

# ACTIVITIES IN CREATIVE ARTS

## TEACHER'S GUIDE

FOR KINDERGARTEN

# 1

Barbara Gafifie



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## General Introduction

The activities in these books are carefully selected in accordance with the new, standards based, integrated thematic KG Curriculum.

The suggested activities are easy – to – do and age appropriate. There is a wide range of materials meant for the suggested activities and as much as possible it is my desire that parents and facilitators opt for easily available materials, materials found in our environment at very little or no cost to parents. This would ensure accessibility and sustainability of suggested activities to all learners at all times regardless of where they are.

The fact that the activities are termed “suggest” means that parents and facilitators are free to make adaptations to suit their peculiar circumstances at all times.

Facilitators will be required to prepare well ahead of time for some of the activities. In some cases, they would require help from the families for example, the aspect about culture; they would need parents to help with some information regarding their culture that their wards will share with their friends.

Learners with special needs are not left out of the activities because there are suggestions as to differentiation – adjusting activities to suite specific needs of learners.

Facilitators and parents do well to follow the learner’s progress, offering all the needed support for their success.

It is equally important as part of the concluding part to every activity, to allow learners to talk about their work. This gives us the opportunity to look at the work through the learner’s lenses, making it possible for us to understand the thoughts behind the piece.

The author is a tutor at the National Nursery Teachers Training Centre, with thirty three years teaching experience, She has been in the field of Early Childhood Education for the past twenty three years. Her passion is in childrens’ art, among others.

<b>STRAND 1 : ALL ABOUT ME</b>	
<b>Substrand</b>	<b>Page</b>
I am a wonderful and unique creation	1 - 13
Parts of the human body and their functions	14 - 28
Caring for parts of my body	29 - 30
Parts of the human body and their functions	31
Caring for parts of my body	32 - 34
Parts of the human body	35 - 36
Caring for parts of my body	37 - 53
Keeping my body healthy by eating good food and taking my vaccinations	54 - 116
My environment and my health	117 - 121
Protecting ourselves from home and road accidents	122 - 132
<b>STRAND 2 : MY FAMILY</b>	
Types and members of my family	133 - 139
Types and members of my family	144 - 145
Origin and history of my family	140 - 141, 146 - 149

**TERM 1****CONTENTS**

Family celebrations and festivals	150 - 153
My school rules and regulations	154 - 158

**STRAND 3 : VALUES AND BELIEFS**

<b>Substrand</b>	<b>Page</b>
Our family values	159 - 166
My cultural values	167 - 169
Our religious values	170 - 171
Our beliefs	172 - 176

**TERM 2****CONTENTS****STRAND 4 : MY LOCAL COMMUNITY**

The special places in my local community	177 - 179
Knowing the Important places in my local community	180 - 183
Knowing the important people/occupations in my community	184 - 188
Knowing the special leaders in my community	189 - 196

## CONTENTS

### TERM 2

#### STRAND 5 : MY NATION GHANA

History and celebration of Ghana's independence	196 - 203
Living and non-living things	204 - 207
Living things-domestic animals	208 - 210, 214 - 215
Living things-domestic and wild animals	211 - 213
Water	216 - 218
Air	219 - 222
Plants - 1	223 - 230

## CONTENTS

### TERM 3

#### STRAND 1 : ALL AROUND US

Substrand	Page
Plants - 2	231 - 236
Gardening	237 - 243
Day and night	244 - 247
Changing weather conditions	248 - 251

#### STRAND 7 : MY GLOBAL COMMUNITY

Transportation	252 - 256
Connecting and communicating with the global community	257 - 258

## Term 1: Strand 1: All About Me

### Sub Strand: I am a Wonderful and Unique Creation

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Activity 1 (Page 2 of Learner's Workbook)

#### Making Two-Dimensional Art Work

**Content Standard:** K1.1.1.1. Demonstrate understanding that all learners are wonderful and have unique body features that make them different from other people and other creations of God in the environment.

**Indicator/ Objectives:** Draw a beautiful picture of themselves and scribble freely underneath the picture.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

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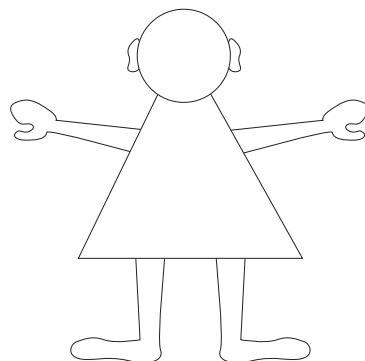
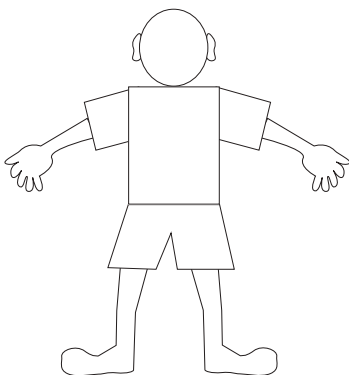
**Introduction:** Learners are expected to draw a picture of themselves. In order to boost their morale and encourage them to want to give it a try, this activity and others like it, offer a model for the child to trace along to complete the picture.

It is perfectly normal if the learner's drawing does not necessarily follow or fall exactly in line with the model provided. It is their way of expressing their individuality.

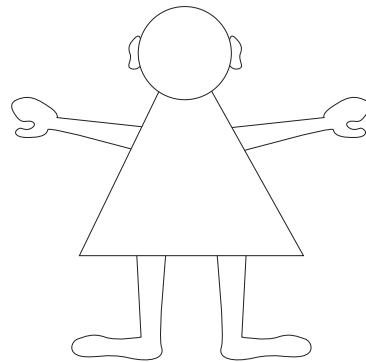
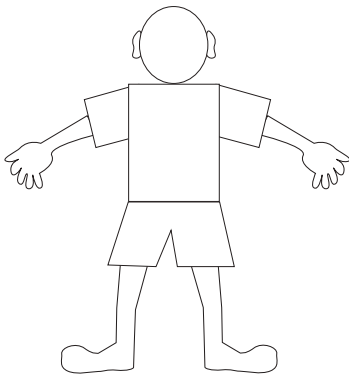
Drawing activities serve as a means for children to express themselves in a way that no one else but themselves can.

Facilitators do well to allow for free self-expression in this regard, remembering that it is the process that counts and not so much the perfect finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about "myself".



1. My name is .....
2. Learners stand in a circle formation and sing/ recite” I Am Special  
“I am special, I am special  
Look at me, look at me  
I am very special, I am very special  
Look at me, look at me
3. Have learners mention what they like about themselves and what makes them special.  
\* I like myself because I am very helpful/kind/respectful/intelligent/...
4. Learners turn to the workbook and trace along the model to complete the drawing.



5. Help them copy what they like about themselves underneath their work.
6. Break down this activity for struggling learners. Have them do a little at a time in order not to overwhelm them.
7. Invite learners to bring their work together and talk positively about theirs as well as their friends’.

**Assessment:**

Learners take turns to say positive affirmations about themselves and their friends: I am smart/ intelligent/ bold/courageous/ handsome / beautiful

I stand for what is truthful/ right...

I am short/ tall/ slim/chubby/fair/ dark...



## **Term 1: Strand 1: All About Me**

### **Sub Strand:** I am a Wonderful and Unique Creation

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*Activities 2, 3 (Pages 3 and 4 of Learner's Workbook)*

#### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.1.1: Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other creations of God in the environment.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

---

**Introduction:** Learners are expected to draw a picture of themselves. In order to boost their morale and encourage them to want to give it a try, this activity and others like it, offer a model for the child to trace along to complete the picture.

It is perfectly normal if the learner's drawing does not necessarily follow or fall exactly in line with the model provided. It is their way of expressing their individuality.

Drawing activities serve as a means for children to express themselves in a way that no one else but themselves can.

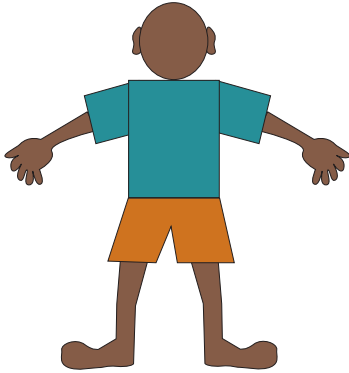
Facilitators do well to allow for free self-expression in this regard, remembering that it is the process that counts and not so much the perfect finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about "myself".

**Key Words:** Beautiful, handsome, tall, short

#### **Procrdure/ Workbook Activities:**

1. Learners stand in a circle formation and recite/sing: "I am special".  
I AM SPECIAL I am special,  
I am special. Look at me!  
Look at me  
I am very special, Very, very special  
Yes! I am, and so are you.
2. Learners talk about themselves. Mentioning their name, gender, age, likes and dislikes.  
For example: my name is Ekua, I am four years old. I like to draw and paint, I dislike spiders
3. Learners turn to the model to complete the pictures.



4. Read key words with learners: beautiful, handsome, tall, short
5. Learners read and copy the captions underneath the drawing.
6. Breakdown this task for struggling learners. Have such learners tackle the activity in smaller, manageable bits.

Have learners assemble their work to talk about what they have done.

**Assessment:**

Learners take turns to answer questions about themselves:

How old are you? [I am four]

What is your best friend's name? [ Tina]

What food do you like best? [fufu with light soup]

## Term 1: Strand 1: All About Me

### Sub Strand: I am a Wonderful and Unique Creation

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Activity 4 (Page 5 of Learner's Workbook)

#### Design, make, exhibit and respond to own and other's work. (2 and 3 Dimensional)

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

**Indicator/Objectives:** Sing songs about functions of the body parts and perform the actions that go with them.

**Core Competencies:** Creativity and Innovation, Critical thinking and Problem Solving.

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**Introduction:** Learners will draw parts of the body while singing or reading out the words. Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development.

**Key words:** head, neck, eyes, mouth, legs, arms, body

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about parts of the body.

#### Procedure/Workbook Activities:

1. Learners stand and sing "Olay, Olay, ..."  
Olay! Olay! Tra-la-la-la-la.  
Olay! Olay! Tra-la-la-la-la Parts of my body, tra-la-la la la Olay! Olay! Tra-la-la-la-la  
Parts of my body, tra -la-la-la-la  
What can the eyes do? They can see, they can see. What can the ears do? They can hear, they can hear.  
  
Eyes can see, can see, ears can hear, can hear, Nose can smell, can smell, fingers can write.  
Olay! Olay! Tra-la-la-la-la,  
Parts of my body, tra-la-la-la-la  
(continue with other parts of the body)
2. Encourage learners to move, touch and name the body parts as well as perform the action being described in the song.
3. Learners draw the human body in the space provided on page 5 of Work book.



4. Encourage learners to make bold drawings to fit in the entire space. For instance, the head should be at the top while the legs reach all the way to the bottom of the page.
5. Learners put in other body parts as they are named in the song/recital.
6. Have struggling learners tackle the activity in small manageable bits so as not to be overwhelmed.
7. Invite learners to assemble their work to talk about theirs as well as their friends' work, using positive expressions.
8. Have learners repeat key words, touching each part that is mentioned (to demonstrate an understanding of what they mean) head, neck, eyes, mouth, legs, arms, body.

**Assessment:**

Learners take turns touching and naming parts of their body while they sing: HEAD, SHOULDERS, KNEES AND TOES:

- Head, shoulders, knees and toes
- Knees and toes
- Head, shoulders, knees and toes
- Knees and toes
- Eyes and ears, and mouth, And nose,
- Head, shoulders, knees and toes, Knees and toes.

## **Term 1: Strand 1: All About Me**

### **Sub Strand: I am a Wonderful and Unique Creation**

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*Activities 5 and 6 (Pages 6 and 7 of Learner's Workbook)*

#### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other creations of God in the environment.

**Indicator/ Objectives:** Draw a beautiful picture of themselves and scribble freely underneath the picture.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

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**Introduction:** This activity requires that learners make palm prints. Making palm prints is an excellent way for learners to exhibit their natural creativity. Young learners definitely love to use their hands in creative work. Having their palm prints also serves as a tangible proof of the child's growth stages. Be sure to keep their work safe to show them later when they are older.

This particular activity also will help reinforce the right hand left hand concept for learners. Be sure to guide learners to use just the right amount of poster colours so as to show every detail in their palms. They can now count the number of lines on their individual fingers as well as compare the lengths of their fingers. There's a lot that learners will benefit from this simple, age- old activity.

**Key Words:** Left palm, right palm

**Resources/ Materials:** Poster colours, water to mix colours, songs and recitals about the palm or hand.

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: WHERE IS THUMBKIN?  
Where is Thumb-kin? Where is Thumb-kin? Here I am, here I am. How are you today, Sir? Very well, I thank you Run away, run away!  
Where is pointer? Where is pointer? Here I am, here I am  
How are you today, sir? Very well, I thank you Run away, run away! Where is middle-man? Here I am  
How are you today, sir? Very well, I thank you Run away,  
Where is ruby? Here I am!  
How are you today, sir? Very well, I thank you Run away,

Where is pinky? Here I am!

How are you today, sir? Very well, I thank you!

2. Explain to learners what they are expected to do: [ they are to apply some poster colours/ paint into their palms, spread paint evenly in their palm and then print in their work books.
3. Read key words with learners: left palm, right palm
4. Put just the right amount of paint in each palm.
5. Let learners gently rub both palms together, ensuring that the poster colour had covered each palm sufficiently.
6. Have them print one palm at a time in the appropriate space.
7. Have learners to repeat the expressions “left palm” and then “right palm” as they print each palm.
8. Support and encourage struggling learners to also have the full benefit of the activity.
9. Invite learners to assemble their work, repeat the statements on the bottom of the page.

Learners talk about their work, pointing out the unique patterns in each one's palm prints.

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** I am a Wonderful and Unique Creation

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*Activity 6 (Page 8 of Learner's Workbook)*

#### **Making Two-Demensional Art Work**

**Content Standard:** K1.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other creations of God in the environment.

**Indicator/ Objectives:** Draw a beautiful picture of themselves and scribble freely underneath the picture.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

---

**Introduction:** Following closely after the previous palm print activity, learners will now trace their own palm – first the right and the left. This activity will positively challenge each learner to use their dominant hand as well as their non-dominant one to accomplish the task. So the right-handed child would be challenged to use the left-hand in addition to the right hand that he or she is so conversant with, and vice versa.

This activity also helps with the development of hand-eye coordination, also the colouring aspect of the activity does the same in addition to building their concentration and developing their fine (small) muscles in preparation for writing.

Whether they are tracing their own hands, cutting out the shape they have traced, colouring the outline with colour pencils or paint, they are developing their skills of independence and their confidence in things that they are able to do themselves.

**Key Words:** Thumb, pointer, middle-man, ruby, pinky

**Resources/ Materials:** pencil, crayons or colour pencils, songs about the hand and fingers.

#### **Procedure/ Workbook Activities:**

1. Learners stand and wiggle their fingers (starting with the thumb) as the sing /recite: THIS LITTLE PIG WENT TO MARKET  
This little pig went to market This little pig stayed home This little piggy had roast beef  
This little piggy had none,  
This little went wee, wee, wee. All the way home  
A drawing showing the correct way of colouring with a crayon – crayon placed flat on the surface of paper, not using the tip of crayon.

2. Tell learners they will be tracing with the left hand (with the pencil in the right hand); then tracing the right hand with the pencil in the left hand,



3. Demonstrate how you expect learners to trace first one hand, then the other.
4. Demonstrate the proper way of colouring the outline with the crayon placed flat on the paper then with gentle and purposeful movements, colour the outline.
5. Learners call out each finger by name as they touch each finger. [ Thumb, pointer, middle-man, ring man or ruby]
6. Simplify the activity for the struggling learner, having them do small tasks at a time.
7. Invite learners to display their work and talk about what they have done.
8. Conclude by having them sit and sing: WHERE IS THUMBKIN?

Where is Thumb-kin?

Where is Thumb-kin? Here I am, here I am. How are you today, Sir? Very well, I thank you Run away, run away!

Where is pointer? Where is pointer?

Here I am, here I am How are you today, sir? Very well, I thank you Rub away, run away!

Where is middle-man? Here I am

How are you today, sir? Very well, I thank you Run away,

Where is ruby? Here I am!

How are you today, sir? Very well, I thank you Run away,

Where is pinky? Here I am!

How are you today, sir? Very well, I thank you



## Term 1: Strand 1: All About Me

### Sub Strand: I am a Wonderful and Unique Creation

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Activity 7 (Page 8 of Learner's Workbook)

#### Explore, Understand and Experiment creativity with materials

**Content Standard:** K1.1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other creations of God in the environment.

**Indicator/ Objectives:** Draw a beautiful picture of themselves and scribble freely underneath the picture.

**Core Competencies:** Creativity and Innovation (CI), Personal Development and Leadership (PL)

---

**Introduction:** Following closely after the previous palm print activity, learners will now trace their own palm – first the right and the left. This activity will positively challenge each learner to use their dominant hand as well as their non-dominant one to accomplish the task. So the right-handed child would be challenged to use the left-hand in addition to the right hand that he or she is so conversant with, and vice versa.

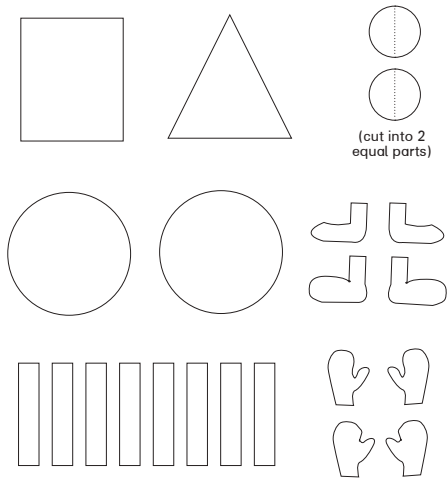
This activity also helps with the development of hand-eye coordination, also the colouring aspect of the activity does the same in addition to building their concentration and developing their fine (small) muscles in preparation for writing.

Whether they are tracing their own hands, cutting out the shape they have traced, colouring the outline with colour pencils or paint, they are developing their skills of independence and their confidence in things that they are able to do themselves.

**Key Words:** Nose, ear, mouth, eyes, hands

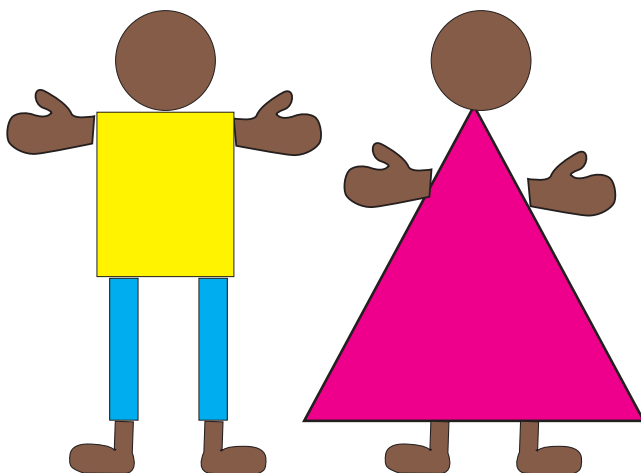
**Resources:** crayons, brush, googly eyes or paper eyes, pencils, glue, pre-cut shapes (Worksheet 2)





**Procedure/ Workbook Activities:**

1. Learners stand in a semi-circle formation and sing/ recite: OLAY! OLAY!  
Olay! Olay! Tra-la-la-la-la. Olay! Olay! Tra-la-la-la-la Parts of my body, tra-la-la la la  
Olay! Olay! Tra-la-la-la-la  
Parts of my body, tra -la-la-la-la  
What can the eyes do? They can see, they can see. What can the ears do? They can hear,  
they can hear. Eyes can see, can see, ears can hear, can hear,  
Nose can smell, can smell, fingers can write. Olay! Olay! Tra-la-la-la-la,  
Parts of my body, tra-la-la-la-la  
(continue with other parts of the body)
2. Share the cut out shapes and demonstrate to learners how to put the pieces together to make the picture of a human being.



3. Read key words with learners: nose, ear, mouth, eyes, hands
4. Guide learners to write their names in the space labelled as such.

5. Breakdown the task for struggling learners.
6. Have learners assemble their work and talk about what they have made.

**Assessment:**

Learners pair up and take turns mentioning the parts of the body and what each part is used for:

1. Hands : for clapping/writing/waving/praying/eating...
2. Feet: for walking/standing/ trotting/ skipping/dancing...
3. Eyes: for watching/reading/blinking...
4. Nose: for breathing/ sneezing/ smelling...
5. Ears: for listening...
6. Mouth: for speaking/ singing/eating/yawning...

## Term 1: Strand 1: All About Me

**Sub Strand:** Parts of the Human Body and their functions.

---

*Activity 8 (Page 9 of Learner's Workbook)*

### Making Two-Dimensional Art Work

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

**Indicator/ Objectives:** Colour an outline of a part of the body used in performing a function.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** Following closely after the previous palm print activity, learners will now trace their own palm – first the right and the left. This activity will positively challenge each learner to use their dominant hand as well as their non-dominant one to accomplish the task. So the right-handed child would be challenged to use the left-hand in addition to the right hand that he or she is so conversant with, and vice versa.

This activity also helps with the development of hand-eye coordination, also the colouring aspect of the activity does the same in addition to building their concentration and developing their fine (small) muscles in preparation for writing.

Whether they are tracing their own hands, cutting out the shape they have traced, colouring the outline with colour pencils or paint, they are developing their skills of independence and their confidence in things that they are able to do themselves.

**Key Words:** Walk, trot, skip, hop

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about parts of the body.



**Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: OLAY! OLAY!...  
Olay! Olay! Tra-la-la-la-la. Olay! Olay! Tra-la-la-la-la Parts of my body, tra-la-la la la  
Olay! Olay! Tra-la-la-la-la  
Parts of my body, tra -la-la-la-la  
What can the eyes do? They can see, they can see.

What can the ears do? They can hear, they can hear. Eyes can see, can see, ears can hear,  
can hear,

Nose can smell, can smell, fingers can write. Olay! Olay! Tra-la-la-la-la,  
Parts of my body, tra-la-la-la-la

(continue with other parts of the body)

2. Learners turn to page 8 and identify the part of the body in the drawing. [the feet]
3. Learners name the part of the body and say what role that part plays. [ the feet are for walking/running/skipping/trotting/hopping/ dancing/
4. Learners read the statements (or repeat after facilitator) and imitate the actions.
5. Read key words with learners: trot, skip, hop, walk
6. Learners colour the picture and repeat the statements, performing the actions.
7. Learners show their work and talk about what they have done
8. Support struggling learners to also have a full share in the activity.

**Assessment:**

Learners choose partners, and take turns mentioning ways in which we use our feet.  
[running, walking, skipping, trotting, standing...]

## Term 1: Strand 1: All About Me

### Sub Strand: Parts of the Human Body and their functions

---

Activity 9 and 10 (Pages 10 and 11 of Learner's Workbook)

**Play a charade:** Act out the function of a body part and let your friend guess which body part it is

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

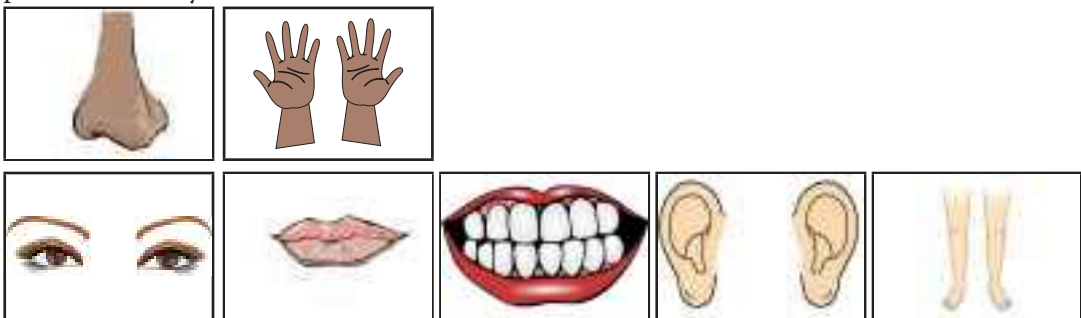
**Indicator/ Objectives:** Colour an outline of a part of the body used in performing a function.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Critical Thinking and Problem Solving.

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**Introduction:** Learners are expected to work as a team for this activity to play a charade. Playing charades is a lot of fun and it also has other developmental advantages. They learn to think outside the box when faced with a challenge, they will learn their own non-verbal communication skills, they build team spirit as they put their heads together to guess the word being acted out.

**Resources/Materials:** Pictures of different parts of the body, songs and recitals about different parts of the body.



**NOTE TO FACILITATOR:** This is a small group Activity-6 to 8 Pupils. Put learners into small groups made up of 6 or 8 members (Not Entire Class,)

**Procedure/Workbook Activity:**

1. Learners stand in their groups and sing/recite: OLAY! OLAY!  
Olay! Olay! Tra-la-la-la-la Parts of my body tra-la-la-la-la Olay! Olay! Tra-la-la-la-la  
Parts of my body, tra-la-la-la-la  
What can the eyes do? They can see, they can see. What can the nose do?  
It can smell, it can breathe  
Eyes can see, can see! Ears can hear, can hear, Nose can smell, can smell  
Fingers can write, can write. Olay! Olay! Tra-la-la-la-la Parts of my body,  
Tra-la-la-la-la... (continue with other parts of the body)
2. Clearly spell out the rules of this game as follow: – Learners are not to speak, they are not to point to the part of the body, they are required to ACT OUT the function for their friends to guess the part of the body they have picked.
3. Have learners pick their partners or put them in groups for the activity.
4. One person comes to the front and picks a card at random. Looks at the picture on the card, and acts out the function of that part while the rest guess what it is.
5. Call other learners to act out other functions of the same body part after the correct answer has been given. Example: child 'A' picks a card, looks at the picture[leg]. Child 'A' then acts out one function of leg: walking. Child 'B' whose is partner of child 'A' guesses what the picture on the card might be. [leg]
6. Other learners act out other functions of the legs, while their partners guess the action: run hop, skip...

**NOTE:** Encourage every learner to have a meaningful share in the activity.

**Assessment:**

Have learner name, draw, model (with clay/plasticine/papier mache) a part of the body that helps us write, draw, stand...

**Workbook:** *Activities in Creative Art. Activity 9 K1.1.2.1*

Learners turn to page 10. Name each of the body parts in the picture and act out the function of each: hands [touch, write, clap, clasp, draw...]

legs: [walk, hop, dance, run, skip...]

eyes: see, blink...

nose: breathe, smell...

ears: listen, hear, ... mouth: speak, sing, eat...

**Assessment:**

Learners pick partners, in turns each learner mentions any part of their body, and then their partner mentions the functions of the body part mentioned:

Child 'A' to her partner: "nose"

Partner responds: "breathing, smelling, sneezing..." Partner to Child 'A': "Mouth"

Child 'A' Responds: "speaking, eating, singing, praying, smiling..."

**Activity 10:** Learners turn to page 11 of workbook:

1. Facilitator: Read "All of Me" and have learners repeat after you as they perform the actions that go with naming each body part mentioned to make the activity meaningful.
2. Together with learners make a song out of these words by using an old familiar tune such as "Twinkle, Twinkle, Little Star", "Row, row, row your boat" or any other familiar tune that works.

**Activity 12:** Learners turn to p.13 of work book.



Learners name each of the body parts as they name them.



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Parts of the Human Body and their functions

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*Activity 11 and 12 (Pages 12 and 13 of Learner's Workbook)*

### **Media, Methods, Techniques, and Technology**

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

#### **Indicator K1.1.2.1.6**

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Critical Thinking and Problem Solving.

---

**Introduction:** For this activity, learners are going to explore with the materials made available to them.

It is expected that learners identify each material, learn its name if they do not know it already, talk about its texture, colour and in fact anything else they find about these materials. More importantly, they are to be allowed to explore different ways of using these materials and then looking at other options – what else can be used in the absence of these to get the same or similar effect. For instance, with the cotton buds, where they are not available, a bunch of broomsticks, shortened and bound together can have a similar effect when used.

The reason for this is to help learners get familiar with as many materials that are locally available and then to improvise where they are not available. We strongly recommend the use of found items in our peculiar environment.

As young learners are guided to actively explore with materials, techniques, and processes, they build their own life experiences, expand their ever-growing vocabularies, integrate their understandings, express their individual creativity freely and imaginatively, developing life-long critical thinking skills.

**Resources/ Materials:** brush (chewing stick), charcoal, crayons, cotton buds, sponge, cardboard, clay poster colours or food colour, songs and recitals that are appropriate.

#### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite: ( this can be sung to the tune of “if you're happy and you know...)  
WHO HAS...  
Who has anything that's red? Say “a-ha!” (2x) Who has anything that's red? Say “a-ha!”

And nod your head

Who's got anything that's red say "a-ha!"

Who has anything that's blue? Say "a-ha!" (2x) Who has anything that's blue? Say "a-ha!"

And touch your shoe,

Who's got anything that's blue say that's true

Who has anything that's white? Say "a-ha! (2x) Who has anything that's white?

Sit upright and say "that's right" Who's got anything that's white? Say "that's right!"

2. Display the tools and materials. Invite learners to engage and explore with the materials.
3. Learners say what they would like to do with the materials:  
Poster colours & brushes [paint, make lines/waves/  
Crayons [colour, rub textures (using leaves, coins, patterns on the back of plastic chairs, the patterns on the soles of their shoes...)]

**Etching:**

- i. take a sheet of paper, colour it heavily with crayons, one colour after the other till paper is heavily coated with crayon.
- ii. cover with another sheet of paper
- iii. use the cover of a pen, or a broom stick,/ toothpick to draw /make deep marks on the blank sheet.
- iv. lift the blank sheet and see the drawing/marks you made deeply etched on the crayon patch

**Cotton Buds:** Stippling/ make dotted patterns/make drawings/ Charcoal: draw/colour using the dust from it.

Corrugated Cardboards: transferring the zig-zag patterns onto a paper using paint or crayons.

**Sponge:** use as a stamp or ink/paint pad to get rid of excess paint/stamp the sponge

(dipped in paint) on sheet of paper to make patterns.

**Clay:** modelling objects? Rolling clay into long strips, coiling them to create images

5. Tell them the names of the materials they do not know.
6. Encourage learners to explore with these materials freely and observe as they come up with fantastic work.
7. Ask learners to mention other (materials not included in this list) that they can also use.

Children are very resourceful when it comes to these matters.

**NOTE:** *Support struggling learners to also have a meaningful share in this activity.*

8. Learners display their work and talk about what they have made.

**Assessment:**

Learners take turns to mention other materials they can use that are available in their local community: empty plastic bottles for dolls/ skittles/ stamps/vehicles...

Corn husks: for dolls, collage....

Empty packets/boxes: assemblage of houses, vehicles...



## Term 1: Strand 1: All About Me

### Sub Strand: Parts of the Human Body and their functions

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Activity 13 (Page 14 K1.1.2. of Learner's Workbook)

#### Performance: Rhythmic Actions

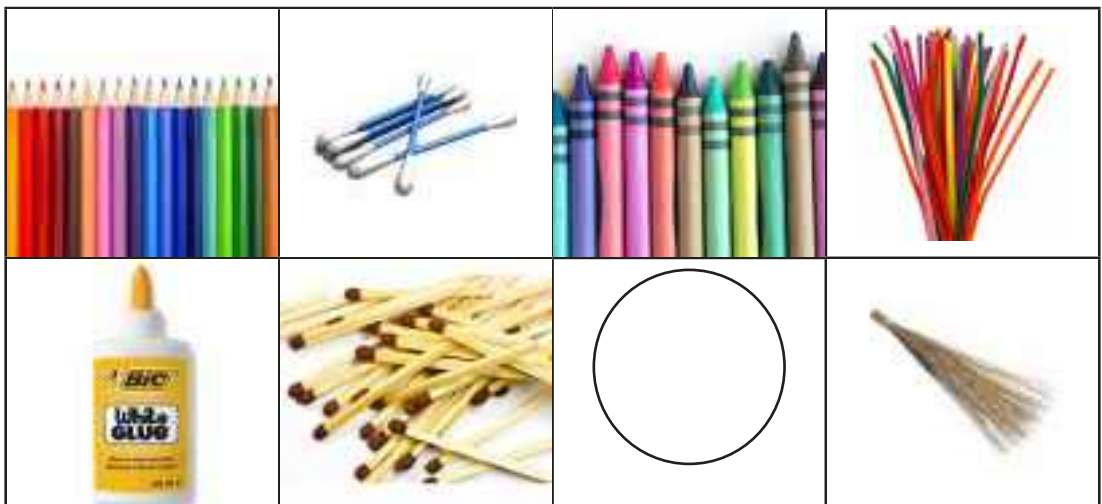
**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

---

**Introduction:** This is a sensory activity aimed at creating a sensory awareness in learners, emotional growth, and a sense of awareness of what they can do with found items in their immediate environment. Learners will also develop an awareness of visual patterns as they participate in the performance of the rhythmic actions described. Learners have endless opportunities to develop their vocabularies through songs, recitals, guided conversations, listening to their friends and facilitator talk about experiences as they also share theirs. This activity also provides learners with opportunity to develop their fine motor skills as they use their hands and fingers in a variety of age-appropriate ways.

