

ACTIVITIES IN CREATIVE ARTS

TEACHER'S GUIDE

FOR KINDERGARTEN

2

Evelyn Quartey-Papafio



© Evelyn Quartey - Papafio, 2020

All rights reserved. No part of this book may be reproduced or utilised in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system without permission from the copyright holders.

ISBN:

Published and Printed in Ghana
By Masterman Publications Ltd.
P. O. Box AN 19720
Accra - North
Ghana

Tel: +233 - 302 - 325057 / 8 / 05473232344
Email: masterman48@yahoo.com / info@mastermanpublications.com
Website: www.mastermanpublications.com

DEDICATION

PREFACE

The Teacher’s Guide for Activities in Numeracy for Kindergarten 1 has been designed to provide explanation on how the Strand and Sub-strand of various Activities under all 7 Themes can be conveniently handled by the teacher/parent.

The Guide provide a step by step procedure for each Activity under its Strand, Sub-strand.

The Workbook – Activities in Numeracy has carefully selected practical activities based on the 7 themes of the Ghana Education Service Standards-Based Curriculum for Kindergarten of September 2019. (All About me, My Family, Values and Beliefs, My Local Community, My Nation Ghana, All Around us and My Global Community).

The activities in the workbook are graded to match the growing needs in Numeracy Activities for the Kindergarten one child. The procedures in teaching Numeracy Activities use the integrated approach and as such connects all learning areas of language, creative art and Our World and Our People to make the learning holistic.

It is expected that the teacher/parent will carefully and patiently go through each Strand and Sub-strand playfully with fun as suggested by the Teacher’s Guide to make the learning enjoyable to the child; while taking cognisance of the competencies expected to be developed by the child.

THEME 1: ALL ABOUT ME

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

THEME 2: MY FAMILY

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

CONTENTS

TERM 2

THEME 3: VALUES AND BELIEFS

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

THEME 4: MY LOCAL COMMUNITY

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

THEME 5: MY NATION GHANA

| STRAND | SUB-STRAND/ACTIVITY | PAGE |
|---------------|----------------------------|-------------|
| | | |
| | | |
| | | |

THEME 6: ALL AROUND US

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

THEME 7: MY GLOBAL COMMUNITY

| STRAND | ACTIVITIES | SUB-STRAND/ACTIVITY | PAGE |
|---------------|-------------------|----------------------------|-------------|
| | | | |

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.

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 1 (Page of Learner's Workbook)

Content Standard: K2. 1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and others of God's Creation in the environment.

Core Competencies: Creativity And Innovation, Problem Solving And Critical Thinking.

Indicator/ Objectives: Begin to Identify and Randomly recognise the letter sound in their name and match it with another pair.

Introduction: It is expected that the learner writes his or her first name in the spaces making up the windows of this airplane; this is a way of personalizing this book in a unique way for the child.

Facilitators, ensure that the crayon should be held flat against the paper. Please discourage the use of the tip of the crayon for colouring.

Key Words: wonderful, special, unique

Resources/Materials: Crayons / colour pencils, songs recitals

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite:

“Hello, my friend hello...”

Hello, my friends, hello,

Hello, my friends, hello,

Hello, my friends, hello,

My friends, hello, my friends,

Hello, hello!

Proceed with a wrist exercise in preparation for the activity:

OUR JOLLY WRIST BAND

Our Jolly wrist band is

Coming to town, coming to town, coming to town

Our jolly wrist band is coming to town

So early in the morning.

This is how we play our drums

Play our drums, play our drums,

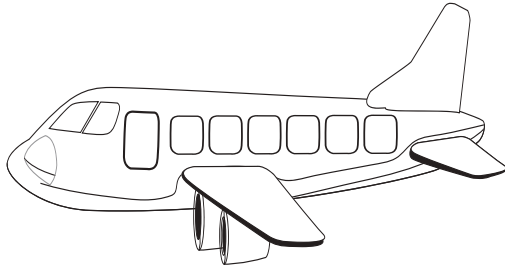
This is how we play our drums,

So early in the morning

This is how we wave our hands,

Wave our hands, wave our hands,
This is how we wave our hands,
So early in the morning.
This is how we play our flutes,
Play our flutes, play our flutes,
This is how we play our flutes,
So early in the morning

2. Guide the learner to hold the crayon flat against the surface of the paper.
3. Next guide learner to shade evenly in one direction. Remember to leave out the windows.
4. Have learners write their first name in the spaces (windows) of the airplane.



Read key words with learners: wonderful, unique, special

Have learners display their work, show to their friends and talk about their work.

Assessment:

Learners pair up with their friends, take turns to say the number of letters that spell their names; make the initial sound of their names/ middle/ end sound

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 2 (Page of Learner's Workbook)

Two-Dimensional Art Work

Content Standard: K2. 1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and others of God's creation in the environment.

Indicator/ Objectives: Identify and recognise only individual letter sounds in words reared to theme and write the words in their books.

Core Competencies: Critical thinking, and problem solving,

Introduction: This activity is known as Mystery Painting or Wax Resist Painting. It is a versatile way to engage young children in learning, in that, it can be used to teach many things: reading, even the child who is reluctant to read may be motivated by the element of surprise that this activity brings. It is a fun way to encourage writing, and even for children too young to read or write, they will enjoy the drawing and art.

Key Words: wax resist, mystery painting

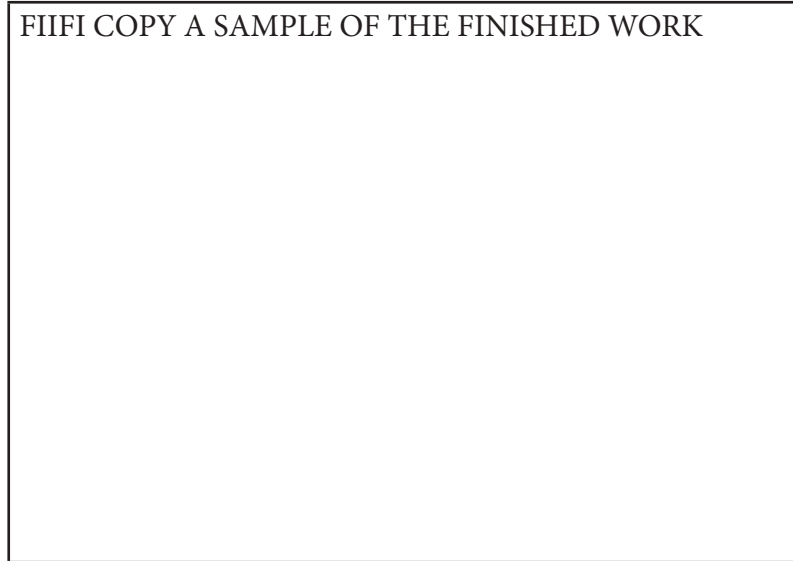
Resources/ Materials: songs, candle wax, poster colours, paintbrush / pieces of foam, water.

Procedure/Workbook Activities:

1. Learners stand in their respective positions and sing:
"My name, my name, my name..."
My name, my name, my name,
Ba- bu- le-ge- she
My name, my name, my name,
Ba-bu-le-ge-she
My name is... { Baaba }
Ba-bu-le-ge-she
I come from Ghana,
Ba-bu- le-ge-she
Ge-she-ge-she-ge-she-ge
Ba-bu-le-ge-she
2. Learners turn to page 3 of workbook. Distribute candle wax, poster colours-(a small amount mixed with lots of water), foam.
3. Guide learners to write their name in the space provided using the candle wax.
Note that the success of the activity depends on how deeply the writing is done, so encourage the child to press very hard as they write with the wax on the page. The writing will not show

on the sheet until the liquid paint has been brushed gently over the entire work.

4. Mix a little poster colour paint with a lot of water. Just one colour for every child will do.
5. Guide learner to Dip the brush or piece of foam into the paint and gently brush over the area where they wrote their names. Brush over just once in one direction.
6. Watch as the wax resists the water based paint, exposing the hidden/invisible writing in the process.



Repeat key expressions with learners: wax resist, mystery painting.

Learners display their work, their friends walk around to take a look, while each one tells the rest about their work.

Assessment:

Learners take turns identifying the colour they used: [blue, red, purple...]

Learners mention some of the materials they used: [poster colours/ paint, candle wax, foam...]

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 3 (Page of Learner's Workbook)

STRAND: All About Me

SUB-STRAND: I am a wonderful And Unique Creation.

Content Standard: K2. 1.1.1. Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and others of God's creation in the environment.

Core Competencies: Creativity And Innovation, Problem Solving And critical Thinking.

Indicator/ Objectives: Draw any two parts of the body that you like and write names underneath.

Introduction: Drawing help children express themselves.
Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.
It is very important though to allow for every child to talk about their work.

Key Words: shoulders, head, knees, toes

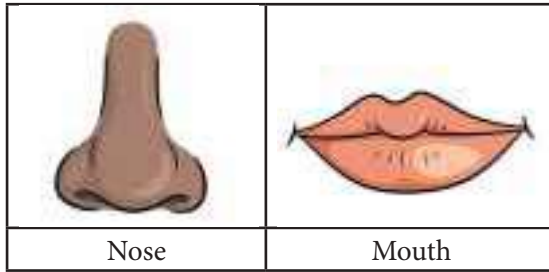
Resources/ Materials: pencil, crayons, songs.

| |
|--|
| FIIFI, DRAW PENCILS, CRAYONS, COLOUR PENCILS |
|--|

Procedure/ Workbook Activities:

1. Learners stand and sing (encourage learners to touch each part as 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!
2. Lead learner to talk about the two body parts that they want to draw.
Example: Adjoa, which body parts would you like to draw? [my eyes and mouth/ nose and ears...]

- Learners draw and colour any two parts of the body.



- Guide learner to write the name of the body part drawn.
- Invite all to assemble their work at a designated place in the classroom.
- Commend all for a good attempt made and encourage free discussions and conversations about their work.

Assessment: Learners take turns to show their drawing and name the part they have drawn

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 4 (Page of Learner's Workbook)

Making A Two- Dimensional Art Work

Content Standard: K2. 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 God's creation in the environment.

Core Competencies: Creativity And Innovation, Problem Solving And Critical Thinking.

Indicator\ Objectives: draw any two parts of the body you like and write the names underneath.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now. Making a self- portrait gives children the opportunity to take a closer look at their facial features as well as the rest of the parts of their body and how they all fit together, they practise how to draw basic body shapes, a child's self- portrait can reveal a lot. As with any drawing, it shows the development of their fine motor, focusing and observation skills. It gives an insight into a child's self-concept- how the child sees him\herself.

Drawing self- portraits support communication development, children begin to name their facial features such as eyes, nose, mouth, ears, as well as talking about the colours they see in their face.

The simple nature of this activity means that children can experiment with whatever materials that are available to them.

Never under estimate the importance of allowing for every child to talk about their work.

Resources/ Materials: Crayons, or colour pencils; craft sticks, buttons for eyes/ googly eyes, yarn for hair.

Key Words: Portrait, face,

Procedure/ Workbook Activities:

1. Learners stand in a circle and sing \ recite
My name...
My name, my name, my name,
Ba- bu- le-ge- she
My name, my name, my name,
Ba-bu-le-ge-she

My name is...{ Baaba}
Ba-bu-le-ge-she
I come from Ghana,
Ba-bu- le-ge-she
Ge-she-ge-she-ge-she-ge
Ba-bu-le-ge-she.

2. Learners turn to page 5 of workbook. Tell them they are going to make a portrait of themselves.
3. Learners name their facial features in preparation for the activity.
4. Display materials and have learners choose what they would work with.



5. Read key words with learners: portrait, face
6. Have learners show their work and talk about what they have made

Assessment:

Learners display their work, they all take a tour to see what every one's work looks like. Learners describe their work and say what they used: this is a portrait of myself. It is a lovely portrait I made using paper for my ears and mouth, button for my nose...

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 5 (Page of Learner's Workbook)

Making Two –Dimensional Art Work

Content Standard: K2. 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 God's creation in the environment.

Core Competencies: Personal Development And leadership, Creativity And Innovation.

Indicator/ Objectives: Draw any two parts of the body that you like and write the names underneath.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now. Making a self- portrait gives children the opportunity to take a closer look at their facial features as well as the rest of the parts of their body and how they all fit together, they practise how to draw basic body shapes, a child's self- portrait can reveal a lot. As with any drawing, it shows the development of their fine motor, focusing and observation skills. It gives an insight into a child's self-concept- how the child sees him\herself.

Drawing self- portraits support communication development, children begin to name their facial features such as eyes, nose, mouth, ears, as well as talking about the colours they see in their face.

The simple nature of this activity means that children can experiment with whatever materials that are available to them.

Never under estimate the importance of allowing for every child to talk about their work.

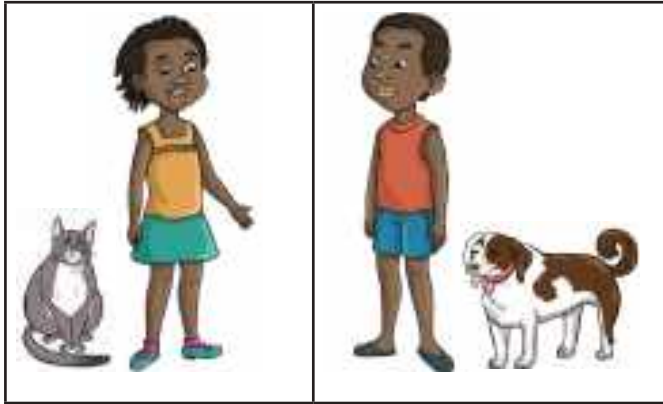
Resources/ Materials: Crayons, or colour pencils; googly eyes, yarn for hair.

Key Words: Pet, favourite, special

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite:
I am special (2×)
Look at me (2×)
I am very special
Very, very special
Look at me (2×)

2. Invite learner to look closely at the pictures on page 6



3. Read the key words with learners: pet, favourite, special
4. Have them talk about both drawings and point out the missing features: [It is the picture of a girl and a boy. The missing parts of these pictures are the eyes, nose, and mouth.
5. Say “Now let us complete our picture. Girls complete the girl’s drawing whilst boys complete the boy’s. remember to draw your pet by your side”
6. Learners display their work and talk about their drawing.

Assessment:

- Learners do a gallery walk to take a look at their friends work and engage them in a discussion about their work:
- What is your favourite food?
- What kind of animal do you keep as a pet? [a dog, cat, rabbit; a bird[parrot, ...]
- Who gave it to you? [my mother\ father\aunt\uncle\grandma\grandpa..]
- What name do you call it? [kitty/ Bruno/ sandy/ snoopy/...

Term 1: Strand 1: All About Me

Sub Strand: I am a Wonderful and Unique Creation

Activity 6 (Page of Learner's Workbook)

Talk about some ideas expressed in own and others' art work

Content Standard: K2. 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 God's creation in the environment.

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

Indicator\Objectives: Draw any two parts of the body that you like and write the names underneath.

Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/Materials: Pencil, Crayon, Songs / Recitals.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/ recite :
I am special?
I am special (2×)
Look at me (2×)
I am very special
Very, very special
Look at me (2×)
2. Engage learners in a conversation about themselves, particularly their hobbies.
3. What is your name? [my name is....]
4. What is the name of your best friend? [my best friend is....]
5. What do you like to do when you are free? [I like to draw/ paint/ read...]
6. Why do you like this as hobby? [because it is what I enjoy doing/
7. Let them say why they love their hobbies
8. Learners draw themselves performing their hobbies



9. Learners display their work and invite their friends to take a look and talk about what they see.

Assessment:

- Learners take turns to mention some of the things they like doing in their spare time:
- Reading/drawing/ painting/ playing with my pet...]

Term 1: Strand 1: All About Me

Sub Strand: Parts of The Human Body. (External And Internal) And Their Functions

Activity 7 (Page of Learner's Workbook)

Three-Dimensional Artwork

Content Standard: K2. 1.2.1. Demonstrate the knowledge of appropriate names of parts of the body (internal) and their functions.

Core Competencies: K2.1.2.1: Critical Thinking, Problem Solving, Creativity And Innovation.

Indicator/Objectives: Using a conversation at poster of body parts learners talk about the parts of the human body that are visible and invisible.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that are known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Key Words: Lungs, kidneys, heart, brain

Resources/ Materials: pencil, crayons, worksheet 2

| |
|--|
| FIIIFI DRAW PENCILS, COLOUR PENCILS, CRAYONS |
|--|

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/recite:

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 smell, it can smell.

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!

2. Ask learners to take in a deep breath then slowly exhale (breathe out)
3. Explain that they're able to do this because of the lungs.
4. Explain that there are other organs of the body that perform other functions as follow:
 - Heart [pumps blood throughout the body
 - Brain [controls our thinking, our behaviour and helps us remember things
 - Kidneys they help to remove waste products from the blood.
 - Lungs they help us to breathe.
5. Explain that we're going to complete this drawing by copying the sample from worksheet 2.



6. Learners turn to page 8 of workbook and colour the picture using the model from worksheet 2 as guide
7. Read key words with learners: brain, kidneys, lungs, heart.
8. Learners display their work and have their friends look and talk about the work.

Assessment:

Learners take turns to answer riddles that have to do with the internal organs:

Riddle, riddle, I am responsible for removing waste products. Who am I ? (kidneys)

Riddle, riddle, I help you to breathe, who am I ? (lungs)

Riddle, riddle, I pump blood throughout the body, who am I ? (heart)

Riddle, riddle, I help you think and remember things, who am I ? (brain)

Term 1: Strand 1: All About Me

Sub Strand: The Parts of The Human Body. (External And Internal) and Their Functions

Activity 8 (Page of Learner's Workbook)

Two-Dimensional Artwork

Content Standard: K2. 1.2.1. Demonstrate the knowledge of appropriate names of parts of the body (internal) and their functions.

Core Competencies: Personal Development and leadership, Creativity And Innovation, Critical Thinking And Problem Solving.

Indicator/ Objectives: Identify and share the function of the visible parts of the body.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that are known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Key Words: Lungs, breathe, mouth, nose

Resources/ Materials: Work sheet 3, (My Internal Organs) crayons, pencil, songs about parts of the body.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing /recite: Olay! Olay!
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 smell, it can smell.
Eyes can see, can see
Ears can hear, can hear
Nose can smell, can smell

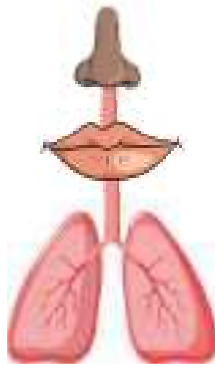
Fingers can write.

Olay! Olay! Tra-la-la-la-la

Parts of my body,

Tra-la-la-la-la!

2. Supply learners with the cut out parts of the body (Work sheet 3). Refer to page (iv) for instructions on how to make duplicates of these templates.
3. Guide learners to stick the parts on the page, using the picture on the top – right –hand corner of the page (9) as guide.



4. Invite learners to display their work and invite their friends to take a look and talk about it.

Assessment:

- Engage learners in a discussion about their work:
- Which body part is located between the nose and lungs in this diagram? (mouth)
- What does the lungs do for the body? (the lungs help us breathe)
- How many are the lungs? (they are two. One on the left and another on the right)
- What sound do you hear first in the word 'lungs' ? /l/

Term 1: Strand 1: All About Me

Sub Strand: The Internal and External parts of the human Body And Their functions

Activity 9 (Page of Learner's Workbook)

Two-Dimensional Art Work

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names of the internal and external parts of the body and their functions.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Indicator/ Objectives: Sing an action song that helps you name the parts of the body and point to them.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that are known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Key Words: oxygen, breathe, carbon dioxide

Resources/Materials: Two red balloons, two poly straws, Rubber bands or thread (to hold poly straws in place)

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing\ recite:
I have one head, one head, one head...
I have one head, one head, one head,
I have one head, so that I can think
I have two hands two hands two hands
I have two hands, so that I can clap
I have two legs two legs two legs
I have two legs, so that I can walk
2. Read the key words/ expressions with learners.
3. Place the red balloons side by side on a table.
4. Insert the tip of the poly straws (one into each balloon)



5. Hold the poly straws firmly in place by wrapping the rubber bands firmly around the tip of each balloon keep wrapping it around until the poly straw is held firmly inside each balloon.
6. Hold both balloons (with the poly straws sticking out) together and gently blow air through them into the balloons.
7. Observe as the balloons inflate when you blow into them and deflate when you let the air out.
8. Explain to learners that this process explains how our lungs fill up with air as we breathe in and out.
9. Following this activity, let learners colour the picture (page 10) which represents the trachea and lungs.
10. Refer to work sheet 3 again for a suggestion as to what colours to use.
11. Learners work in their groups to make their own samples

Safety Precautions: please ensure that each child uses their own poly straw to avoid the spread of germs.

Assessment:

Guide learners to answer the questions based on the activity:

- What happened to the balloons when you blew air into the straw? {they became big}
- What happened when you stopped blowing the air through the straw? { the balloons became flat}

Term 1: Strand 1: All About Me

Sub Strand: The Internal and External parts of the human body and their functions

Activity 10 (Page of Learner's Workbook)

Two-Dimensional Art Work Lungs and heart

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names of the internal and external parts of the body and their functions.

Core Competencies: Creativity and Innovation, Critical thinking and problem solving.

Indicator/ Objectives: Sing an action song that helps you name the parts of the body and point to them.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that are known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Key Words/Expressions: lungs, heart, internal organs

Resources/ Materials: pencil, crayons, songs.



Procedure/Workbook Activity:

1. Learners stand and 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

2. Revise activity 8 -K2.1.2.1.5- My Internal Organs- Lungs.
3. Read key words/ expressions with learners: lungs, heart, internal organs
4. Have learners identify the lungs, and talk about their basic function. (They help us to breathe in and out)
5. Ask learners to identify the next organ – (the heart).
6. Have learners hold out their hand to make a fist. Explain to them that as children their heart is about the size of one fist.
7. Get learners to draw and colour the heart. Activity 10 Workbook
8. Learners display their work for their friends to take a look and talk about.

Assessment:

Engage learners in the discussion after the drawing activity:

- What organs can you identify in picture A? (heart and lungs)
- What colours can you identify in the picture? (red, pink)
- Which organ is bigger? (lungs)
- Which organ is smaller? (heart)

Term 1: Strand 1: All About Me

Sub Strand: The Internal and External parts of the Human Body And Their Functions

Activity 11 (Page of Learner's Workbook)

Two- Dimensional Art Work

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names of the internal and external parts of the body and their functions.

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

Indicator/Objectives: Draw and label Parts of the body.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that re known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Key Words: thighs, throat, body, hands, head

Resources/Materials: Work Sheet 4 (Parts of my body),
Glue, pencil, crayon, coloured papers.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite:
I have One Head, One Head, One Head...
I have one head, one head, one head...
I have one head, one head, one head,
I have one head, so that I can think
I have two hands two hands two hands
I have two hands, so that I can clap
I have two legs two legs two legs
I have two legs, so that I can walk
2. Encourage learners to touch and name the parts of the body as they sing.
3. Read key words with learners: throat, thigh, head, hands, body.
4. Supply learners with the templates of the different parts of the body. (Page 129,

Worksheet 4 – Parts of my body).

5. Refer to page (iv) for instructions as to how to make duplicates of these templates.
6. Guide learners to assemble all of the parts of the body appropriately within the outline of the body on page 12., activity 11, Workbook.
7. Guide learners to label the parts of the body.



8. Learners complete the picture by adding the other facial features.
9. Lead learners (with the song: I have one head, one head, one head...) to assemble their work and talk positively about theirs as well as their friends.

Note: For learners who are beginners / struggling limit the number of parts to be assembled for an activity – Give smaller tasks at a time.

Assessment:

Learners touch and name the body parts: head, throat, body, hands, thighs

Term 1: Strand 1: All About Me

Sub Strand: The Internal and External parts of the Human Body And Their Functions

Activity 12 (Page of Learner's Workbook)

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names of the internal and external parts of the body and their functions.

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

Indicator/Objectives: Draw and label Parts of the body.

Introduction: The human body is made up of many parts – some of these parts are visible to us, others are not. Learners will be introduced to those parts of the body that are known as the internal organs as well as their functions.

