class/focusing song

*Five little ducks (pg.)*

Activity: Spiritual/moral development- Jacob marries Rachael

Remind learners that last time they learnt about how Jacob stole his brother's blessings and fled from his home land in fear of getting killed by his brother. Tell learners that today they are going to learn about how Jacob married Rachael his cousin. Tell them the story of Jacob marrying Rachael as follows:

*When Jacob ran away from his home he came to a place named Haran, there he slept using a stone as his pillow. While deep in sleep he dreamt, he saw stairs set up on earth and the top of it reaching heaven, then heard the lord telling him that he was going to give him that land and that his descendants were going to multiply like the soil on that land. When he woke up he said to himself that indeed God was there, so he took the stone and placed it there, poured some oil on it and named the place bethel. Jacob continued his journey and came to the land of the people of the east, there he saw men watering sheep on a well, he went near and greeted them, he asked them which land they came from and they told him it was Haran. He also asked them if*

*they knew Laban, they told him they did. While he was still speaking to the men, there came Rachael with her father's sheep because she was a shepherdess.*

*Jacob on seeing her he rolled the stone that covered the mouth of the well and watered the sheep of his uncle. He then kissed Rachael and wept aloud. He told Rachael that he was the son of Laban's sister, Rachael on hearing this run to her father and told him about Jacob. Her father came and received Jacob telling him that indeed he was fresh of his fresh. Jacob stayed there for a month. Laban after seeing that Jacob was just working for him for nothing, he asked him what he wanted in return for his work. Jacob knew that his uncle had two daughters, Leah and Rachael. Jacob loved Rachael because she was more beautiful than her sister. Jacob told his uncle that he was going to work for him for seven years in return he wanted Rachael as his wife, Laban agreed to this. Jacob served Laban for seven years, in the seven year Jacob asked his uncle to now give him his wife. Laban gathered a feast that day and at night gave Jacob Leah as his wife without him knowing. In the morning Jacob discovered that he was given Leah and asked his uncle why he had deceived him, Laban told him that their culture did not allow them to marry the younger daughter while the elder one was still there. So he told Jacob to finish his seven years because he still remained with a week, that when he finished he was going to give him Rachael as his wife. He did and he was given Rachael as his wife. Jacob loved Rachael so much, he loved her more than he loved Leah that working for another seven years for didn't seem a lot of time to him. Seven years were like seven days to him.*

After telling learners the story call on learners one by one to retell the story of how Jacob married his wife Rachael.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 11, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and mention some of the ways of preventing malaria.

**Letter of the Week:** P p

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Literacy/reading-book read (pg.)

Break

Bug in the Rug (pg.)

Register (pg.6)

Return to class/focusing song

*Old Mack Donald Had a Farm (pg.)*

Activity: Health education-ways of preventing malaria

Ask learners if they ever suffered from malaria, if they did ask them how they felt when they were sick and what kind of medication did they receive at the hospital. Ask them what happened to them when they did not finish their dose because they thought they were completely healed. Tell learners that they are going to learn about ways of preventing malaria. Explain to learners that malaria is a deadly disease, if a person is not taken to the hospital with haste the person can die. Malaria needs quick treatment and much attention from the doctor. If a person is not feeling well and he thinks it is malaria, he needs to go to the hospital quick where he can be tested to know if it was really malaria or not.

Tell learners that there are many ways of how a person can prevent malaria. Some of the ways are as follows:

-sleeping in mosquito nets

-spraying dooms

- draining stagnant waters (breeding place of mosquitos)
- cutting down tall grass around the home

Explain to learners that it is always best for them to always sleep in the mosquito net to best prevent malaria. The other ways of preventing malaria are there to support the main way which is sleeping in mosquito nets. Malaria is not a disease they can laugh about or joke with, it's something they should always prevent from happening.

Ask the learners to play a game whereby one learner is the infected mosquito. They have to catch someone else in the room who is then also infected. The game ends when everyone in the room is infected with Malawi.

As a closing activity, go around the room and ask learners what they have understood from this lesson.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)



## Week 11, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and role play a sick person at the hospital receiving treatment.

**Letter of the week:** P p

### **Materials Needed:**

-role play

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression-dancing

Break

Simon Says (pg.)

Register (pg.6)

Return to class/focusing song

*If You Are Happy and You Know it Clap Your Hands (pg.)*

Activity: Health education- role playing a sick person at the hospital receiving treatment

Remind learners that last time they learnt about ways of preventing malaria. Tell them that today they are going to learn about role playing a sick person receiving treatment at the hospital.

First explain to learners the story they are going to role play, then assign roles to the learners, after that let the learners discuss the role play. When discussions are through let learners role play a sick person receiving treatment at the hospital.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 12

### Week 12, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and mention some of the modes of transport

**Letter of the Week:** Q q**Materials Needed:**

-local environment

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*If You Are Happy and You Know It, Clap Your Hands (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: language-listening/speaking-sharing circle (pg.)

Break

Am in (pg.)

Register (pg.6)

Return to class/focusing song

*Im a Little Tea Pot (pg.)*

Activity: Environment-modes of transport

Ask learners how they got here, did they walk or maybe used transportation when coming to school, If they used transportation what kind of transport did they use. After they have answered all those questions tell them that they are going to learn about modes of transport. Explain to learners that modes of transport are those that makes transportation easier, they make them reach their destination quickly without taking much time. Tell learners that there are three modes of transport;

-water

-air

-land

Take learners outside the classroom to show them the modes of transport, that is if you are near the road, water (lake or liver). Show them the modes of transport and then take them back to the class. Explain to learners that each mode of transport has its own examples and

some of them are:

- Water- ship, boats, marines
- Land-on land there are two, road and railways. So their examples are: cars, bicycles, trains
- Air-aeroplanes

Let learners know the difference of the modes of transports.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 12, Day 2

### **Learning Objectives:**

students will be able to listen attentively to stories and explain how they can make water safe for drinking

**Letter of the Week:** Q q

### **Materials Needed:**

- chalk
- clean cloth
- water
- basin

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: literacy/reading-book read

Break

Red Rover (pg.)

Register (pg.6)

Return to class/focusing song

*Five little ducks* (pg.)

Activity: Health education-how to make unclean water safe for drinking

Ask learners if they bathed when coming to school, was the water clean or not. Tell learners that today they are going to learn about how to make unclean water safe for drinking.

Explain to learners that there are some places that are not yet exposed to tap water, boreholes. Those places use only wells and rivers that are near and do not even know if the water they use for different purposes is safe enough for them to be using it. Most times such places when they have wells, they also leave them open without closing them. Such kind of water is exposed to many things such as people urinating in it, dead animals such as mouse, snakes and even frogs. Such water is never safe for people to use because it is contaminated. Contaminated water can lead to unwanted diseases such as diarrhea, stomach pains and sickness.

Explain to learners that such places, only people that stay there can survive because they are used to that kind of water. If a person were to visit that place and stay there for a week, that person can become sick instantly. In such places people can use some ways to make their water safe for drinking, some of the ways are:

- Boiling the water to kill all the germs and sieve the water with a clean cloth at the end so that every unwanted thing remains on the cloth

- Adding/pouring water guard in the water that will be used for drinking and cooking

- Using distillation method to purify the water

- Leaving wells closed up all times and adding water guard or chlorine in those wells

After telling learners all those ways they can use to make their water safe for drinking, take the clean cloth, container and water and show it to the learners. Tell learners that you are going to show them how they can sieve water after it has been boiled. Take the clean cloth and cover the top of the container with it, take the water and be pouring it on the clean cloth slowly, the water will be passing through the clean cloth into the empty container. After sieving show the learners what is remaining on the clean cloth in order to show them how important it is to sieve the water. After that close the top of the container with a clean lid. Tell learners that that is how they sieve water to make it safe for drinking.

If there is time, ask learners to come and help you with this activity, taking turns with different groups.

Letter of the week review(pg.)

Break and phala

Farewell song (pg.17)

## Week 12, Day 3

### Learning Objectives:

Students will be able to order numbers 1-20 and tell the story of Moses running away from Egypt.

**Letter of the Week:** Q q

### Materials Needed:

-chalk  
-the bible

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song  
*Little Brother (pg.)*

Daily introduction/letter of the week (pg.5)

Activity: Mathematics-ordering numbers (pg.)

Break  
Partner Catch (pg.)

Register(pg.6)

Return to class/focusing song  
*B.I.B.L.E (pg.)*

Activity: Spiritual/moral development-Moses fled from Egypt

Ask learners to tell the story that they learnt in the previous lesson, after several learners have said the story of Jacob marrying Rachael, tell them that today they are going to learn about how Moses fled from Egypt. Read them the story of Moses from exodus chapter 2 as follows:

*It was a time when people of Israel were under Egyptian bondage (slaves). After Joseph was no more and the king that ruled Egypt was gone too, the king that came after the last pharaoh was cruel. He made the people of Israel slaves. He treated them harshly and made them do all the hard work. Although the Israelites were suffering, they never stopped from multiplying. They gave birth and became large in number. When king pharaoh saw how they were multiplying he became afraid that maybe one day they were going to rebel and fight against the people of Egypt. So pharaoh ordered midwives to kill every male child that was*

*going to be born as an Israelite. Now a man from Levi went and married himself a Levite woman, she conceived and bore a son.*

*On seeing that it was a beautiful baby she hid him for three months. When she could not hide him anymore, she took a basket and placed him inside and put him among the reeds by the river bank. His sister stood on a far end to see what was going to happen to him. When pharaoh's daughter came to take a bath she saw the basket and told one of her servants to go and get it. When she opened the basket, behold there was a Hebrew baby. She felt pity on it and decided to take the baby as her own. She wanted someone to look after the baby and the sister of the baby stormed there and told the princes that she knew someone who could look after him. She went and took her mother to the princes because she knew the child was hers. The princes named the baby Moses. After some years Moses grew into a fine young man, he used to go the place where the Israelites worked. One day when he was passing through there he heard some people talking about him and it came to his notice that he was not an Egyptian but he was a Hebrew.*

*As days passed by Moses always went to the place where Hebrews worked, one day when he was passing by the Hebrews work place he saw an Egyptian soldier maltreating a Hebrew so he killed him and told the other not to say anything because he was protecting his own people. Then one day he went also to check how his people were doing, while passing he saw two Hebrew men fighting among themselves, he came near to stop the fight and told them "why are you fighting among yourselves when you are all Hebrews", the two men became angry and told him "who are you to judge us, do you want to kill us too as you killed the Egyptian soldier", when pharaoh heard this he was angry and ordered his soldiers to grab him. Moses knew that he was in trouble and run away from Egypt. The soldiers chased him up to the desert but they never caught him.*

After telling them the story of Moses ask learners the following questions:

- What happened when baby Moses was born?
- who raised Moses?
- what is it that made Moses run away from Egypt?

Ask them those questions to check if they were listening when you were telling them the story of Moses.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 12, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and order numbers in ascending order (starting with a smaller number to the biggest number).

**Letter of the Week:** Q q

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Literacy/reading-book read (pg.)

Break

Red Light, Green Light (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Monkeys* (pg.)

Activity: Mathematics-ordering numbers in ascending order

-Ask learners to count numbers from 0-20

-After counting let them count the numbers starting with one learner at a time

-Tell learners that today they are going to learn about ordering numbers in ascending order

-Write numbers 1-5 on the chalkboard, but the numbers should be mixed up

-Count the numbers out loud to learners and ask them to count the numbers together with you

-Ask learners which number is the smallest on all the numbers and which number is supposed to come first

-Write the number 1 on the chalkboard

-Ask learners which number comes after 1, it is 2, then write the number 2 just after the number 1

-Continue with the process until you have ordered the numbers from the smaller number to the larger number.



- Put learners in groups of five
- Write numbers 0-10 on the chalkboard, but the numbers should be mixed up
- Tell learners in their group to order the numbers in ascending order
- Let them write their answers on the floor
- Go round the class to check how learner are handling their work
- After they have finished reinforce those that have done well and encourage those who failed so that they should have the courage of working hard next time
- Go over the exercise together with the learners by ordering the numbers starting with the smaller number to the larger number
- Tell learners that that is how you wanted the numbers to be ordered.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 12, Day 5

### **Learning Objectives:**

Students will be able to practice their culture through music and dance and order numbers in descending order

### **Letter of the Week:** Q q

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression-dancing

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

*Twinkle, Twinkle Little Star (pg.)*

Activity: Mathematics-ordering numbers in descending order

- Write numbers on the chalkboard, the numbers should be mixed that is 0-5
- Ask learners to order the numbers in ascending order, let the learners write down their answers on the floor and go round to check how the learners are doing
- After they have finished writing, check their answers and then go over the activity together with learners to correct their mistake
- After going over the last time lesson, tell learners that today they are going to learn about ordering numbers in descending order
- Write numbers 2-8 on the chalkboard, the numbers should be mixed. Ask learners which number is the largest from all the numbers, after they have said 8, write it on the chalkboard.

Ask learners which other number is the largest from the numbers that are left which is 7, write

the 7 just after the number 8. Repeat the process until all the numbers are mentioned and have ordered the numbers as follows: 8, 7, 6, 5, 4, 3, 2, 1

-Put learners in groups of five, write mixed numbers on the chalkboard (8-15). Tell learners in their groups to order the numbers from the largest to the smallest. Ask learners to write their answers on the floor. After that go around to check learners work. After they have finished writing go round to check their answers, reinforce those that have done well and encourage those that have failed so that they work hard next time. Go through the sum/problem together with learners to correct those that have failed.

-Repeat the procedure until learners are familiar with ordering numbers in descending order

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 13

### Week 13, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers and explain the signs and symptoms of cholera and how they can prevent it.

**Letter of the Week:** R r**Materials Needed:**

-local environment  
-chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song  
*Mister Sun* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: listening/speaking-sharing circle (pg.)

Break

Follow the Leader (pg.)

Register (pg.6)

Return to class/focusing song

*Do as I do* (pg.)

Activity: Health/safety and environment-cholera

Ask learners if they have ever been sick before, if they have ask them the kind of disease they suffered from. Tell learners that today they are going to learn about cholera. Ask them if they have ever heard about cholera, if they haven't explain to them about it.

Explain to learners that cholera is a deadly disease and kills a person just in hours if that person is not rushed to the hospital. Cholera spreads quickly and a lot of people can get the disease just within a short period of time. When a person suffers from cholera that person is supposed to be put away from healthy people to avoid people catching the disease. A person who has cholera shows signs and symptoms of the disease and some of them are:

-diarrhea-the person releases watery stool uncontrollably where ever he is  
-vomiting

- the skin becomes pale due to constant loss of water through vomiting and the watery stool
- the person has no strength or energy to do anything

When a person has cholera the person who is looking after him should always wear gloves because if the person gets in contact with the patients vomits or stools that person can also end up getting sick the same time. Once a person discovers that a person has cholera, that person should be taken to the hospital as quickly as possible. Though cholera is a deadly disease it can also be prevented. People can prevent cholera in the following ways:

- drinking water that is not contaminated
- eating fruits that are well washed with clean water
- keeping the surrounding clean
- if you were eating mangoes make sure you throw them in the rubbish pits not just throwing them everywhere to avoid house flies that spread the cholera disease

**(Note to teacher: ask students to bring tooth brushes to school tomorrow.)**

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 13, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and practice brushing their teeth

### **Letter of the Week: R r**

### **Materials Needed:**

- chalk
- tooth brushes
- Colgate
- water

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Twinkle, twinkle little star (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: literacy/reading-book read (pg.)

Break

Am in (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Monkeys (pg.)*

Activity: Health education-how to brush the teeth

Ask learners to stand up, ask them to do the following: hands up, clap twice, hands down. Jump 5 times, two times and stand still. After doing those things ask learners to sing the following song: kodi nose mwasamba. After singing tell learners that they are going to learn about how to brush their teeth. Make sure that you tell learners in advance to carry tooth brushes today.

Ask learners to open their mouth wide to show up their teeth. Go round the class to check if learners brushed their teeth when coming to school. Explain to learners that brushing their teeth is very important, it helps to avoid having gum problems and tooth decay. It also helps a person to have fresh breath and keep the teeth strong and healthy. Ask learners what is required when a person wants to brush their teeth, their expected answers should be:

-Colgate

-tooth brush

-water

Tell learners that all those things that have been mentioned are all important. Explain to them that in absence of Colgate they can use salt and in absence of tooth brush they can use a mashed stick to brush their teeth. Demonstrate to learners how to brush their teeth as follows: Take tooth brush and put Colgate on it, deep the tooth brush in water and then start brushing the front tooth. Brush inside both sides right and left side, then brush upper teeth and then down teeth. Take in some water wash your mouth and then spit the water. Tell learners that that is how you brush your teeth. Ask learners to take their tooth brushes, put on Colgate on their tooth brushes and then practice how to brush their teeth as you did. Help them if they are brushing the wrong way.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

### Week 13, Day 3

**Learning Objectives:**

Students will be able to order numbers 1-20 and tell the story of Moses and the burning bush

**Letter of the Week:** R r

**Materials Needed:**

- the bible
- chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Ducks* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Mathematics-ordering numbers (pg.)