**Indicator/Objectives:** Colour an outline of a part of the body used in performing a function.

**Resources/Materials:** crayons or colour pencils, broomsticks/cotton-buds,/match sticks/pipe-cleaners, glue, tiny circles (to serve as heads), action songs, recitals that go with actions.



Learners forming stick figures with sticks/pipe cleaners

#### Procedure/ Workbook Activities:

1. Learners stand and recite: ALL OF ME  
With my two little hands I can clap! Clap! Clap! Snap! Snap! Snap!

Write, write, write Wave, wave, wave! Hug, hug, hug!  
With my little feet

I can hop! Hop! Hop! Run, run, run!  
Skip, skip, skip! Dance, dance, dance! With my whole body I can do so much,  
Do so much!

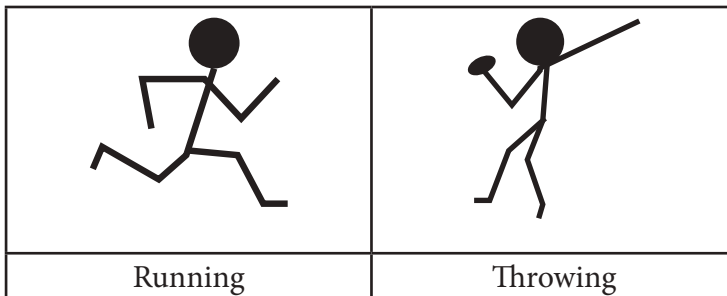
**DO AS I DO**

Hands on hips (hips-hips) Hand on knees (knees-knees) Hands beside you,  
And behind you. Touch your shoulders, Touch your toes, Touch your knees  
And then touch your nose.

Raise your hands, way up high! While you clap them: one and two!

(repeat from beginning, this time faster)

2. Have learners imitate the actions shown on page 14 of workbook – Name the action and imitate it.
3. Learners form the figures using the broomsticks or match sticks and the circles as head. Take them one at a time.



Learners draw their own stick figures in the spaces provided.  
Learners name the actions they have drawn.

**NOTE TO FACILITATOR:** *Breakdown the assignment for struggling learners. Give them smaller, achievable tasks to encourage them.*

## Term 1: Strand 1: All About Me

### Sub Strand: Parts of the Human Body and their functions

---

Activity 14 (Page 15 K1.1.2. of Learner's Workbook)

#### Making Two-Dimensional Drawings

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

Indicator Colour an outline of a part of the body used in performing a function.

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#### Introduction:

Learners will draw parts of the body while singing or reading out the words.

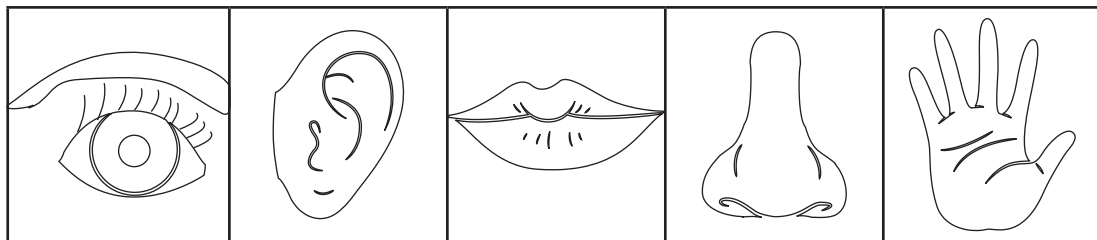
Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development. This way learners will develop an awareness of parts of the body.

**Resources/Materials:** crayons or colour pencils, songs and recitals about parts of the body, pencils.

2. dotted outline of body parts.

#### Procedure/Workbook Activities:

1. Learners stand and sing/recite: DO AS I DO  
Hands on hips (hips-hips) Hand on knees (knees-knees) Hands beside you,  
And behind you. Touch your shoulders, Touch your toes, Touch your knees  
And then touch your nose.  
Raise your hands, way up high! While you clap them: one and two! (repeat from beginning, this time faster)
2. Turn to page 15 of Workbook. Identify the outlined body parts, name them, trace along the dotted lines to complete the pictures and colour them.



3. Turn attention to the recital/song: (Tune of Are you sleeping?) I AM SPECIAL

I am special, I am special. Look at me! Look at me  
I am very special, Very, very special  
Yes! I am, and so are you.

4. Learners first recite the poem and clap out its rhythm (numbers – 1- 2- 3-4! ....)
5. Learners sing the words to the tune “Are you sleeping?”

One, two, three, four. One, two, three, four One, two, three  
One, two, three  
One, two, three, four, five, six! One, two, three, four, five, six! One, two, three  
One, two, three.

**NOTE TO FACILITATOR:** *Encourage every learner have a meaningful share in the activity.*

6. Learners sing and clap out the rhythm of the song they have just learned.



Human body

**Assessment:**

Learners take turns to clap out the rhythm of the “I AM SPECIAL” song/recital

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Parts of the Human Body and their functions

---

*Activities 15, 16, 18 & 19 (Pages 16, 17, 19 and 20 of Learner's Workbook)*

### **Imitate these actions / Performing rhythmic actions**

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

**Indicator** K1.1.2.1.6

---

#### **Introduction:**

Learners will draw parts of the body while singing or reading out the words. Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development. This way learners will develop an awareness of parts of the body. Support the use of learners' whole bodies in this engaging activity. Encourage learners express themselves freely through songs, and through their drawings. : Learners are going to memorize a recital in this activity and perform the actions as they mention them. The meaning of the key words are going to be made clear to them as they perform the actions described. This will add to their vocabulary. Be sure to include other body parts and the functions they perform.

Encourage learners to make a song from the words by singing the words to other familiar tunes such as "twinkle, twinkle, little star", "Row, row, row your boat ..."

Activities such as these would go a long way to enhance learners' creative prowess.

**Resources:** songs and recitals about other parts of the body and their functions.

**Resources/Materials:** pencil, crayons or colour pencils, songs and recitals that are relevant to the theme.

#### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite  
"I AM SPECIAL..." I am special,  
I am special. Look at me! Look at me  
I am very special, Very, very special  
Yes! I am, and so are you.
2. Learners imitate the actions described (page 16) The boys are hopping  
The girls and the boys are walking to their classroom
3. Discuss some activities we can perform with our feet: [run, skip, trot, stomp, jump, dance...]



- Learners draw and colour themselves doing an activity with their feet.



- Learners talk about their work and describe the activity they are performing.
- Support struggling learners to also have a meaningful share in the activity and share their experiences.

**Activity 16:** Learners turn to page 17 of workbook.

Choose a partner and sing and perform the actions the song/recital describes:

Stomp, stomp, stomp your feet

Stomp your feet together

Shuffle, shuffle, shuffle your feet

Shuffle your feet together Wave, wave, wave your hands Wave your hands together

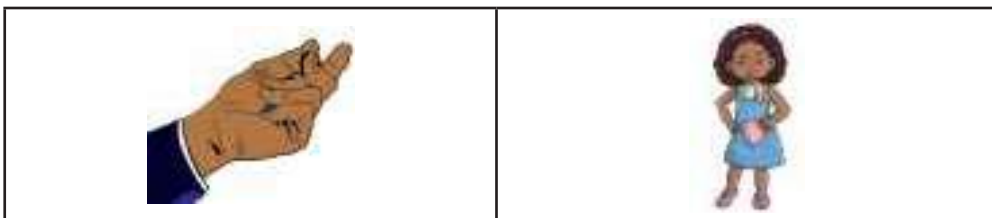
**Activity 18:**



Learners turn to page 19 of workbook. Imitate the actions being performed by the people in the pictures.

**Activity 19.**

Learners turn to P. 20 of workbook.



Facilitator reads the captions whilst learners perform the actions described

Learners colour the pictures of the parts of the body.

4. Learners mention other actions and name the parts of the body that typically perform that action:

Lips – whistle, smack

Tongue – cluck, cluck, cluck

Head – nod, nod Eyes – blink Heart – thump Knees – knock Hands – clap

5. Hold out the picture of a body part and then learners imitate the actions that the body part performs.

6. Have learners explore with some sounds they can make with these body parts.

Learners have fun with imitating the sounds that

**Assessment:**

Learners talk about other activities they can perform [ ride a tricycle, hop like a frog, gallop like a horse, soar like an eagle...

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** Caring for parts of my body

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*Activity 17 (Page 18 of Learner's Workbook)*

#### **Asking and responding to questions about own and other's art work**

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to take care of my body.

Indicator K1.1.3.1.6 Match the parts of the body to the tools we use in caring for the body and colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership

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**Introduction:** Learners are expected to draw a picture of themselves. In order to boost their morale and encourage them to want to give it a try, this activity and others like it, offer a model for the child to trace along to complete the picture.

It is perfectly normal if the learner's drawing does not necessarily follow or fall exactly in line with the model provided. It is still their way of expressing themselves.

Drawing activities serve as a means for children to express themselves in a way that no one else but they themselves can.

Facilitators do well to allow for free self-expression in this regard, remembering that it is the process that counts and not so much the perfect finish.

**Resources/Materials:** crayons or colour pencils, songs and recitals about "myself"  
Drawings of people cleaning parts of the body, e.g. teeth, combing hair, washing hands, cutting nails, taking a bath.

**Key Words:** Washing, clothes, drawing

#### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite:  
"THIS IS HOW WE BRUSH OUR TEETH..." This is how we brush our teeth  
Brush our teeth, brush our teeth. This is how we brush our teeth Early in the morning!
2. Lead learners to discuss the different ways of taking care of the body:
  - \* By bathing regularly
  - \* by always wearing clean clothes
  - \*by regularly brushing our teeth
  - \*combing our hair, keeping our finger nails short
  - \*drinking lots of clean water and exercising regularly.

3. Learners draw themselves washing their clothes



4. Support struggling learners by breaking down the task into smaller achievable bits.
5. Learners display their work and talk about what they have made.
6. Repeat key words with learners: washing, drawing, clothes

**Assessment:**

Learners take turns to mention some of the ways of taking care of their bodies: [ bathing, brushing teeth regularly, exercising, drinking lots of water, eating fruits and vegetables

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Parts of the Human Body and their functions

---

*Activity 18 (Page 19 of Learner's Workbook)*

### **Asking and responding to questions about own and other's art work**

**Content Standard:** K1.1.2.1 Demonstrate the understanding of the appropriate names given to parts of the body and describe the functions of each body part.

---

#### **Procedure:**

1. Begin with an appropriate song or recital.
2. Invite learners to look at the pictures, talk about them.
3. Learners imitate the action and identify the body parts used in these actions.
4. Learners talk about other body parts and their functions.
5. Learners work in groups: spread the broad brown paper on the floor (or cement paper, be sure to wipe off every trace of cement)
6. One person lays flat on the paper and the rest work together to trace the outline of the person on the paper.
7. Learners work together to add the rest of the features (eyes, nose, mouth, hair, etc.)
8. Learners make two of these – a boy and a girl.
9. Learners mount their work and talk about it. Encourage everyone to have a meaningful

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** Caring for Parts of My Body

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*Activity 20 (Page 21 of Learner's Workbook)*

#### **Asking and responding to questions about own and others artwork.**

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to take care of my body.

**Indicator/ Objectives:** Match the parts of the body to the tools that we use in caring for the body and colour them.

Core Competencies: Creativity and Innovation (CI), Communication and Collaboration (CC)

**Resources/ Materials:** crayons or colour pencils, pencil, songs and recitals about taking care of parts of the body.

**Introduction:** Learners will draw parts of the body while singing or reading out the words.

---

Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development. This way learners will develop an awareness of parts of the body. Support the use of learners' whole bodies in this engaging activity. Encourage learners express themselves freely through songs, and through their drawings.: Learners are going to memorize a recital in this activity and perform the actions as they mention them. The meaning of the key words are going to be made clear to them as they perform the actions described. This will add to their vocabulary. Be sure to include other body parts and the functions they perform.

Encourage learners to make a song from the words by singing the words to other familiar tunes such as "twinkle, twinkle, little star", "Row, row, row your boat ..."

Activities such as these would go a long way to enhance learners' creative prowess.

**Key Words:** Brush, floss, clean

#### **Procedure/Workbook Activities:**

1. Learners stand and sing.  
" THIS IS HOW WE BRUSH OUR TEETH..."
2. Read the poem and have learners repeat after you, as they perform the actions that go with the recital:

Brush, brush, brush your teeth

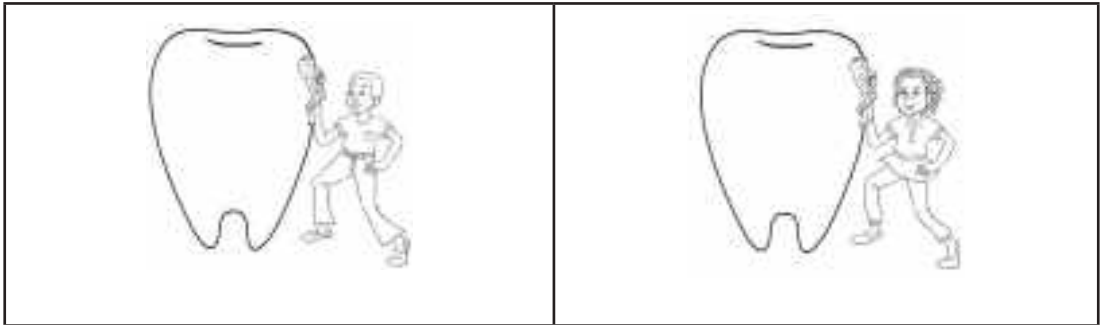
brush them twice a day first thing in the morning and just before you sleep.

Clean, clean, Clean your teeth Eat less sweets,

Floss your teeth, and

Visit your dentist regularly.

3. Read key words and have learners repeat them after you: [brush, floss, clean]
4. Learners turn to page 21 of work book, look at the pictures and talk about what they see.



Colour the drawing

- \* The girl is cleaning the giant tooth with a big brush and tooth paste
  - \* The boy is brushing the giant tooth using a tooth brush and paste
  - \* They both look happy.
  - \* Do you like to brush your teeth too
  - \* brushing your teeth regularly keeps them strong and healthy
5. Discuss with learners the need to brush our teeth regularly.
    - \* We must clean our teeth regularly because doing so will make our teeth grow strong and healthy
    - \* there will not be any germs and harmful bacteria to cause our teeth to rot when we regularly brush them.
    - \* We will have healthy gums, and a happy smile.
  6. Talk about some best practices with regard to taking care of the teeth – brushing regularly, avoiding too many sweets, eating healthy foods such as eggs, milk, fish and meat, visiting the dentist regularly.
  7. Support struggling learners by use of very easy leading questions:
    - \* what do you use in brushing your teeth? [tooth brush and paste]
    - \* do you brush your teeth everyday ? [yes]
    - \*how many times must you brush your teeth? [twice]
    - \* what will happen when you don't brush your teeth regularly? [my teeth will rot/decay/ bad odour]

**Assessment:**

Learners take turn to share with their friends what they remember from the activity:

We must brush our teeth twice a day

We must eat less sweets and more eggs and milk

We must brush our teeth first thing in the morning and just before we sleep

Brushing our teeth regularly will give us healthy teeth and gums

Holes will form in our teeth when we eat too many sweets and when we fail to brush them regularly

We must regularly visit the dentist to have our teeth checked for us



## **Term 1: Strand 1: All About Me**

### **Sub Strand:** Parts of My Body

---

*Activity 21 (Page 22 of Learner's Workbook)*

#### **Asking and responding to questions about own and others artwork**

**Content Standard:** K1.1.2.1 Demonstrate understanding of appropriate names of parts of the body and describe the functions of each part.

**Indicator/Objectives:** Colour an outline of the parts of the body.

---

**Introduction:** Following closely after the previous palm print activity, learners will now trace their own palm – first the right and the left. This activity will positively challenge each learner to use their dominant hand as well as their non-dominant one to accomplish the task. So the right-handed child would be challenged to use the left-hand in addition to the right hand that he or she is so conversant with, and vice versa.

This activity also helps with the development of hand-eye coordination, also the colouring aspect of the activity does the same in addition to building their concentration and developing their fine (small) muscles in preparation for writing.

Whether they are tracing their own hands, cutting out the shape they have traced, colouring the outline with colour pencils or paint, they are developing their skills of independence and their confidence in things that they are able to do themselves.

**Core Competencies:** Creativity and Innovation.

**Resources/ Materials:** crayons or colour pencils, pencil, songs or recitals that are appropriate to theme.

#### **Procedure/Workbook Activities:**

1. Learners stand and sing:  
“HEAD, SHOULDERS, KNEES AND TOES, ...” Head, shoulders, knees and toes, knees and toes (2x) Eyes, and ears, and mouth, and nose.  
Head, shoulders, knees, and toes  
Knees and toes!
2. Let learners turn to page 22 of workbook and talk about the pictures, naming the different parts of the body.



I am a girl/boy. I am .... years old.

I have, one head, neck, nose and mouth; two eyes, ears, hands, legs...

3. Learners sing “HEAD, SHOULDERS, KNEES, AND TOES” {as they touch and name the different parts.
4. Learners colour the two pictures and write their own name under one of them.
5. Support struggling learners by breaking down the work into smaller bits that they can achieve.
6. Invite learners to assemble their work and talk about theirs as well as their friends’ work. Encourage learners to use positive expressions such as: I believe in myself/ I am bold/ strong/hardworking/ helpful...

**Assessment:**

Learners take turns to show their work to their friends and say one positive thing about themselves: [I am strong/ I believe in myself/ I am handsome/beautiful/hardworking/kind/ helpful]

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** Caring for Parts of My Body

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*Activity 22 (Page 23 of Learner's Workbook)*

#### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to take care of parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools we use in caring for the body and colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

**Resources/Materials:** crayons or colour pencils, pencil, songs and recitals about parts of the body and how to take care of them.

---

**Introduction:** Learners will draw parts of the body while singing or reading out the words.

Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development.

**Key Words:** comb, bathe, wash

#### **Procedure/Workbook Activities:**

1. Learners stand and sing: "This is how I ..." This is how I take my bath,  
Take my bath, take my bath, This is how I take my bath Every day!  
This is how I comb my hair, Comb my hair, comb my hair  
This is how I comb my hair  
Early in the morning!

This is how I brush my teeth, Brush my teeth, brush my teeth This is how I brush my teeth  
Twice in a day  
First in the morning, Morning, morning, And in the night,  
just before I go to sleep

2. Invite learners to turn to page 23, say what the people are doing in each one, and imitate the action.



\* The boy is combing his hair. He has in his hands a mirror and a comb.

\* The girl is taking a bath. She is sitting inside a bath-tub, and has lots of soap-suds around her. She is smiling because she is enjoying her bath. Do you enjoy your bath too? How often do you bathe? I like to take a bath first in the morning and then in the evening when I get home from school.

\* The boy is washing his hands with soap under running water. His hands will be clean from dirt and germs.

\* The girl is brushing her teeth with a tooth brush and tooth paste, her teeth will be strong and healthy. She will have healthy gums and a beautiful smile.

\* We fetch water from the tap to bath, wash and clean our body,

\* We bathe with soap, water, sponge and a clean towel

3. Learners identify the tool or tools or materials being used in each case. [ comb, soap,

towel, water, tooth brush, tooth paste, dental floss, tooth pick

4. Learners colour each picture after naming and imitating the actions they depict.
5. Support struggling learners by breaking down the task into smaller, manageable bits.
6. Have learners show their work and talk about what they have made.

**Assessment:** put learners in groups. Each group mentions one way of cleaning a part of the body and the things needed for it.

[Group one: “bathing” we need a bucket/bath-tub, soap, sponge, clean water, a clean towel.

Group two: “clean teeth” we need a tooth brush, tooth paste, clean water

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for Parts of My Body

---

Activity 23 (Page 24 of Learner's Workbook)

#### Arts forms in my environment

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools we use in caring for the body and colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership

---

**Introduction:** This activity requires that the learner draws a “health tooth”. The term, “healthy tooth” refers to the teeth that are strong because of receiving proper care.

The image of a healthy tooth has been drawn along with what makes a tooth healthy.

The average child may not be able to draw the exact shape of a tooth as we know it to be, but that is nothing to worry about. Young children's art is all about process! therefore they must be given all the encouragement they can get.

**Key Words:** Healthy tooth, carrots, eggs, milk

**Resources/Materials:** pencil, crayons or colour pencils, songs or recitals about taking care of the body.

#### Procedure/Workbook Activities:

1. Begin with the song “This is how I brush my teeth ...”
2. Invite learners to look at the picture on page 24 of workbook.
3. Learners talk about that they see in the picture (Page 24, Activity Book)
4. Learners say whether the tooth is a healthy one or not. [ it is a healthy tooth]
5. Ask them to say why they think it is a healthy tooth. [ because it is clean, has no holes/ cavities, and has no ugly stains]
6. Ask learners to say what they will do to have beautiful, healthy teeth. [ brush them regularly twice in a day, morning and night, avoid too many sweets and sugary drinks, and rather eat carrots, eggs, and milk
7. Invite learners to draw their own healthy tooth in the space provided.



8. Break down the task for struggling learners. You could have a cut out template of a healthy tooth for them to stick in the space provided.
9. Read key words with learners using the pictures provided

**Assessment:** Invite learner to display their work, pick their partners and share how they did their work. Then let them repeat it to the rest of the class.

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for Parts of My Body

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Activity 24 (Page 25 of Learner's Workbook)

#### Art Forms In My Environment

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to take care of my body.

**Indicator/Objectives:** Match the parts of the body to the tools we use in caring for the body and colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

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**Introduction:** In this activity, learners will talk about the picture presented on page 25 of the WORK BOOK.

They will first of all identify this tooth as being different from the one in the previous activity. They will talk about what makes this one different from the first one. Allow learners to talk freely about what they see. While they do this, ensure that no child is ridiculed.

When they have finished saying all that they can about this picture, give each one a sheet of paper, and have them draw a bad tooth and make an emoji to show an unhappy face close to their drawing.

**Resources/Materials:** crayons or colour pencils, pencils, songs and recitals about taking care of our teeth, tooth template, glue or starch.

#### Procedure/Workbook Activities:

1. Learners stand and sing: I'M GOING TO BRUSH...  
I'm going to brush, brush, brush, Brush My teeth.  
I'm going to brush, brush, brush, Brush my teeth.  
I'm going to brush, brush, brush, Brush my teeth  
So that my teeth will be healthy
2. Invite learners to say what they see about the picture in page\* This is a sad tooth. It is sad because it is unhealthy!

It has big holes in it. These holes came about because of eating too many sweets and sugary drinks, and not brushing and flossing them regularly. The holes in the teeth are also called cavities. Cavities in the teeth cause them to hurt badly. A condition also known as tooth ache.



3. Ask them to say why they think this tooth is not a healthy one? [ the tooth is not healthy because it has a big hole that causes it to hurt].
4. Have them look at the pictures and tell their friends what they think about the pictures.  
Child 'A': I can see a sad tooth. It is unhealthy because it has a big hole in it. Brushing our teeth regularly and avoiding sugary drinks and sweets will prevent holes from forming on the teeth
5. Share sheets of paper to learners and let them draw their idea of a bad tooth.



2. The drawings of teeth.
3. Drawings of sweets and sugary drinks.

things to avoid in order to have good and healthy teeth at all times.

\* too many sweets, sugary drinks, not brushing teeth regularly...

6. Learners use an emoji to indicate their dislike of a bad tooth.
7. For struggling learners, support by giving them a pre-cut out shape of a bad tooth to stick onto the paper. Encourage all to use a white sheet of paper to represent the colour of our teeth.
8. Have learners say what
9. Invite learners to display their work, and talk about how they did their work. Encourage the use of positive expressions as they talk about their friends' work. That's a really sad tooth /nice work/beautiful drawing/...

**Assessment:** Learners take turns to mention materials used in taking care of the teeth: Tooth brush/paste/chewing sponge/chewing stick...

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for Parts of My Body

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Activity 25 (Page 26 of Learner's Workbook)

#### Derive Meaning And Make Judgement About Art Works

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for the parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools that we use in caring for these parts and colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

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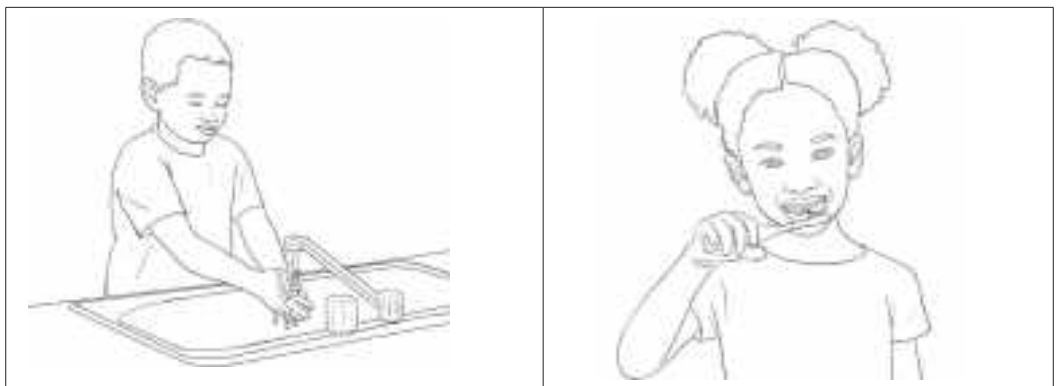
**Introduction:** Learners will draw parts of the body while singing or reading out the words. Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development.

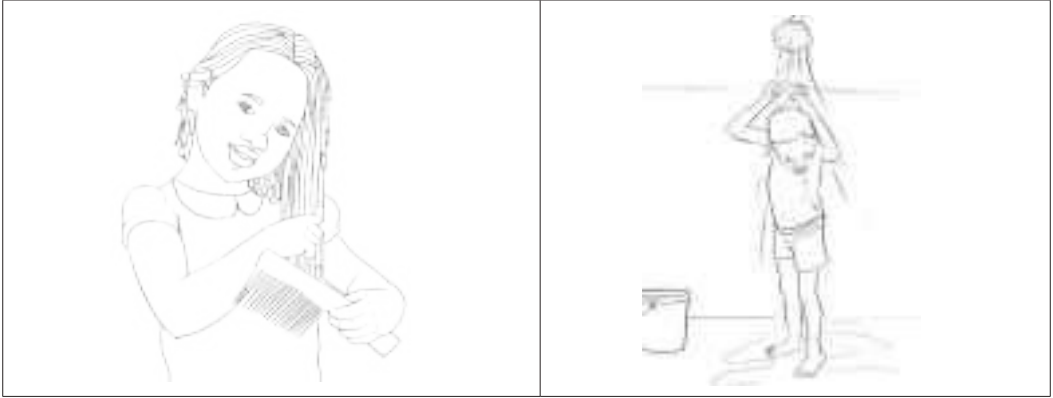
**Key Words:** Handwashing, brushing, combing, bathing

**Resources/Materials:** pencils, crayons or colour pencils, songs and recitals about caring for parts of the body.

#### Procedure/ Workbook Activities:

1. Learners stand and sing "This is how I brush my teeth ...";
2. Invite learners to turn to page 26 of the Activity Book .





3. Learners describe what they see in each picture, imitate the action, and colour the picture appropriately. [The boy is washing his hands with under running water, the girl is brushing her teeth with a toothbrush and paste, the girl is combing her hair, the boy is bathing]
4. Learners trace and read the phrase under each picture
5. Read key words with learners: handwashing, brushing, combing, bathing.
6. Support struggling learners by breaking down the tasks into smaller, achievable bits.
7. Have learners display their work and talk about what they have done, imitate the actions and repeat the phrases.

**Assessment:** Learners take turns to say why they think that practicing each of the described activity is necessary:

we wash our hands to keep them clean and free of any germs and dirt

we brush our teeth to keep them clean, strong and healthy, and to prevent germs and bacteria from making ugly holes in our teeth, and in order not to have a bad smell in our mouth.

We comb our hair to keep it tidy

We bathe every day in order to stay clean and fresh

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for the Parts of My Body

---

Activity 26 (Page 27 of Learner's Workbook)

#### Identify And Name Objects By Colour, Names, & Size

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for the parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools that we use in caring for these parts. Colour them.

**Core Competencies:** Creativity and Innovation

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**Introduction:** Learners will be required to trace along the dotted lines to complete each picture. Tracing activities help learners build their skills of independence and confidence gradually in things that they are able to do themselves.

Tracing also serves the purpose of developing their fine muscles in preparation for writing and it helps build concentration – All these are very useful skills that would come in handy as they progress in learning.

To help lesson to go on in a relaxed atmosphere, encourage learners to begin with the parts they find easier to deal with. Do not insist that every child starts with a particular one before going on to others.

Facilitators must resist the temptation to give too many instructions that must be followed. Doing so would rob learners of the joy that is to be derived from these activities.

**Resources/Materials:** pencils, crayons or colour pencils, songs and recitals about the parts of the body.

#### Procedure/Workbook Activities:

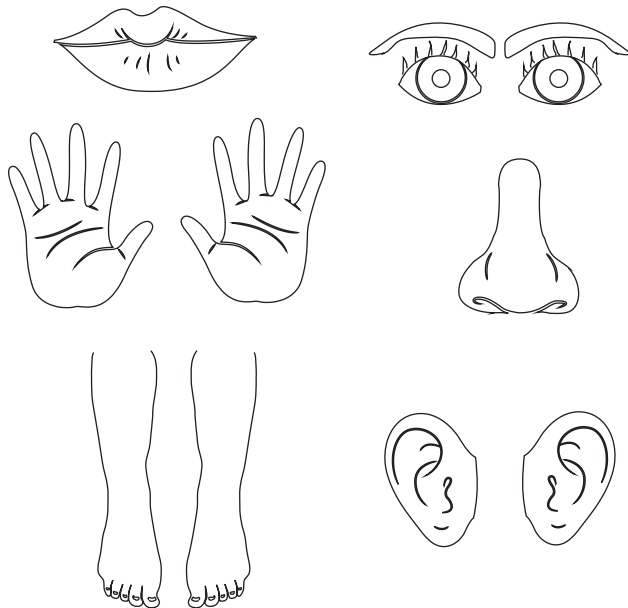
1. Learners stand in a circle and sing :  
“Olay! Olay! Tra-la-la-la-la. Parts of my body, tra-la-la-la-la Olay! Olay! Tra-la-la-la-la  
Parts of my body tra-la-la-la-la

What can the eyes do? They can see, they can see, What can the ears do?  
They can hear, they can hear  
What can the nose do?  
it can breathe, it can sneeze. Eyes can see, can see

Ears can hear, can hear

Nose can breathe, can sneeze Fingers can write, can write! Olay! Olay! tra-la-la-la-la  
Parts of my body, tra-la-la-la-la!

2. Invite learners to turn to page 27 of workbook, and identify the different body parts drawn in the dotted lines.
3. Have them check ( ) the body parts that come in twos.
4. Let learners mention those body parts that come in twos (pairs) [eyes, ears, hands, legs, feet, arms, nostrils]
5. Learners trace along the dotted lines to complete each drawing.



