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ADDIS ABABA CITY ADMINISTRATION EDUCATION BUREAU

Addis Ababa Education Bureau Curriculum Development and implementation Directorate

A Pre-primary Education English for Ethiopia Level-Two Teacher's Guide

**May 2024
Addis Ababa**

**City Government of Addis Ababa
Education Bureau English
Teacher's Guide for Preprimary School,
Level Two**

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Introduction to the Teacher's guide

Pre-primary education is seen as the most important phase of general education since it lays the foundation for long-term development and full brain development. The program aims to promote children's development in all domains mental, physical, social, emotional, and artistic by providing them with the necessary attention, opportunities, and experiences. Children are helped at this period to acquire the core information, morals, and abilities that will equip them for the rigors of primary schooling.

For this reason, students learning English at Level 2 pre-primary schools are anticipated to meet the following profile.

- Develop foundational greeting skills for communicating orally only.
- Providing to integrate English small and capital alphabetic letters with pictures for enjoyment and learning.
- Encouraging to exercise writing 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, clothes, professions, animals, classroom materials and colors at home and in school.
- Develop their vocabulary through day to day speech based on the given limited words and pictures.
- Preprimary level needs a smooth start, careful transition and slow progress towards literacy skills of English.
- To learn and interact through play, to listen, to speak, to read, to write and to respond first in their mother tongue in a single word or phrase of English language.

Teacher's Guide is the lesson plan designed with teachers in mind. By focusing on how to teach rather than just what to teach, Teacher's guide assists 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, the teacher 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 experience related to relevant educational actions;
3. enhancing subject-matter expertise in education;
4. articulating ideas in a way that makes sense and connects to recommended activities;

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 suggested 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 with songs and shapes through the activities. They give attention to lessons in English. They respond appropriately. They pay attention to English-language instructions. They respond appropriately.

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 teacher's guide covers curriculum implementation strategies, children's learning processes in the classroom, instructional materials, 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 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 instructional materials 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.

Learning out Comes of level 2 Teacher's Guide

Listening skills

- Follow the short instructions given by the teacher
- Listen to Common greetings and farewells
- Listen and call out the English letters A-Z and sounds 'a-z'
- Listen and identify their body parts above neck
- Listen and say the color words
- Listen and express their feelings

Speaking Skills

- Introduce their name, age and their living address for friends.
- Tell their body parts.
- Use polite expressions, greet and farewell each other.
- Express their family members
- Express what they like, dislike and their feelings
- understand types of clothes
- Describe rooms in the house and some house hold materials in them
- Name of days of the week and months of the year
- know the names of colours
- Name of some classroom materials
- Name some domestic animals and wild animals
- Tell each other some geometry shapes
- Name numbers 1-15
- Identify fruits and vegetables
- use name of some weather conditions

Reading Skills

- Read capital letters **A-Z**
- Read small letters **a-z**
- Read the beginning letters of the given pictures.
- Read some short words with their sounds

Vocabulary: They know some vocabulary of:

Greetings, self-introduction, family members, colours, days of the week, clothes, house and school materials, professions, animals, numbers, fruits, vegetables and weather.

Writing skills

- Write capital letters from **A-Z**.
- Write small letters from **a-z**.
- Write short words with three or four letters.
- Make different lines

Note: Dear teacher!

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

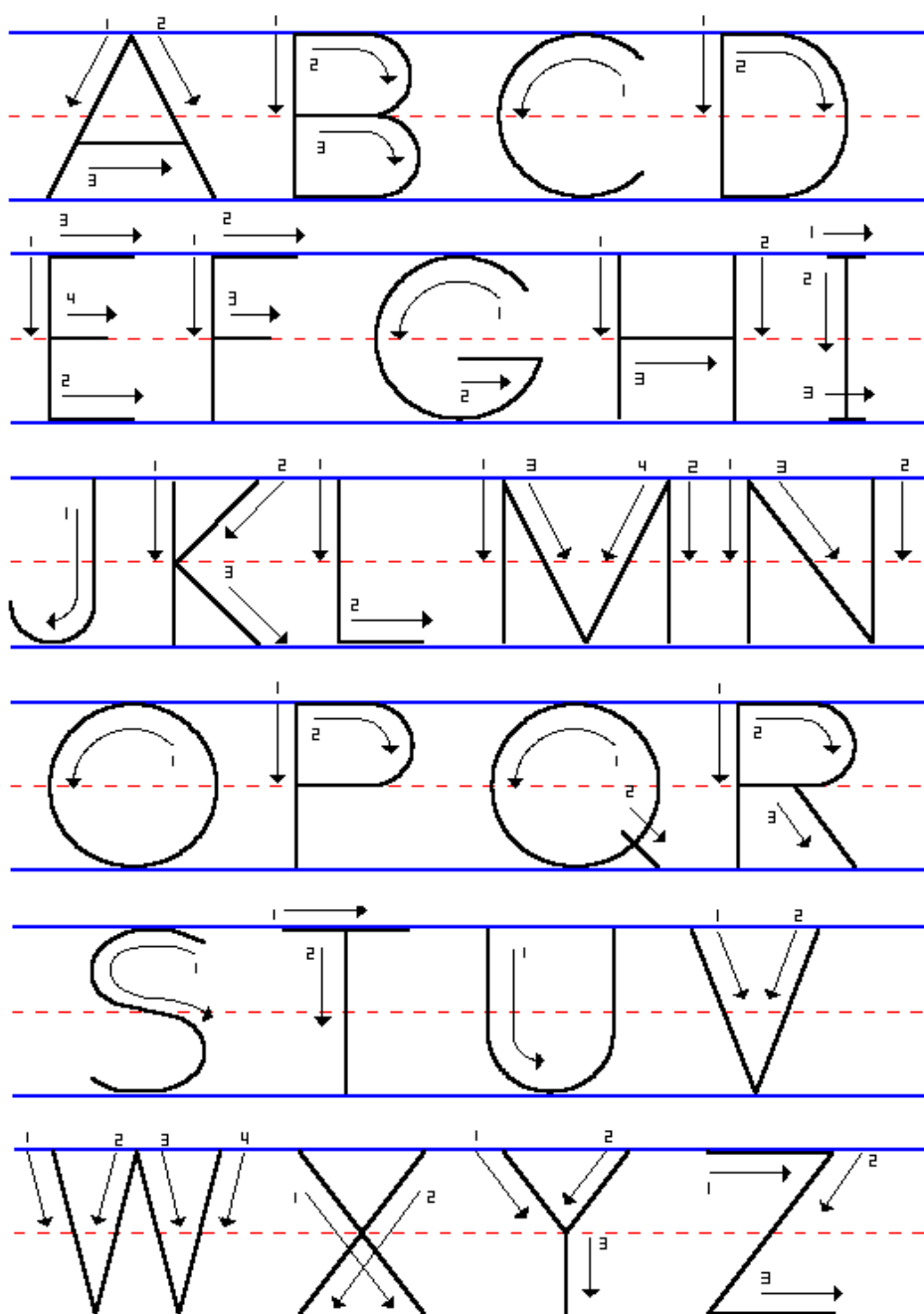
In addition, take into account different types of learners like **visual learners, auditory learners, Kinesthetic/tactile learners, Reading and writing learners, logical/analytical learners, social/interpersonal learners and solitary/intrapersonal learners**. **Visual learners** are the learners who absorb information best when they can visualize relationships and ideas. To help them we have to use maps, charts, diagrams, images, and so on. **Auditory learners** are all ears. They tend to prefer listening rather than reading or seeing it. To help them say the lesson and sing the song repeatedly out loud. **Kinesthetic/tactile learners** are hands-on learning type. They do best when they can participate in activities or solve problems in hands-on

manner. To Support such kinds of learners let them use their senses of sight, hear, smell, touch and taste accordingly. **Reading and writing learners** are extremely comfortable with the written word. They prefer to consume information by reading texts.

Generally, to support such kinds of learners let them play in order to achieve the expected lesson competencies.

Name: _____ Date: _____

Tracing Guide





NOTE: Hello dearest teacher,

Please help the children write the letters by following these international tracing techniques. Let them practice freely on lined papers. It improves their writing skills and makes their handwriting legible.

WEEK-1

Competencies

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

- greet and depart each other by saying '**Good morning**' and '**Good bye/see you**'
- tell their name and age to their friends.
- read and write letter '**Aa**'.
- name some pictures begin with letter **Aa**.

Main Contents:

1. Greetings
2. Self-introduction
3. Letter '**Aa**'

Suggested teaching and learning activities

Greetings

Dear teacher!

- ✓ Please, start the class by greeting the children and encouraging them to respond properly. Then, introduce yourself to the children and invite them to tell their names and ages to each other.
- ✓ Sing a song about 'Good Morning' song and let the children sing it after you repeatedly. Let the children listen songs and watch educational videos that describe greetings.
- ✓ Show the song with action and praise them to practice it as well. It makes the class fun.

Activity 1: 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
- Videos with greetings

Assessment: Oral question

- ✓ Ask the children to greet each other

Observation: Observe the children when they sing the song with action properly.

Self-introduction

- ✓ First introduce your name and age to the whole class smoothly.
- ✓ Then, invite each child to introduce his/her name and age to the whole class as well.
- ✓ Encourage the children's attempt to make the dialogue with limited phrases and simple sentences.

Activity 2: Sample of Dialogue

A: Good morning.	B: Good morning.
A: What is your name?	B: My name
A: How old are you?	B: I am _____
A: Good bye!	B: Good bye!

Suggested teaching Aids

Videos with dialogue self – introduction

Assessment: Oral question

- ✓ Ask the children to tell their name and age

Observation: Observe the children when they make the dialogue correctly.

Letter 'Aa'

Dear teacher!

- ✓ Please, revise the given capital letters from A-Z on their work book on the first page. Then introduce the letter **Aa** with flash card. Let them read and write letter **Aa** with its sound.
- ✓ To improve their vocabulary use different picture's name that begins with sound 'a' like **ant** and **axe**. Let the children listen songs and watch educational videos that describe letter 'Aa' on TV or with any available visual aids.
- ✓ In addition, use flash card with letter **Aa** and pictures of an **ant** and **axe**.

Activity 3. Guide the children to color the pictures that show greetings on their workbook.

Activity 4. Show the children to color letter A on their workbook

Activity 5. Song: Sing the song given below to the teach sound 'a' and let them sing after you.

/a/-/a/ Ants on my arm!

/a/-/a/ Ants on my arm!

/a/-/a/ Ants on my arm!

Suggested teaching Aids

- Flash card that shows letter **Aa**
- Picture of **ant** and **axe**.
- Sand letter that shows letter **Aa**.
- Visit different websites to get more related videos.

Assessment:

Oral question: Ask the children how to greet each other

Ask the children to tell their name and age

Ask each child to name the letter and pictures.

Observation: Observe the children when they

- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures and letter properly
- ✓ write letter **Aa** correctly.

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 children **with special needs** in the classroom. In order to help such kind of 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.

At the end of each day's lesson, wave your hands to say '**Good bye**' or '**See you**' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Use greetings (Good morning and Hello!)						
2	Use farewell (Goodbye and see you)						
3	Introduce their ' name and age '						
4	Read letter ' Aa '						
5	Write letter Aa						
6	Name the picture that begins with the letter ' Aa '						

WEEK-2

Competencies

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

- greet and depart each other by saying '**Good afternoon**' and '**Goodbye or See you!**'
- tell their **name** and **age** to their friends.
- read and write letter '**Bb**'.
- name some pictures begin with letter **Bb**.
- Say orally parts of the body above neck: **nose, eyes, ears** and **mouth**.

Main Contents:

1. Greetings and farewell
2. Self-introduction
3. Letter 'Bb'
4. Parts of the body above the neck

Suggested teaching and learning activities

Greetings and farewell

Dear teacher!

- ✓ Please, start the class by greeting 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.
- ✓ Sing a song about '**Good afternoon**' 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 1: Good afternoon Song

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

Suggested teaching Aids

- Picture of greetings

Assessment: Oral question

- ✓ Ask the children greet each other

Observation

Dear, teacher! Observe the children when they

- ✓ make the dialogue and sing the song
- ✓ hold their pencil and crayons/color pencil properly

Self-introduction

Dear teacher!

- ✓ Invite each child to introduce his/her name and age to the whole class.
- ✓ Encourage the children's attempt to promote their confidence and moral.

Activity 2: Dialogue

Use the following conversation as examples.

A: What is your name? B: My name

A: How old are you? B: I am _____

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

Suggested teaching Aids

Videos of self-introduction

- Visit different websites to get more related videos.

Assessment: Oral question

- ✓ Ask the children to tell their name and age

Observation

Observe the children when they make the dialogue and sing a song

Letter 'Bb'

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greeting the children and encourage them to respond it properly.
- ✓ Ask them what they learned in previous class if they cannot recall it, revise the letter comes before letter **Bb**.
- ✓ Before you tell them the letter **Bb**, give them the opportunity to read letter **Bb** by themselves with its sound.
- ✓ Show flash cards to introduce letter '**Bb**' and tell the children to read it repeatedly. Guide the children to practice writing the letter on sand.
- ✓ Let the children listen songs and watch educational videos that describe letter '**Bb**' on TV or with any available recorded audio.
- ✓ And also use any available real objects like **bag** and **bell** to teach name of pictures begin with letter '**Bb**'.
- ✓ After they sing the song about the sound '**b**', guide the children to color letter **B** on their workbook.

Activity 3. Tell the children to color letter B on their workbook

Activity 4. Song: Sing the song given below to teach sound 'b' and encourage the children when they sing it after you.

Bring your bat and ball

Bring your bat and bring your ball

/b/-/b/!

Bring your bat and bring your ball

to the park to play

Suggested teaching Aids

- Flash card that shows letter **Bb**
- Real objects: **bell** and **bag**.
- Sand letter that shows letter **Bb**.

- You can use any available teaching aids which helps the children to grasp easily shape of the given letter.

Assessment: Oral question

- ✓ Ask each child to name letter **Bb** and the pictures.
- ✓ Ask each child to sound 'b'.

Observation

Dear, teacher! Observe the children when they

- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures and letter properly
- ✓ read and write letter B correctly.

Parts of the body above neck.

- ✓ Show and tell the children your body parts above the neck like **mouth, nose, eyes** and **ears**. Then let them point and tell their parts of the body to each other.
- ✓ Demonstrate the pictures of body parts to name eyes, ears, nose and mouth. Encourage the children to practice it repeatedly.

Activity 5: Sample of Dialogue about Parts of the body

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

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

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

A: Show me your mouth B: This is my mouth.

Suggested teaching Aids

Flash: pictures of the body parts

Videos of parts of the body (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to name the letter and pictures.

Observation

Dear, teacher! Observe the children when they

- ✓ make the dialogue about body parts
- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures

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 such kind of 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.

At the end of each day's lesson, wave your hands to say '**Good bye**' or '**See you**' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Use greetings(Good afternoon and farewell (Goodbye)						
2	Introduce their 'name and age'						
3	Read letter ' Bb '						
4	Write letter ' Bb '						
5	Name the picture that begins with the letter ' Bb '						
6	Parts of body above neck such as mouth, eyes, teeth, ears and nose.						

WEEK 3

Competencies

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

- greet and depart each other by saying 'Good evening' and 'Goodbye'
- tell their name, sex and age to their friends.
- read and write letter 'Cc'.
- name some pictures begin with letter 'Cc' like **cat** and **cup**.
- Tell their parts of the body above neck: **nose**, **eyes**, **ears** and **mouth**.

Main Contents:

1. Greetings and farewell
2. Self-introduction
3. Letter 'Cc'
4. Parts of the body above neck

Suggested teaching and learning activities

Greetings and farewell

Dear teacher!

- ✓ Please, start the class by greeting 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 1: 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 it's twilight again
We put our toys to sleep
Saying Bye to my toy sheep

Suggested Teaching Aids

Videos: Good evening and Goodnight

Assessment:

Oral question: Ask the children when they say **Good evening** and **Goodnight**

Observation: Observe when they sing the song with action

Check list: evaluate whether they sing the song properly

Self-introduction

Invite each child to introduce his/her name, sex and age to the whole class. Encourage the children's attempt to promote their confidence and moral.

Activity 2: Sample Dialogue

A: Good evening	B: Good evening
A: What is your name?	B: My name
A: How old are you?	B: I am _____
A: Goodnight!	B: Goodnight!

Suggested teaching Aids

Videos: Good evening, Goodnight and self-introduction

Assessment:

Oral question: Ask the children when they say **Good evening** and **Goodnight**

Observation: Observe when they make the dialogue

Check list: evaluate whether they introduce themselves properly

Letter 'Cc'

Dear teacher!