Break

Hopscotch (pg.)

Register (pg.6)

Return to class/focusing song

*Old Mack Donald Had a Farm* (pg.)

Activity: Spiritual/moral development-Moses and the burning bush

Ask learners if they remember what they learnt in the previous lesson on moral development, if they don't remember remind them that they learnt about how Moses run away from Egypt. Tell them that today's story is about Moses and the burning bush. Tell learners that the story comes from exodus chapter 3. Tell them the story as follows.

*When Moses run away from Egypt, he came to the land of Midian. There he sat down by the well, the daughters of the priest of Midian came to drew water for their father's flocks but the shepherds came and drove them away. Moses stood there and helped them, he watered their flock. When the daughters of the priest went home, they told their father about Moses and he asked them to call the man who helped them. Moses was content to live with the man and gave Zipporah his daughter to Moses. It happened that the king of Egypt died and the people of Israel cried out to God and he heard their cry. Now Moses was tending the flock of his father in law, he*



*led the flock at the back of the desert and came to Horeb, the mountain of God. And then the lord appeared to him in a flame of fire in the midst of the bush. He looked at it and behold the bush was burning but it was not consumed with fire. Moses said to himself "I will go closer and see why the bush does not burn". When the lord saw that he turned aside to look, God called him from the midst of the bush and said, "Moses, Moses" and he said "here I am." Then the lord told him not to draw near the place, he also told him to remove his sandals because the place he was standing on was a holy ground. Moses did as he was told. Then the lord told Moses that he had heard the cry of his children and that they had suffered a lot in the hands of the Egyptians, he told Moses to go to Egypt and set his people free. Moses replied to God that who was he to be chosen and go there, but the lord told him not to fear for he was going to be with him. Then Moses said again what will I tell the people of Israel who sent me, then the lord told him that he will say "I am who I am" sent me. The lord also told Moses that he should tell them that the lord of their fathers had sent him. Moses said to the lord "but I do not know how to speak", then God told him to go and get his cousin Aaron to be his spokesperson. God told Moses that he was going to be with him and he was going to perform wonders and that the people of Israel were going to believe him.*

After telling learners the story, ask learners to retell the story the same way you told them. Then ask them some questions at the end to see if they were really paying attention to the story.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 13, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and practice reading

### **Letter of the Week: R r**

### **Materials Needed:**

- books
- pictures
- chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: literacy/reading-book read (pg.)

Break

Jump ropes (pg.)

Register (pg.6)

Return to class/focusing song

*B.I.B.L.E (pg.)*

Activity: literacy-reading

Write vowels on the chalkboard and read them aloud to learners. Ask learners to read the vowels after you, then let the learners read the vowels without your help. Call on learners one by one to come in front and read the vowels, help those who are having difficulties in reading. Tell learners that today they are going to learn about reading.

Show learners a picture of a woman cooking and ask them what the woman is doing, their answer should be "she is cooking." After they have answered write the sentence on the chalkboard as follows: "amayi akuphika." Read the sentence to learners and then let the learners read the sentence without your help. Call on learners one by one to read the sentence. Show learners several other pictures and let them say what is happening on those pictures and then write sentences on the chalkboard, read them to learners and then let learners read the

sentences without your help.

Make sure that the sentences you wrote on the chalkboard you did not rub them. Call on a learner and ask him to read the first sentence "amayi akuphika." After reading ask his fellow learners to come and point on the pictures where there is a woman cooking, if they are failing help them point where there is a woman cooking. Do the same with the other sentences remaining.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 13, Day 5

**Learning Objectives:**

Students will be able to practice their culture through music and dance and play netball and football

**Letter of the Week:** R r**Materials Needed:**

- balls
- attire

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Hello, Hello, How Are You (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression-dancing (pg.)

Break

Tug of War (pg.)

Register (pg.6)

Return to class/focusing song

*Little brother (pg.)*

Activity: learning readiness-netball and football

Tell learners that today's lesson is going to be outside the classroom. Tell them that today they are going to play netball and football. Ask learners if they know how to play netball and football, if they do not know tell them they are going to learn how to.

Take learners outside the classroom to the ground. Let them do a warm up activity in readiness of playing netball and football. Tell learners that in football there are eleven players while in netball there are seven players. Tell learners that the first thing is that they are going to play football. Choose 11 players with a mixture of boys and girls. Choose another eleven players. Tell the learners that they will play football against each other, those that were left

will be cheering the teams. Let learners play the game on a safe playing ground and use rocks to mark goal posts.

After they have played football, choose seven players from the learners remaining, the learners should be both boys and girls. Tell the learners chosen that they are a team. Choose another seven learners to make another team. Tell the learners that they are going to play netball against each other.

Let the remaining teams cheer and give encouragement. Keep score and praise the winning team.

If there is time, go back into the classroom and talk about the importance of team work, and how it helped the winning team in winning the game.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 14

### Week 14, Day 1

**Learning Objectives:**

Students will be able to practice listening and speaking to peers, read and write districts that are in Malawi.

**Letter of the Week: S s****Materials Needed:**

-chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rain, rain go away (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: language-listening/speaking-sharing circle (pg.)

Break

Freeze Tag (pg.)

Register (pg.6)

Return to class/focusing song

*Twinkle, Twinkle Little Star (pg.)*

Activity: literacy- reading and writing names of districts found in Malawi

Ask learners to mention where they stay, after mentioning ask them which district does the place they stay belong to. Tell learners that they are going to learning about reading and writing names of districts.

Tell learners that there are many districts in Malawi. Each district has its own language and culture. Ask learners to mention some of the districts they know, write the names of the districts on the chalkboard. Read the districts aloud and ask learners to read after you. Rub those that are not districts. Write names of districts on the chalkboard as follows:

Karonga, Nkhatabay, Kasungu, Lilongwe, Zomba, Blantyre, Mulanje, Mzimba, Salima, Mangochi, Machinga, Nsanje etc.

Ask learners to read the names of the districts together with you. After that ask learners to read alone without your help. Call on learners one by one to read the names of the districts. Help learners where they are having difficulties in reading. Rub the chalkboard, call a learner and ask that learner to mention a name of a district. Tell learners that you are going to write it on the chalkboard, write it on the chalkboard and make sure that the learners are paying total attention to your writing. After writing tell learners that that is how you write the name Karonga. Ask learners to write the name Karonga on the floor while looking at the way you wrote it. Go round the classroom to check how the learners are writing and if they are making mistakes. Help those who are having difficulties in writing. Repeat the process with several names of the districts.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 14, Day 2

### **Learning Objectives:**

Students will be able to listen attentively to stories and fill in missing numbers

### **Letter of the Week:** S s

### **Materials Needed:**

-chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little brother*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression-dancing

Break

Three leg game (pg.)

Register (pg.6)

Return to class/focusing song

*Five little ducks* (pg.)

Activity: Mathematics- filling in missing numbers

-Ask learners to count numbers from 1-20

-Write numbers 1-20 on the chalkboard, the numbers should be mixed up

-Point at a number and let learners mention what number it is

-Do that with several other numbers until all the numbers have been recognized

-Tell learners that today they are going to learn about filling in missing numbers

-Write numbers 0-6 on the chalkboard and hid the other numbers as follows:

0, 1, \_ , \_ , 4, 5, \_

-Count the numbers and the dashes that are there

-Ask learners what number is supposed to come after 1, write the number 2 on the first

dash/gap. Ask learners what number comes after 2, write the number 3 on the second gap.

Then ask the learners what number comes after 5, write the number 6 on the last gap. When

you are through with filling in the missing numbers the answer should be as follows : 0, 1, 2, 3,



4, 5,6

-Put learners in groups of five

-Write numbers on the chalkboard having some missing numbers on it as follows:

8, \_, 9, 10, \_, 12, \_

-Let learners in their groups fill in the missing numbers, they should write on the floor

-Go round to check how the learners are doing their work

-Give learners several other numbers with missing numbers for them to fill in until they have mastered filling in missing numbers

Letter of the week review (pg.)

Break and phala

Farewell song (pg.17)

## Week 14, Day 3

### **Learning Objectives:**

Students will be able to order numbers 1-20 and tell the story of job

### **Letter of the Week: S s**

### **Materials Needed:**

- the bible
- chalk

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Baby Shark Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: mathematics-ordering numbers (pg.)

Break

Am in (pg.)

Register(pg.6)

Return to class/focusing song

*Five Little Ducks (pg.)*

Activity: Spiritual/moral development-Job a blameless and upright man

Ask learners to mention what they learnt in the previous lesson, if they have forgotten remind them that last time they learnt about Moses and the burning bush. Tell learners that today they are going to learn about Job the blameless man who feared God. Tell learners the story of job as follows;

*There was a man named job in the land of Uz. Job had seven sons and three daughters. Job also had wealth that any man could dream of having, he was the greatest of all the people of the east. When the days of feasting had come, job would go to offer burnt offering to the lord in the morning according to the number of his children. He did that because he believed that somehow his children could curse God in their hearts without him knowing. Then there was a day when the sons of God came and presented themselves before the lord and Satan also came along.*

*Then the lord asked Satan from where he came from Satan answered the lord that he was*

*coming from walking to and fro on the earth. Then God asked him if he had considered his servant job because he was blameless and faithful to him. Satan told God that it was difficult to get to him because he had put a hedge around him and had blessed him with all the wealth. Satan told God that if only he had snatched away all his things he would curse him. God told Satan that even if he had taken all his things away he would still worship and praise him, so he gave Satan the go ahead to tamper with job and also told him not to lay a hand on his person. Now there was a day when his sons and daughters were drinking and eating in his eldest son's house when a messenger came to job and told him that when the oxen were plowing and donkeys feeding, the sabeans came and raided them, killed all the servants and only him escaped to tell him, while he was still speaking another came and told him that fire from heaven fell down and consumed all the sheep and servants only him escaped to tell him, while he was also speaking another one came and told him that the chaldeans came and raided the camels and took them away and killed all the servants, only him escaped to tell him. While he was still speaking another one came and told him that his sons and daughters were drinking when a wind came across the wilderness and struck the four corners of the house, fell on the young people and they all died and he was the only one left to tell him. When job heard this he rose and tore his robe, shaved his head and fell to the ground and worshipped. He said naked I came from my mother's womb and naked shall I return there, the lord gave and has taken. Blessed be the name of the lord. Whatever happened to job, he never sinned or curse God.*

Tell learners that job was a righteous man, even when it pained him most he never even for a single day blamed God for his misfortunes but instead he praised him. Tell learners that they can also be like job who thanked and worshiped God in all circumstances. Tell learners to retell the story of job to see if they were really listening and paying attention to the whole story. After that ask learners some questions from the story.

Letter of the week review(pg.)

Break and phala

Farewell song(pg.17)

## Week 14, Day 4

### **Learning Objectives:**

Students will be able to listen attentively to stories and fill in missing letters from words

### **Letter of the Week:** S s

### **Materials Needed:**

-chalk

### **Activities with step by step instructions:**

Sign in(pg.5)

Assembly(pg.5)

Gathering song

*Do as I do (pg.)*

Daily introduction/ letter of the week(pg.5)

Activity: literacy/reading-book read

Break

Stone game

Register(pg.6)

Return to class/focusing song

*Twinkle, twinkle little star (pg.)*

Activity: literacy-filling in missing letters

Write vowels on the chalkboard and read them aloud to learners. Ask learners to read the vowels aloud. Write the alphabet on the chalkboard and read the letters of the alphabet aloud to learners. Ask learners to read the letters of the alphabet aloud. Tell learners that they are going to learn about filling in missing letters.

Form words using the alphabet and vowels on the chalkboard such as; ana, sesa, lemba, phika and sukulu. Read the words formed loud to learners and ask the learners to read the words aloud. After reading the words, rub some letters from the words as follows: an\_, \_esa, le\_ba, p\_ik\_ and s\_kul\_ and then tell learners that they are going to fill in the missing letters. Start filling in the missing letters word by word until all the words are finished. When filling in the missing letters make sure that the learners participate. Rub the letters that you just filled in the gaps together with the learners, put learners in groups and in their groups ask them to fill in the missing letters. They should be writing on the floor. Go round to check learners work. Reinforce

those who have written the correct answers and encourage those who failed to work hard next time.

Number of the week review(pg.)

Break and phala

Farewell song(pg.17)

## Week 14, Day 5

### Learning Objectives:

Students will be able to order Letters 1-20 and tell the story of Job

### Letter of the Week: S s

### Materials Needed:

- bible story
- chalk

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song  
*Little brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: mathematics-ordering numbers

Break  
Races (pg.)

Register (pg.6)

Return to class/focusing song  
*B.I.B.L.E (pg.)*

### Activity: Spiritual/moral development-Job the blameless and upright man

Ask learners if they remember what they learnt in the previous lesson, if they don't remind them that they learnt about job the blameless man. Tell learners that today they are going to start learning from where they stopped last time. Continue the story of job as follows:

*When job suffered the loss of his wealth and children he never even for a day cursed God. Now it happened that the sons of God came to his presence and Satan came too, God asked him where he was coming from and Satan told God that he was coming from roaming the earth. The lord asked him if he had considered his faithful servant job, then Satan replied skin to skin, a man will give out everything just to have life, stretch out your hand and touch his skin surely he will curse you. Then the lord told Satan to do anything he wants with him but he should spare his life. So Satan went and gave job boils. Job sat down on a tree shade in the midst of the ashes with a potsherd to scrape himself with. He stayed there day and night. When his wife saw how he was,*

*she told him to curse God so he could die but he never listened to her. On hearing jobs predicament, his three friends came to comfort him, when they came from a far and saw job they tore their clothes in grief and came and sat with job. They never said anything to their friend because he was in great grief. After some days job opened his mouth and cursed the day he was born, his friends felt pity on him and told him not to be talking like that but job never stopped. But even though job cursed the day he was born not a single day did he open his mouth to curse God. His friends now spoke ill of God and the lord was angry with them, the lord told his three friends to carry with them sheep's and go to job to offer burnt offerings and let job pray for them, he told them that he was not going to listen to their prayers unless it was from job because he was the most righteous man there was. So they went to job and job prayed for them. After he had prayed for them God healed him and blessed him. He gave him twice as much as he had before and all those who had been his friends before came and ate food with him. Now God blessed the latter days of job than the beginning. He had seven sons and three daughters.*

Explain to learners that because job persevered in difficult times, his life became a blessing at the end. Tell learners in whatever situation they find themselves they should never give up but instead they should see it as a blessing and thank God. Tell learners to retell the story of job to make sure that the lesson was indeed a success.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Term 3

### Week 1

#### Week 1, Day 1

**Learning Objectives:**

Learners must be able to say their names and properly introduce themselves in English, order numbers 1 to 20, recite alphabet letters.

**Letter of the Week: T t****Materials Needed:**

- Chalk
- Number cards
- Letter cards
- Alphabet chart

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English, Proper introductions, saying their names

- Teacher greets children and say your name. Ask children to greet each other and say their names.
- Teacher, good morning Jane, my name is Miss Kapira.
- Learner good morning madam, my name is Jane.
- Practice this with several learners in class. Ask learners to be in pairs and practice greeting each other and saying their names. Let learners sing the song “good morning to you.”

Break

Races (pg.)

Register (pg.6)

Return to class/focusing song



*Twinkle Twinkle Little Star* (pg.)

Activity: Mathematics

**ORDERING NUMBERS 1 TO 20**

- Teacher demonstrates ordering numbers to learners.
- Distribute number cards to learners in groups. (1-20)
- Have learners position themselves in the correct order based on their number cards (line up from 1 to 20, can give some learners multiple number cards if there are not 20 students)
- Help learners to practice ordering numbers in groups e.g. 5 4 3 2 1 = 1 2 3 4 5, 6 7 8 9 10 = 10 9 8 7 6
- Make sure all learners understand the ordering of numbers

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 1, Day 2**

**Learning Objectives:**

Learners must be able to recite alphabet letters.

Creative expression, sing and dance to the song, counting numbers.

**Letter of the Week:** T t

**Materials Needed:**

- Chalk
- Alphabet chart

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Itsy Bitsy Spider* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English – reciting alphabet letters

- Teacher ask learners to recite alphabet letters.
- Show learners objects which starts with letter Tt e.g. torch, tomato, tables.