These internal organs include the brain whose function is to control our thoughts, behaviour and memory.

The heart, which pumps blood throughout the body

The lungs, which help us to breathe

The kidneys, which help to remove waste products from the blood

And the intestines which absorb the nutrients from the food we eat, and drink. And then pushes the waste out of our body.

Resources/ Materials: Worksheet 5, Page 131 (My Five Senses, pencils, glue/starch, brush to apply glue/starch, recital about the senses.

| |
|--|
| FIIFI COPY PICTURES OF WORKSHEET 5, 131(MY FIVE SENSES), PENCILS, GLUE/ STARCH, BRUSH |
|--|

Procedure/Workbook Activities:

1. Learners stand in a semi-circle and sing/ recite:

My Senses

With my little eyes

I can see, see, see

With my little ears I can

Hear, hear, hear

With my little nose

I can smell, smell, smell.

With my little tongue

I tell sweet from sour

Bitter or spicy

And with my little hands

I can touch, and feel what is

Smooth, rough, and soft.

2. Supply learners with templates for this activity (Page 131, Worksheet 5 “My Five Senses”
3. Instructions for how to make duplicates are on page (iv) of workbook.
4. Have learner turn to page 13 of workbook. Guide them to first of all stick the different senses inside the circles.
5. Have learner call out each one and say what it does.
 - For example “with my ear I can listen/hear;
 - With my nose I can smell
 - With my tongue I can taste
 - With my eyes I can see
 - With my hands I can touch/feel

Special Note: For struggling learners, take the activity in bits.

Assign smaller / fewer tasks that such learners can manage reasonably well.

6. Invite all learners (with the song: oh butterfly oh butterfly..., to display their work for all to see. Encourage the use of positive expression in describing / talking about their friends work.

Assessment:

Read out the following statements and have learners mention which of the senses are being used:

- I hear the sound of the school bell ringing... (the ear)
- This fruit tastes so sweet...(the tongue)
- I can see the birds flying high up in the sky...(the eyes)
- These flowers smell good...(nose)
- My skin feels so soft and smooth...(touch)

Term 1: Strand 1: All About Me

Sub Strand: The parts of the human body and their functions

Activity 13 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names of parts of the body and their functions.

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

Indicator: Draw and label Parts of the body.

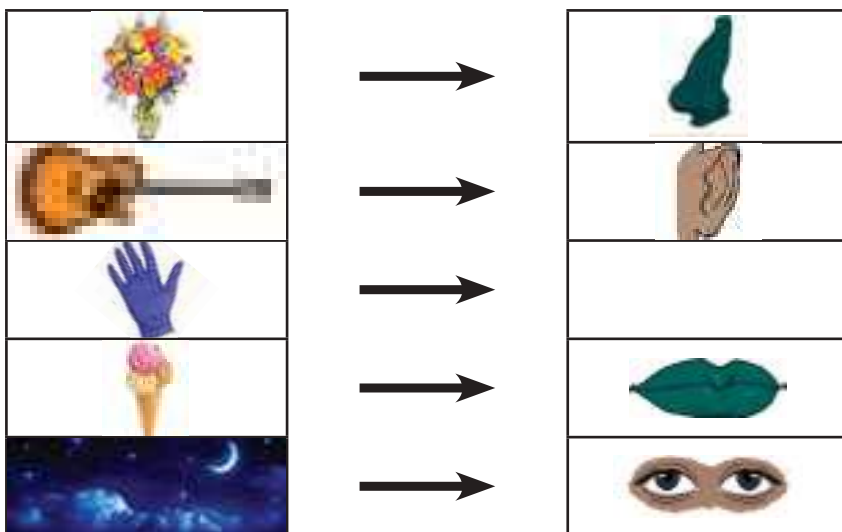
Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Key Words: Touch, smell, taste, see, hearing.

Resources/ Materials: crayons, pencil, song /recitals.

Procedure? Workbook Activities:

1. Learners stand in a circle formation and recite: "My Senses"
2. Take learners through a revision of previous activity. K2.1.2.1.6
3. Read key words with learners : hearing, touch, smell, taste, sight
4. Learners turn to page 14 of workbook talk about the different senses and how they match each of the pictures on the left hand side of the page.



5. Begin by having learners identify the picture on the left hand side of the page, and tell which of the sense organs is directly linked to that picture.
6. Learners draw sense Organs to match the pictures.

Assessment:

Learners mention the different sense organs and then their uses.

- Nose smell
- Hand touch
- Ears hearing
- Eyes sight
- Tongue taste

Note To Facilitator: *assign smaller tasks to struggling learners. Give smaller, achievable tasks.*

Term 1: Strand 1: All About Me

Sub Strand: The Internal and external parts of the body.

Activity 14 (Page of Learner's Workbook)

Asking and answering to questions about artwork

Content Standard: K2. 1.2.1. Demonstrate knowledge about appropriate names of parts of the body and their functions.

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

Indicator/ Objectives: Draw and label Parts of the body.

Introduction: Drawing help children express themselves.




Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Key Words: Brain, lungs, intestines

Resources/ Materials: songs and Recitals about parts of the body, glue, templates of internal organs.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite.
2. Do a revision of the previous activity, naming the internal organs and talking about their functions.
3. Read key words with learners:

| | |
|---|---|
|  | Our Lungs help us to breathe. We breath in oxygen and breathe out carbon dioxide. |
|  | Our Brain helps us to think |
|  | Our Intestines absorb the nutrients from the food we eat |

4. Learners turn to page 15, identify the internal organs in the pictures, listen as facilitator reads the caption and then they repeat.
5. Learners work in their groups and do a project: the lungs, the brain, and the intestines, using found items in the environment such as empty packets, playdough (flour mixed with salt, oil, and water, and food colour)
6. Learners use the playdough to model the internal organs by looking at the pictures on page 15 of work book.
7. Facilitator cuts duplicates of the drawings of the internal organs using the method described in the previous pages and makes them available to learners.
8. Learners stick the internal organs under their names and copy the names underneath.
9. Special note: Give fewer, achievable tasks to struggling learners, depending on their individual abilities.
10. Learners display their work and talk about what they have modelled.

Assessment:

Learners play riddles about the internal organs discussed:

- Riddle, riddle, I absorb the nutrients in the food you eat. Who am I? (the intestines)
- Riddle, riddle, it is my duty to help you think and to remember what you see, hear, or learn, who am I? (the brain)
- Riddle, riddle, we are two, we help you to breathe, and even though we are quite big, you cannot see us, who are we? (the lungs)

Term 1: Strand 1: All About Me

Sub Strand: Parts and Functions of internal and external body parts

Activity 15 (Page of Learner's Workbook)

Asking and answering to questions about artwork

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names and functions of parts of the body.

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

Indicator/ Objectives: Draw and label parts of the body.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: songs and recitals about parts of the body, crayons, colour pencils, poly straws/ uncooked spaghetti/ broomsticks, glue, a pair of scissors,

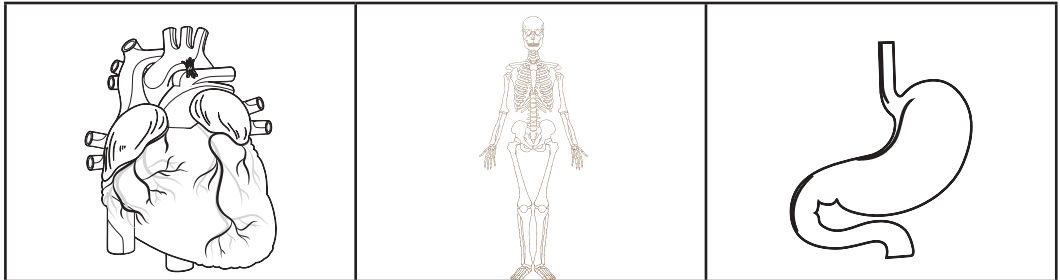
Key Words: skeleton, lungs, stomach

Procedure/ Work Book Activities: Introduce activity with a song and recital.

1. Learners stand in a circle-formation and sing/ recite:
DRY BONES
There is a bone standing, bone standing
Dry bones
There is a bone standing, bone standing,
Dry bones,
There is a bone standing, bone standing,
Dry bones,
And they joined to serve the lord.
The head bone connected to the
Neck bone,
The neck bone connected to the
Shoulder bones
The shoulder bones connected to the
Chest bones
And they joined to serve the lord
(chorus):
There is a bone standing, bone standing, dry bones(3x)

And they joined to serve the lord.
The chest bones connected to the
Back bone
The back bone connected to the
Hip bones
And the hip bones connected to the
Thigh bones
And they joined to serve the lord.
(back to chorus)
The thigh bones connected to the
Knee bones
And the knee bones connected to the
Leg bones
And the leg bones connected to the
Feet bones
And they joined to serve the lord
(chorus)

2. Read key words with learn with learners: skeleton, stomach, heart
3. Learners turn to page 16 of work book, facilitator guides them to talk about the organs drawn and colour them appropriately.



4. Learners model either the stomach or the heart using playdough, or model the skeleton using the poly straws/ broomsticks/uncooked spaghetti and glue.



5. Learners assemble their work and talk positively about theirs as well as their friends work. (Efua's model of the heart/ stomach/, skeleton looks real.

Note to Facilitator: For struggling learners, assign fewer, achievable task a little at a time.

Assessment:

Learners answer riddles about the internal organs talked about:

- Riddle, riddle. I am an organ of the body, my duty is to help digest the food you eat, who am I? (stomach)
- Riddle, riddle, my duty is to support your body and help you to be able to move. Who am I? (skeleton)
- Riddle riddle, it is my duty to pump blood into your body. Who am I? (heart)

Term 1: Strand 1: All About Me

Sub Strand: The Internal and External parts of the body and their functions

Activity 16 (Page of Learner's Workbook)

Two-Dimensional Artwork

Content Standard: K2. 1.2.1. Demonstrate the knowledge of appropriate names of the internal parts of the body that we cannot see and their functions.

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

Indicator/ Objectives: Draw themselves and label the parts of the body.

Resources/ Materials: clay /play dough, songs / recitals about parts of the body.

Introduction: This activity requires that learners mould/model the human body, and name its parts.

Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self- confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.

This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own paly dough.

Procedure/ Work Book Activities:

1. Learners stand in a semi-circle and sing/ recite: OLAY! OLAY!
2. Give playdough to learners and set them to work.
 - a. They knead the playdough, and roll it to form the human body. As they work, engage them in a conversation about what they are doing.
 - For example, ask “how are you going to get the clay/playdough shaped like the head?”
 - Learner responds showing how s/he is going to achieve that:” I am going to roll it into a ball, then shape the rolled ball like the head.
 - “For the body, what will you do?” “ I am going to first shape the playdough into a rectangular block, then shape it to look at the body...”
 - b. Learners leave the finished work to dry out in an airy place.
Please note NOT to dry them out in the sun.

- c. Learners display their work and talk about what they have made.(I have made a human being, it has one head, two, eyes, ears, one nose, mouth, and a neck...)
- d. Learners answer the questions after the activity:
 - Name three of the internal body parts: (heart, brain, liver, heart, lungs, intestines...)
 - How do these parts help us? [brain-helps us remember things/think...]; heart pumps blood into other parts of the body; lungs help us breathe in and out
 - Name the external body parts: [eyes, nose, mouth, ears, hands, legs, feet...]

Assessment:

Learners take turns to mention some internal body parts:

- Bones
- Stomach
- Lungs
- Kidneys
- heart

Note to Facilitator: For struggling learners, give smaller achievable tasks, a little at a time.

Term 1: Strand 1: All About Me

Sub Strand: The Parts And Functions of the Internal and External body parts

Activity 17 (Page of Learner's Workbook)

Two Dimensional Artwork

Content Standard: K2. 1.2.1. Demonstrate knowledge of appropriate names and functions of parts of the body.

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

Indicator/ Objectives: Draw themselves and label the parts of the body.

Introduction: Learners are expected to trace along the outline of the human body and colour it.

Tracing has been shown to among other things improve learners' spatial skills- (a child's ability to understand where they are in relation to others or other objects within a given space). It is fun for learners because it helps them notice the details in drawing, a great way to learn to draw. Learners will greatly benefit especially if they are encouraged to trace with mindfulness.

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

Procedure/Work Book Activities:

1. Learners stand in a circle formation and sing/ recite a finger – play song:
OUR JOLLY WRIST BAND
Our Jolly wrist band is
Coming to town, coming to town, coming to town
Our jolly wrist band is coming to town
So early in the morning.
This is how we play our drums
Play our drums, play our drums,
This is how we play our drums,
So early in the morning
This is how we wave our hands,
Wave our hands, wave our hands,
This is how we wave our hands,
So early in the morning.
This is how we play our flutes,
Play our flutes, play our flutes,
This is how we play our flutes,

So early in the morning!



2. Learners turn to page 18 of work book, identify what the drawing represents, and trace along the dotted lines of the human body and colour the various part appropriately.
3. For struggling learners, assign smaller achievable tasks a little at a time.
4. Learners display their work for appreciation. Encourage learners to use positive expressions as they describe their friends' work. For example: Ama's colouring is neat and tidy/ Kwame has done such a neat work/good job! Kweku, keep that up...
5. Guide learners to count the parts they have drawn and identify those parts both internal and external that come in twos.

Assessment:

Learners take turns to answer questions on the work they have just done:

- How many parts have you drawn? [five parts]
- How many parts come in twos? [two parts]
- Name the body parts both internal and external that come in twos.[External parts: eyes, ears, hands, legs, feet]; [Internal: lungs, kidneys,]

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene And Caring for the parts of the body

Activity 18 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.2.3.1. Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Problem- Solving and Critical Thinking.

Indicator/ Objectives: Draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

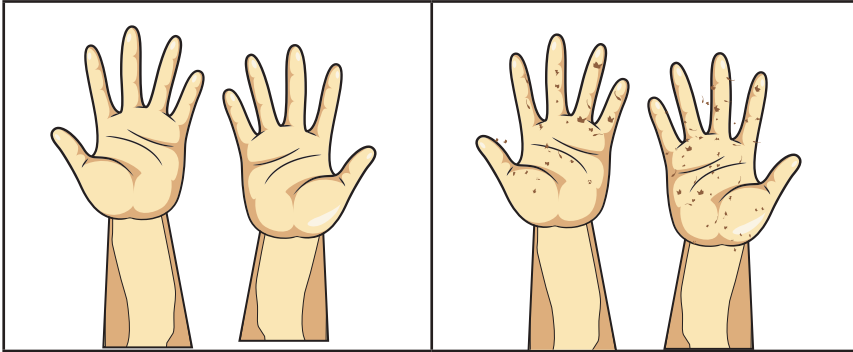
It is very important though to allow for every child to talk about their work

Resources/ Materials: pencil, crayons, songs.

Procedure/ Work Bool Activities:

1. Learners stand spread out in the classroom and sing / recite a finger play song
"OUR JOLLY WRIST BAND ..."
Our Jolly wrist band is
Coming to town, coming to town, coming to town
Our jolly wrist band is coming to town
So early in the morning.
This is how we play our drums
Play our drums, play our drums,
This is how we play our drums,
So early in the morning
This is how we wave our hands,
Wave our hands, wave our hands,
This is how we wave our hands,
So early in the morning.
This is how we play our flutes,
Play our flutes, play our flutes,
This is how we play our flutes,
So early in the morning!
2. Engage learners in a discussion about personal hygiene particularly with regard to hand washing. [We must always wash our hands to avoid getting sick/ we must avoid eating

- food with unwashed hands/ Even though we cannot see the germs with our naked eyes they can make us sick, therefore we need to wash our hands even if they appear clean]
3. Discuss when to wash our hands: [when we get home from school / when we have been out and about; we must wash our hand after touching surfaces such as door-handles; tables, after you use the washroom, when you sneeze/ blow your nose; wash our hands when you touch money
 4. Have learners do the drawing activity.



Note: Assign lesser tasks to struggling learners, a little at a time.

Have learners display their work for appreciation. [what is going on in this picture? This is me, I am washing my hands.] what do you see that makes you say that? This is the water flowing from the veronica bucket over my hands to rinse off the soap..] What else do you see? [my hands are clean now, they feel fresh.]

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene And Taking Caring of parts of my body

Activity 19 (Page of Learner's Workbook)

Making Three-Dimensional Artwork

Content Standard: K2. 1.2.3.1. Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Critical Thinking Problem Solving.

Indicator/ Objectives: K2.1.3.1.6. Draw and colour items we use in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Introduction: This activity requires that learners glue pre – cut forms to create a picture (hands being washed under running water). Cutting and gluing are excellent skills that the learner must practice in order to build on their fine motor skills.

Talk to learners about the picture they are creating.

This activity will no doubt boost the child's self-esteem.

There's a feeling of pride and accomplishment when the child is able to complete a task.

A project such a this also teachers the child patience and self - control because gluing requires waiting for the work to dry.

Key Words: hygiene, towel, basin, handwash soap

Resources/ Materials: Pre – cut pictures (Work Sheet 6) glue, songs / recitals.

Procedure/ Worksheet Activities:

1. Learners line up in a semi-circle formation and sing:
“When do I wash my hands oh?”
When do I wash my hands oh
When do I wash, when do I wash?
When do I wash my hands oh
Tell me when do I ?
Wash them after play
Wash them every day
Wash them when you touch a surface
And try not to touch your face
With your unwashed hands.
Wash them when after using the loo
And before eating food
2. Do a revision of previous discussion about hand washing.[wash our hands when we use the toilets/blow your nose/ touch surfaces/ touch money or anything that other people

also touch , example door handles, tables, chairs.

3. Read key words with learners: hand- wash soap, basin, hygiene, towel.
4. Revise with learners the steps to proper hand washing: Wet hands, apply soap to wet hands, rub hands together vigorously, rub the back of your hands, in-between the fingers, finger-tips, and around both thumbs. Rinse hands under clean flowing water, wipe them with a clean tissue or towel which no one else has used.
5. Get learners to assemble the pieces to make the picture. Refer to page (iv) for instructions on how to make duplicates of the templates.



Note: Assign smaller tasks to struggling learners, a little at a time.

Have learners display their work for appreciation. Encourage the use of positive expression in talking about friends' work.

What have you got here? [a picture showing why we must wash our hands.]

Good job! Yaa, keep that up

Assessment:

Learners take turns to mention the steps to proper hand washing:

- Wet hands, apply soap to wet hands, rub hands together vigorously, rub the back of your hands, in-between the fingers, finger-tips, and around both thumbs. Rinse hands under clean flowing water, wipe them with a clean tissue or towel which no one else has used.
- Learners talk about when to wash their hands: [after play/ after using the toilets / after touching surfaces and anything that other people also touch such as door handles and tables and chairs.

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene And Taking Caring of the parts of the body

Activity 20 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.3.1. Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Critical Thinking Problem Solving.

Indicator/ Objectives: Draw and colour items used in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now. It is very important though to allow for every child to talk about their work.

Resources/ Materials: Pencil, Crayons, Songs

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/ recite:
"when do I wash my hands oh?"
2. Ask learners to tell you the first thing that they will do after play. Listen as they tell you what they are going to do. Accept the answers that say that they will wash their hands.
3. Have them remind themselves why they must wash their hands[because there will be germs on our hands/ our hands will be dirty/ our hands pick a lot of germs when we touch surfaces/ so that we do not fall ill.]
4. Learners draw and colour themselves washing their hands after play.



Special Note: Assign lesser task to struggling learners a little at a time

5. Learners display their work and talk about them using positive expressions.

- This is me washing my hands after play
- Washing my hands after play makes my hands clean and free of germs
- Washing my hands regularly will make me not get sick

Assessment:

Learners take turns to talk about why they must wash their hands regularly:

- To make our hands clean and fresh/to get rid of harmful germs...
- We must wash our hands after play/after using the washroom/ after touching things that others have also touched such as door handles, chairs, tables

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and taking Caring of the parts of my body

Activity 21(Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.3.1. Demonstrate understanding about personal hygiene and care of the human body.

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

Indicator/ Objectives: Draw and colour items used in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Introduction: Drawing help children express themselves.

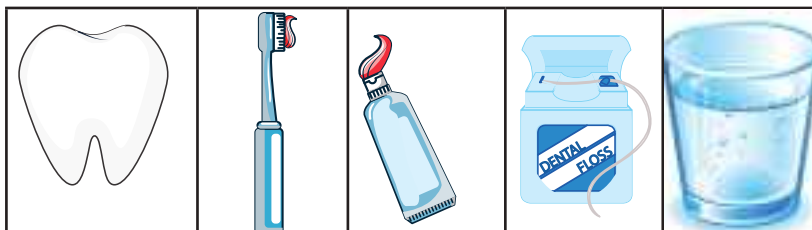
Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

It is very important though to allow for every child to talk about their work.,

Resources/ Materials: Pencil, Crayons, colour pencils, Songs.

Procedure/ Workbook Activities:

1. Learners stand spread out in the classroom and sing/ recite
"This is how I brush my teeth..."
This is how I brush my teeth,
Brush my teeth, brush my teeth
This is how I brush my teeth
Twice in a day.
2. Learners turn to page 22 of work book, identify the pictures, colour them, and then trace and copy their names.



NOTE: Assign lesser tasks for struggling learners.

Learners talk about how to use these things in the care of our teeth.

Tooth brush. it is used for brushing the teeth. I put a small amount of tooth paste (about the

size of one ground-nut on my brush,

I gently brush my teeth by moving the brush back and forth, up and down, then I brush the back of my teeth, and brush my tongue.

I then rinse my mouth with clean, fresh water.

I floss my teeth at least once a day.

Dental floss is used to remove food particles from in-between the teeth after a meal. This helps to prevent tooth decay (prevent the teeth from rotting), and prevents bad mouth odour

Water is used to rinse the mouth after brushing the teeth/ flossing the teeth

Learners use positive expressions to talk about on another's work:

Good job! Kwesi, nice colouring/ neat work...

Assessment:

Learners take turns to mention some of the things used in taking care of the teeth:

Tooth brush, tooth paste, dental floss, chewing sponge/ stick/tooth pick(only with adult supervision.)

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and taking caring of the parts of my body

Activity 22 (Page of Learner's Workbook)

Content Standard: K2. 1.3.1. Demonstrate the understanding of personal hygiene and care of the human body.

Core Competencies: Critical Thinking Problem Solving.

Indicator/ Objectives: Draw and colour items used in caring for parts of the body and copy their functions boldly and legibly underneath the drawing.

Key Words: dentist, mouth mirror (concave mirror), dental floss.

Inroduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

It is very important though to allow for every child to talk about their work.,

Resources/Materials: Pencil, Crayon, coloured pencils.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and recite/ sing:
"This is how I brush my teeth..."
This is how I brush my teeth,
Brush my teeth, brush my teeth
This is how I brush my teeth
Twice in a day.
2. Discuss with learners how to care for the teeth.(by brushing / cleaning them regularly, by flossing them , by avoiding sugary foods, visiting the dentist regularly)
3. Learners turn to page 23 of work book, look at the pictures and identify them.



4. Learners draw a circle around all of the pictures of things that help us take good care of our teeth.
5. Facilitator discusses the questions on the page:
6. Who is a dentist? (a doctor who is trained to care for our teeth)
7. What does a dentist do? (the dentist examines the teeth and gums using the concave mirror to see if there is any problem with them/ the dentist also checks to make sure that our teeth are developing well as we grow.)
8. Do you visit your dentist regularly?(.....)
9. Why must you do so? (to make sure that my teeth are developing well as I grow/ to help me regularly check my teeth and take good care of them)
10. Read key words with learners: concave mirror (mouth mirror) the small, hand – held mirror used by dentists to check our teeth.
11. Dental floss: we floss our teeth to remove food particles that remain in between teeth after a meal.
12. Flossing is very important because it helps to prevent cavities from developing in our teeth.

Assessment:

Learners take turns to name some of the things used in caring for the teeth.

