ECE Level 2 - Zambian Languages Lesson Plans (Term 1)
LESSON PLAN 1
SCHOOL: _____
NAME OF TEACHER: **_____ DATE**: **_____**
CLASS: ECE Level 2 DURATION: 40 minutes
TIME: _____ TOTAL NO. OF PUPILS: _____
SUBJECT: Zambian Languages
TOPIC: 0.2.1 NAMES
SUB-TOPIC: 0.2.1.1 Names of Family Members
GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication
LESSON GOAL: By the end of the lesson, learners will be able to name extended family members and explain their relationships using appropriate kinship terms.
SPECIFIC COMPETENCES:

- 0.2.1.1a Name extended family members correctly
- 0.2.1.1b Explain family relationships using appropriate kinship terms

RATIONALE: In this lesson, learners will learn about extended family members and their relationships using interactive storytelling, family tree mapping, and role-play activities. It is expected that they will use this knowledge in their daily interactions with family members and in understanding family structures. This is Lesson 1 in the series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners know their immediate family members (mother, father, siblings).
REFERENCES: ECE Syllabus pp. 65-66
LEARNING ENVIRONMENT

- **Natural environment:** Family home settings, community gathering spaces
- **Artificial environment:** Classroom with display areas for family trees
- **Technological environment:** Digital photos/images of families (if available)

TEACHING AND LEARNING MATERIALS/RESOURCES: Family photos, family tree templates, flashcards of family members, chart paper and markers, picture books about families
EXPECTED STANDARD: Extended family members' names mentioned accordingly; Relationship with extended family members stated correctly
LESSON PROGRESSION:

STAGES	**TEACHER'S ROLE**	**LEARNERS' ROLE**	**ASSESSMENT CRITERIA**
INTRODUCTION (5 minutes)	• Greets learners warmly • Shows pictures of different families • Asks: "Who lives in your home?" • Introduces the concept of extended family	• Respond to greetings • Observe pictures • Share about their immediate family members • Listen attentively	• Ability to name immediate family members • Active participation in discussion
LESSON DEVELOPMENT			
Step 1: Introducing	• Displays flashcards	• Listen to the	• Correct

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
Extended Family (8 minutes)	of extended family members (grandmother, grandfather, uncle, aunt, cousin) • Models pronunciation of kinship terms • Tells a story about visiting extended family • Points to each family member and names them	story • Repeat kinship terms after teacher • Identify family members in flashcards • Practice pronunciation	pronunciation of kinship terms • Recognition of family member pictures
Step 2: Family Tree Mapping (10 minutes)	• Draws a simple family tree on chart paper • Explains how family members are connected • Guides learners to draw their own family trees • Moves around assisting individuals	• Watch demonstration • Ask questions about connections • Draw their own family trees • Label family members on their trees	• Ability to place family members correctly on tree • Correct use of names and terms
Step 3: Interactive Storytelling (7 minutes)	• Invites learners to share about their extended family • Asks guiding questions: "What is your grandmother's name?" "Who is your mother's brother?" • Facilitates group discussion • Provides positive feedback	• Share stories about extended family members • Answer questions about relatives • Listen to peers' stories • Ask questions to classmates	• Clarity of expression • Use of appropriate vocabulary • Confidence in speaking
Step 4: Singing Family Songs (5 minutes)	• Teaches a simple song about family members in Zambian language • Sings with actions • Encourages all learners to participate	• Learn the family song • Sing along with teacher • Do actions with the song • Enjoy the activity	• Participation in singing • Memory of lyrics • Enthusiasm
EXERCISE/ ASSESSMENT (3	• Shows pictures of different family	• Identify family members in	• Accuracy in naming family

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
minutes)	members • Asks: "Who is this?" • Asks: "How is this person related to you?"	pictures • Name the relationship • Use correct kinship terms	members • Correct use of relationship terms • At least 4 out of 6 correct identifications
HOMEWORK	• Assigns: "Draw your family and bring the picture tomorrow" • Encourages learners to ask family members their names	• Listen to homework instructions • Ask clarifying questions	• Understanding of assignment
CONCLUSION (2 minutes)	• Reviews key family terms learned • Praises learners for participation • Sings the family song together one more time	• Recite family terms • Sing along • Prepare to leave	• Ability to recall main concepts