- Let learners mention the items and write the words on the chalkboard.
- Help learners to read the words.
- Let learners identify letter Tt in the words.
- Show learners cards with letter Tt.
- Ask learners to pick cards with letter Tt
- Have learners trace the letter and distinguish between uppercase and lowercase

Break

Three leg game (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun* (pg.)

Activity: Creative Expression, Singing “Mwezi Uwale”

NB: In this song children wish for the moon to shine so that they can play and sing. It helps children to count numbers in a good arrangement, since it starts with one ends up with twelve. It will also help learners to recognize letter Tt, since there are words which start with the letter Tt. The song goes with hand clapping. Two people face each other and clap hands to the rhythm of the song. Teacher demonstrate playing “Mwezi Uwale,” then help learners playing “Mwezi Uwale” in groups.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 1, Day 3**

**Learning Objectives:**

Learners must be able to take care of their body, use and follow simple instruction, order numbers 1 to 20, recite alphabet letters.

**Letter of the Week:** T t

**Materials Needed:**

- Chart showing a boy or a girl combing the hair, washing hands/body, comb and number cards.

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*This Little Light of Mine* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – naming parts of the body

- Ask learners to name parts of their bodies while touching the part mentioned e.g. head, mouth.
- Ask the learners to mention how they take care of their bodies e.g. bathing, washing hands
- Explain to learners how they take care of their hair e.g. combing the hair.
- Show them the chart with a boy or a girl combing their hair.
- Ask learners what is happening in the picture.
- Explain to learners that they need to comb their hair, wash their hands and bathe every day.
- Ask learners to mime combing the hair, washing their hands while singing the song, “Kodi Nonse Mwasamba”

Break

Wheel Barrow Game (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Monkeys* (pg.)

Activity: Social and Emotional, Communicating at School

- Ask learners to mention any objects in their classroom.
- Draw their attention to how they show as they want to respond to the question (they raise their hands).
- Explain to learners how they can do leave the room (they raise their hands and ask, “May I go out?”)
- Ask learners to practice asking permission from the teacher e.g. Learner, “Teacher may I go out?” Teacher, “Yes you may.”
- Practice this with several learners in class
- Talk with learners about how to talk to and treat others at school (treat all kindly)

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 1, Day 4

### Learning Objectives:

Learners will write their names on a card and compare with others, longer name/shorter name and identify the letters in their names and others, practice tracing the letter Tt

**Letter of the Week:** T t

### Materials Needed:

- Paper cut-outs to serve as name cards for students
- Chalk

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song* (pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: Language – Letter Recognition

- Give each learner a card for her/him to write their name on it
- Write an example on the board for students to follow
- Ask students to get in groups and say their name out loud to others, each student taking a turn
- Write random letters on the board and ask students if they can identify the letter from one of the name cards either their own or others in their group

Break

Ball Game (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Raindrops* (pg.)

#### Activity: Tracing Letters, especially Tt

- ❖ Show learners letter cards and let them name the letter
- ❖ Write the letters on the chalk board
- ❖ Have students trace the letters
- ❖ Write words with letter Tt on the chalk board
- ❖ Let learners identify letter Tt

- ❖ Demonstrate tracing letter Tt on the chalk board.
- ❖ Distribute cards with dotted lines of letter Tt to learners and let them trace the letter

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 1, Day 5**

**Learning Objectives:**

Learners will listen to a story and answer questions about it and relate parts of the story to real-life experiences and be able to use pictures to write their own words/sentences

**Letter of the Week: T t**

**Materials Needed:**

- Story book
- Chalk
- Picture cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*I'm a Little Teapot (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Language – Storybook reading

- Teacher will read a simple short story to the students
- Afterwards, ask students about the Who? What? Where? When? and Why?
- Ask students how this story relates to real life in ways

Break

High Jump (pg.)

Register (pg.6)

Return to class/focusing song

*Baby Shark Song (pg.)*

Activity: Picture recognition, using pictures to create

- Show students different pictures of animals, objects, etc.
- Ask students to name each picture on the cards
- Give each student one picture card and ask them to come up with words/sentences which relate to the picture e.g. – picture of a fish, words like food, lake, etc.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 2

### Week 2, Day 1

**Learning Objectives:**

Learners will learn about the five senses

**Letter of the Week:** U u

**Materials Needed:**

- Chalk
- Sand/Paper
- Bananas, mangos

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*If You're Happy and You Know It* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Sensory Awareness

- Teacher will tell students about the different senses – touch, taste, smell, sight, sound – start with three of them, touch, taste, smell
- Explain to students you use your hands to touch, tongue to taste and nose to smell
- Take students outside and have them feel the sand, noting how it is rough/gritty and bring a sheet of paper outside for them to touch right afterwards, noting it is smooth
- Bring students back inside and reiterate they just experience the sense of touch and then move to smell, using a banana and mango
- Then cut the fruit into several small pieces, making sure each student will have a taste

of each one, explaining the sense of taste

Break

Chule Chule Iwe, Frog game (pg.)

Register (pg.6)

Return to class/focusing song

*Stop, Look and Listen* (pg.)

Activity: Sensory Awareness

- Teacher will write on the board the three senses the students learned about before break and explain how there are two more, having five senses in total
- Write the two new senses – sight and sound – on the board and explain to students that sight comes from the eyes and sound comes from the ears
- Then clap your hands together and tell the students that is sound, make animal noises, demonstrating that what they hear is also sound
- Have students look outside and say what they see, using their sight

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 2, Day 2**

**Learning Objectives:**

Learners will learn about physical and social awareness

**Letter of the Week:** U u

**Materials Needed:**

- Chart with pictures stories
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Dry Bones* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Physical Awareness/Expression

- Tell learners that they are going to stand on toes and on one leg.
- Demonstrate to learners standing on toes and in one leg.
- Call a learner to practice the exercise and let all the learners to practice the exercise.
- Demonstrate putting a book on the head then move few steps.
- Call a learner to practice and let all learners practice the exercise.

Break

Sports, Sports (pg.)

Register (pg.6)

Return to class/focusing song

*Row, Row Row Your Boat* (pg.)

Activity: Social Awareness

- Tell learners that they need to respect their parents and all elderly people.
- Tell learners that they need not to rough at a disabled person.
- They need to have pity in them.
- Tell learners the story about the (Bilimankhwe) chameleon.



- Ask the learners about the moral from the story e.g. What have learned from the story? Not to rough at people and treat all with kindness
- Let learners sing the song (Bilimankhwe Manso Anantupa Ninji?)

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)



Week 2, Day 3

**Learning Objectives:**

Building on Monday's lesson and recognition from left-to-write

**Letter of the Week:** U u

**Materials Needed:**

- Chalk
- Chart with sentences to show students reading left-to-write

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*This Little Light of Mine (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Sensory Awareness/Expression

- Ask students if they remember the five senses they learned about on Monday
- Write each sense on the board
- Review the different senses with the students
- With the students recite "I have two eyes, (point) one, two, they help me to see. I have two ears, (point) one, two, they help me to hear. I have two hands, (raise) one, two, they help me to touch and feel, I have one nose (point) it helps me to smell, I have one tongue (point) it helps me to taste.
- Go slowly and make sure each learner is able to recite the short song

Break

Three Leg Game (pg.)

Register (pg.6)

Return to class/focusing song

*Twinkle, Twinkle Little Star (pg.)*

Activity: Recognizing that reading takes place left-to-right

- Teacher should show the students the difference between their left hand and right
- Then write a series of words on the board and starting at the left side, explain to students how you read from left to right
- Make sure all students have understood

- After, show students a chart with sentences on it and ask if they can tell you where they begin reading
- Together with the students, read the sentences, using your finger to point and trace as you move from left to right

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 2, Day 4

#### **Learning Objectives:**

Spiritual learning, language practice

**Letter of the Week:** U u

#### **Materials Needed:**

- Chalk

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Head, Shoulders, Knees and Toes (pg.)*

Daily introduction/Letter of the week (pg.5)

#### Activity: Spiritual – God’s Creations

- Teacher narrate the creation story to the learners. (Genesis 1:17)
- Ask learners to list things created by God e.g. plants, insects, lakes, hills, people, animals and soil.
- Teacher go outside with learners and let learners collect different things created by God.
- Talk to the learners about what they have found and express how all things in the world were a creation of God and have a special purpose as a result
- Ask learners to sing the song “Ambuye Amatikonda.

Break

Stone Game (pg.)

Register (pg.6)

Return to class/focusing song

*Stop, Look and Listen* (pg.)

Activity: Language – Telling the Names of their Friends

- Teacher recite proper introduction with learners e.g. my name is Jane, I am five years old.
- Let learners get into groups and practice telling the names of their friends within the group e.g. Jane, “Mary, Tamala, Vitumbiko”
- Ask each group to present and share after they have had a chance to do it amongst themselves

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 2, Day 5**

**Learning Objectives:**

English practice, reciting the days of the week. Self-help lessons, learners will practice and go over how to keep themselves healthy

**Letter of the Week:** U u

**Materials Needed:**

- Chalk
- Chart showing the days of the week

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English – Days of the week

- Ask learners to state what they do every day e.g. on Sundays, Mondays, etc.
- Introduce days of the week to them (use local language for them to understand) and then recite in English

- Together with learners recite the days of the week in English
- Have them count holding up their fingers as they recite each day out loud, noting to the students that there are seven days in a week
- Let each learner recite days of the week individually
- Help learners with difficulties

Break

Phada/Hopstotch (pg.)

Register (pg.6)

Return to class/focusing song

*Rainbow Song* (pg.)

Activity: Self-Help – Health and Hygiene

- Ask learners how they keep themselves healthy e.g. balanced diet, exercise
- Explain to learners that maintaining health requires certain activities to be done e.g. sleeping, eating and bathing regularly
- Show them a chart of a boy or a girl bathing, sleeping and eating
- Ask learners to state what is happening in the picture
- Talk about each process and how each learner can do this themselves to live a healthy life



Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 3

### Week 3, Day 1

**Learning Objectives:**

Learners will tell and learn about other's families, identify letter Vv.

**Letter of the Week:** V v**Materials Needed:**

- Letter cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/Letter of the week (pg.5)

**Activity: ENGLISH, INTRODUCING FAMILY MEMBERS**

- Ask learners to mention the people they live with.
- Tell them names of your mother, father, or guardians
- Ask learners to tell names of their fathers and mothers, sisters and brothers e.g. Jane: John is my brother. Jane: Mary is my sister.
- Show learners a chart of pictures of the family - mother, father, sister and brother, grandparents, aunts, uncles, etc.
- Let learners name them
- Let learners recite members of the family and express the importance of family and taking care and loving one another

Break

*Races (pg.)*

Register (pg.6)

Return to class/focusing song

*London Bridge is Falling Down (pg.)*

**Activity: LANGUAGE, IDENTIFYING LETTER Vv**

- Ask learners to recite alphabet letters.
- Show them objects which starts with letter Vv e.g. van, village and name them.

- Write the objects on the chalk board
- Together with learners read the words and bring learners attention to letter Vv
- Show learners lettercards with letter Vv.
- Let them pick up the cards with letter Vv.
- Have them practice tracing both uppercase and lowercase

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 3, Day 2

#### **Learning Objectives:**

Learners will practice copying patterns and make simple dolls using clay

**Letter of the Week:** V v

#### **Materials Needed:**

- Clay
- Basin of water
- Chalk

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

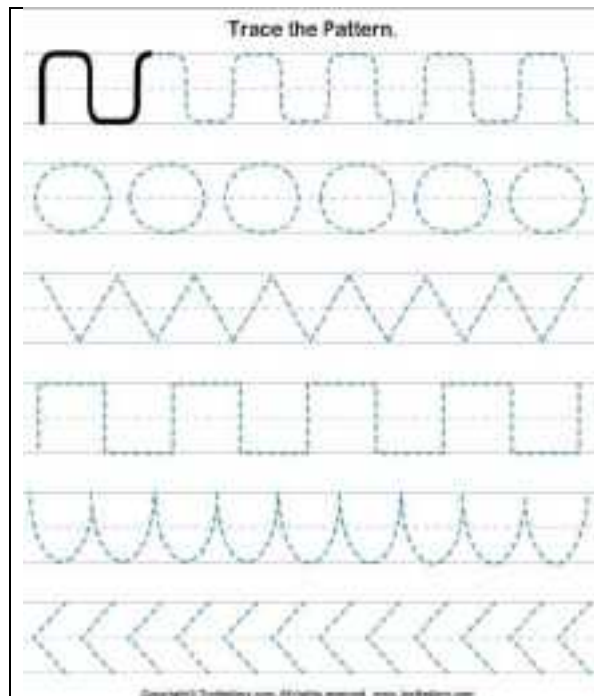
Gathering song

*I'm a Little Teapot* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Tracing patterns

- Write the following patterns on the chalk board



- Together with learners write patterns in the air.
- Ask learners to write patterns on the ground and on slates.

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus* (pg.)

Activity: CREATIVE EXPRESSIONS, MAKING SIMPLE DOLLS USING CLAY

- Bring clay and water to the class.
- Demonstrate mixing clay with water.
- Pounding and kneading (making it into firm paste)
- Mould toys and dolls while learners observe.
- Ask learners to practice moulding toys and dolls.
- Let learners play with their new toys and dolls
- Store moulded toys and dolls for future play
- Ask learners to wash their hands and go back to class.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 3, Day 3

**Learning Objectives:**

Learners will practice tracing numbers and shapes

**Letter of the Week:** V v**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

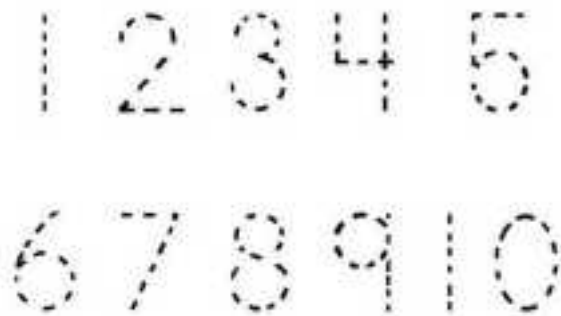
Gathering song

*Mister Sun* (pg.)

Daily introduction/Letter of the week (pg.5)

**Activity: Tracing numbers**

- Draw the following on the board



- Count the numbers out loud with the learners
- Make sure each learner is able to trace every number and go around to check
- After, move to the following numbers and repeat the same steps



Name: \_\_\_\_\_

Date: \_\_\_\_\_

11 12 13  
14 15 16 17  
18 19 20

Break

Tug of War (pg.)

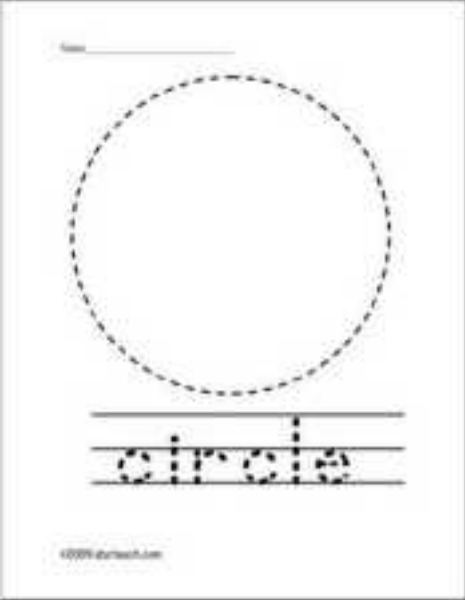


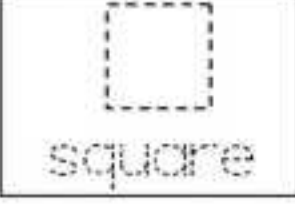
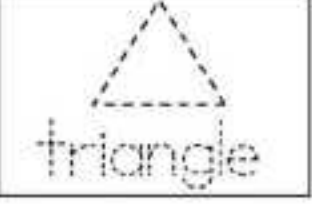
Register (pg.6)

Return to class/focusing song

*Dry Bones* (pg.)

Activity: Learning about/Tracing shapes

- Ask learners if they can name any shapes
- Tell learners how shapes are used in math

Trace the shape and label of each box.		
		
		

- Go over each shape one by one with the learners
- Do not move on until each learner is able to trace it shape and recognize the shape by its proper name in English

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 3, Day 4**

**Learning Objectives:**

Learners will learn about the importance of all things created by God and hear a Bible story and will be able to answer questions about the story afterward

**Letter of the Week:** V v

**Materials Needed:**

- Bible story
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

B.I.B.L.E (pg.)