6. Learners colour their work and draw ones to match the body parts that come in the same number. For example, one nose, one mouth, two hands, feet, eyes, ears, legs.
7. For learners who find the activity too challenging, take the activity bit by bit.
8. Invite learners to display their work and talk about what they have made.

**Assessment:**

Invite learners to take turns to name the body parts that come in pairs: Eyes /ears /hands / arms/ legs/ feet/

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for Parts of My Body

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Activity 27 (Page 28 of Learner's Workbook)

#### Identify And Describe Objects By Colour, Names, Size

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for the parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools that we use in caring for these parts. Colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

**INTRODUCTION:** Learners will draw parts of the body while singing or reading out the words.

Each body part (external) will be mentioned, along with its use. As much as possible, engage learners to perform all actions mentioned, while touching the body part in question. Allowing learners to move and touch the part of their body this way stimulates brain development and also helps with gross motor development.

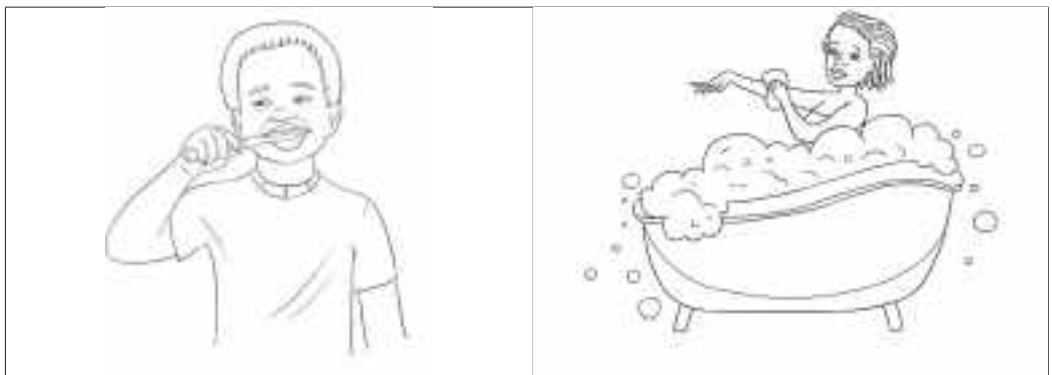
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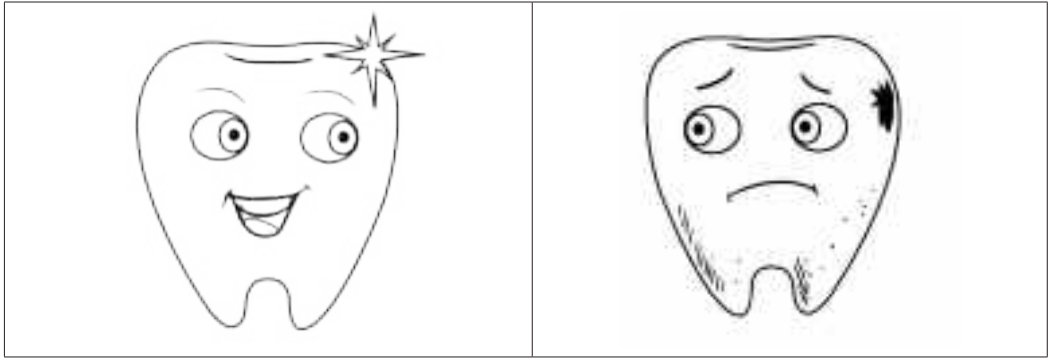
**Resources/Materials:** crayons or colour pencils, songs and recitals about taking care of parts of the body.

**Key Words:** Happy tooth, Sad tooth

#### Procedure/Workbook Activities:

1. Learners stand in a semi-circle and sing: "This is how I brush my teeth"
2. Invite learners to turn to page 28, identify and talk about the pictures.





3. Have learners talk about each picture, imitate the action, and then colour it.
  - \* Brushing my teeth, taking my bath
  - \* happy tooth,
  - \* sad tooth
4. Let learners share their thoughts with friends about the pictures. For example, there is a happy tooth and a sad one.



5. Support struggling learners, by letting them tackle a little at a time.
6. Invite learners to display their work and say what they like about the activity.
7. Read key words/expressions with learners.

**Assessment:**

Invite learners to say what they know about what makes teeth happy or sad.

Regular brushing, and flossing of the teeth, eating eggs, carrots and drinking milk make the teeth strong, clean, healthy and happy.

Not brushing teeth regularly, eating too many sweets make the teeth, unhealthy, and sad

## Term 1: Strand 1: All About Me

### Sub Strand: Caring for Parts of My Body

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Activity 28 (Page 29 of Learner's Workbook)

#### Create and organise the elements of design according to art principles to create art forms

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for the parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools that we use in taking care of these parts. Colour them.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

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**Introduction:** This activity is known as Blow Painting. Blow painting is a fun art activity which provides learners with a sensory experience, a creative and exploratory exercise.

The experience, although primarily a sensory, exploratory one, can also be considered to be an early experience with science. Because learners explore how to push air through a drinking straw onto a drop of liquid paint and observe as the air pushes the paint around in all directions, leaving a trail of paint behind.

Blow painting is a very simple technique but by its nature encourages exploration and investigation.

**Key Words:** Straw, blow, patterns

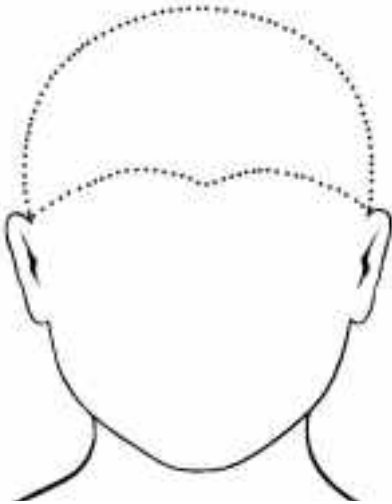
**Resources/Materials:** poster colours (thinned with some water) or food colour, drinking straws, pencils, songs and recitals about caring for parts of my body.



#### Procedure/Workbook Activities:

1. Learners stand in a circle and sing, “My head, my shoulder, ...” My head, my shoulders, my knees, my toes,  
My head, my shoulders, my knees, my toes, My head, my shoulders, my knees, my toes,  
They all belong to me
2. Invite learners to look at the picture on page 29 of the work book.





3. Ask them to mention which parts of that drawing are missing.
4. Tell them they are going to create hairs for the picture using paint.
5. Facilitator will demonstrate the activity, but first of all put a drop of paint on the hairline from the forehead.
6. Ask learners, “How can you make the drop of paint move towards the top part of the head from the forehead?”
7. Listen and observe how learners brainstorm to give you their answers.
8. After listening to their answers, choose the one that says that we’ll blow air onto it.
9. Demonstrate the activity. Share materials. Cut each straw in two to reduce its length. This makes the blowing action more effective.

Blow paint

**NOTE TO FACILITATOR:** *Poke a hole with a pin halfway up the straw. This will prevent children from sucking paint into the straw by accident.*

10. Learners put a tiny drop at a time on the hairline close to the forehead and blow after the paint through the straw.
11. Break down the task for struggling learners.
12. Learners add other facial features using their crayons or colour pencils.
13. Learners display their work and talk about what they have made.
14. Repeat key words with learners

**Assessment:**

Learners take turns to answer:

What colours have you used for the hair? [black/brown/yellow/blue...]

What other materials can you use to make the hair? [threads/wool/cornhusk/strips of paper...]

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** Caring for Parts of My Body

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*Activity 29 (Page 30 of Learner's Workbook)*

#### **Drive meaning and make judgement about art work using the senses according to its beauty**

**Content Standard:** K1.1.3.1 Demonstrate understanding of the importance of personal hygiene and how to care for the parts of my body.

**Indicator/Objectives:** Match the parts of the body to the tools that we use in taking care of these parts. Colour them.

**Core Competencies:** Personal Development and Leadership.

---

**Introduction:** In this activity, learners will talk about the picture presented on page 25 of the WORK BOOK.

They will first of all identify this tooth as being different from the one in the previous activity. They will talk about what makes this one different from the first one. Allow learners to talk freely about what they see. While they do this, ensure that no child is ridiculed.

When they have finished saying all that they can about this picture, give each one a sheet of paper, and have them draw a bad tooth and make an emoji to show an unhappy face close to their drawing.

**Resources/Materials:** songs and recitals about caring for parts of the body.

**Key Words:** Nail Clippers, Hair Brush, bath-tub

#### **Procedure/Workbook Activities:**

1. learners stand in a circle and sing/ recite: “wash, wash, wash my hands”  
Wash, wash, wash my hands  
Keep them squeaky clean A little soap, lots of water Now my hands are clean, Free from germs and dirt
2. Learners turn to page 30 of workbook, identify the parts of the body drawn on the left hand side of the page.  
Hand  
Mouth Hands Body head
3. Ask learners to say all that they know about how to take care of these parts of the body.  
**Hands:** wash your hands periodically after touching surfaces, money or play

**Mouth:** keep the mouth clean by brushing the teeth twice a day, flossing them after meals, avoiding sweets,

**Hands:** keep the finger nails short by cutting them using nail clippers

**Body:** keep the body clean by bathing regularly and putting on clean fresh clothes

**Hair:** keep the hair tidy by combing and keeping it short

4. Learners match the tools with the specific body part they take care of.
5. Learners demonstrate the use of these materials about caring for parts of the body.
6. Repeat key words with learners

**Assessment:**

Learners take turns to talk about how to take care of specific body parts: Hands: wash your hands periodically after touching surfaces, money or play

**Mouth:** keep the mouth clean by brushing the teeth twice a day, flossing them after meals, avoiding sweets,

**Hands:** keep the finger nails short by cutting them using nail clippers

**Body:** keep the body clean by bathing regularly and putting on clean fresh clothes

**Hair:** keep the hair tidy by combing and keeping it short

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 30 (Page 31 of Learner's Workbook)*

### **Art forms in the environment - Food**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing strong and healthy.

**Indicator/Objectives:** Draw the picture of any food item that has its name beginning with /b/ and write the letter under it.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation.

---

**Introduction:** Learners are expected to talk about the different fruits displayed. The sound in focus at this point however, is the sound /b/, therefore, learners will be guided to look out for the fruits with the sound /b/ in their names.

Learners will then think of other fruits with that sound in their names. For example, banana, berries,

It is expected that learners would have a real feel of the fruits that they will be talking about, therefore, facilitators will arrange with the parents to have learners bring one fruit from home for this activity.

Learners together with their friends will cut up the fruits and eat them.

**Note:** *Since learners might be sharing what they have, please let learners inform you about any food allergies that their children have.*

Following this session, (cutting up and eating their fruits) learners will model one of their favourites with clay, play dough, or papier mache.

Modeling with clay or play dough has numerous educational benefits for the child.

Manipulating clay helps develop their hand and eye coordination as they pinch, pound and push the clay into the shapes they want to.

It helps to develop the small muscles in their hands and fingers (fine motor skills).

Other skills that they develop while using clay or play dough include imagination, perseverance, problem solving, teamwork, social interaction and self-regulation.

Facilitators greatly support by providing an unhurried environment so that learners will in a relaxed setting have the opportunity to build on their knowledge and verbalize their ideas and thoughts.

**Key Words:** banana, strawberry, cucumber, cabbage

**Resources/Materials:** clay or papier mache, play dough, a collection of fruits, songs and recitals about fruits and vegetables



A collection of fruits



**Procedure/Workbook Activities:**

1. Learners stand in a semi-circle formation and sing/recite: “watermelon, pawpaw, ...”  
Watermelon, watermelon,  
Paw, paw, paw Paw, paw, paw Banana, banana Banana, banana  
Fruit salad, fruit salad
2. Display the fruits and vegetables and have learners identify them.
3. Help learners point out the ones with the /b/ sound. [banana, strawberry, cucumber, cabbage,...
4. Learners team up with their group members and cut up their fruits and eat.
5. Learners talk about the shape, colour and texture of their fruits: [ oranges are round, the skin is rough textured, oranges are sweet and tangy and contain lots of juice and fibre; a banana is shaped like a crescent ( half moon), smooth skinned. The fruit itself is soft and sweet.
6. Learners model the fruit or vegetable of their choice using any of the media listed.
7. Learners leave their work to dry in an open airy space NOT in the sun.
8. They will colour their work done when it is completely dry.
9. Break down the task for struggling learners.
10. Repeat key words with learners: Banana, cucumber, strawberry, cabbage



**Assessment:**

Learners take turns to mention fruits and vegetables that have the sound /b/ Banana, cabbage, strawberry, cucumber

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 31 (Page 32 of Learner's Workbook)

### Art In The Environment

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing strong and healthy.

**Indicator:** Draw the picture of any food item that has its name beginning with /b/ and write the letter underneath it.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

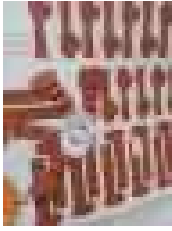
One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** glue or starch, crayons or colour pencils, pre-cut fruits from worksheet 3, strips of paper for hands and legs, songs and recitals about fruits and vegetables.





**Key Words:** Fruits, watermelon, pineapple

**Procedure/Workbook Activities:**

1. Learners stand and sing/recite: WATERMELON... Watermelon, watermelon, Paw, paw, paw Paw, paw, paw Banana, banana Banana, banana Fruit salad, fruit salad.
2. Give cut out fruits to learners and guide them to fold the strips for the hands and legs in a zig- zag manner. (this step is optional – the strips can be used just they are)
3. Guide learners to glue the legs and hands onto the fruit cut outs as shown in the drawing on page 32 (workbook), add eyes, nose, mouth.
4. Learners tie a string to the top and hang in the classroom.
5. Break down the activity for struggling learners.
6. Learners colour the fruit people on page 32 of activity book and tell a story about their work.



**Assessment:** Learners take turns to show their work to their friends and tell a short story to the class about their work:

**Example:** These are my fruit people, they are called Orange, Pineapple, and Banana. They are very happy people, do you know why? Yes! You're right! They are all strong and healthy, that is why they are happy. They eat lots of fruits and vegetables, drink lots of water and exercise regularly.

Do you want to be strong, healthy and happy too? Then always eat your fruits and vegetables, and do not forget to drink lots of water and exercise too.



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 32 (Page 33 of Learner's Workbook)*

### **Art In The Environment**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing strong and healthy.

**Indicator/Objectives:** Draw the picture of any food item that has its name beginning with /b/ and write the letter underneath it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Key Words:** Pineapple, watermelon, orange, banana

**Resources/Materials:** pencil, crayons or colour pencils, thread, manila card measuring 4x4 – one for each fruit, precut fruit templates (worksheet 4), glue, string or thread.

#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle and sing/recite: Watermelon, Watermelon...
2. Distribute the materials – the templates and the 4x4 manila cards.
3. Learners glue the fruits onto the manila cards.
4. Collect every one's work and string them all together on the thread and hang in your classroom.

5. Learners either draw (in their workbooks) a different set of fruits hanging on their classroom window.  
OR:
6. Learners use their thumb prints to make the fruit garland in the space provided in their workbook. (In this case, they dip their finger (thumb or pointer) in mixed colours and print on the page.  
When their work dries, they will add other details of the fruits or vegetables using their colour pencils.
7. Read key words with learners: pineapple, orange, banana, watermelon
8. Break down the assignment for struggling learners.

### Assessment

Learners take turns to mention the names, shapes, and colours of the fruits they have made.



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

*Activity 33 (Page 34 of Learner's Workbook)*

### **Art In The Environment**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw the picture of any food item that has its name beginning with /b/ and write the letter underneath it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to be sticking the cut out fruits in their workbooks or onto sheets of paper. They are going to be exploring with glue, and this is a sensory activity that has immense benefits that include: development of fine motor skills, building concentration which will ultimately improve their attention span, learning about cause and effect. It is a means of self-expression too.

**Resources/Materials:** fruit templates (worksheet 5), glue, pencils, songs and recitals about fruits and vegetables.

**Key Words:** watermelon, pineapple, banana, orange

#### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite: I Eat My Vegetables And Fruits. I eat my fruits, I eat my veggies,  
Every single day! Sunday, Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday,  
Fruits and veggies every single day!  
Keep all illness away!
2. Give out templates of fruits from worksheet 5 to learners.
3. Guide them to glue the hands and feet onto the fruits.
4. Learners glue the fruits onto the spaces provided on page 34 (Work Book)
5. Break down the activity for struggling learners.
6. Learners assemble their work and talk about what they have made.
7. read key words with learners [watermelon, orange, banana

#### **Assessment:**

Learners take turns to show their work to their friends and tell them the name of the fruit they have made

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 34 (Page 35 of Learner's Workbook)

### Making Two-Dimensional Art-Work

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to be sticking the cut out fruits into their fruit basket. They are going to be exploring with glue, and among the great benefits of this activity are as follows: development of fine motor skills, learning about cause and effect, it's a means of self-expression. It is a useful sensory experience.

**Resources/Materials:** cut out fruits (worksheet 6), glue, (brown paper cut into tiny strips for basket) or brown crayon to colour the basket, songs and recitals about fruits and vegetables.

**Key Words:** Avocado, guava, mango, grapes



### Procedure/Workbook Activities:

1. learners stand and recite "I Eat My Fruits And Veggies."
2. Distribute the cut out fruits to learners.
3. Have learners either colour the basket using crayons, or glue the strips of brown paper within the tiny spaces of the basket.

4. Have learners apply glue to the back of the cut out fruits and stick them inside the fruit basket appropriately.
5. Break down the activity for struggling learners.
6. Learners copy the names of the different fruits in the spaces provided.
7. Learners display their work and talk about what they have made.

\* banana, avocado, mango, guava, oranges, grapes, apples, pawpaw. ASSESSMENT:  
Learners take turns to identify by name, the fruits they have arranged in their fruit basket.

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 35 (Page 36 of Learner's Workbook)

### Making Two-Dimensional Art-Work

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it .

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

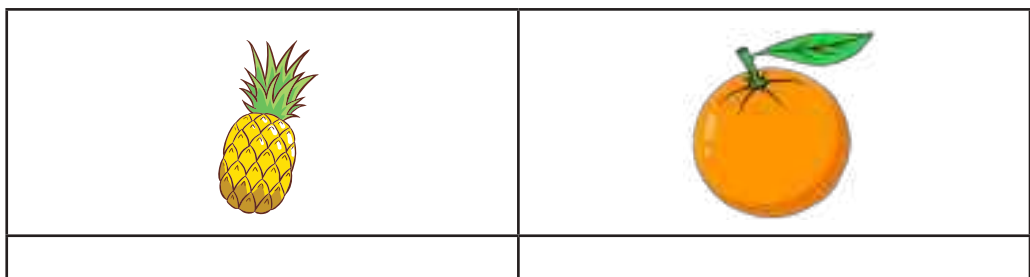
Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

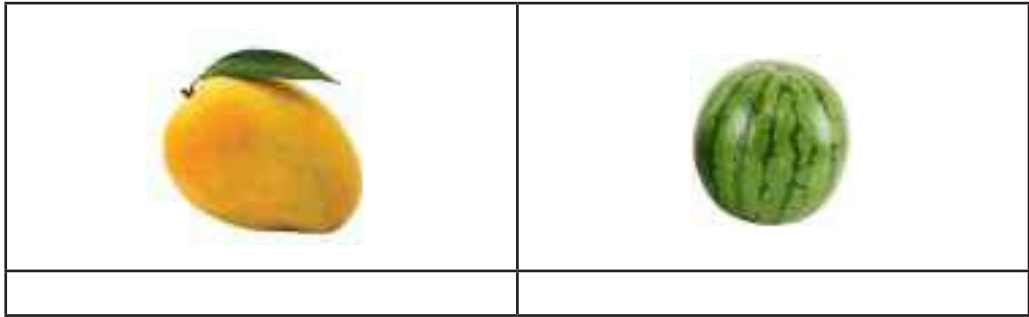
When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons, colour pencils, songs and recitals about fruits.

#### Procedure/ Workbook Activities:

1. Learners stand and recite " I Eat My Veggies And Fruits.
2. Invite learners to identify the fruits in the pictures Page 36 of Workbook.





3. Have them talk about the appropriate colours of the fruits. [Pineapple{green/yellow/} {Orange{green/orange Mango{green/yellow/orange} Watermelon {green & red, black seeds}]
4. Learners colour each fruit appropriately.
5. Guide learners to copy the names of the fruits they have coloured in the space provided underneath them.
6. Break down the activity for struggling learners.
7. Learners display their work and talk about what they have made. Pictures of fruits drawn by children

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 36 (Page 37 of Learner's Workbook)*

### **Making Two-Dimensional Art-Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to stamp on the scales of the fish, using banana or plantain stalk cut into small stamps, dip in the paint and stamp. This activity builds concentration in learners, provides practice for pencil grip in preparation for writing. It helps with the development of hand-eye coordination among others.

Activities involving the use of paint also are advantageous because children exercise their brain, they learn to make decisions and problem solve, it serves as an outlet for stress relief. Whatever the outcome of the work, the child will build self-confidence, taking pride in their accomplishment.

**Resources/ Materials:** banana or plantain stalk cut into small stamps (Cut enough for each learner to have their own), a piece of foam, poster colours, newspaper to cover desk.

**Key Words:** fish scales, fins, fish tail

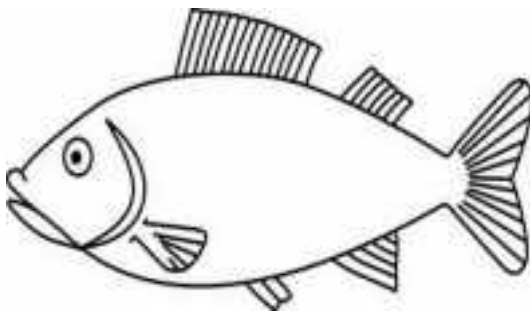






**Procedure/Workbook Activities:**

1. Learners stand in a circle and recite “I Eat My Fruits And Veggies”.
2. Give each Learner his or her own stamp draw their attention to the shape showing at the two ends of their stamps – almost like a crescent with tiny segments.
3. Let learners discuss among themselves and say what is needed to complete the picture of the fish – (the scales)



4. Tell them they are going to stamp the scales on their fish to complete the picture.
5. First of all, prepare a stamp pad by mixing the desired colour of paint and pouring it onto the piece of foam. This is where learners will dip the tip of their stamp and print onto the fish.
6. Help learners to understand that the scales of the fish follow in one direction and therefore they will let their scales also follow in one direction.
7. Offer all the support that you can for struggling learners.
8. Learners display their work and talk about what they have made.
9. Read key words with learners.[ fish scales, fins, fish tail

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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Activity 37 (Page 38 of Learner's Workbook)

### Three- Dimensional Art Work

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

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**Introduction:** Learners will be making a healthy sandwich using cut out shapes as bread, vegetables and cheese.

This activity will provide a reinforcement of their learning about shapes in a very practical way. They are also going to revisit their knowledge of colours, also in a practical sense.

They are going to gain that sensory experience as they glue different ingredients onto the bread.

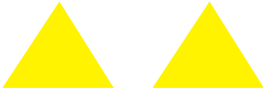
To complete the picture they are going to do a little bit of drawing (their favourite beverage) to go with their sandwich.

By this playful means, young learners are going to become aware of the need to eat healthy snacks in order to stay healthy.

**Resources/Materials:** two squares of brown paper (learners can colour a white sheet to look like a slice of bread), two small green circles for your cucumber rings, yellow triangles for your cheese, red circles for your sliced tomatoes, glue, songs and recitals about healthy foods.

**Key Words:** tomatoes, cucumber, eggs, carrots, cheese





**Procedure/Workbook Activities:**

1. Learners stand and recite: “I Eat My Fruits And Veggies”
2. Give each learner their materials (cut the slices of bread into triangles)



3. Help learners to stick their cheese and other vegetables onto the bread, letting some of them overlap.



4. Help them to place the other half (triangle onto the first one to complete the sandwich)
5. Learners transfer their sandwich onto the plate (by applying very little glue)



6. Learners draw their favourite beverage by the side of the plate.



7. read key words with learners: tomatoes, cucumber, eggs, carrots, cheese
8. Break down the activity for struggling learners.
9. Invite learners to talk about their work and pretend to eat their snack.
10. Learners recite a poem about good food: I'M FEELING FINE  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I 'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right, And I'm feeling fine!

**Assessment:**

Learners take turns to show their work to their friends and talk about some of the shapes and colours they can identify: [ circles, triangles, squares..., red, cream, green, yellow...]

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 38 (Page 39 of Learner's Workbook)*

### **Asking and responding to questions about own and other's art work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Key Words:** Mushrooms, kontomire, eggplant, okro

**Core Competencies:** Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons, colour pencils, pencils, songs and recitals about healthy foods.

#### **Procedure/Workbook Activities:**

1. Learners stand in a circle and sing/recite  
I'M FEELING FINE. I'm in, right out,  
Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I 'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right, And I'm feeling fine!

2. Invite learners to turn to page 39 of workbook and identify the different vegetables: [eggplant[mushroom, okro, kontomire].
3. Engage learners in a discussion about the shape of each one as well as their colour.
  - \* mushrooms are off-white/ light brown in colour. They are umbrella shaped and delicate
  - \* okro is a long green, finger-like, pod plant with little prickly hairs.
  - \* the eggplant is a purple gourd-shaped vegetable that had a very smooth skin.
4. Learners colour their vegetables appropriately.
5. Break down the activity for struggling learners.
6. Learners assemble their work and talk about what they have made.
7. Learners model their favourite vegetable using clay or play dough.
8. Read key words with learners: mushrooms, kontomire, eggplant, okro

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 39 (Page 40 of Learner's Workbook)*

### **Two- Dimensional Art Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to make their own vegetable salad using coloured paper. In some of the activities leading up to this one they talked about the colour of some of the vegetables.

In this activity, they will bring on board that knowledge and couple it with their knowledge of shapes, put those ideas together into making their own vegetable salad.

Being a sensory activity, it will go a long way to support their language development, cognitive growth, fine motor and problem solving skills, aiding their social interactions as well.

Young learners are full of imaginations and activities such as these would help them develop crucial psychological and emotional capacities that will help them understand the world in which they live and their relation to it. By so doing, they learn problem-solving and build their self- confidence.

Facilitators therefore do well to provide the materials needed in adequate quantities, allow learners to make choices, encourage all of them to have a meaningful participation in activities such as these.

Facilitators and parents can do a lot through this activity to get little children to begin to develop a love for such foods.

**Resources/Materials:** coloured papers, glue or starch, songs and recitals about healthy foods.

### **Procedure/Workbook Activities:**

1. Learners stand and sing/ recite: I'M FEELING FINE  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I 'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why

I'm in, right out, right up, right down right, And I'm feeling fine!

2. Invite learners to talk about some vegetables they know. [ Carrots, onions, tomatoes, pepper, spinach...]
3. Guide the discussion so they talk of vegetables that do not need to be cooked. [lettuce, cabbage, carrots, cucumber...]
4. facilitator begins by describing her own favourite vegetables and then ask them to tell you about theirs. "my favourite vegetables are carrots and tomatoes. Carrots are sweet and crunchy, and tomatoes are soft and sweet"
5. Let learners choose the colours from page 41 that represent the vegetables they are going to put in their salad.
6. Learners tear or cut up their vegetables and carefully glue them into their beautiful salad bowl.



7. Learners display their vegetable salads talk about them and have a "taste" of their friends as well.
8. Offer all the support that you can to struggling learners.

**Assessment:**

Learners take turns to talk about why we must eat our salads.

Eating salads make us strong and healthy/we will not fall sick when we eat salads/...



## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 40 (Page 41 of Learner's Workbook)

### Two-Dimensional Art Work

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Key Words:** beetroot, cabbage. Sweet corn, lettuce

**Core Competencies:** Critical Thinking and Problem Solving.

---

**Introduction:** This activity is intended to add on to what children have learned about the colour of fruits and vegetables that they are familiar with.

It will serve as a revision of the names of some vegetables, as well as their colour. They get to see the whole vegetable as well as what they look like on the inside.

**Resources/Materials:** workbook, songs and recitals about vegetables.

#### Procedure/ Workbook Activities:

1. Learners stand in a semi-circle and recite " I EAT MY VEGETABLES AND FRUIT. I eat my fruits, I eat my veggies, Every single day! Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Fruits and veggies every single day!
2. Invite learners to turn to page 41 of workbook, and identify the vegetables. [ avocado, tomatoes, cucumber, cabbage, carrots, sweet corn, beetroot]



3. Let learners identify the colours on the right hand side of the same page. And discuss which of the vegetable have those colours: [red-tomatoes; green-cucumber; yellow-sweet corn; orange- carrots; purple- beetroot]

4. Learners draw lines to match each vegetable with the colour or colours that they have in common.
5. Offer the needed support to struggling learners and encourage them to have a meaningful share in the activity.
6. read key words with learners beetroot, cabbage, lettuce, sweet corn.

**Assessment**

Learners take turns to mention the vegetables they have in their fruit salad

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

*Activity 41 (Page 42 of Learner's Workbook)*

### **Recognise and talk about simple patterns and artworks found in the environment.**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Key Words:** Beetroot, banana, bread, banku

**Resources/ Materials:** crayons, colour pencils, pencils, songs and recitals about foods.

#### **Procedure/Workbook Activities:**

1. Learners stand in a circle and recite/sing: I'M FEELING FINE.  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I' m feeling fine!

I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right, And I'm feeling fine!

2. Lead learners in a discussion about different types of food particularly those that begin with the sound /b/
3. \* bread/ banana/banku
4. Learners draw any food of their choice beginning with or that has the sound /b/ in its name.



5. Learners talk about their drawings as well as those of their friends.
6. Support struggling learners.
7. Wrap up by having learners sing/ recite: I EAT MY FRUIT AND VEGETABLES.
8. read key words with learners: [ beetroot, banana, bread, banku]

**Assessment:**

Learners pick partners and together talk about foods which have the sound /b/ either beginning or in the middle. [ beans, bread, baked beans, beef, biscuits, strawberries, berries, banku, ]

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

*Activity 42 (Page 43 of Learner's Workbook)*

### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** This activity is known as mosaic (with paper). Mosaic art offers some real, concrete learning opportunities for children. These include the following: Building concentration, problem solving, hands and eye coordination which is extremely important to help children achieve difficult tasks easily, including reading and writing, creative self-expression among others.

For us (facilitators and teachers), it allows us observe and assess the child's development and also helps us understand what interests them.

**Resources/Materials:** red coloured paper, green coloured paper, glue or starch, songs and recitals about vegetables.

#### **Procedure/Workbook Activities:**

1. Learners stand in a semi-circle and sing/recite: FRUIT! FRUIT! FRUIT!  
Fruit! Fruit! Healthy fruits  
Don't forget your healthy fruits  
Pineapples, pawpaw Avocados,  
Guava, banana, and mangoes  
A fruit a day  
People say  
Keeps illness away.  
So eat your fruit, my dear  
But first wash them very clear Then eat them with no fear. Eat your fruit, my dear!
2. Ask learners to identify the picture on page 45 of the Work Book. [tomato]



3. Learners talk about the shape and colours of this vegetable. [ some tomatoes are round, others are pear-shaped, ripe tomatoes are bright red in colour, but the unripe ones are green. Tomatoes are soft and smooth.]
4. Have learners say which part of the picture will take the green bits of paper. Distribute coloured papers (cut up into bits) and let learners begin sticking them within the outline of the vegetable to make a mosaic.
5. Support struggling learners by breaking down the activity into smaller, achievable bits.
6. Learners display their work and talk about what they have done.
7. Wrap up the activity with the recital: VEGGIES ARE HEALTHY.  
See the carrots, Orange and long  
They make you strong  
You'll live long! See the tomatoes  
Smooth as potatoes Eat your onions Purple and white  
Make your food taste just right!



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

*Activity 43 (Page 44 of Learner's Workbook)*

### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Key Words:** Vaccination, nurse, hospital

**Resources/ Materials:** crayons, colour pencils, songs and recitals about good health.



\*With some hanging in the classroom.