Learners work with members of their group to create any of the things used in taking care of the teeth using paper/

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and taking caring of the parts of my body

Activity 23 (Page of Learner's Workbook)

Content Standard: K2. 1.3.1. Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Creativity and Innovation

Indicator/ Objectives: Draw and colour items used in caring of the parts of the body.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

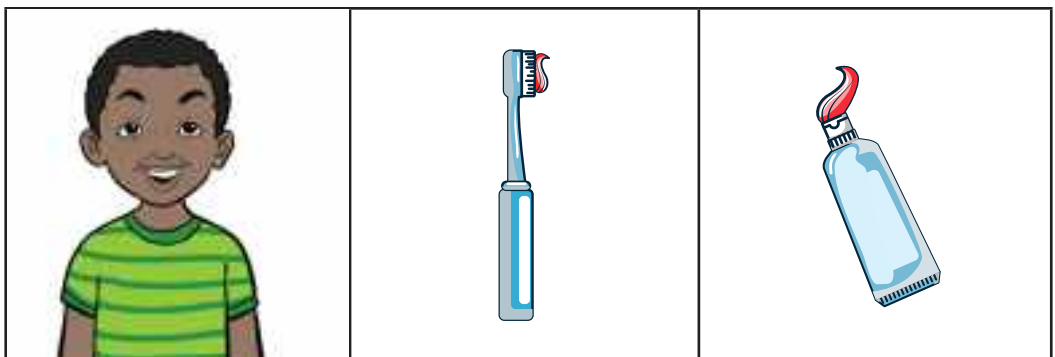
It is very important though to allow for every child to talk about their work.

Key Words: Cavity, upper teeth, lower teeth

Resources/ Materials: Pencil, Crayons, Songs, recitals.

Procedure/Work Book Activities:

1. Learners stand in a circle formation and sing/recite:
2. THIS IS HOW I BRUSH MY TEETH
3. Read key expressions with learners: cavity, upper teeth, lower teeth
4. Have learners wash their hands and try counting the numbers of teeth they have.
5. Have them all wash their hands again after counting.
6. Have them mention the things they use in taking care of their teeth (tooth paste, tooth brush, dental floss, mouth wash)



7. Learners draw their own month showing the teeth they have.
8. Learners draw the things used for taking care of the teeth.

9. Learners show their drawing and talk about what they have drawn: (see my teeth, I now have eight upper teeth because I lost two of them, I have ten lower teeth. In all I have eighteen strong, beautiful, white teeth)

Assessment:

Learners take turns to tell their friends about how to take care of their teeth:

- Brush regularly
- Avoid sweets
- Visit the dentist

Term 1: Strand 1: All About Me

Sub Strand: Personal Hygiene and taking caring of the parts of my body

Activity 24 (Page of Learner's Workbook)

Content Standard: K2. 1.3.1. Demonstrate understanding of personal hygiene and care of the human body.

Core Competencies: Creativity and Innovation.

Indicator/ Objectives: Draw and colour items used in taking caring of the human body.

Introduction: Drawing help children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: Crayons, Pencil, play dough/ songs and recitals.

Key Words: Gum, teeth, tongue

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite:
BRUSH, BRUSH, BRUSH YOUR TEETH...
Brush, brush, brush your teeth,
Brush them every day
Keep them clean and sparkling white
Strong and healthy too.
Brush, brush, brush your teeth
Brush them very well
Up, down, in all the corners
Keep them squeaky clean
Floss, floss, floss, your teeth,
In- between your teeth
Rid them of all tiny particles
Keep your breath so fresh!
2. Read key words with learners: gum, teeth, tongue
3. Have learners turn to page 25 of work book, describe what they see in the picture, and complete the picture by colouring it.

| |
|--|
| FIIFI COPY THE DRAWING FROM PAGE 25 OF WORKBOOK, COLOUR THE DRAWING. |
|--|

4. Guide learners to colour the picture appropriately and answer the question raised:
 - What is the colour of the teeth? (white)
 - What is the colour of the tongue? (pink)
 - How many teeth have you got? (twenty/eighteen/nineteen...)
 - What is the colour of the gum in your picture? (pink/red/brown...)
 - Is it the same colour as yours?(no, mine is pink/red/brown...)
5. Using playdough as their medium, have learners model their mouth showing their teeth.
6. Note that this aspect could be done in another lesson.
7. Learners talk about their work, counting the teeth, and noting how many have fallen.
8. NOTE: reduce the amount of work involved in this activity for struggling learners.
9. Learners display their work and talk about it using positive expressions.(Kojo has done a great job! Well done Kojo

Assessment:

Learners take turns to tell their friends how many teeth they have, how many they have lost, the colour of their gum, tongue...

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 25 K2.1.4.1.6 (Page of Learner's Workbook)

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Core Competencies: Personal Development

Indicator/ Objectives: Draw and colour food items that keep our body healthy and label them using invented spelling.

Introduction: Learners are required to draw food items that keep our body strong and healthy. When they are done drawing, and modelling, they will label them using invented spelling-this means the child is expected to apply his/her knowledge acquired so far with respect to spelling words. Invented Spelling refers to a young learners attempt to use their best judgement about spelling. This phase of their learning is important because it helps them progress towards standard spelling. They do this by sounding out the words they intended to spell and then predicting how those words will be spelt. This reinforces their understanding of the connection between letters and sounds, and allows them to experiment with the spelling patterns they are learning.

Resources/ Materials: Playdough, strips of paper, markers/colour pencils.

Key Words: protein, fruit, vegetables, grains, chicken

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/recite:
“watermelon, pawpaw...”
Watermelon, watermelon
Pawpaw –paw, pawpaw-paw
Banana, banana, banana, banana
Fruit salad, fruit salad
2. Read key words with learners: grains, protein, vegetables, fruit, chicken
3. Learners turn to page 26 of workbook, look at the picture and identify the healthy foods on the food pyramid.
4. Lead discussion on the benefits of eating from this groups, stress on the ones we are to eat more of. (we must eat more of the foods found on the biggest portion of the food pyramid)
5. Have learners name some of the foods on the biggest portion of the pyramid (bread, rice, grains and cereals) in addition we must drink lots and lots of water.
6. We must also eat lots of fruit and vegetables such as watermelon, banana, apple, avocado, mangoes, pineapples; carrots, cabbage, lettuce, okro, kontomire, eggplant...)

7. We must eat a fair amount of protein from sources such as (chicken, fish, meat, eggs, milk, cheese)
8. We must eat very little of the foods at the top of the pyramid. Some of these foods are: ice cream, cakes, candies/toffees, and fizzy drinks
9. Learners model any of the food choices suggested using playdough/clay/papier mache.
10. Learners name the food/fruits they have modelled and then attempt to label it using invented spelling.(their own way of spelling the name of the food they have modelled.
11. NOTE: assign lesser tasks to struggling learners, a little at a time.
12. Learners display their work and tell their friends about their work.(I have made a watermelon, it is big and round/ green on the outside and red on the inside.

Assessment:

Learners take turns to name one healthy food on the food pyramid.(Rice, oats, chicken, water, watermelon, banana, oranges...)

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 26 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting hospital when ill.

Core Competencies: Personal Development

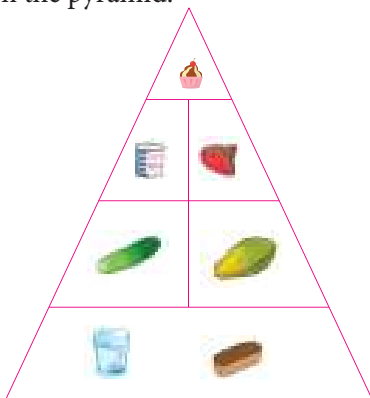
Indicator/ Objectives: Draw and colour food items that keep our body healthy, and label them using invented spelling.

Introduction: Learners are required to draw food items that keep our body strong and healthy. When they are done drawing, and modelling, they will label them using invented spelling-this means the child is expected to apply his/her knowledge acquired so far with respect to spelling words. Invented Spelling refers to a young learners attempt to use their best judgement about spelling. This phase of their learning is important because it helps them progress towards standard spelling. They do this by sounding out the words they intended to spell and then predicting how those words will be spelt. This reinforces their understanding of the connection between letters and sounds, and allows them to experiment with the spelling patterns they are learning.

Resources/Materials: Pencils, Crayons, colour pencils, Songs/recitals

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite:
2. Watermelon, watermelon.
3. Revise the previous activity: K2.1.4.1.6
4. Have learners turn to page 27 and paste one food from each group in the appropriate slot on the pyramid.



5. NOTE: Reduce workload for struggling learners
6. Learners gather to talk about their work.

Assessment:

Learners take turns to mention some of the healthy foods discussed.(milk, eggs cheese grains, cereals, fruit and vegetables,...

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 27: K2.1.4.1.6 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting hospital when ill.

Core Competencies: Personal Development.

Indicator/ Objectives: Draw and colour food items that keep our body healthy, and label them using invented spelling.

Resources/ Materials: Pencils, Crayons, colour pencils, Playdough.

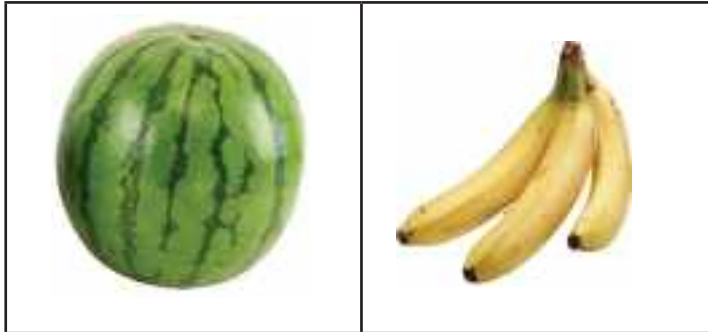
Introduction: Learners are required to draw food items that keep our body strong and healthy. When they are done drawing, and modelling, they will label them using invented spelling-this means the child is expected to apply his/her knowledge acquired so far with respect to spelling words. Invented Spelling refers to a young learners attempt to use their best judgement about spelling. This phase of their learning is important because it helps them progress towards standard spelling. They do this by sounding out the words they intended to spell and then predicting how those words will be spelt. This reinforces their understanding of the connection between letters and sounds, and allows them to experiment with the spelling patterns they are learning.

Key Words: Healthy, pineapple.

Procedure/ Work Book Activities:

1. Learners stand in a circle formation 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 fruits, my dear
But first wash them very clear
Then eat them with no fear
Eat your fruit, my dear!
2. Revise the previous activity K2.1.4.1.6

3. Have learners mention their favourite food from what was discussed previously draw and colour any two healthy foods they can.



4. Give them playdough to model their favourite healthy food.
5. Lead learners to talk about their work, and say why they chose to draw those
6. particular ones. (I chose a watermelon because it is my favourite. I like watermelons because they are sweet and juicy...)
7. What do you like about your drawing? (I like my colours the shape/my drawings are beautiful)
8. Guide learners to write the names of the foods they have just drawn, let them figure out how to spell them by trying to break down the spelling
9. Read key words with learners. (healthy, pineapple)
10. NOTE: Reduce the task for struggling learners.

Assessment:

Learners take turns to show their work to their friends and have them guess what they have made and try to read their invented spelling.

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 28 K2.1.4.1.6 (Page of Learner's Workbook)

Making Two –Dimensional art work

Core Competencies: Personal Development And Leadership.

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting hospital when ill.

Indicator/ Objectives: Draw and colour food items that keep our body healthy and label them using invented spelling.

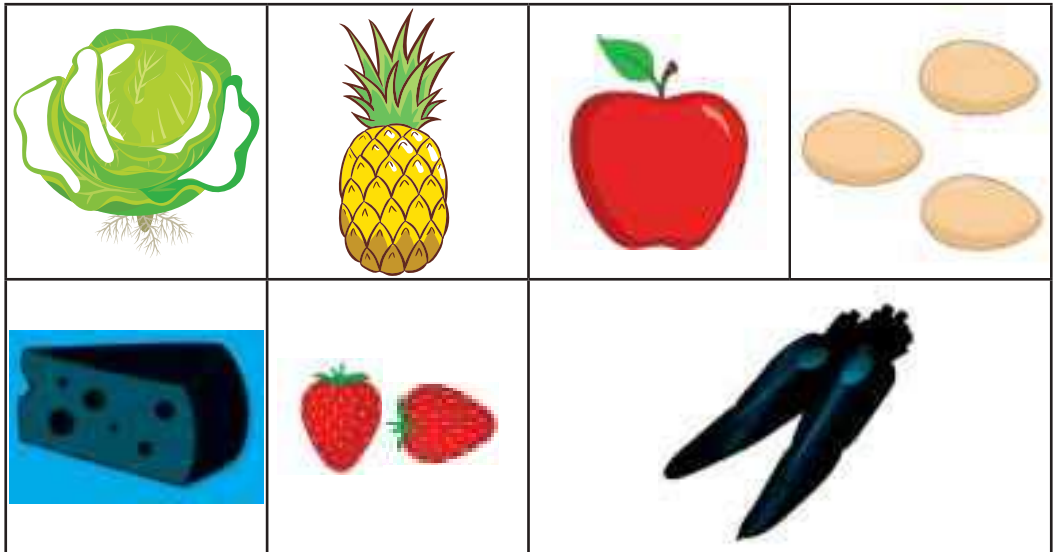
Introduction: Learners are required to draw food items that keep our body strong and healthy. When they are done drawing, and modelling, they will label them using invented spelling-this means the child is expected to apply his/her knowledge acquired so far with respect to spelling words. Invented Spelling refers to a young learners attempt to use their best judgement about spelling. This phase of their learning is important because it helps them progress towards standard spelling. They do this by sounding out the words they intended to spell and then predicting how those words will be spelt. This reinforces their understanding of the connection between letters and sounds, and allows them to experiment with the spelling patterns they are learning

Resources/ Materials: Pencil, Crayons, Songs/ recitals.

Procedure/ Work Book Activities:

1. Introduce the activity with the song or recital
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 fruits, my dear
But first wash them very clear
Then eat them with no fear
Eat your fruit, my dear!
2. Learners turn to page 29 of work book, and look closely at the pictures.
3. Learners mention the healthy foods they find among the pictures. (strawberries, cheese, carrots, apple, pineapple, cabbage, eggs,)

4. Learners colour only the healthy foods from the group of food items.



5. Offer specialized guidance to struggling learners and have them colour only a few at a time.
6. Discuss the following questions with learners:
 - Why must you eat good food? (to keep strong and healthy)
 - What happens when we eat good food? (we grow very strong and healthy)
7. What type of food must we avoid? (we must avoid sugary food and drinks/ we must avoid too many sweets)
 - Learners talk about their work, using positive expressions.
 - My colouring is very neat and within the outlines
 - My pineapple looks real

Assessment:

Learners take turns to name some healthy foods they know-pineapple, strawberries, cabbage, carrots, eggs

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 29. K2.1.4.1.6 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting hospital when ill.

Core Competencies: Creativity and innovation, critical thinking and problem solving

Introduction: In this activity, learners are going to do Mosaic Art. Mosaic art provides real concrete learning opportunities for young children. Among the numerous benefits of mosaic activities is concentration, problem-solving, development of fine motor skills, hand and eye coordination which is extremely important for the young learner's preparation towards reading and writing.

For us educators, this activity makes it possible for us to keenly observe the child and assess their level of development. We are also helped to be able to monitor the child's ability to concentrate.

Indicator/ Objectives: Draw and colour food items that keep our body healthy.

Resources/ Materials: Paper cut into tiny bits, (orange coloured paper, red, green, and glue.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/recite: FRUIT, FRUIT, FRUIT
2. learners turn to page 30 of workbook, observe the pictures closely.
3. Guide learners to identify the fruit and vegetables on the page. (pineapple, tomato, carrots. Learners discuss the suitable colours for each one {orange for the carrots, red for tomato, yellow and green for pineapple.
Distribute bits of paper and have learners apply small amount of glue and stick the bits of paper within the outline wherever there is glue
4. earners stick the bits of colours in their appropriate colours on fruits /vegetable.
Learners leave their work to dry out in an airy place
NOTE: Reduce the activity for struggling learners.
5. Learners talk about their work using positive expressions.(I like how red my tomato is/ my colours are really bright...)

Assessment:

Learners answer the following questions: can you identify the vegetables you have made? (tomato and carrots)

What is the name of the fruit in this picture? (pineapple)

Term 1: Strand 1: All About Me

Sub Strand: Eating Good Food And Taking My Vaccinations To Keep My Body Healthy

Activity 30 K2.1.4.1.6 (Page of Learner's Workbook)

Making Two –Dimensional Art Work

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/ Objectives: Draw and colour different food items that keep our body healthy and label it using invented spelling.

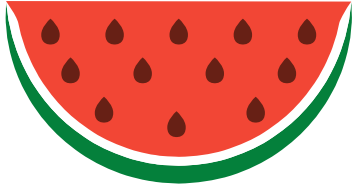
Core Competencies: Personal Development

Introduction: Learners are required to draw food items that keep our body strong and healthy. When they are done drawing, and modelling, they will label them using invented spelling-this means the child is expected to apply his/her knowledge acquired so far with respect to spelling words. Invented Spelling refers to a young learners attempt to use their best judgement about spelling. This phase of their learning is important because it helps them progress towards standard spelling. They do this by sounding out the words they intended to spell and then predicting how those words will be spelt. This reinforces their understanding of the connection between letters and sounds, and allows them to experiment with the spelling patterns they are learning.

Resources/ Materials: Red, Green, Cream, and black pieces of paper cut up into tiny bits, songs, glue.

Procedure/ Workbook Activities:

1. Learners stand spread out in the classroom and sing/recite:
"I'M IN RIGHT OUT
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 31 of work book, identify the fruit in this picture.(it is a watermelon)



3. Lead them to talk about its colours, shape taste (it is a slice of watermelon, its colours are: green, white, red, and black)
The outer part is green, followed by the white part.
The edible part is red, the seeds are mostly black.
A whole watermelon is oval shaped or round, it can be cut into wedges or crescents
4. Have learners make a mosaic of the fruit.
5. Learners talk about their work using positive expressions.(these fruits are very colourful / they look so natural...)

Assessment: Learners take turns to mention the different colours of the watermelon(red, green, white, and black.

Term 1: Strand 1: All About Me

Sub Strand: Eating Good food And taking my vaccinations to Keep my body healthy

Activity 31 (Page of Learner's Workbook)

Asking and answering questions about artwork

Content Standard: K2.1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/ Objectives: Draw and colour different food items that keep our body healthy and label them using invented spelling.

Core Competencies: Creativity And Innovations, Personal Development

Introduction:

This activity requires that learners model the human body, and name its parts.

Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self- confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.





This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own play dough.

Resources/ Materials: pencil, crayons, paper mache, or playdough

Procedure/ Workbook Activities:

1. Learners stand spread out in the classroom and sing/ recite:
“I’M IN, RIGHT OUT...”
2. Do a revision of activity 30. K2.1.4.1.6
3. Have learners talk about their favourite fruits – name, shape, colour, and taste (if they have the vocabulary for it) (my favourite fruit is watermelon, it is round shaped, it is green on the outside and red on the inside, it is sweet and juicy.
4. Learners draw their fruits and then model them using paper mache, or playdough, or any other material that is available in the locality.

| | | | |
|---|---|---|---|
|  |  |  |  |
| A Mango | A Strawberry | An Apple | A Pineapple |

NOTE: Reduce the amount of work for struggling learners. Have them do a little at a time. Learners assemble their work and talk about what they have made, using positive expression. (Ekua, that's a lovely drawing and model you have there, is that an orange?...)

Assessment: Learners take turns to mention the names of the fruits they made.

Term 1: Strand 1: All About Me

Sub Strand: Eating Good food And taking my vaccinations to Keep my body healthy

Activities 32 & 33 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/Objectives: Draw and colour different food items that keep our body healthy, and visiting the hospital when ill.

Core Competencies: critical thinking and problem solving.

Introduction:

In this activity, learners will be gluing cut-out shapes together to make 3-D fruits.

In this outstanding way, learners will develop their fine motor skills, they learn cause and effect.

As an activity that also prepares the learner for writing later on, it is suggested that facilitators encourage learners to use the pincer grasp(using the thumb and pointer finger to hold the paper as they glue them,

This skill is necessary for the child to be able to hold a pencil correctly and comfortably, and thus avoid the frustration that learners face when they have to hold a pencil to draw or write.

Key Words: Strawberries, fruity, sweet

Resources/ Materials: Pre-cut shapes (Ref. Worksheet 9), glue, brush/foam, colour pencils or crayons.

Procedure/ Workbook Activities:

1. Learners stand and sing/ recite: FRUIT, FRUIT, FRUIT.
2. Share the pre-cut heart shapes to learners. (each person gets 2 heart shapes.)
3. Fold each one into 2 equal parts from the top to the bottom.
4. Guide learners to join two half portions together using glue.

FIIFI COPY AND PASTE THE SAMPLE OF THIS ACTIVITY FROM BOOK ONE TEACHERS GUIDE

5. Glue the stalk at top portion of your workspace.
6. Note: with the two half portions joined together, the back becomes flat.
7. Apply glue to hold the flat portion in place, directly under the stalk you have just glued onto the top part of your workspace use black pencil for the black spots on the strawberry.
8. Draw your final work in the space provided (page 35)

FIIFI MAKE A DRAWING OF A SAMPLE OF THE COMPLETED WORK

9. Learners display their work and talk about what they have created and drawn.
 - I have made a strawberry, it is red, it has black speckles on it, and a green stalk because it is fresh.
 - Nice work, Ama, keep it up

Assessment:

Learners display their work and do a gallery walk to see their friends' work and comment on what they see.

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 34. K2.1.4.1.6 (Page of Learner's Workbook)

Making Three- Dimensional Art Works

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/ Objectives: Draw and colour different food items that keep our body healthy.

Core Competencies: Creativity and innovation,

Introduction: This activity requires that learners model fruits/ vegetables that they are familiar with.

Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self- confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.

This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own play dough.

Resources/ Materials: Playdough/ clay/ papier mache, poster colours

Procedure/ Workbook Activities:

1. Learners stand in a semi- circle and recite/ sing: FRUIT, FRUITS, FRUITS
2. Do a revision of the previous activity, naming the fruit and vegetables discussed.
3. Read key words with learners: {pound, knead, model}
4. Learners knead clay/playdough/papier mache.
5. Learners model any vegetable of their choice using any of the media listed.
6. Learner leaves the work to dry in an airy place.
7. Learners draw and colour a sample of their work on page 37 of work book,
8. Paint the final work when dry (if paper mache was used).

NOTE: reduce the amount of the work for struggling learners.

Assessment: Learners display their work and do a gallery walk to take a look at their friends’ work and talk about what they see.

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activity 35. K2.1.4 1.6 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/ Objectives: K2.1.4.1.6 Draw and colour different food items that keep our body healthy.

Core Competencies: Creativity and innovation

Introduction: This activity requires that learners model fruits/ vegetables that they are familiar with.

Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self- confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.

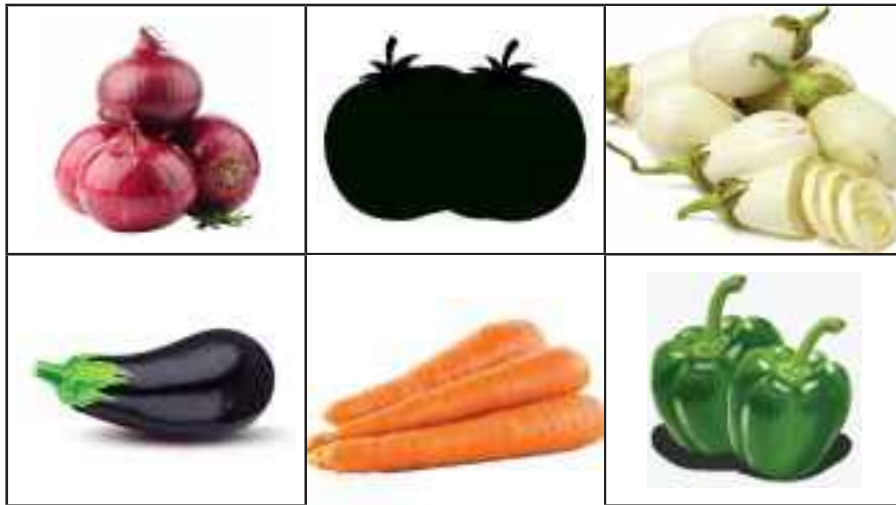
This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own play dough.