Let the children read letter **Cc** with its sound. To improve their vocabulary use different picture's name that begins with sound 'c' such as **cat** and **cup**. Show flash cards to introduce letter 'Cc' and tell the children to read it repeatedly. Let the children listen songs and watch educational videos about letter 'Cc' on TV or with available recorded audio. And also use any available real objects like **cat** and **cup** to teach the name of pictures begin with letter 'Cc' and show the children to color letter **C** on their workbook.

Activit 3. Sing the song given below to the teach sound 'c' and show them to color letter **C** on their workbook

We are clicking Castanets,

/c/-/c/c/-/c/

We are clicking Castanets,

/c/-/c/c/-/c/

Clicking Castanets,

Suggested teaching Aids

- Flash card that shows letter Cc
- Picture of **Cat** and **Cup**.
- Video teaches sound 'c' (Visit different websites to get more related videos.)
- Sand letter that shows letter **Cc**.

Assessment: Oral question

- ✓ Ask each child to name letter **Cc** and the pictures.
- ✓ Ask each child to sound 'c'.

Observation

Observe the children when they

- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures and letter properly
- ✓ read and write letter **C** correctly

Check list: evaluate whether they write and color letter **Cc** properly

Parts of the body above neck

Dear, teacher!

- ✓ Show and tell the children your body parts above the neck like **mouth, nose,**

eyes and **ears**. Then let them point and tell their parts of the body to each other. Encourage the children to practice it repeatedly.

- ✓ Follow the children when they make the dialogue and sing song whether its properly done or not. In addition, check them if they point their own body parts above neck and say them correctly like nose, mouth, eyes and ears.
- ✓ Demonstrate the pictures of body parts to name **neck**, **teeth** and **mouth**.
- ✓ Encourage them to tell their own body parts above neck like **neck**, **teeth** and **mouth**

Activity 4: Body part song [sing in the tune of 'are you sleeping']

Eyes and ears, Eyes and ears
Smiley mouth, Smiley mouth
Teeth inside for eating, Teeth inside for eating
Pointy nose, pointy nose.

Activity 5. Guide the children to color the pictures that show parts of body on their workbook.

Suggested teaching Aids

Flash: pictures of the body part

Videos of parts of the body (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to tell their parts of body

Observation

Observe the children when they

- ✓ Point and name their parts of the body
- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures

Check list: evaluate whether they color the pictures properly

At the end of each day's lesson, wave your hands to say '**Good bye**' or '**See you**' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation

Give a number to 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	Use greetings (Good evening!)						
2	Use farewell (Goodnight)						
3	Introduce their ‘name, sex and age’						
4	Read letter ‘Cc’						
5	Write letter Cc						
6	Name the picture that begins with the letter ‘Cc’						
7	Name parts of the body above neck						

WEEK 4

Competencies

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

- Use greeting words like how are? And I am fine thank you.
- Use '**Goodbye**'.
- Tell their grade level
- introduce themselves by telling their 'name, age and sex'.
- read, write and color letter **Dd**.
- name and color the pictures begin with letter **Dd**
- **name their body parts above the neck.**

Main Contents:

1. Greetings
2. Self-introduction
3. Parts of the body
4. Letter 'Dd'

Suggested teaching and learning activities

Greetings

Dear teacher!

- Please, start the class by greeting 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.
- Sing a song about '**Hello, Hello!**' song and let the children sing it after you repeatedly. Let the children listen songs and watch educational videos that describe greetings.
- Show the song with action and praise them to practice it as well. It makes the class fun.

Activity 1: Hell, Hello Song

Hello, Hello,
How are you?
Hello, Hello,
How are you?
Hello, Hello,
How are you?
I'm fine,
I'm great, I'm very well today.

Suggested teaching Aids

- Picture of greetings
- Videos of greetings
- Visit different websites to get more related to the contents.

Assessment: Oral question

- ✓ Ask the children whether they say 'how are you?' and 'I am fine thank you' in respond.

Observation: Observe the children when they

- make the greet each other and sing a song about 'How are you?'

Self-introduction

Dear teacher!

Invite each child to introduce his/her name and age to the whole class. Help the children with special needs and low achiever patiently. Let them practice the following dialogue in pair.

Activity 2: Dialogue

A: Good morning.	B: Good morning.
A: What is your name?	B: My name
A: How old are you?	B: I am _____
A: Good bye!	B: Good bye!

Suggested teaching Aids

Videos: Good morning and self-introduction

Assessment:

Oral question: Ask the children when they introduce themselves

Observation: Observe when they make the above dialogue

Check list: evaluate whether they introduce themselves properly

Letter Dd

Let the children read letter **Dd** with its sound. To improve their vocabulary use different picture's name that begins with sound 'd' like **dog** and **doll**. Let the children listen songs and watch educational videos that describe the sound of letter '**Dd**' on TV or with any available visual aids. In addition, use flash card with letter **Dd** and pictures of **dog** and **doll**. After they sing the songs, tell the students to rewrite the letter on their workbook. Help the children who needs your support during the lesson.

Activity 3. Song: Sing the song given below to teach the sound '**Dd**'

See me play on my drum.

Playing drums is lots of fun,

With /d/-/d-/d-/d/

/d/-/d-/d-/d/

See me play upon my drum

Activity 4. Show the children to color letter **D** on their workbook and match the capital letter **A-D** with small letter **a-d**.

Suggested teaching Aids

- Flash card that shows letter **Dd** and words begin with letter **Dd**.
- Sand letter that shows letter **Dd**.
- Toy **dog** and **doll**
 - Visit different websites to get more related to the contents.

Assessment: Oral question

- ✓ Ask the children name letter **Dd**
- ✓ Ask the children differentiate Capital letter '**D**' and small '**d**'
- ✓ Ask each child to associate letter '**Dd**' and with the given pictures.

Observation

Observe the children when they

- sing a song about '**d**' sound.
- hold their pencil and crayons/color pencil properly.
- color the pictures and letter correctly.
- write letter **Dd** correctly.

Parts of the body above the neck

Dear teacher!

- ✓ Show and tell the children your body parts above the neck like **mouth, nose, teeth, eyes and ears** Then let them point and tell their parts of the body to each other. Encourage the children to practice it repeatedly.
- ✓ Follow the children when they make the dialogue and sing song whether its properly done or not. In addition, check them if they point their own body parts above neck and say them correctly like **mouth, nose, teeth, eyes and ears**.
- ✓ Demonstrate the pictures of body parts to name **mouth, nose, teeth, eyes and ears**.
- ✓ Encourage them to tell their own body parts above neck like **mouth, nose, teeth, eyes and ears**

Activity 5: Point and touch

Point your head, (clap, clap)

Point your eye, (clap, clap)

Point your ear, (clap, clap)

Point your nose, (clap, clap)

Point your mouth,...

Now jump, jump, jump,

Now kick, kick, kick

And everybody turn around

And everybody sit down

Suggested teaching Aids

Flash: pictures of the body part

Videos of parts of the body parts (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to tell their parts of body above neck

Observation

Observe the children when they

- ✓ Point and name their parts of the body
- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures

Check list: evaluate whether they color the pictures properly

At the end of each day's lesson, wave your hands to say '**Good bye**' or '**See you**' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Use greetings words like Good morning, How are you? and 'I am fine thank you'						
2	Introduce their 'name and age'						
3	Name parts of the body above the neck like mouth, nose, teeth, eyes and ears						
4	read letter 'Dd'						
5	write letter Dd						
6	name the picture that begins with the letter 'Dd'						

WEEK 5

Competencies

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

- greet and farewell each other.
- use greeting words like 'Good morning, Good afternoon, Good evening, Good night'
- name their school.
- identify capital letter 'E' from sound 'e'.
- read, write and color letter Ee.
- name and color the pictures begin with letter Ee like elephant and egg
- name their body parts below the neck such as chest, arm, hand, leg and the like.

Main Contents:

1. Common Greetings
2. School name
3. Parts of the body below the neck
4. Letter Ee

Suggested Teaching and Learning Activities

Common Greetings

Dear teacher!

- ✓ Please, start the class by greeting the children and encourage them to respond properly. Please teacher! Show the song with action and praise them to practice it as well. It makes the class fun.
- ✓ Guide the children make a short dialogue using greeting words like 'Good morning, Good afternoon, Good evening, How are you? and farewell words like Good night. Let them practice the dialogue repeatedly. Help the students who need your support patiently.

My school

Sing a song about 'My School' song and let the children sing it after you repeatedly. Encourage them to tell their name for their friends in group.

Activity 1: 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.

Activity 2. Sample of a dialogue

A: Good morning.	B: Good morning.
A: What is your name?	B: My name is _____.
A: What is your school name?	B: My school name is _____.

Suggested Teaching Aids

Videos: My school and dialogue about common greetings

Assessment:

Oral question: Ask the children their school name.

Observation: Observe when they sing the song with action about their school

Check list: evaluate whether they sing the song properly

Parts of the body below the neck

Dear teacher!

- ✓ Show and tell the children your body parts like **hand, knee, foot, leg...etc.**

Then let them point and tell their parts of the body to each other. Encourage the children to practice it repeatedly.

- ✓ Follow the children when they sing song whether its properly done or not. In addition, check them if they point their own body parts and say them correctly.
- ✓ Demonstrate the pictures of body parts to name **hand, knee, foot, leg.....**

Encourage them to tell their own body parts above neck like **hand, knee, foot, leg...**

Activity 3. Head Shoulder

Head shoulders, knees and toes (2)

And eyes, and ears and mouth and nose

Head shoulders, knees and toes (2)

March, march, march; Let's all march

March, march, march get your body charge

Suggested teaching Aids

Flash: pictures of the body parts

Videos of parts of the body

Assessment: Oral question

- ✓ Ask each child to name their parts of body
- ✓ Ask the children to point their body parts.

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about Head Shoulder
- ✓ hold their pencil and crayons/color pencil
- ✓ color the pictures

Letter Ee

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.

- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Ee**.
- Before you tell them the letter **Ee**, give them the opportunity to read letter **Ee** with its sound because they can be from different background.
- Then, read letter '**Ee**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, use pictures that begin with sound '**e**' like **elephant** and **egg**.
- Please, ask each child to name the letter **Ee** and pictures of **elephant** and **egg** turn by turn to internalize it.
- If possible, bring video of a song about letter **Ee** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Ee** let them touch and sense.
- Finally, let them write letter **Ee** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 4. Song of 'e' sound

Eggs in the pan

/e/-/e/-/e/

Eggs in the pan

/e/-/e/-/e/

Crack the egg like this.../e/

Activity 5: Guide the children to change capital letters into small letters.

Suggested Teaching Aids

Flash card: with letter **Ee** and list of colored pictures begin with letter '**Ee** like **elephant** and **egg**

Sand letter: Display the sand letter of **Ee**

Videos with song of sound 'e'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter **Ee**

Ask the children to name picture of egg and elephant

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter **Ee**

name the pictures begin with letter **Ee** like **elephant** and **egg**

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	use greetings (Good morning, Good afternoon, Hello, How are you?)						
2	Use farewell words like Goodbye and see you						
3	Name their school name						
4	read letter 'Ee'						
5	write letter 'Ee'						
6	name the picture that begins with the letter 'Ee'						
7	Change the capital letter into small letter Aa- Ee						

WEEK 6

Competencies

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

- introduce themselves by telling their 'name, age and sex
- tell their address.
- identify capital letter 'F' from sound 'f'.
- read, write and color letter Ff.
- name and color the pictures
- name their body parts below the neck.

Main Contents:

1. My address
2. Parts of the body below the neck
3. Letter Ff,

Suggested Teaching and Learning Activities

My Address

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Sing a song about 'My Address' song aloud and let the children sing it after you repeatedly. Show the song with action and praise them to practice it as well.
- Ask them what they learned in previous class.
- Tell your address to the class then encourage the children to tell you their address by using simple vocabulary.

Activity 1: Song of 'My Address'

My address is where I live
where my house is

My address is where I live (3)

My address is where my house is.

Your address is where you live.

Activity 2: Sample of Dialogue

A: Where do you live? B: I live in _____

Suggested teaching Aids

Videos of addresses (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to name their address

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about My address

Letter Ff

Dear teacher!

- Start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Ff**.
- Before you tell them the letter **Ff**, give them the opportunity to read letter **Ff** with its sound because they can be from different background.
- Then, read letter '**Ff**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, use pictures that begin with sound '**f**' like **frog** and **fork**.
- Please, ask each child to name the letter **Ff** and pictures of **frog** and **fork** turn by turn to internalize it.
- If possible, bring video of a song about letter **Ff** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Ff** let them touch and sense.
- Finally, let them write letter **Ff** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song of 'f' sound

My friends and I
Went to the beach
With my floating fish
It got a hole....
..the air came out ../ffff/

Activity 3: Letter Game

Invite six children to stand in front of the class and then display six letters on the mat. After that ask them to pick the letter that you name.

Suggested Teaching Aids

Flash card: with letter **Ff** and list of colored pictures begin with letter '**Ff**' like **frog** and **fork**

Piece of letter cards

Sand letter: sand letter of **Ff**

Videos with song of sound '**f**'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter **Ff**

Ask the children to name picture of **frog** and **fork**

Observation: observe when they

write and color properly

How they hold their pencil, hand and eye coordination in writing.

How they play the game properly

Check list: evaluate whether they read and write letter **Ff**

name the pictures begin with letter **Ff** like **frog** and **fork**

Parts of the body below the neck

Dear teacher!

✓ Show and tell the children your body parts like **chest, hands, leg, thigh, knee,**

foot...etc. Then let them point and tell their parts of the body to each other. Encourage the children to practice it repeatedly.

- ✓ Follow the children when they sing song whether its properly done or not. In addition, check them if they point their own body parts and say them correctly.
- ✓ Demonstrate the pictures of body parts to name **chest, hands, leg, thigh, knee, foot...**

Encourage them to tell their own body parts above neck like **chest, hands, leg, thigh, knee, foot...**

Activity 4. Song of Head Shoulder

Head shoulders, knees and toes (2)

And eyes, and ears and mouth and nose

Head shoulders, knees and toes (2)

March, march, march; Let's all march

March, march, march get your body charge

Activity 5: Sample of a dialogue

A: show me your neck. B: This is my neck

A: show me your _____. B: This is my _____.

Suggested teaching Aids

Flash: pictures of the body parts

Videos of parts of the body parts (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to name their parts of body
- ✓ Ask the children to point their body parts.

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about **Head Shoulder**
- ✓ point their body parts
- ✓ ask each other about their body parts

At the end of each day's lesson, wave your hands to say 'Good bye' or 'See you' and

give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 living address						
2	Name parts of body below neck						
3	read letter 'Ff'						
4	write letter Ff						
5	name the picture that begins with the letter 'Ff'						

WEEK 7

Competencies:

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

- introduce themselves by telling their 'name, age and sex
- identify capital letter 'G' from sound 'g'.
- read, write and color letter **Gg**'.
- name and color the pictures
- name their body parts below the neck.

Main Contents:

1. Parts of the body
2. Self- introduction
3. Letter 'Gg

Suggested Teaching and Learning Activities

Parts of the body

Dear teacher!

- ✓ Show and tell the children your body parts like **chest, neck, hands, leg, thigh, knee, foot...etc**. Then let them point and tell their parts of the body to each other. Encourage the children to practice it repeatedly.
- ✓ Follow the children when they sing song whether its properly done or not. In addition, check them if they point their own body parts and say them correctly.
- ✓ Demonstrate the pictures of body parts to name **chest, hands, leg, thigh, knee, foot...**

Encourage them to tell their own body parts above neck like **chest, hands, leg, thigh, knee, foot...**

Activity 1. Song of 'I Move My Feet'

I move my feet

These are the part of my body
from my head
to my toes and going to move
Each part and say 'Here we go'

Note: Further to complete the song, go you tube 'Have Fun Teaching' song

Suggested teaching Aids

Flash: pictures of the body parts

Videos of parts of the body parts (**Note:** Visit different websites to get more related videos.)

Assessment: Oral question

- ✓ Ask each child to name their parts of body
- ✓ Ask the children to point their body parts.

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about **I move my Feet** (**Note:** Visit different websites to get more related videos.)
- ✓ point their body parts
- ✓ ask each other about their body parts

Self-introduction

Dear teacher!

Invite each child to introduce his/her name and age to the whole class. Help the children with special needs and low achiever patiently. Let them practice the following dialogue in pair.

Activity 2 Sample of a dialogue

A: Good morning.	B: Good morning.
A: What is your name?	B: My name
A: How old are you?	B: I am _____
A: Good bye!	B: Good bye!

Suggested teaching Aids

Videos of 'Good morning' and 'self-introduction' (**Note:** Visit different websites to get more related videos.)