### Daily introduction/Letter of the week (pg.5)

#### Activity: IMPORTANCE OF THINGS CREATED BY GOD

- Ask learners to name things created by God e.g. water, plant, soil, people, animals, lakes, etc.
- Give each learner a chance to state something different
- Ask learners about the importance of soil and water e.g. for making dolls, moulding bricks, for drinking, etc.
- State how all things which God made serves a purpose
- Ask learners to sing the song “Ambuye Amatikonda”

#### Break

Sharks and Minnows (pg.)

#### Register (pg.6)

#### Return to class/focusing song

*This Little Light of Mine* (pg.)

#### Activity: Reading a Bible story and asking questions

- Read the following story from the Bible to the learners

In the Bible there is a book called Psalms. David wrote some of the chapters in this book when he was feeling happy, sad and scared. In the story of David and Goliath you might remember that David was a shepherd and when he was out in the fields he would play music and write some of these songs and poems to God.

This psalm was added to the Bible (like all the other books of the Bible) because what he wrote was given to him from God. God gave David a talent for writing songs and He gave David the words and thoughts to write it down.

This psalm tells us a lot about God and how powerful He is. It also shows us just how much God is involved and cares for us.

David starts the psalm by praising God for always being there for him. He knows that God knows him inside and out and even what he's feeling, thinking and what he's going to do before he does it!

David knows that God is all around him cheering for him and giving him a hand along the way.

Knowing how much God cares about him and everyone else this way, David feels like smiling and crying at the same time because he can't believe how great God is.

Have you ever seen your mom or dad crying at a kindergarten graduation or after you did something really great? This was how David was feeling and I can imagine him thinking these things and crying big happy tears!

Next David thinks about where he could go to get away from God. He's not trying to get away but he's trying to think if there's any place that God wouldn't be able to find him.

Do you think there is a place you could go where God wouldn't be able to find you?

The way David describes it, I think of superheroes. Imagine you could fly as high as the moon or even higher; God would be there. Imagine if you could drill a deep, deep hole right to the middle of the earth, God would be there too!

What if you hid in your darkest closet. Would God find you? Yes! We might think it's dark and no one can see us but God is light, He doesn't see the darkness at all!

There is no place on earth or beyond that you could hide that God wouldn't find you. He is always keeping track of you! Hide and seek won't work with God, He knows where you're going to hide before you get there!

The next part David discusses is about before we were born! Do you think God knew you BEFORE you were

born? The answer is yes!

God put you together when you were as tiny as a marble and even smaller! He had big plans for how you would look, what you would be like; He was part of it all.

He knew all about you when you were still inside your mother's tummy. Every tiny freckle, the color of your hair, even that one funny birthmark that you have that no one else has, is all the work of God.

Even now God knows how your growing and changing, what you like and don't like. He has big plans for your life and He's hoping you'll keep looking to Him so you can be the very best you can be.

And another thing, God doesn't make junk! He made you beautiful and precious and in His perfect way. So don't let anyone make you think that you're not good enough or smart enough or pretty enough. You were planned and made by the God of the universe who made you special and different from everyone else!

God is amazing! David started to think about all of God's thoughts. How many thoughts He must have. If you took all the sand from all the world and counted each small grain of it; God would still have more thoughts than all of that!

As David gets closer to the end he starts talking about the wicked people in the world. I think it bothers him more and more because he understands how much God loves us, how wonderful and amazing He is, but there are still such wicked people that hate God.

David wants all the wicked people that make fun of God and the people that don't use God's name in a nice way to be taken off the earth. He doesn't want to be near them.

The last two verses David asks God to do some things for him. He asks God to search his thoughts and his desires. He wants God to see his loyalty and love for Him.

David wants to stay strong and be challenged by God. When we face difficult times these challenges can make us grow stronger and count on God more. David welcomed these times so he could have a better relationship with God.

The last thing he asks God is that if there's any bad thought or sin in him that God would lead him away from doing that and help him find his way to God in heaven.

Throughout this chapter David talks about God's knowledge about every part of us from beginning to end. Realizing this, he accepts and asks God to search him and to keep him true and on the path to knowing and seeking God.

So whenever you're feeling bad about yourself or alone remember Psalm 139 and how you can never get away from God, He is always with us, cheering for us along the way.

- Ask students questions following to be sure they understood the importance of it and how big of a role God plays in their day to day lives

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 3, Day 5

#### **Learning Objectives:**

Learners must be able to identify shapes, building on what they learned and practiced with shapes previously in the week and perform will "Kalulu Vina"

**Letter of the Week:** V v

**Materials Needed:**

- Objects of different shapes
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: ENGLISH, IDENTIFYING SHAPES

- Show learners an object with a shape of a circle
- Let learners identify the shape by saying this is a circle.
- Do the same with a triangle, square, rectangle and diamond
- Practice this with all learners in class
- Do not move on from one shape until everyone has identified it correctly and said its proper name in English
- Show learners a chart with all the shapes
- Ask learners to point at a circle or a triangle and name it e.g. Teacher, “Jane show me a circle”. Jane, “This is a circle”.
- Let each learner identify the shapes
- Draw each one on the board
- Have learners practice tracing each shape

Break

Sheet Games (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It (pg.)*

Activity: CREATIVE EXPRESSION, PERFORMING “KALULU VINA”

NB: The song “Kalulu Vina”, talks about the hare which is usually depicted as a clever animal in most Malawian folktales. In this song, the people are asking and persuading “Kalulu” to dance for them as they saw him doing at the beach one of the days. Kalulu however, seems reluctant to do so. The song goes like this: “Kalulu vina, aye! Kalulu vina, vinavina, pamchenga.”

- Demonstrate how to sing “Kalulu Vina”.
- Help learners to sing the song “Kalulu Vina”
- Let learners practice the song “Kalulu Vina” as they dance to different positions.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 4

### Week 4, Day 1

#### **Learning Objectives:**

Learners will be able to fill in missing numbers on a number line and be able to identify and practice tracing the letter W

**Letter of the Week:** W w

#### **Materials Needed:**

- Number line
- Letter card
- Word cards

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: MATHEMATICS, FILLING IN MISSING NUMBERS

- Bring a number line.
- Ask learners to count 1 to 20.
- Discuss with learners how to fill in missing numbers on a number line.
- Ask learners to fill in missing numbers on a number line in groups.
- Go around checking and helping those with problems.

Break

Three Leg Game (pg.)

Register (pg.6)

Return to class/focusing song

*This Little Light of Mine* (pg.)

Activity: LANGUAGE, IDENTIFYING LETTER Ww

- Learners recite alphabet letters.
- Show learners letter cards with letter Ww.
- Let them mention the letter Ww.
- Write words with letter Ww on the chalk board e.g. water, wall.
- Ask learners to identify letter Ww in the words.
- Help learners with problems.
- Let learners write letter Ww in their books or slates.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 4, Day 2**

**Learning Objectives:**

Learners must be able to practice listening and speaking, explain how they take of their clothes

**Letter of the Week: W w**

**Materials Needed:**

- Soap
- Water
- Basin
- Clothing

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Row, Row, Row Your Boat* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: ENGLISH, LISTENING AND SPEAKING

- Show learners a chart with pictures of people doing different activities
- Ask learners to say what they see in the picture e.g. mother is cooking, Tadala is sweeping, Chisomo is cleaning plates
- Help learners to tell a short story (2-3 sentences) about what is happening in the pictures
- Give learners an example on the board in English and help them recite it out loud
- Split learners into groups and give each group a different picture and have them work together to form their own short story like the one on the board
- Go around to each group to help and make sure they're on the right track
- Have each group share their short story

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus* (pg.)

Activity: HEALTH EDUCATION, TAKING CARE OF THEIR CLOTHES

- Explain to learners that clothes should be washed, dried and ironed in order to remove dirt, sweat and any bad smell. Dirty clothes attract germs and lice which can cause diseases. Washed and ironed clothes smell good and look more presentable and attractive.
- Discuss with learners ways of caring for clothes
- Show learners a chart with a boy or a girl washing clothes and drying
- Ask learners to discuss ways of caring clothes from a chart
- Using the soap, water, a basin and clothing, give learners a presentation of how this is done

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 4, Day 3**

**Learning Objectives:**

Learners will discuss God's love and learn new words and practice with the letter of the week



**Letter of the Week: W w**

**Materials Needed:**

- Chalk
- Letter cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*I'm a Little Teapot (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: SPIRITUAL - GOD'S LOVE

- Together with learners sing the song: ***"Bible that's the book for me. It stands up for the word of God, say "B.I.B.L.E" Bible."***
- Explain to learners that God loves them more than anyone else by providing them with life, family, food.
- Read the verse from (1 John 4:8). ***"who ever does not love, does not know God, for God is love"*** and write it on the board
- Ask learners to memorize this verse
- Recite it with them several times in English until everyone knows it
- Then ask learners to state how they show love to their friends and others (chatting together, sharing things e.g. food, pencils)
- Discuss with learners the importance of showing love and treating others with kindness because it is what God wants of us

Break

Tug of War (pg.)

Register (pg.6)

Return to class/focusing song

*Dry Bones (pg.)*

Activity: Language – learning English words, practicing with letter of the week

- Ask learners to recite alphabet letters.
- Tell learners to say the letter of the week out loud
- Write letter Ww on the chalk board.

- Distribute cards where letter Ww has been written in dotted lines.
- Discuss how to write the letter using these dotted lines.
- Let learners trace letter Ww and then make word connections using words like water, weather and woman.
- Go around helping learners write the words and making sure they understand and can easily recognize and write the letter by the end of the lesson
- Make sure to emphasize the new words they learned which uses the letter w

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 4, Day 4

#### **Learning Objectives:**

Learners must be able to state what they do in the days of the week and name body parts

**Letter of the Week: W w**

#### **Materials Needed:**

- A chart listing the days of the week
- A chart with a diagram showing the different body parts

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

B.I.B.L.E (pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: LANGUAGE, DAYS OF THE WEEK

- Ask learners to mention days of the week e.g. Monday – Sunday.
- Ask them to tell what they do in the days of the week
- I go to church on Sunday. I go to school on Monday.
- Give every learner a chance to say what they do on the different days of the week
- Ask learners to recite the days of the week.

Break

Sharks and Minnows (pg.)

Register (pg.6)

Return to class/focusing song

*Head, Shoulders, Knees and Toes (pg.)*

Activity: LANGUAGE, BODY PARTS

- Show learners your body parts e.g. this is my head, nose, mouth, and chin.
- Call a learner and ask him or her, e.g. teacher, “Show me your head”. Learner, “This is my head”.
- Do this with several learners in class
- Ask learners to practice this in pairs
- After, discuss with learners the importance of taking care of their body parts (head – allows them to learn and think, do not rough with head, hitting it against things, etc. arms – to play, lift objects, hug loved ones, etc).

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 4, Day 5

### **Learning Objectives:**

Learners will perform different dramas and collect stones that match with the number card the teacher displays

**Letter of the Week: W w**

### **Materials Needed:**

- Nursery rhymes for students to dramatize
- Number cards

### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity:

Break

Sheet Games (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus* (pg.)

Activity:

•

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 5

### Week 5, Day 1

#### **Learning Objectives:**

Learners, with prompting and support, will be able to answer questions about key details in a text and identify physical features (mountains, hills, lakes, roads, etc.) and learn about vowels

**Letter of the Week:** X x

#### **Materials Needed:**

- Reading book
- Chalk
- Clay
- Water

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: LANGUAGE – Reading a book, identifying objects from the text

- Teacher will begin class reading an age appropriate book which features outdoors (grass, trees, water, mountains)
- Follow by asking learners questions about the text
- Who were the main characters? What did they see in the book which they see every day outside?
- Go to the pages in the book showing what the learners mention
- Take learners outside to point out the physical features just discussed and read about

Break

Frog Game (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun* (pg.)

Activity: CREATIVE EXPRESSION, MODELING VOWELS **A E I O U**

- Show learners cards with vowels **A E I O U**
- Ask learners to name the vowels
- Demonstrate to learners how to model vowels **A E I O U** one at a time using clay
- Ask learners to practice modelling the vowels using clay outside the classroom
- Practice saying each letter with the learners and demonstrate the sound each letter makes (a = ah) and have the learners recite each one

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 5, Day 2**

**Learning Objectives:**

Learners will work with key vocabulary words – animals, nature. Learners must be able to mention living things (hyena, pig, cattle, plant, tree, grass) building off what they read about yesterday

**Letter of the Week:** X x

**Materials Needed:**

- Pictures of animals
- Pictures/chart showing living things (trees, plants, insects, etc.)

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Baby Shark Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: ENVIRONMENT, LIVING THINGS

- ❖ Take learners outside the class and mention things they see e.g. insects, animals, trees and plants.
- ❖ Explain that living things are not just humans but those that breathe and have life
- ❖ Ask learners to collect some of the living things around the school e.g. insects, plants
- ❖ Let learners to go back to class and show them a chart of living things drawn on it
- ❖ Let learners name the drawn living things and hold up anything they collected which matches what is drawn

Break

Sports Game (pg.)

Register (pg.6)

Return to class/focusing song

*Do as I Do (pg.)*

Activity: Compare characteristics of living and nonliving things in terms of their structure, growth, changes, movement, and basic needs

- Ask learners if they brush teeth every day and if animals have to brush their teeth
- Explain to learners that they need to brush their teeth every day in order to avoid gum disease but animals have different ways of taking care of themselves (grooming coat)
- Ask learners for similarities between the ways humans and animals care for themselves (need food to eat and water to drink, bathe themselves)
- Explain to learners that they should respect all forms of life and treat them kindly

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 5, Day 3

#### **Learning Objectives:**

Learners must be able to make up stories, relate number of objects to symbols

**Letter of the Week:** X x

#### **Materials Needed:**

- A chart with objects relating to symbols
- Chalk

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Twinkle, Twinkle Little Star (pg.)*

Daily introduction/Letter of the week (pg.5)

#### Activity: SOCIAL AND EMOTION/STORY

- Ask learners what they do for their parents e.g. help with house chores, respect them, and obey them
- Tell learners that they need to respect their parents and help them with house chores
- Tell learners the story of Chikondi and her parents

#### CHIKONDI AND HER PARENTS

Chikondi's parents loved her that they cared, protected and provided her with food. Whenever she does something wrong, they advise her. Chikondi sometimes feels her parents are cruel to her but it was not the case, they only wanted to teach her wrong from right. Her parents love on her was great and strong. Chikondi eventually realizes they only want to help her and also loves her parents and obeys them.

- Ask learners to listen attentively to the story at the end they should answer questions about it
- Let learners read the story twice
- Ask questions to check their understanding
  1. What does Chikondi do for her parents? (obeys them)
  2. What else are children expected to do for their parents? (help them with household chores, show them love and care in return)
  3. Discuss learners' answers with them.
- Ask learners if they can share a short story (2-3 sentences) about how they help with

household chores or how they obey their parents/guardians

Break

Am In (pg.)

Register (pg.6)

Return to class/focusing song

*Little Brother* (pg.)

Activity: MATHEMATICS, RELATING NUMBERS OF OBJECTS TO SYMBOLS

- Ask learners to count 1 to 20.
- Show learners an object in one hand and a number card in another hand.
- Let learners say 1 after you several times (one stone, one book, etc.)
- Repeat the same activity with different numbers
- Show learners a chart with different objects depicting different numbers 1 to 20 (five chickens, four stones, ten circles etc.) and let learners count and reveal how many there are of each object/symbol

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 5, Day 4**

**Learning Objectives:**

Learners must be able to describe the family of Jesus Christ and model vowels reiterating work of vowels previously learned **A E I O U**

**Letter of the Week:** X x

**Materials Needed:**

- Bible
- Clay
- Water

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)



Gathering song

*B.I.B.L.E* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: SPIRITUAL AND MORAL, THE FAMILY OF JESUS

- ❖ Narrate the story of the Family of Jesus from Matthews 1:18 – 25.
- ❖ Together with learners discuss the family of Jesus Christ. His mother and father. His mother, Mary and his father, Joseph.
- ❖ Ask learners to sing the song “Ambuye Amatikonda”
- ❖ Let learners pray this prayer

**LET US PRAY**

Thank you Lord for this day, bless our parents, bless our entire families and bless the food we eat, Amen.

- ❖ Have learners recite the prayer

Break

Sharks and Minnows (pg.)

Register (pg.6)

Return to class/focusing song

*This Little Light of Mine* (pg.)

