

City Government of Addis Ababa

Education Bureau

English Teacher's Guide for Preprimary School Level One

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English Teacher's Guide for Preprimary School Level One

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Introduction to the Teacher's guide

It is believed that the pre-primary stage of general education is the most crucial since it lays the groundwork for long-term growth and the complete realization of the brains potential. The goal of the level is to provide kids the attention, chances, and experiences they need to grow in all areas—physical, cerebral, social, emotional, and artistic. Children are assisted in acquiring the fundamental information, morals, and abilities necessary to fulfill the demands of primary school education at this level. Children who learn English in **Level 1** pre-primary school are therefore expected to fit the following profile:

- Develop foundational greetings skills for communication orally only.
- Providing to integrate English **capital** alphabetic letters with pictures for enjoyment and learning.
- Encouraging to exercise tracing letters for learning and enjoyment,
- Develop basic interaction skills at home and in the school,
- Develop basic English sounds and their association with the letters,
- Be familiar with names of some common everyday objects, animals, plants and actions at home and in school.
- Develop to identify family members first in their Afaan Oromoo or Amharic (father/dad, mother/mom, sister, brother) then in English orally only,
- Preprimary level needs a smooth start, careful transition and slow progress towards literacy skills of English.
- To learn to interact through play, to listen, to speak, to read, to write and respond first in their mother tongue in single words or phrases of English language.

Teachers' Guides (TG) are lesson plans designed with teachers in mind. By focusing on how to teach rather than just what to teach, TGs assist teachers in putting curricula into practice, which facilitates teaching. Teachers can now "raise the foundation" of excellent instruction in the classroom by doing this. To assist teachers and students in their learning, TG has to make use of the following essential components:

1. Offering assistance and knowledge in creating and carrying out lesson plans;.
2. Imparting knowledge and experiences related to relevant educational actions;
3. Enhancing subject-matter expertise in education;
4. Articulatingideasinawaythatmakessenseandconnectstorecommendedactivities;

How to use the Preprimary School English teacher's guide

This teacher's guide is developed in teachers' friendly approach. Pre-primary school children receive one session of English classes five days a week. English lessons are divided into weeks. In the book's introduction, all of the learning competencies that students should master during each week's class are explained in detail. The instructional materials are then organized in a sequential approach.

Next, activities that apply the daily learning topic are offered in an understandable manner. Through the process of teaching and learning, the exercises are intended to help students improve their English speaking, listening, reading, and writing competencies. Students learn to read by identifying the English letter sounds and shapes through the activities. Students use the connect-the-dots writing exercise. Fill in the English letter shapes using color. They write down. They give attention to lessons in English. They respond appropriately. They hear brief stories. They retell stories.

They pay attention to English-language instructions. They respond appropriately. They listen to short stories. They retell stories.

There are specific activities provided each day to ensure that every child participates equally.

Prepared assessment questions or exercises are incorporated into every lesson with the purpose of encouraging and motivating students through continuous assessment. Checklists and observation forms are intended to help teachers in addressing students where they are in their learning. They are also helpful in making sure that student portfolios are evaluated fairly and consistently.

There are some suggestions to assist teachers in producing teaching aids and lesson plans in advance. This TG covers curriculum implementation strategies, children's learning processes in the classroom, instructional materials and assessment methods, and checklists that support the implementation of the curriculum in a consistent and outstanding manner throughout the thirty-two school weeks of the year.

It also goes into great detail on the syllabus, tasks on and learning competencies that kids are expected to achieve each week. By assessing how each child is learning, it makes it easier for teachers to create a daily lesson plan, prepare the necessary instructional materials ahead of time, and provide the right kind of support and guidance. Teachers have to incorporate it into their daily teaching and learning activities. The following section provides a summary of the key elements covered in the teacher's guide.

1. Children's portfolio

Dear teacher, you must have a well-organized children's portfolio.. This will make it easier for you to monitor each student's development over the course of the academic year. With the aid of portfolios, you may create an accurate and comprehensive image of every student in your class. By understanding the "whole child," you may more effectively capitalize on each child's unique interests and design activities that are developmentally appropriate.

You will never understand everything you need to know about a child's development from a single observation. You must regularly study children utilizing a variety of ways in order to properly understand their unique features, preferences, personality, and strengths. It is necessary to assess a child's learning, development, and growth. Therefore, each child needs to have an individual portfolio.

2. Creating Inclusive Learning Environments

To ensure that all children feel safe, secure and nurtured, teachers must strive to create a climate of cooperation, mutual respect and tolerance. To support healthy development, teachers must offer multiple opportunities for children to absorb learning experiences, as well as process information, at their own pace. While one child may be comfortable with simple verbal instructions to complete a particular task, another child may benefit from a more direct approach such as watching another child or adult complete the requested task first. Teachers who are devoted to observing their children are motivated to provide experiences that children will enjoy and be challenged by.

The classroom is not a stagnant environment - it is ever changing. In order to maintain a high-quality classroom setting, it is essential to utilize your daily observations of children and the environment to monitor the experiences and interactions to ensure there is a good fit.

3. Assessment

Assessment is "a systematic process which allows for understanding a child's competencies. Every child in your class needs to be assessed. To properly assess children, we use observations and documentation to determine a child's abilities, interests, strengths, and areas of development that may need additional support. The information gathered during observations guides the classroom routines, lesson planning, and implementation to ensure quality care. Over time, assessments record a child's learning, growth, development, and social behavior. Assessments also provide an opportunity to share information with families that will build a bridge from school to home

Assessments that help organize lessons and programs by taking into account kids' physical, social-emotional, and academic development. Engaging interactions and classroom environments that encourage learning are provided by well-prepared teachers, who also incorporate enhanced language and literacy throughout the day.

Note to the teacher:-

Dear teacher, you have to start the day's lesson by greetings and close your day's sessions by saying goodbye to all students. You have to check whether all students respond to your greetings. Sometimes, converse the greetings with each student as you know greetings and interesting farewells pave ways to good mood and facilitate belongingness. Thus, the following common expressions of greetings and farewell (goodbyes) should be practiced every day.

When you start the class:

Teacher: Good morning/Good afternoon students!

Students: Good morning/Good afternoon teacher.

Teacher: How are you today?

Students: We are fine thank you, and you?

Teacher: I'm fine thank you. Sit down Please.

Students: Thank you, teacher.

When you end the day's lesson:

Teacher: Ok, students! With this, we come to the end of the day's lesson. Goodbye everyone!

Students: Goodbye teacher!

Teacher: See you tomorrow/next period.

Students: See you, too.

WEEK-1

Greetings and Self Introduction

Competencies

At the end of this lesson, the children will be able to:

- ❖ Trace basic lines.
- ❖ Greet each other.
- ❖ Use greetings words like 'good morning'
- ❖ Practice when to say 'goodbye'
- ❖ .Introduce themselves by telling their 'name and age'
- ❖ Identify capital letter 'A'
- ❖ Read and write letter 'A'

Main contents:

1. Greetings
2. self-introduction
3. Reading and tracing letter 'A'

- Common greetings (Hello)

Teaching Methods and Activities

Dear Teacher!

This is the first week which requires due emphasis to lay the base for learning the other units, so train students to respond the common greetings expressions – Good morning/Good afternoon/Good evening/Hello/Hi …

- ➢ Ask students how people greet in their vernacular language, and try to greet them accordingly.
- ➢ Train them how to handle their pencil to scribble various lines and shapes of letters.
- ➢ Ask students how people greet in their vernacular language, and try to greet them accordingly.

- Begin your lesson by asking your students what you think they know.
- Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.
- Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.
- Please move in the class observe their participation.

Activity One: Good morning Song

Hello, how are you?
Hello, how are you?
Hello, how are you?

Suggested Teaching Aid

- Use picture that shows greetings

Activity Two: Good Morning Song

Good morning my friends.
How are you?
Good morning my friends.
How are you?
It's time to start our day.
We are here to work and play
Good morning my friends
It's time to learn, let's have some fun.
Good morning to you.

Suggested teaching Aids

- Picture of greetings

Assessment:

1. Oral question

Ask the children to greet each other

2. Observation:

Observe the children when they sing the song with action properly Greetings

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.

Good morning

Good morning

Hello how are you?

Early in the morning

I say," Good morning"

Use flash cards, different pictures, recorded audios, TV and other available real objects.

- ✓ Please move in the class and monitor their work.

Suggested Teaching Aid

- Use picture that shows greetings in the morning and audio material for the greetings song.

Activity Three: Good morning song

Good morning
Good morning
Hello how are you?
Early in the morning
I say," Good morning"

Suggested Teaching Aid

- Use picture that shows greetings in the morning and audio material for the greetings song.

Assessments:

1. Check if learners are able to listen and repeat words of greetings after you in English.
2. Oral practice: Use greetings individual learners randomly and check whether they can respond to expression of greetings, good morning.
3. Role-play to say good morning to each other; one student says good morning and the other one responds to the greetings
4. Check whether they can sing the given short song of good morning Farewell: Goodbye

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good bye' song and let the children sing it after you repeatedly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity four: Goodbye song

Good bye everyone!
It is time to say goodbye!
Goodbye everyone!
It is time for us to fly!

Suggested Teaching Aid

- Use picture that shows farewell

Assessments

1. Check if learners are able to listen and repeat words of farewell, after you.
2. Oral practice: Bring individual learners randomly and check whether they can respond to expression of farewell, good bye.

3. Role-play to say good bye to each other; one student says good bye and the other one responds to the goodbye.
4. Check whether they can sing the given short song of good bye.

Self introduction: Name, sex and age

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'self introduction' song and let the children sing it after you repeatedly.

Please allow me to introduce myself
I am ……, I am …. Years old

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Song for self introduction

Please allow me to introduce myself
I am ……, I am …. Years old

Suggested Teaching Aid

- Use picture that shows self introduction

Assessment

1. Check if learners are able to listen and repeat words of self introduction (I am ….., I am … years old)
2. Oral practice: Call individual learners randomly and check whether they can tell their name and age.
3. Check whether they can sing the given short song of good self expression.

Tracing and coloring letter A

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter A and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Checking whether learners can handle their pencil.
- ✓ Checking whether learners can color letter A.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Tracing and coloring letter A

Suggested Teaching Aid

- Use picture of Letter A

Assessment

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter A.
3. Check whether they can say the letter A after you.

Note: Dear teacher!

During the lesson, you have to take into consideration the level of children understanding like **low achiever, medium achiever and high achiever**. And also there can be **special needs** children in the classroom. In order to help these children, give them extra time to follow directions for low achievers. Try to show them patience and understand their level of needs when they struggle. Give extra tasks and activities for high achievers.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Greet each other.						
2	Use greetings words like 'good morning'						
3	Practice when to say 'goodbye'						
4	.Introduce themselves by telling their 'name and age'						
5	Identify capital letter 'A'						
6	Read and write letter 'A'						

Week Two
Greetings

Competencies

At the end of this week, the students will be able to:

- ❖ Understand common greetings and farewell
- ❖ Know how to tell their age and physical appearance.
- ❖ Read and trace letter B
- ❖ Name body parts above neck.
- ❖ Farewell each other
- ❖ Tell their age and physical appearance.
- ❖ Read and trace letter B.
- ❖ Name body parts above neck.