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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LESSON PLAN 2
SCHOOL: _____
NAME OF TEACHER: _____ **DATE**: _____
CLASS: ECE Level 2 DURATION: 40 minutes
TIME: _____ TOTAL NO. OF PUPILS: _____
SUBJECT: Zambian Languages
TOPIC: 0.2.1 NAMES
SUB-TOPIC: 0.2.1.2 Family Relationship
GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication
LESSON GOAL: By the end of the lesson, learners will be able to describe how family members are related and use correct relationship vocabulary.
SPECIFIC COMPETENCES:

- 0.2.1.2a Describe how family members are related
- 0.2.1.2b Use correct relationship vocabulary

RATIONALE: In this lesson, learners will learn about family relationships and connections using guided discussion, relationship diagrams, and peer sharing circles. It is expected that they will use this understanding in describing their own family structures and appreciating family bonds. This is Lesson 2 in the series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can name extended family members and basic kinship terms.
REFERENCES: ECE Syllabus pp. 65-66
LEARNING ENVIRONMENT

- **Natural environment:** Family and community contexts
- **Artificial environment:** Classroom arranged for group discussions
- **Technological environment:** Visual aids and relationship charts

TEACHING AND LEARNING MATERIALS/RESOURCES: Relationship charts, family pictures, kinship terminology flashcards, story books about families, chart paper
EXPECTED STANDARD: Relationship with extended family members stated correctly
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 minutes)	• Reviews previous lesson on family names • Shows family picture and asks: "How are these people connected?" • Introduces lesson focus on relationships	• Recall family member names • Observe picture • Share initial ideas about connections • Listen to lesson objectives	• Recall of previous learning • Engagement with picture • Attention to instructions
LESSON DEVELOPMENT			
Step 1: Understanding Relationships (8	• Uses relationship chart to explain	• Listen to explanations	• Understanding of relationship

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
minutes)	connections • Models sentences: "My mother's sister is my aunt" • Demonstrates multiple relationship examples • Asks comprehension questions	• Observe relationship chart • Repeat relationship sentences • Answer questions about relationships	concepts • Correct sentence formation • Accurate responses
Step 2: Relationship Mapping Activity (10 minutes)	• Distributes relationship worksheets • Guides learners to map their own family relationships • Provides sentence starters: "My father's mother is..." • Assists individuals and small groups	• Complete relationship diagrams • Draw lines connecting family members • Write or say relationship terms • Seek help when needed	• Accuracy of relationship mapping • Correct terminology used • Completion of activity
Step 3: Peer Sharing Circles (8 minutes)	• Organizes learners into small circles • Gives sharing prompts about family relationships • Moves between groups facilitating • Encourages use of correct vocabulary	• Sit in sharing circles • Take turns describing family relationships • Listen to peers • Ask questions to each other	• Clarity of descriptions • Use of relationship vocabulary • Respectful listening • Peer engagement
Step 4: Question and Answer Session (4 minutes)	• Asks various relationship questions to class • Examples: "Who is your mother's father?" "What do you call your father's brother?" • Provides immediate feedback	• Listen to questions • Raise hands to answer • Formulate complete answers • Learn from corrections	• Speed of response • Accuracy of answers • Confidence in responding
EXERCISE/ ASSESSMENT (3 minutes)	• Gives oral assessment: "Tell me three family relationships" • Listens to individual	• State three family relationships • Use correct vocabulary	• Ability to state 3 relationships correctly • Proper use of kinship terms

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	responses • Notes areas needing reinforcement	• Speak clearly	• Clear articulation
HOMEWORK	• Assigns: "Tell someone at home about your family relationships" • Suggests they ask about relatives they don't know	• Listen to assignment • Ask questions if unclear	• Understanding of homework task
CONCLUSION (2 minutes)	• Reviews key relationship terms • Praises learners for good work • Connects to next lesson on objects	• Recite relationship terms • Share what they enjoyed learning	• Retention of key concepts • Positive attitude