Activity: CREATIVE EXPRESSION, MODELING VOWELS **A E I O U**

- Ask learners to read the vowels **A E I O U**.
- Show learners cards with these vowels and let them name the vowels shown.
- Demonstrate modeling vowels, **A E I O U**
- Let learners model the vowels using clay
- Ask learners if they can think of words using these letters
- Help learners come up with words and write them on the board, underline the vowels in each word
- Store the vowels modelled

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 5, Day 5**

**Learning Objectives:**

Learners must be able to identify common environmental sound, say where they live

**Letter of the Week:** X x

**Materials Needed:**

- Chalk
- Pan
- Rice

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Itsy-Bitsy Spider* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: IDENTIFYING ENVIRONMENTAL SOUNDS

- ❖ Take learners outside the class and ask them to listen to different sounds.
- ❖ Tell them to identify the sources of the sounds they listened (cows mooing, chickens, waves of the Lake, breeze of wind and sound of trees, etc.)
- ❖ Let learners imitate these sounds individually.
- ❖ Show learners a chart showing various animals.
- ❖ Ask learners to imitate the sound each of the animal's produce.
- ❖ Let learners sing the song "***Meee! Kambuzi kali mukhonde x 2, huuwii! Fisi watopa x 1***"

Break

Ball Game (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It* (pg.)

Activity: CREATIVE EXPRESSION, Rice letters/shapes

- Fill a shallow pan with rice and ask your child to make letters and/or pictures in the rice
- Ask learners if they can make one of the vowels they had learned about yesterday
- Help learners who are struggling, write vowels on the chalk board so they can mimic it with their rice

- Ask learners if they can make shapes with their rice, like a circle for the sun

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6

### Week 6, Day 1

#### **Learning Objectives:**

Learners must be able to say where they live, draw shapes

**Letter of the Week:** Y y

#### **Materials Needed:**

- Chart showing different shapes

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song*(pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: LANGUAGE, SAYING WHERE THEY LIVE

- Teacher introduce yourself to learners saying, “My name is Miss Kapila, I am a woman. I live at Hara.”
- Call a learner and help to introduce herself/himself
- Ask learners to introduce themselves by asking, Teacher- “what is your name?” Learner, “My name is Jane”. Teacher, “are you a girl or a boy?” Learner, I am a girl. Teacher, “where do you live?” Learner, “I live at Sangilo.”
- Help learners to respond accordingly
- Let learners practice this in pairs

Break

Frog Game (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun* (pg.)

Activity: LANGUAGE, DRAWING SHAPES

- Remind learners about the rice shapes they created the day before
- Revise with learners drawing a square and circle in the air.
- Take learners outside the classroom and let learners draw different shapes on the ground.
- Let learners show each other the work.
- Let learners ask each other, “What is this? It is a circle, it is a triangle, square” etc.
- Ask learners to sing the song, “***Draw a circle in the air***”

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

Week 6, Day 2

**Learning Objectives:**

Learners must be able to recognize each alphabet letter and note what sound each letter makes

**Letter of the Week:** Y y

**Materials Needed:**

- Letter cards
- Chalk
- Chart showing hair combing

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English, letter sounds

- ✓ Review the letter cards and the sounds each letter makes.
- ✓ Use the cards like flashcards. Hold them up randomly and ask the children to name the letter and say the sound that the letter makes.

- ✓ Help the learners with the sounds if they are unsure
- ✓ Practice each letter and sound several times before finishing

Break

Ball Game (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus* (pg.)

Activity: SELF HELP, taking proper care of the hair

- Ask learners to sing the song “Kodi Nonse Mwapesa?”
- Ask learners to explain how they take care of their hair e.g. washing, combing, cutting it short
- Show learners a chart with a boy or a girl combing hair.
- Let learners state what a boy or a girl is doing
- Let learners imitate combing the hair while singing, “***Kodi Nonse Mwapesa?***”

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 6, Day 3**

**Learning Objectives:**

Learners must be able to tell stories, trace letter Yy

**Letter of the Week:** Y y

**Materials Needed:**

- Letter card

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*I'm a Little Teapot*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: SOCIAL AND EMOTION, TELLING STORIES

- ✓ Show learners a chart with hippopotamus, hare and elephant
- ✓ Ask learners to state what is in the picture
- ✓ Discuss with learners what is happening in the picture
- ✓ Ask learners to come up with a short story (2-3 sentences) involving hare and any other animal
- ✓ Help those struggling
- ✓ Have each learner share their story

Break

Ogode (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It* (pg.)

Activity: LANGUAGE, TRACING LETTER Yy

- ✓ Ask learners to recite alphabet letters.
- ✓ Let learners mention the letter of the week.
- ✓ Demonstrate tracing letter Yy on a card of dotted line.
- ✓ Ask learners practice tracing letter Yy on paper/or in sand outdoors.
- ✓ Help those with problems.
- ✓ Ask learners if they can think of words using the letter Y, help learners come up with some, e.g. yarn, yard, yellow

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 6, Day 4**

**Learning Objectives:**

Learners must be able to relate number of objects to symbols and must be able to name objects

**Letter of the Week: Y y**

**Materials Needed:**

- Chalk
- Different objects
- Number cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song  
*Baby Shark Song*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: MATHEMATICS, RELATING NUMBER OF OBJECTS TO SYMBOLS

- Ask learners to count from 1 to 20.
- Show two objects in one hand and a number card in another hand with a symbol 2.
- Let learners say, “Two!” after you several times.
- Show learners a chart with a drawn object depicting number 2.
- Do the same with different numbers using different objects.
- Ask learners to relate the number of symbols on the chart
- Take learners outside and ask them to collect a certain number of a certain object (collect two stones, then collect four leaves, etc.)

Break  
Sheet Game (pg.)

Register (pg.6)

Return to class/focusing song  
*Head, Shoulders, Knees and Toes* (pg.)

Activity: LANGUAGE, Naming Objects in English

- Bring different objects to the class e.g. stone, leaf, book, pencils, broom, cup, plate
- Show learners one object at a time while saying, “It’s a leaf, a stone, a pencil, a book”
- Hold a leaf and ask, “What’s this?”
- Help a learner to say, “It’s a leaf”
- Do this with other objects, with each of the learners in the class, making sure each learner can pronounce each object in English properly

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 6, Day 5

### Learning Objectives:

Learners must be able to draw match stick figures, trace letter Yy on their own

**Letter of the Week:** Y y

### Materials Needed:

- Chalk

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Row, Row, Row Your Boat*(pg.)

Daily introduction/Letter of the week (pg.5)

### Activity: CREATIVE EXPRESSION, DRAWING STICK FIGURES

- Ask learners to mention things they can draw e.g. house, fish, girl, boy, mountain.
- Demonstrate drawing match stick figures on the chalk board.
- Take learners outside the class and let them draw match stick figures on the ground of their choice.
- Let learners show their friends their drawings.
- Let learners sing the song as they have drawn the diagram. ***“If you are happy and you know it clap your hands”***

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

*London Bridge is Falling Down*(pg.)

### Activity: TRACING LETTER Yy

- Ask learners to recite alphabet letters.
- Ask them what the letter of the week has been and if they can trace it in the air
- Write letter Yy on the chalk board, make sure the learners are able to distinguish between uppercase and lowercase y
- Let learners write both uppercase and lowercase y's on paper/in sand and ask if they remember words which start with the letter



Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 7

### Week 7, Day 1

#### **Learning Objectives:**

Learners must be able to explain that everyone is special because God created him/ her  
Explain what plants need to grow, practice washing their hands after being outdoors

**Letter of the Week:** W w

#### **Materials Needed:**

- Bible
- Pictures of plants
- Basin of water

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: SPIRITUAL AND MORAL – everyone is special

- Teacher narrate the story of creation from Genesis1; 3 to 31.
- Explain to learners that God created a man in his own image; therefore man follows the image of God. He /she is special and was given life for a reason.
- Teacher ask learners to recite Gen 1; 26. [Let us make man in our own likeness].
- Ask learners to pray this prayer -

Thank you Lord for this day. Thank you for creating us in your image. We ask you to gather and protect us. In the name of Jesus we pray Amen.

- Ask learners to sing the song Ambuye amatikonda.

Break

What Time Is It Mr. Fox? (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It (pg.)*

Activity: Nature/Health Education - Washing hands

- Show learners pictures of plants and tell them that plants are also living and need things to grow, like sunlight and water
- Tell learners to respect plant life and not destroy them
- Ask learners if it is important to wash their hands after being outdoors/touching plants/outdoor life
- Ask learners to state where they go when else it is important to wash their hands (after using the toilet) [wash hands]
- Explain to them the importance of washing hands after using the toilet or playing outdoors and touching plants/dirt [to avoid germs]
- Explain to them that, in the toilet and outdoors there are germs; therefore it's good to wash hands after in order to avoid germs which bring about diseases.
- Let learners practice washing hands in water basin using soap

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 7, Day 2**

**Learning Objectives:**

Learners must be able to explain what crops need in order to grow; practice reading

**Letter of the Week: W w**

**Materials Needed:**

- Chalk
- Story book
- Chart with sentences/words

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Environment – what crops need in order to grow

- Tell learners to mention different crops, eg, maize, cassava rice and g/nuts.
- Ask them to mention what they use to plant these e.g. seed /stem
- Explain to them that for the crops to grow, it needs air water and sunlight just like other plants need to grow as they had learned about yesterday

Break

Red Rover (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun* (pg.)

Activity: Language Reading

- Teacher will read an age appropriate book
- Ask learners to identify words in the story that used the letter w
- Then ask learners to identify words that had vowels in them
- Write the words on the chalk board for learners to see and underline the letters in them
- Ask learners if they can make the sound each letter in the words make
- Ask learners to read the words after the teacher several times
- Let learners read as a class and individually

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 7, Day 3**

**Learning Objectives:** Learners must be able to name tradition dances; name places where things are

**Letter of the Week:** W w

**Materials Needed:**

- Different objects

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*I'm a Little Teapot*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Social and Cultural, Traditional dances

- Tell learners to sing the song of their choice
- Ask learners to mention the dances which they know
- Ask learners to practice the dance danced in their area, eg ndolo malipenenga
- Make sure all participate and know the dance, show anyone who doesn't know it
- Do it altogether as a class
- Congratulate learners for the good dance and express how it is something that is special to their culture in Malawi

Break

Goats and Hyenas (pg.)

Register (pg.6)

Return to class/focusing song

*B.I.B.L.E* (pg.)

Activity: Language: naming places where things are

- Teacher show learner's picture of different objects, one at a time and let learners name them, e.g., it's a egg/a book/a bed/a boat
- Ask learner where these objects are kept/can be found – egg in chicken house/market, book in school/classroom, bed in the house/a boat on the beach/in the water
- Do this with multiple objects and make sure all students participate and understand

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 7, Day 4**

**Learning Objectives:**

Learners will be shown a world map and taught about the different continents, be able to

recognize their own continent where their country is located and point out their country

**Letter of the Week: W w**

**Materials Needed:**

- World map with different continents

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Baby Shark Song*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Language, cultural

- Teacher show students a picture of the world map
- Explain to them and show them the number of continents in the world
- Tell students they live on one of the continents, which is Africa
- Point out Africa to the students and show them where Malawi is located within Africa
- Have each student come up and point out Africa and where Malawi is themselves

Break

Phada/Hopscotch (pg.)

Register (pg.6)

Return to class/focusing song

*Little Brother* (pg.)

Activity: Alphabet practice, focus on the letter of week, Ww

- Ask learners what the letter of the week is
- See if learners can trace the letter in the air
- Write the letter on the chalkboard and make sure learners can distinguish between uppercase and lowercase
- Ask learners if they can recall a word they just learned about earlier which uses the letter (“world”)
- Ask learners for other words they have learned about during the week which uses the letter, water, weather, woman.
- Have learners draw the letter and words using the letter on paper/in sand

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 7, Day 5

#### **Learning Objectives:**

Learners must be able to practice reading, demonstrate road safety rules

**Letter of the Week:** W w

#### **Materials Needed:**

- Chart with words and sentences

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Itsy-Bitsy Spider*(pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: Language: practicing reading

- Show learners cards with the following different words
- Help learners to read the words
- Write the following passage on the chalkboard; Ana, Ana awiri, Ana awiri akupita kusukulu.
- Teacher read the words while learners are following
- Ask individual learner to read with your help.
- Ask the whole class to read with your help

Break

Ogode (pg.)

Register (pg.6)

Return to class/focusing song

*This Little Light of Mine*(pg.)

#### Activity: Self-help: Demonstrate road safety rules

- Teacher go with learners to the road; take a broom to be used as a car

- Ask to show the car on the left side of the road
- Tell learners that they should walk on the right side to face the oncoming car but they should not walk on the road but off the road along the side
- Let learners take turns to practice walking properly beside the road while another learner drives the car on the left side
- Let learners say cars move on the left, we walk on the right
- Let learners sing the song; oyenda pansi yenda kumanja, popewa ngozi yenda kumanja

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 8

### Week 8, Day 1

**Learning Objectives:** Learners must be able to play a command game, make shapes using their bodies

**Letter of the Week:** Z z

**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Social – listening skills

- Give learners commands and let them obey e.g stand up, sit down, and put your hands up /down. Repeat these until all learners are able to respond.
- Demonstrate a command game: Mr. Phiri says - Let learners practice and respond to the game.
- Tell listeners the importance of listening/respecting commands given by those in charge (parents, teachers, grandparents, etc.)

Break

Duck, Duck, Goose (pg.)

Register (pg.6)

Return to class/focusing song

*I'm a Little Teapot*(pg.)

Activity: Language: making shapes with their bodies

- Teacher takes learners outside the classroom
- Demonstrate making shapes with the body
- Ask learners to practice making shapes with their bodies e.g. circles, triangles and rectangles
- After they have drawn ask them to sing the song, “Draw circle in the air, in the air”

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 8, Day 2**

**Learning Objectives:**

Learners must be able to perform Chitedze, rotate parts of the body

**Letter of the Week: Z z**

**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*The Wheels on the Bus* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression, performing Chitedze

- Chitedze is a plant whose small soft spikes makes the skin itchy if you come into contact with it. The player dramatizes a situation in which they have come to contact



with the plant as they sing they scratch all over their bodies. The song makes them identify with those who feel pain.

- Teacher demonstrates singing the son: Chitedze chandiyabwa.
- Ask learners to sing the song while touching their bodies all over
- Tell them the importance of avoiding it to avoid the pain and how to take care of themselves should they come in contact

#### Break

Simon Says (pg.)

Register (pg.6)

#### Return to class/focusing song

*London Bridge is Falling Down* (pg.)

#### Activity: Language – rotating parts of the body

- Teacher demonstrates moving or rotating the head from the left to the right and vice versa
- Demonstrate rotating the shoulders and feet inwards and outwards.
- Call a learner to do the same
- Tell learners to do the same in groups
- Tell learners the importance of muscle movement and how stretching parts of the body can help muscle strength and physical health
- Sing the song “Head, shoulders, knees and toes” with the students

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 8, Day 3

#### **Learning Objectives:**

Learners will hear a story about a zebra, must be able to recognize the letter of the week, practice writing it and using words that have the letter in it

**Letter of the Week:** Z z

#### **Materials Needed:**

- Story of a zebra
- Chalk
- Clay

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Dry Bones*(pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Language – Reading story

- Teacher will read students a story of a zebra
- Ask students questions about the story once it is finished to be sure they listened and understood
- Ask them if the story featured a word using the letter of the week (z for zebra)
- Ask students to trace the letter of the week in the air
- Write the word zebra on the board and have students identify where the z is
- Make sure students can distinguish between uppercase and lowercase
- Have them trace both on paper/in the sand

Break

Goats and Hyenas (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Raindrops* (pg.)

Activity: Mathematics, modeling numbers numbers 1-20

- Ask students to count 1 – 20
- Teacher demonstrate modeling numbers using clay
- Let learners model numbers using clay
- Have them number all numbers, including double-digit ones
- Teacher store the modeled numbers
- Let learners wash their hands and go into the classroom

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 8, Day 4**

**Learning Objectives:** Learners must be able to listen to and repeat short stories and nurse

rhymes and sing songs to acquire Standard English vocabulary and develop phonemic awareness. Say where things are, name objects

**Letter of the Week: Z z**

**Materials Needed:**

- Story book and nurse rhymes
- Different objects

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Baby Shark Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Language, reading short stories, performing nursery rhymes

- Teacher will read a short story to the class
- Have learners repeat simple sentences in English after reading
- Do this with several short stories
- Perform nurse rhymes with the students to help them develop phonemic awareness with rhyming
  - Humpty Dumpty sat on a wall, Humpty dumpty had a great fall and all the King's horses and all the King's men couldn't be Humpty dumpty back together again
  - Little Miss Muffet sat on her tuffet eating her curds and maize. Along came a spider who sat down beside her and frightened Miss Muffet away.

Break

*Sports, Sports (pg.)*

Register (pg.6)

Return to class/focusing song

*Stop, Look and Listen (pg.)*

Activity: Language: naming objects

- Teacher bring different objects to class and let learners name them eg,
- Teacher, what is this?
- Learners, It is a stone
- Teacher practice this with different objects, with all learners in class.