Assessment:

Oral question: Ask the children when they introduce themselves

Observation: Observe when they make the above dialogue

Check list: evaluate whether they introduce themselves properly

Letter 'Gg'

Dear teacher!

- Start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Gg**.
- Before you tell them the letter **Gg**, give them the opportunity to read letter **Gg** with its sound because they can be from different background.
- Then, read letter '**Gg**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, use pictures that begin with sound '**g**' like **Gum** and **Girl**.
- Please, ask each child to name the letter **Gg** and pictures of **Gum** and **Girl** turn by turn to internalize it.
- If possible, bring video of a song about letter **Gg** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Gg** let them touch and sense.
- Finally, let them write letter **Gg** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.
 - ❖ To improve their hand writing let the children read and rewrite the given words. Please, help the children who need your support and appreciate their attempt.

Activity 3 : color letter 'G', read and rewrite letter Gg

Activity 4. Read and rewrite the given words on work book

Song of sound 'g',.

The water gurgles

down the drain.

The water gurgles

down the drain.

The water gurgles

down the drain.

With a /g/-/g/-/g/-/g/-/g/

Activity 5: Let them color letter 'G' and rewrite letter 'Gg' on their workbook

Suggested Teaching Aids

Flash card: with letter **Gg** and list of colored pictures begin with letter '**Gg**' like **girl** and **garden**

Sand letter: sand letter of **Gg** and piece of letter cards from '**Aa-Gg**'

Videos with song of sound '**g**'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter **Gg**

Ask the children to name picture of **Girl** and **Gum**

Observation: observe when they write and color properly.

How they hold their pencil, color, and write

How they play the game properly

Check list: evaluate whether they read and write letter **Gg** and name the pictures begin with letter **Gg** like **Girl** and **Gum**

At the end of each day's lesson, wave your hands to say 'Good bye' or 'See you' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation

Give a number to 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	Show their body parts properly						
2	Use greetings words like ‘How are you?’ and ‘Hello!’						
3	Use farewell (Goodbye and see you too)						
4	Introduce their ‘name and age’						
5	Read letter ‘Gg’						
6	Write letter ‘Gg’						
7	Name the picture that begins with the letter ‘Gg’						

WEEK 8

Competencies

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

- tell name of clothes like **Jacket, T-shirt, shoes, dress and hat**
- use polite words like please and thank you.
- identify capital letter '**H**' from small letter '**h**'.
- read and write letter '**Hh**'.

Main Contents:

1. Clothes
2. Polite words
3. Letter '**Hh**'

Suggested Teaching and Learning Activities

Clothes

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce types of clothes such as hat, dress, jacket, shoes and T-shirt
- Show the video of the clothes and encourage them to practice name of clothes in pair.

Activity 1. Sing a song about 'Put on your clothes'

Put on your shoes, your shoes, your shoes!
Lets go out side hurry up hurry up hurry hurry up
Put on your T-shirt your T-shirt your T-shirt your T-shirt
Lets go out side hurry up hurry up hurry hurry up
Put on your jacket your jacket your jacket your jacket
Lets go out side hurry up hurry up hurry hurry up
Put on your hat your hat your hat your hat

Lets go out side hurry up hurry up hurry hurry up!

Suggested teaching Aids

Flash: pictures of clothes

Videos of clothes (**Note:** Visit different websites to get more related videos.)

Real objects: **jacket, hat, T-shirt, Shoes and dress.**

Assessment: Oral question

- ✓ Ask each child to name clothes
- ✓ Ask the children to point their clothes.

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about **clothes.**
- ✓ point their clothes
- ✓ ask each other about clothes

Polite words

Sing a song about '**Please and Thank you**' song aloud and let the children sing it after you repeatedly. Show the song with action and praise them to practice it as well.

Activity 2: Sing a song about '**Please and Thank you**'

Please and Thank you
Don't forget to say
Please and Thank you
Say it everyday
Pencil
Can I have a pencil, please!
Crayons
Can I have Crayons, please!
Scissors
Can I have scissors, please!
Here you are thank you.
Thank you very much.

Suggested teaching Aids

Flash: pictures of the man who acknowledges someone.

Videos of polite words like **thank you** and **please.** (**Note:** Visit different websites to

get more related videos.)

Assessment: Oral question

- ✓ Ask each child to say '**Thank you and please.**
- ✓ Ask the children to show the way how to use '**Thank you and please.**'

Observation

Dear, teacher! Observe the children when they sing a song about '**Thank you and please.**

Letter 'Hh'

- Let them read and write letter **H** with sound **h**. To improve their vocabulary use different picture's name that begins with sound '**h**'. Before you tell them the letter **Hh**, give them the opportunity to read letter **Hh** with its sound because they can be from different background.
- Then, read letter '**Hh**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, use pictures that begin with sound '**h**' like **hat** and **horse**. Please, ask each child to name the letter **Hh** and pictures of **hat** and **horse**

Activity 3. Sing Song of sound '**h**', color letter '**H**', read and rewrite letter '**Hh**'

I like to hop, hop, hop,

up and down

I like to hop, hop, hop,

all around,

I like to hop, hop, hop,

up and down

Activity 4: Match capital letter with small letter from **Ee** to '**Hh**'

Activity 5: Change capital letter to small letter from **Ee** to '**Hh**'

Suggested Teaching Aids

Flash card of letter **Hh** and list of colored pictures begin with letter '**Hh**' like **horse** and **hat**

Sand letter: sand letter of **Hh**.

Videos with song of sound 'h'

Real objects: hat

Toy horse

Assessment:

Oral question: Ask name of letter **Hh**

Ask the children to name picture of **Hat** and **Horse**

Ask children to show the toy of horse among others.

Observation: observe when they write and color properly

How they hold their pencil, hand and eye coordination in writing.

Select the toy horse among others.

Check list: evaluate whether they read and write letter **Hh**

name the pictures begin with letter **Hh** like **horse** and **hat**

At the end of each day's lesson, wave your hands to say 'Good bye or See you!' and give the children the chance to reply the proper response.

Check list

School name _____

Child name _____ age _____

Teacher’s name _____ Academic year _____

During observation

Give a number to 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 some types of clothes like trousers, T-shirt, dress and skirt						
2	Use Polite words like words like please and thank you						
3	read letter ‘Hh’						
4	write letter Hh						
5	name the picture that begins with the letter ‘Hh’						

WEEK 9

Competencies

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

- use polite words like **please** and **thank you**.
- identify capital letter '**I**' from sound '**i**'.
- read, write and color letter '**Ii**'.
- tell name of clothes like socks, dress and trousers.
- name and color the pictures.

Main Contents:

1. Polite words
2. Clothes
3. Letter '**Ii**'

Suggested Teaching and Learning Activities

Polite words

Dear teacher, first of all introduce yourself to the children appropriately then as usual, you have to start the day's lesson by greetings. Please, teacher, sing a song about '**Please and Thank you**' song aloud and let the children sing it after you repeatedly. Show the song with action and praise them to practice it as well.

Activity 1: Song of '**Please and Thank you**'

Please and Thank you
Don't forget to say
Please and Thank you
Say it everyday
Pencil
Can I have a pencil, please!
Crayons
Can I have Crayons, please!
Scissors
Can I have scissors, please!
Here you are thank you.

Thank you very much.

Clothes

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce types of clothes such as hat, dress, jacket, shoes and T-shirt
- Show the video of the clothes and encourage them to practice name of clothes in pair.

Activity 2. Song of 'Put on your clothes'

Put on your shoes, your shoes, your shoes!

Lets go out side hurry up, hurry up, hurry hurry up

Put on your T-shirt your T-shirt your T-shirt your T-shirt

Lets go out side hurry up, hurry up, hurry hurry up.

Put on your jacket your jacket your jacket your jacket

Lets go out side hurry up, hurry up, hurry hurry up.

Put on your hat your hat your hat your hat

Lets go out side hurry up, hurry up, hurry hurry up!

Activity 3: Display picture of clothes like jacket, hat, T-shirt, Shoes and dress then let the children pick each of them to name.

Suggested teaching Aids

Flash: pictures of different clothes

Videos of different clothes (**Note:** Visit different websites to get more related videos.)

Real objects: **jacket, hat, T-shirt, Shoes and dress.**

Assessment: Oral question

- ✓ Ask each child to name clothes
- ✓ Ask the children to point their clothes.

Observation

Dear, teacher! Observe the children when they

- ✓ sing a song about **clothes**.
- ✓ point their clothes
- ✓ ask each other about clothes

Letter Ii

Let the children read and write letter **I** with sound **i**. To improve their vocabulary use different picture's name that begins with sound 'i' like **ink** and **ice-cream**.

Suggested Teaching Aids

Flash card of letter **Ii** and list of colored pictures begin with letter '**Ii**' like **ice cream** and **ink**

Sand letter: sand letter of **Ii**.

Videos with song of sound 'i'

Real objects: **ink**

Assessment:

Oral question: Ask to name letter **Ii**

Ask the children to name picture of **Ice cream** and **ink**

Ask children to show the toy of ice cream among others.

Observation: observe when they write and color properly

How they hold their pencil, hand and eye coordination in writing.

Select the toy horse among others.

Check list: evaluate whether they read and write letter **Ii** and name the pictures begin with letter **Ii** like **ice cream** and **ink**

Activity 4: Guide the children to color letter 'I' on their workbook properly

Activity 5: Tell the children to rewrite the letter 'Ii' on their workbook properly.

At the end of each day's lesson, wave your hands to say 'Good bye' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation

Give a number to 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	Use polite words ‘please’						
2	Use polite words ‘Thank you’						
3	Name the listed clothes						
4	read letter ‘Ii’						
5	write letter Ii						
6	name the picture that begins with the letter ‘Ii’						

WEEK 10

Learning out comes:

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

- use polite words like 'sorry' and excuse me .
- identify capital letter 'J' from sound 'j'.
- read, write and color letter 'Jj'.
- name the pictures of jug and jet.
- Name family members

Main Contents:

1. Family members
2. Polite words
3. Letter 'Jj'

Suggested Teaching and Learning Activities

Family members

Suggested teaching and learning activities

Dear teacher!

- Introduce your own family members to the class.
- Invite the children to tell about their own family members based on their prior knowledge about family members.
- Sing a song about 'Family Members' song aloud and let the children sing it after you repeatedly.
- Show the song with action and praise them to practice it as well.
- Encourage the children's attempt to promote their confidence and moral.

Activity 1. color the given picture on their work book

Sing family song

Dady finger, dady finger, where are you?
Here I am, here I am! How do you do?
Momy finger, momy finger, where are you?
Here I am, here I am! How do you do?
Brother finger, brother finger, where are you?
Here I am, here I am! How do you do?
Sister finger, sister finger, where are you?
Baby finger, baby finger, where are you?
Here I am, here I am! How do you do?
We are family!

Suggested teaching Aids

- Picture of **family members**.
- Videos of **family members**
 - Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask the children to name their family members
- ✓ Ask each child to name the letter and pictures.

Observation

Dear, teacher! Observe the children when they
sing a song about family members
hold their pencil and crayons/color pencil

Polite words

Dear teacher, first of all introduce yourself to the children appropriately then as usual, you have to start the day's lesson by greetings. Please, teacher, sing a song about '**Sorry Excuse me**' song aloud and let the children sing it after you repeatedly. Show the song with action and praise them to practice it as well.

Activity 2: Sing a song about Sorry, Excuse me

Sorry, Excuse me
When you spill and make a mess,
What's the word you say?
Hmmm!
Sorry, sorry, sorry
When you bump into a friend

What's the word you say?

Hmmmm!

Excuse me, excuse me, excuse me

Sorry, Excuse me, Sorry, Excuse me

These are the nice word you can say.

Sorry, Excuse me, Sorry, Excuse me

To help make things okay!

Suggested teaching Aids

- Picture show acknowledgement.
- Videos shows when someone respects another.
 - Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask the children to use polite expressions like Sorry and Excuse me
- ✓ Ask each child to say sorry and excuse me.

Observation

Observe the children when they sing a song about sorry, excuse me and hold their pencil and crayons/color pencil

Letter Jj

Dear teacher!

- Let the children read and write letter **Jj** with its sound.
- To improve their vocabulary use different pictures name that begins with sound 'j' like **jug** and **jet**.
- Please, sing a song and watch educational videos that describe letter '**Jj**' on TV (if avail) or with any available visual aids.
- In addition, use flash card with letter **Jj** and pictures of a **Jug** and **jet**.

Activity 3: let the children color letter **J** on their workbook

Activity 4: Tell the children write letter **J** on their workbook

Suggested teaching Aids

- Flash card that shows letter **Jj**
- Picture of **jug** and **jet**.
- Sand letter that shows letter **Jj**.
 - Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask each child to name the letter **Jj** and pictures **jet** and **jug**.

Observation

Dear, teacher! Observe the children when they color and write letter **Jj** correctly.
At the end of each day's lesson, wave your hands to say 'Good bye' or 'See you' and give the children the chance to repeat it.

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 their extended family members like mother, father, brother, sister, grandfather and grandmother						
2	Use polite words like Sorry and Excuse me properly						
3	Read letter ' Jj '						
4	Name the picture that begins with the letter ' Jj '						
5	Rewrite letter ' Jj '						
6	Match capital J with small j						

WEEK 11

Competencies

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

- use polite expressions like sorry and excuse me,
- tell their family members such as father, mother, sister and brother.
- read and write letter 'Kk'.
- name some pictures begin with letter Kk like **keys** and **kangaroo** .

Main Contents:

1. Family members
2. Polite expressions
3. Letter 'Kk'

Suggested teaching and learning activities

Family members

Dear teacher!

- Introduce your own family members to the class.
- Invite the children to tell about their own family members based on their prior knowledge about family members.
- Sing a song about '**Family Members**' song aloud and let the children sing it after you repeatedly.
- Show the song with action and praise them to practice it as well.
- Encourage the children's attempt to promote their confidence and moral.

Activity 1. Family Song

Momy, momy where are you?
Here I am, here I am! How do you do?
Dady, dady where are you?
Here I am, here I am! How do you do?
Sister, sister where are you?
Here I am, here I am! How do you do?
Baby, baby where are you?
Here I am, here I am! How do you do?

We are family!

Suggested teaching Aids

- **Picture** of family members.
- **Videos** of family members
 - Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask the children to name their family members
- ✓ Ask each child to name the letter and pictures.

Observation

Dear, teacher! Observe the children when they sing a song about family members and hold their pencil and crayons/color pencil.

Polite expressions

Dear teacher,

Please, start the class by greeting the children and encourage them to respond properly. Sing a song about '**Sorry, Excuse me**' song and let the children sing it after you repeatedly. Let the children listen songs and watch educational videos that describe polite words. Show the song with action and praise them to practice it as well. It makes the class fun the classroom.

Activity 2: Sorry, Excuse me

When you spill and make a mess,

What's the word you say?

Hmmmm!

Sorry, sorry, sorry

When you bump into a friend

What's the word you say?

Hmmmm!

Excuse me, excuse me, excuse me

Sorry, Excuse me, Sorry, Excuse me

These are the nice word you can say.

Sorry, Excuse me, Sorry, Excuse me

To help make things okay!

Suggested teaching Aids

- Videos shows when someone respects another.
 - Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask the children to use polite expressions like Sorry and Excuse me
- ✓ Ask each child to say sorry and excuse me.

Observation

Observe the children when they sing a song about sorry, excuse me and hold their pencil and crayons/color pencil

Letter Kk

Suggested teaching and learning activities

Dear teacher!

- Let the children read and write letter **Kk** with its sound.
- To improve their vocabulary use different pictures name that begins with sound 'k' like **key** and **kangaroo**.
- Please, sing a song and watch educational videos that describe letter '**Kk**' on TV (if avail) or with any available visual aids.
- In addition, use flash card with letter **Kk** and pictures of a **key** and **kangaroo**.

Activity 3. Song: Sing the song given below to the teach sound 'k'

Kites are flying in the sky,

/k/-/k/-/k/

Kites are flying in the sky,

/k/-/k/-/k/

Kites are flying in the sky,

flying in the sky,

Kites are flying in the sky,

/k/-/k/-/k/

Activity 4: Game Puzzle

Display the letter cards from g to k on the mat then match the same letter with the right one.

i k h g l j

G	H	I
J	K	L

Suggested teaching Aids

- Flash card that shows letter Kk
 - Picture of **key** and **kangaroo**.
 - Sand letter that shows letter Kk.
- Visit different websites related to the contents to use more videos.

Assessment: Oral question

- ✓ Ask each child to name the letter and pictures.

Observation

Dear teacher! Observe the children when color and write letter properly write letter **Kk** correctly.