### **Procedure/ Workbook Activities:**

1. Learners stand in a circle and recite "FRUIT! FRUIT!. FRUIT! FRUIT! FRUIT! Fruit! Fruit! Healthy fruits

Don't forget your healthy fruits Pineapples, pawpaw Avocadoes, Guava, banana, and mangoes  
A fruit a day  
People say  
Keeps illness away.  
So eat your fruit, my dear  
But first wash them very clear Then eat them with no fear. Eat your fruit, my dear!



2. Invite learners to look closely at the drawing on page 44 of the Workbook.
3. Learners identify the people in the picture and say what they are doing. [ mother, baby, nurse. They are in the hospital. Baby is receiving his vaccination so that he will grow well and not fall ill. Baby is crying because he is afraid of the needle/syringe. However the nurse speaks gently and kindly to baby and so he does not feel any pain]
4. Learners colour the picture.
5. Support struggling learners to be able to take part in the activity.
6. Learners make up a story around the picture and tell them to their friends.
7. mother, baby, nurse. They are in the hospital. Baby is receiving his vaccination so that he will grow well and not fall ill. Baby is crying because he is afraid of the needle/syringe. However the nurse speaks gently and kindly to baby and so he does not feel any pain] because of the vaccination, baby Emma, never falls ill.
8. Read key words with learners[ hospital, nurse, vaccination.

**Assessment:**

Learners pair up and exchange ideas about what they see in the picture , after which they each say to the class what the other said:

**CHILD 'A':** (TO HER PARTNER) We grow very strong when we take our vaccinations.

**CHILD 'B'** (to her partner) vaccines prevent us from falling ill

Child 'A' ( repeats what her partner said to the entire class.

**CHILD ' B':** (also repeats what child ;'A' also said to the entire class



## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 44 (Page 45 of Learner's Workbook)

### Making Two-Three-Dimensional Art Works

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

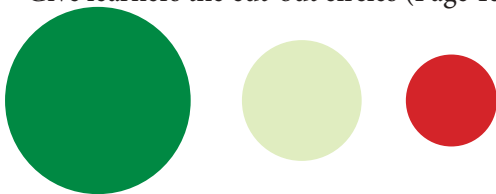
**Key Words:** Semi –circle, circle,

**Resources/ Materials:** cut-out circles in three different sizes; big, medium and small

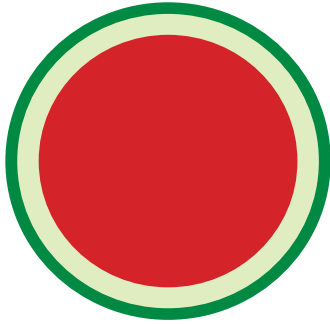
(worksheet 9A Page 157), songs and recitals about good health, glue, black pen or pencil.

#### Procedure/Workbook Activities:

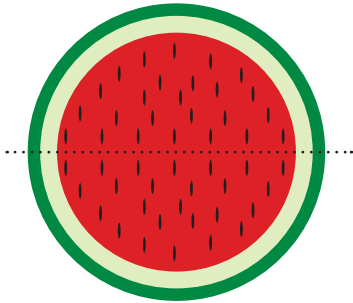
1. Learners stand in a circle and recite: FRUIT! FRUIT!  
FRUIT! FRUIT! FRUIT! Fruit! Fruit! Healthy fruits Don't forget your healthy fruits  
Pineapples, pawpaw Avocados, Guava, banana, and mangoes  
A fruit a day  
People say  
Keeps illness away.  
So eat your fruit, my dear  
But first wash them very clear Then eat them with no fear. Eat your fruit, my dear!
2. Give learners the cut-out circles (Page 157 Worksheet 9A)



3. Help learners to assemble the pieces together starting from the biggest to the smallest. One on top of the other. Glue them all together



4. Learners draw the seeds on the red portion and finally fold the whole piece in half to have a semi circle.



5. Support struggling learners, breaking down the activity into smaller, achievable bits.
6. Learners display their fruits and talk about their work.
7. Attach a thread and hang in your classroom or arrange them in a plate.



Read key words with learners: semi-circle, circle

**Assessment:**

Learners take turns to show their work to their friends and say how they made their work:

Choose three circles- big, medium, small: deep green, light green, and red in that order.

Arrange them together, one on top of the other, from the biggest to the smallest

Apply a little glue/starch in the center of the biggest circle, carefully place the medium sized one in the center to let the glue hold it in place.

Apply a little amount of glue/starch in the center of the medium sized (light green) circle,

Carefully place the smallest circle (red circle) in the center of the medium sized one

Press them together and allow to dry

Fold the whole thing into two equal parts when dry. Your 3-D watermelon is ready!

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 45 (Page 46 of Learner's Workbook)

### Making Two-Three-Dimensional Art Works

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Content Standard:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

**Resources/Materials:** cut outs of pear, green crayons or colour pencils, songs and recitals about keeping healthy.

#### Procedure/Workbook Activities:

1. Learners stand in a semi-circle and recite: VEGGIES ARE HEALTHY.  
See the carrots, Orange and long  
They make you strong  
You'll live long! See the tomatoes Smooth as potatoes Eat your onions  
Purple and white  
Make your food taste just right!

**NOTE TO FACILITATOR:** (3 cut outs make one pear fruit)

2. Give cut outs to learners and teach them to fold each one in half from top to bottom.
3. Point out that each one folded in half has a left side and a right side. FIIFI PASTE .  
Drawings of materials listed.



4. Guide learners to colour the edges of their folded pears with the green crayon. See the pictures on page 46 of Workbook
5. Let learners apply a little glue to the right hand-side of the first one (outside the fold) and join the left hand side of the second one to it.
6. Repeat with the third and bring all three together at the center.
7. Glue a small strip of green for the stalk at the top of the pear before finally gluing all three together.
8. Glue a leaf to the stalk.
9. Break down the activity for struggling learners.
10. Learners display their pears and hang them in their classroom.

**Assessment:**

Learners take turns to talk about their work .

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 46 (Page 47 of Learner's Workbook)*

### **Making 2-3-Dimensional Art Works**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

**Resources/ Materials:** cut-outs of strawberries (red or pink) (heart shapes), two heart shapes make one strawberry (pre-cut), songs and recitals about keeping healthy, half of an A4 card.

#### **Procedure/Workbook Activities:**

1. Learners stand in a semi-circle and sing/recite: I'M FEELING FINE.  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I' m feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right, And I'm feeling fine!
2. Give each learners their cut shapes (2 heart shapes, one stalk, one card, ½ of the A4 size)



3. Guide learners to fold each heart in two from top to bottom.
4. Guide learners to apply glue to the back fold of heart shape on the left hand side.



5. Learners stick the glued side onto the  $\frac{1}{2}$  A4 card (position it in the middle)



6. Repeat with the second heart shape. The two free sides now come together at the top. (do not glue them together)
7. Stick the stalk onto the top to complete. Finally make the little dots with a pencil. A 3-D strawberry with the stalk glued to the top part of it. The complete work



8. Break down the activity into smaller bits for struggling learners.

9. Learners display their work to talk about it.
10. Wrap up the activity with the recital, “Fruits, fruits, fruits ...”

**Assessment:**

Learners take turns to show their work to their friends and talk about the shape, size and colour of their work.



**Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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Activity 47 (Page 48 of Learner’s Workbook)

**Making 2-3-Dimensional Art Works**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

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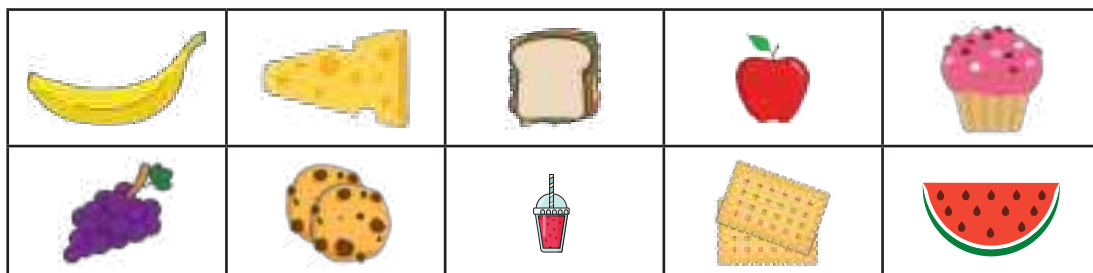
**Introduction:** In this activity, learners will be choosing the healthy snacks they would put into their lunch boxes.

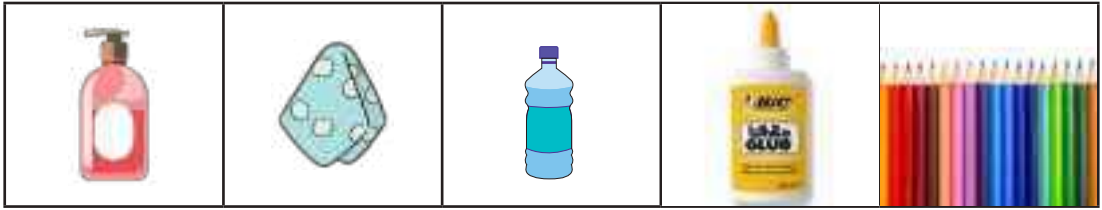
By so doing, they are going to recall the names of fruits and other healthy vegetables they have learned. Learners will also have a rich sensory experience applying glue and sticking their choice of foods inside their lunch boxes.

They are going to be building their concentration as well as their problem solving skills as they decide where to stick what.

At the end of the day, each child is proudly going to own the work they have made – writing their own names inside of their lunch box.

**Resources/ Materials:** pre-cut-out foods (worksheet 10), glue or starch, crayons or colour pencils to colour lunch box, songs and recitals about a healthy lifestyle.





### Procedure/Workbook Activities

1. Learners stand in a semi-circle and sing/recite:  
FEELING FINE  
I'M FEELING FINE. I'm in, right out,  
Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I 'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right, And I'm feeling fine!
2. Have learners turn to page 48 of workbook and see their personal lunch box.
3. Lead a discussion with learners about what healthy snacks they will pack into their lunch boxes.
4. Put all of the cut out foods in a basket and have learners choose which ones they want.
5. Guide learners to stick to their healthy snacks into their lunch boxes.
6. Support struggling learners by breaking down the activity into smaller bits.
7. Remind learners to write their names in the space provided on the lunch boxes.
8. Learners talk about what they have made.



### Assessment:

Learners take turns to show their work to their friends and talk about the healthy snacks they have packed into their lunch boxes

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 48 (Page 49 of Learner's Workbook)*

### **Making Three-Dimensional Fruits**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Learners are expected to talk about the different fruits displayed. The sound in focus at this point however, is the sound /b/, therefore, learners will be guided to look out for the fruits with the sound /b/ in their names.

Learners will then think of other fruits with that sound in their names. For example, banana, berries,

It is expected that learners would have a real feel of the fruits that they will be talking about, therefore, facilitators will arrange with the parents to have learners bring one fruit from home for this activity.

Learners together with their friends will cut up the fruits and eat them.

**Note:** *Since learners might be sharing what they have, please let learners inform you about any food allergies that their children have.*

Following this session, (cutting up and eating their fruits) learners will model one of their favourites with clay, play dough, or papier mache.

Modeling with clay or play dough has numerous educational benefits for the child.

Manipulating clay helps develop their hand and eye coordination as they pinch, pound and push the clay into the shapes they want to.

It helps to develop the small muscles in their hands and fingers (fine motor skills).

Other skills that they develop while using clay or play dough include imagination, perseverance, problem solving, teamwork, social interaction and self-regulation.

Facilitators greatly support by providing an unhurried environment so that learners will in a relaxed setting have the opportunity to build on their knowledge and verbalize their ideas and thoughts.

**Resources/Materials:** papier mache, clay, play dough, old newspapers, poster colours or food colour, songs and recitals about fruits.

Pound, knead, pinch, and roll

**Procedure/ Workbook Activity:**

1. Learners stand and sing/recite: “Pawpaw is a kind of fruit, ...” PAWPAW IS A KIND OF FRUIT...  
Pawpaw is a kind of fruit Pawpaw is a kind of fruit Sweet like sugar  
Orange like fanta  
Every body come let’s eat pawpaw
2. Invite learners to look at the fruits on page 49 and identify them by name. [ apple, banana, watermelon, mango, pawpaw, orange.]
3. Lead learners to talk about their shape, texture and colour: [apples are small, and round. They are red or green; bananas are shaped like the crescent moon. They are either yellow or green. Watermelon is big and round red on the inside and green on the outside. Mango is oval shaped, green or orange coloured; pawpaw is pear shaped mostly orange-green on the outside, deep orange on the inside when ripe; orange is small and round green or orange coloured when ripe.
4. Give each learner their materials – newspaper to cover their tables, Clay or playdough or papier mache for them to pound, knead, pinch and roll in preparation for the activity.  
Encourage learners to use the vocabularies listed as they perform each one – pound, knead, pinch and roll.
5. Learners model each of the fruits and set it on the paper to dry.
6. Break down the activity for struggling learners – have them tackle just one or so depending on their ability.
7. read key words with learners: pound, knead, pinch, roll
8. Learners display their work and talk about what they have made.



2. The drawing of fruits modelled from clay, play dough or papier mache.
3. Picture of some children pounding, kneading, rolling and pinching clay. Pounding with fists kneading rolling pinching

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 49 (Page 50 of Learner's Workbook)*

### **Making Three-Dimensional Vegetables**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Learners are expected to talk about the different fruits displayed. The sound in focus at this point however, is the sound /b/, therefore, learners will be guided to look out for the fruits with the sound /b/ in their names.

Learners will then think of other fruits with that sound in their names. For example, banana, berries,

It is expected that learners would have a real feel of the fruits that they will be talking about, therefore, facilitators will arrange with the parents to have learners bring one fruit from home for this activity.

Learners together with their friends will cut up the fruits and eat them.

**Note:** *Since learners might be sharing what they have, please let learners inform you about any food allergies that their children have.*

Following this session, (cutting up and eating their fruits) learners will model one of their favourites with clay, play dough, or papier mache.

Modeling with clay or play dough has numerous educational benefits for the child. Manipulating clay helps develop their hand and eye coordination as they pinch, pound and push the clay into the shapes they want to.

It helps to develop the small muscles in their hands and fingers (fine motor skills). Other skills that they develop while using clay or play dough include imagination, perseverance, problem solving, teamwork, social interaction and self-regulation. Facilitators greatly support by providing an unhurried environment so that learners will in a relaxed setting have the opportunity to build on their knowledge and verbalize their ideas and thoughts.

**Resources/ Materials:** papier mache, clay, play dough, old newspapers, poster colours, or food colour, songs and recitals about fruits and vegetables.

**Procedure/ Workbook Activities:**

1. Learners stand in a circle and sing/ recite “Pawpaw is a kind of fruit, ...” PAWPAW IS A KIND OF FRUIT..  
Pawpaw is a kind of fruit Pawpaw is a kind of fruit Sweet like sugar  
Orange like Fanta  
Everybody come let’s eat pawpaw
2. Invite learners to take a look at the different vegetables drawn on page 50 (Work Book) and identify them by name. [ tomatoes, carrots, eggplant, pepper, cucumbers, garden eggs]
3. Lead learners to talk about their shape, texture and colour. [tomatoes are sometimes round, some are pear –shaped carrots are cone shaped, orange in colour, and crunchy and sweet; eggplants are purple, gourd-shaped smooth vegetables; peppers are red slender, finger-like vegetables; cucumbers green are long and bulky vegetables, garden eggs are smooth, cream coloured vegetables]
4. Give each learner their materials – newspaper to cover their tables, clay, playdough or papier mache. Ask them to pound, knead, pinch and roll the clay or play dough in preparation for the activity.



Encourage learners to use the vocabularies listed as they perform each action – pound, knead, pinch and roll.

5. Learners model each of the fruits and set it on the paper to dry.
6. Paint when dry. Note there is no need to paint if play dough is used.
7. Break down the activity. Give struggling learners the opportunity to tackle just one or so, depending on their ability.
8. Learners display their work and talk about what they have made.
9. Read key words with learners: knead, roll, pound, pinch

**Assessment:**

Learners take turns to show their work to their friends and talk about what they did, using the expressions: pound [“I had to pound my clay/playdough/papier mache to get it ready to use]

Roll [I rolled the clay/playdough into long strips to make the peppers and cucumbers.

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 50 (Page 51 of Learner's Workbook)*

### **Art forms in the environment**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Learners are expected to talk about the different fruits displayed. The sound in focus at this point however, is the sound /b/, therefore, learners will be guided to look out for the fruits with the sound /b/ in their names.

Learners will then think of other fruits with that sound in their names. For example, banana, berries,

It is expected that learners would have a real feel of the fruits that they will be talking about, therefore, facilitators will arrange with the parents to have learners bring one fruit from home for this activity.

Learners together with their friends will cut up the fruits and eat them.

**Note:** *Since learners might be sharing what they have, please let learners inform you about any food allergies that their children have.*

Following this session, (cutting up and eating their fruits) learners will model one of their favourites with clay, play dough, or papier mache.

Modeling with clay or play dough has numerous educational benefits for the child.

Manipulating clay helps develop their hand and eye coordination as they pinch, pound and push the clay into the shapes they want to.

It helps to develop the small muscles in their hands and fingers (fine motor skills). Other skills that they develop while using clay or play dough include imagination, perseverance, problem solving, teamwork, social interaction and self-regulation.

Facilitators greatly support by providing an unhurried environment so that learners will in a

relaxed setting have the opportunity to build on their knowledge and verbalize their ideas and thoughts.

**Resources/ Materials:** pre-cut paper vegetables (worksheet 8), glue or starch, songs and recitals about food.



**Procedure/ Workbook Activities:**

1. Learners stand in a circle and sing/ recite: I'M FEELING FINE.  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right  
And I' m feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I 'm in, right out, right up, right down right,
2. And I'm feeling fine!
3. Learners talk about some vegetables that do not require cooking. [cucumbers, lettuce, tomatoes, cabbage, beet root...]
4. Have learners say which ones they would want to have in their vegetable salad. [lettuce, beetroot, cucumbers, onions...]
5. Let learners choose what vegetables they will have on their plate.



6. Guide learners stick their favourite vegetables in their plates.





7. Support struggling learners to tackle the activity in small bits.
8. Learners display their work and talk about what they have made.



**Assessment:**

Learners take turns to show their work to their friends and mention the vegetables in their plates, and identify the beginning sound in each case

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 51 (Page 52 of Learner's Workbook)*

### Perform Dance Movements Inspired by Ghanaian History and Other Cultures

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Communication and Collaboration, Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencil, crayon or colour pencils, folk songs and other indigenous children's songs.



#### Procedure/ Workbook Activities:

1. Learners stand and recite: “Dabi mekɔ nwuramu, ...”
2. Engage learners to sing some indigenous folk songs, for example, “Namɔ mami ee rice

- water”. Ensure that all learners pick their partners and participate fully.
3. Lead them or have them appoint one person to lead them to sing “Petε, Petε, ...”
  4. Invite learners to come up with other songs that they can all sing and dance to.
  5. Learners now draw they and their friends singing and dancing. Learners colour their drawing.
  6. Break down the activity for struggling learners and have them take a little at a time.
  7. Learners display their work and talk about what they have made.
4. Icon showing children singing in a group.

## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 52 (Page 53 of Learner's Workbook)*

### Making Two-Dimensional Art Work

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very

important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/Materials:** crayons or colour s, songs and recitals



### Procedure/Workbook Activities:

1. Learners stand and recite: "Mama, Mama, I am ill".  
Mama, mama, I am ill  
Call the doctor very quickly Doctor, doctor, will I get well? Sure my darling, you'll be well

- Let learners observe the drawing on page 53 of activity book and talk about it.



- Read the small write up to children, let them retell it to you in their own words.
- [Vaccines are given to protect us from the diseases that attack us. Some of the diseases against which children are vaccinated are: diphtheria, pertussis, tetanus, measles, polio, tuberculosis (TB), whooping cough]
- Learners repeat the key words, “Measles, Polio, Tetanus, Tuberculosis, Diphtheria, Whooping Cough”
- Learners colour the picture and give a name to the character in the picture.
- teacher reads over the write-up again with learners.
- Learners talk about their work.
- Wrap up the activity by asking learners to join in and sing “Mama, Mama, I am ill”  
Mama, mama, I am ill  
Call the doctor very quickly Doctor, doctor, will I get well? Sure my darling, you’ll be well

**Assessment:**

Learners take turns to answer the following questions:

why are vaccines given to children? [ to protect them from certain diseases]

name one of the diseases against which children are vaccinated. [ polio, TB, whooping cough, tetanus, measles, diphtheria]

Drawing of a child being vaccinated.

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 53 (Page 54 of Learner's Workbook)*

### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:** Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath it

**Core Competencies:** Critical Thinking and Problem Solving,

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very

important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs about keeping healthy

#### **Procedure/Workbook Activities:**

1. Learners stand in a circle and recite: "Mama, Mama, I am ill"  
Mama, mama, I am ill  
Call the doctor very quickly Doctor, doctor, will I get well? Sure my darling, you'll be well
2. Let learners observe the drawing on page 54 of activity book, and talk about what they see.



3. Read the small write-up to learners and have them repeat after you.
4. This is baby Adzo
5. She is receiving the polio vaccine
6. This will protect her from polio
7. Polio is a dangerous disease
8. Learners read the write-up.
9. Learners colour the picture and tell a story around it.
10. Learners display their work and talk about what they have done.

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

*Activity 54 (Page 55 of Learner's Workbook)*

### **Making Two-Dimensional Art Work**

**Content Standard:** K1.1.4.1 Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.

**Indicator/ Objectives:**

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very

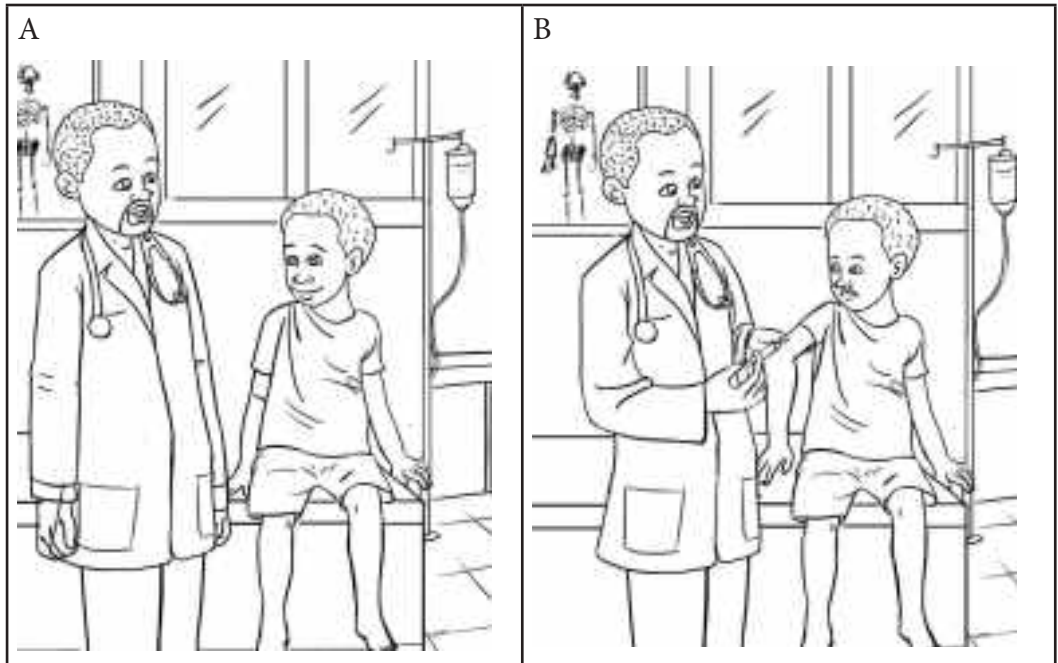
important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners stand in a semi-circle and recite: 'Mama, Mama, I Am Ill.  
Mama, mama, I am ill  
Call the doctor very quickly Doctor, doctor, will I get well? Sure my darling, you'll be well
2. Learners look at the pictures on page 55 (Work Book) and talk about what is going on in picture A and picture B.





Picture A: Little Kwabena has come to see the doctor. He has come to be vaccinated by the doctor. Kwabena is scared of the injection, but the doctor assures him that everything is going to be alright.

In Picture B, Kwabena is done with the vaccination. He is happy now because he will not fall ill

3. Learners colour both pictures and answer the questions posed at the bottom of the page.

In picture B the boy is happy/ he is no longer afraid

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 55 (Page 56 of Learner's Workbook)*

### **Asking and responding to questions about own and others art work**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Compose their own stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/Materials:** songs and recitals about keeping our environment clean and safe, crayons or colour pencils

### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: I'M FEELING FINE.  
I'M FEELING FINE I'm in, right out, Right up, right  
Down, right and I'm feeling fine,  
I'm in, right out, right up, right down, right  
And I'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I'm in, right out, right up, right down right, And I'm feeling fine!
2. Learners colour the picture on page 56 of Activity Book.



3. Let learners make up a story around the picture they just coloured. Let them narrate the story to the hearing of their friends.
4. It is a Saturday morning, the first Saturday of the month. The people in Falefale Community are out in their numbers to clean their surroundings. No one is left out of the clean- up. The man is raking in some rubbish, the girl is gathering some more rubbish. The woman is collecting some of the rubbish into the dustbin. There is a man cleaning the gutter as well. The people in this community take seriously their duty to keep their environment clean. No wonder Falefale is such a clean community!



## Term 1: Strand 1: All About Me

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

---

Activity 56 (Page 57 of Learner's Workbook)

### Asking and responding to questions about own and others art work

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Compose their own stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration.

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**Introduction:** In this activity, learners are going to put together a combination of other activities to make a three – dimensional fruit. They will be folding paper and gluing them together. All of these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem – solving skills among others.

**Resources/ Materials:** pictures from worksheet 11 (Page 163) of Activity Book, songs and recitals about keeping our environment clean.



**Key Words:** Dustbin, rake, dust-pan, wellington boots, gloves

### Procedure/ Workbook Activities:

1. Learners stand and sing/recite:  
PIECES OF PAPER, PIECES OF PAPER Pieces of paper, pieces of paper

Lying on the ground, lying on the ground

Make the place untidy, Whenever you see them, Pick them up, pick them up.

Learners look at the pictures on page 57 of the Activity Book.



2. Let learners identify what the people in the picture are doing.
3. Share the cut-out pictures from page 163 (work sheet) and have them identify which ones match with the ones on the page.
4. Learners stick the pictures in their corresponding spaces.



2. Read key words with learners: dust-pan, rake, shovel, wellington boots, hand gloves, dustbin.
3. Break down the activity for struggling learners.
4. Learners tell stories about the pictures they have pasted in the boxes.



**Assessment:**

Learners take turns to mention some cleaning equipment:  
Dustbin, wellington boots, rake, dust-pan, hand gloves, broom, shovel,

## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 57 (Page 58 of Learner's Workbook)*

### **Asking and responding to questions about own and others art work**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Compose their own stories about pictures in the book to be read to enable them to understand that important messages are hidden in books.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very

important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Key Words:** Clean, classroom, streets

**Resources/ Materials:** crayons or colour pencils, songs and recitals about keeping the environment clean and tidy.

### **Procedure/ Workbook Activities:**

1. Learners stand and recite/ sing: "DROP IT IN THE BIN"  
Drop it in the bin, Drop it in the bin,  
Every litter, big or small, Must be dropped in the bin Every litter, big or small Must be dropped in the bin
2. Invite learners to look at the picture on page 58 (Work Book) and interpret the picture.  
Clean, clean, clean  
Keep your surroundings clean, Keep your home clean

Keep your classroom clean  
Keep your streets clean  
Keep your whole nation clean



3. Teacher reads the poem and have learners repeat and memorize it.
4. Learners now colour the picture.
5. Wrap up the activity by having learners recite the new poem learnt.
6. read key words with learners: clean, classroom, streets

**Assessment:**

Learners take turns to mention ways of keeping our surroundings clean: [not throwing rubbish into the gutters or littering the floor, / putting all litter into the dustbin...



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Keeping my body healthy by eating good food and taking my vaccinations

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*Activity 58 (Page 59 of Learner's Workbook)*

### **Explore, understand, and experiment creatively with a variety of tools and materials**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.

**Core Competencies:** Personal Development and Leadership, Communication and Collaboration.

---

**Introduction:** For this activity, learners are going to explore with the materials made available to them.

It is expected that learners identify each material, learn its name if they do not know it already, talk about its texture, colour and in fact anything else they find about these materials. More importantly, they are to be allowed to explore different ways if using these materials and then looking at other options – what else can be used in the absence of these to get the same or similar

effect. For instance, with the cotton buds, where they are not available, a bunch of broomsticks, shortened and bound together can have a similar effect when used.

The reason for this is to help learners get familiar with as many materials that are locally available and then to improvise where they are not available. We strongly recommend the use of found items in our peculiar environment.

As young learners are guided to actively explore with materials, techniques, and processes, they build their own life experiences, expand their ever-growing vocabularies, integrate their understandings, express their individual creativity freely and imaginatively, developing life-long critical thinking skills.

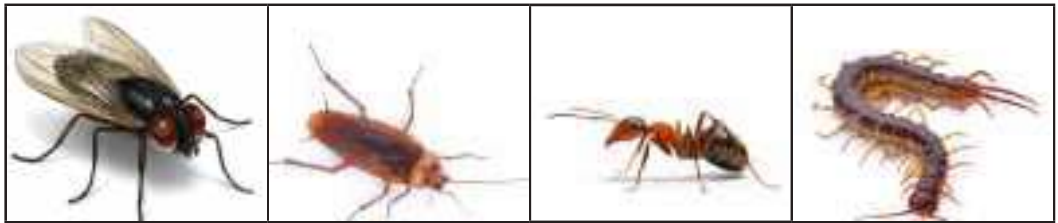
**Resources/ Materials:** crayons or colour pencils, paint, brush, sponge, etc.

### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite: I'M FEELING FINE  
I'm in, right out, Right up, right  
Down, right and I 'm feeling fine,

I'm in, right out, right up, right down, right  
And I'm feeling fine!  
I eat the food that's good  
And exercise as I should, that's why  
I'm in, right out, right up, right down right,  
And I'm feeling fine!

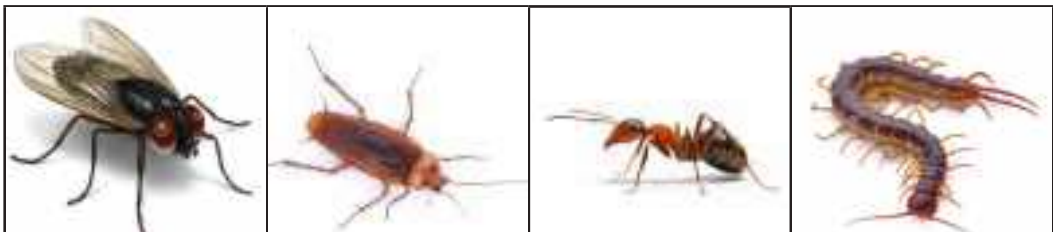
2. Display the materials and have learners explore the different ways they can be used.
3. Let learners talk about some insects that they are likely to find in an unclean environment.



4. Let learners draw, or use any of the materials at their disposal to make a picture of these insects.



5. Learners discuss ways by which to avoid these insects.  
Sweeping the surroundings clean, not leaving litter and left-over foods lying about, cleaning gutters



6. Break down the activity for struggling learners.
7. Have learners display their work and talk about what they have made.

**Assessment:**

Learners tell their friends, the insects that can be found in an unclean environment:  
Cockroach, ants, centipede, housefly, mosquito

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** My Environment, My Health

---

*Activity 59 (Page 60 of Learner's Workbook)*

#### **Art forms in the environment**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

#### **Indicator/ Objectives:**

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about a clean environment.

#### **Procedure/ Work Book Activities:**

1. Learners stand and sing/recite  
I'M FEELING FINE. I'm in, right out,  
Right up, right  
Down, right and I 'm feeling fine,  
I 'm in, right out, right up, right down, right

And I'm feeling fine!  
I eat the food that's good,  
And exercise as I should, that's why  
I'm in, right out, right up, right down right, And I'm feeling fine!