Main contents:

1. Farewell
2. Expressing their age and physical appearance
3. Reading and tracing letter B
4. Naming body parts above neck.

Greetings and farewell

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please sing the greetings song and farewell song and let them say repeatedly after you.
- ✓ Check if the students are able to words of greetings and farewell properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Greetings and farewell

Please sing the greetings and farewell song and let the children sing it after you repeatedly.

Suggested Teaching Aid

- Use picture of Letter greetings and fare from their workbook.

Assessments:

1. Check if learners are able to greet and farewell.
2. Check whether they are able to use good morning and goodbye.
3. Age and physical appearance

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to words of greetings and farewell properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are telling their age and express their physical appearance.

Activity Two: Age and physical appearance

Please show the children pictures on their workbook. Tell them how to express their age as follows:

I am 4 years old
I am tall
I am 4 years old
I am thin.

Suggested Teaching Aid

- Use picture that shows different physical appearance.

Assessments:

1. Check if learners are able to tell their age.
2. Check whether they are able to express physical appearance.
3. Ask the students questions about their age and physical appearance

Tracing and coloring letter B

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter B and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter B.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Tracing and coloring letter B

Dear teacher, show the student letter B on their workbook. Check if the students are able to identify the shape, names and sound of letter B and differentiate the alphabet used in their first language or vernacular languages.

Suggested Teaching Aid

- Use picture of Letter B

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter B.
3. Check whether they can say the letter B after you.
4. Body parts above neck: ear and nose

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of ear and nose on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their ear and nose.

Activity Four: Body part above neck: ear and nose

A: Show me your ear. *B: This is my ear.*
A. Show me your nose *B: This is my nose.*

Suggested Teaching Aid

- Use picture of Letter of ear and nose

Assessments:

1. Check if learners are able to identify ear and nose.
2. Check whether they are able to match the picture and their ear and nose.

Body parts above neck: eye and tongue

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their eye and tongue.

Activity Five: Dialogue about Parts of the body

A: Show me your tongue. *B: This is my tongue.*
A: Show me your eye. *B: This is my eye.*

Suggested Teaching Aid

- Use picture of Letter of ear and nose

Assessments:

1. Check if learners are able to identify eye and tongue.
2. Check whether they are able to match the picture and their eye and tongue.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Farewell each other						
2	Tell their age and physical appearance.						
3	Read and trace letter B.						
4	Name body parts above neck.						

Week Three

Body Parts above the Neck

Competencies

At the end of this week, the students will be able to:

- ❖ Understand common greetings and farewell
- ❖ Know how to tell their age and physical appearance.
- ❖ Read and trace letter C
- ❖ Name body parts above neck. Farewell each other
- ❖ Tell their age and physical appearance.
- ❖ Read and trace letter C.
- ❖ Name body parts above neck.

Main contents:

1. Farewell
2. Expressing their age and physical appearance
3. Reading and tracing letter C
4. Naming body parts above neck.

Greetings: Good evening

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greetings the children and encourage them to respond properly. Then, introduce yourself to the children and invite them to tell their name and age to each other.
- ✓ Please teacher! Sing a song about '**Good evening'** song and let the children sing it after you repeatedly.
- ✓ Show the song with action and praise them to practice it as well. It makes the class fun.

Activity One: Good evening Song

The sun has set
Evening has come
Soon it will be dark
We will say good bye
We sit by the window pane
Look its twilight again
We put our toys to sleep
Saying Bye to my toy sheep

Suggested Teaching Aids

Videos: Good evening and Goodnight

Assessment:

1. **Oral question:** Ask the children when they say **Good evening** and **Goodnight**
2. **Observation:** Observe when they sing the song with action
3. **Farewell:** Good night

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please sing the good night song and farewell song and let them say repeatedly after you. You can create your own lyrics for the song.

Good night to you
Good night to me
Now close your eyes and go to sleep.
Good night. Sleep tight.
Sweet dreams tonight.

Activity Two: Good night song

Good night to you
Good night to me
Now close your eyes and go to sleep.
Good night. Sleep tight.
Sweet dreams tonight.

Suggested teaching Aids

Videos: Good evening, Goodnight and self-introduction

Assessments:

1. **Oral question:** Ask the children when they say **Goodnight.**
2. **Observation:** Observe that the children use the word good night properly.

Telling Name and Age

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, ask the students questions that help them to respond their name and age.Check if the students are able to tell their name age.
- ✓ Make sure that students respond to questions appropriately.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe that students are using the correct expression to tell their name and age.

Activity Three: Dialogue

A: What is your name?
B: My name is Toleshi
A: How old are you?
B: I am 4 years Old

Suggested Teaching Aid

- Use picture that expresses name and age.

Assessments:

1. Check if learners are able to express their name and age.
2. Check whether they are able to respond to questions:
   What is your name?
   How old are you?

Reading and tracing letter C

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter C and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter C.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity four: Read and trace letter C

Let the students write letter C and encourage them to color it properly.

Suggested Teaching Aid

- Use picture of Letter C

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter C.
3. Check whether they can say the letter C after you.

Matching Similar letters (A, B, C)

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter A, B, C.
- ✓ Checking whether learners can handle their pencil.
- ✓ Put letter ABC side by side and let them match similar letters as follows:

A	C
B	A
C	B

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe students are matching similar letters.

Activity Five: Guide the children to match letters A, B, C as follows:

A	C
B	A
C	B

Suggested Teaching Aid

- ➢ Use picture of Letters A,B,C

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to match similar letters appropriately.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Farewell each other						
2	Tell their age and physical appearance.						
3	Read and trace letter C.						
4	Name body parts above neck.						

Week Four

Body Parts above the Neck

Competencies:

At the end of this week, the students will be able to:

- ❖ Greet each other.
- ❖ Tell their grade level.
- ❖ Read and trace letter D.
- ❖ Name body parts above neck.

Main contents:

1. Greetings each other.
2. Expressing their grade level
3. Reading and tracing letter D
4. Naming body parts above neck.

Greetings

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please sing "how are you?" song and let them say repeatedly after you.
- ✓ Check if the students are able to respond to question, how are you?
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe that students use expressions: How are you? I am fine, thank you.

Activity One: Use the following "How are you? "Song and let students practice.

Hello,Hello,how are you?
Hello,Hello,how are you?

Hello,
Hello
I am fine, I am great

Suggested Teaching Aid

- Use picture that shows greetings.

Assessments:

1. Check if learners are able to greet each other using appropriate expressions: How are you? I am fine, thank you.
2. Check whether they are able to respond to questions of greetings.
   I am fine, I am great.
   Telling grade level

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please encourage you students to tell their grade level.
- ✓ Ask the following question:
- ✓ Fatuma: What grade are you?

Aster: I am in a preprimary level 1

Check if the students are able to respond to question, what grade are you?

- ✓ Use flash cFsk the following question:

Fatuma: What grade are you?

Aster: I am in a preprimary level 1

Suggested Teaching Aid

- Use picture that shows expression of grade level
- Assessments:

Check if learners are able to express their grade level.

Reading and tracing letter D

- Teaching Methods and Activities
- Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly. Check if the students are able to identify the shape, names and sound of letter D and differentiate the alphabet used in their first language or vernacular languages.

- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter D.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

***Activity Three**:*

Show letter D on their workbook and call the letter and let the students recognize the sound. Encourage them to say after you repeatedly. Guide the students to color letter D.

Suggested Teaching Aid

- Use picture of Letter D

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter D
3. Check whether they can say the letter D after you.

Body parts above the neck. Eye and tongue

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their eye and tongue.

Activity Four: Dialogue

A: Show me your eye. A: Show me your tongue

B: This is my eye B: This is my tongue.

Suggested Teaching Aid

- ➢ Use picture of Letter of ear and nose

Assessments:

1. Check if learners are able to identify eye and tongue.
2. Check whether they are able to match the picture and their eye and tongue.
   Body part above neck: Ear and nose

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their eye and tongue.

Activity Five: Dialogue

A: Show me your ear. *A: Show me your nose*

B: This is my ear. *B: This is my nose.*

Suggested Teaching Aid

- Use picture of Letter of ear and nose

Assessments:

1. Check if learners are able to identify ear and nose
2. Check whether they are able to match the picture and their ear and nose

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Greet each other						
2	Tell their grade level.						
3	Read and trace letter D.						
4	Read and trace letter D.						

Week 5

Body Part below the Neck

Competencies

At the end of this week, the students will be able to:

- ❖ Greet and farewell each other.
- ❖ Tell their school name
- ❖ Read and trace letter E
- ❖ Identify hand and leg.

Main contents:

1. Good morning
2. Good afternoon
3. Reading and tracing letter E
4. Hand and leg

Greetings

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Good morning song

Good morning
Good morning
Hello how are you?
Early in the morning
I say," Good morning"

Suggested Teaching Aid

Use picture that shows greetings in the morning and audio material for the greetings song.

Assessments:

1. Check if learners are able to listen and repeat words of greetings after you in English.
2. Oral practice: Greetings individual learners randomly and check whether they can respond to expression of greetings, good morning.
3. Role-play to say good morning to each other; one student says good morning and the other one responds to the greetings
4. Check whether they can sing the given short song of good morning

Greetings

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.

➢ Use flash cards, different pictures, recorded audios, TV and other available real objects.

- ✓ Please move in the class and monitor their work.

Activity Two: Please, sing a song about 'Good afternoon' song and let the children sing it after you repeatedly.

Suggested Teaching Aid

Use picture that shows greetings in the morning and audio material for the greetings song.

Assessments:

1. Check if learners are able to listen and repeat words of greetings after you in English.
2. Oral practice: Greet individual learners randomly and check whether they can respond to expression of greetings, good afternoon.
3. Role-play to say good afternoon to each other; one student says good morning and the other one responds to the greetings
4. Check whether they can sing the given short song of good afternoon

Telling their school name

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, prepare your own school song and let the children sing it after you repeatedly.

➢ Use flash cards, different pictures, recorded audios, TV and other available real objects.

- ✓ Please move in the class and observe that students are telling their school name.

Activity 3: Song of 'My School'

I love my school,
It's a big knowledge pool
pool, pool, pool.
I love my school
Here I meet my friends so cool.
Cool, cool, cool.
I love my school,
We play and follow every rule.
Rule, rule, rule.
I love my school, school, school.

It's a big knowledge pool
pool, pool, pool.

Suggested Teaching Aid

Use picture of school.

Assessments:

1. Check if learners are able to tell their school name.
2. Oral practice: Ask individual learners randomly and check whether they can respond to question:-

What is the name of your school?

- Role-play to tell their school name to each other; one student says "What is the name of your school?" and the other one responds to the question

Reading and tracing letter E

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter E and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter E
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity 4: Ask students to read and write letter E

Order students to color letter E.

Suggested Teaching Aid

- Use picture of Letter E

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter E
3. Check whether they can say the letter E after you.