- Put an object on a table and ask where it is, e.g. where is the leaf?
- Let learners answer it's on the table
- Repeat the activity with different objects at different places
- Ask learners to practice the activities in pairs
- Teacher go around in pairs and help the slow learners

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 8, Day 5

#### **Learning Objectives:**

Learners must be able to trace letter Zz and state what they do in the days of the week

**Letter of the Week:** Z z

#### **Materials Needed:**

- Letter cards
- Chalk
- Chart showing the days of the week

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Twinkle, Twinkle Little Star*(pg.)

Daily introduction/Letter of the week (pg.5)

#### Activity: Language, tracing the letter Zz

- Teacher ask learners to recite alphabet letters
- Ask them what the letter of the week has been and let learners name it
- Ask them to trace the letter in the air
- Teacher write the letter, both uppercase and lowercase on the chalkboard and ask students which is which
- Ask learners to trace the letter Zz on their own
- Teacher go round helping learners with problems

Break

Follow the Leader(pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun*(pg.)

Activity: English: days of the week, reciting yesterday's nursery rhymes

- Teacher ask learners to recite days of the week
- Ask them to state what they do in the days of the week eg what do you do on Monday?.[I go to school on Monday] .What do you do on Sunday?.[I go to school on Sunday]
- Practice this with all days of the week, and all learners in class
- Recite the nursery rhymes with the student's which they learned yesterday

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 9

### Week 9, Day 1

**Learning Objectives:** Learners must be able to draw living things, identify the volumes of the containers

**Letter of the Week: X x**

**Materials Needed:**

- Chart showing drawing of living things
- Different containers
- Improvised measuring cylinder

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*London Bridge is Falling Down* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Environment: Drawing living things

- Teacher go with learners outside the classroom
- Ask learners to mention living things they see, e.g. insects, plants, animals, people.
- Let learners return to class afterwards
- Show learners a chart with living things
- Ask learners to draw living things of their choice
- Ask learners to mention living things they have drawn
- Let each learner share his/her drawing

Break

Goats and Hyenas (pg.)

Register (pg.6)

Return to class/focusing song

Itsy-Bitsy Spider (pg.)

Activity: Measuring volumes

- Teacher, prepare a simple measuring cylinder from locally available resources.
- Provide learners with two tall containers cut out of plastic, of the same capacity [taller, shorter and wider.]
- Pour the same amount of water in both cylinders
- In groups ask learners to identify the container which has more water
- Repeat the activity with all learners in class

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 9, Day 2**

**Learning Objectives:** Learners must be able to talk about the weather of the day, seasons of the year, tell picture story

**Letter of the Week: X x**

**Materials Needed:**

- Weather chart
- Chart with picture story/story book

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Raindrops* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Environment: teaching students about weather and seasons

- Teacher will ask students if they can identify the weather for the day (rainy, sunny?)
- Show students a chart depicting the different weather patterns
- Explain to students how the weather can change and can be impacted by human behavior (pollution to environment) and that they should care for the environment
- Show students a chart of the different weather seasons in Malawi (hot/dry season, rainy season, cool season)
- Tell students how they each last for a period of time
- Ask students to draw a picture of their favorite season

Break

Wheel Barrow (pg.)

Register (pg.6)

Return to class/focusing song

*I'm a Little Teapot* (pg.)

Activity: Language: telling a story from the picture

- Teacher bring to class a chart of different drawn pictures, which can be made into a story
- Teacher state what is happening in the pictures through a story narrative
- Ask learners questions about the story
- See if learners can create a story of their own using only pictures which they will draw
- Help learners who are struggling
- Ask learners to share their picture stories

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 9, Day 3

**Learning Objectives:** Learners must be able to practice reading, trace letter Xx

**Letter of the Week: X x**

**Materials Needed:**

- Word cards
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Head, Shoulders, Knees and Toes (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: English/Chichewa, practicing reading

- Teacher show learners different word cards and pronounce each word, asking them to repeat them back, do this in both English and Chichewa
- After doing this with several different words, write simple sentences on the chalkboard, in both English and Chichewa for learners to read aloud with the help of the teacher
- Ask learners to read in groups and as a class
- Ask learners to read individually
- Teacher help those with problems

Break

Sheet Games (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Ducks (pg.)*

Activity: Language: tracing letter Xx, recognizing the letter in different words

- Teacher ask learners to recite alphabet letters.
- Teacher distribute cards with letter x in dotted lines.
- Demonstrate tracing letter Xx to the learners
- Let learners practice tracing letter Xx, making sure they can identify between uppercase and lowercase



- Ask learners to mention the letter they have traced several times
- Write words on the board that have x in them, ox, axe, fax and ask students to recognize where the letter x is in each word

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 9, Day 4

**Learning Objectives:** Learners must be able to practice reading, tell the composition of the family

**Letter of the Week: X x**

**Materials Needed:**

- Word cards
- Chart showing composition of family

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Old Mack Donald Had a Farm (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: English, Chichewa: Reading

- Teacher writes words on the chalkboard, e.g. amayi, atate, agogo and the same words in their English version
- Teacher help learners to read the words
- Show learners word cards and let them lead the words
- Teacher write the following sentences on the chalkboard e.g. Awa ndi atate, Awa ndi agogo, Atate ali ndi amayi and the same one in English version
- Teacher help learners to read these sentences
- Ask learners to read in groups and as individual, help those with problems

Break

Three Leg Game (pg.)

Register (pg.6)

Return to class/focusing song

*Hello, Hello, How are you?* (pg.)

Activity: Social: Composition of the family

- Ask learners to mention members of their family
- Ask learners to give the meaning of the family i.e. any group of people related by blood or marriage who are living together
- Tell learners that a family consist of parents, guardians, relatives (aunt, uncle, grandparents) and children.
- Together with learners pray this prayer;  
Let us pray  
Thank you Lord for this day, bless our families and bless us all, Amen

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 9, Day 5

**Learning Objectives:** Learners must be able to tell daily events related to specific times of the day, identify key places where events take place through pictures

**Letter of the Week: X x**

**Materials Needed:**

- Chart/pictures showing daily events related to specific times of the day, picture cards of church, house, school

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*This Little Light of Mine* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English – times of the day

- Teacher ask learners to recite days of the week
- Ask them to mention specific activities in the morning, afternoon, and at evening
- Ask learners to role play activities done in the family at different times of the day
- Praise learners who have done well

Break

Stone Game (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Raindrops* (pg.)

Activity: Social: identifying where events take place through pictures

- Teacher show learners picture card of church
- Ask learners what it is and what takes place there (praising God, worship)
- Show learners picture card of school
- Ask learners to say what it is and what takes place there (students learning, meeting and playing with friends)
- Show learners picture of house and ask what takes place there (sleeping, eating, cooking, daily household chores)
- After this, review letter of the week for final time and make sure students can properly trace and distinguish between uppercase X and lowercase x

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 10

### Week 10, Day 1

**Learning Objectives:** Learners must be able to explain how to take care of their nails/hands and drawing shapes

**Letter of the Week: R r**

**Materials Needed:**

- Scissors
- Picture of teeth/mouth

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Monkeys* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – Taking care of nails/hands, learning importance of losing baby teeth

- Teacher ask learners to discuss how they take care of their nails and hands
- Teacher discuss learners answers with them (cutting nails, washing hands)
- Teacher explain to learners that they need to cut their nails short always to help with cleanliness
- Teacher demonstrate cutting nails
- Ask learners to mime cutting nails short while singing , kodi nonse mwasamba

Break

*Sharks and Minnows* (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun*(pg.)

Activity: English – drawing shapes

- Teacher show learners a chart with different shapes e.g., triangle, circle, rectangle
- Ask learners to name the shapes
- Teacher demonstrate drawing the shapes
- Together with learners draw shapes in the air (check that learners are doing the correct thing)
- Ask learners to draw the shapes on the ground outside the classroom
- Go around checking learners work and help the slow learners
- Let learners go back in the class

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

Week 10, Day 2

**Learning Objectives:** Learners must be able to state the uses of things found in the environment, model numbers 1 to 20

**Letter of the Week: R r**

**Materials Needed:**

- Chart showing objects found in environment
- Clay

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Dry Bones* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Environment –Stating the uses of things found in the environment, e.g. trees, animals

- Teacher explain that trees provide shelter for animals and insects and are also used for building houses
- Teacher ask learners to state the uses they know themselves
- Teacher discuss learners answers
- Do this with the lake – water for bathing, washing clothes, can be treated for drinking water
- Animals – source of human food, pork, beef, fish for eating

Break

Wheel Barrow (pg.)

Register (pg.6)

Return to class/focusing song

*Twinkle, Twinkle Little Star*(pg.)

Activity: Mathematics, modeling numbers with clay 1-20

- Use clay to demonstrate modelling numbers
- Ask learners to model random numbers, 5, 10, 7 etc.
- Do this with numbers 1-20, going in random orders to see if learners can identify the

- number and model it correctly after saying it out loud
- Practice counting 1-20 with learners

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 10, Day 3

**Learning Objectives:** Learners will dramatize math rhymes and practice identifying and drawing shapes

**Letter of the Week: R r**

**Materials Needed:**

- Chalk
- Paper
- Writing Utensils (can have learners draw in sand if paper/utensils not available)

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Math and Creative Expression – Counting Rhymes

- Write the following rhymes on the board and then recite them out loud for the students two times each

One two three four five once I caught a fish alive,  
six seven eight nine ten then I let him go again,  
why did you let him go because he bit my finger so,  
which finger did he bite.

This little finger on my right!

Ten fat sausages, sizzling in a pan, one went pop and the other went bang!  
Eight fat sausages, sizzling in a pan, one went pop and the other went bang!

Six fat sausages, sizzling in a pan, one went pop and the other went bang!

Four fat sausages, sizzling in a pan, one went pop and the other went bang!

Two fat Sausages, sizzling in a pan, one went pop and the other went bang!

No fat sausages sizzling in a pan

- After reciting, split the learners into four groups and have two groups make a drama for the first rhyme and the other two groups make a drama for the second rhyme
- Help learners generate ideas and to guide them each in forming their dramas
- Once all groups are prepared, have each group present their drama one at a time
- After, practice with learners counting 1-10, then 10-20, then 1-20 altogether

Break

Catch the Dragon's Tail (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know it*(pg.)

Activity: Math – Identifying and Drawing Shapes

- Draw different shapes on the board one at a time and have the learners identify the shapes by names
- Make sure all learners are participating and know what each shape is before moving on to a new one – do this with a circle, square, triangle, rectangle and diamond
- Afterwards, distribute paper and pencils (or take learners outside to do in the sand) and have them practice drawing each shape one at a time
- Make sure each learner is able to draw each shape

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 10, Day 4**

**Learning Objectives:** Learners must be able to place numbers in the right order and practice kicking a mini soccer ball

**Letter of the Week: R r**

**Materials Needed:**

- Number cards
- Chalk
- Balls

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Ducks* (pg.)

Daily introduction/Letter of the week (pg.5)

**Activity: Math – Ordering numbers**

- Practice with learners counting 1-20
- Split students into groups of four and give each group a set of numbers (one group will get 1-5, another 6-10, 11-15, 16-20) and make sure the number cards are shuffled in random order
- Have each group place their number cards in the correct order, see if each group can do this on their own, help those in major need
- Afterwards, see if the groups can put together all numbers in correct sequence, matching 1-5 with the 6-10 group and so on until they reach 1-20
- Help learners with this process

Break

*Duck, Duck, Goose* (pg.)

Register (pg.6)

Return to class/focusing song

*The Wheels on the Bus*(pg.)

**Activity: Creative Expression – Kicking Mini Soccer Balls**

- Teacher go with learners to the ground, ask learners to run freely within a given area
- Teacher demonstrate kicking balls using toes, inside of the foot, top part of the foot, then the head
- Ask learners to practice this activity individually and in pairs
- Let learners do this for some time
- After, tell learners the importance of exercise and playing together outside
- Conclude the game by singing Chitedze chandiyabwa



- Encourage learners to adopt different body position as they scratch eg arms, legs and back

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 10, Day 5**

**Learning Objectives:** Learners will practice reading and draw their different family members

**Letter of the Week: R r**

**Materials Needed:**

- Charts for drawing

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: English, Chichewa – Reading Words and Sentences

- Teacher show learners word cards and let them read , eg ana, sukulu, awiri.
- Teacher write the words and sentences on the chalkboard, eg Ana, ana awiri, Ana awiri akupita kusukulu.
- Teacher read these sentences while learners are listening
- Read together with learners
- Let learners read in groups as a class, and individual
- Teacher help learners with problem

Break

Red Light, Green Light (pg.)

Register (pg.6)

Return to class/focusing song

*Baby Shark Song (pg.)*

Activity: English – Drawing Family Members

- Teacher ask learners to mention whom they live with, eg mother, father, grandparent, sister, brother, etc.
- Show learners a chart/picture with the drawings of family members, father, mother, aunts, uncles, grandparents, sister and brother
- Ask learners to draw their family members
- Ask them to show to their friend in pairs

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 11

Week 11, Day 1

**Learning Objectives:** Learners must be able to demonstrate norms at home and state ways of taking care of the clothes

**Letter of the Week: S s**

**Materials Needed:**

- Chalk
- Chart/pictures showing boy and girl washing and ironing clothes
- Soap
- Basin of water

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Dry Bones* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Social respect – Demonstrating Norms at Home

- Discuss/ask learners norms that are practiced in their home, eg respecting people, obeying parents, performing chores
- Teacher show learners a chart/picture showing a drawing of a mother giving norms to her boy and girl
- Ask learners to state what is happening in the diagram

- Ask learners to role play obeying norms at home

Break

Red Rover (pg.)

Register (pg.6)

Return to class/focusing song

*I'm a Little Teapot*(pg.)

Activity: Heath Education – Taking Care of Clothes

- Show learners a chart of a diagram of a girl or a boy washing, ironing and drying clothes
- Let learners state what is happening in the picture
- Let learners state some of the ways of taking care of clothes eg washing, drying and ironing
- Demonstrate to learners how this is done and show them the supplies needed to do so (soap, basin, water)

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 11, Day 2**

**Learning Objectives:** Learners will practice reading and relate words to the letter of the week

**Letter of the Week: S s**

**Materials Needed:**

- Chalk
- Word Cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Mister Sun* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English/Chichewa – Practicing Reading

- Show learners word cards and let them read the words
- Write the words and simple sentences on the chalkboard eg Ana, Ana awiri, Ana awiri akupita kusukulu.
- Teacher read the words while learners are following
- Let learners read in groups and as individual
- Teacher help those with problems

Break

Tug Of War (pg.)

Register (pg.6)

Return to class/focusing song

*Wheels on the Bus*(pg.)

Activity: English – Learning New Words, Identifying Letter S in Words

- Write words on chalkboard for learners to see, read and define
- Snake (creature/animal) street (what we travel on) soap (used for washing hands and clothes) school (where we go to learn) sun (part of Mother Nature, exists in the sky, gives us light, helps plants to grow) Sunday (day of the week, day we go to worship)
- See if learners can come up with any of these on their own and discuss each answer with them
- Then have learners identify where the letter of the week is in each word
- Have learners practice writing these words afterwards
- Help anyone with problems

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 11, Day 3**

**Learning Objectives:** Learners must be able to demonstrate road safety rules, play a command game

**Letter of the Week: S s**

**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Row, Row, Row Your Boat (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Self-help – Review of Road Safety Rules

- Teacher show learners a chart showing pictures of traffic on the road
- Discuss with learners about the pictures and ask them to state road safety rules they should follow to avoid harm
- Explain to learners that they should walk on the right-hand side of the road, facing the oncoming traffic
- Explain that cars, bicycles and motorcycles should move on the left hand side of the road.
- Tell learners that they should look to the right, left, right again, if no car is coming then they should cross the road
- Tell learners that they should not play on the road. If they are in a group they should walk on the side of the road in a straight line
- Take learners outside to practice this as they sing the song; oyenda pansi, yenda kumanja, popewa ngozi yenda kumanja

Break

Freeze Tag (pg.)

Register (pg.6)

Return to class/focusing song

*Rainbow Song(pg.)*

Activity: Language – Playing a Command Game

- Teacher revise giving commands e.g. come here, jump, clap hands, etc.
- Practice this with several learners
- Demonstrate a command game, ask learners to practice obeying commands in the game
- Play the game with different commands in English
- Those who do not follow the commands properly are out of the game and must sit down until the next round
- Ask learners to play the game in groups and in pairs after doing so for a few rounds as a class and have learners take turns being the one to give commands
- Make sure all learners know commands must be appropriate

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

Week 11, Day 4

**Learning Objectives:** Learners will participate in discussion and draw a picture

**Letter of the Week: S s**

**Materials Needed:**

- Chalk
- Drawing materials

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

B.I.B.L.E. (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Language – English, Chichewa Discussions

- Tell the learners they are going to be engaging in conversation in order to practice their language skills
- Write questions on the board for learners to ask one other

What school do you go to?