2. Have learners look around on the school compound and identify some natural and man-made things on the school compound. [Flowers, plants, birds, boys and girls...
3. Artificial/ man-made things: ball, chairs book, ...
4. Let learners draw some of the natural and man-made things they find on their school compound.

DRAW FLOWERS/PLANTS/BOYS AND GIRLS; BOOK CHAIR TABLE BALL  
SKIPPING ROPE



5. Break down the activity for struggling learners.
6. Learners display their work and talk about what they have made.

**Assessment:**

Learners mention some man-made things [ book, table ball, phone, car, ...] Natural things [trees, birds, people, flowers]

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** My Environment, My Health

---

*Activity 60 (Page 61 of Learner's Workbook)*

#### **Identify, observe, and talk about art in the immediate environment**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources Materials:** crayons or colour pencils, songs about our environment

#### **Procedure / Workbook Activities:**

1. Learners stand and sing/ recite: DROP IT IN THE BIN  
Drop it in the bin, Drop it in the bin,  
Every litter, big or small, Must be dropped in the bin Every litter, big or small Must be dropped in the bin
2. Invite learners to look at the picture on page 61 (of the activity book) and describe the scene.
3. Learners point out some natural things and man-made things in the environment.
4. Learners colour the picture appropriately.
5. Break down the activity for struggling learners.
6. Learners display their work and talk about them.

## **Term 1: Strand 1: All About Me**

### **Sub Strand:** My Environment and My Health

---

*Activity 61 (Page 62 of Learner's Workbook)*

#### **Elements and principles of design**

**Content Standard:** K1.1.5.1 Demonstrate the understanding of how keeping our home and school environment clean can keep us healthy and strong.

**Indicator/ Objectives:** Describe the attributes of 3-D attributes and draw them.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners stand and recite/sing: DROP IT IN THE BIN  
Drop it in the bin, Drop it in the bin,  
Every litter, big or small, Must be dropped in the bin Every litter, big or small Must be dropped in the bin
2. Learners look at the picture on page 62 (Activity Book) and talk about what they see.
3. Ask learners to complete the picture either by colouring it or making a collage using available materials such as leaves (for the trees), grass, strips of paper.
4. Break down the activity for struggling learners by having them do what they can, depending on their attributes.
5. Learners display their work and talk about the materials they used and what they think of their work.

A sample colouring of a clean environment.



## Term 1: Strand 1: All About Me

**Sub Strand:** Protecting ourselves from home and road accidents

---

*Activity 62 (Page 63 of Learner's Workbook)*

### Recognise and talk about simple patterns and art work found in the environment

**Content Standard:** K1.1.6.1 Demonstrate understanding of measures to take to keep safe from accidents.

**Core Competencies:** Communication and Collaboration.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about safety

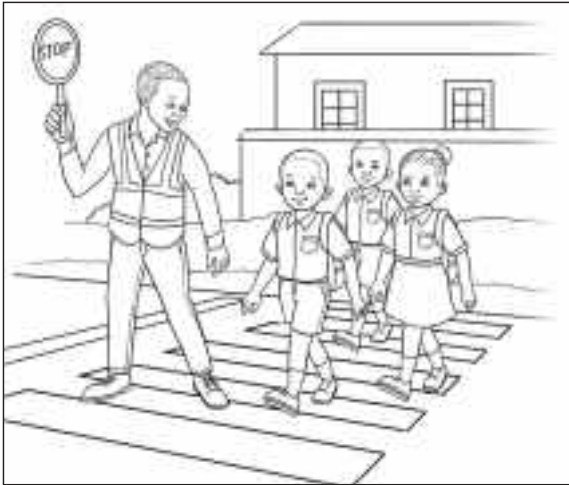


**Key Words:** traffic light, pedestrian crossing,

#### **Procedure/ Workbook Activity:**

1. Begin with the recital, "When you see a traffic light".  
When you see a traffic light  
There is something you must know  
Red means stop!  
Amber means 'get ready' Green means 'Go! Go! Go!'
2. Have learners look at the drawing on page 63 (Activity Book) and describe what they see.





3. Have learners colour the picture.
4. Support struggling learners to have a share in the activity.
5. Read key words with learners: traffic lights, pedestrian crossing
6. Discuss with learners the need to cross the road only at the pedestrian crossing, some of the hazards that are likely to occur when children do not observe this rule. Demonstrate how to cross the road
7. Wrap up the activity with the recital, “When you see the traffic light”.  
pictures showing dangers on the road that must be avoided.

## Term 1: Strand 1: All About Me

### Sub Strand: Protecting ourselves from home and road accidents

---

Activity 63 (Page 64 of Learner's Workbook)

#### Making Two-Dimensional Art Work

**Content Standard:** K1.1.6.1 Demonstrate understanding of measures to take to keep safe from accidents (hurts and harm)

**Indicator/Objectives:** Draw and colour five harmful objects that can cause accidents. Core Competencies: Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

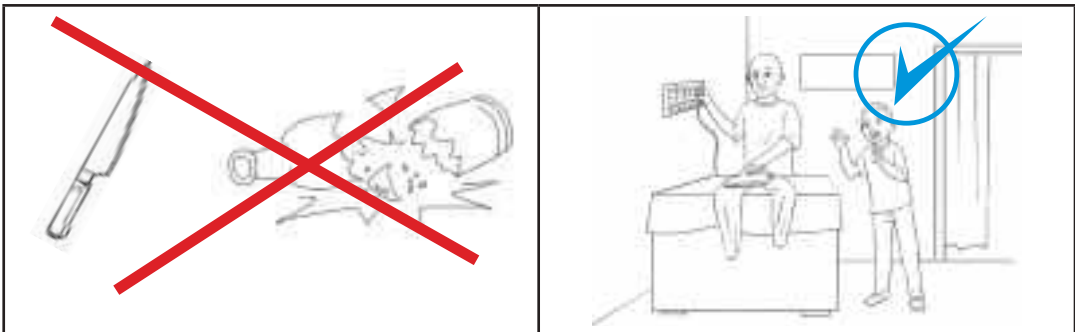
**Resources/ Materials:** crayons or colour pencils, songs and recitals about safety, pictures depicting safety at home and on the road.





**Procedure/Workbook Activity:**

1. Learners stand and sing/recite: “WHEN YOU SEE A TRAFFIC LIGHT” When you see a traffic light  
 There is something you must know  
 Red means stop!  
 Amber means ‘get ready’ Green means ‘Go! Go! Go!’
2. Have learners look at the pictures and talk about them.



FIIFI PASTE Picture of some common road signs

3. Discuss with learners some harmful practices that must be avoided. Such as wet floors, toys on the floor.
4. Invite learners to talk about what they know about safety at home and on the road; what they must do to avoid getting hurt.  
 At home do not leave your toys and other things lying about on the floor  
 Do not play with fire/stay away from fire Do not take any medicine by yourself Only drink

water from a clean cup

No wet floors...

Do not play with knives or any sharp/pointed objects

When out and about On the road: ...

Do not play on the streets/avoid playing on the streets

If you must walk on the road, always face oncoming traffic by walking on the left-hand side of the road, so that you can see what is coming your way

Only cross the road at the zebra crossing /pedestrian crossing

First look left, then right, then left again cross the road only when it is safe to do so.

5. Learners turn to page 64 of the Activity book and talk about what they see.
6. Learners colour the picture.
7. Break down the activity for struggling learners.



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Protecting ourselves from home and road accidents

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*Activities: 64, 65, 67 (Pages 65, 66 and 68 of Learner's Workbook)*

### **Art forms in the environment Two –Dimensional art work Elements of design**

**Content Standard:** K1.1.6.1 Demonstrate understanding of measures to take to keep safe from accidents

**Indicator/ Objectives:** Draw and colour five harmful objects that can cause accidents.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** pencil, crayons or colour pencils, songs about safety, pictures of harmful objects.

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: KEEP SAFE  
Walk on the left-hand side of the road You can see what's coming your way. Walk on the left-hand side of the road, Then you can see what's coming your way Stop! look left, right, then left again.  
Stop! Look! Listen! Then cross.
2. Lead learners to discuss some harmful objects found in our environment.

3. Let learners talk about how to avoid harm from these objects.
4. Let learners draw two things never to play with.

Fiifi draw BROKEN BOTTLES a blade /knife/fire...BANANA PEEL ACTIVITY 64:



5. Show pictures of such harmful things to the class.
6. Let learners display their work and talk about what they have done.

**Assessment:**

Learners into their groups, each group talks about some accidents that occur at home and how they can be prevented

Another group talks about accidents on the road

**Activity 65:** Making Two-Dimensional Art Work

Learner turns to page 66 of work book, draws him/ herself crossing the road

**Activity 67:** Elements of Design

Learner turns to page 68, draws and colours five harmful objects that can cause accidents



## Term 1: Strand 1: All About Me

**Sub Strand:** Protecting ourselves from home and road accidents

---

*Activity 66 (Page 65 of Learner's Workbook)*

### Elements of design

**Content Standard:** K1.1.6.1 Demonstrate understanding of measures to take to keep safe from accidents

**Indicator/Objectives:** K1.1.6.1.7

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

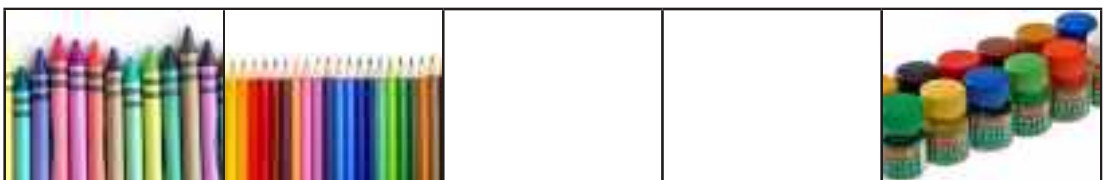
They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

Learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

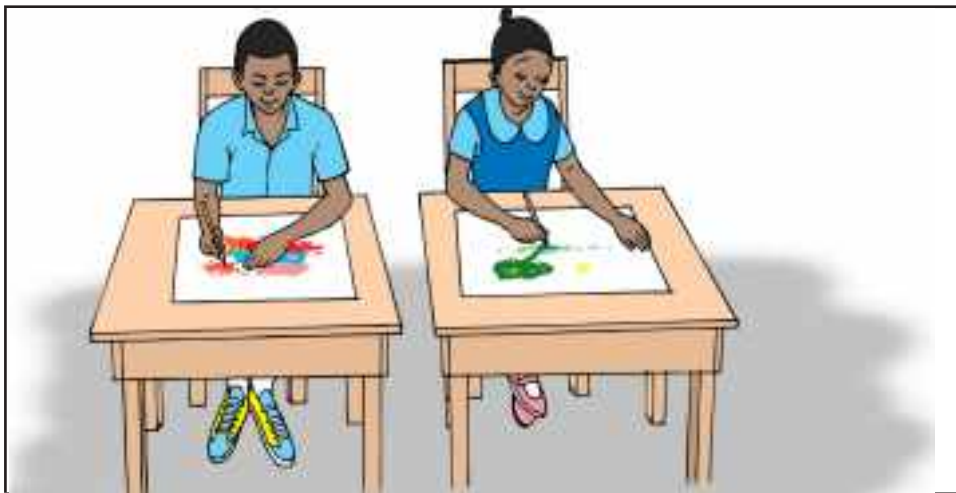
When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about shapes, 3-D objects (empty cans and packets), poster colours.



**Procedure/ Workbook Activities:**

1. Learners stand and sing/ recite  
THE SHAPE SONG  
A circle is like a ball  
Round and round  
Hardly stops a circle's like a ball  
A square's like a box  
Has four sides, all are equal A square's like a box Triangle has three sides  
Up and down and back again Triangle has three sides Rectangle has four sides  
Two long ones  
And two short ones  
Rectangle has four sides
2. Learners explore with the 3D objects, tracing, and printing the different faces.



3. Link what they have traced to its 3-D version and point out to them that it is from the solid shape (3-D shapes) that we get the flat.
4. Learners identify that 3-D shapes on page 67 and learn their names: cylinder, cube, cone
5. Learners now draw their own 3-D shapes in the space provided at the bottom of the page.
6. Break down the activity for struggling learners. Have them apply poster colours on the 3-D objects and stamp them on the page.
7. Learners talk about the differences between the flat and 3-D shapes.

**Assessment**

Learners take turns to match Three-D (SOLID) Shapes to their flat shapes  
Match the 3D shape with the flat one. E.g. Ball – circle  
Cone – triangle  
Cube- square



## **Term 1: Strand 1: All About Me**

**Sub Strand:** Protecting ourselves from home and road accidents

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*Activity 68 (Page 69 of Learner's Workbook)*

### **Elements of design**

**Content Standard:** K1.1.6.1 Demonstrate understanding of measures to take to keep safe from accidents

**Indicator/ Objectives:** Draw and colour five harmful objects that can cause accidents.

**Core Competencies:** Communication and Collaboration

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about safety.

### **Procedure/ Work Book Activities:**

1. Learners stand and sing/recite. KEEP SAFE Walk on the left-hand side of the road  
You can see what's coming your way. Walk on the left-hand side of the road, Then you can see what's coming your way Stop! look left, right, then left again.  
Stop! Look! Listen! Then cross
2. Let learners identify each of the pictures on page 69 of activity.



3. Show learners or describe to them how these objects can cause us harm.  
A Knife can cut or stab  
Razor blade can also cut  
Hot iron can burn  
Fire can cause burns  
Banana peel can cause a fall
4. Have learners role play what to do if they find themselves near any of these things.
5. Learners colour the pictures and talk about them.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Types and Members of My Family

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*Activity 69 (Page 71 of Learner's Workbook)*

#### **Making Two-Dimensional Art Work**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/Objectives:** Role-play the responsibilities of family members.

**Core Competencies:** Creativity and Innovation, Personal Development and Leadership.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about family.

**Key Words:** Father, mother, brother, sister

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing: “Where is Thumb-kin?” Where is Thumb-kin?  
Where is Thumb-kin? Here I am, here I am. How are you today, Sir? Very well, I thank you Run away, run away!  
Where is pointer? Where is pointer? Here I am, here I am  
How are you today, sir? Very well, I thank you Rub away, run away! Where is middle-

man?

Here I am

How are you today, sir? Very well, I thank you Run away,

Where is ruby? Here I am!

How are you today, sir? Very well, I thank you Run away,

Where is pinky? Here I am!

How are you today, sir? Very well, I thank you!

2. Tell learners they are going to draw the individual members of their family on each finger of the palm.
3. They will draw themselves inside of the palm.
4. Learners call out each family member and draw him or her. [mama, daddy, brother, sister...]
5. Let them sing the song, “where is thumb king?”
6. Let learners talk about the role that each family member plays: mama and daddy take care of us all, make meals for the family and ensure that everyone else is comfortable. They both take turns to help children with school work and other important activities.
7. Children help with work around the house too, sweeping, cleaning, and little errands around the house.
8. Learners role-play different members of the family and their roles.  
FIIFI MAKE\*the drawing of a palm showing all five fingers – a man’s hand on the thumb, a woman on the pointer finger – one person on each finger – the child’s drawing/inside the palm.
9. Read key words with learners: mother, father, sister, brother

**Assessment:**

Learners mention members of their family: mother, father, sister, brother

Learners mention some of the roles that family members play: cleaning the home, making meals, taking care of others in the family, washing dishes...

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Types and Members of My Family

---

*Activity 70 (Page 72 of Learner's Workbook)*

#### **Asking and responding to questions about own and others art work**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/ Objectives:** Role-play the responsibilities of family members.

**Core Competencies:** Creativity and Innovation

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about family.

#### **Procedure/ Workbook Activities**

1. Learners stand and sing: “You are my family....” You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together  
We love to sing, as we work and play  
I love my family  
My happy family  
We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing  
I love to help too, in every way.

2. Discuss with learners the fact that every family or household has rules and regulations. [rules in the family help everyone to do all they can to have a happy family life]
3. Have learners mention some of the dos and don'ts in their families (home) [in my home we tidy up after play, we wash the dishes and dry them immediately we finish eating.]  
in my family we tidy our rooms every weekend in my family we speak politely to one another we are respectful/caring/truthful/helpful...
4. Read out the expressions on the teddy bear and let learners repeat.



5. Learners draw themselves performing their favourite chores at home.



6. Learners display their work and answer questions posed by their friends.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Types and Members of My Family

---

*Activity 71 (Page 73 of Learner's Workbook)*

#### **Asking and answering questions about own and others art work**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/ Objectives:** Role-play the responsibilities of family members.

**Core Competencies:** Creativity and Innovation

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about family.

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: “Where is thumbkin?”
2. Explain to learners that they are going to draw all the members of their families.
3. Learners draw all the individual members of their family.
4. Learners talk about each one’s responsibilities. [see activity 70]
5. Learners display their work and answer questions from their friends.
6. Break down the assignment for struggling learners.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Types and Members of My Family

---

*Activity 72 (Page 74 of Learner's Workbook)*

#### **Asking and answering questions about own and others art work**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/Objectives:** Role-play the responsibilities of family members.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals.

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite “You are my family...” “You are my family...”

You are my family

My lovely family

You make me happy every day

I'm always happy, when we're together

We love to sing, as we work and play

I love my family

My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing

I love to help too, in every way.



2. Invite learners to look at each picture on page 74 (Activity Book)



3. Learners assign names to the people in the picture and also say what each one is doing.  
Maame Abena is strapping little Ama to her back  
Nii Obodai is ironing his shirt  
Aku is sweeping the compound  
Kwame is mopping the floor
4. Learners colour the pictures
5. Learners display their work and tell their friends what they do at home.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** History and Origin of My Family

---

*Activity 73 (Page 75 of Learner's Workbook)*

#### **Aesthetic Perception**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/ Objectives:** Draw a family tree that includes grandma and grandpa.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** pencils, crayons or colour pencils, songs and recitals about family.

**Key Words:** Grand -parents, uncle, aunt, cousin

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/ recite, “You are my family...” “You are my family...”  
You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together

We love to sing, as we work and play

I love my family

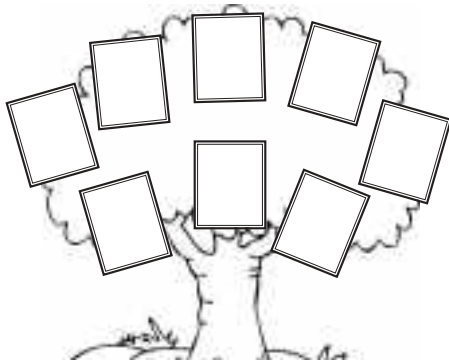
My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing

I love to help too, in every way

2. Invite learners to mention names of members of their extended family: grandma. Grandpa, uncle, aunt, cousin... encourage them to call out the actual names.
3. Learners draw members of their extended family in the family tree.



My Grandma's name is ..... Grandpa's name is.....

Kwesi's grand -parents look alike/they are so gorgeous.....

4. Let learners display their work and answer questions from their peers about their work.
5. Support struggling learners by breaking down the activity into smaller bits.

## Term 1: Strand 2: My Family

### Sub Strand: Family Celebrations and Festivals

---

Activity 74 (Page 76 of Learner's Workbook)

#### Asking and responding to questions about own and others work

**Content Standard:** K1.2.3.1 Demonstrate knowledge of celebrations and festivals that the individual members celebrate.

**Indicator/ Objectives:** Create special birthday cards for loved ones using different writing and drawing tools.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons, songs and recitals about family.



**Key Words:** celebration, anniversary, family

**Procedure/ Workbook Activities:**

1. Learners stand and sing/ recite: YOU ARE MY FAMILY  
“You are my family...” You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together  
We love to sing, as we work and play  
I love my family  
My happy family  
We work together, every day  
While mama is cooking,  
Daddy is washing  
Mama’s cleaning, daddy is ironing  
I love to help too, in every way.
2. Have learners discuss some of their family celebrations. [naming ceremonies/festivals/ anniversaries...]
3. Let learners draw the members of their family in a celebration.
4. Break down the activity for struggling learners.
5. Read key words with learners: celebration, anniversary, family
6. Learners display their work and pair with their partners and take turns talking about their work, after that they share what their partners said with the entire class.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Types and Members of My Family

---

*Activity 75 (Page 77 of Learner's Workbook)*

#### **Recognise and talk about simple patterns and art work in the environment**

**Content Standard:** K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members.

**Indicator/ Objectives:** Role-play the responsibilities of family members.

**Core Competencies:** Creativity and Innovation. Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about family.

#### **Procedure/ Workbook Activities:**

1. Learners stand at their respective positions and sing/recite, “You are my family...” “You are my family...”  
You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together  
We love to sing, as we work and play

I love my family

My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing

I love to help too, in every way.

2. Have learners mention some of the roles played by members of their family. [ Washing/ ironing/ cooking/cleaning....
3. Learners draw Mother cooking and Daddy washing his car.



4. Break down the activity for struggling learners.
5. Let learners work in their groups to role play the different roles of members of the family.

## **Term 1: Strand 2: My Family**

### **Sub Strand:** Origin and History of My Family

---

*Activity 76 (Page 78 of Learner's Workbook)*

**Demonstrate knowledge and skills of the visual performing arts in relation to history and culture.**

**Content Standard:** K1.2.2.1 Demonstrate knowledge of the origin and history of our families.

**Indicator/ Objectives:** Draw a family tree that includes grandpa, and grandma

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** crayons or colour pencils, songs and recitals about celebrations.

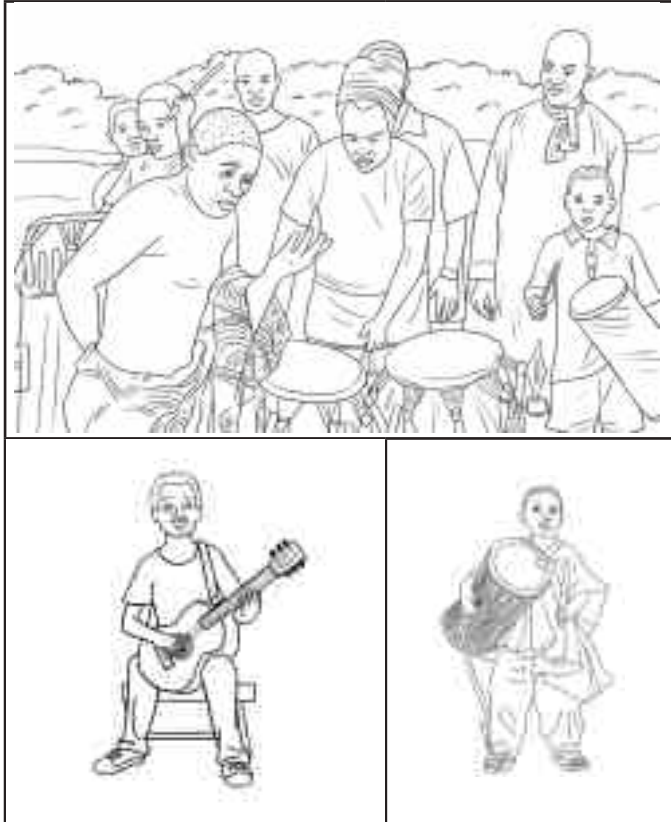
#### **Procedure/Workbook Activities:**

1. Learners stand in a circle and sing/ recite: YOU ARE MY FAMILY  
“You are my family...” You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together  
We love to sing, as we work and play  
I love my family



My happy family  
We work together, every day  
While mama is cooking,  
Daddy is washing  
Mama's cleaning, daddy is ironing  
I love to help too, in every way.

2. Have learners turn to page 78 of work book.
3. Invite learners to talk about what they see in the picture.



Let them discuss as a group and then one person reports their idea to the whole class.  
[The people in the picture are celebrating an occasion. They are drumming and dancing.  
It is a traditional dance

4. Let learners colour the pictures they have on page 78 (Work Book)
5. Break down the work for struggling learners.
6. Assign the different groups to choose a traditional singing and dancing session to perform to the whole class.

## Term 1: Strand 2: My Family

### Sub Strand: Origin and History of My Family

---

Activity 77 (Page 79 of Learner's Workbook)

**Demonstrate knowledge and skills of the visual and performing arts in relation to history and culture.**

**Content Standard:** K1.2.2.1 Demonstrate knowledge of the history and origin of our families

**Indicator/ Objectives:** Draw a family tree that includes grandma and grandpa

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about family.



#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle and sing/recite: **YOU ARE MY FAMILY**  
“You are my family...” You are my family  
My lovely family  
You make me happy every day  
I’m always happy, when we’re together

We love to sing, as we work and play

I love my family

My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing

I love to help too, in every way.

2. Have learners close their eyes briefly and imagine their family in a celebration.
3. Have learners open their eyes now and draw what they thought about.
4. Support struggling learners by breaking down the activity into smaller bits.
5. Have learners display their work and answer their friends' questions about it.



**Assessment:**

Learners display their work and take turns to show to their friends and talk about the celebration they have drawn

## Term 1: Strand 2: My Family

### Sub Strand: Family Celebrations and Festivals

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Activity 78 (Page 80 of Learner's Workbook)

#### Making Two-Dimensional Art Work

**Content Standard:** K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.

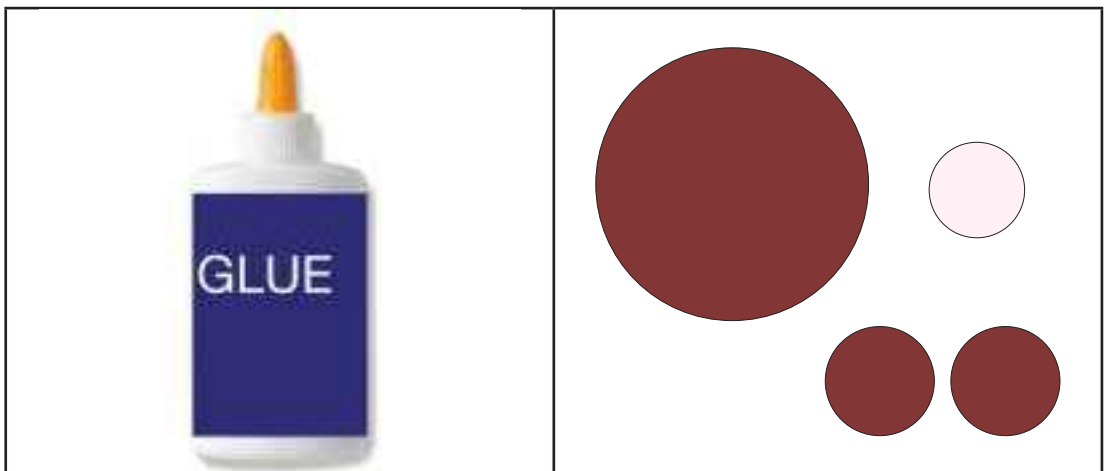
**Indicator/Objectives:** Create special cards for loved ones using different writing and drawing tools.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving, Personal Development and Leadership.

---

**Introduction:** In this activity, learners are going to be sticking the cut out fruits into their fruit basket. They are going to be exploring with glue, and among the great benefits of this activity are as follows: development of fine motor skills, learning about cause and effect, it's a means of self-expression. It is a useful sensory experience.

**Resources/ Materials:** glue or starch, templates from Worksheet 12 (Page 165 Activity Book), songs and recitals



#### Procedure/ Workbook Activities

1. Learners stand in a circle and sing/recite: YOU ARE MY FAMILY  
"You are my family..." You are my family  
My lovely family  
You make me happy every day

I'm always happy, when we're together

We love to sing, as we work and play

I love my family

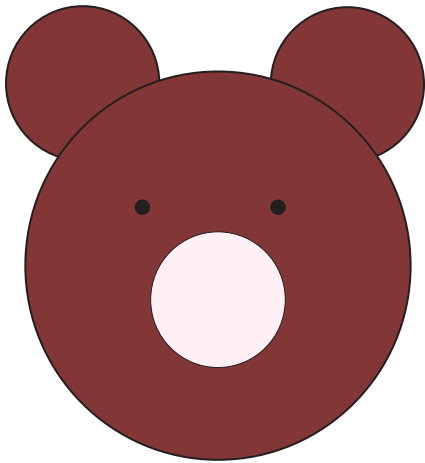
My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama's cleaning, daddy is ironing

I love to help too, in every way.

2. Tell learners they are going to make a greeting card for a family member, get them to imagine all that they would want to say to them.
3. Distribute the templates to learners and guide them to stick the pieces together as shown in the picture to complete their greeting cards.



4. Break down the activity for struggling learners.
5. Either let learner tell you what they want to say then you write it down for them or help them to copy their simple messages from the board onto their card.
6. Learners read out their message to their friends.

## Term 1: Strand 2: My Family

### Sub Strand: Family Celebrations and Festivals

---

Activity 79 (Page 81 of Learner's Workbook)

#### Making Two-Dimensional

**Content Standard:** K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate.

**Indicator:** Create special birthday cards for loved ones using different writing and drawing tools

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencil, crayons or colour pencils, folksongs



#### Procedure/ Workbook Activities:

1. Learners stand and sing /recite

YOU ARE MY FAMILY “You are my family...”

You are my family

My lovely family

You make me happy every day

I’m always happy, when we’re together

We love to sing, as we work and play

I love my family

My happy family

We work together, every day While mama is cooking, Daddy is washing

Mama’s cleaning, daddy is ironing

I love to help too, in every way.

2. Have learners practice some traditional dances and help them name the dances they perform.
3. Learners now draw themselves in any traditional dance of their choice.
4. Break down the activity for struggling learners.
5. Have learners display their work and invite their friends’ dances.



### Assessment

Learners perform in their groups singing and dancing

## **Term 1: Strand 2: My Family**

### **Sub Strand:** My School Rules and Regulations

---

*Activity 80 (Page 82 of Learner's Workbook)*

#### **Asking and responding to questions about own and others Art Work**

**Content Standard:** K1.2.4.1 Demonstrate understanding of the rules and regulations that govern members of the school

**Indicator/ Objectives:** Demonstrate that print matches with illustration in a book

**Core Competencies:** Critical Thinking and Problem Solving, Personal Development and Leadership.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Work Book Activities**

1. Learners stand in a circle and sing/ recite, “The more we get together ...”  
THE MORE WE GET TOGETHER  
The more we get together, to-ge-ther, to-ge-ther The more we get together the happier we'll be  
For your friends are my friends, and my friends Are your friends.  
The more we get together the happier we'll be
2. Invite learners to take a look at the pictures on page 82 (Work Book)



3. Read the caption and have learners repeat.
4. Let learners colour each picture, and imitate the action.
5. Break down the task for struggling learners.
6. Have learners memorize the rules.
7. Ask learners to say other rules that they have in their school.



## Term 1: Strand 2: My Family

### Sub Strand: My School Rules and Regulations

---

Activity 81 (Page 83 of Learner's Workbook)

#### Art Forms in The Environment

**Content Standard:** K1.2.4.1 Demonstrate understanding of the rules and regulations that govern members of the school

**Indicator/Objectives:** Identify and look for more rhyming words in different rhymes related to school.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** In this activity learners are going to retell a very popular recital using pictures in a sequential order.

This will help learners to learn to organize and describe events, which enhances reading comprehension. This will also help them to begin to understand sequence.

This is also a great way to foster little children's imagination and build meaningful connections with what they read and listen to from their parents, facilitators and friends.

Following this activity, facilitators can encourage learners to try the same with other recitals such as, Humpty Dumpty, Row, row, row your boat, Twinkle, Twinkle little star, Put learners in their groups, collect pictures from calendars and magazines to use.

**Resources/ Materials:** templates from worksheet 13, page 167 of TG, starch/glue, a copy of the rhyme "Hey diddle, diddle" on a big card.