Resources/ Materials: crayons, paper mache /playdough /clay.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and recite: FRUIT, FRUIT, FRUIT.
2. Learners turn to page 38 of work book, and identify the vegetables by their name.
3. Discuss the colours of the vegetables [carrots-orange; cabbage-green and cream/white; tomatoes-red/green for stalk; onions-purple/ light brown; kontomire- dark green; eggplant-purple, and green for stalk; garden egg- cream, and green for stalk; green bell pepper- green; garlic-off-white
4. Learners colour the vegetables appropriately.
5. Model any one of their choice.



6. Differentiate the activity by allowing learners to choose any one of several ways of making these models [drawing, modelling, folding paper...]

Assessment:

Learners display their finished work on a table and do a Gallery Walk to see what everyone has done. Learners talk about their work:

- I have made carrots, I modelled them from playdough/papier mache/clay
- I first took a piece, pounded it on the table with my fists, then I kneaded, and rolled it into a cone, then I shaped it to have my carrots.

Term 1: Strand 1: All About Me

Sub Strand: Eating good food and taking my vaccinations to keep my body healthy

Activities :36 & 37. K2.1.4.1.6 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Asking and answering questions about artwork

Content Standard: K2. 1.4.1. Demonstrate the understanding and knowledge of keeping our body healthy by eating good food and visiting the hospital when ill.

Indicator/ Objectives: Draw and colour different food items that keep our body healthy.

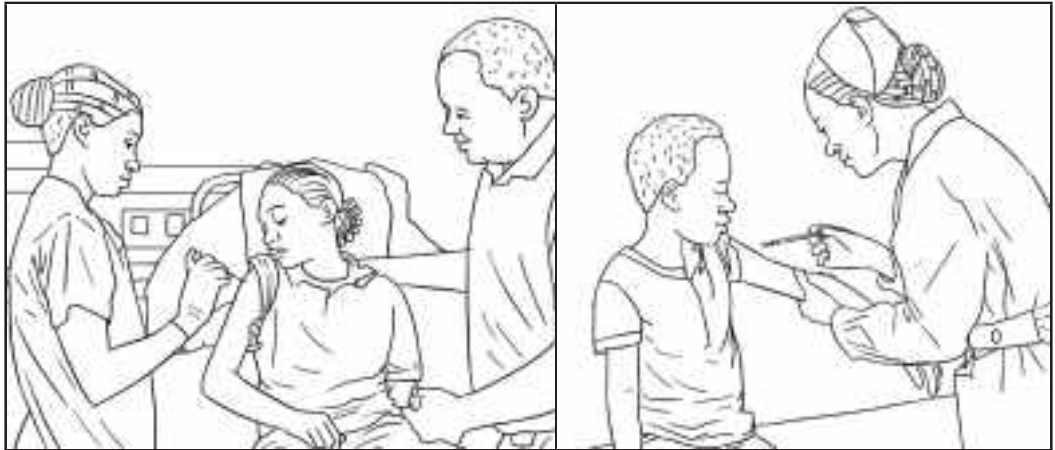
Core Competencies: Creativity and innovation, Personal Development and Leadership

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons, Colour pencils, pencils.

Procedure/ Work Book Activities:

1. Learners stand in a semi-circle and recite/sing:
I'M IN, RIGHT OUT
2. Learners turn to page 39 of work book and talk about what they see in the picture{in the pictures the girl is receiving their vaccinations. Children are vaccinated against the childhood diseases: diphtheria, whooping cough, tetanus, polio, and tuberculosis. This will protect them from these diseases}



3. Facilitator reads the caption of the pictures:[these children are taking their vaccinations against the childhood diseases]

Assessment: learners display their work on a table and do a gallery walk telling their friends about their work.

Differentiate the activity to meet the needs of struggling learners.

Term 1: Strand 1: All About Me

Sub Strand: My environment and my health

Activity 38. K2.1.5.1.5 (Page of Learner's Workbook)

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environment.

Core Competencies: Personal Development and leadership, Creativity and Innovation, Critical Thinking and problem solving.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Colour pencils or crayons.

Key Words: Lamp post, bench, park, bin.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite:
SOME PLACE
I want to go
Some place where the sun is shining
And the sky is blue,
Some place where the grass is green
And there's a swimming pool.
I want a sun that's yellow, yellow, yellow,
Sky that's blue, blue, blue,
Grass that's green, green, green,
And a sparkling little pool that's cool,
Grass that's green, green, green,
And a sparkling little pool that's cool.

2. Learners turn to page 41 of work book, talk about what they see in the picture, colour the picture and make up a story about it.
3. Read key words with learners: lamp post, bench, park, bin.



4. Learners say what they like about this environment. [This is a beautiful park. It is a very clean environment. There are bins around for people to drop in their litter. There are lamp posts to light up the park.

Assessment:

Learners display their work on a table and do a gallery walk, talking about theirs as well as their friends work

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health

Activity 39. K2.1.5.1.5 (Page of Learner's Workbook)

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environment

Core Competencies: Personal Development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: crayons or colour pencils, pencil, songs.

Key Words: clean, environment, healthy

Procedure/ Work Book Activities:

1. Learners stand in a circle formation and sing/ recite:
"SOME PLACE"
2. Lead learners in a discussion about a clean environment. (A clean environment is a healthy one. You will not find garbage littering a clean environment, there are hardly any rodents and harmful insects in a clean environment, that is why we must all make our environments clean)
3. Read key words with learners: environment, healthy, clean
4. Tell learners they are going to draw their own idea of a clean environment



5. Learners turn to page 42 of the work book and draw their own clean environment.
6. Differentiate the activity to meet the needs of struggling learners.

Assessment:

Learners assemble their work and talk about their work, using positive expressions.

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health

Activity 40. K2.1.5.1.5 (Page of Learner's Workbook)

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environmen

Core Competencies: Personal Development and Leadership, Creativity and innovation, Critical Thinking and Problem-solving




Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: colour pencils or crayons, pencil.

Key Words: Sharp, harmful, unsafe,

Procedure/Workbook Activities:

1. Learners sit in a semi-circle formation and sing/ recite: "SOME PLACE."
2. Read key words with learners: harmful, unsafe, sharp
3. Lead a discussion about safety in the environment, talk about harmful objects in our environment and how they can cause us harm. (Some of the harmful objects we find in our environment are: knives, pins, detergents, poisonous substances...)
4. Learners draw any sharp object that can cause harm.

| | | |
|---|---|--|
|  |  |  |
| Sharp Knife | Razor Blade | Broken Bottle |

Assessment:

Learners display their work and talk about what they have done, using positive expressions. Differentiate the activity for struggling learners.

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health

Activity 41. K2.1.5.1.5 (Page of Learner's Workbook)

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environment

Core Competencies: Creativity and Innovation, Critical Thinking and Problem -Solving, Personal Development and Leadership.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

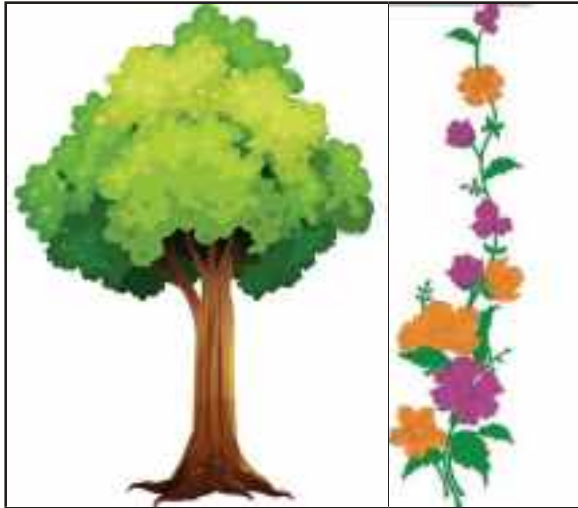
Resources/ Materials: crayons or colour pencils, Poster colours, cotton buds, (or any of the following: a bunch of broomsticks shortened, and tied together, a bunch of used matchsticks tied together, chewed chewing- stick)

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/recite: BOOM! BOOM!
See the wooden soldiers
Standing in a row.
Let us make a drum,
And march them to and fro.
Stand them in the line-up
Aren't they looking fine!
That's the way I like them best
Standing in a line.
Boom! Boom! Bang the drums
Aren't they looking fine!
That's the way I like them best,

Standing in the line!

- Learners identify the pictures on page 44 of work book and talk about the missing parts. (leaves,)
- Tell learners that they are going to complete their picture.
- Display the materials, have learners take a tour and choose which ones to use to complete their work
- Learners dip the bunch of cotton buds (or any of the suggested substitutes) into the desired colour (for the leaves of the tree) and then stamp on the tree to make its leaves.



- Learners colour the rest of the tree and then the flowers.

Assessment:

Learners display their work on the table to talk about their work using positive expressions.

Learners mention the colours they chose for their work

Learners say what they will do to always have fresh flowers in their homes.

(I will plant flowers and water them regularly so that they will grow beautifully)

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health

Activities: 42. K2. 1. 5.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environment.

Core Competencies: Personal Development and Leadership, Critical Thinking and Problem Solving, Creativity and innovation.

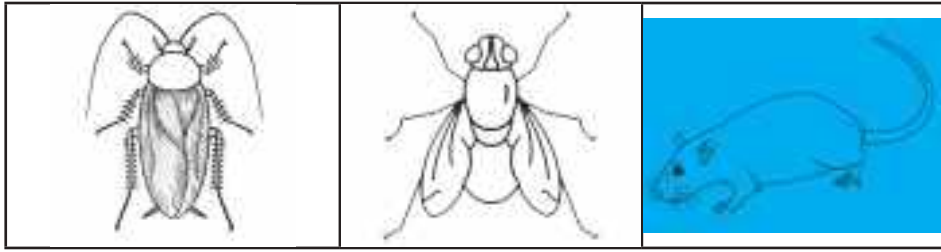
Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: colour pencils or crayons

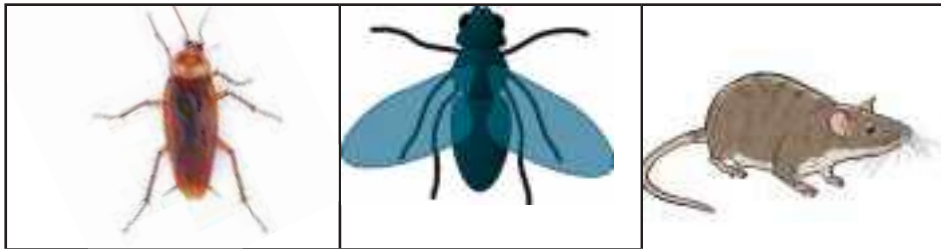
Key Words: Rodents, mice, rats, cockroach, housefly

Procedure/ Work Book Activities:

1. Learners sit in a semi-circle formation and sing/recite "SOME PLACE".
2. Learners turn to page 45 of workbook, identify the insects and rodent in the picture, ask those who recognise them to mention their colours.
3. Cockroach [brown and black]
4. Housefly [green for the head, black for the body, the wings do not have any colour, they are transparent.]
5. Rat [dark brown/black/grey]



6. Read key words with learners: rodents, cockroach, housefly, rats, mice
7. Learners colour each picture appropriately. Have them name each one as they colour them.
- 8.



{This is a rat/cockroach/housefly. It is a very harmful creature because it carries germs that can make us fall sick.

Assessment:

1. Learners display their work on tables and do a gallery walk to look at all the work on display and talk about what they see.
2. Learners sing songs or do recitals about three creatures they have talk about.

THREE BLIND MICE

Three blind mice,
See how they ran.
They all ran after the farmer's wife,
She cut off their tails with a carving knife,
Did you ever see such a thing in your life,
As three blind mice?

SHOO! FLY!

Shoo! Fly, don't bother me
Shoo! Fly, don't bother me,
Shoo! Fly, don't bother me.
I belong to somebody,
I feel, I feel, I feel like the morning sun,
I feel, I feel, I feel like the morning sun!

Term 1: Strand 1: All About Me

Sub Strand: My Environment And My Health

Activities 43 (Page of Learner's Workbook)

Content Standard: K2. 1.5.1. Demonstrate understanding of the environment and how to keep it safe.

Indicator/ Objectives: Draw and label some dangerous objects in the environment.

Core Competencies: Personal Development and Leadership, Critical Thinking and Problem Solving, Creativity and innovation.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: pencil, colour pencils, poster colours (optional). A piece of foam (about the size of a match box).

Key Words: Rodents, mice, rats, cockroach, housefly

NOTE: *the foam is also optional, it becomes necessary only if you choose to use the poster colours.*

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and sing/recite "SOME PLACE".
Repeat key words with learners: Rodents, mice, rats, cockroach, housefly
Learners do a quick revision of activity 42 .
HAVE LEARNERS CHOOSE ANY OF THE FOLLOWING METHODS TO COMPLETE THEIR WORK:
Option 1 (Drawing and Colouring)
Learners draw and colour any insect or rodent that lives in an unclean environment.
Option 2 (Finger – Print Drawing).
 - Mix a little amount of poster colour with some water and pour onto the piece of foam

(match box size). This now serves as an ink – pad for the learner.

- learner dips either the thumb or pointer finger onto the paint (from the foam). This controls the amount of paint that would be transferred onto the worksheet.
- Learner prints his/her finger on the page.
- NOTE: Show learner how to let the paint cover the broadest part of the thumb or pointer finger (NOT the tip of the finger)
- Allow the finger / thumb prints to dry.
- Have learner complete the drawing by using pencil to draw the eyes, legs, wings, antennae, or tail as the case may be.

FIIFI PASTE A SAMPLE OF THE COMPLETED WORK

- Give smaller tasks (break down the activity) for struggling learners.

Assessment: (Tell-Your-Neighbour)

Have learners display their work, pick their partner and tell him/her about their work, then they also listen as their friends also tell them about theirs

Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves from road accidents and harmful strangers

Activities 44 & 45 .K2.1.6.1.1 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 1.6.1. Demonstrate understanding of how to be safe and identify strangers.

Indicator/ Objectives – Draw and colour an object that can hurt, cause harm that have a sharp edge and write each name under it.

Core Competencies: Communication And Collaboration

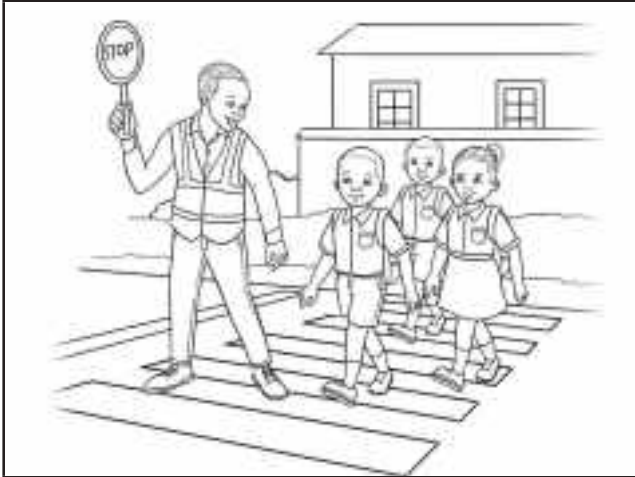
Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: colour pencils or crayons, songs and recitals about safety.

Key Words: zebra crossing, traffic lights, pedestrian, traffic warden

Procedure/Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite:
2. "when you see the traffic lights..."
3. Have learners turn to page 47, and talk about what they see in the picture: [there is a traffic warden standing behind the zebra crossing. He is helping the school children to cross the road. They are going to cross the road at the zebra crossing. It is always safe to cross the road at the zebra crossing.]
4. Read key words with learners: zebra crossing, pedestrian, traffic lights, traffic warden,
5. Learners colour the picture and make up their own story about it.



6. Facilitator reads the poem on page 47 with learners.
7. Learners turn to page 48 of work book. Observe the two pictures closely and identify the picture that shows children doing the right thing, learner colours ONLY the picture that has the children doing the right thing

Assessment: [Two stars and a wish]

Learners take turns to say TWO things they enjoyed most about the activity, and make a wish about what they would have loved to be added.

Invite learners to display their work for appreciation. Encourage the use of positive expression.

Term 1: Strand 1: All About Me

Sub Strand: Protecting Ourselves from road accidents and harmful strangers

Activities 46 & 47 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 1.6.1. Demonstrate understanding of how to be safe and identify strangers.

Indicator/ Objectives: Draw and colour an object that can hurt, cause harm or which has a sharp or pointed edge. Write its name under it.

Core Competencies: Communication And Collaboration

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: colour or crayons, songs and recitals about safety.

Key Words: stranger, danger friendly/

Procedure/Workbook Activities:

1. Learners stand in a circle formation and sing/ recite
WHEN YOU SEE THE TRAFFIC LIGHTS.
2. Read key words/ expressions with learners: stranger, danger, friendly
3. Learners turn to page 49 of work book and interpret the pictures on the page.
4. Learners colour the pictures



5. Facilitator, Read the statements with learners:
 - A stranger is a person I do not know
 - Never accept gifts from strangers
 - Do not follow a stranger even if he/she appears friendly.
 - If a stranger offers to give me a ride in his/her car, I will refuse.
 - I will stay close to my parents whenever we go out
 - I will never play outside all by myself
6. Learners colour each picture appropriately.
7. Invite Learners role play the scenes in the pictures.
8. Learners read and memorise the statements.
9. Learners display their work for appreciation

Activity 47:

Have learners turn to page 50 of work book, complete the picture by drawing the missing parts. Learners read the statements:

Say no to strangers

- Do not talk with strangers who talk with you.
- Do not accept anything from a stranger
- Do not follow a stranger even if he/she calls you by name.

Assessment: [Tell Your Neighbour]

Have learners sit in their groups, each group's task is to remind their members about some

of the points discussed about strangers, they then walk up to the nearest group and tell them what they remember from what was said about strangers. They return to their seats and then the group they went to also come and share with them what they also remember.

Term 1: Strand 1: All About Me

Sub Strand: Types and members of my family

Activity 48. K2.2.1.1.4 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 2.2.1. Demonstrate understanding about the rights, roles, and responsibilities of members of the family.

Indicator/ Objectives: Design a collage or family tree using pictures and follow the basic concepts of writing (from left to right, top to bottom) to write names of family members.

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Resources/ Materials: Pencils, crayons or colour pencils, songs and recitals about family.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:

MY FAMILY

I love my family

My lovely family

You make me happy, everyday

I'm always happy

When we're together

We love to sing' to learn, to play

My loving family

My happy family

We help each other

In every way

Mama is cooking,

Daddy is washing

I also help in my own little way

2. Invite learners to mention all the members in their family[daddy, mama, brother, sister, baby brother/sister.
3. Learners turn to page 52 of the workbook, and draw members of their family in the photo frame and copy each one's name in the lines provided.

Assessment:

Learners display their work on the table/ wall, and do a gallery walk, to see their friends work and comment on what they see.

Term 1: Strand 2: My Family

Sub Strand: Types and members of my family

Activity 49. K2.2.1.1.4 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 2.2.1. Demonstrate understanding of the rights, roles, and responsibilities of members of the family.

Indicator/ Objectives: Design a collage or family tree using pictures and follow the basic concepts of writing (from left to right, top to bottom) to write names of family members.

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Resources/ Materials: Pencils, crayons or colour pencils, songs and recitals about family.

Resources/Materials: cut out circles, glue, pencil, colour pencils or crayons, songs and recitals about the family.

Procedure/Workbook Activities:

1. Learners sit in a semi-circle formation and sing/recite:

WHERE IS THUMBKIN?.

Where is thumbkin?

Where is thumbkin?

Here I am, here I am.

How are you today, sir?

Very well, I thank you

Run away, run away!

Where is pointer?(2x)

Here I am (2x)
How are you today, sir?
Very well I thank you
Run away(2x)
Where is middle man?(2x)
Here I am (2x)
How are you today, sir?
Very well, I thank you.
Run away
Where is ring man
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
Run away, run away!

2. Tell learners they are going to make paper people using the cut-out circles.
3. Have learners make paper people using the cut – out circles and stick them in the spaces, provided on page 53 of the Work Book



Daddy

Fred Agbeshie



Mummy

Liz Agbeshie



Me

Edem



My Sister

Delali

Assessment:

Learners display their work on the tables/ walls. They do a gallery walk to see their friends work, and talk about they see.

Provide support for struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: Types and members of my family

Activity 50. K2.2.1.1.4 (Page of Learner's Workbook)

Content Standard: K2. 2.1.1. Demonstrate understanding about the rights, roles, and responsibilities of members of the family.

Indicator/Objectives: Design a collage or family tree using pictures and follow the basic concepts of writing.

Resources/ Materials: Cut-out shapes, crayon, colour pencils, pencil, songs.

Key Words: Mother, father, brother, sister.

Core Competencies: Cultural Identity and Global Citizenship, Personal Development and Leadership, Creativity and Innovation.

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

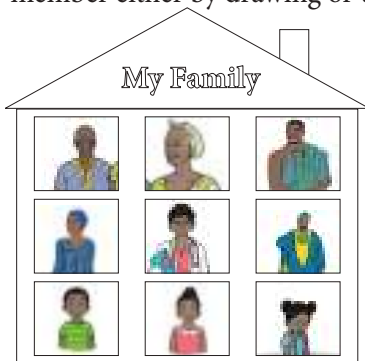
Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
WHERE IS THUMBKIN?.
Where is Thumbkin?
Where is Thumbkin?
Here I am, here I am.
How are you today, sir?
Very well, I thank you
Run away, run away!
Where is Pointer?(2x)
Here I am (2x)
How are you today, sir?
Very well I thank you

Run away(2x)
Where is Middle man?(2x)
Here I am (2x)
How are you today, sir?
Very well, I thank you.
Run away
Where is Ring man
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
Run away, run away!

2. Read key words with learners: mother, father, brother, sister
3. Lead learners to talk about the different roles played by different members of their family.
 - Mother/ father: washing/cooking/ironing/keeping home clean/taking care of other members of the family...
4. Learners say who is their favourite member of family and why that is so.
5. Learners turn to page 54 of the Work book and make a picture of their favourite family member either by drawing or using the cut out shapes.



6. Learners display their work and do a gallery walk to see their friends work and talk about what they see.
7. Offer support to struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: History And Origin of my family

Activity 51. K2.2.2.1.6 (Page of Learner's Workbook)

Content Standard: K2. 2.2.1. Demonstrate understanding of the origin and history of our families and the languages spoken.

Indicator/Objectives: Tell a story and dramatize the history of different families.

Core Competencies: Personal Development and leadership, Creativity and Innovation, Cultural Identity and Global Citizenship.

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Resources/ Materials: crayon or colour pencils, pencils.

Key Words: Grandparents, uncle, aunt

Procudure/ Workbook Activities:

1. Learners sit in a semi-circle formation and sing/recite:

MY FAMILY.

I love my family

My lovely family

You make me happy, everyday

I'm always happy

When we're together

We love to sing' to learn, to play

My loving family

My happy family

We help each other

In every way

Mama is cooking,

Daddy is washing

I also help in my own little way

2. Lead a discussion about the history of family. Begin with a short story:
Once upon a time, there lived a little girl Baaba with her parents, Mr and Mrs Boga. They are a very happy family. One day they made a trip to visit grandmother and grandfather Boga. Baaba was very happy because that meant a little spoiling and pampering every now and then, her grandparents are very fond of her, and so are her uncles and aunts. Uncles Kweku, Kwesi and Kwame will both join the family in a week's time. Aunt Ekua, Ama, and Efua and their families have gone on ahead of everybody else. It is an occasion that the entire Boga family have eagerly awaited, grandpa and grandma's anniversary. Her favourite part of the anniversary celebration is where grandpa recounts the story about how he met grandma and married her.
3. Mention the different people making up members of the family.
 - Mother, father, brother, sister,
 - Uncle, aunt, grandmother, grandfather.
4. Learners turn to page 55 of Work Book, and draw the different family members that make up the family tree.



Aunty Joyce

5. Learners display their work on a table/wall, and do a gallery walk to see their friends work and do an appreciation of their work.
6. Break down the task for struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: History And Origin of my family

Activity 52. K2(Page of Learner's Workbook)

Content Standard: K2. 2.2.1. Demonstrate understanding of the origin and history of our families and the languages spoken.

Indicator/ Objectives: Tell a story and dramatize the history of different families.