Body parts below neck: Hand and leg

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their eye and tongue.

Activity 5: Dialogue

A: Show me your hand. *A: Show me your leg*
B. This is my hand *B: This is my leg.*

Suggested Teaching Aid

- Use picture of Letter of hand and leg.

Assessments:

1. Check if learners are able to identify their hand and leg.
2. Check whether they are able to match the picture and their hand and leg.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Greet and farewell each other.						
2	Tell their school name						
3	Read and trace letter E						
4	Identify hand and leg.						

Week Six

Body Parts below the Neck

Competencies:

At the end of this week, the students will be able to:

- ❖ Tell their living address.
- ❖ Read and trace letter F
- ❖ Identify hand and leg.

Main contents:

1. Telling their living address
2. Reading and writing letter F
3. Body parts below neck.

Telling living address.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of address on their workbook and let them tell their own address accordingly.
- ✓ Check if the students are able to use proper expression.

Faya: Where do you live?

Faru: I live in ……

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are telling their address.

Activity One: Dialogue

Faya: Where do you live? *Tofik: Where do you live?*
Faru: I live in …… *Shide: I live in……*

Suggested Teaching Aid

- Use picture of living place.

Assessments:

1. Check if learners are able to tell their living address.
2. Check whether they are able to respond to questions about their living address.

Reading and writing letter F

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter F and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter F
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Write letter F and color it.

Suggested Teaching Aid

- Use picture of Letter F

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter F
3. Check whether they can say the letter F after you.

Naming Hand and Leg

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their hand and leg.

Activity 3: Dialogue

A: Show me your hand	*A: Show me your leg*
B: This is my hand	*B: This is my leg.*

Suggested Teaching Aid

- ➢ Use picture of Letter of hand and leg.

Assessments:

1. Check if learners are able to identify hand and leg.
2. Check whether they are able to match the picture and their hand and leg.

Telling your living address.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of address on their workbook and let them tell their own address accordingly.
- ✓ Check if the students are able to use proper expression.

Faya: Where do you live?

Faru: I live in ……

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are telling their address.

Acfivity Four: Dialogue

Faya: Where do you live? *Tofik: Where do you live?*
Faru: I live in …… *Shide: I live in……*

Suggested Teaching Aid

- ➢ Use picture of living place.

Assessments:

3. Check if learners are able to tell their living address.
4. Check whether they are able to respond to questions about their living address.

Matching Similar Letters (D, E, F)

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of

letters D, E, F.

- ✓ Check whether learners can handle their pencil.
- ✓ Put letter ABC side by side and let them match similar letters as follows:

D	F
E	D
F	E

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe students are matching similar letters.

Activity Five: Match the following letters.

D	F
E	D
F	E

Suggested Teaching Aid

- ➢ Use picture of Letters D,E,F

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to match similar letters appropriately.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Tell their living address.						
2	Read and trace letter F						
3	Identify hand and leg.						
4	Tell their living address.						

Week Seven

Greetings and Self Introduction

Competencies:

At the end of this week, the students will be able to:

- ❖ Greet each other.
- ❖ Use greetings words like 'good morning'
- ❖ Practice when to say 'goodbye'
- ❖ Introduce themselves by telling their 'name and age'
- ❖ Identify capital letter G
- ❖ Read and write letter G

Main contents:

1. Greetings
2. Self-introduction
3. Reading and tracing letter G

Greetings: Hello!

Teaching Methods and Activities

- ➢ Ask students how people greet in their vernacular language, and try to greet them accordingly.
- ➢ Begin your lesson by asking your students what you think they know.
- ➢ Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.
- ➢ Please, sing a song about 'hello' song and let the children sing it after you repeatedly.

  Hello, how are you?
  Hello, how are you?
  Hello, how are you?
- ➢ Please move in the class observe their participation.

Activity One: Hello song

Hello, how are you?
Hello, how are you?
Hello, how are you?

Suggested Teaching Aid

- Use picture that shows greetings

Assessments:

1. Check if learners are able to listen and repeat after you in English.
2. Oral practice: use greetings individual learners randomly and check whether they can respond to the greetings.
3. Role-play to greet each other; one student greets and the other one responds to the greetings.
4. Check whether they can sing the given short songs in each lesson.

Greetings: Good morning

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good morning' song and let the children sing it after you repeatedly.

Good morning

Good morning

Hello how are you?

Early in the morning

I say," Good morning"

Use flash cards, different pictures, recorded audios, TV and other available real objects.

- ✓ Please move in the class and monitor their work.

Activity Two: Sing "Good morning" song.

Good morning

Good morning

Hello how are you?

Early in the morning

I say," Good morning"

Suggested Teaching Aid

Use picture that shows greetings in the morning and audio material for the greetings song.

Assessments:

1. Check if learners are able to listen and repeat words of greetings after you in English.
2. Oral practice: use greetings individual learners randomly and check whether they can respond to expression of greetings, good morning.
3. Role-play to say good morning to each other; one student says good morning and the other one responds to the greetings
4. Check whether they can sing the given short song of good morning

Farewell: Goodbye

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Good bye' song and let the children sing it after you repeatedly.

Good bye everyone!

It is time to say goodbye!

Goodbye everyone!

It is time for us to fly!

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Sing a ''Good bye song"

Good bye everyone!
It is time to say goodbye!
Goodbye everyone!
It is time for us to fly!

Suggested Teaching Aid

- Use picture that shows farewell

Assessments:

1. Check if learners are able to listen and repeat words of farewell, after you.
2. Oral practice: Bring individual learners randomly and check whether they can respond to expression of farewell, good bye.
3. Role-play to say good bye to each other; one student says good bye and the other one responds to the goodbye.

Self introduction

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, sing a song about 'Self introduction' song and let the children sing it after you repeatedly.

Please allow me to introduce myself

I am ……,I am …. Years old

- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Sing a 'Self introduction Song'

Please allow me to introduce myself

I am ……,I am …. Years old

Suggested Teaching Aid

- Use picture that shows self introduction.

Assessments:

1. Check if learners are able to listen and repeat words of self introduction (I am ….., I am … years old)
2. Oral practice: Call individual learners randomly and check whether they can tell their name and age.

3. Check whether they can sing the given short song of good self expression.

Tracing and coloring letter G

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter G and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter G.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Read and color letter G.

Suggested Teaching Aid

- ➢ Use picture of Letter G

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter G
3. Check whether they can say the letter G after you.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3.Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Greet each other.						
2	Use greetings words like 'good morning'						
3	Practice when to say 'goodbye'						
4	Introduce themselves by telling their 'name and age'						
5	Identify capital letter						
6	Read and write letter G						

Week Eight

Polite Expressions

Competencies

At the end of this week, the students will be able to:

- ❖ Read and write letter H
- ❖ Know how to use polite expressions
- ❖ Name body parts below neck.

Main contents:

1. Reading and writing letter H
2. Using polite expressions
3. Naming body parts below neck.

Reading and writing letter H

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter Hand differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter H.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and color letter H.

Suggested Teaching Aid

Use picture of letter H.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter H
3. Check whether they can say the letter H after you.

Using polite expression using the word please

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter H in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word please properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Use polite expression using the word 'please'.

Example:

Please, lend me your pen.

Please, open the door.

Suggested Teaching Aid

- ➢ Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word please appropriately.
3. Check whether they can say the word please.

Using polite expression using the word ***thank you***

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter H in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***thank you*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available

real objects.

✓ Please move in the class and monitor their work.

Activity Three: Use the word thank you for polite expression

Example:

Obang: Can I use your pen?

Ujulu: Here you are.

Obang: Thank you.

Suggested Teaching Aid

➢ Use picture with the word **thank you** on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word ***thank you*** appropriately.
3. Check whether they can say the word **thank you**.

Naming Hand and Leg

Teaching Methods and Activities

✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

✓ Please show them the pictures of eye and tongue on their workbook and say the words and let them say the words after you repeatedly.

✓ Check if the students are able to say the words properly.

✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.

✓ Please move in the class and observe they are identifying their hand and leg.

Activity 4: Dialogue

A: Show me your hand *A: Show me your leg*

B: This is my hand *B: This is my leg.*

Suggested Teaching Aid

➢ Use picture of Letter of hand and leg.

Assessments:

1. Check if learners are able to identify hand and leg.
2. Check whether they are able to match the picture and their hand and leg.

Using polite expressions: please *and thank you.*

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter H in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the words **please and *thank you*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Dialogue on polite expressions

Moti: Please, lend me your pen.

Goithom: Here you are.

Moti: Thank you.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter H						
2	Know how to use polite expressions						
3	Name body parts below neck.						

Week Nine

Polite Expression

Competencies

At the end of this week, the students will be able to:

- ❖ Read and write letter I
- ❖ understand how to use polite expressions
- ❖ Name body parts below neck.

Main contents:

1. Reading and writing letter I
2. Using polite expressions
3. Naming external body parts.

Reading and writing letter I

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter Hand differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter I.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter I

Suggested Teaching Aid

- ➢ Use picture of Letter I

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter I
3. Check whether they can say the letter I after you.

Using polite expression using the word please

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter I in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word please properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Dialogue

Sena: Please, lend me your ruler.

Ergoge: You can take it.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter I in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word please properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Using polite expression using the word ***thank you***

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter I in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***thank you*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Dialogue

Kebede: Can I use your ruler?
Chala: You can use it.
Kebede: Thank you.

Suggested Teaching Aid

- ➢ Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word ***thank you*** appropriately.
3. Check whether they can say the word **thank you**.

Naming head and hair

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of head and hair on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their head and hair

Activity Four: Dialogue

A: Show me your head *A: Show me your hair*
B: This is my hair *B: This is my hair.*

Suggested Teaching Aid

- Use picture of Letter of head and hair.

Assessments:

1. Check if learners are able to identify head and hair.
2. Check whether they are able to match the picture and their head and hair.

Naming mouth and teeth

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please show them the pictures of mouth and teeth on their workbook and say the words and let them say the words after you repeatedly.
- ✓ Check if the students are able to say the words properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and observe they are identifying their mouth and teeth

Activity 5: Dialogue

Teacher: Show me your mouth *Teacher: Show me your teeth*
Student: This is my mouth *Student: This is my teeth.*

Suggested Teaching Aid

- Use picture of Letter of moth and teeth.

Assessments:

1. Check if learners are able to identify mouth and teeth.
2. Check whether they are able to match the picture and their moth and teeth.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter I						
2	Understand how to use polite expressions						
3	Name body parts below neck.						

Week Ten

Family Members

Competencies

At the end of this week, the students will be able to:

- ❖ Read and write letter J
- ❖ Know how to use polite expressions
- ❖ Name body parts below neck.

Main contents:

1. Reading and writing letter J
2. Using polite expressions
3. Naming family members

- ❖ Read and write letter J
- ❖ understand how to use polite expressions
- ❖ Name body parts below neck.

Reading and writing letter J

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter J
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter J

Suggested Teaching Aid

- ➢ Use picture of Letter J

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter J
3. Check whether they can say the letter I after you.