**Key Words:** Fiddle, diddle, dish, jumped



#### Procedure/Workbook Activities:

1. Learners stand and recite: HEY DIDDLE, DIDDLE Hey diddle, diddle,  
The cat and the fiddle,  
The cow jumped over the moon  
The little dog laughed

To see such sport  
And the dish ran away with the spoon

2. Distribute the cut outs from worksheet 13.



3. Ask learners to arrange the pictures in sequence from the first to the last.
4. Learners stick the pictures one after the other as they slowly recite the lines of the rhyme.
5. Let them continue until they have stuck the last picture to the page to complete the rhyme.
6. Learners show their work and talk about what they liked about the activity.
7. Read key words with learners: fiddle, diddle, jumped, dish.

**Assessment:**

Learners take turns to recite the rhyme (phrase by phrase), using pictures as props, acting out what their line says: First child says the phrase “hey diddle, diddle. (child prancing excitedly)

Second child follows with: “the cat and the fiddle (hold up picture of cat and his fiddle} Third child: “the cow jumped over the moon (hold up picture of cat jumping over the moon, and imitating the action).

Fourth child: “the little dog laughed, to see such sport. (show the picture of dog laughing; while imitating the dog laughing excitedly)

Fifth child: “and the dish ran away with the spoon. (show the picture of dish running away with the spoon, while imitating the action).

Line them up in that order

**Arrange in a sequence**

1. The cat and the fiddle
2. The cow jumped over the moon
3. The little dog laughed
4. The dish ran away with the spoon

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand:** Our Family Values

---

*Activity 82 (Page 85 of Learner's Workbook)*

#### **Art in the immediate natural and man made environment**

**Content Standard:** K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

**Indicator/ Objectives:** Demonstrate that spoken words are represented in written words/print

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

Learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

**Key Words:** Washing, sweeping, cooking.

#### **Procedure/Workbook Activities:**

1. Learners stand and sing/recite: KINDNESS BEGINS WITH ME I want to be kind to everyone

For that is right, you see!

So I say to myself, remember this: Kindness begins with me.

So I say to myself, remember this: Kindness begins with me.

2. Invite learners to look closely at the pictures on page 85 and describe what they see.



The woman is cooking in the kitchen,

The girl is helping by washing the dishes.

3. Read the caption on each and have them repeat: “[ Washing dishes], [cooking]
4. Have learners colour the pictures that they have talked about.



5. Let learners draw themselves sweeping.



6. Read key words with learners: sweeping, washing, cooking
7. Break down the activity for struggling learners.
8. Learners display their work and talk about what they have done.
9. Guide learners to recite the poem on the bottom of the page.

**Assessment:**

Learners take turns to recite: When a child is obedient  
She is loved by all  
He is loved by all  
So I'll be an obedient child  
Because that is good

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand:** Our Family Values

---

*Activity 83 (Page 86 of Learner's Workbook)*

#### **Making art works with the elements of art**

**Content Standard:** K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

**Indicator/ Objectives:** Recognise details in shapes and height of the letter for the week and write it legibly and correctly.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

**Key Words:** Praying, studying, eating

#### **Procedure/ Work Book Activities:**

1. Learners stand and sing/ recite, “Kindness Begins with Me” KINDNESS BEGINS WITH ME  
I want to be kind to everyone



For that is right, you see!

So I say to myself, remember this: Kindness begins with me.

So I say to myself, remember this: Kindness begins with me.

2. Invite learners to look closely at each picture on page 86 (Work Book)
3. Have learners describe what they see:



People praying in a church

people praying in a mosque

a family eating together at a table

a family reading/studying together

4. Learners colour the pictures appropriately.
5. Break down the activity for struggling learners.
6. Learners display their work and answer questions posed by their friends.
7. Read key words with learners: praying, studying, eating

**Assessment:**

Learners take turns to share with their friends some of their family values:

Some of our family values are: praying together, reading/ studying together, eating together, working together...

## Term 2: Strand 3: Values and Beliefs

### Sub Strand: Our Family Values

---

Activity 84 (Page 87 of Learner's Workbook)

#### Making Two-Dimensional Art Work

**Content Standard:** K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them.

**Indicator/Objectives:** Draw clock faces and write down the given time.

**Core Competencies:** Communication and Collaboration, Personal Development and, Leadership.

---

**Introduction:** Learners will be required to trace along the dotted lines to complete each picture. Tracing activities help learners build their skills of independence and confidence gradually in things that they are able to do themselves.

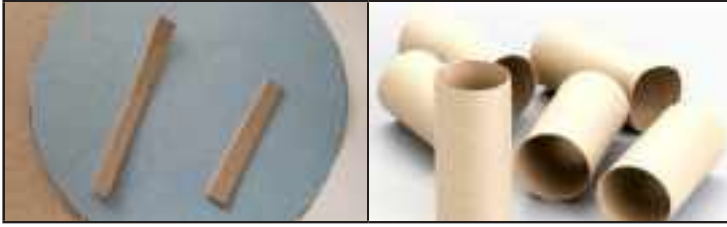
Tracing also serves the purpose of developing their fine muscles in preparation for writing and it helps build concentration – All these are very useful skills that would come in handy as they progress in learning.

To help lesson to go on in a relaxed atmosphere, encourage learners to begin with the parts they find easier to deal with. Do not insist that every child starts with a particular one before going on to others.

Facilitators must resist the temptation to give too many instructions that must be followed. Doing so would rob learners of the joy that is to be derived from these activities.

**Resources/ Materials:** pencil, colour pencils, songs, recitals, moveable clock face, large circles, two strips of paper for hour, minute hand, Paper roll tubes (T-Roll Tubes), coloured papers to wrap T-Roll tubes.





**Key Words:** clock, hour hand, minute hand.

**Procedure/ Work Book Activities:**

1. Learners stand in a circle and sing/ recite: OLD MAC DONALD  
LISTEN TO THE DOG, WOW! WOW! WOW!  
Listen to the dog, wow! Wow! Wow! (2x)  
Listen to the cat, meow, meow, meow(2x)  
Listen to the cow, moo, moo, moo(2x)  
Listen to the goat, merr, merr, merr(2X)

OLD MAC DONALD  
Old Macdonald had a farm  
E- I- E- I- O

And on his farm he had a cow  
E- I- E- I -O

With a moo moo here And a moo moo there Here a moo, there a moo  
Everywhere a moo moo  
Old Macdonald had a farm  
E- I- E- I- O  
Old Macdonald had a farm  
E-I- E- I- O  
And on his farm he had a pig  
E- I- E- I- O

With an oink oink here Here an oink, there an oink Everywhere oink, oink

Old Macdonald had a farm  
E- I- E- I- O  
Old Macdonald had a farm  
E- I- E- I- O  
And on his farm he had a duck  
E - I - E- I -O  
With a quack, quack, here, And a quack, quack, there here a quack, there a quack,  
everywhere quack, quack, old Macdonald had a farm  
E- I- E- I -O

2. Invite learners to look at the clock faces, trace along the dotted lines to complete the drawing.
3. Guide learners to tell the time shown on the clock faces.
4. Learners say the different times that they do specific activities at school. snack time, outdoor play time, lunch time, nap time,
5. Learners make their own clock (working with their friends in a group)

Give each group one big circle for the clock face and strips for the hands of the clock.  
Guide them to assemble their clock.

To make their individual wrist watches:

Cut the tissue roll tubes into bands (cut three bands from each one)

cut one end open to make it easier to fit on the wrist guide learners to wrap their bands with coloured paper

guide learners to glue the clock face onto their wrist band to make a wrist watch



6. Learners take time to move the hands of the clock and tell the time.
7. Break down the activity in support of struggling learners. Read key words with learners: clock, hour hand, minute hand

**Assessment:**

Learners take turns to show the clock face, and name some of the features: [ hour hand, minute hand]

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand: My Cultural Values**

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*Activity 85 (Page 88 of Learner's Workbook)*

#### **Creative Expression Through Production and Making**

**Content-Standard:** K1.3.2.1

**Indicator/Objectives:** Talk about some important cultural values and good manners that promote respect and politeness.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

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**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, pencils, songs and recitals.

**Key Words:** Please, sorry, thank you.

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing, “Please and Thank You” If you ever ask for something  
Do say ‘please’  
If you ever ask for something  
Do say ‘please’.  
If you ever ask for something

Be it big or be it small  
If you ever ask for something  
Do say 'please'

If you ever get a favour  
Say 'thank you'  
If you ever get a favour  
Say 'thank you'  
If you ever get a favour  
If you ever receive something  
Whether it is big or small  
Say 'thank you'

If you ever offend someone  
Say 'I'm sorry'  
If you ever hurt another  
Say 'I'm sorry'

And whenever you are wrong In the things you said or did. Were you rude to someone else? Say 'I'm sorry'

2. Ask one child to clean the board for you, or do some other activity for you.
3. When the child does, say "thank you" to him/her.
4. Read key words with learners: please, sorry, thank you
5. Have learners talk about situations that call for the use of thank you, please, sorry:
6. Say "please" when you ask for a favour, when you ask for something.
7. Say "I am sorry" when you mistakenly hurt or offend someone/or when someone gets hurt.
8. Say "thank you" when someone does something for you/ when you receive a favour/ when you receive a compliment from someone.
9. Have learners role-play situations that call for the use of such "magic words".
10. Learners draw a picture of themselves saying "thank you" to mother.



11. Break down the activity for struggling learners.



**Assessment:**

Learners take turns to mention situations which call for the use of the “magic words: “please, thank you, sorry”:

When you ask for something or a favour say ‘please’

When you receive something or a favour or when you receive a compliment, say thank you.

When you make a mistake/when you mistakenly hurt or offend someone say ‘ I am sorry’

When someone gets hurt or loses something say ‘sorry’.

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand:** Our Religious Values

---

*Activity 86 (Page 89 of Learner's Workbook)*

#### **Art Forms in The Environment**

**Content Standard:** K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslims.

**Indicator/Objectives:** Recite rhymes and talk about religious values and how to show it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources /Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Work Book Activities:**

1. Learners stand and sing/recite:  
IN THE HOME AND OUT OF DOORS In the home and out of doors  
Shining shoes and scrubbing floors. Washing, ironing, brewing tea, Sometimes pounding fufu too.  
I do all for Jesus  
I do all for Jesus  
I do all for Jesus  
He's done so much for me.
2. Invite learners to look at the pictures on page 89 and describe what they see.





The girl is on her knees, saying her prayers the boy is studying this is the picture of a church this is the picture of a mosque

3. Learners colour the pictures.
4. Break down the activity for struggling learners.
5. 5. Learners display their work and talk about it, answering questions from their friends.

**Assessment:**

Learners take turns to mention some of the good practices that ourselves as well as others happy:

Showing kindness to others by saying kind /positive words to them. Treating others, the way we would like them to treat us.

Sharing with and caring for others

Being truthful and honest

Helping others when a situation calls for it.

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand: Our Beliefs**

---

*Activity 87 (Page 90 of Learner's Workbook)*

#### **Art forms in the Environment**

**Content Standard:** K1.3.4.1 Demonstrate the understanding of relating well with people of different beliefs.

**Indicator/ Objectives:** Draw one activity that we do when worshipping God and label it with one or two words.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources Materials:** pencil, crayons or colour pencils, pencils, songs and recitals.

**Key Words:** Singing, dancing, praying

#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle and sing/recite: IN THE HOME AND OUT OF DOORS  
IN THE HOME AND OUT OF DOORS In the home and out of doors  
Shining shoes and scrubbing floors. Washing, ironing, brewing tea, Sometimes pounding fufu too.

I do all for Jesus I do all for Jesus I do all for Jesus  
He's done so much for me.

2. Invite learners to talk about all that they know about their place of worship:
3. Sing, pray, read the word of God, listen to a sermon....
4. Ask learners to draw their place of worship and label it.



At Church I sing and praise God

At the Mosque I kneel and pray to Allah

5. Break down the task for struggling learners.
6. Learners talk about what their friends have drawn.

## **Term 2: Strand 3: Values and Beliefs**

### **Sub Strand: Our Beliefs**

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*Activity 88 (Page 91 of Learner's Workbook)*

#### **Perform dance, music and movements inspired by Ghanaian culture**

**Content Standard:** K1.3.4.1 Demonstrate the understanding of relating well with people of different beliefs.

**Indicator/ Objectives:** Play different musical instruments. Sing religious songs and dance to the music.

**Core Competencies:** Creativity and Innovation.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

Learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** pencils, empty cans, 'T' roll tubes, beads, glue, old magazines



**Key Words:** Drum, guitar, tambourine, shakers, flute

**Procedure/Workbook Activities:**

1. Learners stand in a circle and sing and songs that are appropriate.
2. Let learners look at the picture (page 91) and describe what they see.





3. Learners identify some of the musical instruments being played in the picture. [Drums]]
4. Read key words with learners: flute, drum, guitar, tambourine, shakers
5. Learners draw any musical instrument of their choice.



6. Break down the activity for struggling learners.
7. Learners make any musical instrument of their choice following the steps outlined.  
Drum, Empty cans, balloon or polythene bag, rubber bands, kebab sticks
1. Cut balloon in half.
2. Stretch the broad end over the open can and hold it in place with the rubber bands.
3. Break off the pointed tips of kebab sticks. Divide the remaining half of the balloon in two.
4. Wrap one around the tip of the kebab stick by stretching it and winding it around the tip.

#### Shakers

T' roll tubes, beads (a tablespoon full), cardboard, old magazine or colour papers, glue

1. Trace two circles to cover open ends of the t' roll tube.
2. Begin by covering one end first, let dry
3. Pour beads into the tube and seal off the second end. (Note, apply the glue to the edges of the t' roll tubes, then carefully place the cut out circle on, the t' roll tubes, keep it in place and let dry)
4. Wrap the shaker with a sheet of paper from the old magazine. Cut just the right size.

#### Assessment:

Learners play their musical instruments and dance.

## **Term 2: Strand 4: My Local Community**

### **Sub Strand:** The Special Places in My Local Community

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*Activity 89 (Page 93 of Learner's Workbook)*

#### **Art Forms in The Environment**

**Content Standard:** K1.4.1.1 Demonstrate understanding of the special places in our local communities

**Indicator/ Objectives:** Visit and talk about some special places in our community

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** crayons or colour pencils, pencils, songs and recitals.

**Key Words:** post office, bank, hospital, market

#### **Procedure/ Workbook Activities:**

1. Learners stand in a semi-circle and sing /recite: WHERE ARE GOING?  
Going to the market to buy some food-stuff (3x)  
Skip to my Lou my best friend  
Lou, Lou, skip to my Lou, (3x)  
Skip to my Lou my friend!  
Going to the library to read a book(3x)

Read a book my darling  
Read, read, read a book(3x)  
Read a book my darling  
Going to the post office to post some letters (3x)  
Post some letters today  
Post, post, post some letters(3x)  
Post some letters today!  
Going to the hospital to see the doctor (3x)  
See the doctor today  
See, see, see my doctor (3x)  
See my doctor today!  
Going to the bank to save some money (3x)  
Save some money now  
Save, save, save some money (3x)  
Save some money today!  
Going to my school to play and learn (3x)  
Play and learn with my friends!  
Play, play, play and learn

Learn, learn, learn and play  
Play, play, play and learn  
Play and learn with my friends.

2. Learners identify the places shown in the picture.





3. Read the key words with learners: hospital, bank, market, post office,
4. Learners colour the different pictures and copy the names in the spaces provided.
5. Break down the activity for struggling learners.
6. Learners talk about other places in the community:  
Market, recreational center, shopping mall, gym, Filling station, sports complex, Palace

**Assessment:**

Learners take turns to mention some of the important places in their community: Palace / bank/ recreational center/ gym, /shopping mall/

## **Term 2: Strand 4: My Local Community**

**Sub Strand:** Knowing the important places in My Community

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*Activity 90 (Page 94 of Learner's Workbook)*

**Identify and describe objects by name, size, and colour.**

**Content Standard:** K1.4.1.1 Demonstrate understanding of the special places in our local communities

**Indicator/ Objectives:** Colour a scene from the local community and label it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a three-dimensional fruit. They will be folding paper and gluing them together. All of these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem – solving skills among others.

**Resources/ Materials:** Glue or starch, cut out of communities (worksheet 14), songs and recitals, brown paper or cement paper, empty packets, a card (A4 size) on which to mount individual work.

**Procedure/ Workbook Activities:**

1. Learners stand in a circle formation and sing/ recite: WHERE ARE GOING?  
Going to the market to buy some food-stuff (3x)  
Skip to my Lou my best friend  
Lou, Lou, skip to my Lou, (3x)  
Skip to my Lou my friend!  
Going to the library to read a book(3x)  
Read a book my darling  
Read, read, read a book(3x)  
Read a book my darling  
Going to the post office to post some letters (3x)  
Post some letters today  
  
Post, post, post some letters(3x)  
Post some letters today!  
Going to the hospital to see the doctor (3x)  
See the doctor today  
See, see, see my doctor (3x)  
See my doctor today!

Going to the bank to save some money (3x)  
Save some money now  
Save, save, save some money (3x)  
Save some money today!  
Going to my school to play and learn (3x)  
Play and learn with my friends!  
Play, play, play and learn Learn, learn, learn and play Play, play, play and learn  
Play and learn with my friends.

2. Learners talk about places in their community beginning with their school, let them talk about the different places in their school, library, canteen, school park.
3. Learners mention some important places in the community: [ Sports Complex/Chief's Palace /hospital/ shopping mall, filling stations, boutiques, bakery shop...]
4. Give the cut outs to learners and have them build a community on the page 94 by sticking the different places in the space.
5. Break down the activity for struggling learners.
6. Distribute empty packets and allow learners to construct any place of choice.
7. Support by giving cut out shapes for doors and windows.

Fold and apply glue to make it stand.

8. Learners may add their own shapes to complete their construction.
9. Have every one bring their building together to have one big community.

**Assessment:**

Learners show their work to their friends and talk about what they have made

## **Term 2: Strand 4: My Local Community**

**Sub Strand:** Knowing the important places in My Community

---

*Activity 91 (Page 95 of Learner's Workbook)*

### **Art Forms in The Environment**

**Content Standard:** K1.4.1.1 Demonstrate understanding of the special places in our local communities

**Indicator/Objectives:** Colour a scene from the local community and label it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, pencils

#### **Procedure/ Workbook Activities:**

1. Learners stand in a semi-circle formation and sing/ recite: WHERE ARE GOING?  
Going to the market to buy some food-stuff (3x)  
Skip to my Lou my best friend Lou, Lou, skip to my Lou, (3x)  
Skip to my Lou my friend!  
Going to the library to read a book(3x)  
Read a book my darling  
Read, read, read a book(3x)  
Read a book my darling

Going to the post office to post some letters (3x)

Post some letters today

Post, post, post some letters(3x)

Post some letters today!

Going to the hospital to see the doctor (3x)

See the doctor today

See, see, see my doctor (3x)

See my doctor today!

Going to the bank to save some money (3x)

Save some money now

Save, save, save some money (3x)

Save some money today!

Going to my school to play and learn (3x)

Play and learn with my friends!

Play, play, play and learn Learn, learn, learn and play Play, play, play and learn

Play and learn with my friends.

2. Have learners close their eyes and think about one place they often visit in their community.
3. Learners draw the place they just thought about
4. Support struggling learners by breaking down the activity into smaller, manageable bits.
5. Learners display their work and tell their friends about what they have drawn.



**Assessment:** Learners take turns to show their drawings to their friends and tell them what they did when they visited those places

## Term 2: Strand 4: My Local Community

### Sub Strand: Knowing the Important People/Occupations in My Community

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Activity 92 (Page 96 of Learner's Workbook)

#### Identify and describe objects by name, size, and colour

**Content Standard:** K1.4.2.1 Demonstrate knowledge of people in the community and their occupations.

**Indicator/Objectives:** Draw themselves in the uniform of their aspired profession/job. Colour it freely and write the name of the job underneath.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

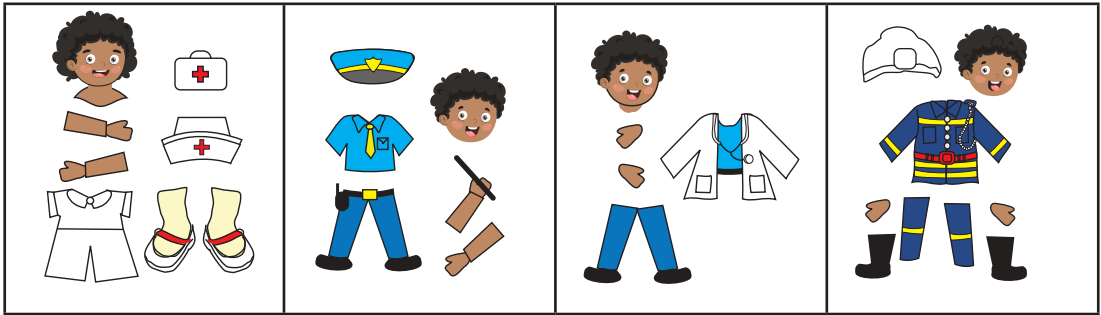
One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/Materials:** one A4 sheet of paper, pictures from worksheet 15, glue, crayons or colour pencils, songs and recitals about occupations.





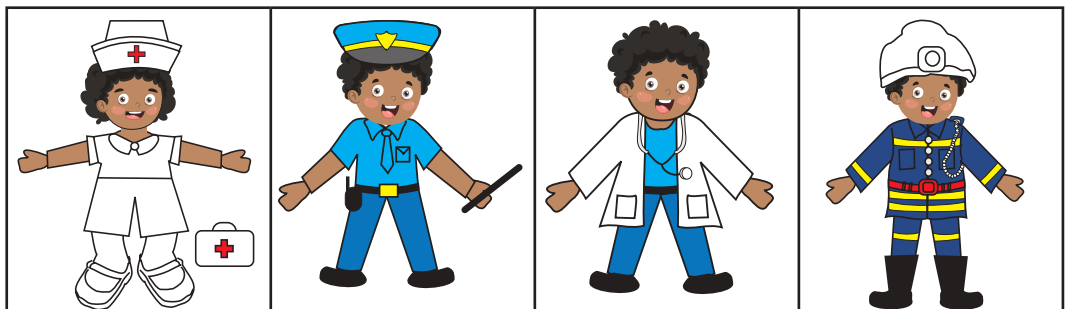
**Key Words:** Teacher, nurse, fire-fighter, police, doctor

**Procedure/ Workbook Activities:**

- Learners stand in a circle formation and sing / recite: "I am a teacher in my country ..."  
 I'M A TEACHER IN MY COUNTRY I'm a teacher in my country  
 You should know me well  
 If you look me up and down, you will know it is true  
 Shangha-li-li, shangha-li-li (5x) I' m a doctor in my country  
 You should know me well  
 If you look me up and down  
 You will know it is true  
 Shangha-li-li- shangha -li-li (5x)

(CONTINUE WITH OTHER PROFESSIONS/OCCUPATIONS)

- Give each child a sheet of paper and guide them to fold it in two equal parts to look like a folder.
- Let each learner choose the picture they like to use from worksheet 15. Learner sticks the picture of their choice on the front cover of the folded paper.
- Guide learners to copy or write a label under the picture. [ Teacher/nurse/ lawyer/ trader]
- Learners turn to the middle page of the folder they just made and draw a picture of themselves in the profession of their choice.



- Learners display their work and have their friends look and share what they think about

it.

7. Break down the activity in support of struggling learners.





## Term 2: Strand 4: My Local Community

### Sub Strand: Knowing the Important People/Occupations in My Community

---

Activity 93 (Page 97 of Learner's Workbook)

#### Identify and describe objects by name, colour, and size.

**Content Standard:** K1.4.2.1 Demonstrate knowledge of people in the community and their occupations.

**Indicator/ Objectives:** Draw themselves in the uniform of their aspired profession/job. Colour it and write the name of the job underneath.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** This is an activity in paper crafts. Paper craft activities give the child a chance to express him/herself in a purely creative environment, free to let their creativity flow. Children learn life skills – problem solving skills from paper craft activities. They will also learn social skills and how to follow directions, above all these, is the satisfaction and confidence of making something with their own hands, developing their fine muscles in the process.

**Resources/ Materials:** templates from worksheet 16, glue or starch, songs and recitals.

#### Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite: "I am a teacher in my country ..."  
I'M A TEACHER IN MY COUNTRY  
I'm a teacher in my country  
You should know me well  
If you look me up and down, you will know it is true  
Shangha-li-li, shangha-li-li (5x) I'm a doctor in my country  
You should know me well  
If you look me up and down  
You will know it is true  
Shangha-li-li- shangha -li-li (5x)

(CONTINUE WITH OTHER PROFESSIONS/OCCUPATIONS)

2. Distribute the cut-out templates and help learners identify who the various occupations the pictures represent. [Nurse, police, doctor, fire fighter]
3. Learners now arrange the pieces together to complete each one.



4. Learners now transfer the different figures (people) to their corresponding spaces on page 97 (Work Book)
5. Break down the activity for struggling learners.
6. Learners display their work and let their friends talk about what they see.
7. Learners talk about other occupations they know of: pharmacist, lab technician, nanny, banker...
8. Wrap up the activity with the song, "I'm a teacher in my country ..."

**Assessment:**

Learners take turns to show their folder to their friends and tell them what they have on their folder:

Child: this is a nurse; I like to be a nurse in future to help take care of the sick

I will be a teacher to help educate the children in my community

I will be a pharmacist to give medicines to people who need them

I will be a police to help maintain law and order in my community...

## Term 2: Strand 4: My Local Community

### Sub Strand: Knowing the Special Leaders in My Community

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Activity 94 (Page 98 of Learner's Workbook)

#### Performance

**Content Standard:** K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

**Indicator/Objectives:** Sing traditional songs, play rattle and shakers, clap and dance to the rhythm.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration.

---

**Introduction:** Learners are expected to draw a picture of themselves. In order to boost their morale and encourage them to want to give it a try, this activity and others like it, offer a model for the child to trace along to complete the picture.

It is perfectly normal if the learner's drawing does not necessarily follow or fall exactly in line with the model provided. It is their way of expressing their individuality.

**Resources/ Materials:** khebab sticks, pencil, crayons or colour pencils, songs and recitals, musical instruments, props for dressing up as chiefs, etc., strips of paper from old calendars, magazines, glue, cardboard.





**Key Words:** Singing, drumming, dancing

**Procedure/ Work Book Activities:**

1. Learners stand in a semi-circle formation and sing any of their folk songs. [ kpanlogo song/pete pete/ ... If possible, play a recorded one on a device.
2. Read key words with learners: singing, drumming, dancing
3. Learners engage in singing, playing instruments and dancing.
4. Learners colour the picture on page 98 (work Book)



5. Learners describe what they see in the picture. The people are drumming and dancing.
6. Guide learners to make paper beads, and native sandals, using the strips of paper and cardboards.

Steps

1. Cut triangular strips from your sheets of calendar or old magazines. These strips will make oval shaped beads. Make lots of such triangles.
2. Start rolling the strip from the broad end around the khebab stick and work your way towards the pointed tip.

NOTE:

Keep the paper centered to get an oval bead.  
Apply glue to hold. For cylindrical beads DIAGRAM  
Make lots and lots of cylindrical beads.

3. Hold with glue and gently draw out the khebab stick.

4. String the paper beads together to make necklaces and bracelets. Native Sandals (Ahenema)

You will need the template of slippers

strips of paper for the straps, cut out shapes to decorate the straps, glue and beads.

1. Trace FOUR IN ALL (TWO each of the templates (for left and right feet)
2. Decorate the straps with your cut out shapes and beads.
3. Glue the straps in place on the top layer.
4. Glue the top layer to the bottom layer.

**Assessment:** Learners wear their paper beads and other costumes and engage in singing, drumming, and dancing.

## **Term 2: Strand 4: My Local Community**

### **Sub Strand:** Knowing the Special Leaders in My Community

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*Activity 95 (Page 99 of Learner's Workbook)*

**Content Standard:** K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

**Indicator/Objectives:** Role play the various leaders and what they do in the community.

**Core Competencies:** Communication and Collaboration, Personal Development and Leadership, Critical Thinking and Problem Solving

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals, props (for dressing up)

**Procedure/ Work Book Activities:**

1. Learners stand spaced out and sing and dance to some of the popular folk tunes. If possible, facilitator plays the music on a device.
2. Let learners look at the pictures on page 99 (Work Book) and identify the different leaders in those pictures.



1. Talk to learners about what these leaders do in the community.
2. The chief lives in a Palace. He lives there with a Queen Mother, and other Elders who help him to make laws and rule over his subjects. Together with his elders and Queen Mother, they settle disputes and see to the development of the community.
  - a. The Imam is the leader of the Muslim Community. He oversees the activities of members in the community and ensures that they are law-abiding...
3. Learners colour the pictures. Break down the activity for struggling learners.
4. Learners dress up and role-play what some of the leaders in our communities do.



**Assessment:** Learners take turns to mention some important people in the local community and say what they do for the community.

## Term 2: Strand 4: My Local Community

### Sub Strand: Knowing the Special Leaders in My Community

---

Activity 96 (Page 100 of Learner's Workbook)

**Content Standard:** K1.4.3.1 Demonstrate understanding and knowledge of the special leaders and their roles in our communities.

**Indicator/ Objectives:** Role-play the various leaders and what they do in the community.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencil, crayons or colour pencils, songs and recitals about occupations.

**Procedure/ Workbook Activities:**

1. Learners stand in a circle formation and sing I'm A Teacher in My Country... I'M A TEACHER IN MY COUNTRY  
I'm a teacher in my country  
You should know me well  
If you look me up and down, you will know it is true  
Shangha-li-li, shangha-li-li (5x) I'm a doctor in my country  
You should know me well  
If you look me up and down  
You will know it is true  
Shangha-li-li- shangha -li-li (5x)



(CONTINUE WITH OTHER PROFESSIONS/OCCUPATIONS)

2. Lead learners to mention two very important people in the local community, and what they do to help in the community.
3. Learners draw the two very important people they have mentioned.



4. Learners show their work to their friends and tell them about the people they have drawn and what they do to help in the community.
5. Break down the activity for struggling learners.

**Assessment:**

Learners take turns to show their drawings to their friends and talk about the important people they have drawn.

## **Term 2: Strand 5: My Nation Ghana**

**Sub Strand:** History and Celebration of Ghana's Independence

---

*Activity 97 (Page 102 of Learner's Workbook)*

### **Making Two-Dimensional Art Work**

**Content Standard:** K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

**Indicator/ Objectives:** Demonstrate respect for the symbols and songs of our nation.

**Core Competencies:** Personal Development and Leadership, Communication and Collaboration.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners stand in and sing/recite. GHANA MY HAPPY HOME  
Ghana my happy home  
Land of rich resources  
Land of mighty talents, racial tolerance  
Justice and freedom  
I will work for you, I will work for you  
I will play my part as best I can  
Justice and freedom.



2. Lead a discussion about the sixteen regions of Ghana, guide learners to count the different regions.
3. Help learners locate their home regions and memorise the names of their home regions.
4. Guide learners to identify the different regions, and colour them using a colour code agreed upon by all.
5. Help learners Recognise the region in which their school is located.
6. Break down the activity for struggling learners.
7. Guide learners to colour the coat of arms and identify its outstanding features.

**Assessment:**

Learner count and name all the sixteen regions; and identify their home region.

## **Term 2: Strand 5: My Nation Ghana**

**Sub Strand:** History and Celebration of Ghana's Independence

---

*Activity 98 (Page 103 of Learner's Workbook)*

### **Making Two-Dimensional Art work**

**Content Standard:** K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

**Indicator/ Objectives:** Demonstrate respect for the symbols and songs of our nation.

**Core Competencies:** Communication and Collaboration.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals, white sheet, khebab sticks (one for each child)

**Key Words/Expressions:** Freedom and Justice,

### **Procedure/ Workbook Activities:**

1. Learners stand and sing any appropriate song.
2. Learners turn to page 103 of workbook, and describe what they see in the picture.
3. Learners colour the picture and engage in a discussion of the questions:  
what are the colours of the National Flag? [red, yellow, green, and a black star]  
how many are they in all? [four]  
where in your school can you find the flag of Ghana? [ in front of our classrooms/ at the entrance of the school/at the Head teacher's office.
4. Distribute the white sheets and have learners fold them in three equal parts lengthwise.