What is something you enjoy about going to school?

What are the name of some of your relatives?

What are the names of some of your friends?

How old are you?

What is your favourite colour?

- This can be done in either language depending on what the learners are able to do
- Split learners into pairs and have them take turns asking/answering the questions
- Go around to each group to be sure everyone understands and is doing the activity correctly

Break

Bug in the Rug (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It*(pg.)

Activity: Creative Expression – Drawing picture

- Give each learner a piece of paper/writing utensil (can be done in sand if need-be)
- Have each learner draw a picture of something they love
- Give learners ideas, could be of their mother, father, grandparent, home, tree, lake, soccer ball, etc.
- Let each learner have time to draw their picture
- After, let each learner share their picture and tell what they love what they drew

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 11, Day 5**

**Learning Objectives:** Learners will dramatize stories and practice matching letters to words

**Letter of the Week: S s**

**Materials Needed:**

- Story book
- Word cards
- Letter cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Baby Shark Song* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Creative Expression – Drama Formation

- Read students short stories (either from story book and ones made-up)
- Be sure the stories include animals, people, events, etc. (Example - a zebra raced a hare and the zebra won but the hare's friends were there to support him and tell him

with practice he can win next time)

- Using these short stories, split learners into groups, assigning them a story and have them create a drama acting the story out
- Give each group time to prepare, go around helping the groups
- Let each group present their dramas to the class

#### Break

Red Light, Green Light (pg.)

#### Register (pg.6)

#### Return to class/focusing song

*Do as I Do* (pg.)

#### Activity: Language – English, Matching Letters with Words

- Show learners different word cards and read them out loud, having learners recite them back
- Give learners letter cards and ask them to identify what words their letter appears in
- Do this with several different words and many different letters with all learners

#### Letter of the week review (pg.)

#### Break and phala

#### Farewell song (pg.)

## Week 12

### Week 12, Day 1

**Learning Objectives:** Learners will understand the importance of eating healthy foods and learn to mark the difference between healthy and not healthy foods

**Letter of the Week: E e**

#### **Materials Needed:**

- Pictures of fruits, vegetables, fish
- Pictures of fried food and sweets

#### **Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)



Gathering song

*Stop, Look and Listen* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – Foods We Should Regularly

- Start by asking learners if they know what healthy foods are
- Explain to learners that healthy foods are food options which are good for us and give our bodies proper nourishment and allow us to maintain positive energy and health
- Tell learners many of these foods come in the form of fruits of vegetables which they have available to them in local markets
- Show learners pictures of fruits they can eat (mangoes, bananas, oranges, apples)
- Show learners pictures of vegetables they can eat (tomatoes, onions, cucumbers, avocados, cabbage, lettuce – greens)
- Tell learners they should get servings of both fruits and vegetables each day
- Discuss other healthy food options with learners – fish, grains, etc.

Break

*Red Rover* (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun*(pg.)

Activity: Health Education – Foods we Shouldn't Eat Regularly

- Ask learners if they know what unhealthy foods are and if they can name any
- Discuss with learners the importance of not eating too much of this kind of food in order to maintain good health and energy
- Show learners pictures of sweets and different fried foods (chips, fried chicken, etc.) and tell them it is okay to have these food sometimes but should not make up the bulk of their diet and they should always strive to eat as many healthy foods as they can in order to take good care of themselves

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 12, Day 2**

**Learning Objectives:** Learners must be able to identify colours and the differences between human beings and other created things

## Letter of the Week: E e

### Materials Needed:

- Different colours
- Pictures of human beings and animals

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*The Wheels on the Bus (pg.)*

Daily introduction/Letter of the week (pg.5)

### Activity: English – Identifying Colours

- Teacher bring to class different colours e.g. red, blue, black, yellow, white, green, orange, purple, grey
- Show learners each colour one at a time and let learners name them one by one out loud
- Help learners to identify the colours if struggle and write the name of the colour on the board after they have identified it
- After all colours have been identified, ask one learner at a time to come to the front and pick any colour and name it
- Help those with problems

Break

Red Light, Green Light (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Ducks(pg.)*

### Activity: Spiritual and Morals – Differences between human beings and other created things

- Ask learners to mention some created things e.g. animals, people.
- Discuss with learners that human beings are created in Gods image and they are special
- Narrate the story about creation to learners [Genesis 1:26-29]
- Explain to learners that man was created to take care of the environment including animals

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 12, Day 3

**Learning Objectives:** Learners must be able to identify activities done during the days of the week and draw letter patterns

**Letter of the Week: E e**

**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rain, Rain Go Away (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: English – Activities done during days of the week

- Ask learners to mention days of the week
- Ask learners to state what they do on Monday, Saturday, and on Sunday
- Help learners to say, I go to school on Monday, I go to church on Sunday, I wash clothes on Saturday
- Give each learner a chance to mention something they do on any given day of the week
- Ask learners to recite days of the week

Break

Sports, Sports (pg.)

Register (pg.6)

Return to class/focusing song

*Old Mack Donald Had a Farm (pg.)*

Activity: Creative expression – Drawing Letter Patterns

- Draw letter patterns on the chalk board
- Together with learners draw the patterns in the air [make sure that learners are following]
- Take learners outside the classroom, let them draw the patterns on the ground
- Go around checking learners work and help the slow learners

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 12, Day 4

**Learning Objectives:** Learners must be able to use water properly, practice fill in missing numbers

**Letter of the Week: E e**

**Materials Needed:**

- Bottles for water
- Number cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Monkeys* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – Using Water Properly

- Ask learners how they use water at home
- Ask them to name different water sources e.gg Teacher where do you get water for drinking at home?
- Where do you get water for washing? [expect answer, tap, borehole, well, and river]
- Ask learners to be in groups, give them a bottle of water in groups
- Explain to them how they will use it, e.g. they must use for the most important things
- Explain to them that water is for drinking and for washing hands after using the toilet are major uses
- With learners visit a nearby clean water source
- Demonstrate how to use this water source
- Let learners practice using this water source

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

B.I.B.L.E(pg.)

Activity: Mathematics – Filling in Missing Numbers

Show learners number cards and let them name the number shown

Ask learners to count numbers from 1 to 20

Distribute number line to learners in groups or write it on the board e.g. \_ \_ 3 \_ 5 6 \_ \_ 8

9 \_ 11 \_ 13 14 \_ \_ 18 \_ \_

Discuss filling in missing numbers on a number line

Let them fill in missing numbers individually

Go around helping the slow learners

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

Week 12, Day 5

**Learning Objectives:** Learners will draw themselves and practice letter recognition with different vocabulary words

**Letter of the Week: E e**

**Materials Needed:**

- Paper
- Drawing Utensils
- Word Cards
- Letter Cards
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Hello, Hello, How are you?* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Creative Expression – Drawing Picture of Themselves

- Learners will practice saying out loud “My name is \_\_\_\_\_, I am a boy/girl”
- After each learner has gone, distribute paper and drawing utensils for learner to draw themselves on
- Draw an example of a boy and girl on the board with chalk for the learners to see
- Encourage learners to know their own picture can look different and does not have to be the same as yours
- Let learners present their drawings afterwards and take their pictures home with them at the end of the day

Break

*Sharks and Minnows* (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Raindrops*(pg.)

Activity: English – Letter Recognition

- Show learners different word cards of English, cat, mouse, chicken, house, egg, lake, mountain, tree, zebra, lion, etc
- With each word, ask the learners to identify the letters within them, pointing to one letter at a time and making sure all learners can identify them
- Do this with each word and make sure everyone is participating and can say the word and recognize the letter being pointed out

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 13

Week 13, Day 1

**Learning Objectives:** Learners will know their right from their left and practice throwing a mini ball back and forth

**Letter of the Week: F f**

**Materials Needed:**

- Chalk
- Mini balls

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Dry Bones (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Learning Readiness – Left from Right, Right from Left

- Ask learners if they can raise their left hand
- Make sure all learners know which hand is their left
- Ask learners to raise their right hand
- Make sure all learners know which hand is their right
- Do the same thing with the feet – lift your left foot, then right
- Do the hokey pokey song with the learners -

Put your left foot in, put your left foot out

Do the hokey pokey and shake it all about

Put your right foot in, put your right foot out

Do the hokey pokey and shake it all about

Break

Red Rover (pg.)

Register (pg.6)

Return to class/focusing song

*This Little Light of Mine*(pg.)

Activity: Fine Motor Skills – Throwing in Mini Netball

- Teacher demonstrate throwing balls in pair with a learner
- Ask learners to be in pairs and stand at a reasonable distance from each other
- Ask learners to throw the balls on to each other using the right and left hands
- Repeat the activities while learners are moving forward
- Teacher ensure that learners do not hurt each other with balls

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 13, Day 2

**Learning Objectives:** Learners must be able to recite the calendar and take care of the classroom

**Letter of the Week: F f**

**Materials Needed:**

- Chart showing months of the year
- Brooms

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Ducks* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: English – Reciting Months of the Year

- Teacher ask learners to mention months of the year,
- Explain to learners that 12 months make a year, January is the first month of the year, December is the last month of the year
- Teacher help learners to sing calendar song eg calendar, calendar, January, February, March, April, May June July August September October November December
- Let learners sing the song on their own
- Discuss with learners the different holiday's that take place during the months in a year – Mother's Day in October, Christmas in December, The New Year in January, Easter in April and so on

Break

Red Light, Green Light (pg.)

Register (pg.6)

Return to class/focusing song

*Old Mack Donald Had a Farm*(pg.)

Activity: Health Education – Taking Care of the Classroom



- Teacher asks learners to describe the work they do at home e.g. sweeping, mopping and slashing
- Let learners explain the importance of these tasks e.g. the home looks beautiful and clean, it helps to avoid diseases like cholera
- Teacher mime the task and let learners say what you are doing
- Ask learners to take turns in pairs and mime the chores
- Ask learners to take turns and sweep the classroom

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 13, Day 3

**Learning Objectives:** Learners will identify objects that are whole, halves and quarters and make a picture using different shapes

**Letter of the Week: F f**

**Materials Needed:**

- Chalk
- Different objects to cut in whole, halves quarter (banana, tomato)
- Paper for learners to draw
- Drawing utensils

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Mathematics – Recognition of Whole, Halves, Quarters

- Start by explaining to learners that things can exist in different measurements/ increments, starting with whole
- Draw a whole circle and triangle on the board and tell learners this is a whole circle and a whole triangle, make sure all understand
- Then move to halves – draw a half circle and half triangle on the board, explaining to learners they are both halves

- Then move to quarters – draw a quarter of a circle and a quarter of a triangle on the board, explaining to learners they are both quarters
- Erase all drawings and randomly draw a half circle and ask learners to identify, repeat the same with a whole and a quarter
- After, reiterate this by showing learners a whole banana, noting a whole, then cut it in half, noting the halves, then cut the halves into quarters
- Make sure all learners understand before finishing the lesson

Break

Cat and Mouse (pg.)

Register (pg.6)

Return to class/focusing song

*Mister Sun*(pg.)

Activity: Mathematics – Shape Drawing

- Distribute paper and drawing utensils to all learners
- Draw an example of a house on the board using a square as the base of the house and a triangle as the roof, ask students to identify the shapes and then tell them they are going to draw their own pictures using shapes – circle for the sun, rectangles as tree branches and so on
- Give learners time to draw and check to make sure all are doing okay
- Allow learners to share drawings with one another if they wish and randomly go around asking learners to identify some of the shapes in their pictures for you

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 13, Day 4**

**Learning Objectives:** Learners must be able to practice reading and state the importance of trees

**Letter of the Week: F f**

**Materials Needed:**

- Chalk
- Pictures of trees

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Five Little Raindrops (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Chichewa – Practicing Reading

- Teacher write words on the chalk board e.g. akusewera, akulemba, akuseka.
- Help learners to read the words,
- Teacher write sentences on the chalk board eg ana atatu, wina akuseka, wina akusewera, mwana mmodzi akulemba.
- Teacher read the words together with learners
- Let learners read the words and sentences in groups and in pairs
- Teacher help learners with problems

Break

Stone Game (pg.)

Register (pg.6)

Return to class/focusing song

*London Bridge is Falling Down(pg.)*

Activity: Environment – Importance of Trees

- Show learners a picture of a tree and make sure they can identify it in English
- Teacher takes learners outside the class
- Let learners name the trees they see
- Ask learners to give the importance of trees e.g. they provide shelter for animals, they are used for building the houses, some trees are used as traditional medicine, they can be made into paper
- Discuss with learners their answers

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 13, Day 5**

**Learning Objectives:** Learners must be able to state good eating manners/habits and state ways of taking care of trees

**Letter of the Week: F f**

**Materials Needed:**

- Chalk
- Pictures of trees

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Little Brother* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – Good Eating Habits

- Teacher ask learners to explain some of the good eating habits they know
- Write them on the board as the name them
- Teacher tell learners some of the good eating habits, e.g. washing hands before eating, do not talk or laugh when eating, eat the food slowly, sit well on the chair or on the mat, clean the teeth after eating and wash hands again
- Tell learners to mime how they would sit at the table for eating
- Explain to learners that they should always practice these eating habits

Break

Wheel Barrow Game (pg.)

Register (pg.6)

Return to class/focusing song

*B.I.B.L.E.* (pg.)

Activity: Environment – Taking Care of Trees

- Teacher let learners state the importance of trees learned about yesterday
- Teacher discuss with learners that trees need to be cared for
- Discuss with them ways of caring for trees e.g. do not set bush fire, do not cut trees in anyway, plant more trees every year

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 14

### Week 14, Day 1

**Learning Objectives:** Learners must be able to draw family basic needs and locate places using cardinal points

**Letter of the Week: G g**

**Materials Needed:**

- Chalk
- Pictures of basic needs

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Hello, Hello, How are you?* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Health Education – Drawing Family Basic Needs

- Teacher let learners name the family basic need e.g. food, shelter, water and clothing
- Tell learners that they are going to draw a house which provide shelter
- Teacher show learners a chart with a picture of a house
- Draw a house on the chalkboard as learners are observing
- Go with learners outside and let them draw a house on the ground
- Ask them to name some foods healthy to eat
- Explain to learners the importance of drinking clean water daily

Break

Frog Game (pg.)

Register (pg.6)

Return to class/focusing song

*If You're Happy and You Know It*(pg.)

Activity: Mathematics – Coordinates

- Take learners outside the classroom
- Let them mention features that are found around their school.

- Teacher introduce cardinal points to learners eg North, South, East and West
- Let learners mention features according to the cardinal points
- Let learners mention district in which their school is allocated e.g. D2D Nursery school is in Karonga district Karonga district is to the north of Malawi
- The capital city of Lilongwe is in the South

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 14, Day 2

**Learning Objectives:** Learners will hear a story from the Bible about the Lord and practice modelling the letter of the week using clay

**Letter of the Week: G g**

**Materials Needed:**

- Chalk
- Clay

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Spiritual Learning – Bible Story of Jesus

- Read the following story to the learners

Jesus Walks On Water:

**Origin:** The New Testament

What happens when you throw a rock in the water? It sinks, right? What will happen if you try to walk on water? You'll drown. But not Jesus!

A long time ago, Jesus asked his disciples to wait for him on the boat while he went up to a mountain to pray. As the disciples waited for the boat for Jesus, a strong storm blew the boat away to the middle of the sea. The disciples tried hard to row the boat back to the shore, but to no avail.

The disciples were worried about Jesus and wondered what they could do to get their master to the boat. Suddenly, they saw a man walk into the water! The disciples panicked, thinking that a man was about to drown. But it was Jesus, and he did not drown. Instead, he walked over the water and reached the boat safely.

One of Jesus's disciples, Peter, asked if he too could walk on water. Jesus said yes, as long as he kept Jesus as his focus. Soon, Peter too was walking on water. But the moment he took his eye off Jesus and concentrated on the waves, he began to sink.

Jesus grabbed Peter and saved him. Finally, the disciples realized that Jesus was the Son of God. It can be one of the best bible stories for kids to teach about Jesus.

**Lesson:** Make God your focus, not your problems

### Break

Am In (pg.)

Register (pg.6)

### Return to class/focusing song

*The Wheels on the Bus*(pg.)