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

Resources/ Materials: crayon or colour pencils, song, story

Key Words:

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Procedure/Work Book Activities:

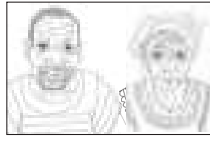
1. Learners sit in a semi-circle formation and listen as facilitator narrates a story about a family's history.
2. Learners turn to page 56 of Work Book and identify the different people in the pictures and then colour each one.



uncles aunties



brothers sisters cousins



grandparents

3. Have learners make up stories about the people they have just coloured.
4. Break down the task for struggling achievers.

Assessment:

Learners display their work, do a gallery walk and share their story with their friends.

Term 1: Strand 2: My Family

Sub Strand: History And Origin of my family

Activity 53 (Page of Learner's Workbook)

Content Standard: K2. 2.2.1. Demonstrate understanding of the history and origin of our families and the languages spoken.

Indicator/ Objectives: Tell a story and dramatize the history of different families.

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

Introduction: Family is one of the most important things in life. It is one of the very first things that one gets in life. Family is made up of brothers and sisters, parents, grandparents, uncles, aunts and cousins.

The purpose for this theme is to give pre-schoolers basic knowledge of how families work. Through art and craft activities such as those suggested in this book (guide) it is hoped that learner would get the significance of the roles and responsibilities of different members of the family and more importantly each one would gain a better understanding of their place within the nuclear and extended families.

Children will learn about the importance of family through creative activities and the lessons will engage learners in their own learning and more. Let children see through these activities that every family is unique and different in their own special way.

Resources/ Materials: crayons, or colour pencils, song, stories recitals about family history.

Key Words:

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and recite/sing:

MY FAMILY.

I love my family

My lovely family

You make me happy, everyday

I'm always happy

When we're together

We love to sing' to learn, to play

My loving family

My happy family

We help each other

In every way

Mama is cooking,

Daddy is washing

I also help in my own little way

2. Discuss who grandparent are. [Grandparents are the parents of our own parents; mummy's mum and dad are my grandparents; daddy's mum and dad are my grandparents]
3. Learners mention and talk about their grandparents and listen to a story involving grandparents.
4. Learners turn to page 57 of Workbook and draw their grandparents, mention their names, and tell their friends what they love doing with them.



5. Learners display their work on the wall/table, do a gallery walk and talk about what they see.
6. Offer support to struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: Family celebrations and festivals

Activity 54. K2.2.3.1.6 (Page of Learner's Workbook)

Asking and responding to questions about own and other's Artwork

Content Standard: K2. 2.3.1. Demonstrate understanding of the importance of the activities that we engage in during festivals and family celebrations.

Indicator/ Objectives: Recognise and account paper and rubber beads according to simple patterns in the environment.

Introduction: Learners will make beads using paper, straw, seeds, or any other material readily available to them in their immediate environment. This activity is useful because on one hand, it helps with the development of problem solving, reasoning imagination and creative skills, while on the other hand enhancing the development of fine muscles eye – hand co-ordination, and it builds concentration. These are very useful skills that would serve as a building blocks for success in learning later on.

Resources/ Materials: old calendars, or old magazines, cut into little strips or drinking straws, tread or trine pencils, songs and recitals, glue.

Procedure/ Work Book Activities:

1. Learners sit in a semi -circle formation and recite/ sing:
MY FAMILY.
I love my family
My lovely family
You make me happy, everyday
I'm always happy
When we're together
We love to sing' to learn, to play
My loving family
My happy family
We help each other
In every way
Mama is cooking,
Daddy is washing
I also help in my own little way
2. Lead a discussion about what people wear during festive occasions.[beautiful / colourful clothes, beautiful jewellery/ beads...]
3. Tell learners they're going to make their own beads from the old calendars/ old magazines.

4. Distribute strips of old calendars or magazines to learners.
5. Demonstrate how to roll them one by one around a pencil, gluing the end to make beads.
6. Guide learners to roll their strips around pencils and then gently pull out the pencil and then seal the loose end of the paper with some glue.
7. When learners have made several of these beads, guide them to pass the thread through, stringing them to complete the work.



8. Learners next turn to page 58 of Work Book, and colour the picture of the people in a festival celebration.
9. Learners display their work and do a gallery walk to see what others have done and comment on what they see.

NOTE: *cut up the drinking straws for struggling achievers to thread and use.*

Assessment:

When all is set, have learners wear their beads around their neck and sing and dance to folk songs.

Term 1: Strand 2: My Family

Sub Strand: Family celebration and festivals

Activity 55 K.2. 2. 3.1.6 (Page of Learner's Workbook)

Content Standard: K2. 2.3.1. Demonstrate understanding of the importance of the activities that we engage in during festivals and other family celebrations.

Indicator/ Objectives: Recognise and create paper and rubber beads according to simple patterns in the environment.

Introduction: Learners will make beads using paper, straw, seeds, or any other material readily available to them in their immediate environment. This activity is useful because on one hand, it helps with the development of problem solving, reasoning imagination and creative skills, while on the other hand enhancing the development of fine muscles eye – hand co-ordination, and it builds concentration. These are very useful skills that would serve as a building blocks for success in learning later on.

Resources/ Materials: Pencils, crayons or colour pencils.

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

Procedure/ Work Book Activities:

1. Learners sit in a circle formation and recite/ sing:

WHERE IS THUMBKIN
WHERE IS THUMBKIN?
Where is Thumbkin?
Where is Thumbkin?
Here I am, here I am.
How are you today, sir?
Very well, I thank you
Run away, run away!
Where is Pointer?(2x)
Here I am (2x)
How are you today, sir?
Very well I thank you
Run away(2x)
Where is Middle man?(2x)
Here I am (2x)
How are you today, sir?
Very well, I thank you.
Run away
Where is Ring man
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
Run away, run away!

2. Lead a discussion with learners about the kind of celebrations held in their families.
3. Learners turn to page 59 of work book, and draw members of their family in a family celebration.
- 4.



5. Learners display their work and talk about what they have done.

Assessment: [Two Stars And A Wish]

In turns, learners talk mention two things they liked about the activity and make a wish about one thing they'll like to learn about concerning this activity about family celebrations

Term 1: Strand 2: My Family

Sub Strand: My family celebration

Activity 56. K.2.2.4.1.6 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 2.3.1. Demonstrate understanding of the importance of the activities that we engage in during festivals and other family celebrations.

Indicator/ Objectives: Recognise and create paper and rubber beads according to simple patterns in the environment.

Core Competencies: Personal Development and Leadership, Creativity and Innovation, Cultural Identity and Global Citizenship.

Introduction:

In this activity, learners will be gluing cut-out shapes together to make 3-D greeting cards. In this outstanding way, learners will develop their fine motor skills, they learn cause and effect.

As an activity that also prepares the learner for writing later on, it is suggested that facilitators encourage learners to use the pincer grasp (using the thumb and pointer finger to hold the paper as they glue them,

This skill is necessary for the child to be able to hold a pencil correctly and comfortably, and thus avoid the frustration that learners face when they have to hold a pencil to draw or write.

Reesources/ Materials: Pre-cut templates (worksheet 10A), glue and pencil.

Key Words/ Expressions: congratulation, greeting card, celebration

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and recite/sing:
MY FAMILY.
I love my family
My lovely family
You make me happy, everyday
I'm always happy
When we're together
We love to sing' to learn, to play
My loving family
My happy family
We help each other
In every way

Mama is cooking,
Daddy is washing
I also help in my own little way.

2. Read key words/ expressions with learners: [greeting card, celebration, congratulation.]

Assessment:

Pose a question to learners: “when do we give greeting cards to friends and family?”

Learners discuss among themselves in their groups and each group responds to the class

Tell learners they are going to prepare a greeting card for a member of their family.

Share the templates from worksheet 10. Have learners turn to page 60 of Work Book, and stick the different parts onto the picture on the page

Learners write/ copy their short message in the greeting card.

Break down the task for struggling achievers.

Learners display their work and invite their friends to come round and see as they read out their messages to their friends.

Term 1: Strand 2: My Family

Sub Strand: My school family

Activity 57. K2.2.4.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator/ Objectives: Trace, colour and label a picture of an object in the school which communicates rules.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

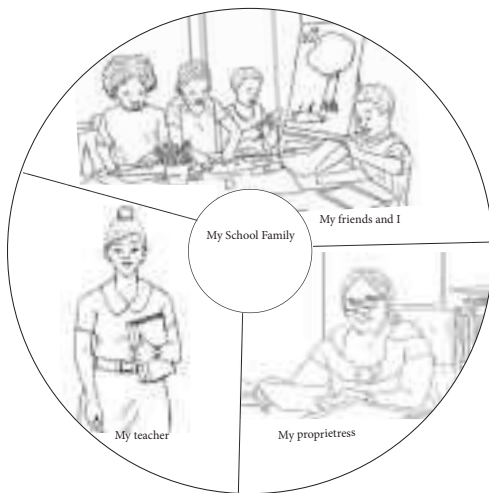
Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, songs and recitals about school.

Key Words: Family, friends, teacher, proprietress

Procedure/Workbook Activities:

1. Learners stand in a circle formation and sing/ recite:
"THE MORE WE ARE TOGETHER ..."
The more we are together, together, together,
The more we are 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. Learners turn to page 61 of workbook and identify the people in the pictures and talk about what they see.



3. Learners colour each picture and repeat the caption under each one.
4. Learners display their work for appreciation.
5. Break down the task for struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: My School Family

Activity 58 K2.2.5.1.5 (Page of Learner's Workbook)

Content Standard: K2. 2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator/Objectives: Trace, colour and label a picture of an object in the school which communicates rules.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, manila card, songs and recitals.

Procedure/Work Book Activities:

1. Learners sit in a semi-circle formation and sing/ recite
THE MORE WE ARE TOGETHER
2. Learners turn to page 62 of work book, look at the pictures and say what each one stands for.
3. Learners colour each picture and read the caption under each.
4. Discuss what each caption means.
5. After discussing what each symbol stands for, have learners repeat the caption, then rewrite the caption on the manila card. This will be hung in the classroom

FIIFI COPY THE ENTIRE PICTURE FROM PAGE 62 HANGING IN THE CLASSROOM

6. Support struggling achievers.

Assessment:

Have learners display their work and do a gallery walk to see their friends work.

Term 1: Strand 2: My Family

Sub Strand: My school family

Activity 59. K2.2.5.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Art Work

Content Standard: K2. 2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator/Objectives: Trace, colour and label a picture of an object in the school which communicates rules.

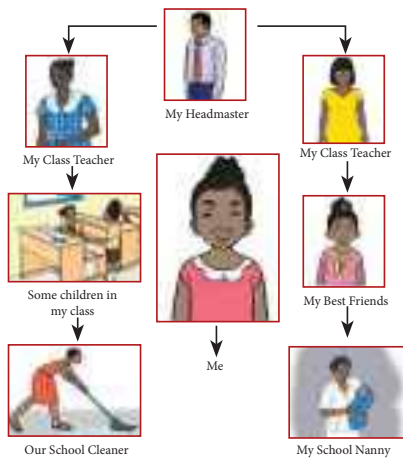
Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: Crayons or colour pencils, pencils, songs and recitals about school.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
THE MORE WE ARE TOGETHER
2. Learners discuss the people that make up their school family, from the previous activity.
3. Learners turn to page 63 of workbook and draw each member of the school family in their respective spaces as shown by the captions underneath each one.



Assessment:

Learners display and talk about their work using positive expressions.
Support struggling achievers.

Term 1: Strand 2: My Family

Sub Strand: My school family

Activity 60 (Page of Learner's Workbook)

Content Standard: K2. 2.4.1. Demonstrate understanding of the rules and regulations for learners and teachers at school.

Indicator/Objectives: Trace, colour and label a picture of an object in the school which communicates rules.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now

Resources/ Materials: Pre- cut templates (worksheet 10B), glue, crayons or colour pencils, pencil, songs and recitals.

Procedure/ Work Book Activities:

1. Learners sit in a circle formation and sing/ recite:
THE MORE WE ARE TOGETHER
2. Explain to learners that they are about to make a model of their school environment.
3. Distribute the cut – out templates to learners, and have them get to work putting the pieces together to build their school.
4. Learners assemble the pieces on the page (64 of workbook)
5. Learners complete this picture by drawing the other things in their school's natural environment such as the flower beds, school part etc.
6. Break down the activity for struggling achievers.
7. Learners display their work and talk about it.

Assessment:

Learners take turns to answer questions about their work:

What is the name of your school?

Where is your school situated?

what natural things do you see on your school compound

Term 1: Strand 2: My Family

Sub Strand: My school family

Activity 61. K2.3.1.1.5 (Page of Learner's Workbook)

Explore, understand, and experiment creatively with a variety of tools and materials

Content Standard: K2. 3.1.1. Demonstrate understanding of their personal values in relation to their likes and dislikes.

Indicator/ Objectives: Explore with simple tools and materials to create and communicate ideas.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction: Providing a wide range of tools and materials for learners to explore with sparks off their curiosity and sets the right tone for their creativity to be displayed. Ensuring that these materials are available in the right quantities makes it possible for every learner to be involved not having to wait for others to have their turn. This helps to strengthen and build personal individual qualities such as responsibility.

Preschool learning isn't only completed in the classroom, but outside as well. It is important therefore to have some of the creative art activities outdoors to work in a less formal relaxed setting which creativity knows no bounds.

In exploring with these materials and tools learners talk about what these materials are made of – plastic, paper wood, grass etc.

They talk about texture – smooth, soft, hard, rough, coarse etc.

They also explore different ways in which to put them to use. While doing all this, integrate values such as sharing, waiting their turn, showing appreciation, and tolerance. Allow for free self-expression so as not to stifle creativity.

Resources/ Materials: A collection of tools and materials eg. Corn husks, cotton buds, crayons, colour pencils, charcoal, play dough, empty packets corrugated paper (from old cartons) leaves, coloured papers etc. songs, recitals.

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and sing/ recite.
I WANT TO BE KIND ...”
I want to be kind to everyone
For that is right, you see.
So I say to myself, remember this,
Kindness begins with me.
2. Display materials and tools and have learners identify and talk about them – shape, size, texture, uses etc.

3. Learners build objects or toys with these materials and tools.



Assessment: Gallery Walk

Learners display their work, take a gallery walk then in turns tell their friends about their work.

Encourage learners to practice values such as, gratitude, appreciation, kindness, tolerance in their interactions with their friends and teachers.

ROLE PLAY:

Call two learners to role play situations which call for the show of gratitude

[one helps another with her work/ receives a gift/gets a favour...

One waits patiently for her turn to use the slide/swing...

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 62. K2.3.1.1.5 (Page of Learner's Workbook)

Explore, understand, and experiment creatively with a variety of tools and materials

Content Standard: K2. 3.1.1. Demonstrate understanding of their personal values in relation to their likes and dislikes.

Indicator/ Objectives: Explore with simple tools and materials to create and communicate ideas.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction: Providing a wide range of tools and materials for learners to explore with sparks off their curiosity and sets the right tone for their creativity to be displayed. Ensuring that these materials are available in the right quantities makes it possible for every learner to be involved not having to wait for others to have their turn. This helps to strengthen and build personal individual qualities such as responsibility.

Preschool learning isn't only completed in the classroom, but outside as well. It is important therefore to have some of the creative art activities outdoors to work in a less formal relaxed setting which creativity knows no bounds.

In exploring with these materials and tools learners talk about what these materials are made of – plastic, paper wood, grass etc.

They talk about texture – smooth, soft, hard, rough, coarse etc.

They also explore different ways in which to put them to use. While doing all this, integrate values such as sharing, waiting their turn, showing appreciation, and tolerance. Allow for free self-expression so as not to stifle creativity.

Resources/ Materials: crayons or colour pencils, shells, tree barks, clay or play dough, songs and recitals about Values and Beliefs.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite
I WANT TO BE KIND.
2. Have learners turn to page 67 of work book, observe the shell, and tree barks carefully, and then talk about their designs and patterns, textures, point out which ones are soft/ smooth....
3. Learners press the leaves, shells, or tree barks on the play dough or clay, and observe the effect.
4. Learners copy one of the designs on the bottom of the page.



5. Learners do crayon rubbing on the textured surfaces of these materials and talk about the patterns that they have rubbed.
6. Learners identify other natural things in the environment which have textured surfaces to talk about. For example, the soles of their shoes, coins, keys, baskets.
7. Support struggling achievers.

Assessment:

Learners display their work do da gallery walk to see their friends designs and patterns created and talk about them.

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Personal Values

Activity 63 K2.3.1.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.1.1. Demonstrate understanding of their personal values in relation to their likes and dislikes.

Indicator/ Objectives: Explore with simple tools and materials to create and communicate ideas.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction: Providing a wide range of tools and materials for learners to explore with sparks off their curiosity and sets the right tone for their creativity to be displayed. Ensuring that these materials are available in the right quantities makes it possible for every learner to be involved not having to wait for others to have their turn. This helps to strengthen and build personal individual qualities such as responsibility.

Preschool learning isn't only completed in the classroom, but outside as well. It is important therefore to have some of the creative art activities outdoors to work in a less formal relaxed setting which creativity knows no bounds.

In exploring with these materials and tools learners talk about what these materials are made of – plastic, paper wood, grass etc.

They talk about texture – smooth, soft, hard, rough, coarse etc.

They also explore different ways in which to put them to use. While doing all this, integrate values such as sharing, waiting their turn, showing appreciation, and tolerance. Allow for free self-expression so as not to stifle creativity.

Resources/ Materials: crayons or colour pencils, shells, tree barks, clay or play dough, songs and recitals about Values and Beliefs.

Key Words: Honesty, truthfulness, kindness, hard work

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
I WANT TO BE KIND ...
2. Read key words with learners: honesty truthfulness, kindness, hard work
3. Have learners turn to page 68 of work book. Introduce the Adinkra Symbols and other drawings to learners and discuss what each one stands for.
4. Have learners repeat each of the values listed.[honesty, hard work, truthfulness, loyalty, peacefulness, kindness.
5. Learners colour the symbols as they repeat the values they represent.
6. Have learners model any of the symbols of their choice using clay or play dough.

7. Learners turn to page 68 copy the Values in the spaces provided.

Assessment:

Learners take turns to mention any of the values they remember

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 64 K2.3.2.1.5 (Page of Learner's Workbook)

Aesthetic Perception

Content Standard: K2. 3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns that our communities value and why.

Indicator/ Objectives: Talk about how others make their art work to project good manners in society.

Core Competencies: Personal Development and leadership, Creativity And Innovation, Critical Thinking And Problem Solving.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, folk songs and recitals.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing any folk/cultural song they know
2. Read key words with learners: unity, love, truthfulness, honesty
3. Learners turn to page 69 of work book and say what they see in the pictures, describe the activity and then imitate the dance amid singing and drumming.
4. Learners colour each drawing and read/repeat its caption.

Assessment: Learners take turns to mention values they have just heard about and say which ones they like best

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values

Activity 65. K2.3.2.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns that our communities value and why.

Indicator/ Objectives: Talk about how others make their art work to project good manners in society.

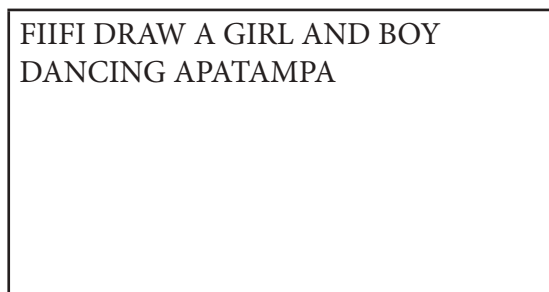
Core Competencies: Personal Development And Leadership, Creativity And Innovation. Critical Thinking And Problem Solving, Cultural Identity And Global Citizenship

Introduction: Drawing help children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now

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

Procedure/ Work Book Activities:

1. Learners sing and dance to familiar cultural / folk songs.
2. Learners talk about their favourite cultural Dance, they tell their friends the name of this dance, and when it is performed.
3. Learners draw a group of people doing their favourite dance.
4. Learners talk about the drawing:



5. What are the people doing in your picture?[They are dancing]
6. What is the name of the dance? [Apapamtpa]
7. When is this dance performed? [during festivals]

Assessment: Learners display their work, do a gallery walk: Learners talk positively about their friends' work, not theirs. Encourage the use of positive, and up building expressions.

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values And Beliefs

Activity 66 K2.3.2.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns that our communities value and why.

Core Competencies: Cultural Identity And Global Citizenship; Creativity And Innovation.

Indicator/ Objectives: Talk about how others make their art work to project good manners in society.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Songs that are appropriate to theme. Pencils, crayons or colour pencils.

Procedure/ Work Book Activities:

1. Learners sit in a semi-circle formation and sing/ recite:
THE MORE WE ARE TOGETHER.
2. Learners turn to page 71 of work book and describe what they see in the pictures.
3. Picture A: A naming ceremony. I can see people gathered around a table. There is a woman with a new baby sitting behind the table. There are some snacks arranged on the table, and there is a man reading a book to the gathering.
4. Picture B: A wedding ceremony. There is a bride, a groom, priest, and other people looking on.
5. interpret the pictures, and colour them.



6. Learners talk about the occasion in each picture, sing appropriate songs that go with each of these occasions.
7. Learners display their work and talk about theirs and their friend's.

Assessment:

Learners assemble their work and do a gallery walk to see and talk about their friends work

Term 2: Strand 3: Values and Beliefs

Sub Strand: My Cultural Values.

Activity 67 K2. 2.3.2.1 (Page of Learner's Workbook)

Art in the environment

Content Standard: K2. 3.2.1. Demonstrate understanding of the virtues, good manners and behaviour patterns that our communities value and why.

Indicator/ Objectives: Talk about how others make their art work to project good manners in society.

Core Competencies: Personal Development and leadership, Cultural Identity and Global citizenship.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve children's fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self-expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

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

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite.
THE GOOD MORNING TRAIN...
The good morning train is coming Choo, Choo, Choo
The good morning train is coming Choo, Choo, Choo,
The good morning train is coming, good morning train is coming,
Good morning train is coming, Choo, Choo, Choo!
2. Learners turn to page 72 talk about the pictures, colour them, and imitate the actions.
3. Have them role play simple scenarios that call for the use of the appropriate greetings and expressions:
4. In the morning we say: Good morning [girls courtesy and boys salute]

5. In the afternoon, say good afternoon
6. In the evening say good evening
Say 'please' when you make a request from someone or when you ask for a favour
Say thank you when you receive a favour/ compliment
Say sorry when you hurt/offend someone
Say excuse me when you must interrupt someone speaking/ when someone stands in your way and you need them to move.

Assessment: (Group Guessing Game)

Learners display their work, do a gallery walk and talk about what they have done using descriptive language (neat work/beautiful drawing/ colourful picture...)

Term 2: Strand 3: Values and Beliefs

Sub Strand: My National And Civic Values

Activity 69 K2.3.3.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.3.1. Demonstrate understanding of the values and virtues, we need to exhibit as Ghanaian learners.

Indicator/ Objectives: Recognise and talk about some national art works of our country.

Core Competencies: Critical Thinking and Problem Solving.

Resources/ Materials: crayons or colour pencils, songs and recitals about values and beliefs.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Procedure/ Work Book Activities:

1. Learners stand in a circle formation and sing/ recite:
I'M A TEACHER IN MY COUNTRY
I'm a teacher in my country
Wish you knew me well
If you look me up and down, you will know it is true.
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li!
I'm a lawyer in my country,
Wish you knew me well
If you look me up and down, you will know it is true.
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li

Shangha-li-li, shangha-li-li!

I'm a doctor in my country
Wish you knew me well
If you look me up and down, you will know it is true.
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li!

I'm a farmer in my country
Wish you knew me well
If you look me up and down, you will know it is true.
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li
Shangha-li-li, shangha-li-li!

2. Invite learners to turn to page 73 of workbook, look closely at the pictures and talk about each one.
3. Read the caption and have learners repeat.
4. Learners colour the pictures and repeat each one's caption, and discuss the suggested questions.



5. Learners display their work and talk about their friends' work using descriptive language (neat work/neat colouring/ colourful picture/...)