5. Guide learners to colour each section accordingly to the colours of the National flag.
6. Let learners make a star (black) in the middle of the second portion.
7. Glue the khebab sticks to the left hand side.
8. Learners talk to their friends about the work they have made.
9. Break down the activity for struggling learners.
10. Read key Expressions with learners: [Freedom and Justice]

**Assessment:**

Learners take turns to describe the flag of Ghana

The flag of Ghana is made up of four colours, namely: red, yellow, green, and black

## Term 2: Strand 5: My Nation Ghana

**Sub Strand:** History and Celebration of Ghana's Independence

---

*Activity 99 (Page 104 of Learner's Workbook)*

### **Making Two-Dimensional Art work**

**Content Standard:** K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

**Indicator/ Objectives:** Create and perform dance movements and music inspired by Ghanaian history and other cultures.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** This activity is known as mosaic (with paper). Mosaic art offers some real, concrete learning opportunities for children. These include the following: Building concentration, problem solving, hands and eye coordination which is extremely important to help children achieve difficult tasks easily, including reading and writing, creative self-expression among others.

For us (facilitators and teachers), it allows us observe and assess the child's development and also helps us understand what interests them.

**Resources/ Materials:** red, yellow and green coloured paper shredded into tiny bits, glue, a black star, songs and recitals.



### **Procedure/ Work Book Activities:**

1. Learners stand and sing any appropriate song.
2. Get learners to identify the image on page 104. [The National Flag]

3. Let learners remind themselves about the colours to be used and in which order.
4. Learners apply glue in the various sections one after the other and stick the shredded paper in their appropriate spaces. Learners glue the star at the appropriate place.



5. Break down the activity for struggling learners.
6. Learners leave their work to dry out in an airy space.

**Assessment:**

Learners take turns to show their work to their friends and tell them about the work they have made. [it is called a mosaic. I use only paper and glue/ I have made a paper mosaic of the flag of Ghana

## **Term 2: Strand 5: My Nation Ghana**

### **Sub Strand:** History and Celebration of Ghana's Independence

---

*Activity 100 (Page 105 of Learner's Workbook)*

#### **Perform dance movements and music inspired by Ghanaian history and other cultures.**

**Content Standard:** K1.5.1.1 Demonstrate knowledge of the history and independence of Ghana.

**Indicator/ Objectives:** Create and perform dance movements and music inspired by Ghanaian history and other cultures.

**Core Competencies:** Creativity and Innovation, Communication and Collaboration.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** crayons or colour pencils, songs

#### **Procedure/ Method:**

1. Learners dance as facilitator plays recorded folk music.
2. Invite learners to turn to page 105 of Workbook and describe the picture on the page. [ people drumming, singing, and dancing.]
3. Learners imitate what they see in the picture (put them in groups and let them sing and dance to Ghanaian folksongs)
4. Let learners colour the picture, and display their work for their friends to see and comment on.



5. Break down the activity for struggling learners.



**Assessment:**

Learners answer the questions:

What are the children doing in this picture? [they are singing, drumming, and dancing]

Name any type of dance you think they could be doing. [ Adowa/Kete/...]

Which of the dance moves can you perform? [ Kpanlogo/ Borborbor/Apatampa/.....]

## **Term 2: Strand 6: All Around Us**

### **Sub Strand:** Living and Non-Living Things

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*Activity 101 (Page 107 of Learner's Workbook)*

#### **Asking and responding to questions about own and other's art work**

**Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things

**Indicator/ Objectives:** Participate actively in an interactive Read Aloud story about living and non-living things

**Core Competencies:** Critical Thinking and Problem Solving, Communication and Collaboration, Personal Development and Leadership.

---

**Introduction:** In this activity, learners are going to put together a combination of other activities to make a 3 dimensional fruit (solid fruit)

They are going to be folding paper and gluing them together. All these activities have been found to be beneficial for the development of fine muscles, building concentration and improving creativity and problem-solving skills among others.

Learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

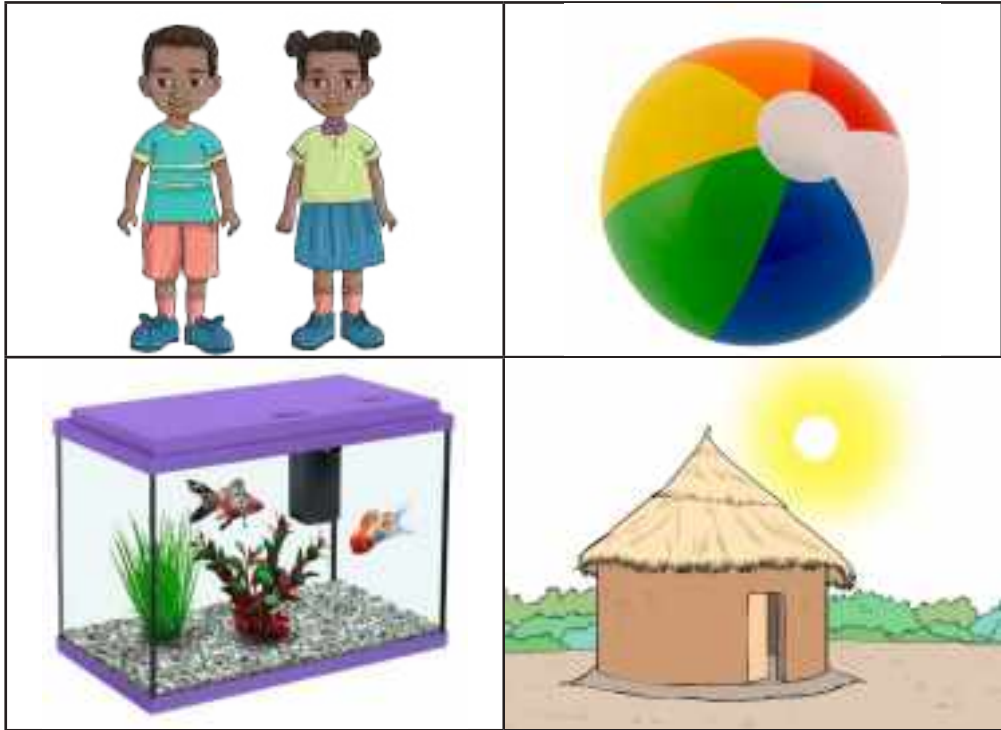
**Resources/Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle formation and sing/ recite: "Birds are flying in the sky"  
Birds are flying in the sky Always flying very, very high They are singing coo, coo, coo  
Cheep! Cheep! Cheep! Cheep! Do-do-do-do-do

Cheep! Cheep! Cheep! Cheep! Do-do-do-do-do!

- Learners turn to page 107 of work book and describe what they see. Guide learners to say the difference between those pictures on the left and the one on the right.



I can see a girl and a boy; then a ball.

the boy and girl can eat, drink water, run, walk, sleep, speak; but the ball cannot do anything all by itself/ the ball cannot do any of these things.

Those things that can breathe, eat, grow, move are known as living things because they have life in them.

The rest that do not eat, grow, breathe are known as non-living things

- Let learners name other examples of things in the different categories – living and non-living things.

LIVING THINGS. [fish, goat, cat, baby, tree...]

NON-LIVING THINGS, [table, book, bed, computer, telephone...]

- Learners colour the pictures appropriately.
- Learners draw one each of a living and non-living things in their respective spaces.
- Break down the activity for struggling learners.

**Assessment:**

Learners take turns to mention examples of living and non-living things

Living Things: Cow, sheep, houseflies, butterflies

Non-living things: bucket, broom, brush, bag...

## Term 2: Strand 6: All Around Us

### Sub Strand: Living and Non-Living Things

---

*Activity 102 (Page 108 of Learner's Workbook)*

**Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things

**Indicator/ Objectives:** Participate actively in an interactive Read Aloud story about living and non-living things

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** a collection of toys (of animals and human beings), stones, sticks, etc., songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle formation “Chuck, chuck, chuck, chuck, chuck” CHUCK!  
CHUCK! CHUCK!  
Chuck! Chuck! Chuck! Chuck! Chuck! Good morning, Mrs. Cock.  
Chuck! Chuck! Chuck! Chuck! Chuck! Good morning, Mrs. Cock.  
How many chicks have you got? My dear, I’ve got ten  
Four of them are yellow, Four of them are brown,  
Two of them are sparkling red, The nicest seen in town.  
Chuck! Chuck! Chuck! Chuck! Chuck! Good morning, Mrs. Cock
2. THE COCK IS DEAD

The cock is dead, the cock is dead

It will never sing

Ko-ko-li ko-ko-la

It will never sing ko-ko-la-ri-ko

Ko ko ko ko ko li ko ko la

Ko ko ko ko ko la ri ko

3. Let learners group the objects they have collected under the two headings: living things & non-living things.
4. Discuss their differences. [living things breathe, eat, reproduce, ,grow, die
5. Non-living things do not eat, grow, reproduce, have no life in them/are lifeless.]
6. Learners draw and colour any three of the things they have grouped under their respective headings.

### Living Things



### Non-Living Things



7. Break down the activity for struggling learners.

## Term 2: Strand 6: All Around Us

**Sub Strand:** Living Things – domestic animals

---

*Activity 103 (Page 109 of Learner's Workbook)*

### Identify objects by shape, colour and size

**Content Standard:** K1.6.2.1 Demonstrate understanding of domestic and wild animals

**Indicator/ Objectives:** Handle a book correctly. Example hold the book upright and open from left to right.

**Core Competencies:** Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, Clay/playdough/ papier mache, songs and recitals

**Key Expressions:** domestic animals, wild animals

### Procedure/ Workbook Activities:

1. Learners stand in a circle formation and recite /sing, "Listen to the dog ... wow, wow, wow"; followed by "Old MacDonald ..."  
LISTEN TO THE DOG, WOW! WOW! WOW!  
Listen to the dog, wow! Wow! Wow! (2x) Listen to the cat, meow, meow, meow(2x) Listen to the cow, moo, moo, moo(2x) Listen to the goat, merr, merr, merr(2X) OLD

MAC DONALD  
Old Macdonald had a farm  
E- I- E- I- O

And on his farm he had a cow  
E- I- E- I -O

With a moo moo here And a moo moo there Here a moo, there a moo Everywhere a moo moo

Old Macdonald had a farm  
E- I- E- I- O

Old Macdonald had a farm  
E-I- E- I- O

And on his farm he had a pig  
E- I- E- I- O

With an oink oink here Here an oink, there an oink Everywhere oink, oink

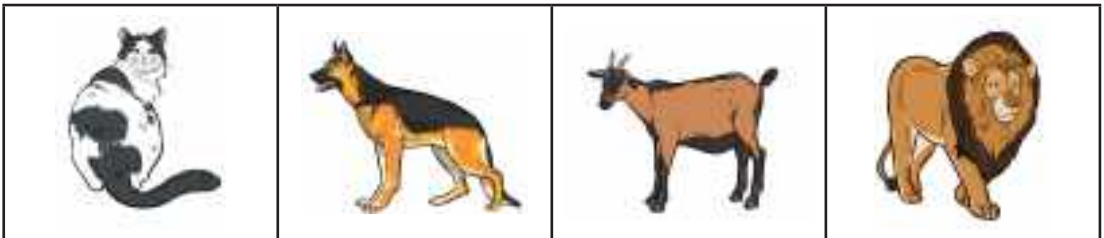
Old Macdonald had a farm  
E- I- E- I- O

Old Macdonald had a farm  
E- I- E- I- O

And on his farm he had a duck  
E - I - E- I -O

With a quack, quack, here, And a quack, quack, there here a quack, there a quack, everywhere quack, quack, Old Macdonald had a farm E- I- E- I -O

2. Discuss with learners that domestic animals are those that live with us in our homes and communities.
3. Lead learners to name some domestic animals they know. [dogs, cats, ducks, pigs, goats, turkeys...]
4. Learners turn to page 109, identify the domestic animals in the picture and colour them.
5. Read key expressions with learners: domestic animals, wild animals.
- 6.



7. Learners model one domestic animal using any of the media listed. Leave their work to dry in a cool, airy place, NOT IN THE SUN
8. Break down the activity for struggling learners.
9. Wrap up with the song, "Old MacDonald". LISTEN TO THE DOG, WOW! WOW!  
WOW! Listen to the dog, wow! Wow! Wow! (2x)  
Listen to the cat, meow, meow, meow(2x) Listen to the cow, moo, moo, moo(2x) Listen

to the goat, merr, merr, merr(2X) OLD MAC DONALD

Old Macdonald had a farm

E- I- E- I- O

And on his farm he had a cow

E- I- E- I –O

With a moo moo here And a moo moo there Here a moo, there a moo Everywhere a moo moo

Old Macdonald had a farm

E- I- E- I- O

Old Macdonald had a farm

E-I- E- I- O

And on his farm he had a pig

E- I- E- I- O

With an oink oink here

Here an oink, there an oink

Everywhere oink, oink

Old Macdonald had a farm

E- I- E- I- O

Old Macdonald had a farm

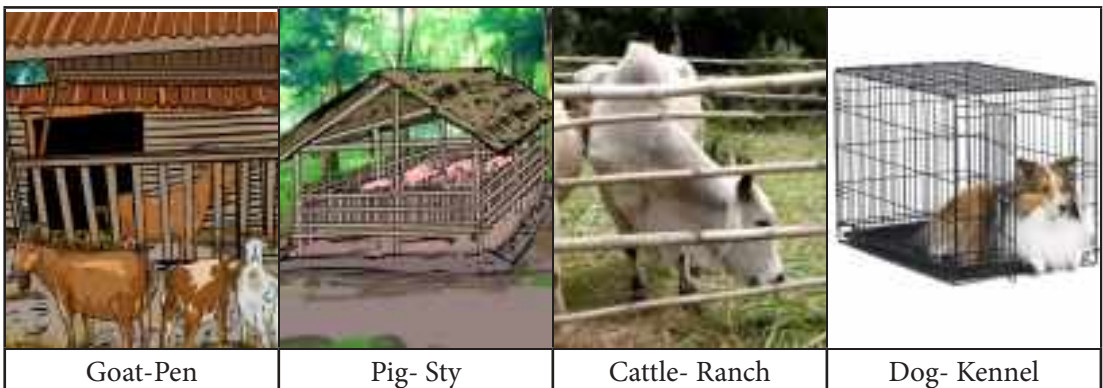
E- I- E- I- O

And on his farm he had a duck

E – I – E- I –O

With a quack, quack, here, And a quack, quack, there here a quack, there a quack, everywhere quack, quack, old Macdonald had a farm

E- I- E- I -O



**Assessment:**

Learners take turns to mention some domestic animals and where they live.



## Term 2: Strand 6: All Around Us

**Sub Strand:** Living Things – domestic animals and wild animals

---

*Activity 104 (Page 110 of Learner's Workbook)*

### Identify objects by shape, colour and size

**Content Standard:** K1.6.2.1 Demonstrate understanding of domestic and wild animals

**Indicator/ Objectives:** Handle a book correctly, example, hold the book upright, and turn the pages from right to left.

**Core Competencies:** Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals, clay, play dough or papier mache.

### Procedure/ Workbook Activities:

1. Learners stand and sing, "Old MacDonald ..."  
OLD MAC DONALD  
Old Macdonald had a farm  
E- I- E- I- O  
And on his farm he had a cow  
E- I- E- I -O

With a moo moo here And a moo moo there Here a moo, there a moo Everywhere a moo moo  
Old Macdonald had a farm  
E- I- E- I- O  
Old Macdonald had a farm

E-I- E- I- O

And on his farm he had a pig

E- I- E- I- O

With an oink oink here Here an oink, there an oink Everywhere oink, oink

Old Macdonald had a farm

E- I- E- I- O

Old Macdonald had a farm

E- I- E- I- O

And on his farm he had a duck

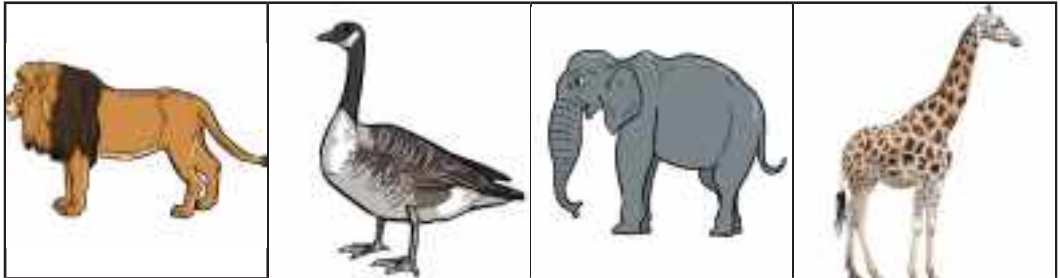
E – I – E- I –O

With a quack, quack, here,

And a quack, quack, there here a quack, there a quack, everywhere quack, quack, old Macdonald had a farm

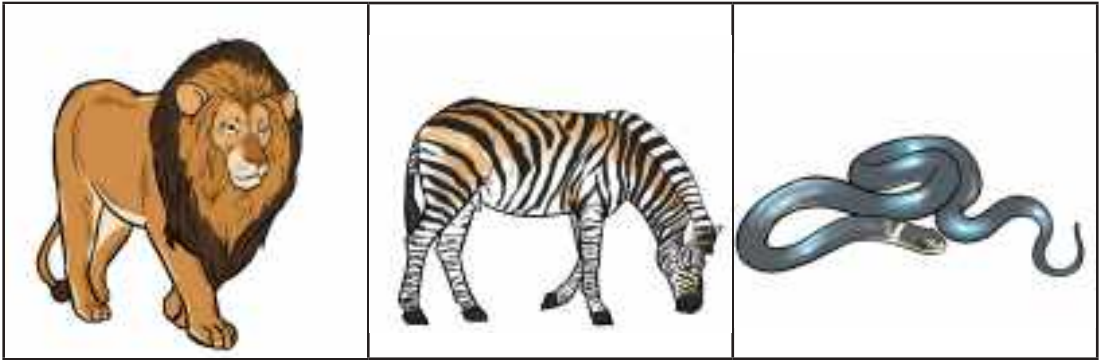
E- I- E- I -O

2. Discuss with learners that wild animals are those that live far from us humans.
3. Guide learners to name some wild animals they know.
4. Learners identify the wild animals in the picture on page 110 and colour them.



5. Break down the activity for struggling learners.
6. Learners pound, pinch, roll and knead their clay or playdough
7. Preparation for modeling
8. Learners model one of the wild animals with its young one using clay, play dough or papier mache.
9. Learners display their work and let it dry in an airy place.





**Assessment:**

Learners mention some domestic animals they know: [buffalo, lion, fox, tiger, Crocodile]

## Term 2: Strand 6: All Around Us

**Sub Strand:** Living Things – domestic animals

---

*Activity 105 (Page 111 of Learner's Workbook)*

### **Derive meaning and make judgement about art work using the senses**

**Content Standard:** K1.6.2.1 Demonstrate understanding of domestic and wild animals

**Indicator/ Objectives:** Handle a book correctly. Example hold the book upright and turn the pages from right to left.

**Core Competencies:** Critical Thinking and Problem Solving, Creativity and Innovation.

---

**Introduction:** Activities that have to do with tracing help develop hand-eye coordination while colouring does the same but also builds concentration. Both tracing and colouring help with the development of fine muscles in preparation for writing. Learners gain some amount of independence and build their confidence when they are able to do things by themselves.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about wild animals.

### **Procedure/ Workbook Activities:**

1. Learners stand and sing, "Old MacDonald ..." OLD MAC DONALD

Old Macdonald had a farm

E- I- E- I- O

And on his farm he had a cow

E- I- E- I -O

With a moo moo here

And a moo moo there

Here a moo, there a moo Everywhere a moo moo Old Macdonald had a farm E- I- E- I- O

Old Macdonald had a farm

E-I- E- I- O

And on his farm he had a pig

E- I- E- I- O

With an oink oink here Here an oink, there an oink Everywhere oink, oink

Old Macdonald had a farm

E- I- E- I- O

Old Macdonald had a farm

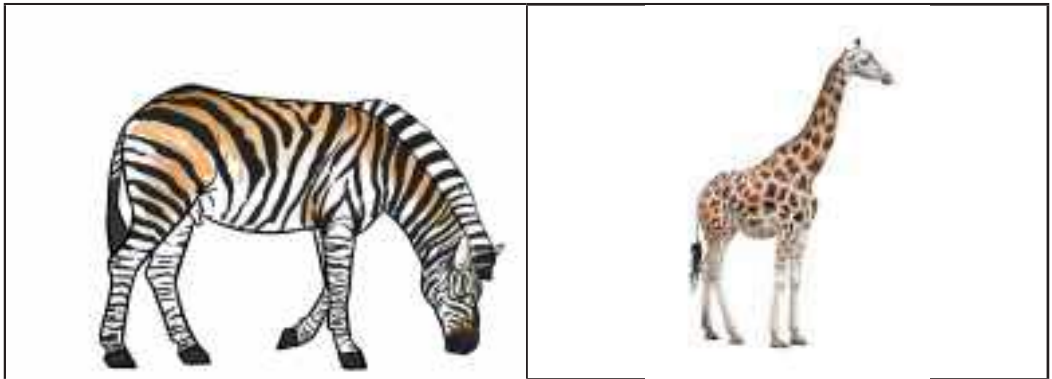
E- I- E- I- O

And on his farm he had a duck

E - I - E- I -O

With a quack, quack, here, And a quack, quack, there here a quack, there a quack,  
everywhere quack, quack, old Macdonald had a farm  
E- I- E- I -O

2. Invite learners to identify the wild animals on page 111 (Work Book) [giraffe, zebra]
3. Talk about the colours of these animals. [ Black and white stripes for the zebra] [brown spots and orange coloured body for the giraffe]
4. Learners trace along the dotted lines to complete the drawings.
5. Learners colour their work appropriately.



6. Break down the activity for struggling learners.

**Assessment:**

Learners take turns to name some wild animals. [hyena, leopard, rhino, tiger...]



## **Term 2: Strand 6: All Around Us**

### **Sub Strand: Water**

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*Activities 106-110 (Pages 112 - 116 of Learner's Workbook)*

#### **Derive meaning and make judgement about art work using the senses**

**Content Standard:** K1.6.3.1 Demonstrate understanding of the sources and uses of water. Derive meaning and make judgement about art work using the senses.

**Indicator/ Objectives:** Talk about where we get water from and its uses.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving.

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about water

#### **Procedure/ Workbook Activities:**

1. Learners stand and recite/sing: INCY WINCY SPIDER.  
Incy wincy spider  
Climbed up the water spout  
Down came the rain, and washed poor spider out  
Out came the sun, and dried up all the rain.  
And Incy Wincy Spider climbed up the spout again!
2. Invite learners to turn to page 112 of Workbook and describe what they see in the pictures.



We get water from rainfall

The girl is pumping some water from the borehole

We get water from the taps

The woman is drawing some water from the well.

3. Lead a discussion on other sources of water. [ we get water from streams, brooks, ponds, water falls, rivers...]
4. Learners colour the pictures, mention where they get their water from.
5. Have learners demonstrate the following ways we use water :
  - \* we drink water when thirsty
  - \* we wash our hands with water to get rid of dirt and other harmful germs
  - \* we wash our handkerchiefs with water
  - \* we bathe with water
  - \* we cook with water
  - \* wash our vegetables and fruits with water before eating.
6. Support struggling learners by breaking down the activity into manageable bits.

**Assessment:**

**Activity 106:**

Learners take turns to mention some sources of water [ rain/well/stream/river/brook/borehole/tap...]

Learners mention some of the uses of water: [ cooking/ bathing/drinking/washing/cleaning...]

**Activity 108 & 109:**

Learners take turns to answer: where do you get your water from? What are you doing in this picture?

What other things do you use water for?

**Activity 110:**

Derive meaning and make judgement about art work using the senses.



Learners talk about the pictures they have coloured while imitating the actions:

The boy is bathing with water to keep his body clean and fresh

The woman is washing her clothes to make them clean

The men are planting crops. After that they will water them because plants also need water to grow.

The woman is preparing food, water is used in cooking.



## Term 2: Strand 6: All Around Us

### Sub Strand: Air

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*Activity 111 (Page 117 of Learner's Workbook)*

#### **Derive meaning and make judgement about art work using the senses**

**Content Standard:** K1.6.4.1 Demonstrate understanding of the presence of air. Tell its importance.

**Indicator/ Objectives:** Derive meaning and make judgement about artwork using the senses according to its beauty.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

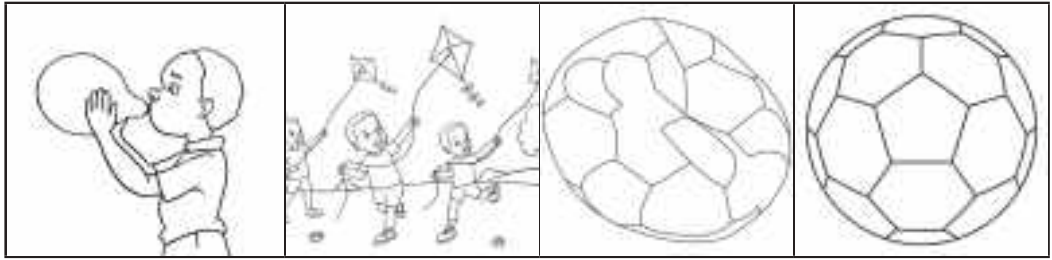
When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about air

**Key Words:** Inflate, deflate, balloon pump

#### **Procedure/ Workbook Activities:**

1. Learners stand in a circle formation and sing/ recite: FLY, FLY, BUTTERFLY  
Fly, fly, fly  
Oh butterfly  
In the garden, in its flying high In the meadow, its flying low Fly, fly, fly  
Oh butterfly
2. Invite learners to describe what they see in the pictures on page 117 (Work Book)
3. Read key words with learners: inflate, deflate, balloon, pump



- \* The boy is blowing air into the balloon.
- \* the children are flying their kites because it is a windy day
- \* the ball is deflated because there is no air in it,
- \* air has been pumped into the ball and so it is now full, and the children can play it.

4. Learners colour the pictures appropriately.
5. Break down the activity for struggling learners.
6. Learners display their work and talk about theirs and their friend's work.

### Assessment

Learners take turns to answer questions:

What is the child doing with the balloons? [he is blowing air into it] What makes kites fly?  
[the wing\air]

Why is one of the balls flat? [because the air is out of it]

## Term 2: Strand 6: All Around Us

### Sub Strand: Air

---

Activity 112 (Page 118 of Learner's Workbook)

#### Derive meaning and make judgement about art work using the senses

**Content Standard:** K1.6.4.1 Demonstrate understanding of the presence of air and tell its importance.

**Indicator/Objectives:** Derive meaning and make judgement about artwork using the senses according to its beauty.

**Core Competencies:** Communication and Collaboration, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly. Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip. When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about air, a square sheet of paper, pins, scissors, cane.

#### Procedure/ Workbook Activities:

1. Learners stand and sing/recite : FLY, FLY, BUTTERFLY
2. Invite learners to describe what they see on page 118 (Work Book) FIIFI COPY THE PICS FROM P 118. COLOUR THEM



3. Read the sentence underneath each picture and let learners repeat and copy them in the spaces provided.  
The children are blowing air into the bubble wand to make bubbles ( Blowing bubbles is fun)  
The children are doing the balloon race. They are racing against the wind. (balloon race is fun/ racing against the wind is fun)  
The children are racing with their paper airplanes and paper wheels. ( fun with the paper airplanes and paper wheels)
4. Learners colour the pictures, repeat the sentences and copy them.
5. Break down the activity for struggling learners.
6. Distribute the square papers to learners.
7. Guide them to make a paper spinning fan:
8. Fold the paper in two diagonally.  
Cut up to a point as shown in the drawing
9. Fold one tip at a time, halfway and hold with your thumb, do not make a crease.
10. Repeat for all four corners.
11. Hold all the ends together with the pin and push pin into the top end of the cane.
12. Hold it against the direction of the wind and watch as it spins.
13. Learners line up and race against the wind holding the paper wind mill against the wind.

**Assessment:**

Learners take turns to say some of the activities that show the presence of air:  
[blowing bubbles/flying kites/flying paper airplanes/blowing air into balloons / doing the balloon race.

## Term 2: Strand 6: All Around Us

### Sub Strand: Plants

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*Activity 113 (Page 119 of Learner's Workbook)*

#### **Recognise and talk about art forms in the environment**

**Content Standard:** K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

**Indicator/ Objectives:** Sing and talk about parts of a plant and their functions.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation Critical Thinking and Problem Solving, Personal Development and Leadership,

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

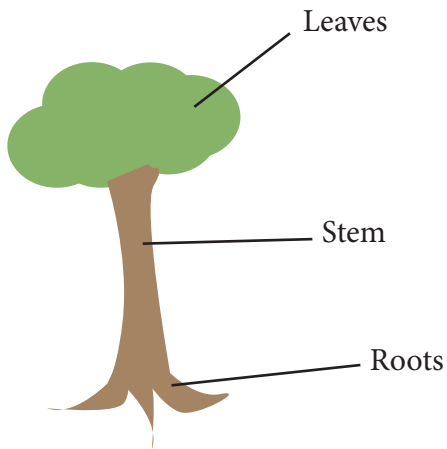
When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

**Key Words:** Leaves, stem, roots.

#### **Procedure/Workbook Activities:**

1. Learners stand and sing /recite: ONE, YOU DIG...  
One, you dig, Two, you sow Three, you water, Four, they grow Five, you harvest
2. Invite learners to describe the pictures on page 119 (Work Book)
3. read key words with learners: leaves, stem, roots



4. Learners colour the tree appropriately and copy the drawing in the space provided.
5. Learners read and copy the labels of the various parts of the tree.
6. Break down the activity for learners.

**Assessment:**

Learners take turns to identify and name the various parts of a plant

## Term 2: Strand 6: All Around Us

### Sub Strand: Plants

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Activity 114 (Page 120 of Learner's Workbook)

#### Aesthetic Perception

**Content Standard:** K1.6.5.1 Demonstrate understanding of the parts of trees and their functions.

**Indicator/Objectives:** Make art works with the elements of art

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** This activity is known as mosaic (with paper). Mosaic art offers some real, concrete learning opportunities for children. These include the following: Building concentration, problem solving, hands and eye coordination which is extremely important to help children achieve difficult tasks easily, including reading and writing, creative self-expression among others.

For us (facilitators and teachers), it allows us observe and assess the child's development and also helps us understand what interests them.

**Resources/ Materials:** green paper (shredded) or dried leaves, tree bark or brown paper, songs and recitals, glue or cooked starch.

#### Procedure/ Work Book Activities:

1. Learners stand and sing/ recite: ONE, YOU DIG...
2. Invite learners to describe the picture on page 120 (Work Book)



3. Learners talk about the different parts of the tree.  
\* The leaves of the plant
4. 4. Learners make a collage using leaves and paper, plantain tree bark, twine.

5. Guide learners to glue the various things in their appropriate places.
6. Break down the activity for struggling learners.
7. Learners display their work and talk about what they have made.



## Term 2: Strand 6: All Around Us

### Sub Strand: Plants

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Activity 115 (Page 121 of Learner's Workbook)

#### Talk about ideas expressed in own and other's art work

**Content Standard:** K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

**Indicator/ Objectives:** Make artwork with the elements of art.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Learners in this activity are going to be printing their fingers as leaves on the tree. This activity provides learners with an excellent tactile experience, stimulating their senses – touch, smell, sight. It helps with their intellectual or cognitive development when they mix the paint and learn about colours, allowing them to use their imagination to create new colours. It has the added benefit of strengthening the hand and fingers, helping with their fine motor skills and also develops hand-eye coordination. Learners are going to have fun exploring with colours and learning in the process.

**Resources/ Materials:** poster colours or food colour, a piece of foam, songs and recitals



#### Procedure/ Work Book Activities:

1. Learners stand and sing/ recite: ONE, YOU DIG...
2. Explain to learners that they are going to use their fingers (index finger/pointer finger) to print leaves for the tree.
3. Make the paint available, allow learners the freedom to choose which colours to use.
4. Pour the mixed paint onto the piece of foam, and then dip their fingers on the piece of foam serving as inkpad.