Activity 5. Show the children to color and write letter **K** on their workbook.

At the end of each day's lesson, wave your hands to say 'Good bye' or 'See you' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 their family members like father, mother, brother and sister						
2	Use polite expressions 'excuse me' and sorry						
3	introduce their 'name and age'						
4	read letter 'Kk'						
5	write letter Kk						
6	name the picture that begins with the letter 'Kk'						

WEEK 12

Competencies

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

- Express their feelings such as **happy, sad, laugh** and **sleepy**
- tell their name and age to their friends.
- read and write letter '**Ll**'.
- name some pictures begin with letter **Ll**.

Main Contents:

1. Expressing feelings,
2. Family members
3. Letter '**Ll**'

Suggested teaching and learning activities

Dear teacher,

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, sing a song about '**Feelings**' song to make the class fun and let the children sing it after you repeatedly.
- Let the children listen to the song and watch educational videos of **feelings**.
- Show the song with action and praise them to practice it as well.
- Show your face as if you are happy, sad, laugh and sleepy to the class.
- Then, let them show their feelings mentioned above to their friends individually.
- Follow them when they act out the feelings of happiness, sadness, laugh and sleepy to the children.

Activity 1 Expressing Feelings song

If you're happy, happy, happy, clap your hands

If you're happy, happy, happy, clap your hands

If you're sad, sad, sad, stamp your feet,
If you're sad, sad, sad, stamp your feet,
If you're laugh, laugh, laugh say ha! ha! ha!
If you're laugh, laugh, laugh say ha! ha! ha!
If you're sleepy, sleepy, sleepy take a nap
If you're sleepy, sleepy, sleepy take a nap

Suggested Teaching Aids

- **Pictures:** feelings of happiness, sadness, laugh and sleepy to the children.
- **Videos** of feelings of happiness, sadness, laugh and sleepy to the children.
(**Note:** Visit different websites related to the contents to use more videos.)

Assessment:

Oral question: Ask the children to show feelings of happiness, sadness, laugh and sleepy to the class in pair.

Observation: Observe when they show the right feelings of happiness, sadness, laugh and sleepy to their groups.

Check list: evaluate whether they use the right feelings at the right time.

Letter Ll

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Ll**.
- Before you tell them the letter **Ll**, give them the opportunity to read letter **Ll** with its sound because they can be from different background.
- Then, read letter '**Ll**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begins with sound '**l**' like **lion** and **lamp**.
- Please, ask each child to name the letter **Ll** and pictures of **lion** and **lamp** turn by turn to internalize it.
- If possible, bring video of a song about letter **Ll** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen

- In order to identify the shape of letter **Ll** let them touch and sense.
- Finally, let them write letter **Ll** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song of Sound 'l'

We lick our lollipops

We lick our lollipops

/l/-l/-l/-l/-l/

We lick our lollipops

Activity 3: Tell the children to colour letter 'L' on their workbook.

Activity 4: Tell the children to write letter 'L' on their workbook.

Activity 5: Match capital letter with small letter

Suggested Teaching Aids

- Flash card: with letter Mm and list of colored pictures begin with letter 'Mm' like **lion** and **lamp**
- Sand letter: Display the sand letter of **Ll**
- Videos with song of sound 'l' (**Note:** Visit different websites related to the contents to use more videos.)

Assessment:

- **Oral question:** Ask name of letter **Ll**
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Ll**

At the end of each day's lesson, wave your hands to say 'Good bye' and give the children the chance to repeat it.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Use polite expressions such as ‘Sorry’ and ‘Excuse me’						
2	Name their extended family members like mother, father, brother, sister, grandfather and grandmother						
3	Read letter ‘Ll’						
4	Name the picture that begins with the letter ‘Ll’						
5	Rewrite letter Ll						
6	Match capital L with small l						

WEEK-13

Learning out comes:

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

- describe what they **like** and **dislike**
- read and write letter '**Mm**'
- associate the pictures that begins with the letter '**Mm**'

Competencies

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

- describe what they **like** and **dislike**
- read and write letter '**Mm**'
- name pictures begin with letter Mm like **Moon** and **mat**.
- associate the pictures such as **moon** and **mat** with the letter '**Mm**'

Main Contents:

1. Like and dislike
2. Letter '**Mm**'

Suggested teaching and learning activities

Like and dislike

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, make a dialogue about 'Like and dislike' to make the class interactive and let the children act out the dialogue in pair.
- Show the song with action and praise them to practice it as well.
- Listen to the children what they like and dislike if he/she responds that doesn't like which is important for them like fruit/vegetable tell them the health benefit of it.

Activity 1 Like and dislike: Sample of Dialogue

A: Do you like banana? B: Yes, I like banana

A: Do you like egg? B. No, I don't

Suggested Teaching Aids

Flash card: show the picture of banana, orange and the like.

Videos with song of **like** and **dislike**

Real objects: vegetables, fruit, milk

Assessment:

Oral question: Ask the things what the children **like** and **dislike**

Observation: Observe when they play the game/puzzle

Check list: evaluate whether they use like and dislike properly

Letter Mm

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Mm**.
- Before you tell them the letter **Mm**, give them the opportunity to read letter **Mm** with its sound because they can be from different background.
- Then, read letter '**Mm**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**m**' like **moon** and **mat**.
- Please, ask each child to name the letter **Mm** and pictures of **moon** and **mat** turn by turn to internalize it.
- If possible, bring video of a song about letter **Mm** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Mm** let them touch and sense.
- Finally, let them write letter **Mm** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song: Sing the song given below to the teach sound' Mm'

The mom and the dad

Make many meals.

/mmm/

/mmm/

The mom and the dad

Make many meals.

For their hungry children

Activity 3: Tell the children to color letter M' on their workbook

Activity 4: Tell the children to rewrite letter Mm' on their workbook

Activity 5: Change capital letter into small letter

Suggested Teaching Aids

Flash card: with letter Mm and list of colored pictures begin with letter 'Mm' like **moon** and **mat**

Sand letter: Display the sand letter of Mm

Videos with song of sound 'm'

Assessment:

Oral question: Ask name of letter **Mm**

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter **Mm**

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____
Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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	Use ‘I like and I dislike’						
3	Read letter ‘Mm’						
4	Name the picture that begins with the letter ‘Mm’						
5	Rewrite letter Mm						
6	Match capital M with small m						

WEEK-14

Competencies

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

- describe the name of rooms in a house
- read and write letter 'Nn'
- name pictures begin with letter **Nn** like **Nest** and **net**.
- associate the pictures such as **nest** and **net** with the letter '**Nn**'

Main Contents: 1. Rooms of the house 2. Letter 'Nn'

Suggested teaching and learning activities

Rooms of the house

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce rooms of the house such as living room, bed room, bath room and kitchen by demonstrating pictures of them.
- Show the video of the rooms and practice to name them in pair.

Activity 1: Sample of Dialogue

A: What is this room? B: This is a bed room
A: What is this room? B: This is a living room

Activity 2. Song about rooms in a house

Suggested Teaching Aids

Flash card: show the picture of rooms of the house.

Videos: rooms of the house

Toys: bed, sofa, spoon, toilet paper ...etc

Assessment:

Oral question: Ask the things found in the bed room, living room

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of rooms properly

Portfolio. Collect the result gathered from the check list and their daily activity.

Letter Nn

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Nn**.
- Before you tell them the letter **Nn**, give them the opportunity to read letter **Nn** with its sound because they can be from different background.
- Then, read letter '**Nn**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**n**' like **nest** and **net**.
- Please, ask each child to name the letter **Nn** and pictures of **nest** and **net** turn by turn to internalize it.
- If possible, bring video of a song about letter **Nn** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Nn** let them touch and sense.
- Finally, let them write letter **Nn** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song: Sing the song given below to the teach sound '**n**'

Here the air plane

/nnn/

/nnn/

Here the air plane

/nnn/

/nnn/

Making lots of noise.

Activity 3: Tell the children to color letter **N**' on their workbook

Activity 4: Tell the children to rewrite letter '**Nn**' on their workbook

Activity 5: Guide the children to read and rewrite the given words on their workbook.

To improve their hand writing let the children read and rewrite the given words. Please, help the children who need your support and appreciate their attempt.

Suggested Teaching Aids

- **Flash card:** with letter **Nn** and list of colored pictures begin with letter '**Nn**' like **nest** and **net**
- **Sand letter:** Display the sand letter of **Nn**
- **Videos** with song of sound '**n**'

Assessment:

- **Oral question:** Ask name of letter **Nn**
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Nn**
- **Portfolio.** Collect the result gathered from the check list and their daily activity.

At the end of each day's lesson, wave your hands to say '**Good bye!** or **See you!**' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Identify capital letter 'N' from small letter 'n'						
2	Name kinds of rooms in the house like living room and bed room.						
3	Read letter 'Nn'						
4	Name the picture that begins with the letter 'Nn' like nest and net.						
5	Rewrite letter 'Nn'						
6	Name the use of rooms of the house like living and bed rooms.						

WEEK-15

Competencies

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

- describe what they see in their house
- read and write letter 'Oo'
- name pictures begin with letter Mm like **owl** and **ox**.
- associate the pictures such as **owl** and **ox** with the letter 'Oo'

Main Contents:

1. Rooms of the house
2. Letter 'Oo'
3. House hold materials

Suggested teaching and learning activities

Rooms of the house and their materials

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce rooms of the house such as living room, bed room, bath room and kitchen with their materials by demonstrating pictures of them.
- Show the video of the rooms and practice to name them in pair.

Activity 1: Sample of Dialogue

A: What is this? B: This is a spoon
A: What is this? B. this is a sofa

Suggested Teaching Aids

Flash card: show the picture of rooms of the house with house hold materials .

Videos: Rooms of the house with house hold materials

Toys: bed, sofa, spoon, toilet paper and the like

Assessment:

Oral question: Ask the things found in the bed room, living room

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of rooms properly

Portfolio. Collect the result gathered from the check list and their daily activity.

Letter 'Oo'

Suggested teaching and learning activities

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter 'Oo'.
- Before you tell them the letter **Oo**, give them the opportunity to read letter **Oo** with its sound because they can be from different background.
- Then, read letter '**Oo**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**o**' like **owl** and **ox**.
- Please, ask each child to name the letter **Oo** and pictures of **owl** and **ox** turn by turn to internalize it.
- If possible, bring video of a song about letter **Oo** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Oo** let them touch and sense.
- Finally, let them write letter **Oo** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song: Sing the song given below to the teach sound 'o'

When it's dark the light goes on

/Oo/

Time for bed the light goes off

/Oo/

Activity 3: Tell the children to color letter O' on their workbook

Activity 4: Tell the children to rewrite letter Oo' on their workbook

Suggested Teaching Aids

Flash card: with letter Oo and list of colored pictures begin with letter 'Oo' like Owl and ox

Sand letter: Display the sand letter of 'Oo'

Videos with song of sound 'o'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter 'Oo'

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter 'Oo'

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 some house hold materials						
2	Name rooms of the house like living and bed room.						
3	Read letter ‘Oo’						
4	Name the picture that begins with the letter ‘Oo’like ox and owl.						
5	Rewrite letter ‘Oo’						

WEEK-16

Competencies

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

- describe what they see in their house
- read and write letter 'Pp'
- name pictures begin with letter **Pp** like **pen** and **pot**.
- associate the pictures such as **pen** and **pot** with the letter 'Pp'

Main Contents: 1. Rooms of the house 2. Letter 'Pp' 3. House hold materials

Suggested teaching and learning activities

Rooms of the house and House hold materials

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce rooms of the house such as **living room, bed room, bath room** and **kitchen** with **House hold materials** by demonstrating pictures of them.
- Show the video of the rooms and practice to name them in pair.

Activity 1 : Sample of Dialogue

A: What is this? B: This is a towel

A: What is this? B. this is a table

Suggested Teaching Aids

Flash card: show the picture of rooms of the **house with their materials** .

Videos: rooms of the house with materials

Toys: bed, sofa, spoon, toilet paper and the like

Assessment:

Oral question: Ask the things found in the bed room, living room

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of rooms properly

Letter 'Pp'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Pp**.
- Before you tell them the letter **Pp**, give them the opportunity to read letter **Pp** with its sound because they can be from different background.
- Then, read letter '**Pp**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begins with sound '**p**' like **pen** and **pot**.
- Please, ask each child to name the letter **Pp** and pictures of **pen** and **pot** turn by turn to internalize it.
- If possible, bring video of a song about letter **Pp** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Pp** let them touch and sense.
- Finally, let them write letter **Pp** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 2. Song: Sing the song given below to the teach sound' **Pp**

Puff out the candle

With /p/-/p/-/p/

On a big pink cake

With /p/-/p/-/p/

Activity 3: Tell the children to color letter **P**' on their workbook

Activity 4: Tell the children to rewrite letter **Pp**' on their workbook

Activity 5. Tell the children to match capital letter **Mm** to **Pp** with their small letter

Suggested Teaching Aids

- Flash card: with letter **Pp** and list of colored pictures begin with letter '**Mm**' like **Pen** and **pot**
- **Sand letter:** Display the sand letter of **Pp**
- **Videos** with song of sound '**p**'

- **Puzzle/game** of ordering/fixing letters

Assessment:

- **Oral question:** Ask name of letter **Pp**
 - **Observation:** observe when they write and color properly
 - **Check list:** evaluate whether they read and write letter **Pp**
 - **Portfolio.** Collect the result gathered from the check list and their daily activity.
- At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 rooms in the house like living room bed room, bath room and kitchen.						
2	Identify letter 'Pp'						
3	Read letter 'Pp'						
4	Name the picture that begins with the letter 'Pp' like pen and pot.						
5	Rewrite letter 'Pp'						
6	Tell some house hold materials						

WEEK-17

Competencies

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

- describe what they see in their house
- read and write letter 'Qq'
- name house materials spoon, soap, towel, bed ,chair, sofa, toilet paper, pan ,pot and pillow
- name pictures begin with letter Qq like **queen** and **quill**.
- associate the pictures such as **queen** and **quill** with the letter 'Qq'

Main Contents:

1. House hold materials
2. Letter 'Qq'

Suggested teaching and learning activities

House hold materials

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce house hold materials such as pan, pot, toilet, paper, pillow, spoon, chair, soap, sofa and bed.
- Show the video of the rooms and practice to name them in pair.

Activity 1 : Sample of Dialogue

A: What is this? B: This is a towel
A: What is this? B. this is a table

Suggested Teaching Aids

Flash card: show the picture of rooms of the house.

Videos: house hold materials

Toys: bed, sofa, spoon, toilet paper and the like

Assessment:

Oral question: Ask the things found in the bed room, living room

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of rooms properly

Letter 'Qq'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Qq**.
- Before you tell them the letter **Qq**, give them the opportunity to read letter **Qq** with its sound because they can be from different background.
- Then, read letter '**Qq**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**q**' like **quill** and **queen**.
- Please, ask each child to name the letter **Qq** and pictures of **queen** and **quill** turn by turn to internalize it.
- If possible, bring video of a song about letter **Qq** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Qq** let them touch and sense.
- Finally, let them write letter **Qq** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.
- **Activity 2.** Song: Sing the song given below to the teach sound **q**'

The duck in the pond
says /quack/-/quack/-/quack/
The duck in the pond
says /quack/-/quack/-/quack/
All around the pond

Activity 3: Tell the children to color letter Q' on their workbook

Activity 4: Tell the children to rewrite letter Qq' on their workbook

Activity 5: Change capital letter into small letter

Suggested Teaching Aids

Flash card: with letter **Qq** and list of colored pictures begin with letter '**Qq** like **Queen** and **quill**

Sand letter: Display the sand letter of **Qq**

Videos with song of sound '**q**'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter **Qq**

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter **Qq**

Portfolio. Collect the result gathered from the check list and their daily activity.

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher’s name_____ Academic year_____

During observation

Give a number to 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	Identify capital letter ‘Q’ from small letter ‘q’						
2	Read letter ‘Qq’						
3	Name the picture that begins with the letter ‘Qq’like queen and quill.						
4	Rewrite letter ‘Qq’						
5	Tell house materials like pan, pot, toilet paper, pillow, spoon, chair, soap, sofa and bed.						

WEEK-18

Competencies

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

- Name of days of the week Monday to Sunday
- read and write letter '**Rr**'
- name pictures begin with letter **Rr** like **rat** and **ring**.
- associate the pictures such as **rat** and **ring** with the letter '**Rr**'
- name school days from **Monday** to **Friday**

Main Contents:

1. Days of the week

2. Letter '**Rr**'

Suggested teaching and learning activities

Days of the week

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce days of week from Monday to Sunday
- Show the video of **days of the week** and practice to name them individually.