Assessment: (Gallery Walk)

Learners display their work and take a walk around to see what their friends have displayed and talk about what they see

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 70 K2.3.4.1.5 (Page of Learner's Workbook)

Talk about how other's drama or Artworks were made

Content Standard: K2. 3.4.1. Demonstrate understanding of relating well with people of different beliefs.

Indicator/ Objectives: Play different musical instruments and dance to religious songs.

Core Competencies: Communication And Collaboration, Personal Development and leadership, Creativity and Innovation.

Resources/Materials: Shakers, maracas, little drums, colour pencils or crayons, songs, recitals. Empty packets, beads, bottle tops (metal), rubber bands, empty cans big balloons.

Introduction:

Songs and music in general play a very important role in our culture. There is music in nearly every aspect of our lives. Religious activities, family celebrations, and other ceremonies all make use of music and movement in our classrooms are indispensable.

Parents use music instinctively to calm and soothe crying children, and to express love, joy as they engage and interact with them.

Parents and teachers can build on these natural instincts when they understand that music impacts children development and improve their language, literacy and communication skills, while helping within their physical development and cognitive skills.

Musical instruments need not be expensive, there are lots of resources available at little or no cost and which can be turned into useful musical instruments.

Children can be very creative and resourceful when it comes to these things therefore involving them in the collection and preparation is the best thing to do.

Proceure/ Work Book Activities:

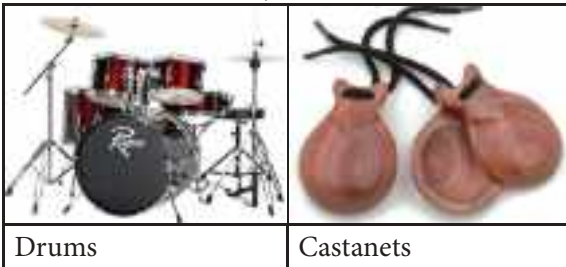
1. Learners stand spread about in the classroom, singing and, accompanying this with gentle drumming and the playing of other musical instruments.
2. Encourage learners to engage other parts of their body (body percussion) such as stomping, tapping, or shuffling of the feet, clapping, rubbing palms together in tune, or snapping their fingers.
3. Learners turn to the picture on page 74 of the work book and talk about what they see.



4. They colour the picture and draw themselves singing in a group with their friends.
5. Learners create musical instruments such as drums, shakers, maracas with the odds and ends, following these steps:

Drum:

- Open the empty can at both ends.
- Cut the balloon in two (separating the top, narrow part from the broad part)
- Gently pull the balloon over one open end, covering that end with the stretched balloon. Keep pulling and stretching till the balloon is stretched taut over one open end.
- For best results, repeat the same procedure at the other open end of the can. Hold the ends of the stretched balloon with a rubber band.
- For drumsticks, wind the rest of the balloons (the discarded part) around one end of a khebab stick (Note: Cut or break off the pointed end of khebab stick)
- Your drum is ready for use.



Castanets:

- Cut a piece of cardboard measuring 4 inches by 2 inches.
- Fold in two equal parts
- Glue bottle top (crown cork) one at the top part and the other at the bottom part (inside of the fold).
- Attach very small rubber bands (one to the outer top part, and the other to the outer bottom part.
- Slip your fingers (thumb) into the bottom slot of the ... where you have the rubber band, and then your index (pointer) finger into the upper slot to hold your finger in place.
- Click the castanet by bringing both pointer and thumb together as if to pinch.
- Learners come together to play their musical instruments, sing and dance.

Assessment: (Oral Presentation)

Learners present their work to the class and describe how they achieved what they have.

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 70 K2.3.4.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.4.1. Demonstrate understanding of relating well with people of different beliefs.

Indicator/ Objectives: Play different musical instruments and dance to religious songs.

Core Competencies: Communication And Collaboration, Personal Development and leadership, Creativity and Innovation.

Resources/ Materials: crayons, or colour pencils, clay playdough/ clay/ papier mache songs and recitals that are appropriate to theme.

Introduction: see introduction in page.....

Key Words: Adinkra [a visual symbol that represents some beliefs]

Procedure/ Workbook Activities:

Learners stand in a circle formation and sing cultural and traditional songs.

Learners turn to page 75 of work book, identify the different Adinkra symbols on and read their names.

Learners colour each Adinkra symbol and repeat its name.

Read or narrate stories to show and emphasize the meaning of these values.

Learners work in their groups to make large sizes of these symbols in mosaic, collage, or simply colouring them.

Learners copy the names of each symbol and attach it the work. Display finished work in your classroom.

Follow these steps to make very big sizes for your class.

For heart shape. (Try this out on an A4 sheet first then use the skills to make bigger sizes

Fold paper in two equal parts. Note that folding lengthwise will give you a tall cut-out while folding width-wise will make a shorter, broader cut- out.

Trace half of a heart shape.

Assessment:

Learners take turns to say what they learned from this activity.

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 71 K2.3.2.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 3.4.1. Demonstrate understanding of relating well with people of different beliefs.

Indicator/ Objectives: Play different musical instruments and dance to religious songs.

Core Competencies: Creativity and Innovation, Communication and Collaboration, Personal Development and leadership.

Introduction: Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self-confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.

This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own play dough.

Resources/ Materials: Play dough, clay, or paper mache, colour pencils or crayons songs and recitals appropriate to theme.

Procedure/ Workbook Activities:

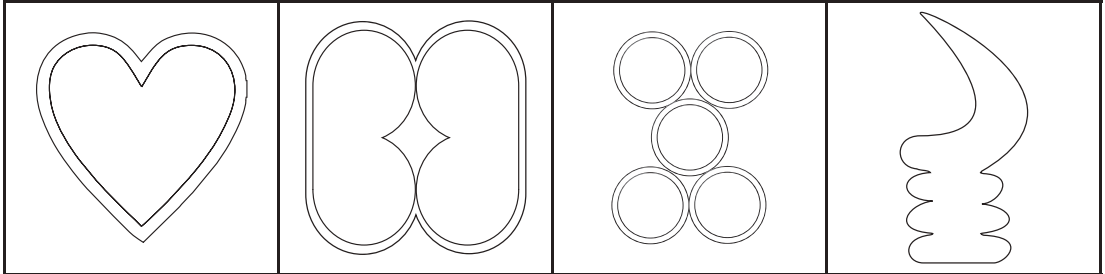
1. Learners stand in a semi-circle formation and sing any of their cultural or folk songs
2. Learners mention some of the Adinkra symbols they know and say which one they will model and draw.
3. Learners turn to page 76 of Workbook to draw and colour any two of these Adinkra symbols.
4. Learners make a stamp of the symbol of their choice to print on a sheet of paper (by following these steps:
 1. Place cut-out of your preferred symbol on the cardboard, trace and cut out the shape. Apply glue or starch to the back of the shape (template) and stick it on to the broad side of the matchbox, or fruit pack. (Note that the cut out should be made from a

cardboard, NOT from a mere sheet of paper.

Now your stamp is ready.

Alternatively, you may use the t-roll tube by:

1. Cover one end with a piece of card.
2. Stick the cut – out (template) on the card covering the end of the tube and again your stamp is ready.



3. Apply poster colour to the stamp and print on the page.
4. This would prove easier for struggling achievers, as well as for the entire class.
5. Learners display their work and talk about what they have done.

Assessment:

- Have learners take turns to share what they learned about print making
- Learners show their work to the class and tell them what they have created and what they like about their work.

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 72 K2.3.2.1.5 (Page of Learner's Workbook)

Content Standard: K2. 3.4.1. Demonstrate understanding of relating well with people of different beliefs.

Indicator/ Objectives: Play different musical instruments and dance to religious songs.

Core Competencies: Creativity and Innovation.

Introduction: In this activity, learners are going to colour patterns, patterns from the kente cloth. Patterns are everywhere, all around us, and should be pointed out to young children whenever we see them. Patterning is important for children at this level because patterns help them make predictions because they begin to understand what comes next. Patterns also help them make logical connections and use reasoning skills.

Resources/ Materials: crayons or colour pencils, poster colours, a flat piece of foam to serve as a stamp pad or (ink pad) 't' roll tubes, twine, glue, scissors, very small cut – out shapes – squares, triangles, rectangles. Empty fruit packets or match boxes.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite
ARISE AND SHINE.

Arise and shine

Welcome to school today,

'rise and shine,

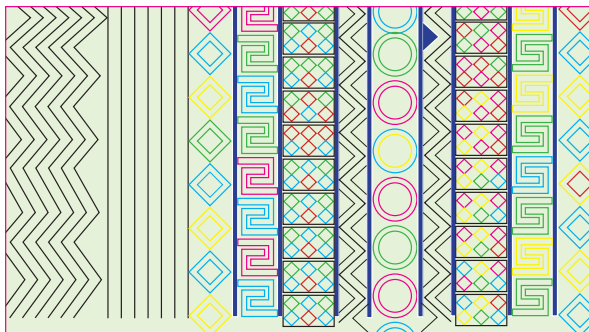
Welcome to school today;

'rise and shine (clap! -clap! -clap!)

Welcome to school today

I'm so glad you're here.

Learners turn to page 77 of workbook, and identify the shapes and patterns in the sample kente.



- Learners colour the patterns using any colours of their choice.
- For the printed version of this activity, prepare the stamps in advance. Follow these steps:
- Pick one 't' roll tube and a piece of twine. Glue the twine onto the 't' roll tube in any one of the following ways (or a combination) Zig-zag, scallops, straight strips. Allow to dry.

| | |
|----------------------------------|---------------------------------|
| FIIFI PASTE SAMPLE OF THE STAMPS | |
| | PASTE SAMPLES OF COMPLETED WORK |

- Apply poster colours to the twine glued twine, and roll on the sheet of paper to make kente patterns.
- Next option is to glue the small cut out shapes on to the empty fruit pack. (Glue them according to a set pattern)
- Learners mix their desired colour and pour over the piece of foam (Ink Pad). Dip the stamp on the paint and print on page 77.
- Learners give a name to their print. Write it on the board and let them copy it onto their work.

NOTE: Support struggling achievers.

Assessment:

Learners take turns to show their work to their friends and tell them how they made their work.

Have learners mention one problem they faced while doing their work and how they solved it.

Term 2: Strand 3: Values and Beliefs

Sub Strand: Our Beliefs

Activity 73 K2.3.2.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artworks

Content Standard: K2. 3.4.1. Demonstrate understanding of relating well with people of different beliefs.

Indicator/ Objectives: Play different musical instruments and dance to religious songs.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Resources/Materials: Story, Songs, and recitals, any of the following: crushed egg shells, very tiny pieces of paper, fine sand, feathers (cut up into small pieces) crushed dried leaves, or any other medium that is available.

Introduction: In this activity, learners are going to do Mosaic Art. Mosaic art provides real concrete learning opportunities for young children. Among the numerous benefits of mosaic activities is concentration, problem-solving, development of fine motor skills, hand and eye coordination which is extremely important for the young learner's preparation towards reading and writing.

For us educators, this activity makes it possible for us to keenly observe the child and assess their level of development. We are also helped to be able to monitor the child's ability to concentrate.

Key Words: Sankofa – Learn from the past.

Procedure/Workbook Activities:

1. Learners sit in a semi-circle formation and recite / sing:
ARISE AND SHINE.
Arise and shine
Welcome to school today
'rise and shine
Welcome to school today
'rise and shine clap! Clap! Clap!
Welcome to school today
I'm so glad you're here.
2. Have learners turn to page 78 of workbook, identify the picture, and describe what they see. [the image/picture of a bird with its neck turned backwards, its beak open, trying to pick an egg from its back.]

3. Explain to them the meaning of this symbol – learning from the past.
4. Explain to learners that they are going to use any of the materials to fill in the spaces to complete their picture.

NOTE: Break down the task for struggling achievers.

Assessment:

Have learners show their work to their friends and tell them how they achieved what they have.

Learners make respectful, positive comments about their friends work.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 74. K2.4.1.1.6 (Page of Learner's Workbook)

Asking and responding to questions about own, and others' artwork

Content Standard: K2. 4.1.1. Demonstrate understanding of special places in our local community.

Indicator/Objectives: Talk about the ideas expressed in one's own art and those of others.

Core Competencies: Creativity and Innovation.

Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Key Words: school, community, canteen, library, sick bay.

Resources/ Materials: pencil, crayons or colour pencils, songs and recitals.

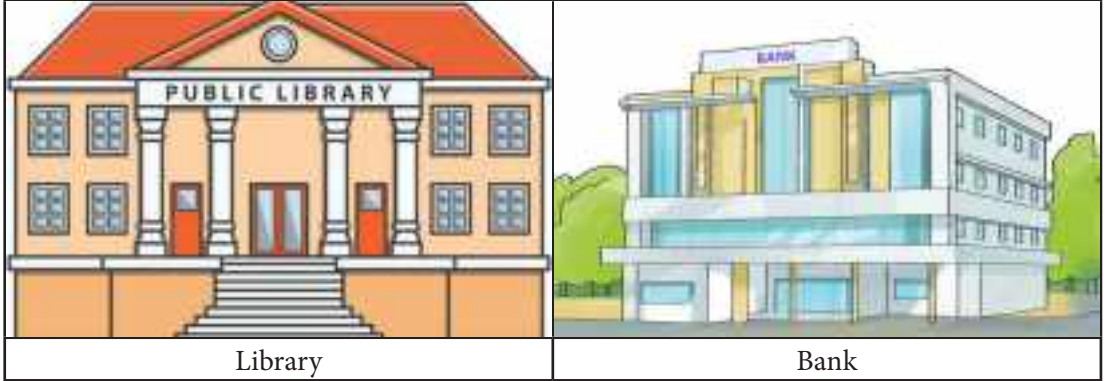
Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and sing/recite:
IN THE HOME
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. Read key words with learners: school, community, library, canteen, sick bay.
3. Have learners mention some of the places in their local community. Begin with their school, talking about some of the places in their school (library, school park, canteen, sick bay, playground).
4. Let learners choose any of the places talked about and draw it in the space provided.

NOTE: Break down the task for struggling learners.

Assessment:

Learners take turns showing their drawing to their friends and telling them what they have drawn and what activities go on there.



Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 75 K2.4.2.1.6 (Page of Learner's Workbook)

Asking and responding to questions about own and others' Artwork

Content Standard: K2. 4.1.1. Demonstrate understanding of the special places in our local community.

Indicator/ Objectives: Talk about the ideas expressed in one's own art and those of others.

Core Competencies: Creativity and Innovation.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

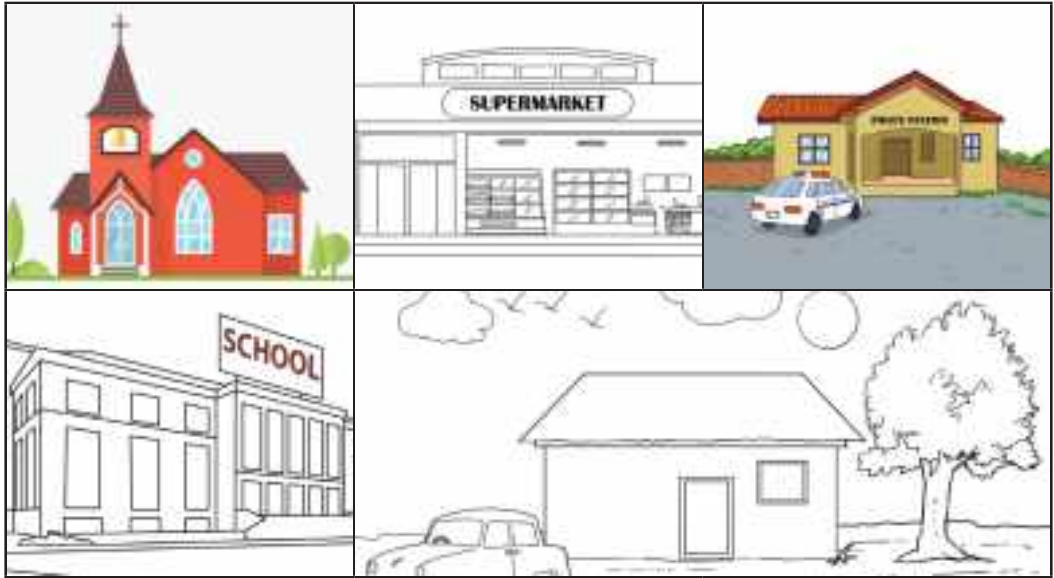
Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Key Words: Church, supermarket, home, school, police station.

Resources/ Materials: Crayons or colour pencils, songs and recitals.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
IN THE HOME.
2. Repeat key words with learners: home, school, supermarket, police station, church.
3. Learners turn to page 81 of workbook and talk about the pictures, identifying the places drawn.
4. Learners colour the different pictures and identify those ones they have in their local community.



5. Learners display and talk about their work.

NOTE: Break down the assignment for struggling achievers.

Assessment:

Ask this question: What important activities go on in each of the places you have just coloured?

Have learners first think about the question, each choose a partner, and share their answers to the question

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 76 K2.4.3.1.5 (Page of Learner's Workbook)

Content Standard: K2. 4.2.1. Demonstrate understanding of knowing the important people in our community.

Indicator/ Objectives: Create simple patterns with more than one shape, colour, size, sounds or movements.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Key Words: Teacher, Firefighter, Doctor, Nurse, Police Officer

Resources/ Materials: Crayons or colour pencils, songs and recitals.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing / recite:
I'M A TEACHER IN MY COUNTRY...
2. Invite learners to turn to page 82 of workbook and talk about the different people shown in the picture.
3. Learners identify and talk about the different professions depicted.
4. Learners mention people of various professions in their community.
5. Learners colour the pictures, talking about what each does and ways in which they help the community.



6. Distribute cut-out shapes for learners and have them choose their favourite profession and an image of that profession using the cut-out shapes.

Assessment:

Learners take turns to show their work to their friends, talk about the profession they have depicted, and tell their friends how they made their work.

Learners talk about their colouring, and discuss the questions on page 82:

Firefighter: (helps put out fires, and advice people about how to avoid fires)

Doctor: (treats people who are sick, prescribes medication...)

Nurse: (takes care of the sick, administers injections and other medications prescribed by the doctor)

Police officer: (maintains law and order in the community/ helps others to be law abiding citizens/ arrests people who commit crimes or other bad practices...)

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 77 K2.4.3.1.6 (Page of Learner's Workbook)

Asking and answering questions about own and others' artwork.

Content Standard: K2. 4.1.1. Demonstrate understanding of the special places in our local community.

Indicator/ Objectives: Talk about the ideas expressed in one's own art and those of others.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, songs and recitals relevant to theme.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
I'M A TEACHER IN MY COUNTRY...
2. Invite learners to turn to page 83 of Workbook, observe and talk about the pictures on that page.
- 3.



4. Learners colour their pictures and talk about their work.
5. Support struggling achievers.

Assessment:

Learners show their work to their friends and tell them about it.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 78 K2. 4.3.1.5 (Page of Learner's Workbook)

Asking and answering questions about own and other's Artwork

Content Standard: K2. 4.2.1. Demonstrate understanding of knowing the important people / occupations in our community.

Indicator/ Objectives: Create simple patterns with more than one shape, colour, size, sounds or movements.

Core Competencies: Critical Thinking and problem solving, Creativity and innovations.

Introduction: Drawing helps children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Colour pencils or crayons, pencils, songs and recitals about helpers in my community.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing / recite:
I'M A TEACHER IN MY COUNTRY...
2. Invite learners to talk about some of the professional they see in their community. [police officers, nurses, teachers, doctors, lawyers...]
3. Draw their attention to ways in which such people help others in the community. [police officers maintain law and order, nurses take care of the sick, teachers teach/educate young members of the community, doctors prescribe medicines for the sick people in the

community, lawyers give advice on legal matters]

4. Invite learners to draw four of such professionals in the spaces provided on page 84 of workbook.



5. Break down the task for struggling achievers.

Assessment:

Have learners display their work, take turns to tell their friends about their work and answer their friends' questions about their work.

Learners tell their friends about the professions they have drawn and what those people do in the community

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 79. K2.4.3.1.5 (Page of Learner's Workbook)

content standard: K2. 4.3.1. Demonstrate understanding knowledge of the special leaders in our community.

Indicator/ Objectives: Create art works inspired by places in our culture and country.

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

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, songs and recitals that are relevant to theme.

Key Words: Imam, King, Priest, Judge

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and sing/ recite:
I'M A TEACHER IN MY COUNTRY...
2. Read key words with learners: Imam, Priest, King, Judge
3. Invite learners to turn to page 85 of workbook, identify the important leaders drawn in the picture.
4. Have them identify the one they are familiar with.
5. Learners colour the different leaders.



6. Break down task for struggling achievers.
7. Learners display their work and talk about it.

Assessment:

Learners take turns to show their work to their friends and say the ones they can identify in the picture, and what they do.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 80 K2.4.3.1.6 (Page of Learner's Workbook)

Asking and answering questions about own and others' artwork.

Content Standard: K2. 4.3.1. Demonstrate knowledge about the special leaders in our community and country.

Indicator/ Objectives: Create Art works inspired by places in our culture and country.

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

Introduction: This activity requires that learners glue a picture. Cutting and gluing are excellent skills that the learner must practice in order to build on their fine motor skills. Talk to learners about the picture they are creating.

This activity will no doubt boost the child's self-esteem.

There's a feeling of pride and accomplishment when the child is able to complete a task.

A project such as this also teaches the child patience and self - control because gluing requires waiting for the work to dry.

Resources/ Materials: Pictures of past and present Presidents of Ghana, Plain sheets of paper, (A4 Sheets), glue, songs, and recitals about important people in the community.

Procedure / Workbook Activities:

1. Learners stand in a semi-circle formation and recite / sing:
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 strive for you,
I will uplift your name in all I do,
Justice and freedom
2. Ask learners to name the Headmaster/Mistress of their school. Ask them to say what the Head of the school does for the school. [they see to it that the school functions well]
3. Ask them to name the President of our country. Have them say what the President does for the country. (he sees to it that the country functions well/ sees to it that the people in the country are well taken care of.)
4. Let learners turn to page 86 of workbook and take a look at the pictures of the important

leaders of our country and mention their names.

5. Have learners memorise their names and try identifying them by their names.
6. Have learners prepare an album of the past leaders of our country, by pasting the pictures they have on the sheets of paper folded into a booklet.
7. Have learners decorate the front and back cover of their album.



Assessment:

Learners take turns to show their work to their friends and answer questions from them about their work.

Learners tell their friends about some of the challenges they encountered while preparing their album, and how they solved them.

Term 2: Strand 4: My Local Community

Sub Strand: Knowing the special places in my community

Activity 81 K2.4.3.1.6 (Page of Learner's Workbook)

Content Standard: K2. 4.3.1. Demonstrate knowledge of the special leaders in our community and country.

Indicator/ Objectives: Create art works inspired by places in our culture and country.

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

Introduction: This activity requires that learners glue a picture. Cutting and gluing are excellent skills that the learner must practice in order to build on their fine motor skills. Talk to learners about the picture they are creating.

This activity will no doubt boost the child's self-esteem.

There's a feeling of pride and accomplishment when the child is able to complete a task. A project such as this also teaches the child patience and self - control because gluing requires waiting for the work to dry.

Resources/ Materials: The picture of the President of Ghana (From a newspaper, or Magazine) glue, or starch, songs, and recitals.

Procedure/ Workbook Activities:

1. Learners stand in their respective positions 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 strive for you,
I will uplift your name in all I do,
Justice and freedom
2. Lead a discussion about the president of the country. (Who is the President of the republic of Ghana? Use the opportunity to show the proper way to address the president; His Excellency President)
3. Tell learners that we address the President as such to show due respect to him.
4. Have learners bring out their pictures of the president and stick them in the space provided on page 87 of Workbook. Learners allow their work to dry.

| | | | |
|---|---|---|--|
|  |  |  |  |
| H.E - Dr. Kwame Nkrumah | H.E. Dr. K.A. Busia | H.E - Dr. Hilla Liman | H.E. J.J. Rawlings |
|  |  |  |  |
| H.E. J. A. Kuffour | H.E. J.E. Atta Mills | H.E. J Dramani Mahama | H.E. Nana Addo Dankwa Akuffo Addo |

5. Learners display their work, take turns to talk about what they have done.
6. Offer support to struggling achievers.

Assessment:

Learners take turns to show their work to their friends and describe how they did it.