5. Learners complete the rest of the picture by colouring the stem and branches.
6. Support struggling learners by breaking down the activity into smaller bits.
7. Learners copy the names of the different parts of the tree to their respective positions.
8. Learners display their work and talk to their friends about what they have done.

**Assessment:**

Learners show their work to their friends and talk about the work

## Term 3: Strand 6: All Around Us

### Sub Strand: Plants - 1

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Activity 116 (Page 122 of Learner's Workbook)

#### Art in the Environment

**Content Standard:** K1.6.5.1 Demonstrate understanding of the parts of plants and their functions.

**Indicator/ Objectives:** Make art works with the elements of art.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### Procedure/Work Book Activities:

1. Learners stand and sing/ recite ONE, YOU DIG....
2. Learners talk about the picture, and say what it is used for. [ it is the picture of a flower vase. It is used for decorating our rooms]



3. Learners colour their pictures.
4. In their discussion after colouring, learners talk about the colours they used, and then hunt for matching colours from things in their classroom, from among their toys, from things in their immediate environment,
5. Support struggling learners by breaking down the activity into smaller bits.

**Assessment:**

Learners take turns to show their work to their friends and talk about the colours they used

## Term 3: Strand 6: All Around Us

### Sub Strand: Plants - 2

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*Activity 117 (Page 123 of Learner's Workbook)*

#### **Make art works with the elements of art**

**Content Standard:** K1.6.6.1 Demonstrate understanding of how plants grow

**Indicator/Objectives:** Talk about the cover page and identify how plants grow in a read aloud story.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation , Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners are going to listen to their teacher read aloud a text, and then draw what they remember from what the teacher read.

It is an activity that encourages learners to listen carefully to details, and then to follow directions – sharpening their skills in listening and comprehension and strengthen their focusing skills. It is also a boost to their memory as they will be encouraged to remember details of what they have heard.

The activity is useful for vocabulary development because they will have to repeat some of the expressions they heard and hopefully use them in the right context when retelling the story.

**Resources/ Materials:** pencils, crayons or colour pencils, songs, text (Nummo Kwofie's farm)

**Key Words:** Sprout, seeds, water

#### **Procedure/Work Book Activities:**

1. Learners stand and sing/ recite: A FARMER PLANTS SOME SEEDS.  
A farmer plants some seeds  
A farmer plants some seed  
He digs the ground  
And sows the seed.  
Then waits, then waits to see what's next. The rain begins to fall  
It falls on what he sowed.  
The seed begins to sprout and sprout  
  
The sprout becomes a plant.
2. Explain to learners that in this activity you are going to read a story to them, and that they are to listen carefully and draw the story as they hear you read it. Take your time to read the story clearly.
3. read key words with learners: sprout, seeds, water.

4. Ensure that learners are ready, before beginning to read the story.
  5. Read the story loud and clear, and make it fun by not using a flat tone.
  6. Learners draw what they remember from the story.
  7. Learners colour their drawing.
  8. Break down the activity for struggling learners.
- A sample drawing of the story – an old man planting a seed and watering it.

**Assessment:**

Learners take turns to retell the story in their own words, using the drawing they have made.

### **Term 3: Strand 6: All Around Us**

#### **Sub Strand: Plants - 2**

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*Activity 118 (Page 124 of Learner's Workbook)*

#### **Recognise and talk about art forms in the environment**

**Content Standard:** K1.6.6.1 Demonstrate understanding of how plants grow

**Indicator/Objectives:** Identify, observe and talk about art forms in the environment

**Core Competencies:** Critical Thinking and Problem Solving.

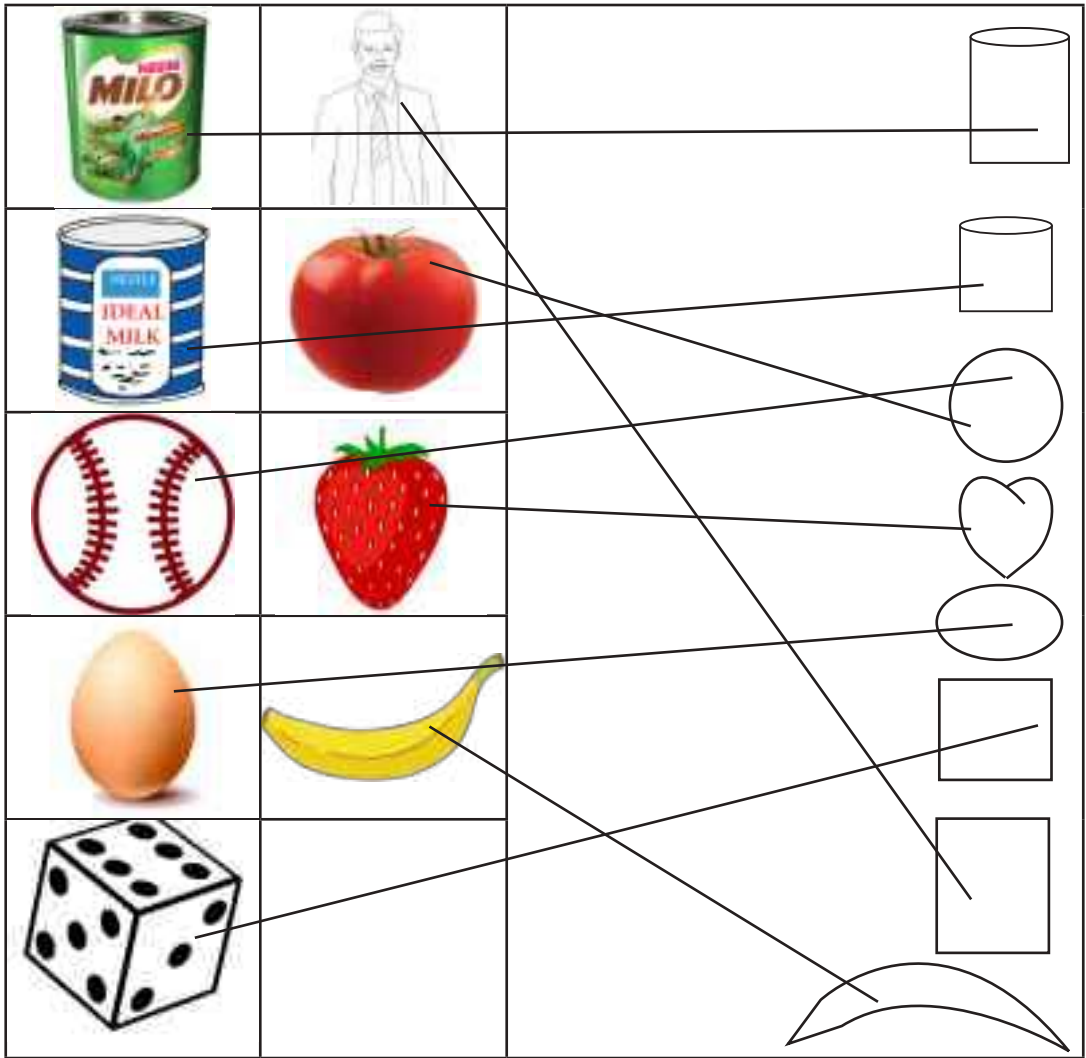
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**Introduction:** Learners will colour the items on the page and then link each one to a known shape. The benefits of this activity include helping learners to build their reading and math skills. They learn problem solving skills. Helps them to identify and organize visual information.

**Resources/ Materials:** crayons or colour pencils, songs and recitals

#### **Procedure: Workbook Activities:**

1. Learners stand and sing/ recite: MY LITTLE GARDEN  
I have a little garden  
My own little garden  
And in it grows lots of lovely plants  
And beautiful flowers too.  
I dig the ground and plant the seeds  
Then wait and watch and pray For rains, and air and sunlight To make my plants sprout,  
To make my plants grow!
2. Explain to learners that in this activity they are going to identify the objects on the left side of the page, then look for a shape that looks like the object they have identified, and draw lines to match them.
3. Learners colour the objects on page 124 and match them to their known shapes.



4. Break down the activity for struggling learners.

**Assessment:**

Learners take turns to name some of the shapes they have just worked with. [ oval, square, crescent, rectangle, cylinder, heart, circle]



## Term 3: Strand 6: All Around Us

### Sub Strand: Plants - 2

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Activity 119 (Page 125 of Learner's Workbook)

**Derive meaning and make judgement about art work using the senses according to its beauty**

**Content Stanard:** K1.6.6.1 Demonstrate understanding of how plants grow

**Indicator/ Objectives:** Identify, observe and talk about art forms in the environment

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

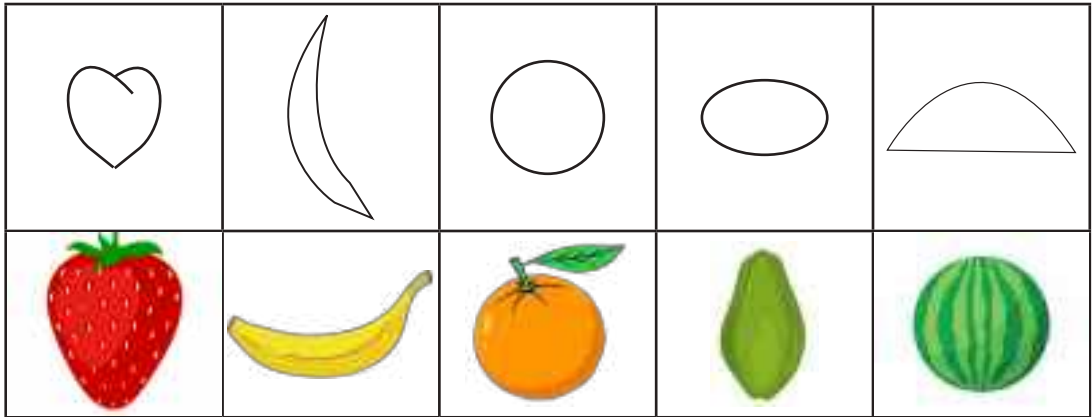
**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals

**Procedure/ Work Book Activities:**

1. Learners stand and sing/ recite the shapes song: THE SHAPE SONG  
A circle is like a ball  
Round and round  
Hardly stops a circle's like a ball  
A square's like a box  
Has four sides, all are equal A square's like a box  
Triangle has three sides  
Up and down and back again Triangle has three sides  
Rectangle has four sides

Two long ones  
And two short ones  
Rectangle has four sides.

2. Learners identify the shapes drawn on the page. (Page 125 Work Book) [heart shape, crescent, circle, oblong, semi-circle.



3. Learners think of fruits and vegetables that come in these shapes, name them and then draw them.
4. Break down the activity for struggling learners.
5. Learners display their work and talk about what they have made.  
Match the fruits to shapes Strawberry – heart shape Banana – crescent Pawpaw – oval  
Orange – circle

**Assessment:**

Learners take turns to name some shapes they know. [ square, circle, oval, heart, rectangle, triangle]

### **Term 3: Strand 6: All Around Us**

#### **Sub Strand: Gardening**

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*Activity 120 (Page 126 of Learner's Workbook)*

#### **Asking and responding to questions about own and other's art work**

**Content Standard:** K1.6.7.1 Demonstrate understanding of the types of soil.

**Indicator/ Objectvtives:** Use a variety of new vocabulary learnt about soil to make simple sentences about it.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** Tracing activities help with the development of hand-eye coordination. The aspect about colouring also apart from the development of hand-eye coordination also builds concentration and develops fine muscles. Being able to trace successfully also goes a long way to boost their confidence and give them some amount of independence.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals

**Key Words:** Wheelbarrow, gloves, pruning shears

#### **Procedure/ Workbook Activities:**

1. Learners stand and recite: MY LITTLE GARDEN.  
MY LITTLE GARDEN I have a little garden  
My own little garden  
And in it grows lots of lovely plants  
And beautiful flowers too.  
I dig the ground and plant the seeds  
Then wait and watch and pray For rains, and air and sunlight To make my plants sprout,  
To make my plants grow!
2. Invite learners to turn to page 126 of work book, and trace along the dotted lines to complete each drawing.



3. When done, let learners identify each picture and name it. [ watering can; scissors/ pruning shears; shovel; a pair of hand gloves; garden fork; a pair of wellington boots; wheelbarrow.]
4. Read key words with learners: wheelbarrow, gloves, pruning shears.
5. Break down the activity for struggling learners.
6. Learners display the work and tell their friends about it.

## Term 3: Strand 6: All Around Us

### Sub Strand: Gardening

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*Activity 121 (Page 127 of Learner's Workbook)*

#### **Creative expressions through production. Talk about how they made their art work**

**Content Standard:** K1.6.7.1 Demonstrate understanding of the types of soil.

**Indicator/ Objectives:** Recognise and create words with given sounds and make artworks with the elements of art.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/Materials:** crayons or colour pencils, songs and recitals

#### **Procedure/ Workbook Activities:**

1. Learners sit in a circle and recite: MY LITTLE GARDEN MY LITTLE GARDEN  
I have a little garden  
My own little garden  
And in it grows lots of lovely plants  
And beautiful flowers too.  
I dig the ground and plant the seeds  
Then wait and watch and pray For rains, and air and sunlight To make my plants sprout,  
To make my plants grow!
2. Invite learners to turn to page 127 of work book and describe what they see in the picture.
3. In this picture a man and his two children are working in their garden. The little girl is watering the plants whilst the boy is pushing wheeling some compost or black soil in the wheelbarrow. His dad will use the compost or black soil to fertilize the soil so that the

plants will grow well.

4. There are big trees as well as small trees in their garden, there are also some very beautiful flowers growing in the garden. I can see some butterflies flying around the garden. Do you see the birds flying in the sky? How many are they?
5. Point out to them that the type of soil used in gardening is the black soil, such as the one in the wheelbarrow.
6. Learners colour the pictures appropriately.
7. Break down the activity for struggling learners.
8. Learners display their work and tell a story about their picture.



Mr. Gardener loves his beautiful garden. In his garden he has big trees, as well as small ones. He has beautiful flowers in his garden too. On Sunday evenings, Mr. Gardener works in his garden. His two children, Josiah, and Mawuena help him to tend the plants in the garden. Do you see Josiah in his wellington boots? What is he doing? What do you see Mawuena doing? They dig up the soil and water the plants. He uses black soil to plant his garden that is why Mr. Gardener has such a beautiful garden.

**Assessment:**

Learners take turns to show their work to their friends and say a short story about the picture.

## Term 3: Strand 6: All Around Us

### Sub Strand: Gardening

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Activity 122 (Page 128 of Learner's Workbook)

#### Making art works with the elements of art

**Content Standard:** K1.6.7.1 Demonstrate understanding about the types of soil.

**Indicator/ Objectives:** Recognise and create words with given sounds and make artwork with the elements of art.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.  
Introduction: Children are naturally curious about soil, and will happily welcome any opportunity to explore with soil. When young children learn about soils they come to understand that soil is a vital part of our environment and our lives in general.

As they explore with the different types of soil and what each type is best suited for, they engage in conversations that support their language development, while building blocks for scientific experience

Exploring with soil is also a useful sensory experience.

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**Resources/ Materials:** play dough or clay, papier mache, pencils, crayons or colour pencils.



**Key Words:** Pepper, garden eggs, tomatoes, okro, onion.

#### Procedure/ Workbook Activities:

1. Learners stand and recite MY LITTLE GARDEN MY LITTLE GARDEN  
I have a little garden  
My own little garden  
And in it grows lots of lovely plants  
And beautiful flowers too.  
I dig the ground and plant the seeds  
Then wait and watch and pray  
For rains, and air and sunlight

To make my plants sprout, To make my plants grow!

2. Do a quick revision of the farm tools learned in the previous lessons. [Shovel, wheelbarrow, garden fork, pruning shears, wellington boots, hand gloves, watering can]
3. Let learners choose the gardening tools they like.
4. Learners draw and colour any of the tools and copy the name of the tool underneath the drawing.



5. Read the key words with learners: pepper, onion, okro, garden egg, tomatoes
6. Learners model the tool they drew using any of the listed media. (clay/papier mache/ playdough)
7. Break down the activity for struggling learners.
8. Learners display their work and mention the name of what they have made.

**Assessment:**

Learners choose partners. Each learner makes the initial sound of any of the gardening tools the just learned about, their partner then calls out the name of the tool:

For example: /sh/

shovel

shears

/w/

watering can

wellington boots

/wh/

wheelbarrow

/g/

gloves

/s/

scissors



## **Term 3: Strand 6: All Around Us**

### **Sub Strand: Gardening**

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*Activity 123 (Page 129 of Learner's Workbook)*

#### **Asking and responding to questions about own and other's work**

**Content Standard:** K1.6.7.1 Demonstrate understanding about the types of soil.

**Indicator/ Objectives:** Recognise and create words with given sounds and make art works with the elements of art.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

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**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals

**Key Words:** Dig, plant, water

#### **Procedure/ Workbook Activities:**

1. Learners stand and sing/recite: “One – you dig, Two – you sow ...”
2. Lead learners to mention some plants they know. [ tomatoes, mange, orange, pawpaw, avocado... ]
3. Read key words with learners: dig, plant, water
4. Tell them they're going to draw themselves planting pepper and tomatoes in their garden.
5. Break down the activity for struggling learners.
6. Wrap up the lesson by asking learners to sing again, “One – you dig ...”

#### **Assessment:**

Learners take turns to show their work to their friends and tell them what its about.

### Term 3: Strand 6: All Around Us

#### Sub Strand: Light – Day and Night

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*Activity 124 (Page 130 of Learner's Workbook)*

**Content Standard:** K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

**Indicator/ Objectives:** Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources of light.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

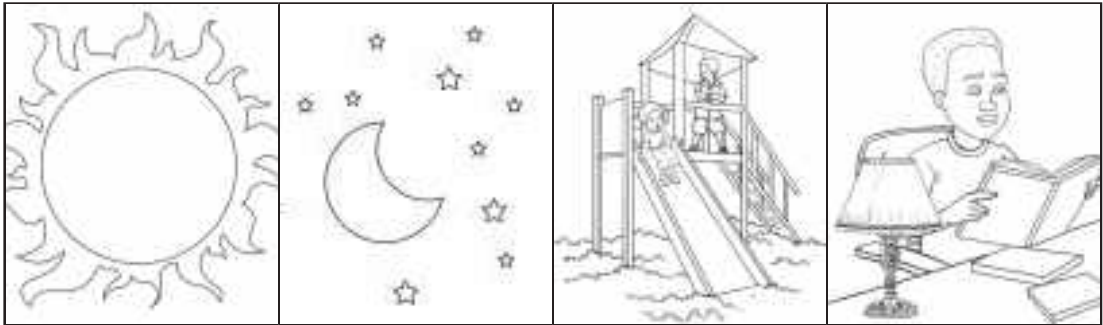
**Resources/ Materials:** crayons or colour pencils, songs and recitals, dark paper, star template, foil (or shining gift wrappers), glue or cooked starch, glitter or shiny wrappers cut into tiny bits.

**Key Words:** Day, night

**Procedure/ Work Book Activities:**

1. Learners stand and sing/recite: TWINKLE, TWINKLE, LITTLE STAR. Twinkle, twinkle, little star  
How I wonder what you are  
  
Up above the world so high  
Like a diamond in the sky
2. Invite learners to identify the pictures on page 130 of workbook and say what they know about each one.

the sun, it shines brightly during the day; The stars shine brightly at night,  
The children are out playing because the weather is bright and sunny.  
The boy is reading a book in his room. He uses a lamp because it is night time



3. Learners colour each picture appropriately.
4. Break down the activity for struggling learners.
5. 5. Learners talk about which pictures depict daytime and which ones depict night time.  
[The picture of the sun and of children playing depict day time; the picture of the stars and of the boy reading in his room depict night time.
6. Learners now make craft activities to depict day and night. Follow these steps outlined.  
Night time
  1. Paint over your sheet of paper with black paint. Sprinkle glitter (or cut up gift wrapper) while the paper is still wet.
  2. Cut out small stars and a moon. Stick them onto the paper.

Day time

a yellow circle very tiny triangles glue  
a cardboard on which to mount the sun.

**Assessment:**

Learners take turns to mention some day time and night activities.

Day time activities: waking from sleep, praying, brushing the teeth, going to school, playing with friends, eating meals

Night time activities: reading, listening to bedtime stories, brushing the teeth, praying, going to bed.

### Term 3: Strand 6: All Around Us

#### Sub Strand: Light – Day and Night

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Activity 125 (Page 131 of Learner's Workbook)

#### Recognise and talk about art forms in the environment

**Content Standard:** K1.6.8.1 Demonstrate understanding of the sources of light for day and night.

**Indicator/ Objectives:** Use pictures and other text features to aid understanding as they listen to a read aloud informational text on sources of light.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation, Critical Thinking and Problem Solving.

---

**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very

important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals, torch, lamp light bulb, lantern



**Key Words:** Torch, lantern, lamp, light bulb

**Procedure/ Work Book Activities:**

1. learners stand and recite / sing: TWINKLE, TWINKLE, LITTLE STAR
2. Lead a discussion about man-made lights. Learners explore with the samples – torch, lamp, candle, light bulb
3. Read key words with learners: torch, lantern, lamp, light bulb
4. Learners choose one that they will draw.
5. Break down the activity for struggling learners.
6. Learners write the beginning sound of the man-made source of light they have drawn.



**Assessment**

Learners copy the names of other man-made sources of light. Lamp, torch, candle light, electricity

### **Term 3: Strand 6: All Around Us**

#### **Sub Strand:** Changing Weather Conditions

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*Activity 126 (Page 132 of Learner's Workbook)*

#### **Asking and answering questions about own and other's art work**

**Content Standard:** K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.

**Indicator/ Objectives:** Identify, observe and talk about art in the immediate environment.

**Core Competencies:** Creativity and Innovation. Critical Thinking and Problem Solving.

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals about the weather. A big circle. Templates (sun, rainbow, clouds), a piece of card for arrow.

**Key Words:** Rainy, sunny, cloudy, windy

#### **Procedure/ Workbook Activities:**

1. learners stand and sing, RAIN, RAIN, GO AWAY Come again another day  
Little children want to play  
Rain, rain, go away
2. Invite learners to describe what they see in the picture (page 132, Work book)



It is a windy day, and the clothes are hanging out to dry

It is a rainy day. The girl is wearing a rain coat and holding an umbrella over her head.

It is a bright and sunny day. The little boy is feeling very warm and so he is taking shelter from the heat of the sun under the big tree.

It is cloudy, the weather is dark and gloomy, it might rain.

3. Read key words with learners: rainy, sunny, windy, cloudy
4. Learners colour the pictures, show to their friends and tell them about the weather conditions depicted. Learners talk about today's weather and what activities they have engaged in.
5. Break down the activity for struggling learners.  
Follow these steps to make a weather wheel, learners work in groups.
  1. Rule lines to divide the big circle into four equal portions.  
Attach arrow by using paper clip.  
Learners manipulate the arrow to read the weather

**Assessment:**

Learners take turns to manipulate arrow on the weather wheel and read the weather

### Term 3: Strand 6: All Around Us

#### Sub Strand: Changing Weather Conditions

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*Activity 127 (Page 133 of Learner's Workbook)*

**Content Standard:** K1.6.9.1 Demonstrate understanding of changing weather conditions and seasons.

**Indicator/ Objectives:** Identify the cover page illustrations and listen to and respond to a read aloud text on changes in weather conditions.

**Core Competencies:** Creativity and Innovation, Critical Thinking and Problem Solving.

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**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals about the weather.





**Procedure/ Work Book Activities:**

1. Learners stand and sing RAIN, RAIN, GO AWAY
2. Invite learners to mention the weather conditions discussed in the previous activity.  
[Rainy, windy, sunny, cloudy]
3. Ask learners to draw and colour any of the weather conditions discussed.
4. Support struggling learners by breaking down the activity.

**Assessment:**

Learners show their completed drawings to their friends and tell them what the drawing is about.

## Term 3: Strand 7: My Global Community

### Sub Strand: Transportation

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Activity 128 (Page 135 of Learner's Workbook)

#### Talk about art forms in the environment

**Content Standard:** K1.7.1.1 Demonstrate understanding of the different ways we connect and communicate with the global world

**Indicator/ Objectives:** Talk about the various means by which we connect with the international community – trade

**Core Competencies:** Communication and Collaboration, Creativity and Innovation.

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**Introduction:** In this activity, learners will be doing colouring. Colouring activities have immense benefits for young learners. Colouring helps to develop hand strength. Hand strength is important for all hand-related fine motor skills, particularly, handwriting. Hand strength supports the child to grip pencil properly.

Use this opportunity to teach the child the proper way to hold the crayon for colouring and so doing fine tune their proper pencil grip.

When the young child has the opportunity to colour, it helps to stimulate their creativity. As they colour, children engage their independence, and self-expression. It also improves fine motor coordination and serves as a great focus-building exercise. Focus and concentration are very important skills for little children to learn. Concentration and focus are what helps us to see through any task from start to finish.

**Resources/ Materials:** crayons or colour pencils, songs and recitals, paper plate or a circle, 'T' roll tube, cardboard, empty packets, bottle tops, glue.





**Procedure/ Work Book Activities:**

1. Learners stand joined like a train and sing: LA-DE-DA-DE-DA  
Chug- chug! went the little blue train  
Chug-chug! Went the little blue train  
Chug-chug! Went the little blue train, one day, All it did was chug! chug! Chug!  
But! We all know trains go- La-de-da-de-da  
la-de-da-de-da la-de-da-de-da!  
We all know trains go  
La-de-da-de-da  
They don't go chug! Chug! Chug!
2. Invite learners to describe what they see in the pictures. Tell them the names of the ones they do not know. [ bus, airplane, train, car]
3. Learners colour each picture and talk about which one is their favourite and why that is so.
4. Support struggling learners by breaking down the activity. Follow these steps to help learners make their own vehicles.
  1. Cut the paper plate or circle in two equal parts. Cars- cut two small circles for the tyres. Draw the windows on your car  
Empty packet.  
Use 4 bottle tops for your tyres or you could cut 4 circles and stick them two on each side.
  - Boat  
1. One A4 card or any other card will do.  
2. Two triangles for the sails of boat.  
3. Blue paper for the sea.

To make a boat

1. Fold an A4 sheet into two equal parts length wise.
2. Next, fold it again across the width (the broken lines represent the first fold). The line marked 'A' and 'B' is the folded end of the paper.
3. Bring the corner marked 'B' to align with the middle broken lines. Repeat with point 'A'
4. Fold the rectangular portion up towards the horizontal line as far as it can go. Repeat with the one behind it.
5. Hold point 'a' and 'b', gently pushing them to meet in the middle. This action will open up the paper until the points meet in the middle.

Gently slip the overlapping end under the other.

6. Lift the top part of point 'd' all the way up to meet point 'c'.

7. Repeat with the bottom part of point 'd'.

8. Stretch out each of the two triangles shown in the diagram (stretch from the tip, outwards)

Make a car from 't' roll tube

Cut four circles for tyres

Airplane

1. a plastic bottle

2. coloured paper DIAGRAM STEPS

1. Cut a propeller. Fold a paper; 2 inches by 4 inches. Fold in two equal parts.

2. Make the wings – cut a rectangular strip of paper (12 inches by 2½ inches). Make the edges rounded.

3. Wrap the bottle with coloured paper (leave the top part of the bottle shaped like a dome)

4. Glue the wings on from the under part of the plane as shown in the drawing.

5. \*Open up the propeller.

\*Trace the circumference of the mouth of the bottle in the mid portion.

\*Cut that circle out.

\*Slip the propeller in place over the mouth of the bottle and replace the cap.

To make the train

'T' roll tubes – 4 (you can add more if you want more coaches) Twine or thread to join the coaches.

Select one 't' roll tube that is narrower than the ones selected for the coaches. Plastic bottle tops – 16

Paint or use coloured papers to wrap the tubes.

A perforator or anything to punch holes in the tubes.

Steps

1. Wrap the tubes with coloured paper, or paint them.

2. Make four holes in each tube for the wheels. Make sure all the holes are properly aligned.

3. Make holes to join the coaches.

4. Divide the extra 't' roll tube into two (one portion slightly longer than the other. The longer one will fit on the top of the last coach towards the back)

\*To get them to fit properly, cut out a 'c' at one end. The shorter one will fit on the engine (first coach)

### Term 3: Strand 7: My Global Community

#### Sub Strand: Transportation

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Activity 129 (Page 136 of Learner's Workbook)

#### Identify and discuss art objects and performances from other places

**Content Standard:** K1.7.1.1 Demonstrate understanding of the different ways we connect and communicate with the global world

**Indicator/ Objectives:** Talk about the various means by which we connect with the international community- trade

**Core Competencies:** Communication and Collaboration, Creativity and Innovation.

---

**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

One of the best ways for a child to be helped to improve their motor skills is by holding and manipulating writing implements – such as in drawing. Drawing creates an immediate visual feedback that changes depending on the tool a child uses, and how he/she sees the best ways to get the desired results.

Drawing also helps improve concentration. Because most children enjoy drawing, they get so engrossed in the activity and by so doing, they build concentration – a skill useful in their academic success.

Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or coloured pencils, songs and recitals, samples of things imported (food, drinks, gadgets, etc.). Collect pictures of these.





**Key Words:** Trade, transport, community

**Procedure/ Work Book Activities:**

1. Learners join in a long chain like a train and sing/recite: LA-DE-DA-DE-DA  
LA-DE-DA-DE-DA  
Chug- chug! went the little blue train  
Chug-chug! Went the little blue train  
Chug-chug! Went the little blue train, one day, All it did was chug! chug! Chug!  
But! We all know trains go- La-de-da-de-da  
la-de-da-de-da la-de-da-de-da!  
We all know trains go  
La-de-da-de-da  
They don't go chug! Chug! Chug!
2. Invite learners to mention some of the things we buy from other countries. [toys, food, clothing, dresses, perfumes, mobile phones...]  
Read key words with learners: trade, community, transport.
3. Talk about why countries buy from one another. [to earn foreign exchange...]
4. Let learners draw and colour any three items that we buy from other countries.



**Assessment:**

Learners show their drawings to their friends and talk about what the drawings are about.

### **Term 3: Strand 7: My Global Community**

**Sub Strand:** Connecting and Communicating with the global community

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*Activity 130 (Page 137 of Learner's Workbook)*

#### **Asking and answering questions about own and others art work**

**Content Standard:** K1.7.1.1 Demonstrate understanding of the different ways we connect and communicate with the global world

**Indicator/ Objectives:** talk about the various means by which we connect with the International Community.

**Core Competencies:** Communication and Collaboration, Creativity and Innovation,

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**Introduction:** Drawing has numerous developmental benefits for early learners such as the development of fine motor skills. Fine motor skills include any specialized movement of the hands and wrists. It is important that children develop this skill at an early age, and drawing activities help in that regard.

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Drawing activities also help develop hand-eye coordination and they also learn problem-solving. Use positive reinforcement to help young children feel motivated to draw. Display their finished work and offer sincere praise for this specific achievements and practice.

**Resources/ Materials:** pencils, crayons or colour pencils, songs and recitals

#### **Procedure/ Work Book Activities:**

1. Learners stand and sing  
“MY TELEPHONE IS RINGING ...” My telephone is ringing, my telephone is ringing  
Who is calling me?  
Who could it be?  
It must be my mama  
Or could it be my papa?  
She wants to speak with me, “hello!” He wants to speak with me, “hello!”

2. Lead a discussion about how we communicate with the global community.
  - \* through sending and receiving messages: texts, watsapp, telegram, email...
  - \* through phone calls,
  - \*zoom, skype, letter writing...
3. Learners role play communicating through text messages, phone calls, email, skype, ...
4. Learners draw a mobile phone and colour it.
5. Have learners work in their groups to model other tools of communication such as a PC, radio or television set. Follow these steps to make some communication tools.

**Assessment:**

Learners take turns to mention some of the ways that people communicate with the Global Community.

Radio

Cut out these shapes and stick them together to make radio or use empty packets for a 3-dimensional version.

Television

1. Empty carton for body of TV set
2. a clear polythene or comb binding sheet. A cut out scene or picture that will be glued to the screen.