Activity 1: Song of 'Days of the week'

Put your finger on your cheek (2)

Leave it there about a week

That is the week

Monday, Tuesday, Wednesday

Thursday, Friday, Saturday and Sunday.

That is the week

Leave it there about a week

Monday, Tuesday, Wednesday

Thursday, Friday, Saturday and Sunday.

Activity 2. Game of Days of the Week.

Select **seven** children from the class, name each of them with days of the week and let them make a line in sequence of the days of the week from Monday to Sunday. Then the first five children will be named as school days (Monday to Friday) and the two children will be weekends (Saturday and Sunday.)

Suggested Teaching Aids

Flash card: days of the week from Monday to Sunday.

Videos: days of the week

Assessment:

Oral question: Ask the days of the week in sequence.

Observation: Observe when they sing the song of days of the week.

Check list: evaluate whether they call days of the week properly

Letter 'Rr'

- Ask the children what they learned in previous class if they cannot recall it revise the letter comes before letter **Rr**.
- Before you tell them the letter **Rr**, give them the opportunity to read letter **Rr** with its sound because they can be from different background.
- Then, read letter '**Rr**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**r**' like **rat** and **ring**.
- Please, ask each child to name the letter **Rr** and pictures of **rat** and **ring** turn by turn to internalize it.
- If possible, bring video of a song about letter **Rr** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Rr** let them touch and sense.
- Finally, let them write letter **Rr** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 3. Let them color letter 'R' on children workbook.

Activity 4. Let them rewrite letter 'Rr' on children workbook.

Activity 5. Song: Sing the song given below to the teach sound 'r'

See my puppy, rip the rug

/rrr/-/rrr/-/rrr/

See my puppy, rip the rug

When he pulls so hard.

Suggested Teaching Aids

- Flash card: with letter **Rr** and list of colored pictures begin with letter 'Rr' like **rat** and **ring**
- **Sand letter:** Display the sand letter of **Rr**
- **Videos** with song of sound 'r'
- **Puzzle**/game of ordering/fixing letters

Assessment:

- **Oral question:** Ask name of letter **Rr**
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Rr**

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____
Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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 days of the week.						
2	Identify school days from weekends.						
3	Read capital letter ‘R’ from small letter ‘r’						
4	Name the picture that begins with the letter ‘Rr’ such as rat and ring.						
5	Rewrite letter ‘Rr’						

WEEK-19

Competencies

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

- Name months of the year.
- read and write letter 'Ss'
- name pictures begin with letter Ss like **sun** and **snake**.
- associate the pictures such as **sun** and **Snake** with the letter 'Ss'
- name Months of the year from **September** to **August** including leap of the year.
- Identify red, yellow and blue colors

Main Contents:

1. Months of the year
2. Letter 'Ss'
3. Colors

Suggested teaching and learning activities

Months of the year

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce months of the year
- Show the video of **months of the year** and practice to name them individually.

Activity 1: Song of 'Months of the year

September, October, November,

December, January, February,
March, April, May, June,
July, August, and 'Pagumea'

These are the thirteen months of the year.

Activity 2. Game of Months of the year.

Select **thirteen** children from the class, name each of them with months of year and let them make a line in sequence of the months from September to August. Give leap year(pagume) for the last child. Then the first child will say 'I am September, the 2nd 'I am October, ...)

Suggested Teaching Aid

Flash card: Months of the year from September- August. + leap year(pagume)

Videos: Months of the year September- August. + leap year(pagume)

Assessment:

Oral question: Ask the days of the week in sequence.

Observation: Observe when they sing the song of days of the week.

Check list: evaluate whether they call days of the week properly

Portfolio. Collect the result gathered from the check list and their daily activity.

Letter 'Ss'

- Ask the children what they learned in previous class if they cannot recall it revise the letter comes before letter **Ss**.
- Before you tell them the letter **Ss**, give them the opportunity to read letter **Ss** with its sound because they can be from different background.
- Then, read letter '**Ss**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound 's' like **sun** and **snake**.
- Please, ask each child to name the letter **Ss** and pictures of **sun** and **snake** turn by turn to internalize it.
- If possible, bring video of a song about letter **Ss** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Ss** let them touch and sense.
- Finally, let them write letter **Ss** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 3: Let the children color and rewrite letter 'Ss'

Activity 4. Song: Sing the song given below to the teach sound 's'

The snake is in the grass

The snake is in the grass

/ssssssss/

The snake is in the grass

Suggested Teaching Aids

- Flash card: with letter **Ss** and list of colored pictures begin with letter 'Ss' like **sun** and **snake**
- **Sand letter:** Display the sand letter of **Ss**
- **Videos** with song of sound 's'
- Toy of 'snake'
- **Puzzle**/game of ordering/fixing letters

Assessment:

- **Oral question:** Ask name of letter **Ss**
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Ss**

Colors

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce colors like **yellow, red and blue**.
- Show the video of the colors and practice to name them individually.

Activity 4: Sample of Dialogue

A: What is this color? B: This is _____.

A: What is this color? B. it is _____.

Suggested Teaching Aids

Flash card: show different colors cards.

Videos: colors like **red, blue and yellow**.

Real objects: like red, blue, and yellow crayons.

Assessment:

Oral question: Ask the name of different colors

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of colors properly

At the end of each day’s lesson, wave your hands to say ‘Good bye! or See you!’ and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher’s name _____ Academic year _____

During observation

Give a number to 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	Identify capital letter ‘S’ from small letter ‘s’						
2	Name months of the year						
3	Name colors like yellow, red and blue.						
4	Name the picture that begins with the letter ‘Ss’ like sun and star.						
5	Read letter ‘Ss’ and rewrite letter ‘Ss’						
6	Collect same things with same color.						

WEEK-20

Competencies

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

- Read and rewrite letter '**Tt**'
- name pictures begin with letter Tt like **top** and **tea**.
- associate the pictures such as **top** and **tea** with the letter '**Tt**'
- identify colors like **black** and **white**.
- Color the pictures based on the given colors.

Main Contents:

1. Letter '**Tt**'
2. Colors

Suggested teaching and learning activities

Letter '**Tt**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Tt**.
- Before you tell them the letter **Tt**, give them the opportunity to read letter **Tt** with its sound because they can be from different background.
- Then, read letter '**Tt**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**t**' like **top** and **tea**.
- Please, ask each child to name the letter **Tt** and pictures of **top** and **tea** turn by turn to internalize it.
- If possible, bring video of a song about letter **Tt** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen

- In order to identify the shape of letter **Tt** let them touch and sense.
- Finally, let them write letter **Tt** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 't'

When I watch the tennis game

/ttt/-/ttt/

When I watch the tennis game

My head goes back and forth

Activity 2: Let the children color, read and rewrite letter Tt on their workbook.

Suggested Teaching Aids

- Flash card: with letter **Tt** and list of colored pictures begin with letter '**Tt**' like **top** and **tea**.
- **Sand letter:** Display the sand letter of **Tt**
- **Videos** with song of sound '**t**'

Assessment:

- **Oral question:** Ask name of letter **Tt**
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Tt**
- **Portfolio.** Collect the result gathered from the check list and their daily activity.

Colors

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce colors like **black and white**.
- Show the video of the colors and practice to name them individually.

Activity 3. Help them to match capital letter with small letter from Qq to Tt.

Activity 4. Help them to change capital letter into small letter from Qq to Tt.

Activity 5: Sample of Dialogue

A: What is this color? B: This is red.

A: What is this color? B. it is _____.

Suggested Teaching Aids

Flash card: show different colors cards.

Videos: colors like **red, white, blue, green, black, orange** and **brown**.

Real objects: colors like **red, white, blue, green, black, orange** and **brown**.

Assessment:

Oral question: Ask the name of different colors

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of colors properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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	Identify colors like black and white.						
2	Call some kind of colors like black and white.						
3	Read letter ‘Tt’						
4	Name the picture that begins with the letter ‘Tt’ such as top and tea.						
5	Rewrite letter ‘Tt’						

WEEK-21

Competencies

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

- Read and rewrite letter '**Uu**'
- name pictures begin with letter Uu like **umbrella** and **under**.
- associate the pictures such as **umbrella** and **under** with the letter '**Uu**'
- identify colors like **green, pink and brown**.
- Color the pictures based on the given colors.

Main Contents: 1. Letter '**Uu**' 2. Colors

Suggested teaching and learning activities

Letter '**Uu**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Uu**.
- Before you tell them the letter **Uu**, give them the opportunity to read letter **Uu** with its sound because they can be from different background.
- Then, read letter '**Uu**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**u**' like **umbrella** and **under**.
- Please, ask each child to name the letter **Uu** and pictures of **umbrella** and **under** turn by turn to internalize it.
- If possible, bring video of a song about letter **Uu** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Uu** let them touch and sense.
- Finally, let them write letter **Uu** and color it correctly. Guide them how to color

the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 'u'

/u/, /u/, up go umbrellas!

/u/, /u/, up go umbrellas!

/u/, /u/, up go umbrellas!

When it starts to rain!

Activity 2: Let the children color, read and rewrite letter Uu on their workbook.

Suggested Teaching Aids

- Flash card: with letter **Uu** and list of colored pictures begin with letter '**Uu**' like **Umbrella** and **under**
- **Sand letter:** Display the sand letter of **Uu**
- **Videos** with song of sound '**u**'
- **Real objects:** umbrella, ball under a chair

Assessment:

- **Oral question:** Ask name of letter **Uu**, pictures of umbrella and the position of the ball.
- **Observation:** observe when they write and color properly
- **Check list:** evaluate whether they read and write letter **Uu**
- **Portfolio.** Collect the result gathered from the check list and their daily activity.

Colors

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce colors like **yellow, red, black, white, green, pink, blue** and **orange**.
- Show the video of the colors and practice to name them individually.

Activity 3. Song of 'Colors'

My favorite color is brown.

How about you?
My favorite color is orange.
How about you?
My favorite color is green.
How about you?
My favorite color is pink.
How about you?

Activity 4: Sample of Dialogue

A: What is this color? B: This is _____.
A: What is this color? B. it is _____.

To improve their hand writing let the children read and rewrite the given words.
Please, help the children who need your support and appreciate their attempt.

Activity 5: Guide the children to read and write the given words on their work book.

Suggested Teaching Aids

Flash card: show different colors cards.

Videos: colors like **red, white, blue, green, black, orange** and **brown**.

Real objects: colors like **green, pink, orange** and **brown**. (You can use any thing that shows the listed colors.

Assessment:

Oral question: Ask the name of different colors

Observation: Observe when they make the dialogue

Check list: evaluate whether they identify name of colors properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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 colors like brown, green and pink.						
2	Identify capital letter ‘U’ from small letter ‘u.’						
3	Read letter ‘Uu’						
4	Name the picture that begins with the letter ‘Uu’ like umbrella and under						
5	Rewrite letter ‘Uu’						

WEEK-22

Competencies

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

- Read and rewrite letter '**Vv**'
- name pictures begin with letter **Vv** like **vase** and **violin**.
- associate the pictures such as **vase** and **violin** with the letter '**Vv**'
- practice the sound of '**v**'
- name some class materials like crayons, bag, eraser, paper, book, pen, pencil and sharpener.

Main Contents: 1. Letter '**Vv**' 2. Classroom materials

Suggested teaching and learning activities

Letter '**Vv**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Vv**.
- Before you tell them the letter **Vv**, give them the opportunity to read letter **Vv** with its sound because they can be from different background.
- Then, read letter '**Vv**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures begin with sound '**v**' like **vase** and **violin**.
- Please, ask each child to name the letter **Vv** and pictures of **vase** and **violin** turn by turn to internalize it.
- If possible, bring video of a song about letter **Vv** and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter **Vv** let them touch and sense.

- Finally, let them write letter **Vv** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 'v'

Drive vic's van
Round the village
Drive vic's van
Round the village
Drive vic's van
Round the village
-/v/-/v/-/v/-/v/-/v/

Activity 2: Let the children color letter 'V' on their workbook

Activity 3: Tell the children to read and rewrite letter Vv on their workbook.

Suggested Teaching Aids

Flash card: with letter **Vv** and list of colored pictures begin with letter '**Vv**' like **vase** and **violin**.

Sand letter: Display the sand letter of **Vv**

Videos with song of sound '**v**'

Assessment:

Oral question: Ask name of letter **Vv**

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter **Vv**

Classroom Materials

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce classroom materials like **chair, table, board, pen, eraser, book...**
- Show the video of the classroom materials like **chair, table, board, pen, eraser, book** and practice to name them individually.

Activity 4. Song of 'Classroom materials.

**Pick up your pencil, pencil, pencil,
Write your name, Write your name
Touch your bag, touch your book,
Put your pencil down time is up!
Touch your eraser, touch your chair..
Time is up!**

Activity 5: Sample of Dialogue

A: What is this? B: This is a book .
A: What is this? B. This is_____.

Suggested Teaching Aids

Flash card: show different school materials.

Videos: classroom materials like **chair, table, board, pen, eraser, book....**

Real objects: classroom materials like **chair, table, board, pen, eraser, book....**

Assessment:

Oral question: Ask the name of different classroom materials like **chair, table, board, pen, eraser, book...**

Observation: Observe when they make the dialogue and point to classroom materials like **chair, table, board, pen, eraser, book...**

Check list: evaluate whether they name classroom materials like **chair, table, board, pen, eraser, book... properly**

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name_____

Child name_____ age_____

Teacher’s name_____ Academic year_____

During observation

Give a number to 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 classroom materials such as chair ,table .board ,pen ,eraser and book.						
2	Identify capital letter ‘V from small letter ‘v’						
3	Read letter ‘Vv’						
4	Name the picture that begins with the letter ‘Vv like violin and vase.						
5	Rewrite letter ‘Vv’						

WEEK-23

Competencies

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

- Read and rewrite letter '**Ww**'
- name pictures begin with letter **Ww** like **watch** and **water**.
- associate the pictures such as **watch** and **water** with the letter '**Ww**'
- practice the sound of '**w**'
- name some domestic animals like **cat, hen, horse and pig**.

Main Contents: 1. Letter 'Ww' 2. Domestic animals

Suggested teaching and learning activities

Letter 'Ww'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Ww**.
- Before you tell them the letter **Ww**, give them the opportunity to read letter **Ww** with its sound because they can be from different background.
- Then, read letter '**Ww**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**w**' like **watch** and **water**.
- Please, ask each child to name the letter '**Ww**' and pictures of **watch** and **water** turn by turn to internalize it.
- If possible, bring video of a song about sound '**w**' and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen
- In order to identify the shape of letter '**w**' let them touch and sense.
- Finally, let them write letter **Ww** and color it correctly. Guide them how to color

the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 'w'

I see the clouds moving /w/-/w/-/w/-/w/

I see the kites flying /w/-/w/-/w/-/w/

I see the trees bending /w/-/w/-/w/-/w/

The wind is blowing strong!

Activity 2: Let the children color on their workbook

Activity 3: Tell the children to read and rewrite letter Ww on their workbook.

Suggested Teaching Aids

Flash card: with letter **Ww** and list of colored pictures begin with letter '**Ww**' like **watch** and **water**.

Sand letter: Display the sand letter of '**Ww**'

Videos with song of sound '**w**'

Assessment:

Oral question: Ask name of letter **Ww**

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter **Ww**

Domestic Animals

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Sing the song of domestic animals like cat, hen, horse and pig and the let them practice after you repeatedly.
- Show the video/pictures of domestic animals like cat, hen, horse, and pig and practice to name them individually. Help the children who need your support.

Activity 4. Song of 'Domestic Animals'

A cow in the shed

A cow in the shed
Moo, moo, moo says the cow in the shed
The cat in the house, the cat in the house
Meow, meow, meow...
Says the cat in the house.
The dog in the kennel
The dog in the kennel
Woo, woo, woo says the dog in the kennel

Activity 5: Sample of a Dialogue

A: What is this? B: This is a cat.
A: What is this? B. This is _____.

Suggested Teaching Aids

Flash card: show different domestic animals.

Videos: domestic animals like dog, cat, horse, hen and pig.

Assessment:

Oral question: Ask the name of different domestic animals like cat, horse, hen and pig.

Observation: Observe when they make the dialogue and point to the right domestic animals like cat, ox, horse, hen and pig.