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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LESSON PLAN 3
SCHOOL: _____
NAME OF TEACHER: _____ **DATE**: _____
CLASS: ECE Level 2 DURATION: 40 minutes
TIME: _____ TOTAL NO. OF PUPILS: _____
SUBJECT: Zambian Languages
TOPIC: 0.2.1 NAMES
SUB-TOPIC: 0.2.1.3 Names of Familiar Objects
GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication
LESSON GOAL: By the end of the lesson, learners will be able to identify and name familiar objects in the school environment and state their functions.
SPECIFIC COMPETENCES:

- 0.2.1.3a Identify and name familiar objects in classroom
- 0.2.1.3b Explain what objects are used for

RATIONALE: In this lesson, learners will learn about familiar objects in their school environment using object exploration, labeling activities, and interactive questioning. It is expected that they will use this vocabulary in their daily school activities and in understanding their learning environment. This is Lesson 1 in a series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can recognize common objects and know some basic object names.
REFERENCES: ECE Syllabus pp. 65-66
LEARNING ENVIRONMENT

- **Natural environment:** School compound and outdoor learning spaces
- **Artificial environment:** Classroom with various learning materials
- **Technological environment:** Labels and visual aids for objects

TEACHING AND LEARNING MATERIALS/RESOURCES: Real classroom objects, object picture cards, labels for classroom items, function chart, magnifying glasses
EXPECTED STANDARD: Familiar objects in the school environment named correctly; Functions of familiar objects in the school talked about using appropriate vocabulary
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 minutes)	• Greets learners • Plays "I Spy" game with classroom objects • Asks: "What do you see in our classroom?" • Introduces lesson on naming objects	• Respond to greeting • Participate in game • Look around and identify objects • Share what they see	• Attention and engagement • Ability to spot objects • Initial vocabulary usage
LESSON DEVELOPMENT			
Step 1: Object Exploration (8 minutes)	• Selects 8-10 common classroom objects (pencil, chair,	• Observe each object • Touch and feel	• Correct pronunciation of object names

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	desk, dustbin, flag, book, bag, door) • Holds up each object • Names each object clearly • Passes objects around for examination	objects • Repeat names after teacher • Examine objects with magnifying glass	• Careful handling of objects • Active participation
Step 2: Function Demonstration (10 minutes)	• Demonstrates function of each object • Asks: "What do we use a pencil for?" • Models complete sentences: "We use a chair for sitting" • Creates function chart on board with pictures and uses	• Watch demonstrations • Answer questions about uses • Practice function sentences • Copy function chart	• Understanding of object functions • Ability to form complete sentences • Correct matching of objects to functions
Step 3: Labeling Activities (7 minutes)	• Distributes labels with object names • Guides learners to match labels to objects • Assists in placing labels on objects around classroom • Reads labels together with class	• Receive labels • Match labels to correct objects • Place labels on objects • Read labels chorally	• Accurate matching of labels • Careful placement • Reading attempt
Step 4: Object Scavenger Hunt (5 minutes)	• Calls out object names • Asks learners to find and touch the object • Times the activity for fun • Encourages use of complete sentences: "I found the..."	• Listen to object names • Search for objects • Touch or point to objects • Say complete sentences	• Speed of identification • Accuracy in finding objects • Use of complete sentences
EXERCISE/ ASSESSMENT (3 minutes)	• Shows pictures of 6 classroom objects • Asks: "What is this?" and "What is it used for?" • Records responses	• Name objects in pictures • State the function of each • Answer clearly	• At least 5 out of 6 objects named correctly • At least 4 functions stated correctly • Clear

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
			articulation
HOMEWORK	• Assigns: "Find 5 objects at home and tell someone their names and uses" • Suggests drawing the objects	• Listen to instructions • Ask questions about homework	• Understanding of assignment
CONCLUSION (2 minutes)	• Reviews objects and functions learned • Plays quick naming game • Praises participation	• Participate in review • Name objects quickly • Express enjoyment	• Recall of object names • Enthusiasm