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 82 K2.5.1.1.2 (Page of Learner's Workbook)

Artforms in the environment

Content Standard: K2. 5.1.1. Demonstrate Understanding of history and celebrations of Ghana.

Indicator/ Objectives: Prepare an artwork related to the Independence Day and use it for the childrens' Independence Day Celebration.

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

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, picture of the big six/ other pictures of the independence celebrations from newspapers/ magazines/ calendars; broad sheets of paper(newsprint/cement paper/manila cards/ chipboard /brown paper); glue/starch; songs and recitals about Ghana's Independence.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation 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 strive for you,

I will uplift your name in all I do,
Justice and freedom.

Invite learners to turn to page 89 of workbook, look at the picture and say what they think it is all about.

2. Help learner identify the individuals in the picture.
3. The men in the picture are known as The Big Six. They include:
Dr Kwame Nkrumah, the first President of Ghana,
Mr. Obetsebi- Lamptey,
Mr. Ako-Adjei,
Mr. Edward Akuffo-Addo,
Dr J.B. Danquah, and
Mr. William Ofori-Atta
Learners identify and colour them.
4. Learners display their work and talk about what they have done.
5. Lead a discussion on the questions at the bottom of the page.
6. Who do you see in the picture? [The Big Six]
7. What is the occasion? [the celebration of Ghana's Independence]
8. Where else have you seen this picture? [on TV/ in the newspapers...]
9. What is the date of Ghana's Independence? [6th March, 1957]
10. What do school children do on this occasion? [parades/ march pasts/ gymnastics...]
11. Put learners in their groups and have them stick their cut out pictures on their chipboard/ brown paper/ manila card/ cement paper/ newsprint.
12. Write the bold heading: **OUR INDEPENDENCE CELEBRATION** on the top part of their sheet and have learners work together sticking the pictures under the heading.
13. When they are done, have them hang their pictures up for a gallery walk



Assessment:

Learners hang up their work and do a gallery walk to take a look at the pictures, ask and answer questions about what they see.

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 83 K2.5.1.1.6 (Page of Learner's Workbook)

Content Standard: K2. 5.1.1. Demonstrate Understanding of history and celebrations of Ghana.

Indicator/Objectives: Prepare an artwork related to the Independence Day and use it for the children's Independence Day Celebration.

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

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve children's fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self-expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, songs and recitals that are appropriate to theme.

Key Words: Ghana, Independence, celebration

Procedure/Workbook Activities:

1. Learners stand in their positions 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 strive for you,

I will uplift your name in all I do,
Justice and freedom.

2. Read key words and have learners repeat. (Independence, Ghana, Celebration)
3. Invite learners to turn to page 90 of the Workbook, and talk about what they see in the pictures.
4. Have learners imitate the actions they see on the page.
5. Learners colour the pictures and engage in a discussion, using the suggested questions:
 - Talk about what you have just coloured. [these are school children in a rehearsal for the celebration of Ghana's Independence. Some of them are marching, whilst others are doing gymnastics. They will put up the performance to mark the Independence Celebration in their school/community on the 6th of March.]
 - When do we celebrate Ghana's Independence? [we celebrate it on the 6th of March]
6. Conclude the activity by having learners copy the key words.
 - Have learners copy the key words: (Independence, Ghana, celebration)

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 84 K2.5.1.1.6 (Page of Learner's Workbook)

Content Standard: K2. 5.1.1. Demonstrate Understanding of history and celebrations of Ghana.

Indicator/ Objectives: Prepare an art work related to the Independence Day and use it for the children's Independence Day Celebration.

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

Introduction: Drawing helps children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: pencils, crayons or colour pencils, Pictures of important places in Ghana (Independence Square, Kwame Nkrumah Royal Mausoleum, Parliament House, Jubilee House from calendars/newspapers), Broad sheets of paper or card (manila card/ brown paper) songs and recitals about Ghana.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/recite:
GHANA, MY HAPPY HOME.
2. Invite learners to look at the two pictures on page 91 of Workbook.
3. Mention the names of those places to learners if they do not know already. [The Independence Square, and The Kwame Nkrumah Royal Mausoleum].
4. Have learners mention the shapes that they can identify in these two pictures:
 - A big arc on the Independence Square monument
 - The black Star
 - Several rectangles...
 - The Kwame Nkrumah Royal Mausoleum has many rectangles, have learners identify and count them...
 - Have learners form the shapes in the air, then on the ground with a piece of chalk or in the sand.
5. Have learners draw and colour a police station and a hospital in the spaces provided on page 91 of workbook.
6. Learners talk about what goes on in these two places.



7. Put learners into groups, label the broad sheets as follows: SOME IMPORTANT PLACES IN MY COUNTRY.
8. Guide learners to stick the pictures on to the broad sheet to complete the chart. Help them copy the names of the important places underneath the pictures.

Assessment:

Learners display their charts on the wall, invite all to do a Gallery Walk, and ask their friends questions about their work, as they also answer questions about theirs.
Support struggling achievers.

Term 2: Strand 5: My Nation Ghana

Sub Strand: History and Celebrations of Ghana

Activity 85 K2.5.1.1.7 (Page of Learner's Workbook)

Content Standard: K2. 5.1.1. Demonstrate Understanding of history and celebrations of Ghana.

Indicator/ Objectives: Prepare an artwork related to the Independence Day and use it for the children's Independence Day Celebration.

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

Introduction: This activity aims at teaching learners about our national currency. It is hoped that this would help them learn the value of each currency identify the various denomination and then nurture a desire to save money in their personal piggy banks. Make the activity very interactive, encouraging learners to come out freely to talk and have fun.

Resources/ Materials: Pre-cut templates from worksheet 11 glue or starch, One empty plastic bottle with its cover, two plastic bottle tops of the same size, foil, coins, songs and recitals that are appropriate to theme.

Procedure/Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite.
LUCY LOCKET
Lucy Locket
Lost her pocket
Kitty Fisher found it.
Not a pesewa was there in it,
Just a ribbon 'round it!
Just a ribbon 'round it!
Just a ribbon 'round it!
2. Invite learners to turn to page 92 of work book, identify the notes and coins by their denomination. Talk about each one's features. Example their colour, the denomination, shapes, etc.
3. Distribute the foil, and have learners press them onto the coins to copy their patterns onto the foil.
4. Where foil is not available, have learners do crayon rubbing by:
 - Place a plain sheet over the coin,
 - Rub a piece of crayon over the portion where the paper is covering the coin. This will cause the patterns on the coin to be transferred onto the paper.
 - Turn the other side of the coin and repeat the process.
 - Cut out the paper coins for learners to stick onto their piggy bank.

5. Help learners copy the value of the coins from the sample piggy Bank onto their own paper coins and stick them on the corresponding samples on the piggy bank.
6. On page 92, guide learners to draw lines to match the front view of the notes to their corresponding ones (Front and Back)
7. Next, help learners build their own piggy banks using the empty plastic bottles.
 - Cut an opening on the side of the bottle (big enough for child to slip their coins in). this bottle will lie on its side)
 - Glue the two bottle tops underneath the bottle to serve as the legs of the piggy bank.

FIIFI PASTE A SAMPLE OF COMPLETED WORK

8. Piggy bank is now ready.
9. Break down the task for struggling achievers.

Assessment:

- Learners display their work for their friends to see.
- Learners tell their friends some of the problems/ difficulties they had while making their work and how they solved them

Term 3: Strand 6: All Around Us

Sub Strand: Living and non-living Things

Activity 86 K2. 6. 1.1.6 (Page of Learner's Workbook)

Art in the environment

Content Standard: K2. 6.1.1. Demonstrate Understanding of why some things are referred to as living and non-living things.

Indicator/ Objectives: Identify, draw and colour two items each under living and non-living things.

Core Competencies: Personal Development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: learners are expected to draw and colour two items each, under the category of living and non-living things.

Learners will talk about things around them that eat and grow, and those that do not.

Following this activity, they will colour the pictures drawn after which they will make their own drawings and colour them.

Resources/ Materials: Two heart shapes (one slightly smaller than the other; a very tiny triangle, glue/starch, crayons/ colour pencils, songs/ recitals about living things.

Procedure/ Workbook Activities:

1. Learners sit 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!
2. Invite learners to turn to page 94 of workbook, and identify the pictures and colour them.
3. Learners try their hands at making a paper folding version of the images on page 94:
 - How to make paper birds:
 - For each bird you will need the following: -
 1. Two heart shapes (one slightly smaller than the other)
 2. A very small triangle for beak.

Method:-

Fold heart shapes into two equal parts (from top to bottom)
Make scallops on the smaller heart towards the pointed end.

Apply a very small amount of glue inside the folds of the smaller heart shape and glue it onto the first (bigger) one.

FIIFI DRAW A SAMPLE OF THE DIFFERENT PARTS OF THE BIRD.

NOTE: Do not apply any glue to the inner part of the bigger heart shape. Leave it open to enable the bird to “stand”.

To make the fish:

You need two circles of the same size but in different colours

| | |
|---|--------------------------------|
| FIIFI COPY SAMPLES OF THE DIFFERENT PARTS OF THE FISH | PASTE SAMPLES OF FINISHED WORK |
|---|--------------------------------|

Assessment:

- Learners display their work, their friends take a look and ask them questions about their work.
- Learners take turns answering their friend s questions about their work.

Term 3: Strand 6: All Around Us

Sub Strand: Living and non-living Things

Activity 87 K2.6.2.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 6.1.1. Demonstrate Understanding of why some things are referred to as living and non - living things.

Indicator/ Onjectives: Identify, draw and colour two items each under living and non- living things.

Core Competencies: Personal Development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: learners are expected to draw and colour two items each, under the category of living and non – living things.

Learners will talk about things around them that eat and grow, and those that do not.

Following this activity, they will colour the pictures drawn after which they will make their own drawings and colour them.

Resources/Materials: Cut out living and non- living things (worksheet 12) glue or starch, songs and recitals that are appropriate to theme.

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation and recite/ sing:
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!
2. Have learners mention some living and non – living things.
 - LIVING THINGS: cat, dog, mouse tree, fish, baby, chicken, parrot...
 - NON-LIVING THINGS: Car, bed, house, mop, bucket, tale, chair, ball, bag...
3. Share the cut outs and guide learners to stick them on their appropriate heading.

FIIFI PASTE A SAMPLE OF THE COMPLETED WORK

4. Guide learners to make their own charts of living and non-living things, using pictures from old magazines/ calendars.
5. Support struggling learners.

Assessment:

Term 3: Strand 6: All Around Us

Sub Strand: Living and non-living Things

Activity 88 K2. .6.2.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 6.1.1. Demonstrate Understanding of why some things are referred to as living and non - living things.

Indicator/ Objectives: Identify, draw and colour two items each under living and non- living things.

Core Competencies: Personal Development and leadership, Creativity and Innovation, Critical Thinking and Problem Solving.

Introduction: learners are expected to draw and colour an item each, under the category of living and non – living things.

Learners will talk about things around them that eat and grow, and those that do not.

Following this activity, they will colour the pictures drawn after which they will make their own drawings and colour them.

Resources/ Materials: Pencils, crayons or colour pencils, songs and recitals that are appropriate to the theme.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
FISHES IN A BROOK
Little fishes in a brook
I will catch them with my hook
Put them in my pan and cook
We shall eat them happily
We shall eat them, yum! Yum!
2. Invite learners to talk about some living and non – living things they know.
 - Living Things: Boys and girls, shark, whale, elephant, grass-cutter, tiger, antelope, deer, cow, duck, goat, sheep...
 - Non-living things: telephone, chair, stone, cup, ship, train, aeroplane...
3. Learners draw one each under the headings living and non – living things.

| LIVING THING | NON-LIVING THING |
|--|------------------|
| FIIFI COPY AND COMPLETE THE WORK ON PAGE 96 OF WORK-BOOK | |

4. Break down the task for struggling achievers.

Assessment:

Learners display their work and talk about what they have done.

Term 3: Strand 6: All Around Us

Sub Strand: Living and non – living Things – Domestic and wild Animals

Activity 89 K2. 6.2.1.5 (Page of Learner’s Workbook)

Ask and answer questions about Artwork

Content Standard: K2. 6.2.1. Demonstrate Understanding of the importance of domestic and wild animals.

Indicator/ Objectives: Observe, Identify, and talk about images, items, and performances in art works of everyday life.

Core Competencies: Personal Development and leadership, Communication and Collaboration, Personal Development and Leadership.

Introduction:

Colouring has a very important role to play in a young child’s development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child’s proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens’ fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they’re given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons, or colour pencils, songs and recitals about animals.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/recite:

LISTEN TO THE COW, MOO!

Listen to the cow,

Moo! Moo! Moo!

Listen to the cow,

Moo! Moo! Moo!

Listen to the dog,

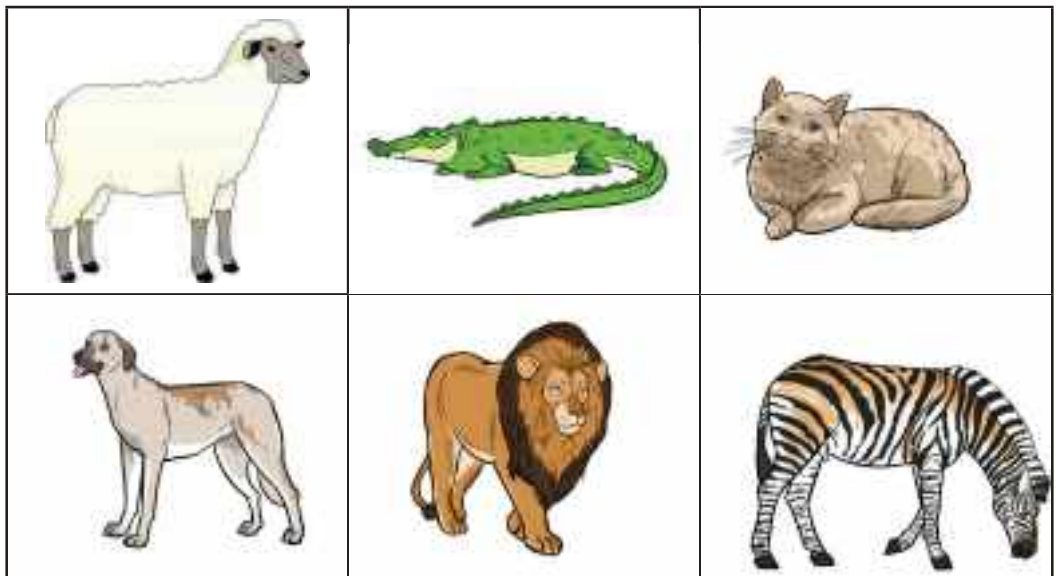
Wow! Wow! Wow!

Listen to the dog,

Wow! Wow! Wow!

Listen to the cat,
Meaw! Meaw! Meaw!
Listen to the cat,
Meaw! Meaw! Meaw!

2. Explain to learners that domestic animals are those animals that we find around in our homes and communities.
3. Have learners list some of such animals. [cat, dog, goat, sheep, duck...]
4. Explain to learners that wild animals are those that live in forests away from humans.
5. Have them turn to page 97 of workbook, identify the animals in the picture and colour them.



6. Learners indicate whether these animals are domestic or wild, then they copy their name.
7. Support struggling achievers.

Assessment:

Learners take turns to show their work to their friends and talk about what they have made.

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 90 K2.6.3.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 6.3.1. Demonstrate Understanding that water is an important natural resource that helps all living things (humans, plants, and animals.)

Indicator/Objectives: Draw and Colour Different Sources of water.

Core Competencies: Creativity and Innovation, Critical Thinking and problem

Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Key Words: pipe – borne, well, rain, stream, and washing.

Resources/Materials: Pencils, crayons or colour pencils, songs and recitals about water.

Procedure/Workbook Activities:

1. Learners sit in a semi-circle formation and recite:

ROW, ROW, ROW YOUR BOAT...

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily,

Life is but a dream

Row, row, row your boat

Gently down the stream,

Should you see a crocodile,

Scream with all your might!

JACK AND JILL

Jack and Jill

went up the hill

to fetch a pail of water.

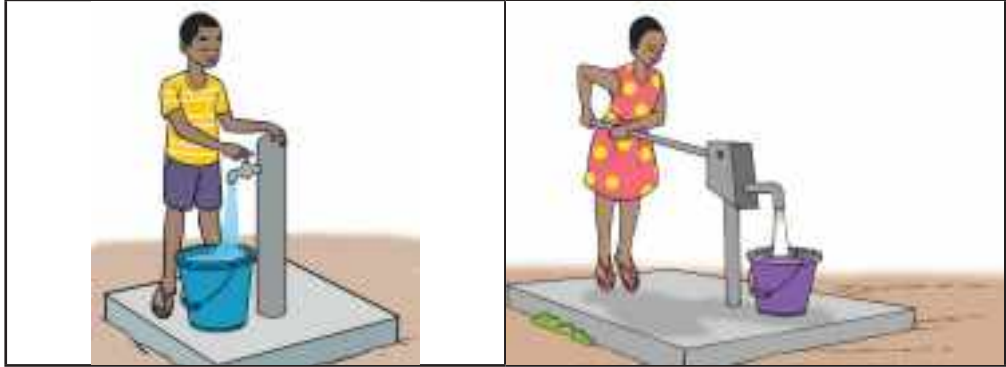
Jack fell down,

And broke his crown

And Jill came tumbling after!

2. Read key words with learners: [pipi-borne, rain, stream, bore-hole, washing.]

3. Lead a discussion about the different sources of water.
4. We get water from rivers, streams, ponds, rain, well, pipe-borne water, bore-hole...
5. Learners turn to page 98 of workbook, draw themselves fetching water from any of the sources mentioned.



6. Guide them to copy the key words in the spaces provided.

Assessment:

Learners display their work and take turns showing their work and telling their friends about their work.

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 91 K2.6.3.1.5 (Page of Learner's Workbook)

Making Two-Dimensional Artwork

Content Standard: K2. 6.3.1. Demonstrate Understanding that water is an important natural resource that helps all living things (humans, plants, and animals.)

Indicator/ Objectives: Draw and Colour Different Sources of water.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving,

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Crayons or colour pencils, songs and recitals about water

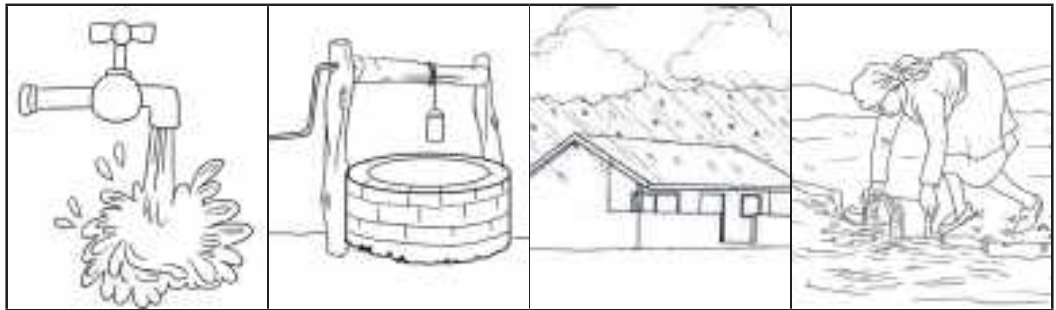
Procedure/ Workbook Activities:

1. Learners sit in a circle formation and recite/ sing:
ROW, ROW, ROW YOUR BOAT...
Row, row, row your boat
Gently down the stream
Merrily, merrily, merrily, merrily,
Life is but a dream
Row, row, row your boat
Gently down the stream,
Should you see a crocodile,
Scream with all your might!

JACK AND JILL

Jack and Jill
went up the hill
to fetch a pail of water.
Jack fell down,
And broke his crown
And Jill came tumbling after!

2. Learners turn to page 99 of workbook, identify and talk about the pictures.
3. Learners colour the pictures and identify their own source of water.



4. Break down the task for struggling achievers.

Assessment:

Learners take turns to show their work to the class, listen to their comments and answer their questions.

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 92 K2.6.3.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.3.1. Demonstrate Understanding that water is an important natural resource that helps all living things (humans, plants, and animals.)

Indicator/ Objectives: Draw and colour different sources of water.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction: Drawing helps children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/Materials: crayons or colour pencils, songs and recitals about water.

Procedure/Workbook Activities:

1. Learners sit in a semi- circle formation and sing/ recite:

ROW, ROW, ROW YOUR BOAT...

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily,

Life is but a dream

Row, row, row your boat

Gently down the stream,

Should you see a crocodile,

Scream with all your might!

JACK AND JILL

Jack and Jill

went up the hill

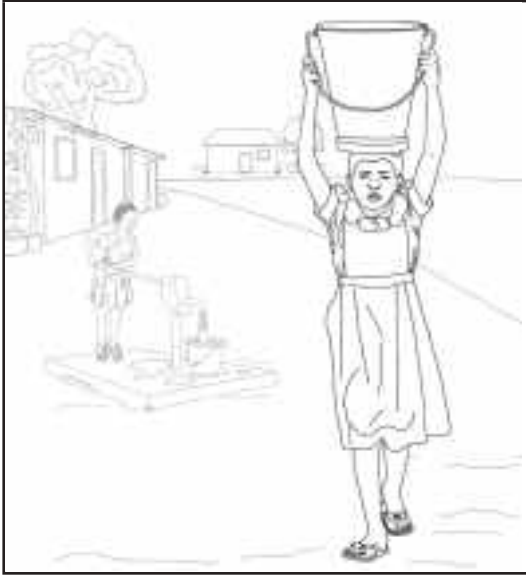
to fetch a pail of water.

Jack fell down,

And broke his crown

And Jill came tumbling after!

2. Invite learners to look at the pictures on page 100 and talk about what they see.



- 3.
4. Learners colour the pictures appropriately and talk about their work.
5. Support struggling achievers.

Assessment:

Learners take turns to show their work to their friends and answer their questions about their work.

Term 3: Strand 6: All Around Us

Sub Strand: Water

Activity 93 K2.6.3.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.3.1. Demonstrate Understanding that water is a very important natural resource that helps all living things.

Indicator/Objectives: Draw and colour different sources of water.

Core Competencies: Creativity and Innovation, Critical Thinking and problem solving.

Introduction: In this activity, learners are going to do Mosaic Art. Mosaic art provides real concrete learning opportunities for young children. Among the numerous benefits of mosaic activities is concentration, problem-solving, development of fine motor skills, hand and eye coordination which is extremely important for the young learner's preparation towards reading and writing.

For us educators, this activity makes it possible for us to keenly observe the child and assess their level of development. We are also helped to be able to monitor the child's ability to concentrate.

Resources/ Materials: songs and recitals about water, glue or starch brown paper cut into very small rectangles, tree bark, (for the wooden part of the picture) a piece of thread or twine (to attach to the paper bucket) pre – cut bucket (from paper), crayons.

Procedure/ Workbook Activities:

1. Learners stand and sing/ recite:
2. Jack and Jill, then Row, Row, Row your boat...
3. Invite learners to turn to page 101 of workbook and identify the source of water shown on the page. [a well]
4. Learners mention it and demonstrate how water is drawn from a well.
5. Share the pieces of paper to learners; guide them to stick the rectangular pieces on the well. The glue the tree bark on the poles of the well.
6. Attach the thread or twine to the paper bucket and glue to the appropriate place.
7. Break down the task for struggling achievers.

Assessment:

Learners display their work and talk about what they have done. Learners tell their friends about the difficulties they encountered with their work and how they solved them.

Term 3: Strand 6: All Around Us

Sub Strand: Air

Activity 94 K2.6.4.1.3 (Page of Learner's Workbook)

Content Standard: K2. 6.4.1. Demonstrate Understanding that air is all around us and it is a very important and beneficial natural resource for all living things.

Indicator/ Objectives: Participate actively in the teacher – read – aloud of the text on Air, share lessons learnt on the theme of the week and demonstrate that words in a sentence are separated by spaces.

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

Introduction:

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, songs and recitals about air.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing / recite: FLY, FLY, FLY...