Using polite expression using the word sorry.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***sorry*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Dialogue

A: Can you lend me your pen?

B: Sorry, I am using it.

Suggested Teaching Aid

- ➢ Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word ***sorry*** appropriately.
3. Check whether they can say the word **sorry**

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Create your own song about father and let the children sing after you.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother.**

Naming Brother and sister

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***brother and sister*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students sing the following song

I have a brother
I have a sister
We live together.

Suggested Teaching Aid

- Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words brother and sister appropriately.
3. Check whether they can say the word **brother and sister.**

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Checking whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Sing the following song and let the children sing after you repeatedly.

I love father
I love my mother
We live together

Suggested Teaching Aid

- Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother.**

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter J						
2	Know how to use polite expressions						
3	Name body parts below neck.						

Week Eleven

Family Members

Competencies

At the end of this week, the students will be able to:

- ❖ Read and write letter K
- ❖ Name family members
- ❖ Understand how to use polite expression.

Main contents:

1. Reading and writing letter K
2. Naming Family members
3. Understanding how to use polite expression

Reading and writing letter K

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter K and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter K
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Let the students write letter K and order them to color it properly.

Suggested Teaching Aid

- ➢ Use picture of Letter K

Assessments:

4. Check if learners are able to handle their pencil.
5. Check whether they are able to color letter K
6. Check whether they can say the letter I after you.

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter k in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Create your own song about father and let the children sing after you.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother.**

Naming Brother and sister

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.

- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***brother and sister*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three**: Let the students sing the following song**

I have a brother
I have a sister
We live together.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words brother and sister appropriately.
3. Check whether they can say the word **brother and sister.**

Using polite expression using the word *excuse me.*

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter K in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***excuse me*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students say the word excuse me repeatedly. Ask them when to say the expression.

Suggested Teaching Aid

- Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word ***excuse me*** appropriately.
3. Check whether they can say the word **excuse me.**

Using polite expression using the word sorry.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter K in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***sorry*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students say the word sorry repeatedly. Ask them when to say the expression.

Suggested Teaching Aid

- Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the word ***sorry*** appropriately.
3. Check whether they can say the word **sorry**

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter K						
2	Name family members						
3	Understand how to use polite expression.						

Week 12

Family Members

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter L
- ❖ Name family members
- ❖ Understand how to express their feelings

Main contents:

1. Reading and writing letter L
2. Naming Family members
3. Understanding how to express their feelings

Reading and writing letter L

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter L and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter L
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Write and color letter L

Suggested Teaching Aid

- ➢ Use picture of Letter L

Assessments:

Check if learners are able to handle their pencil.

Check whether they are able to color letter L

Check whether they can say the letter I after you.

Suggested Teaching Aid

- Use picture of Letter L

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter L
3. Check whether they can say the letter I after you.

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter L in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Create your own song about father and mother let the children sing after you.

Suggested Teaching Aid

- Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother.**

Naming Brother and sister

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter L in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***brother and sister*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the students sing the following song

I have a brother
I have a sister
We live together.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words brother and sister appropriately.
3. Check whether they can say the word **brother and sister.**

Expressing feeling.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter L in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can express their feeling properly as follows:
  I am happy, I am sad, I am great,
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let students express their feelings using expressions like:

I feel happy
I feel great….

Suggested Teaching Aid

- Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to express their feelings using the expressions: I am happy, I am sad, I am great, etc.

Matching similar Letters (J, K, L)

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letters j, K, l in previous lesson and differentiate the alphabet used in their first language or vernacular languages.

Guide the students to match letters J , K , L as follows:

J	L
K	J
L	K

- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Match the following Letters.

J	L
K	J
L	K

Suggested Teaching Aid

- Use picture with the word please on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to match similar letters J, k. l appropriately.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter L						
2	Name family members						
3	Understand how to express their feelings						
4	Match similar letters						

Week Thirteen

Expressing likes and dislikes

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter M
- ❖ Understand how to express their likes and dislikes
- ❖ Understand how to express their feelings

Main contents:

1. Reading and writing letter M
2. Understanding how to express their likes and dislikes
3. Understanding how to express their feelings

Reading and writing letter L

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter M and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter M
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: **Read letter M and color it properly**.

Suggested Teaching Aid

- ➢ Use picture of Letter M

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter M
3. Check whether they can say the letter I after you.

Expressing their likes

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Begin the lesson by expressing likes and dislikes and let them express their likes and dislikes.
- ✓ Sing a song of likes and dislikes and let the students sing after you
  I like chocolate, I like rice
  I like French fries, they are very nice.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Present song of likes and let them say it repeatedly.

I like chocolate, I like rice

I like French fries, they are very nice.

Suggested Teaching Aid

- ➢ Use pictures that show likes.

Assessments:

1. Check if learners are able to sing the likes song
2. Check whether they are able to express their likes.

Expressing their dislikes

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Begin the lesson by expressing dislikes and let them express their likes and dislikes.
- ✓ Sing a song of likes and dislikes and let the students sing after you and proceed to teach how to express dislikes. You can create your own song that expresses and let the children to sing after you.
  I like chocolate, I like rice
  I like French fries, they are very nice.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the students express what they dislike.

Suggested Teaching Aid

- Use pictures that show dislikes.

Assessments:

1. Check if learners are able to sing the dislikes song
2. Check whether they are able to express their dislikes.

Expressing their likes

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Begin the lesson by expressing likes and dislikes and let them express their likes and dislikes.
- ✓ Sing a song of likes and dislikes and let the students sing after you
  I like chocolate, I like rice
  I like French fries, they are very nice.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Present song of likes and let them say it repeatedly.

I like chocolate, I like rice
I like French fries, they are very nice.

Suggested Teaching Aid

- Use pictures that show likes.

Assessments:

3. Check if learners are able to sing the likes song
4. Check whether they are able to express their likes.

Expressing their dislikes

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself

to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

- ✓ Begin the lesson by expressing dislikes and let them express their likes and dislikes.
- ✓ Sing a song of likes and dislikes and let the students sing after you and proceed to teach how to express dislikes. You can create your own song that expresses and let the children to sing after you.
  I like chocolate, I like rice
  I like French fries, they are very nice.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students express what they dislike.

Suggested Teaching Aid

- ➢ Use pictures that show dislikes.

Assessments:

5. Check if learners are able to sing the dislikes song
6. Check whether they are able to express their dislikes.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter M						
2	Understand how to express their likes and dislikes						
3	Understand how to express their feelings						

Week Fourteen

Expressing likes and dislikes

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter N
- ❖ Name family members
- ❖ Understand how to express their feelings

Main contents:

1. Reading and writing letter N
2. Naming Family members
3. Understanding how to express their feelings

Reading and writing letter N

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter K and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter N
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter N

Suggested Teaching Aid

- ➢ Use picture of Letter N

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter N
3. Check whether they can say the letter N after you.

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Please let the students sing the following song.

I love my father.
I love my mother.
We love together.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother.**

Naming Brother and sister

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***brother and sister*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Ask students to tell their brother and sister.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words brother and sister appropriately.
3. Check whether they can say the word brother and sister.

Expressing their feeling

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter L in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can express their feeling properly as follows:
  I am happy, I am sad, I am great,
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students express their feelings as follows:

I am happy,

I am angry, etc.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to express their feelings using the expressions: I am happy, I am sad, I am great, etc. Appropriately.

Naming Father and mother

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter J in previous lesson and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can call the word ***father and mother*** properly
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Please let the students sing the following song.

I love my father.
I love my mother.
We love together.

Suggested Teaching Aid

- ➢ Use picture that shows family members on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to use the words father and mother appropriately.
3. Check whether they can say the word **father and mother**

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter N						
2	Name family members						
3	Understand how to express their feelings						

Week Fifteen

Our House

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter O
- ❖ Name rooms in the house
- ❖ Name materials in the house.

Main Contents:

1. Reading and writing letter O
2. Naming rooms in the house
3. Naming materials in the house

Reading and writing letter O

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter O and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter O
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter O

Suggested Teaching Aid

- ➢ Use picture of Letter O

Assessments:

4. Check if learners are able to handle their pencil.
5. Check whether they are able to color letter O
6. Check whether they can say the letter O after you.

Naming rooms in the house: Bedroom and living room

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- ➢ Use picture of Letter bed room, living room, kitchen and toilet

Assessments:

1. Check if the children are able to name bed room and living rooms on their workbook.
2. Check whether they can differentiate bed room and living room.

Naming rooms in the house: kitchen and toilet.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- Use picture of kitchen and toilet

Assessments:

1. Check if the children are able to name kitchen and toilet on their workbook.
2. Check whether they can differentiate toilet and kitchen.

Naming materials in the house: Towel and tissue

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students name towel and tissue on their workbook.

Suggested Teaching Aid

- Use picture of towel and tissue

Assessments:

1. Check if the children are able to name towel and toilet rooms on their workbook.
2. Check whether they can differentiate towel and tissue.

Naming materials in the house: Soap and stove

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students name towel and tissue on their workbook.

Suggested Teaching Aid

- Use picture of soap and stove

Assessments:

1. Check if the children are able to name towel and toilet rooms on their workbook.
2. Check whether they can differentiate towel and tissue.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter O						
2	Naming rooms in the house.						
3	Naming materials in the house						

Week sixteen

Our House

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter P
- ❖ Name rooms in the house
- ❖ Name materials in the house.

Main Contents:

1. Reading and writing letter P
2. Naming rooms in the house
3. Naming materials in the house

Reading and writing letter P

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter P and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter P
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter P

Suggested Teaching Aid

- ➢ Use picture of Letter P

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter P
3. Check whether they can say the letter p after you.

Naming rooms in the house: Bedroom and living room

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- ➢ Use picture of Letter bed room, living room, kitchen and toilet

Assessments:

1. Check if the children are able to name bed room and living rooms on their workbook.
2. Check whether they can differentiate bed room and living room.

Naming rooms in the house: kitchen and toilet.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- Use picture of kitchen and toilet

Assessments:

1. Check if the children are able to name kitchen and toilet on their workbook.
2. Check whether they can differentiate toilet and kitchen.

Naming materials in the house: Towel and tissue

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students name towel and tissue on their workbook.

Suggested Teaching Aid

- Use picture of towel and tissue

Assessments:

3. Check if the children are able to name towel and toilet rooms on their workbook.
4. Check whether they can differentiate towel and tissue.

Naming materials in the house: Soap and stove

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students name **towel** and **tissue** on their workbook.

Suggested Teaching Aid

- Use picture of soap and stove

Assessments:

1. Check if the children are able to name towel and toilet rooms on their workbook.
2. Check whether they can differentiate towel and tissue.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter P						
2	Naming rooms in the house.						
3	Naming materials in the house						

Week Seventeen

Days of the week

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter Q
- ❖ Name rooms in the house
- ❖ Name materials in the house.