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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LESSON PLAN 4
SCHOOL: _____
NAME OF TEACHER: _____ **DATE**: _____
CLASS: ECE Level 2 DURATION: 40 minutes
TIME: _____ TOTAL NO. OF PUPILS: _____
SUBJECT: Zambian Languages
TOPIC: 0.2.1 NAMES
SUB-TOPIC: 0.2.1.3 Names of Familiar Objects (Continued)
GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication
LESSON GOAL: By the end of the lesson, learners will confidently name and describe functions of various objects in the school environment through learning walks and practical demonstrations.
SPECIFIC COMPETENCES:

- 0.2.1.3a Identify and name familiar objects in classroom
- 0.2.1.3b Explain what objects are used for

RATIONALE: In this lesson, learners will reinforce their knowledge about familiar school objects using learning walks, interactive questioning, and practical demonstrations. It is expected that they will confidently use this vocabulary in describing their school environment to others. This is Lesson 2 in a series of 2 lessons on this topic.
PRIOR KNOWLEDGE: Learners can name basic classroom objects and some of their functions.
REFERENCES: ECE Syllabus pp. 65-66
LEARNING ENVIRONMENT

- **Natural environment:** School grounds, playground, corridors
- **Artificial environment:** Different rooms in the school (office, library, toilets)
- **Technological environment:** Labels and directional signs in school

TEACHING AND LEARNING MATERIALS/RESOURCES: Real school objects in different locations, object picture cards, function chart, notebooks for recording, labels
EXPECTED STANDARD: Familiar objects in the school environment named correctly; Functions of familiar objects in the school talked about using appropriate vocabulary
LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (4 minutes)	• Reviews previous lesson objects • Shows pictures from different school areas • Announces learning walk activity • Explains safety rules	• Recall object names from previous lesson • Observe pictures • Listen to instructions • Acknowledge safety rules	• Recall of previous learning • Attention to instructions • Understanding of rules
LESSON DEVELOPMENT			
Step 1: Learning Walk -	• Leads learners	• Walk orderly in	• Order and

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
Classroom Area (7 minutes)	around extended classroom area • Points to objects: board, clock, cupboard, window, broom • Asks: "What is this?" "What do we use it for?" • Encourages observation and questions	line • Point to and name objects • State functions of objects • Ask questions about unfamiliar items	discipline • Accurate naming • Curiosity and engagement
Step 2: Learning Walk - School Compound (8 minutes)	• Guides tour to playground, toilet area, and school entrance • Introduces objects: gate, tap, toilet, swing, slide, bell • Facilitates discussion about each object's importance • Models vocabulary in context	• Observe different areas • Name objects seen • Discuss why objects are important • Practice new vocabulary	• Attention during tour • Participation in discussion • Vocabulary expansion
Step 3: Interactive Questioning Session (8 minutes)	• Returns to classroom • Shows pictures of objects seen during walk • Asks various questions about objects and their locations • Facilitates peer discussions	• Sit in learning circle • Answer questions about objects • Share what they noticed • Discuss with peers	• Accuracy of responses • Memory of learning walk • Quality of peer interaction
Step 4: Practical Demonstration (8 minutes)	• Invites volunteers to demonstrate using various objects • Asks class: "What is [name] doing?" "What object is being used?" • Guides sentence	• Volunteer for demonstrations • Demonstrate using objects correctly • Describe peer actions • Form complete sentences	• Proper use of objects • Clear descriptions • Sentence structure • Confidence

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STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	formation • Provides positive reinforcement		
EXERCISE/ASSESSMENT (3 minutes)	• Conducts quick oral quiz • Shows 8 pictures of school objects • Asks individuals to name and state functions	• Answer when called • Name objects shown • State functions clearly	• At least 6 out of 8 correct • Clear articulation • Confidence in responding
HOMEWORK	• Assigns: "Draw 3 school objects and label them" • Encourages learners to teach family members the names	• Listen to assignment • Ask clarifying questions	• Understanding of task
CONCLUSION (2 minutes)	• Reviews objects learned during walk • Asks: "What new object did you learn today?" • Appreciates participation	• Share new learning • Respond to questions • Express enjoyment	• Ability to identify new learning • Positive attitude

LESSON EVALUATION:

Challenges: .....
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Teacher's response: .....
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