### Activity: Language/Creative Expression – Modelling Clay Letter

- Ask the learners what the letter of the week is
- Write the letter in upper and lowercase after the learners have responded
- Let learners trace the letter in the air
- Distribute clay and ask learners to shape the letter G
- Make sure everyone can do so
- After, ask them to shape the letter g
- Make sure everyone can do it and help anyone with issues

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 14, Day 3

**Learning Objectives:** Learners will count the number of objects in each category and identify the category of each object and answer questions about a short story

## Letter of the Week: G g

### Materials Needed:

- Stones
- Tomatoes
- Books
- Leaves
- Short story
- Chalk

### Activities with step by step instruction:

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Row, Row, Row Your Boat (pg.)*

Daily introduction/Letter of the week (pg.5)

### Activity: Mathematics – Counting Objects

- Bring at least 20 stones to class that day, a few tomatoes (4-5), gather several books on hand in the classroom and at least 10 leaves
- Place all of these objects at the front of the classroom in separate groups so each learner can see
- First ask the learners to identify what each group of objects is
- Then have learners take time counting each object in the groups together as a class out loud
- Do this with each group of objects and make sure every learner is counting

Break

Ball Game (pg.)

Register (pg.6)

Return to class/focusing song

*Stop, Look and Listen (pg.)*

### Activity: Language – Reading Short Story, Word Recognition

- Read the following short story to learners

By the African river, know as the Nile  
The sun fell away and it rested a while



The rhinos had braved all the smoldering heat  
They lay down to sleep as they wiped off their feet

The elephants marched to their elephant beds  
And gently they rested their elephant heads

The hippos went bathing in cool, shallow pools  
Thinking the rhinos and elephants fools

Slowly the hippos sank into the river  
The water so cold that it gave them a shiver

(Hippos can't swim, like the pelicans think  
They also can't float, they could easily sink)

Underwater, they fell to the soft river bed  
On darkish green plants with a smidgen of red

They strolled on the bottom, then bounced up for air  
They did it for hours, without any care

The fish followed closely, and wove in and out  
Under their belly, and up to their snout

Each of the hippos came up to the shore  
To feed on the grass by the river once more

They dried off their bodies by shaking and stomping  
And took bites of grass, chewing and chomping

With night fading fast, they were full from the feast  
The sun returned back, rising up from the east

The hippos crept off to collapse for the day  
While rhinos and elephants got up to play

Enjoying the warmth of the sun and its light  
Never knowing the story of hippos at night

- After the story is over, ask learners what happened in the story
- Who were some of the main animals
- Ask learners to recall words they recognize, grass, night, etc.

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

#### Week 14, Day 4

**Learning Objectives:** Learners must be able to draw stick figures and state traditional dances

**Letter of the Week: G g**

**Materials Needed:**

- Paper
- Drawing utensils (can use sand instead if need be)
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song  
*Itsy-Bitsy Spider (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Creative expression – Drawing Different Stick Figures

- Ask learners to name things that they can draw e.g. house, a girl, a boy
- Demonstrate drawing stick figures of a boy and a girl
- Let learners go outside the classroom and draw stick figures of a girl and a boy on the ground
- Let learners sing the [ song if you are happy and you know it clap your hands]

Break

High Jump (pg.)

Register (pg.6)

Return to class/focusing song  
*Head, Shoulders, Knees and Toes pg.)*

Activity: Social/Cultural – Traditional Dances

- Teacher tell learners to mention the dances which they dance in their area eg ndolo, malipenenga.
- Call some learners to the front and practice dancing the dance mentioned
- Let all learners practice dancing the dance, eg ndolo and malipenenga

- Congratulate learners for the good dance

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

### Week 14, Day 5

**Learning Objectives:** Learners will practice physical exercises and practice tracing simple patterns

**Letter of the Week: G g**

**Materials Needed:**

- Pattern Charts
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Mister Sun* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Developing Gross Motor Skills – Exercise

- Take learners outside
- Teacher demonstrate to learners touching their toes and reaching up to the sky
- Have learners repeat back several times
- After, have learners stand in a straight line and one at a time run across the length of the school building and then back to the line, tapping hands with the next person in line upon their return to release them to run back and forth and so on until every learner has gone
- Repeat the same activity but with skipping
- Once complete, sing Head, Shoulders, Knees and Toes with the learners and explain to them the importance of getting exercise and working their muscles on a regular basis

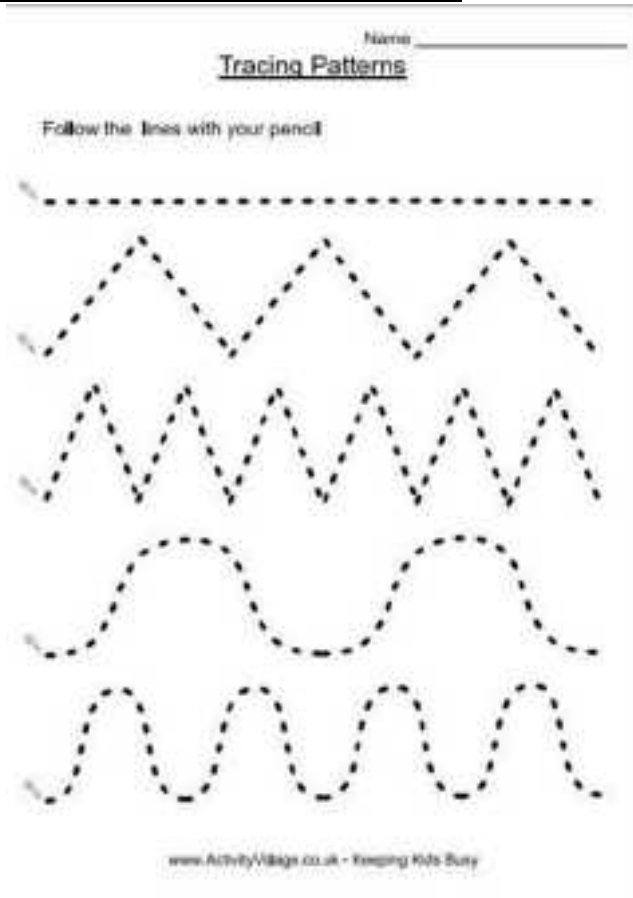
Break

Bug in the Rug (pg.)

Register (pg.6)

Return to class/focusing song  
Stop, Look and Listen(pg.)

Activity: Developing Gross Motor Skills – Tracing Patterns



- Draw the following patterns on the board (one at a time)
- Either using chalk to draw on the ground or pencils to draw on paper, have each learner trace the patterns after you have drawn them
- Make sure each learner traces the pattern correctly before moving on to the next one and be sure each learner is holding the writing utensil properly

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 15

### Week 15, Day 1

**Learning Objectives:** Learners will practice matching upper and lowercase letters and recognize words which go with each letter combination

**Letter of the Week: H h**

**Materials Needed:**

- Letter cards
- Chalk
- Word cards

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Rainbow Song (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Language – Matching Upper and Lowercase Letters

- Using paper, make sets of upper and lowercase letters (one small piece with an A on it and another small piece with an a on it, another set with B on one, and b on another, and so on)
- Do this for all letters of the alphabet
- Take the different sets and divide them in half (A, a's-M, m's, and N, n's-Z, z's)
- With each set, mix the pieces of paper up so learners can be split into two groups and then work together to match the uppercase letters with the lowercase letters (will find the uppercase A and then locate the lowercase a which is one match, doing this with all letters in their set)
- After each group has finished, mix the matches up again and then have them repeat the activity doing the other set (the group who first matched A, a – M, m will now match N, n – Z, z and vice versa)

Break

Sharks and Minnows (pg.)

Register (pg.6)

Return to class/focusing song

*Little Brother (pg.)*

Activity: Language – Word Recognition

- Building off of the previous activity, ask learners to come up with words that go with each different letter in the alphabet
- These words can be in Chichewa or English, should try to include a variety of both
- Do one letter at a time with the entire class participating, make sure each learner comes up with a certain amount of words
- E.g. for A,a learner could state apple and so on

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

Week 15, Day 2

**Learning Objectives:** Learners will practice filling in many missing numbers in a 1-20 number line and will identify and draw shapes in wholes and halves

**Letter of the Week: H h**

**Materials Needed:**

- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Do as I Do* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Mathematics – Identifying Missing Numbers

- Using chalk, draw 1 on the board and then follow it by 18 blank dashes \_\_\_\_ and then a 20 at the end
- Have the learners, together, say out loud one by one which number comes next in each blank following the 1
- Afterwards, have each learner write every number themselves (can be done with chalk, pencils/paper or in the sand outside)
- Make sure each learner can properly write every number 1-20

Break

Red Rover (pg.)

Register (pg.6)

Return to class/focusing song

*I'm a Little Teapot*(pg.)

Activity: Mathematics – Drawing Shapes in Wholes and Halves

- Draw a circle, triangle, square, rectangle, and diamond on the board
- Have the learners identify each shape all together
- Afterwards, have the learners draw each shape in its whole form (can be done with chalk, pencil/paper or outside in the sand)
- Make sure each learner has drawn each shape correctly as its whole
- Repeat the same process but this time have learners draw shapes in halves – demonstrate to learners a half circle, triangle, square and so on before having them do it on their own

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 15, Day 3**

**Learning Objectives:** Learners will talk about caring for their environment and discuss different safety rules they should always follow

**Letter of the Week: H h**

**Materials Needed:**

- Chalk
- Plastic bag
- Matches

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*This Little Light of Mine* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Environment – Taking Care

- Ask learners to name different objects they see in their everyday environment (trees, plants, crops, grass, leaves, stones, animals, lake, mountains, etc.)
- Tell learners that they should give proper care to their environment in order to take care of it and keep it clean and beautiful
- Discuss with learners the importance of avoiding littering (not throwing trash anywhere they please or into trees, crops etc.)
- Tell learners they should reuse plastic bags and not throw them into the environment and to never wear one on their head because it could cause suffocation
- Go outside and show learners trash on the ground and tell them to avoid doing this and let them point out different features they previously named in the classroom (trees, lake, mountains, etc)

Break

Red Light, Green Light (pg.)

Register (pg.6)

Return to class/focusing song

*I'm a Little Teapot*(pg.)

Activity: Environment – Safety Rules

- Ask learners what the proper road safety rules are which they have learned about and practiced multiple times
- Remind learners which side to walk on and to always look both ways before crossing and to not stand in the middle of the road ever
- Show learners matches and tell them not to play with these in order to avoid harming themselves or causing a fire indoors or outdoors
- Remind learners to always respect their environment and to pay mind to it at all times

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

**Week 15, Day 4**

**Learning Objectives:** Learners will create dramas and practice cultural dances and songs

**Letter of the Week:** H h

**Materials Needed:**

- Chalk
- Picture cards

**Activities with step by step instruction:**



Sign in (pg.5)

Assembly (pg.5)

Gathering song

*If You're Happy and You Know It (pg.)*

Daily introduction/Letter of the week (pg.5)

Activity: Language/Creative Expression – Drama Creation

- Draw on the board the words zebra, lion, and monkey
- Help learners to identify these words and say them out loud
- After, show learners a picture of each word
- Tell learners they will be split into groups and will each create their own drama which features each animal and they can have it be about anything they want as long as a zebra lion and monkey are in it
- Create the groups and give each group time and go around helping each one with ideas for their drama
- After enough time, let each group present their dramas and applaud them for their performances

Break

Goats and Hyenas (pg.)

Register (pg.6)

Return to class/focusing song

*Five Little Monkeys*(pg.)

Activity: Cultural/Creative Expression – Sing and Dance

- Ask learners to name traditional songs and dances which are special to their home villages
- After learners have identified one song and one dance, all together as a class, sing the song and dance the dance
- Explain to learners that these are a part of their culture and it's something they should always be proud of

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Week 15, Day 5

**Learning Objectives:** Learners will hear the story of Noah's Ark and know that each one of them is special

**Letter of the Week: H h**

**Materials Needed:**

- Story of Noah's Ark
- Chalk

**Activities with step by step instruction:**

Sign in (pg.5)

Assembly (pg.5)

Gathering song

*Hello, Hello, How Are You?* (pg.)

Daily introduction/Letter of the week (pg.5)

Activity: Spiritual – Story of Noah's Ark

- Read to learners the following story of Noah's Ark

It all starts with Noah. Did you know that **after** Noah was 500 years old he had 3 sons? I don't know about you but I've only met one or two people that were 100 years old and they were old! After Noah was 500 years old things started getting very interesting for him.

One day as God was thinking about the people on earth His heart became very sad. He could see that all the people had become very bad, so bad that they stopped thinking of anything good.

God was so sad and hurt that he wanted to get rid of every person and all the creatures that He had made. He wanted all the evil to stop.

The thing about God is that He gets very angry at our sin and all the bad stuff in the world but we also know that God is love. God IS love, so that means that He can be disappointed when we do bad things but He still loves us, and that's why He remembered Noah.

Noah was the only one that was righteous (which means that he did things right). He was a good guy and he walked with God.

So God said to Noah, "I am going to put an end to all the people because the earth is full of fighting because of them. I am going to destroy them and the earth."

God then gave Noah instructions on how to make the boat. He told him what kind of wood and how big to make it. He also told him to put a door in the side of the ark and to make it with three floors. The ark was humongous! We'll get to that more later in the story.

The Bible says that next God told Noah that He would make a covenant with him. A covenant is an agreement with a promise. He would save Noah, his wife, and his three sons and their wives. They would be safe in the ark because God was going to flood the whole earth and everything else would die.

I'm missing one other BIG thing that's going in the ark with Noah and his family... and that is... The animals! Two of all living creatures male and female (or the boy and girl of each). Plus two of every

kind of bird and every creature that moves along the ground.

Then food for each of them for as long as they were on the boat. Yikes! That's a lot of animals and a lot of food. I think it would've been a very full, noisy, stinky place to be, but they would all be safe. It's hard to describe how big the ark actually was but if you think of some of the biggest animals you know (elephant, moose, buffalo, giraffe, rhino, gorilla) and make sure you have 2 of each of those plus all the other little animals that couldn't be stepped on...they needed a lot of room!

Some people think it took over 100 years to build the ark and the Bible says that Noah was 600 years old when the flood waters came.

Keep in mind that Noah was building a big ark because God told him to. I have a feeling Noah and his family were teased a lot from the other people. What if your neighbor started building a huge boat on your street? It would sound a little strange...

When the ark was done God gave Noah 7 days warning before the flood to get all the animals and food on board, and told him that He would send rain for 40 days and 40 nights.

When everyone was in the ark God shut the door.

Then the rain started. The Bible makes it sound like the rain came from the clouds and that there was also water coming up from the ground. So everything probably was covered pretty quickly.

The floods kept coming for 40 whole days! The ark floated on the water and all the high mountains were completely covered with water.

Every living thing died on the earth that wasn't in the ark.

So the rain came for 40 days and nights but when it stopped Noah and the animals couldn't just leave the ark. There was too much water and no land for them to walk on, everything was covered.

The waters flooded the earth for one hundred and fifty days, which is about five months.

God remembered Noah and all that was in the ark so he sent a wind to help dry the earth. Finally in the seventh month after the floods had stopped the ark rested on the top of a mountain.

A little while after that (40 days) Noah opened a window he had made for the ark and probably let in some fresh air! Ha! Even more importantly he let a raven out. It would fly back and forth to the ark until the water had dried.

Then he sent out a dove but the dove couldn't find any place to go. He waiting a week and then sent the dove out again. This time the dove came back with an olive leaf which meant the waters had gone down. He waited one more week and let the dove out again and this time it didn't return.

From the way the Bible describes Noah, his family and the animals were in the boat for just over a year or 370 days! That's a long time to be on a boat with all those animals!

When the earth had dried up enough God told Noah that everyone could get out of the boat. That probably was a very happy day! Maybe a little uncertain as well. There would be no one but them on earth and they would have to start all over building a house, collecting food...there wasn't a big grocery store waiting for them when they got off the ark.

Then Noah built an altar to thank God for keeping them safe. When God saw what Noah had done he told Noah that he would never again curse the ground even if people became very bad.

Then he made his official covenant with Noah and with all the animals. God would never bring a flood to kill all living creatures and destroy the whole earth again.

Then he gave them a sign for everyone to see this promise. He put a rainbow in the sky and that's to remind us of the promise God made to Noah, the animals and us today!

- Afterwards, tell learners – So, whenever you see a rainbow say a little prayer and thank God that he loves us and that He keeps His promises.

Break

Freeze Tag (pg.)

Register (pg.6)

Return to class/focusing song

B.I.B.L.E.(pg.)

Activity: Spiritual – Everyone is Special and Unique

- Tell learners that each one of them is special and unique just the way they are because God created them and God makes no mistakes
- Since the story of Noah was so long, let learners spend their last lesson playing games of their choice and close with a prayer before dismissing them to leave for the day

Letter of the week review (pg.)

Break and phala

Farewell song (pg.)

## Resources

<http://www.earlylearningtoolkit.org/playful-learning>

Early childhood development document (dropbox)