Main Contents:

1. Reading and writing letter Q
2. Naming rooms in the house
3. Naming materials in the house

Reading and writing letter Q

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter P and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter Q
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter Q

Suggested Teaching Aid

- ➢ Use picture of Letter Q

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter Q
3. Check whether they can say the letter Q after you.

Naming rooms in the house: Bath room and Dining room

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- ➢ Use picture of bath room and dining room

Assessments:

1. Check if the children are able to name bathroom and dining room on their workbook.
2. Check whether they can differentiate bathroom and dining room.

Naming rooms in the house: kitchen and toilet.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- Use picture of kitchen and toilet

Assessments:

3. Check if the children are able to name kitchen and toilet on their workbook.
4. Check whether they can differentiate toilet and kitchen.

Naming materials in the house: Towel and tissue

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students name towel and tissue on their workbook.

Suggested Teaching Aid

- Use picture of towel and tissue

Assessments:

1. Check if the children are able to name towel and toilet rooms on their workbook.
2. Check whether they can differentiate towel and tissue.

Naming materials in the house: Soap and stove

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students name **towel** and **tissue** on their workbook.

Suggested Teaching Aid

- Use picture of soap and stove

Assessments:

1. Check if the children are able to name towel and toilet rooms on their workbook.
2. Check whether they can differentiate towel and tissue.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter Q						
2	Naming rooms in the house.						
3	Naming materials in the house						

Week Eighteen

Days of the week

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write Letter R
- ❖ Read and write words that begin with R.
- ❖ Name days of the week.

Main Contents:

1. Read and write Letter R
2. Read and write words that begin with R.
3. Name days of the week.

Reading and writing letter R.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter R and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter R
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter R

Suggested Teaching Aid

- ➢ Use picture of Letter R

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter R
3. Check whether they can say the letter R after you.

Writing

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write words that begin with letter R such as rat, rabbit, and red. Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Order students to read and write words that begin with R.

Suggested Teaching Aid

- ➢ Use picture of Letter Rat on their workbook.

Assessments:

1. Check if learners are able to read and write words that begin with letter R: Rat, Red, Rabbit, etc.
2. Check whether the students can say words that begin with letter R after R.

Days of a week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write days of a week and present using song.

A week has seven days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

- ✓ Please move in the class and monitor their work.

Activity Three: Sing a song about days of the week and let them sing after you.

Suggested Teaching Aid

- ➢ Use flash cards.

Assessments:

1. Check if learners are able to sing a song of days of a week after you.
2. Check whether the students can say days of the week.

Writing

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write words that begin with letter R such as rat, rabbit, and red. Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Order students to read and write words that begin with R.

Suggested Teaching Aid

- ➢ Use picture of Letter Rat on their workbook.

Assessments:

1. Check if learners are able to read and write words that begin with letter R: Rat, Red, Rabbit, etc.
2. Check whether the students can say words that begin with letter R after R.

Days of a week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write days of a week and present using song.

A week has seven days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

- ✓ Please move in the class and monitor their work.

Activity Five: Sing a song about days of the week and let them sing after you.

Suggested Teaching Aid

- Use flash cards.

Assessments:

1. Check if learners are able to sing a song of days of a week after you.
2. Check whether the students can say days of the week.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write Letter R						
2	Read and write words that begin with R.						
3	Name days of the week.						

Week Nineteen
Days of the week

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write Letter S
- ❖ Color letter S
- ❖ Name days of the week.

Main Contents:

1. Reading and writing Letter S
2. Coloring letter S
3. Naming days of the week.

Reading and writing letter S.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter S and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter S
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter S

Suggested Teaching Aid

- ➢ Use picture of Letter S

Assessments:

4. Check if learners are able to handle their pencil.
5. Check whether they are able to color letter S
6. Check whether they can say the letter R after you.

Coloring letter S

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter S and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter S
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter S

Suggested Teaching Aid

- ➢ Use picture of Letter S

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter R

Matching similar Letters (M, N, O)

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

Guide the students to match letters M, N, O as follows:

M	O
N	N
O	O

- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.

✓ Please move in the class and monitor their work.

Activity Three: Match the following Letters.

M	O
N	M
O	N

Suggested Teaching Aid

- ➢ Use picture of letters M, N and O.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to match similar letters M, N. O appropriately.

Days of a week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write days of a week and present using song.

A week has seven days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

✓ Please move in the class and monitor their work.

Activity Four: Sing a song about days of the week and let them sing after you.

Suggested Teaching Aid

- ➢ Use flash cards.

Assessments:

1. Check if learners are able to sing a song of days of a week after you.
2. Check whether the students can say days of the week.

Matching similar Letters (P, Q, R)

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.

Guide the students to match letters M, N, O as follows:

P	R
Q	P
R	Q

- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Match the following Letters.

P	R
Q	P
R	Q

Suggested Teaching Aid

- ➢ Use picture of letters P, Q and R.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to match similar letters P, Q and Rs appropriately.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter S.						
2	Color letter S.						
3	Name days of the week.						

Week 20

School Materials

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter T
- ❖ Name days of the week
- ❖ Name rooms in the house

Main Contents:

1. Reading and writing Letter T
2. Naming days of the week
3. Naming rooms in the house.

Reading and writing letter T.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter T and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter T
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter T

Suggested Teaching Aid

- ➢ Use picture of Letter T

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter T
3. Check whether they can say the letter T after you.

Coloring letter T.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter T and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter T
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter T

Suggested Teaching Aid

- ➢ Use picture of Letter T

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter T
3. Check whether they can say the letter T after you.

Days of a week:

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Write days of a week and present using song.

A week has seven days: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

- ✓ Please move in the class and monitor their work.

Activity Three: Sing a song about days of the week and let them sing after you.

Suggested Teaching Aid

- Use flash cards.

Assessments:

1. Check if learners are able to sing a song of days of a week after you.
2. Check whether the students can say days of the week.

Naming rooms in the house: Bath room and Dining room

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Four: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- Use picture of bath room and dining room

Assessments:

1. Check if the children are able to name bathroom and dining room on their workbook.
2. Check whether they can differentiate bathroom and dining room.

Naming rooms in the house: kitchen and toilet.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Five: Let the students name rooms by referring to pictures on their workbook.

Suggested Teaching Aid

- Use picture of kitchen and toilet

Assessments:

1. Check if the children are able to name kitchen and toilet on their workbook.
2. Check whether they can differentiate toilet and kitchen

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter T						
2	Name days of the week						
3	Name rooms in the house						

Week 21

Colors

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter U
- ❖ Color letter U
- ❖ Name colors

Main Contents:

1. Reading and writing letter U
2. Coloring letter U
3. Naming colors

Reading and writing letter U.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter T and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter U
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter U.

Suggested Teaching Aid

- ➢ Use picture of Letter U.

Assessments:

- Check if learners are able to handle their pencil.
- Check whether they are able to color letter U.
- Check whether they can say the letter U after you

Coloring letter U.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter U and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter U
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.
- ✓ Activity One: Let the students call letter U after you repeatedly.

Activity Two: Color letter U.

Suggested Teaching Aid

- Use picture of Letter U

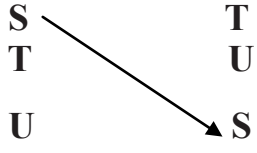
Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter U.
3. Check whether they can say the letter U after you.

Activity Three: Sing about colors

Activity Four: Color pictures with different colors.

Activity Five: Match similar letters (S, T, U)



Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. Beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter T						
2	Name days of the week						
3	Name rooms in the house						

Week Twenty Two
Name of professions

Competencies:

At the end of this week, the students will be able to:

- ❖ **Read and write letter V**
- ❖ **Name colors**

Main Contents:

1. Reading and writing letter V
2. Name colors.

Reading and writing letter V

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter V and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter V
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter V.

Suggested Teaching Aid

- ➢ Use picture of Letter V.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter V.
3. Check whether they can say the letter U after you.

Coloring letter V.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter V and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter V
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter V.

Suggested Teaching Aid

- ➢ Use picture of Letter V

Assessments:

4. Check if learners are able to handle their pencil.
5. Check whether they are able to color letter V.
6. Check whether they can say the letter V after you.

Naming colors

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please sing song of colors and let the students sing after you.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter U
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let students sing color song

Green on a tree,
Blue in the sky and sea
This is a song about colors,
Colors you see them all around.

Activity Three: Match the pictures on their workbook with letters.
Activity Four: Match similar letters.
Activity Five: Match professions like teacher, pilot, doctor and police with their workbook.

Suggested Teaching Aid

- Use pictures of professions on their workbook.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter V.
3. Check whether they can name colors.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter V						
2	Name colors						

Week twenty Three
School Materials

Competencies:

At the end of this week, the students will be able to:

- **Read and write letter W**
- **Color letter W**
- **Name school materials**

Main Contents:

1. Reading and writing letter W
2. Coloring letter W
3. Naming school materials.
4. Reading and writing letter W

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter W and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter W
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter W.

Suggested Teaching Aid

- ➢ Use picture of Letter W.

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter W.
3. Check whether they can say the letter W after you.

Coloring letter W.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter W and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter W
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter W.

Suggested Teaching Aid

- ➢ Use picture of Letter W

Assessments:

4. Check if learners are able to handle their pencil.
5. Check whether they are able to color letter W.
6. Check whether they can say the letter W after you

Activity Three: Match similar colors.

Activity Four: Let the students sing bout colors.

Green on a tree,
Blue in the sky and sea
This is a song about colors,
Colors you see them all around.

Activity Five: Color pictures of school materials.

Suggested Teaching Aid

- Use picture of Letter W
- Pictures of school material

Assessments:

1. **Oral Questions:** Ask students to name school materials.
2. **Observation:** Observe that students write and color letter W.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter W						
2	Name school materials						

Week 24

Domestic Animals

Competencies:

At the end of this week, the students will be able to:

- ❖ Read and write letter X
- ❖ Name animals

Main Contents:

1. Reading and writing letter X
2. Naming Animals
3. Reading and writing letter X

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter X and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter X
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter X.

Suggested Teaching Aid

- ➢ Use picture of Letter X.

Assessments:

Check if learners are able to handle their pencil.

Check whether they are able to color letter X.

Check whether they can say the letter X after you.

Coloring letter X.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter X and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter X
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter X.

Suggested Teaching Aid

- ➢ Use picture of Letter X

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter X.
3. Check whether they can say the letter X after you.

Naming Animals

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, name animals like dog, cat, hen, and horse and let the students name after you.
- ✓ Sing animals song and let the children sing after you.
- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the children name animals in the house.
Activity Four: Sing animal song and let the children sing after you.

I have a cat. I have a pet. She is a cat.
And she says,meow,meow,meow meow ……

Activity Five: Look at the pictures of animals and tell their names.

Suggested Teaching Aid

- Use pictures of animals.

Assessments:

Check if learners are able to sing animals song
Check whether they are able to name animals.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter X						
2	Name animals.						