Check list: evaluate whether they name domestic animals like cat, ox, horse, hen and pig properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher’s name _____ Academic year _____

During observation
Give a number to 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 some domestic animal like cat , ,hen, horse and pig.						
2	Identify some domestic animals like cat , hen, horse and pig.						
3	Name the picture that begins with the letter ‘Ww’like water and watch.						
4	Read letter ‘Ww’						
5	Rewrite letter ‘ Ww’						

WEEK-24

Competencies

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

- Read and rewrite letter '**Xx**'
- name pictures begin with letter **Xx** like **X-ray** and **xylophone**.
- associate the pictures such as **X-ray** and **xylophone** with the letter '**Xx**'
- practice the sound of '**x**'
- name some domestic animals like dog, cat, donkey, ox, cow, horse, hen, sheep and goat.

Main Contents:

1. Letter '**Xx**'
2. Domestic animals

Suggested teaching and learning activities

Letter '**Xx**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Xx**.
- Before you tell them the letter **Xx**, give them the opportunity to read letter '**Xx**' with its sound because they can be from different background.
- Then, read letter '**Xx**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures that begin with sound '**x**' like **xylophone** and **X-ray**.
- Please, ask each child to name the letter '**Xx**' and pictures of **X-ray** and **xylophone** turn by turn to internalize it.
- If possible, bring video of a song about sound '**x**' and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage

them to say what they watch or listen

- In order to identify the shape of letter 'x' let them touch and sense.
- Finally, let them write letter **Xx** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 'x'

/ks/-/ks!/ Take an x-ray

/ks/-/ks!/ Take an x-ray

/ks/-/ks!/ Take an x-ray

-x-ray of my hand!

Activity 2: Let the children color letter X on their workbook

Activity 3: Tell them to read and rewrite letter Xx on their workbook.

Suggested Teaching Aids

Flash card: with letter '**Xx**' and list of colored pictures begin with letter '**Xx**' like **X-ray** and **xylophone**

Sand letter: Display the sand letter of '**Xx**'

Videos with song of sound 'x'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter '**Xx**'

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter '**Xx**'

Domestic Animals

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce domestic animals like dog, cat, donkey, ox, cow, horse, hen, sheep and goat.
- Show the video of domestic animals like dog, cat, donkey, ox, cow, horse, hen, sheep and goat and practice to name them individually. Help the children who need your support.

Activity 4. Riddle of 'Domestic Animals'

Cow	Cat	Hen	dog
I have four legs. I am domestic animal I give you milk. Who am I?	I have four legs. I am domestic animal I say meow, meow. Who am I?	I have two legs. I am domestic animal I give you egg. Who am I?	I have four legs. I am domestic animal I say woo, woo. Who am I?

Activity 4: Sample of a Dialogue

A: What is this animal? B: This is a dog.

A: What is this animal? B. This is _____.

Suggested Teaching Aids

Flash card: show the name and pictures of different domestic animals.

Videos: domestic animals like dog, cat, donkey, ox, cow, horse, hen, sheep and goat.

Assessment:

Oral question: Ask the name of different domestic animals given on their workbook.

Ask the children to answer the riddle after you read and act out it.

Observation: when they make the dialogue **and answer the riddle correctly**

When they point and name to the right domestic animals.

Check list: evaluate whether they name domestic animals like dog, cat, donkey, ox, cow, horse, hen, sheep and goat properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 some domestic animal like donkey, ox, cow, hen, sheep and goat.						
2	Identify some domestic animals like donkey, ox, cow, sheep and goat.						
3	Name the picture that begins with the letter ‘Xx’ like x-ray and xylophone.						
4	Read letter ‘Xx’						
5	Rewrite letter ‘ Xx’						

WEEK-25

Competencies

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

- Read and rewrite letter '**Yy**'
- name pictures begin with letter **Yy** like **yak** and **yogurt**.
- associate the pictures such as **yak** and **yogurt** with the letter '**Yy**'
- practice the sound of '**y**'
- name some wild animals like **lion**, **tiger**, **giraffe**, **monkey**.

Main Contents:

1. Letter '**Yy**'
2. Wild animals

Suggested teaching and learning activities

Letter '**Yy**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Yy**.
- Before you tell them the letter **Yy**, give them the opportunity to read letter '**Yy**' with its sound because they can be from different background.
- Then, read letter '**Yy**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures begin with sound '**y**' like **yak** and **yogurt**.
- Please, ask each child to name the letter '**Yy**' and pictures of **yak** and **yogurt**. turn by turn to internalize it.
- If possible, bring video of a song about sound '**y**' and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen

- In order to identify the shape of letter 'y' let them touch and sense.
- Finally, let them write letter **Yy** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach sound 'y'

I like to eat, eat, eat
Yogurt and bananas
I like to eat, eat, eat,
Yogurt and bananas
I like to eat, eat, eat
/y/-/y/-/y/-/y/-/y/

Activity 2: Let the children color and rewrite letter **Yy** on their workbook.

Suggested Teaching Aids

Flash card: with letter '**Yy**' and list of colored pictures begin with letter '**Yy**' like **yak** and **yogurt**.

Sand letter: Display the sand letter of '**Yy**'

Videos with song of sound 'y'

Puzzle/game of ordering/fixing letters

Assessment:

Oral question: Ask name of letter '**Yy**'

Observation: observe when they write and color properly

Check list: evaluate whether they read and write letter '**Yy**'

Wild Animals

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce wild animals like **fox**, **elephant** and **hyena**
- Show the video of wild animals like **fox**, **elephant** and **hyena** then let the **children**. practice to name them individually. Help the children who need your support.

Activity 3. Song of 'Wild Animals'

What do you see?(x2)
What do you see?(x2)
I see a lion.
What do you see?(x2)
I see fox.
What do you see?(x2)
I see an elephant.
What do you see?(x2)
I see a hyena
What do you see?(x2) (continue in this way)

Activity 4: Sample of a Dialogue

A: What is this? B: This is a fox.
A: What is this? B. This is _____.

Activity 5. Let them color the given pictures on their work book.

Suggested Teaching Aids

Flash card: show the name and pictures of different wild animals like **fox**, **elephant** and **hyena**.

Videos: wild animals like **fox**, **elephant** and **hyena**.

Assessment:

Oral question: Ask the name of different wild animals like **fox**, **elephant** and **hyena**.

Observation: when they make the dialogue and point to the right wild animals like **fox**, **elephant** and **hyena**

Check list: evaluate whether they name wild animals like **fox**, **elephant** and **hyena** properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____
Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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	Identify capital letter ‘Y’ from small letter ‘y’						
2	Read letter ‘Yy’						
3	Name the picture that begins with the letter ‘Yy’ like yogurt and yak.						
4	Rewrite letter ‘Yy’						
5	Name wild animals like fox, elephant and hyena.						

WEEK-26

Competencies

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

- Read and rewrite letter '**Zz**'
- name pictures begin with letter **Zz** like **zebra** and **zip**.
- associate the pictures such as **zebra** and **zip** with the letter '**Zz**'
- practice the sound of '**z**'
- name some wild animals like **lion, tiger, giraffe and monkey**.

Main Contents:

1. Letter '**Zz**'
2. Wild animals

Suggested teaching and learning activities

Letter '**Zz**'

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it revise the letter comes before letter **Zz**.
- Before you tell them the letter **Zz**, give them the opportunity to read letter '**Zz**' with its sound because they can be from different background.
- Then, read letter '**Zz**' for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary use pictures begin with sound '**z**' like **zebra** and **zip**.
- Please, ask each child to name the letter '**Zz**' and pictures of **zebra** and **zip** turn by turn to internalize it.
- If possible, bring video of a song about sound '**z**' and its sound to the class and display it on TV or make them to listen it on available recorded audio. Encourage

them to say what they watch or listen

- In order to identify the shape of letter 'z' let them touch and sense.
- Finally, let them write letter **Zz** and color it correctly. Guide them how to color the letter and rewrite it. Don't forget as some students need your help day to day.

Activity 1. Let the children color, read and rewrite letter Zz on their workbook

Song: Sing the song given below to teach sound 'z'

Did you ever hear

a bee buzz

a bee buzz

a bee buzz?

Did you ever hear

a bee buzz

‘/zzz/!’, like this?

Activity 2: Match capital letter with their small letter.

Suggested Teaching Aids

- Flash card: with letter '**Zz**' and list of colored pictures begin with letter '**Zz**' like **zebra** and **zip**
- **Sand letter:** Display the sand letter of '**Zz**'
- **Videos** with song of sound 'z'
- **Puzzle**/game of ordering/fixing letters

Assessment:

- **Oral question:** Ask name of letter '**Zz**'
- **Observation:** observe when they write and color letter **Zz** properly
- **Check list:** evaluate whether they read and write letter '**Zz**'

Wild Animals

Dear teacher!

- Please, start the class by greeting the children and encourage them to

respond it properly.

- Ask them what they learned in previous class.
- Then, introduce wild animals like **lion, tiger, giraffe and monkey**.
- Show the video of wild animals like **lion, tiger, giraffe and monkey** and practice to name them individually. Help the children who need your support.

Activity 3. Fill the missing letters on their work book.

Song of 'Wild Animals'

What do you see
I see a lion, I see lion
What do you see?
I see a tiger, I see a tiger
What do you see
I see a monkey.

Activity 4: Sample of a Dialogue

A: What is this? B: This is a lion.

A: What is this? B. This is_____.

Activity 5: Guide the children to read and rewrite the given words on their work book.

Suggested Teaching Aids

Flash card: show the name and pictures of different wild animals like **lion, tiger, giraffe and monkey**

Videos: wild animals like **lion, tiger, giraffe and monkey**

Assessment:

Oral question: Ask the name of different wild animals like **lion, tiger, giraffe and monkey**

Observation: when they

- make the dialogue
- When they identify and point to the right wild animals like lion, tiger _,

Check list: evaluate whether they name wild animals like **lion, tiger, giraffe and monkey** properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and

guide them to act and respond it as well.

Check list

School name _____
Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to each list after observation

- Keys:**
- 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	Identify wild animals like lion, tiger, monkey and giraffe.						
2	Call some wild animals like lion, monkey, tiger and giraffe.						
3	Read and write letter ‘Zz’						
4	Name the picture that begins with the letter ‘Zz’ like zebra and zip						
5	Rewrite letter Zz						

WEEK 27

Competencies

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

- Identify geometry shapes like **circle, rectangle and triangle**.
- name geometry shapes like **circle, rectangle and triangle**.
- Call numbers 1-10

Main Contents:

Geometry shapes

Numbers 1-10

Suggested teaching and learning activities

Geometry Shapes

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it, revise the lesson by yourself.
- Before you tell them the **shapes of geometry**, give them the opportunity to name the **shapes of the geometry** because maybe they can be from different background.
- Then, tell the name of the **shapes of geometry** for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, let the children call the name of the shapes repeatedly till they internalize it. It is better if you give them the chance to draw the shapes freely.
- If possible, bring video of a song about sound shapes of geometry to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen after you say it.

- In order to identify the shape of geometry let them touch and sense.
- Finally, let them name and identify one shape from one another and color it correctly.
- Don't forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach shapes of geometry.

Circles 'go round and round.'
 Circles 'go round and round.'
 No corners no sides.
 Circles 'go round and round.'
 Circles 'go round and round.'
 Squares have four shapes
 Squares have four sides
 All corners are the same
 All sides are the same
 Rectangles have four corners and four sides
 Two sides are short, two sides are long.
 Triangles have three corners and three sides
 Sides and corners can be any size.

Activity 2: Let the children show and indicate shapes on their workbook

Activity 3: Read the riddle for children and let them call the name of the shape given in the table turn by turn.

Rectangle	Triangle	circle
-----------	----------	--------

I am a shape. I have four corners. I have four sides. Who am I?	I am a shape I have three corners. I have three corners. Who am I?	I am a shape. I have no corners I am round. Who am I?
---	--	---

Suggested Teaching Aids

- Flash card: with shapes of circle, rectangle and triangle.
- **Videos** with song of 'shapes'
- **Real objects:** shapes of rectangle, triangle and circle.

Assessment:

- **Oral question:** Ask name of shapes like circle, rectangle and triangle.
- **Observation:** observe when they name and point the shapes properly.
- **Check list:** evaluate whether they name or not the shapes properly.

Numbers 1-10

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce numbers 1-10 in their order.
- Show the video of number song 1-10 and practice to name them in group.
Let them call the numbers repeatedly till they internalize it. Help the children who need your support.

Activity 4. Song of 'Numbers 1-10'

One, one, number one

Who's gonna dance?

One little bear dance.

Hula, hula, hulala.

Two, two, number two

Who's gonna dance?

Two little birds sing

Hula, hula, hulala

Three, three, number three.

Who's gonna dance?
Three little pigs dance.
Hula, hula, hulala
four, four, number four
Who's gonna dance?
Four little penguins dance
Hula, hula, hulala
Who's gonna dance?
five, five, number five
Who's gonna dance?
five little monkeys dance
Hula, hula, hulala

Note: (you can continue in this way for number 6-10 and use another better techniques)

Number card game:

Activity 5: First call ten children in front of the classroom and give them number card 1-10. After that, display them on the mat or table then let the children to pick their number within the given time.

Suggested Teaching Aids

Flash card: show cards with number 1-10 for the class.

Videos: show the children videos of numbers 1-10.

Assessment:

Oral question: Ask the name of numbers 1-10 individually.

Observation: when they

- make the dialogue
- When they pick the right number.

Check list: evaluate whether they name numbers 1-10 properly

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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	Identify numbers from one to ten.						
2	Count numbers from one to ten.						
3	Name some shapes like circle ,rectangle and triangle.						
4	Identify circle, rectangle and triangle shapes.						
5	Associate shapes with some objects like ball with circle shape ,pizza with triangle shape...						

WEEK 28

Competencies

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

- Identify geometry shapes like **square and oval**.
- name geometry shapes like **square and oval**.
- Call numbers **11-15**

Main Contents:

1. Geometry shapes
2. Numbers 11-15

Suggested teaching and learning activities

Geometry Shapes

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class if they cannot recall it, revise the lesson by yourself.
- Before you tell them the name of square and oval **shapes**, give them the opportunity to name the circle, rectangle and triangle shapes because they learned in the previous classes.
- Then, tell the name of the shapes of geometry like **square and oval** for the class and order the children to repeat it after you properly.
- In order to improve their vocabulary, let the children call the name of the shapes repeatedly till they internalize it. It is better if you give them the chance to draw the shapes freely.
- If possible, bring video of a song about sound shapes of geometry to the class and display it on TV or make them to listen it on available recorded audio. Encourage them to say what they watch or listen after you say it.
- In order to identify the shape of geometry let them touch and sense.
- Finally, let them name and identify one shape from one another and color it correctly.

- Don’t forget as some students need your help day to day.

Activity 1. Song: Sing the song given below to teach shapes of geometry.

We are shapes.
You can see us everywhere.
I am a square (x2)
I’ve four sides
I am a square (x2)
I am an oval shape(x2)
Shape like an egg so, so far!
I’m an oval shape(x2)

Activity 2: Let the children show and indicate shapes on their workbook

Activity 3: Read the riddle for children and let them call the name of the shape given in the table turn by turn.

Square	Triangle	Oval
I am a shape. I have four equal sides. Who am I?	I am a shape I have three equal sides Who am I?	I am a shape. I look like an egg. Who am I?

Suggested Teaching Aids

- Flash card: with shapes of star, square and oval.
- **Videos** with song of shapes.
- **Real objects:** shapes of square, star and oval.

Assessment:

- **Oral question:** Ask name of shapes like square, star and oval.
- **Observation:** observe when they name and point the shapes properly.
- **Check list:** evaluate whether they name or not the shapes properly.

Numbers 11-15

Dear teacher!

- Please, start the class by greeting the children and encourage them to respond it properly.
- Ask them what they learned in previous class.
- Then, introduce numbers **11-15** in their order.
- Show the video of number song **11-15** and practice to name them in group. Let them call the numbers repeatedly till they internalize it. Help the children who need your support.

Activity 3. Song of 'Numbers 11-15'

**One, two, three, four, five jelly beans,
Six, seven, eight, nine, ten jelly beans.
They are too bored,
yawn, yawn, yawn!
So ten jelly beans are going to find something fun.
Eleven jelly beans drive
Vroom, vroom, vroom.
Twelve jelly beans honk
Beep, beep, beep.
Thirteen jelly beans row
Fourteen jelly beans dance
Waa!
Fifteen jelly jeans jump
Hop, hop, hop!**

Activity 4: Sample of a Dialogue

A: What is this number? B: This is number eleven.

A: What is this number? B. It is number ____.

Activity 5: First, call ten children in front of the classroom and give them number 1-10. After that, display number 1-10 on the mat or table then let the children to pick their number with in the given time.

Suggested Teaching Aids

Flash card: show cards with number 11-15 for the class.

Videos: show the children videos of numbers 11-15.

Assessment:

Oral question: Ask the name of numbers 11-15 individually.