Week 25

Domestic Animals

Competencies:

At the end of the week, students will be able to:

- ❖ Read and write letter Y
- ❖ Name Animals

Main Contents:

1. Reading and writing letter Y
2. Naming Animals

Reading and writing letter Y

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter Y and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter Y
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter Y.

Suggested Teaching Aid

- ➢ Use picture of Letter Y.

Assessments:

3. Check if learners are able to handle their pencil.
4. Check whether they are able to color letter Y.
5. Check whether they can say the letter X after you

Coloring letter Y.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sounds of letter Y and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter Y
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter Y

Suggested Teaching Aid

- ➢ Use picture of Letter Y

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter Y.
3. Check whether they can say the letter Y after you.

Naming Animals

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, name animals like dog, cat, hen, and horse and let the students name after you.
- ✓ Sing animals song and let the children sing after you.
- ✓ Checking whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the children name animals in the house.

Activity Four: Sing animal song and let the children sing after you.

I have a cat. I have a pet. She is a cat.
And she says,''meow,meow,meow,meow'' ……

Activity Five: Look at the pictures of animals and tell their names.

Suggested Teaching Aid

- Use pictures of animals.

Assessments:

4. Check if learners are able to sing animals song
5. Check whether they are able to name animals.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter Y						
2	Name animals.						

Week 26
wild animals

Competencies:

At the end of the week, students will be able to:

- ❖ Read and write letter Z
- ❖ Name Animals

Main Contents:

1. Reading and writing letter Z
2. Naming Animals

Reading and writing letter Z

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter Z and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter Z
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Read and write letter Z.

Suggested Teaching Aid

- ➢ Use picture of Letter Z.

Assessments:

3. Check if learners are able to handle their pencil.
4. Check whether they are able to color letter Y.
5. Check whether they can say the letter X after you.

Coloring letter Z.

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Check if the students are able to identify the shape, names and sound of letter Z and differentiate the alphabet used in their first language or vernacular languages.
- ✓ Check whether learners can handle their pencil.
- ✓ Check whether learners can color letter Z
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Two: Color letter Z

Suggested Teaching Aid

- ➢ Use picture of Letter Z

Assessments:

1. Check if learners are able to handle their pencil.
2. Check whether they are able to color letter Z.
3. Check whether they can say the letter Z after you.

Naming Animals

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Please, name animals like dog, cat, hen, horse, goat, lion and tiger and let the students name after you.
- ✓ Sing animals song and let the children sing after you.
- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity Three: Let the children name animals in the house.
Activity Four: Sing animal song and let the children sing after you

I have a cat. I have a pet. She is a cat.
And she says,''meow,meow,meow,meow'' ……

Activity Three: Match pictures with letters

Activity Four: Match similar letters (W,X,Y)

Activity Five: Trace letters and color them

Suggested Teaching Aid

- Use pictures of animals.

Assessments:

1. Check if learners are able to sing animals song
2. Check whether they are able to name animals.

Check list

- School name_____
- Child name_____ age_____
- Teacher's name_____ Academic year_____
- **During observation**
- Give number in each list after observation
- **Keys:**
- 1. Needs improvement
- 2. Expected achievement
- 3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Read and write letter Y						
2	Name animals.						

Week 27

wild animals and Numbers

Competencies:

At the end of the week, students will be able to:

- ❖ Name animals
- ❖ Name numbers

Main Contents:

1. Naming animals
2. Naming numbers.

Naming Animals

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly. This lesson is deliberately repeated to give chances to the students to be familiar with animals. You can create your own animal song and let the students sing repeatedly.
- ✓ Please, name animals like dog, cat, hen, and horse and let the students name after you.
- ✓ Sing animals song and let the children sing after you.
- ✓ Check whether learners can handle their pencil.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Let the children name animals like lion and tiger.

Activity Two: Ask students to match pictures with name of animals.

Activity Three: Look at the pictures of animals and tell their names.

Suggested Teaching Aid

- ➢ Use pictures of animals.

Assessments:

1. Check if learners are able to sing animals song
2. Check whether they are able to name animals.

Naming Numbers 1-4

Teaching Methods and Activities

- ✓ To introduce numbers to your students, take it slowly and use visual aids to help them learn.
- ✓ Start by teaching the children to count from 1-4
- ✓ Teach to recognize numbers by using funny stories or chants for each number.
- ✓ Practice sky writing the number in air.
- ✓ Use number songs to help children memorize numbers in correct order.

Activity Four: Sing the number song and let the children sing after you.

Activity Five: Practice sky writing the numbers in air.

Suggested Teaching Aid

- ➢ Use flash cards.
- ➢ Pictures of numbers

Assessments:

1. Check if learners are able to sing number song
2. Check whether they are able to count numbers.

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name animals						
2	Name numbers						

Week 28

Fruits and Numbers

Competencies:

At the end of this week, the students will be able to:

- ❖ Name fruits
- ❖ Name numbers

Main Contents:

1. Naming fruits
2. Naming numbers

Naming fruits: Apple, banana, orange

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Draw some fruits and put numbers on each one. On different piece of paper write the names of the fruits and put little blank squares. Have the children match the fruit drawings with the names by putting the corresponding number in the blank squares.
- ✓ Sing the fruit song and let students sing after you.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Sing the fruit song

Apple, banana, orange
Fruit is yummy for breakfast and dinner.
I want banana
I want orange
I want apple.

Activity Two: Match the fruits pictures with their names.

Activity Three: Ask students the fruits they like most.

Suggested Teaching Aid

- Use pictures of fruits

Assessments:

1. Check if learners are able to sing fruit song properly.
2. Check whether they are able to name fruits.

Naming Numbers 5-9

Teaching Methods and Activities

- ✓ To introduce numbers to your students, take it slowly and use visual aids to help them learn.
- ✓ Start by teaching the children to count from 1-10
- ✓ Teach to recognize numbers by using funny stories or chants for each number.
- ✓ Practice sky writing the number in air.
- ✓ Use number songs to help children memorize numbers in correct order

Activity Four: Sing the number song and let the children sing after you.

Activity Five: Practice sky writing the numbers in air.

Suggested Teaching Aid

- Use pictures of numbers

Assessments:

1. Check if learners are able to sing number song properly.
2. Check whether they are able to name numbers 5-9

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name fruits						
2	Name numbers (5-9)						

Week 29

Vegetables

Competencies:

At the end of the week, students will be able to:

- ❖ Name fruits
- ❖ Name numbers

Main Contents:

1. Naming fruits
2. Naming numbers.

Naming fruits: Mango,avocado, pineapple

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Draw some vegetables and put numbers on each one. On different piece of paper write the names of the fruits and put little blank squares. Have the children match the vegetable drawings with the names by putting the corresponding number in the blank squares.
- ✓ Sing the vegetable song and let students sing after you.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Sing the vegetable song

Let's chop some carrots
(Carrots na-n a-na)
Let's chop some cabbage
(Cabbage na-na-na).

Activity Two: Match the vegetables' pictures with their names.

Activity Three: Ask students the vegetable they like most.

Activity Four: Sing the vegetables song.

Green on a tree,
Blue in the sky and sea
This is a song about colors,
Colors you see them all around.

Activity Five: Match the vegetables' pictures with their names.

Suggested Teaching Aid

- Use pictures of vegetables

Assessments:

1. Check if learners are able to sing vegetable song properly.
2. Check whether they are able to name vegetables.

Naming Numbers 5-9

Teaching Methods and Activities

- ✓ To introduce numbers to your students, take it slowly and use visual aids to help them learn.
- ✓ Start by teaching the children to count from 1-10
- ✓ Teach to recognize numbers by using funny stories or chants for each number.
- ✓ Practice sky writing the number in air.
- ✓ Use number songs to help children memorize numbers in correct order.

Activity Four: Sing the number song and let the children sing after you.
Activity Five: Practice sky writing the numbers in air.

Suggested Teaching Aid

- Use pictures of numbers

Assessments:

3. Check if learners are able to sing number song properly.
4. Check whether they are able to name numbers 5-9

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name fruits						
2	Name numbers (5-9)						

Week 30

Vegetables

Competencies:

At the end of the week, students will be able to:

- ❖ Name fruits
- ❖ Name numbers

Main Contents:

1. 1 Naming fruits
2. 2 Naming numbers.

Naming fruits: Pineapple, grapes, lemon and watermelon

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greeting your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Draw some vegetables and put numbers on each one. On different piece of paper write the names of the vegetables and put little blank squares. Have the children match the vegetable drawings with the names by putting the corresponding number in the blank squares.
- ✓ Sing the vegetable song and let students sing after you.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Name and color vegetables

Activity Two: Match the vegetables pictures with their names.

Activity Three: Ask students to name vegetable they like most.

Activity Four: Name and color vegetables

Sing the vegetable song

Let's chop some carrots

(Carrots na-n a-na)

Let's chop some cabbage

(Cabbage na-na-na).

Activity Five: Ask students to name vegetables they like most.

Suggested Teaching Aid

- Use pictures of vegetables

Assessments:

1. Check if learners are able to sing vegetable song properly.
2. Check whether they are able to name vegetables.

Naming Numbers 5-9

Teaching Methods and Activities

- ✓ To introduce numbers to your students, take it slowly and use visual aids to help them learn.
- ✓ Start by teaching the children to count from 1-10
- ✓ Teach to recognize numbers by using funny stories or chants for each number.
- ✓ Practice sky writing the number in air.
- ✓ Use number songs to help children memorize numbers in correct order.

Activity Four: Sing the number song and let the children sing after you.
Activity Five: Practice sky writing the numbers in air.

Suggested Teaching Aid

- Use pictures of numbers

Assessments:

- Check if learners are able to sing number song properly.
- Check whether they are able to name numbers 5-9

Check list

- School name_____
- Child name_____ age_____
- Teacher's name_____ Academic year_____
- **During observation**
- Give number in each list after observation
- **Keys:**
- 1. Needs improvement
- 2. Expected achievement
- 3. beyond the expectation

S .No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name fruits						
2	Name numbers (5-9)						

Week 31

Letters

Competencies:

At the end of this week, the students will be able to:

- ❖ Name Vegetables

Main Contents:

1. Naming vegetables
2. Naming numbers

Naming vegetables: tomato, cabbage, onion

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Draw some vegetables and put numbers on each one. On different piece of paper write the names of the fruits and put little blank squares. Have the children match the vegetable drawings with the names by putting the corresponding number in the blank squares.
- ✓ Sing the vegetable song and let students sing after you.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Sing the vegetable song

Let's chop some carrots
(Carrots na-n a-na)
Let's chop some cabbage
(Cabbage na-na-na).

Activity Two: Match the vegetables pictures with their names.

Activity Three: Ask students the vegetable they like most.

Suggested Teaching Aid

- Use pictures of vegetables

Assessments:

1. Check if learners are able to sing vegetable song properly.
2. Check whether they are able to name vegetables.

Teaching Methods and Activities

Dear teacher,

- ✓ Remind the students that they have learnt 26 English letters. Say the name of the letter and the sound and ask students to repeat after you many times.
- ✓ Write small letters as follows:

  a b c d e f g h i j k l m n o p q r s t u v w x y z.
- ✓ Sing the English alphabet song and let the students sing after you.
- ✓ Write one letter at a time and ask the students to read.
- ✓ Say letter at a time and order the students to write the letter.
- ✓ Encourage the students to say and write letters as much as they can. Help your students feel relaxed when they practice writing letters.