Observation: when they

- make the dialogue
- When they pick the right number.

Check list: evaluate whether they name numbers 11-15 properly

At the end of each day’s lesson, wave your hands to say ‘Good bye! or See you!’ and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher’s name _____ Academic year _____

During observation

Give a number to 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	Identify numbers from eleven to fifteen.						
2	Count numbers from eleven to fifteen.						
3	Name some shapes like oval and square.						
4	Identify oval and square shapes.						
5	Associate shapes with some objects like egg with oval shape.						

WEEK-29

Competencies

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

- Identify kinds of profession like Doctor, Teacher, Pilot
- Name different kinds of professions like Doctor, Teacher , Pilot.
- Identify different kinds of fruits like Orange, Banana, Mango , Papaya.
- Name some fruits such as Orange, Banana, Mango , Papaya.

Main Contents:

1. Fruit
2. Profession

Profession

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then Show them picture of profession to introduce like doctor , teacher , policeman , and pilot.
- ✓ Sing a song about 'Profession' and let the children to sing it after you repeatedly. Let the children listen related songs and watch educational videos that describes profession.
- ✓ Let the children to practice the riddle in group after you show them how to act on it repeatedly.
- ✓ Show them how to color the given picture of fruit on their work book.
- ✓ Invite each child to name some professions like doctor, teacher, pilot and police man.
- ✓ Encourage the children to sing profession's song and let them sing it with you.

Activity 1: song

What do you do?

I am a teacher.
Everybody say your ABC. .
What do you do?
I am a doctor.
What do you do?
I treat people
What do you do?

Activity 2: Riddle of ‘Profession’

Doctor	Teacher	Pilot	policemen
I am a kind of profession. I treat people. I work in hospital. Children like to be just like me. Look at my picture Who am I?	I am a kind of profession. I work at school. I teach you. Here is my picture Who am I?	I am a kind of profession. I work at airport I fly an aeroplane Here is my picture. Who am I?	We are kind of profession. We work at police station. We serve people for safety. Children like to be like us. Who are we?
			

Activity:3 Let the children Color the picture of profession on their work book.

1. Fruits

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then Show picture of fruit to introduce different kinds of them like mango, orange, banana and papaya.
- ✓ Sing a song about ‘**fruit**’ and let the children sing it after you repeatedly. Use more songs and watch educational video that describes **fruit**.
- ✓ Let four children practice the riddle in a group after you show them how to act on it repeatedly.

- ✓ Show them how to color the given picture on their work book.
- ✓ Invite each child to name some fruit like banana, mango, papaya and orange.
- ✓ Encourage the children to sing fruit’s song and let them sing it together with you

Activity 4: color pictures of fruit on their work book.

song

Yellow and long
I am banana yellow and long.
Do you like my song?
I am an apple green and yellow
I am an apple...

Activity 5: Riddles

Mango	Banana	Orange	Papaya
I am a fruit. I am sweet and healthy. Children like to eat me. Look at my picture Who am I? 	I am a fruit. I am sweet and healthy. I am yellow in color. Here is my picture Who am I? 	I am a fruit. I am orange and green in color. My shape is rounded like a circle I am sweet and healthy. Here is my picture. Who am I? 	I am fruit. I am green and yellow in color. My shape looks like an oval one. I am sweet and healthy. Children like to eat me. Who am i? 

Suggested teaching Aids to teach profession and fruit

Flash cards: fruit like mango, banana, orange and papaya.

Flash cards: profession like pilot ,doctor, teacher, policeman.

Pictures: Profession and fruit

Video of fruit and profession

Real object: banana, mango, orange and papaya.

Clothes of profession

Assessment: Oral question

- ✓ Ask the children to name fruits like mango, papaya, and teacher.

- ✓ Ask the children to name profession like policeman ,pilot, teacher and doctor.

Observation

- ✓ Observe the children when they answer the riddle.
- ✓ Observe the children when they sing ‘fruit’ song correctly.
- ✓ Observe the children when they color pictures on their book accordingly.

Check list

School name _____
Child name _____ age _____
Teacher’s name _____ Academic year _____

During observation
Give a number to 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	Identify kinds of profession like doctor, policeman, teacher and pilot.						
2	Tell what they want to be when they grow up like I will be a doctor...						
3	Name kinds of fruit like mango, orange ,banana and papaya.						
4	Tells that fruit is good for health.						
5	Tell their parents’ work to live.						

WEEK-30

Competencies

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

- Identify kinds of profession like Farmer, Engineer,
- Name different kinds of professions like Farmer and Engineer.
- Identify different kinds of fruit like pineapple, apple and lemon.
- Name some fruit such as pineapple, apple and lemon.

Main Contents:

1. Fruits
2. Professions

Suggested teaching and learning activities

Professions

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then show picture of profession to introduce different kinds of them like farmer and Engineer.
- ✓ Sing a song about 'Profession' and let the children to sing it after you repeatedly. Let the children listen the song and watch educational videos that describe profession.
- ✓ Let the children to practice the riddle in group after you show them how to act it repeatedly.
- ✓ Show them how to color the given picture to relate with the real one.
- ✓ Invite each child to name some professions like Farmer and Engineer.
- ✓ Encourage the children tossing profession song and let them sing it together their confidence and moral

Activity 1: profession song

What do you do?

I am a teacher.

Everybody say your ABC. .

What do you do?
I am a doctor.
What do you do?
I treat people
What do you do?

Activity 2: Riddle of ‘Profession’

Farmer	Engineer
I am a kind of profession. I work at farm. I take care of plants and farm animals. Children like to be just like me. Look at my picture Who am I? 	I am a kind of profession. I build house. I also build school and hospital. Here is my picture Who am I? 

Activity:3 Let the children Color the picture of professions

Fruits

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then Show picture of fruit to introduce different kinds of them like lemon, pineapple and apple .
- ✓ Sing a song about ‘fruit’ and let the children to sing it after you repeatedly. Let the children listen songs and watch educational videos that describe fruit.
- ✓ Let the children to practice the riddle in group after you show them how to act it repeatedly.
- ✓ Show them how to color the given picture to relate with the real one.
- ✓ Invite each child to name some fruit like lemon, pineapple , avocado and apple .
- ✓ Encourage the children to sing fruit song and let them sing it together with

you.

Activity 4: fruit song

Yellow and long
I am banana yellow and long.
Do you like my song. .
I am an apple green and yellow
I am an apple..

Activity 5: Riddle of 'Fruit'

Apple	Lemon	Pineapple	Avocado
I am a fruit. I am sweet and healthy. Children like to eat me. Look at my picture Who am I? 	I am a fruit. I am sour and healthy. I am yellow in color. Here is my picture Who am I? 	I am a fruit. I am orange and green in color. I am sweet and healthy. Here is my picture. Who am I? 	I am fruit. I am green in color. My shape is like an oval one.. Children like to eat. Who am i? 

Suggested teaching Aids

Flash cards: fruit like lemon, apple, pineapple and avocado.

Pictures of Profession like farmer and engineer .

Video of fruits

Real object: lemon, apple, pineapple and avocado.

Assessment: Oral question

Ask the children to name fruits like: lemon, apple, pineapple and avocado.

Observation

- ✓ Observe the children when they answer the riddle.
- ✓ Observe the children when they sing 'fruit' song correctly.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 kinds of fruit like apple, pineapple, avocado and lemon.						
2	Name profession like engineer and farmer.						
3	Tell what they want to be when they grow up.						
4	Tell fruit is good for health.						
5	Tell what their parents work to live.						
6	Say some work place of profession like engineer and farmer.						

WEEK-31

Competencies

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

- Name some kinds of vegetables like potato, onion and carrot.
- Identify some vegetables like potato, onion and carrot among others.
- Name weather conditions like sun, rain, wind, cloud.

Main Contents:

1. Vegetables
2. Weather condition

Suggested teaching and learning activities

Vegetables

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then Show picture of vegetables like potato, onion and carrot to introduce them.
- ✓ Sing a song about 'vegetables' and let the children sing it after you repeatedly. Guide the children to listen songs and watch educational videos that describe **vegetables**.
- ✓ Let the children practice the riddle in group after you then show them how to act it repeatedly.
- ✓ Show them how to color the given pictures to internalize.
- ✓ Invite each child to name some vegetables like potato, onion and carrot.
- ✓ Encourage the children 'vegetables' song and let them sing it together to enhance their confidence and moral.

Activity 1: Song of 'Vegetables'

Carrot, cabbage, chilly

One. Two, three
Let's chop some carrots
Carrots na, na, na
Let's chop some cabbage
Cabbages na, na, na
Let's chop some chilly
Chilly na, na, na
Some vegetables for you and me
Carrot, cabbage, chilly
Some vegetables for you and me
And we sing na, na, na
na, na, na
na, na, na
vegetables for you
vegetables for me
vegetables for you and me
Note: (You can continue in this way.....)

Activity 2: Sample of Dialogue

A: what is this vegetable?

B: This is a carrot.

A: What is this vegetable?

B: It is an onion.

Activity 3: Ask the children to touch the vegetables you call. (You have to bring some vegetables to the classroom and let them identify by touching the vegetables you are asking.)

Weather Condition

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then read the words like sun, rain, cloud and wind to the classroom and encourage them to say it after you repeatedly.

- ✓ Sing a song about 'weather condition' loudly and let the children to sing it after you repeatedly. Let the children listen songs and watch educational videos that describe weather condition.
- ✓ Let the children say '**Today is sunny, Today is rainy, Today is windy and Today is cloudy**' in group after you say them repeatedly.
- ✓ Invite each child to name some words like **sun, rain, wind, and cloud**.
- ✓ Encourage the children to sing a song about '**weather condition**' and let them sing it together to improve their confidence and moral.

Activity 4: Song of 'Weather Condition'

How is the weather(x2)
How is the weather today?
Is it sunny? is it rainy? is it cloudy? is it windy today?
How is the weather today?
Let's look out side how is the weather?
Is it sunny today?
Let's look outside how is the weather?
Is it rainy today?
Let's look outside how is the weather?
Is it cloudy today?

Note: While singing this song, they can '**nod**' their head to show agreement.

Activity 5: Let the children ask and answer the following dialogue.

A: What is today's weather? B. It is sunny.

A: What is today's weather? B. It is _____.

Suggested teaching Aids

Flash cards: of rain, sun and cloud.

Pictures of **sun, rain, wind, and cloud**.

Video of weather condition.

Assessment: Oral question

- ✓ Ask the children to name **sun, rain, wind, and cloud**.

Observation: Observe the children when they sing the song of weather condition properly.

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and

guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 some vegetables like potato, onion and carrot						
2	Identify vegetables like potato, onion and carrot among others.						
3	Say ‘sunny, rainy, cloudy and windy’.						
4	Identify one the weather word from another by looking at the pictures.						

WEEK-32

Competencies

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

- Name some kinds of vegetables like **cabbage, tomato and chilly**.
- Identify some vegetables like **cabbage, tomato and chilly** among others.
- Name weather conditions like sun, rain, wind, cloud.

Main Contents:

1. Vegetables
2. Weather condition
3. Word

Suggested teaching and learning activities

Vegetables

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then Show picture of vegetables like **cabbage, tomato and chilly** to introduce them.
- ✓ Sing a song about 'vegetables' and let the children sing it after you repeatedly. Guide the children to listen songs and watch educational videos that describe **vegetables**.
- ✓ Let the children practice the riddle in group after you then show them how to act it repeatedly.
- ✓ Show them how to color the given pictures to internalize.
- ✓ Invite each child to name some vegetables like **cabbage, tomato and chilly**.
- ✓ Encourage the children 'vegetables' song and let them sing it together to enhance their confidence and moral.

Activity 1: Song of 'Vegetables'

Carrot, cabbage, chilly

One. Two, three

Let's chop some carrots
Carrots na, na, na
Let's chop some cabbage
Cabbages na, na, na
Let's chop some chilly
Chilly na, na, na
Some vegetables for you and me
Carrot, cabbage, chilly
Some vegetables for you and me
And we sing na, na, na
na, na, na
na, na, na
vegetables for you
vegetables for me
vegetables for you and me

Note: (You can continue in this way.....)

Activity 2: Sample of Dialogue

A: what is this vegetable?

B: This is a carrot.

A: What is this vegetable?

B: It is an onion.

Activity 3: Ask the children to touch the vegetables you call. (You have to bring some vegetables to the classroom and let them identify by touching the vegetables you are asking.)

Weather Condition

Suggested teaching and learning activities

Dear teacher!

- ✓ Please, start the class by greeting the children and revise the previous lesson. Then read the words like sun, rain, cloud and wind to the classroom and encourage them to say it after you repeatedly.
- ✓ Sing a song about 'weather condition' loudly and let the children to sing it after you repeatedly. Let the children listen songs and watch educational videos that describe weather condition.
- ✓ Let the children say '**Today is sunny, Today is rainy, Today is windy and**

Today is cloudy in group after you say them repeatedly.

- ✓ Invite each child to name some words like **sun, rain, wind, and cloud**.
- ✓ Encourage the children to sing a song about '**weather condition**' and let them sing it together to improve their confidence and moral.

Activity 5: Song of 'Weather Condition'

How is the weather(x2)

How is the weather today?

Is it sunny? is it rainy? is it cloudy? is it windy today?

How is the weather today?

Let's look outside, how is the weather?

Is it sunny today?

Let's look outside how is the weather?

Is it rainy today?

Let's look outside how is the weather?

Is it cloudy today?

Note: While singing this song, they can 'nod' their head to show agreement.

Suggested teaching Aids

Flash cards: of rain, sun and cloud.

Pictures of sun, rain, wind, and cloud.

Video of weather condition.

Assessment: Oral question

- ✓ Ask the children to name sun, rain, wind, and cloud.

Observation

- ✓ Observe the children when they sing the song of weather condition properly.

At the end of each day's lesson, wave your hands to say 'Good bye! or See you!' and guide them to act and respond it as well.

Check list

School name _____

Child name _____ age _____

Teacher's name _____ Academic year _____

During observation

Give a number to 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 some vegetables like cabbage, tomato and chilly						
2	Identify vegetables like cabbage, tomato and chilly among others.						
3	Say ‘sunny, rainy, cloudy and windy’.						
4	Identify one the weather word from another by looking at the pictures.						

Addis Ababa Education Bureau Curriculum Development and implementation Directorate

Preprimary Education English Syllabus for Level-Two

May. 2024
Addis Ababa

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 2 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.

1. Content and Minimum Learning Competencies

Skill	Content	Minimum Learning Competencies
Listening	• Understand Common greetings and farewell like good morning, good afternoon and good bye /see you/ • Understand polite expressions to communicate others (please . excuse me , its okay, thank you.)	• Understand Common greetings and farewell like good morning, good afternoon and good bye /see you/ • Understand polite expressions to communicate others like please . excuse me , its okay, thank you.
Speaking	• Self – introduction / name sex age/ • Greet his/her friends in the good morning, good afternoon in English. • Pronounce ‘good morning’ ‘good afternoon ‘ correctly • Use polite expressions to communicate others (yes, no, thank you). • Counting numbers 1- 15 • Feelings (laugh, sleepy, sad and happy)	• Introduce them Selves / name, sex and age/ • Greet his friends in the good morning, good afternoon in English. • Pronounce ‘good morning’ ‘good afternoon ‘ correctly • Use polite expressions to communicate others (yes, no, thank you). • Counting numbers 1- 15 • Express their Feelings (laugh, sleepy, sad and happy)

Skill	Content	Minimum Learning Competencies
Vocabulary	- body parts eye, nose, ear, tongue, mouth, teeth, lip, neck, hand, fingers, shoulder ... - Family members(father, Mother, sister, brother, grandfather, grandmother) - Clothes(dress, trousers, t-shirt, sweater, jacker, skirt, shoes and shorts) - colors (red, white, yellow, black,Blue and Green,brown) - Days of the week and monthes of the year - Rooms in the house(living room,bed room,bath room and kitchen. - House hold materials (bed, sofa, chair, spoon, pan, pot,toilet paper, pillow, soap, towel) - Shapes (circle, triangle, square and rectangle) - School materials (pencil, eraser, sharpener, exercise book, bag, ruler, crayons, paper and glue) - Profession (Teacher, doctor, pilot, police man, farmer,engineer) - Animals (cat, dog, hen, sheep, goat , cow ,ox, horse, donkey ,lion, Tiger, ,monkey, elephant,fox,zebra,hyena and giraffe) - Name of Fruits (orange, banana, mango, papaya,pinaple ,apple, lemon ,avocado) - Name of vegetables (potato , onion, cabbage,carrot,chili, tomato) - Weather sunny,rainy, windy and cloudy	- Name body parts eye, nose, ear, tongue, mouth, teeth, lip, neck, hand, fingers, shoulder ... - Name Family members(father, Mother, sister, brother, grandfather, grandmother) - Name Clothes(dress, trousers, t-shirt, sweater, jacker, skirt, shoes and shorts) - Name colors (red, white, yellow, black,Blue and Green) - Name of Days of the week and monthes of the year - Name Rooms in the house(living room,bed room,bath room and kitchen. - Name House hold materials (bed, sofa, chair, spoon, pan, pot,toilet paper, pillow, soap, towel) - Names Shapes(circle, triangle, square and rectangle) - Name School materials (pencil, eraser, sharpener,exercise book, bag, ruler, crayons, paper and glue) - Name Profession Teacher, doctor , pilot, police man, farmer,engineer) - Name Animals (cat, dog, hen, sheep, goat , cow ,ox, horse, donkey ,lion, Tiger, ,monkey, elephant,fox,zebra,hyena and giraffe) - Name Fruits (orange, banana, mango, papaya,pinaple ,apple, lemon ,avocado) - Name vegetables (potato , onion, cabbage,carrot,chili, tomato) - Name Weather sunny,rainy, windy and cloudy

Skill	Content	Minimum Learning Competencies
Reading	Read capital letters with sound and words	- Read capital and small letters with sound associating with picture - Color and re-write capital and small letters. - Write words
Writing	- Make different line - Color and re-write capital and small letters. - Write some short words	- Make different line - Color and re-write capital and small letters. - Write some short words

2. Learning outcomes

- Understand how to greet peoples and introducing themselves
- Identify and write capital and small letters
- Read and write words
- Use polite expressions
- Recognize sounds of letters from Aa-Zz.