Suggested Teaching Aid

- Use pictures of English Alphabet.

Assessments:

1. Check if learners are able to sing English alphabet song properly.
2. Check whether they are able to say and write the letters properly.

Activity one: Sing the English alphabet song and let the students sing after you.

Activity Two: Order the students to say the 26 English alphabets.

Activity Three: Ask the students to fill in the missing letters from a-h

Activity Four: Ask the students to fill in the missing letters from i-p

Activity Five: Let the students fill in the missing letters from o-z

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name Vegetables						
2	Name numbers (5-9)						

Week 32

Letters

Competencies:

At the end of this week, the students will be able to:

- ❖ Name Vegetables
- ❖ Name numbers

Main Contents:

1. Naming vegetables
2. Naming numbers

Teaching Methods and Activities

- ✓ Dear teacher, Start the class by greetings your children. Introduce yourself to the students. Help your students to feel relaxed to enable them to attend the lesson properly.
- ✓ Draw some vegetables and put numbers on each one. On different piece of paper write the names of the vegetables and put little blank squares. Have the children match the vegetable drawings with the names by putting the corresponding number in the blank squares.
- ✓ Sing the vegetable song and let students sing after you.
- ✓ Use flash cards, different pictures, recorded audios, TV and other available real objects.
- ✓ Please move in the class and monitor their work.

Activity One: Sing the vegetable song

Let's chop some carrots
(Carrots na-n a-na)
Let's chop some cabbage
(Cabbage na-na-na).

Activity Two: Match the vegetables pictures with their names.
Activity Three: Ask students the vegetable they like most.

Suggested Teaching Aid

- ➢ Use pictures of vegetables

Assessments:

- ➢ Check if learners are able to sing vegetable song properly.
- ➢ Check whether they are able to name vegetables.

Teaching Methods and Activities

Dear teacher,

- ✓ Remind the students that they have learnt 26 English letters. Say the name of the letter and the sound and ask students to repeat after you many times.
- ✓ Write small and capital letters as follows:

Aa	Bb	Cc	Dd	Ee	F f	
Gg	Hh	Ii	Jj	Kk	L l	
Nn	Mm	Oo	Pp	Qq	Rr	Ss
Tt	Uu	Vv	Ww	Xx	Yy	Zz.

- ✓ Sing the English alphabet song and let the students sing after you.
- ✓ Write one letter at a time and ask the students to read.
- ✓ Say letter at a time and order the students to write the letter.
- ✓ Encourage the students to say and write letters as much as they can. Help your students feel relaxed when they practice writing letters.

Suggested Teaching Aid

- ➢ Use pictures of English Alphabet.

Assessments:

Check if learners are able to sing English alphabet song properly.

Check whether they are able to read small and capital the letters properly

Activity one: Sing the English alphabet song and let the students sing after you.

Activity Two: Order the students to read small and capital letters.

Activity Three: Ask the students to fill in the missing letters from Aa- H h

Activity Four: Ask the students to fill in the missing letters from I i- Pp

Activity Five: Let the students fill in the missing letters from O o-Zz

Check list

School name_____

Child name_____ age_____

Teacher's name_____ Academic year_____

During observation

Give number in each list after observation

Keys:

1. Needs improvement
2. Expected achievement
3. beyond the expectation

No	Competencies	Observation					
		Before the weekly lesson			After the weekly lesson		
		1	2	3	1	2	3
1	Name Vegetables						
2	Name numbers (5-9)						

Addis Ababa Education Bureau Curriculum Development and implementation Directorate

Preprimary Education Syllabus for Level-One

May, 2024

Addis Ababa/Finfinne

1. Introduction

Early years for children are a time to experiment, explore, try out, analyze, engage in curiosity and imagination, and be ready to solve problems. Children's early years are deemed as a sensitive and foundational period for their lives. Success in these early years begets success in later years. They aspire to consider different possibilities, think from their own perspectives, have diverse outlooks, engage in decision-making, create something new, evaluate their own thinking, and form relationships. It is a time when children want to be exposed to hands-on experiences in various intellectual skills, social, moral, language, aesthetics, creativity, communication, numeracy, and other areas.

This syllabus is designed for children who are stepping in to level one preprimary education.

It includes general learning outcomes, the minimum learning competencies, learning contents , methods and activities, materials, and assessment to be employed. The learning activities are predominantly play-based and are organized as outdoor and indoor activities as well as large group, small group and individual activities.

The methods, activities, materials, and assessments listed here are not exclusive, but it is possible to use additional ones if they help to achieve the learning goals.

2. Content and Minimum Learning Competencies

Skill	Content	Minimum Learning Competencies
listening	Understand Common greetings and farewell like hello,good morning, bye-bye! Polite expressions to communicate with others Eg. please, thank you	• Understand Common greetings and farewell like hello,good morning and good bye • Understand polite expressions to communicate others Eg. please, thank you
Speaking	• Self – introduction / name , sex , age/ • Greetings and farewell using words like hello, good morning and good bye • Use polite expressions to communicate others (please, thank you) • Counting numbers 1- 9	• Self – introduction / name , sex age/ • Greetings and farewell their friends using words like hello, good morning and bye-bye! • Use polite expressions to communicate others (please, thank you) • Counting numbers 1- 9
Vocabulary	• Body parts :- head, hair, eye, nose, ear, mouth, teeth, neck, hand, leg • Name of Family members(father, Mother,brother,sisters) • Name of colors(red, blue, yellow and Green] • Name of Days of the week • Name House hold materials (bed, sofa, cup,plate, chair, table) • Name of School materials (pencil, rubber, bag, book.) • Name of Animals (cat, dog, hen, sheep and goat, lion, tigre) • Name of Fruits (apple, orange, banana, mango, papaya) • Name of vegtables (potato , onion,carrot)	• Name body parts :- head, hair, eye, nose, ear, mouth, teeth, neck, hand, leg • Family members(father, Mother,brother,sisters) • Name colors(red, blue, yellow and Green] • Name Days of the week • Name House hold materials (bed, sofa, cup,plate, chair, table) • Name School materials (pencil, rubber, pen, bag, book.) • Name Animals (cat, dog, hen, sheep and goat, lion, tiger) • Name Fruits (apple, orange, banana, mango, papaya) • Name vegtables (potato , onion,carrot)

Skill	Content	Minimum Learning Competencies
	• Reading capital letters associating with ppicture	• Read capital letters associating with ppicture
Reading	• Tracing and link different lines • Tracing alphabet letters • Coloring alphabet letters	• Trace and link different lines • Trace alphabet letters • Color alphabet letters

3. Learning outcomes

- Understand how to greet eoples and introducing them selvs
- Identify and write capital and small letters
- Read and write words
- Use polite expressions
- Recognize sounds of letters

Time allotted : 32 weeks,160 periods

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Understand Common greetings and farewell like good morning good bye • Understand how to introduce their name and age to friends • Read and write letter **A**	• greeting • Self introduction • Reading and tracing A	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, self introduction • **explanation:** • In a large group explain how to greet, farewell and introduce themselves for their friends. • **Practical activity:** Read and write letter A • **Individual activity** let them to introduce them selfs and name their parts of body • **Small group activity** Organize children in small groups and let them greet each other.	• Ppicture of, greeting • • Fflash card, chart, tape , tv, flash	- **Oral questioning**: Ask children to tell their name and age - **Observation** Observe how they greet,farwell introduce them selves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Understand Common greetings and farewell good afternoon , good bye • Understand how to tell their ,age and physical appearance • Read and trace letter **B** • Name body parts above neck	Greeting Self introduction • Reading and tracing letter B • Body of parts	• **large group activity** singing a song about greeting, farewell, e.g good morning my name is Nani, our bodies self introduction • **explanation:** In a large group explain how to greet,farewell and introduce themselves for their friends. • **Practical activity**: Read and write letter B • **Individual activity:** let them introduce themselves, name their body parts above neck. • **Small group activity** / Organize children in small groups /pair-pair/ and let them greet each other.	• Ppicture of, greetings • • Fflash card, chart, tape, tv, • t	- **Oral questioning**: Ask children to tell their sex,age and physical appearance, body parts - **Observation** Observe how they greet,farewell, introduce themselves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Understand Common greetings and farewell good evining, good night • Understand how to tell their name, age, • Read and trace lletter **C** • Name body parts above neck	• greeting • Self introduction • Reading and tracing letter C • Body of parts	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, self introduction • **explanation:** In a large group explain how to greet,farewell and introduce themselves to their friends. • **Practical activity**: Read and tracing letter **C** • **Individual activity** let them to introduce them selfs and name their parts of body • **Small group activity** Organize children in small groups and let them greet each other	• Ppicture of, greeting • • Fflash card, chart, tape , tv,	- **Oral questioning**: - Ask children to tell their sex,age and physical appearance, body parts - **Observation** Observe how they greet, farwell introduce themselves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Understand Common greetings how are you? I am fine thank you and you? • Understand how to tell their grade level • Read and trace letter **D** • Name body parts above neck	• greeting • Self introduction • Reading and tracing letter D • Name of body parts above neck	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, • parts of body song. self introduction • **explanation:** In a large group explain how to greet,farewell and introduce themselves to their friends. • **Practical activity**: Read and write letter D • **Individual activity** let them to introduce them selfs and name their parts of body • **Small group activity** Organize children in small groups and let them greet each other	• Ppicture of greeting. • • F f l a s h c a r d , chart, tape , tv, • t	- **Oral questioning**: - Ask children to tell their sex,age and physical appearance, body parts - **Observation** Observe how they greet,farwell introduce them selves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Understand Common greetings and farewell like good morning, good afternoon • Tell their school name • Read and write letter **E** • Name body parts below neck	• greeting • Self introduction • Reading • below neck body of parts	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, • parts of body song. self introduction • **explanation:** In a large group explain how to greet,farewell and introduce themselves for their friends. • **Practical activity**: Read and write letter **E** • **Individual activity** let them to introduce themselves and name their parts of body • **Small group activity** Organize children in small groups and let them greet each other	• Ppicture of greetings • P picture of body parts • Fflash card, chart, tape , tv, • t	- **Oral questioning**: - Ask children to tell their sex,age and physical appearance, body parts - **Observation** Observe how they greet, farwell introduce themselves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Tell their living address • Read and write letter **F** • Name body parts below neck	• Self introduction • Reading and writing • Name of body parts below neck	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, body part song • **explanation:** In a large group explain how to greet, farewell and introduce themselves for their friends. • **Practical activity**: Read and write letter **F** • **Individual activity** let them introduce themselves name their parts of body • **Small group activity** Organize children in small groups and let them greet each other	• Ppicture of body parts • Fflash card, chart, tape , tv,	**Oral questioning**: - Ask children to tell their sex, age and physical appearance, body parts - **Observation** Observe how they introduce them selves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	1. • Introduce themselves correctly • Read and write letter G • Name below neck body parts	• Self introduction • Reading and writing • Name of below neck body parts	• **large group activity** singing a song about greeting, farewell, e.g good moring my name is Nani, body part song • **explanation:** In a large group explain how to express themselves to their friends. **Practical activity**: Read and write letter G • **Individual activity** let them introduce them selfs and name their parts of body • **Small group activity** Organize children in small groups and let them greet each others	• Ppicture of body parts • Fflash card,chart, tape , tv,	**Oral questioning**: - Ask children to tell their sex, age and physical appearance, - **Observation** Observe how they introduce them selves and singing • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Read and write letter **H** • Use polite expression like please • Name body parts below neck	• Use polite expression like please, thank you • Reading and writing • Name of below neck body parts	• **large group activity** singing a song about polite expression like please **explanation:** In a large group explain how to use polite expressions like please to their friends and people around them. • **Practical activity**: Read and write letter **H** • **Individual activity** let them name their body parts below neck. • **Small group activity** Organize children in small groups and let them name their below neck body parts.	• Ppicture of body part • • Fflash card, chart, tape, tv, • t	**Oral questioning**: Ask children to tell their to tell polite expression **Observation** Observe how they use polite expression • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Use polite expression, like thank you • Read and write letter **I** • Name external body parts	• polite expression like thank you • Reading and writing • Name of external body parts	• **large group activity** singing a song about polite expression like thank you. • **explanation:** In a large group explain how to use polite expressions the word thankyou for their friends, and people around them. • **Practical activity**: Read and write letter **I** • **Individual activity** let them to name external body parts. • **Small group activity** Organize children in small groups and let them use play.	• Picture of external body parts • Fflash card, chart, tape , tv,	- **Oral questioning**: • Ask children to tell name of external body parts • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Read and write letter **J** • Use polite expression like sorry • Name family member father, mother,	• polite expression like sorry • Reading and writing • Family member father, mother	• **large group activity** • singing a song about polite expression like sorry • singing a song about family members. • **explanation:** In a large group explain polite expression like sorry for their friends, and people around them. • **Practical activity**: Read and write letter **J** • **Individual activity** let them to Name Family member grand father grand mother. • **Small group activity** Organize children in small groups and let them use play.	• • Fflash card, chart, tape , tv,	- **Oral questioning**: Ask children to tell name family member father, mother • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Read and write letter K Name Family members father, mother, sister,brother. • Use polite expression like excuse me	• letter K • Name of Family members father, mother, sister,brother • use polite expression like excuse me	• **large group activity** singing a song polite expression like excuse me • **explanation:** In a large group explain the way to use a polite expression like **excuse me** for their friends, and people around them. • **Practical activity**: Read and write letter **K** • **Individual activity** ; let them name Family member father, mother, sister,brother. • **Small group activity** Organize children in small groups and let them play.	• • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name of Family members father, mother, sister,brother. • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	• Read and write letter **L** • Name family members , brother, sister • express their feelings	• Name of Family members • express their feelings • Reading and writing letter **L**	• **large group activity** singing a song about feeling expression. • **explanation:** In a large group explain how to express their feelings to their friends, and people around them. • **Practical activity**: Read and write letter **L** **Individual activity** :- let them to name family members, brother, sister. • **Small group activity** Organize children in small groups and let them use play.	• Ppicture of family members • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name family members , brother, sister • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter M express their like and dislike	• Self expression • Reading and writing letter **M**	• **large group activity** singing a song about express their like and dis like. • **explanation:** In a large group explain about express their like and dis like. • **Practical activity**: Read and write letter M **Individual activity** let them express their like and dislike. • **Small group activity** Organize children in pair let them talk about what they like and do not like.	• • Fflash card, chart, tape , tv, • t	- **Oral questioning**: • Ask children to tell Self expression • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **N** Name of Family members	• Name of Family members • Reading and writing	• **large group activity** singing a song about Family members. . • **Practical activity**: Read and write letter N • **Individual activity** let them to name family members. • **Small group activity** Organize children in small groups and let them play.	• Ppicture of, Family members • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell Name of family members • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **O** Name rooms in the house and materials in them bedroom; bed, matress, pillow…	• Name of rooms in the house and materials in them • Reading and writing	• **large group activity** singing a song about the rooms in the house and materials. • **explanation:** In a large group explain materials in the house and the rooms. **Practical activity**: Read and write letter **O** • **Individual activity** let them list materials in the house and the rooms. **Small group activity** Organize children in small groups and let them play.	• Ppicture of, house and household materials • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell the rooms in the house and materials • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **P** Name rooms in the house and materials in them like :- Kitchen, stove, chair	• Name of rooms in the house and materials in them • Reading and writing	• **large group activity** singing a song about the rooms in the house and materials. • **explanation:** In a large group explain materials in the house and the rooms. **Practical activity**: Read and write letter P • **Individual activity** let them list materials in the house and the rooms. **Small group activity** Organize children in small groups and let them use play.	• Ppicture of, house and household materials • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell the rooms in the house and materials • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **Q** Name rooms in the house and materials in them Bath room; soap, towels, toilet paper….	• Name rooms in the house and materials in them • **Reading and writing**	• **large group activity** singing a song about the rooms in the house and materials. • **explanation:** In a large group explain the rooms in the house and materials. **Practical activity**: Read and write letter Q • **Individual activity** let them speak about rooms in the house and materials. • **Small group activity** Organize children in small groups and let them play.	• Ppicture of house and household materials • • Fflash card,, chart, tape , tv, flash • t	**Oral questioning**: • Ask children to tell the rooms in the house and materials Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write words that begin with letter **R** name days of the week	• **days of the week** • Reading and writeing	• **large group activity** singing a song about days of the week. **Practical activity**: Read and write words that bign with letter R • **Individual activity** let them to name days of the week. • **Small group activity** Organize children in small groups and let them to play.	• • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name days of the week • Observe and record their activities
	Read and write letter **S**	• Reading and writing	**Practical activity**: Read and write letter **S** • **Individual activity** let them color letter S • **Small group activity** Organize children in small groups and play.	• • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name months of the year • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write words that begin with letter **T** Name rooms in the house	• Reading and writing • Name rooms in the house	• **large group activity** singing a song about months of the year. **Practical activity**: Read and write letter T • **Individual activity** let them name rooms in the house. • **Small group activity** Organize children in small groups and play.	• • Fflash card,, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name months of the year • Observe and record their activities
	Read and write letter **U** Name colours	• Name of colours • Reading and writing	• **large group activity** singing a song about colours. **Practical activity**: Read and write letter U • **Individual activity** let them to identify colours • **Small group activity** Organize children in small groups and to play games.	• Ppicture of colours • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: • Ask children to tell Name of colours Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **V** Name colours	• Name of colours • Reading and writing	• **large group activity** singing a song about colours. • **explanation:** In a large group explain about colours. **Practical activity**: Read and write letter V • **Individual activity** let them to identify colours • **Small group activity** Organize children in small groups and to play games.	• Ppicture of clours • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell Name of colours • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **W** Name School materials.	• **Name of School materials** • Reading and writeing	• **large group activity** singing a song about School materials. • **explanation:** In a large group **explan** about School materials. **Practical activity**: Read and write letter **W** • **Individual activity** let them to name School materials. • **Small group activity** Organize children in small groups and to play.	• Ppicture of, School materials • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell Name School materials • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **X** Name animals Eg. Dog, cat, hen, horse,	• Name of animals • Reading and writing	• **large group activity** singing a song about domestic animals. • **explanation:** In a large group explain about domestic animals. • **Practical activity**: Read and write letter **X** **Individual activity** let them to name domestic animals. • **Small group activity** Organize children in small groups and to play.	• Ppicture of, domestic animals • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell Name of domestic animals • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **Y** Name animals Eg., donkey, goat, sheep, ox, cow	• Name of domestic animals • Reading and writing	• **large group activity** singing a song about domestic animals. • **explanation:** In a large group explain about domestic animals. • **Practical activity**: Read and write letter Y **Individual activity** let them to color animals. • **Small group activity** Organize children in small groups and to play.	• Ppicture of, domestic animals • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell Name of domestic animals • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Read and write letter **Z** Name Animals (cat, dog, hen, sheep and goat, lion, tigre)	• Name of animals • Reading and writeing	• **large group activity** singing a song about animals. • **explanation:** In a large group explain about wild animals. • **Practical activity**: Read and write letter Z **Individual activity** let them name wild animals. • **Small group activity** Organize children in small groups and to play.	• Ppicture of domestic and wild animals • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: - Ask children to Name of wild animals • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Name Animals (lion, tigre) Name numbers 1-4	• Name animals • Reading and writeing • Name numbers 1-4	• **large group activity** singing a song about animals. • **explanation:** In a large group explain about animals. • **Practical activity**: Read and write **ividual activity** let them to name animals. • **To** Read and trace numbers 1-4 • **Small group activity** Organize children in small groups and to play.	• Ppicture of, wild animals • Fflash card, chart, tape , tv, • t	- **Oral questioning**: - Ask children to Name of wild animals • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Name fruits Eg. Apple, banana, orange, Name numbers 5-9	• Name of fruits • Name numbers 5-9	• **large group activity** singing a song about fruits, • **explanation:** In a large group explain about types fruits. • **Practical activity**: • **Individual activity** let them to drow different fruits. • **To** Read and trace numbers 14 • **Small group activity** Organize children in small groups and to play.	• Ppicture of fruits • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name fruits • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Name fruits Eg. mango, avocado,pineapple Name numbers (5-9)	• Name of fruits	• **large group activity** singing a song about fruits, • **explanation:** In a large group explain about types fruits. • **Practical activity**: • **Individual activity** let them to drow different fruits. • **Small group activity** Organize children in small groups and to play.	• Ppicture of fruits • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name fruits • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Name fruits Eg.,pineapple, , grapes, lemon watermelon, Name numbers (5-9)	• Name of fruits	• **large group activity** singing a song about fruits, • **explanation:** In a large group explain about types fruits. • **Practical activity**: • **Individual activity** : let them to color different fruits. • **Small group activity :** Organize children in small groups and to play.	• Ppicture of fruits • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name fruits • Observe and record their activities

Weeks	Competencies	Contents	Methods and Activities	Resources	Assessment
	Name vegetables tomato, cabbage, onion	• Name vegetables	• **large group activity** singing a song about vegetables, • **explanation:** In a large group explain about types vegetables. • **Individual activity :** let them to trace different vegetables. • **Small group activity** : Organize children in small groups and make them play.	• Ppicture of, vegetables • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name of vegetables. • Observe and record their activities and progress
	Name vegetables Potatoes, carrot Name numbers (5-9)	• Name of vegetables	• **large group activity** singing a song about vegetables, • **explanation:** In a large group explain about types vegetables. • **Individual activity** :- let them to color different vegetables. • **Small group activity** : Organize children in small groups to play.	• Ppicture of, vegetables • • Fflash card, chart, tape , tv, • t	- **Oral questioning**: Ask children to tell name of vegetables. • Observe and record their activities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