Time allotted : 32 weeks, 160 periods

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
1	- Understand Common greetings and farewell like good morning, good bye - Understand how to introduce their name and age for friends - Read and write letter Aa	- Greetings and farewell - Self introduction - Reading and writing	large group activity sing a song about greetings, farewell, self introduction explanation: In a large group explain how to greet, farewell and introduce themselves for their friends. Practical activity: Read , write and color letter Aa 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.	Picture of greeting Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell their name and age Observation Observe how they greet, farewell introduce themselves and singing - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
2	- Understand Common greetings and farewell good afternoon, good bye - Understand how to tell their ,age and body parts - Read and write letter Bb - Name body parts above neck	- Greeting - Self introduction - Reading and writing words that begin with letter Bb - Body parts	large group activity singing a song about greeting, farewell, e.g good morning, hello, hi, good bye, bye, see you. self introduction my name is ____ or I am ____ ,our bodies explanation: In a large group explain how to greet, farewell and introduce themselves for their friends. Practical activity: Read , write and color letter Bb Individual activity let them introduce themselves and name their body parts above neck. Small group activity Organize children in small groups and let them greet each other.	Picture of greetings flashcard, chart, tape , tv...	Oral questioning: Ask children to tell their sex, age and body parts Observation Observe how they greet, farewell and introduce themselves. - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
3	- Understand Common greetings and farewell Like good evening, good night - Understand how to tell their name and sex - Read and write letter Cc - Name above neck body parts	- Greetings - Self introduction - Reading and writing - Body parts	large group activity sing a song about greeting, farewell, e.g good evening and good night - self introduction: My name is ____ or I am____, explanation: In a large group explain how to greet, farewell and introduce themselves for their friends. Practical activity: Read , write and color letter Cc Individual activity let them to introduce themselves and name their parts of body Small group activity Organize children in small groups and let them to greet each others	Picture of greeting Flashcard, chart, tape , tv	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

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
4	Understand Common greetings how are you? I am fine thank you and you? - Understand how to tell their grade level - Read and write letter Dd - Name above neck body parts	- Greetings - Self introduction - Reading and writing - Name above neck body parts	large group activity sing a song about greeting, farewell, e.g How are you? I am fine thank you and you? Bye, Good bye. - Self introduction: My name is ____ or I am _____, - parts of body song. explanation: In a large group explain how to use How are you? I am fine thank you and you? Bye, Good bye show their body parts for their friends. Practical activity: Read , write and color letter Dd Individual activity let them introduce themselves and name their parts of body Small group activity Organize children in small groups and let them to greet each other.	Picture of body parts. Flashcard, chart, tape , tv...	Oral questioning: - Ask children to tell their sex, age and body parts. Observation Observe how they greet, farewell introduce themselves and singing - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
5	- Understand Common greetings and farewell like good morning, good afternoon, good evening, good night how are you, I am fine thank you and you - Tell their school name - Read and rewrite letter Ee - Name body parts below neck	- Greetings - Self introduction - Reading and writing - Below neck body parts	large group activity singing a song about greeting, farewell, e.g good morning, How are you? Self introduction: My name is _____ or I am _____. - parts of body song. explanation: In a large group explain how to greet, farewell and introduce themselves for their friends. Practical activity: Read, write and color letter Ee 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 others	Picture of greeting and body parts. Flashcard, chart, tape, tv...	Oral questioning: - Ask children to tell their sex, age and body parts Observation Observe how they greet, farewell introduce themselves and singing - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
6	• Tell their living address • Read and write letter Ff • Name below neck body parts	• Self introduction • Reading and writing • below neck body parts	• large group activity sing a song about greeting, farewell, e.g good morning Self introduction: My name is ____ or I'm _____, Body part song • explanation: In a large group explain how to greet, farewell and introduce themselves for their friends. • Practical activity: Read , write and color letter Ff • Individual activity let them introduce themselves and name their parts of body • Small group activity Organize children in small groups and let them greet each other	Picture of body part Flashcard, chart, tape , tv...	• Oral questioning: • Ask children to tell their sex, age and body parts • Observation Observe how they introduce themselves and singing • Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
7	• Introduce themselves correctly • Read and write letter Gg • Name body parts below neck	Self introduction • Reading and writing • Name of below neck body parts	• large group activity sing a song about greeting, farewell, e.g good morning Self introduction: My name is _____ or I'm _____ body part song • explanation: In a large group explain how to express themselves to their friends. Practical activity: Read , write and color letter Gg • Individual activity let them introduce themselves and name their parts of body • Small group activity Organize children in small groups and let them greet each other	Picture of body parts Flashcard, chart, tape , tv...	• Oral questioning: • Ask children to tell their sex, age and body parts. • Observation Observe how they introduce them selves and singing • Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
8	• Read and write letter Hh • Use polite expression like please and thank you • Name body parts below neck	• Use polite expressions like please, thank you • Reading and writing • Name of below neck body parts	• large group activity sing a song about polite expression like please and thank you explanation: In a large group explain how to use polite expressions like please and thank you. • Practical activity: Read , write and color letter Hh • Individual activity let them to name their below neck body parts. • Small group activity Organize children in small groups and let them name their below neck body parts.	Picture of body part Flashcard, chart, tape , tv...	• Oral questioning: Ask children to use polite expressions • Observation Observe how they use polite expressions • Observe and record their activities
9	• Use polite expression like please and thank you • Read and write letter Ii • Name body parts	polite expression like thank you • Reading and writing • Name of body parts	• large group activity sing a song about polite expression like thank you. • explanation: In a large group explain how to use polite expressions word thank you with their friends, and people around them. • Practical activity: Read , write and color letter Ii • Individual activity let them name body parts. • Small group activity Organize children in small groups and let them use play.	Picture of body parts Flashcard, chart, tape , tv...	• Oral questioning: Ask children to tell their body parts • Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
10	• Read and write letter Jj • Use polite expression like sorry • Name Family members ; father, mother, brother and sister...	• polite expression like sorry Reading and writing • Family of member father, mother....	• large group activity • sing 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 , write and color letter Jj • Individual activity let them Name Family member grandfather, grandmother. • Small group activity Organize children in small groups and let them use play.	Picture of family members Flashcard, chart, tape , tv...	• Oral questioning: Ask children to tell their Family members father, mother... • Observe and record their activities
11	• Read and write letter Kk name of Family members father, mother, sister, brother. • Use polite expression like excuse me	• polite expression like excuse me • Reading and writing • polite expression like excuse me	• large group activity sing a song polite expression like excuse me • explanation: In a large group explain the way to use a polite expression like excuse me for with friends and people around them. • Practical activity: Read , write and color letter Kk • Individual activity let them name Family members father, mother, sister, brother... • Small group activity Organize children in small groups and let them use play.	Picture of family members Flashcard, chart, tape , tv...	• Oral questioning: Ask children to name their Family members father, mother, sister, brother. • Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
12	- Read and write letter Ll - name family members , brother, sister - express their feelings	- Name of Family members - Express their feelings - Reading and writing	large group activity sing a song about feeling expression. explanation: In a large group explain how to express their feelings for their friends and people around them. Practical activity: Read , write and color letter Ll Individual activity let them to name family members, brother, sister. Small group activity Organize children in small groups and let them use play.	Picture of expressing their feelings Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell name of family members , brother, sister - Observe and record their activities
13	Read and write letter Mm express their likes and dislikes	- Self expression - Reading and writing	large group activity sing a song about express their like and dislike. explanation: In a large group explain about express their like and dislike. Practical activity: Read , write and color letter Mm Individual activity let them to express their like and dislike. Small group activity Organize children in pair let them to talk about what they like and dislike.	Flashcard, chart, tape , tv...	Oral questioning: Ask children to use Self expression - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
14	Rooms of the house Read and write letter Nn	- Rooms of the house - Reading and writing	large group activity sing a song about rooms of the house Practical activity: Read , write and color letter Nn Individual activity let them to name family members. Small group activity Organize children in small groups and let them use play.	Picture of Rooms of the house Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell Name of rooms of the house - Observe and record their activities
15	Read and write letter Oo Name rooms in the house and materials in them Like bedroom; bed, mattress, pillow...	- Name of house hold materials in them - Reading and writing	large group activity sing 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 , write and color letter Oo 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.	Picture of, house and materials Flashcard, chart, tape , tv ...	Oral questioning: Ask children to tell the rooms in the house and materials in it. - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
16	Read and write letter Pp Name rooms in the house and materials in them; Kitchen, stove	- Name of rooms in the house and materials in them - Reading and writing	large group activity sing 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 , write and color letter Pp 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.	Picture of house and materials Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell the rooms in the house and materials - Observe and record their activities
17	Read and write letter Qq 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 sing a song about the rooms in the house and their materials. explanation: In a large group explain the rooms in the house and materials. Practical activity: Read , write and color letter Qq Individual activity let them to speak about rooms in the house and materials. Small group activity Organize children in small groups and play.	Picture of house and materials flashcard chart, household materials , tv, ...	Oral questioning: Ask children to tell the rooms in the house and materials - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
18	Read and write words that begin with letter Rr Name Days of the week	- Days of the week - Reading and writing	large group activity - sing a song about Days of the week Practical activity: Read ,write and color letter Rr Individual activity let them to name Days of the week. Small group activity Organize children in small groups and play.	Flashcard, chart, tape , tv...	Oral questioning: - Ask children to tell name Days of the week - Observe and record their activities
19	Read and write words that begin with letter Ss name months of the year	- Months of the year - Reading and writing - Colors	large group activity sing a song about months of the year. Practical activity: Read and write letter Ss Individual activity let them name months of the year. Small group activity Organize children in small groups and play.	Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell name months of the year - Observe and record their activities
20	Read and write letter Tt Name colors (white, black, and Blue)	- Name of colours - Reading and writing	large group activity sing a song about colours. explanation: In a large group explain about colours. Practical activity: Read , write and color letter Tt Individual activity let them to identify colours Small group activity Organize children in small groups and to play games.	Picture of colours Flashcard, chart, tape , tv...	Oral questioning: - Ask children to tell name of colours - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
21	Read and write letter Uu • Name colors (red, white, yellow, black, Blue and Green)	• Name of colours • Reading and writing	• large group activity sing a song about colours. • explanation: In a large group explain about colours. Practical activity: Read , write and color letter Uu • Individual activity let them to identify colours • Small group activity Organize children in small groups and to play games.	Picture of clours Flashcard, chart, tape , tv...	• Oral questioning: Ask children to tell Name of colours • Observe and record their progress
22	Read and write letter Vv Name classroom materials.	• Name of classroom materials • Reading and writing	• large group activity sing a song about classroom materials. • explanation: In a large group explain about classroom materials. Practical activity: Read , write and color letter Vv • Individual activity let them to name classroom materials. • Small group activity Organize children in small groups and to play.	Picture of, classroom materials Flashcard, chart, tape , tv...	• Oral questioning: Ask children to tell Name classroom materials • Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
23	Read and write letter Ww Name domestic animals Eg. Dog, cat, hen, horse,	- 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 , write and color letter Ww Individual activity let them to name domestic animals. Small group activity Organize children in small groups to play.	Picture of domestic animals Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell Name of domestic animals - Observe and record their activities
24	Read and write letter Xx Name domestic animals Eg., donkey, goat, sheep, ox, cow,... Name Animals (cat, dog, hen, sheep, goat)	- Name of animals - Reading and writing	large group activity sing a song about domestic animals. explanation: In a large group explain about domestic animals. Practical activity: Read , write and color letter Xx Individual activity let them name animals. Small group activity Organize children in small groups and to play.	Picture of domestic animals Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell Name of domestic animals - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
25	Read and write letter Yy Name wild animals Eg. Lion, tiger, elephant, giraffee Name Animals (cow ,ox, horse, donkey)	- Name of wild animals - Reading and writing	large group activity sing a song about wild animals. explanation: In a large group explain about wild animals. Practical activity: Read , write and color letter Yy Individual activity let them to name wild animals. Small group activity Organize children in small groups for playing.	Picture of wild animals Flashcard, chart, tape , tv...	Oral questioning: - Ask children to list names of wild animals - Observe and record their respond and progress
26	Read and write letter Zz Name wild animals Eg. zebra, monkey, fox, hyena... Name of Animals (lion, Tigre, ,monkey)	- Name of wild animals - Reading and writing	large group activity sing a song about wild animals. explanation: In a large group explain about wild animals. Practical activity: Read , write and color letter Zz Individual activity let them to name wild animals. Small group activity Organize children in small groups and to play.	Picture of, wild animals Flashcard, chart, tap, tv...	Oral questioning: - Ask children to name wild animals - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
27	Name geometry shapes Eg. circle rectangle triangle Name numbers 1-10	- Name of geometry shapes - Name numbers 1-10	large group activity sing a song about geometry shapes explanation: In a large group explain about geometry shapes. Practical activity: Read and write numbers 1-10 Individual activity let them to Name numbers 1-10 Small group activity Organize children in small groups and to play	Picture of, geometry shapes Flashcard, chart, tape, tv...	Oral questioning: Ask children to tell geometry shapes. - Observe and record their activities
28	Name geometry shapes e.g square, oval. star Name numbers 10-15	- Name of geometry shapes - Name of numbers 10-15	large group activity sing a song about geometry shapes explanation: In a large group explain about geometry shapes. Practical activity: Read and write numbers 10-15 Individual activity let them to Name numbers 10-15 Small group activity Organize children in small groups and to play	Picture of geometry shapes Flashcard, chart, tape, tv...	Oral questioning: Ask children to tell geometry shapes - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
29	Name Fruits (apple , banana) Professions	- Name of fruits - Professions	large group activity sing a song about fruits and professions. explanation: In a large group explain about types fruits. Individual activity let them to draw different fruits. Small group activity Organize children in small groups to play.	Picture of fruits Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell name of fruits - Observe and record their activities
30	Name Fruits (avocado, orange,mango) Professions	- Name of fruits - Professions	large group activity singing a song about fruits and professions. explanation: In a large group explain different types fruits. Practical activity: Individual activity let them draw different fruits. Small group activity Organize children in small groups to play.	Picture of fruits Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell name fruits - Observe and record their activities
31	Name vegetables (potato, onion and carrot) Weather condition	- Name of vegetables - Weather condition	large group activity sing a song about vegetables like potato, onion and carrot and weather condition, explanation: Discribe types of vegetables. Practical activity: Individual activity let them to draw different vegetables. Small group activity Organize children in pair to play.	Picture of vegetables Flashcard, chart, tape , tv...	Oral questioning: Ask children to tell name vegetables - Observe and record their activities

Week	Competencies	Contents	Methods and Activities	Resources	Assessment
32	Name vegetables (Potatoes, onion, cabbage, carrot) Weather condition	- Name vegetables - Weather condition	large group activity sing a song about vegetables and weather conditions, explanation: In a large group explain about types of vegetables and weather conditions Individual activity let them to name different vegetables. Small group activity Organize children in small groups and to play.	Picture of, vegetables and weather conditions Flash,card, chart, tape , tv,	Oral questioning: Ask children to tell name of vegetables and weather conditions . - Observe and record their activities



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