Fly, fly, fly

Oh butterfly

In the garden its flying high

In the meadow its flying low,

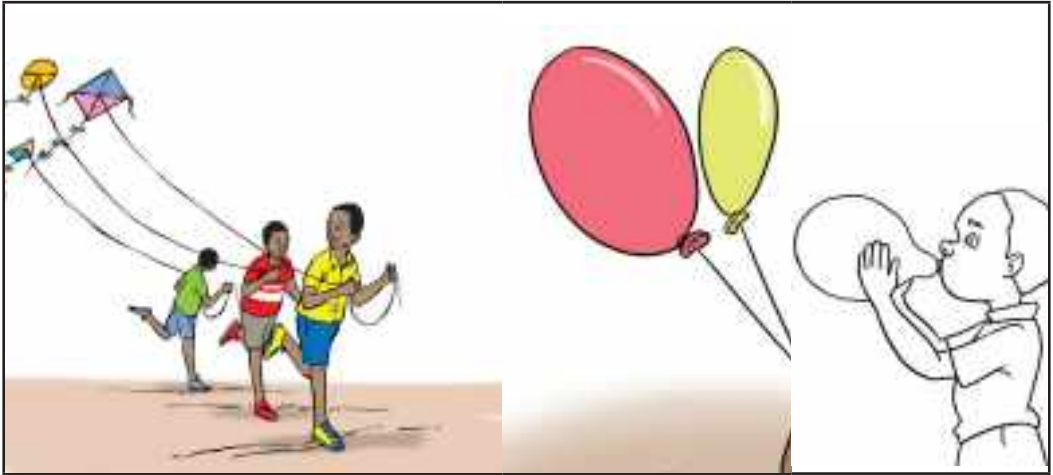
Fly, fly, fly, oh butterfly.

2. Have learners describe the activity on page 102 of workbook. [children are playing with balloons and kites. All of that is possible because of the presence of air.]

DISCUSSION:

- What makes kites fly? [the air]
- What will happen when an inflated balloon is punctured? [all the air comes ou of it/ escapes and so it becomes flat]

- Learners colour the picture on page 102.



- Have learners display their work and talk about it.
- Support struggling achievers.

Assessment:

Learners show their work to their friends and tell them about what they have made

Term 3: Strand 6: All Around Us

Sub Strand: Air

Activity 95 K2.6.4.1.3 (Page of Learner's Workbook)

Content Standard: K2. 6.4.1. Demonstrate Understanding that air is all around us and it is a very important and beneficial natural resource for all living things.

Indicator: K2.6.4. 1.3

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

Introduction: This activity requires that learners fold a paper air plane. This simple folding activity will have immense benefits for learners.

It will provide the well needed exercise for their small muscles in preparation for writing. The activity by its very nature builds concentration, another priceless gem which would go a long way to boost their ability to concentrate for longer periods, being able to hold down to a task till its completion.

As with all other activities, facilitators must endeavour to create a very relaxed atmosphere in the learning space, making every learner feel a sense of belonging. Encourage learners to support each other for everyone to enjoy the activity.

Resources/ Materials: A4 sheet, ruler, pencil paper clip, crayons or colour pencils.

Procedure/ Workbook Activities:

1. Learners stand and sing/ recite:
FLY, FLY, FLY, OH BUTTERFLY
Fly, fly, fly,
Oh butterfly,
In the garden its flying high
In the meadow, its flying low
Fly, fly, fly, oh butterfly
2. Share the paper and other material. Guide learners to fold A4 paper in half lengthier. This will create a mid – line.
3. Fold the top left corner of the paper towards the mid – line.
4. Repeat for the top right corner.

FIIFI PASTE SAMPLE



5. Fold the entire paper in half again as you did at the beginning.
6. Fold down each of the wings again (to have thinner triangles).
7. Attach the paper clip on the bottom fold to add some weight.

FIIFI PASTE SAMPLE



Now your airplane is ready to fly.

8. Let children take their airplanes out to the school compound and fly them.
Ask them to say how they think it's possible that their airplane flies [that it is due to the presence of the air around us that makes the airplane fly].
9. Learners colour the airplane on page 103 of workbook.

Assessment:

Learners take turns to talk about how they made their airplanes.

Have learners share the challenges/ difficulties they faced with their work and how they solved those difficulties.

Term 3: Strand 6: All Around Us

Sub Strand: Air

Activity 96 K2.6.4.1.6 (Page of Learner's Workbook)

Content Standard: K2. 6.4.1. Demonstrate Understanding that air is all around us and it is a very important natural resource that is beneficial to all living things.

Indicator/ Objectives: Participate actively in a teacher-read-aloud text on Air, share lessons learnt on the theme of the week and demonstrate that words have spaces in a sentence.

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

Introduction: This activity requires that learners fold a kite. This simple folding activity will have immense benefits for learners.

It will provide the well needed exercise for their small muscles in preparation for writing. The activity by its very nature builds concentration, another priceless gem which would go a long way to boost their ability to concentrate for longer periods, being able to hold down to a task till its completion.

As with all other activities, facilitators must endeavour to create a very relaxed atmosphere in the learning space, making every learner feel a sense of belonging. Encourage learners to support each other for everyone to enjoy the activity.

Resources/ Materials: A square sheet of paper, thread on a spool, (2) broomsticks or khebab sticks, a ribbon for the tail, glue or starch, songs and recitals.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and recite:

MY LITTLE KITE

See my little kite

Flying in the sky

Like a little bird

Soaring up so high

Up above the tall trees

My little kite flies.

See its long tail

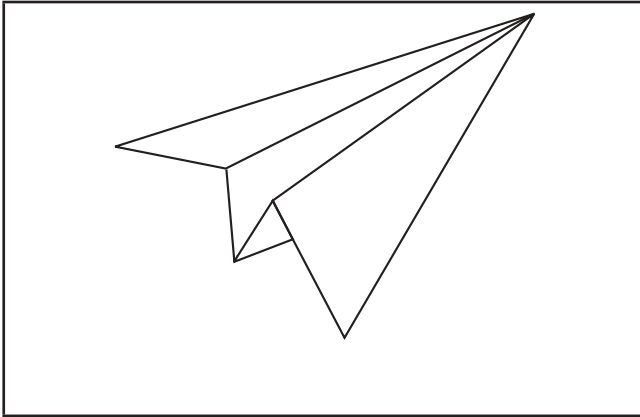
Flapping in the wind.

It is so much fun,

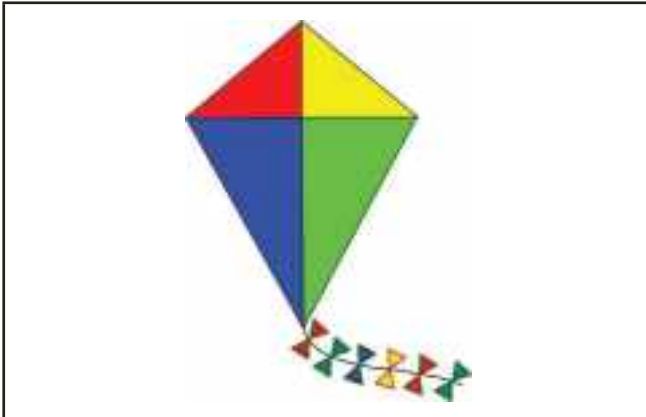
To fly my little kite

On a windy day.

2. Share materials to learners.
3. Guide learners to glue a broomstick or khebab stick diagonally (across the square sheet corner to corner (left corner to right corner)).



4. Glue the broomstick onto the paper from the top corner to bottom corner.
5. Staple the "tail" (ribbon) to the bottom corner of the paper.
6. Finally, tie one end of the thread on the spool to the top corner of the kite.
7. Now your kite is ready to fly.



8. Learners turn to page 104 of the Workbook and colour the kite on that page.
9. Learners take their kites out to fly them on the school compound. Let each child give a pet name to their kite before taking them out to fly.
10. Show them that the kite is able to fly because of the presence of air.

Assessment:

Learners take turns to tell their friends about the kite they made, and answer their questions.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 97 K2.6.5.1.6 (Page of Learner's Workbook)

Content Standard: K2. 6.5.1. Demonstrate knowledge and Understanding that there are different parts of plants and that plants are important sources of food and medicine for other living things.

Indicator/ Objectives: Draw and Label the parts of a plant.

Core Competencies: Personal Development and Leadership, Communication and collaboration, Creativity and Innovation.

Introduction: This activity requires that learners glue the picture of a plant. Cutting and gluing are excellent skills that the learner must practice in order to build on their fine motor skills.

Talk to learners about the picture they are creating.

This activity will no doubt boost the child's self-esteem.

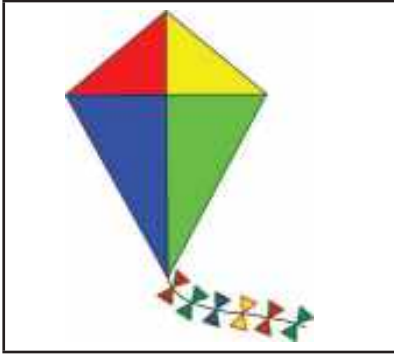
There's a feeling of pride and accomplishment when the child is able to complete a task.

A project such as this also teaches the child patience and self - control because gluing requires waiting for the work to dry.

Resources/ Materials: Pre - cut parts of a plant (worksheet 13), glue, or starch, songs and recitals about plants.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation 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. Learners turn to page 105, identify the picture and talk about the various parts.
3. Share the pre - cut parts of the plant and have learners stick them onto the picture and label the various parts.



4. Support struggling achievers.

Assessment:

Learners assemble their work and talk about it. Learners share with their friends what they learned from the activity.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 98 K2.6.6.1.6 (Page of Learner's Workbook)

Asking and answering questions about own and others' work

Content Standard: K2. 6.5.1. Demonstrate Knowledge and Understanding that there are different parts of plants and that plants are important sources of food and medicine for other living things.

Indicator/ Objectives: Draw and Label the parts of a plant.

Core Competencies: Personal Development and Leadership, Communication and Collaboration, Creativity and Innovation.

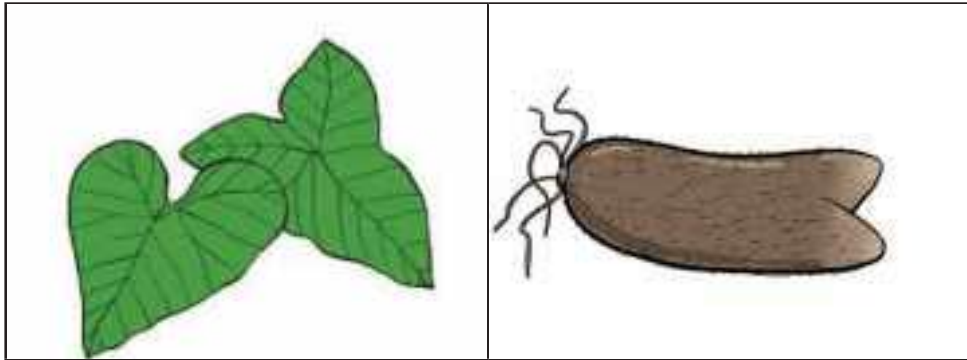
Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now. Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve children's fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self-expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, pencils, songs, recitals about plant.

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation 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 turn to page 106 of workbook, identify the foods drawn and discuss
3. their appropriate colours
4. Learners draw and colour the different types of food as described on page 106.



5. Learners assemble their work and talk about what they have done.
6. Support struggling achievers, by showing real images of a kontomire, and a yam.
7. Have learners touch and feel these samples before letting them draw.
8. As a follow up, have learners model any of these food stuffs, using play dough/clay, or papier mache.

Assessment:

Learners display their finished work, and have their friends come over to see, ask questions and have their questions answered.

Term 3: Strand 6: All Around Us

Sub Strand: Plants

Activity 99 K2.6.6.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.5.1. Demonstrate Knowledge and Understanding that there are different parts of plants and that plants are important sources of food and medicine for other living things.

Indicator/ Objectives: Draw and Label the parts of a plant.

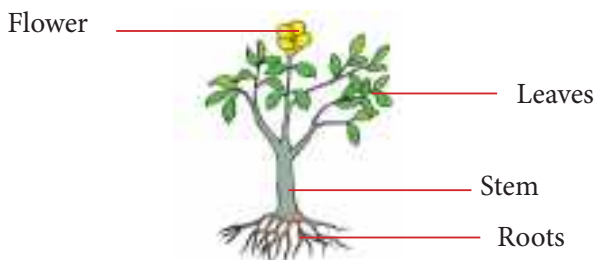
Core Competencies: Creativity and Innovation, Personal Development and leadership.

Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: pencils, crayons or colour pencils, songs and recitals.

Procedure/ Workbook Activities: Begin with an appropriate song or recital.

1. Learners stand in a semi-circle formation 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. Have learners pick a little plant from the school compound, guide them to touch and name the various parts of the plant.



3. Learners draw a plant in the space provided on Page 101 of workbook, and label all of its parts.
4. Support struggling learners

Assessment:

Have learners display their work and talk about what they have done.

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil and Gardening

Activity 100 K2.6.7.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.7.1. Demonstrate Understanding of types of soil we find around us and which one helps plants to grow well.

Indicator/ Objectives: Draw and colour at least four items that are made out of soil.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Collage is a piece of art work made by sticking various different materials such as feathers, seeds, paper, leaves, fabric, to create a new picture/ work of art.

It is beneficial to young children at this stage of their development in that it helps them develop their reasoning, creative, imaginative, as well as problem-solving skills.

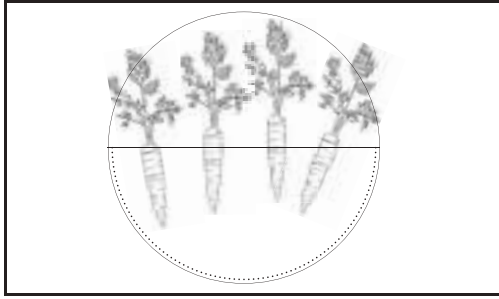
It also helps develop their fine motor skills, hand and eye coordination, and helps them learn first-hand, and in a very informal way, the concept of proportions.

Working with glue offers learners an invaluable sensory experience. It also helps young children to learn about cause and effect, it helps develop aspects of their psycho-social skills such as patience, because they will learn that it takes time for their work to dry.

Resources/ Materials: one paper circle, brown crayon, $\frac{1}{2}$ of a circle (this must be the exact half size of the full one) Refer to worksheet 11 Page 157, stapler, orange coloured paper, black crayon, glue or starch.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation 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. Share the materials to learners and have them explore with the materials
3. Have learners colour the half circle black and brown to look like black soil.



4. Glue or staple the edges this to the lower half of the first circle. Leave the top part open so that the whole thing looks like a pocket.
5. Cut out the carrots from orange coloured paper and slip them into the opening part of the pocket. Leave the top part of the carrots sticking out. Glue the carrots in place. See the drawing on page 108 of Work Book.

FIIFI PASTE A SAMPLE OF
THE WORK UP TO THIS
STAGE

6. Colour the drawing on page 108.

FIIFI COPY AND COMPLETE
THE DRAWING ON PAGE 108
OF WORK BOOK

7. Break Down the assignment for struggling achievers.

Assessment:

Learners display their work and tell their friends about what they have done.

Learners share with their friends some of the difficulties/ challenges they faced with their work and how they solved them.

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil and Gardening

Activity 101 (Page of Learner's Workbook)

Content Standard: K2. 6.7.1. Demonstrate Understanding of types of soil we find around us and which one helps plants to grow well.

Indicator/ Objectives: Draw and colour at least four items made from soil.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: In this activity, learners are going to do Mosaic Art. Mosaic art provides real concrete learning opportunities for young children. Among the numerous benefits of mosaic activities is concentration, problem-solving, development of fine motor skills, hand and eye coordination which is extremely important for the young learner's preparation towards reading and writing.

For us educators, this activity makes it possible for us to keenly observe the child and assess their level of development. We are also helped to be able to monitor the child's ability to concentrate.

Resources/ Materials: leaves (of different shapes and sizes), glue, songs and recitals.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation 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. Have learners bring their leaves and place them on their tables.
3. Have them look closely at each leaf and say what comes to their minds as they look at their leaves.
4. Learners turn to page 109 of Workbook and talk about the sample leaf mosaic on the top right corner of the page.

5. Learners create pictures with the different leaves available, gluing them onto the paper.
6. Support struggling achievers.

Assessment:

Learners display their work and talk about what they have created.

Learners talk about the shapes, and texture of their leaves

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil and Gardening

Activity 102 K2.6.7.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.7.1. Demonstrate Understanding of types of soil we find around us and which one helps plants to grow well.

Indicator/ Objectives: Draw and colour at least four items that are made out of soil.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Modelling is a delightful sensory experience that every young learner must have. The benefits of this activity are immense. Learners develop self- confidence when they are able to “create” something on their own. They develop both fine and gross muscles through pounding, kneading, rolling, pinching of the clay / playdough.

This useful sensory activity goes a long way to improve their pre-writing skills. The activity also helps develop learners’ cognitive skills and language skills.

This makes it important for facilitators encourage learners to share their thoughts and feelings about their work. Ask them questions to help them use their imagination and thinking processes to give an answer. As they do, they are using their cognitive skills and relying on their language skills to get their friends to understand their thoughts and vice versa.

Turn to appendix for a simple recipe for making your own play dough.

Resources/ Materials: clay, songs, recitals that are appropriate to theme.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/ recite:
OH BUTTERFLY...
Oh butterfly, oh butterfly
How beautiful you are.
Oh butterfly, oh butterfly,
How nice your colours are.
You fly from flower to flower,
With all your velvet colours.
Oh butterfly, oh butterfly
How beautiful you are.
2. Learners turn to page 110 and identify the picture on the page. [a flower vase]
3. Give learners their clay to model the vase.
4. When done, set it to dry in a cool and airy place, not in the sun.

Assessment:

Learners display their work, and talk about it and also mention other objects that are made from clay.

Support struggling achievers.

Term 3: Strand 6: All Around Us

Sub Strand: Types of soil

Activity 103 K2.6.7.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.7.1. Demonstrate Understanding of types of soil we find around us and which one helps plants to grow well.

Indicator/ Objectives: K2.6.7. 1.5 Draw and colour at least four items that are made out of soil.

Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Drawing helps children express themselves. Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Resources/ Materials: pencil, crayons or colour pencils, songs, and recitals, samples of things made from clay – earthenware, mug, flower vase i(made from clay) ceramic plates .

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/ recite
A FARMER PLANTS SOME SEEDS...
2. Lead discussion about things made from clay. [Earthenware, plates, cups, flower pots, mug, flower vase, cooler...]
3. Have learners look at the samples of objects made from clay.
4. Learners choose any of the objects that appeal to them.
5. Learners turn to page 111 of Workbook, draw and colour any four items made from clay.

Assessment:

Learners display their work and tell their friends about what they have drawn. Break down the assignment for struggling achievers.

Term 3: Strand 6: All Around Us

Sub Strand: Natural And Man – made (Artificial) sources of light

Activity 104 K2.6.8.1.5 (Page of Learner’s Workbook)

Content Standard: K2. 6.8.1. Demonstrate knowledge and Understanding of different types of light we use during the day, or in the night; that these are either man –made (artificial) or Natural, as well as their usefulness.

Indicator/ Objectives: Identify and describe the elements of art in the environment and create their own art work.

Core Competencies: Creativity and Innovation, Critical thinking and problem solving.

Introduction: Drawing helps children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child’s drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Colouring has a very important role to play in a young child’s development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child’s proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens’ fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they’re given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, songs/recitals.

Key Words: Sun, moon, stars, flames

Procedure/Orkbook Activities:

1. Learners stand in a circle formation and sing/ recite:
I SEE THE MOON...
I see the moon,
The moon sees me.
God, bless the moon,
And God, bless me.
2. Read key words with learners [sun, moon, stars, flames]

3. Lead a discussion on the natural sources of light. [some natural sources of light are: the sun, during the day; the moon and stars at night...]
4. Learners turn to page 112 of Workbook, and identify the individual pictures and colour them.



Assessment:

Learners display their work and talk about it.

Learners talk about the colours they chose for their work and why they chose those colours.

Term 3: Strand 6: All Around Us

Sub Strand: Natural and Artificial lights

Activity 105 K2.6.8.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.8.1. Demonstrate knowledge and Understanding of different types of light we use during the day, or in the night; that these are either man –made (artificial) or Natural, as well as their usefulness.

Indicator/ Objectives: Identify and describe the elements of art in the environment and create their own art work.

Core Competencies: Creativity And Innovation, Critical thinking and problem solving.

Introduction: Drawing helps children express themselves.

Being able to express what they feel also goes a long way to boost their emotional intelligence. A child's drawings reveal a lot about their personality. Do not expect a perfect drawing at this level because it is the process that matters most now.

Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end.

Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, lantern, torch, light bulb lamp, songs and recitals about light.

Key Words: light-bulb, torch, lamp, lantern

Procedure/ Workbook Activities:

1. Learners sit in a semi-circle formation 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

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light;
Twinkle, twinkle, all the night,
Twinkle, twinkle, all the night!

2. Read key words with learners: (light-bulb, torch, lamp, lantern)
3. Learners turn to page 113 of Workbook, identify and talk about some artificial sources of light such as torch, light bulb, lantern.
4. Learners touch and manipulate these items.
5. Learners identify the pictures, talk about them and colour them.



Assessment:

Learners display their work and talk about what they have done.

Learners talk about the colours they chose for their work and why they chose those colours.

Term 2: Strand 6: All Around Us

Sub Strand: Changing weather conditions

Activity 106 K2.6.9.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.9.1. Demonstrate Understanding of positive and negative effects of weather conditions.

Indicator/ Objectives: Role Play How changing weather Conditions affect the clothes we wear.

Core Competencies: Personal Development and Leadership, Creativity and Innovation, Communication and Collaboration.

Introduction: Learners will talk about the different weather conditions that we have in our country. Discussions will centre around what the major characteristics of each weather condition are as well as the positive and negative effects of these conditions. Discussions will also bring to light the appropriate attire for each weather condition.

Key Words: Rainy, windy, sunny, Harmattan

Resources/ Materials: songs and recitals about the weather conditions, clothing for warm weather, cold weather, rainy weather, four big paper plates (or four big circles cut-out on cardboard/ manila card/ chipboard) picture from old calendars/ magazines showing the different weather conditions, glue/starch, strong thread/twine, laundry pegs/ clothespin.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing / recite:
RAIN, RAIN, GO AWAY...
Rain, rain, go away
Come again another day,
Little children want to play
Rain, rain, go away!
2. Read key words with learners: (rainy, windy, sunny, Harmattan.)
3. Display the clothing, invite learners to come take a look, wear them and have their friends guess the weather condition.
4. Turn attention to the pictures on page 114 of Work book.
5. Assign learners to work in their groups to prepare a weather chart using the materials listed.

FIIFI, PASTE A SAMPLE OF COMPLETED
WEATHER CHART

6. Learners talk about the different weather conditions depicted.
7. Learners read out key words and copy them into their workbooks page 114..

Term 2: Strand 6: All Around Us

Sub Strand: Changing weather conditions

Activity 107 K2.6.2.1.5 (Page of Learner's Workbook)

Content Standard: K2. 6.9.1. Demonstrate Understanding of positive and negative effects of weather conditions.

Indicator/ Objectives: Role play how changing weather Conditions affect the clothes we wear.

Core Competencies: Personal Development and Leadership, Creativity and Innovation, Communication and Collaboration.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: Poster colours, cotton wool, glue, songs and recitals about weather conditions.

Procedure/ Workbook Activities:

1. Learners sit in a circle formation and sing/ recite:
RAIN, RAIN, GO AWAY...
Rain, rain, go away
Come again another day,
Little children want to play
Rain, rain, go away!
2. Learners turn to page 115 of workbook, identify the two weather conditions depicted in the pictures on the page.
3. Learners dip their index (pointer) finger in to the appropriate colour of paint and complete the drawing using their index/pointer finger dipped in some paint.

| | |
|--|--|
| FIIFI PASTE A SAMPLE OF THE FINISHED WORK | |
|--|--|

- Learners glue some cotton wool for the clouds

Assessment:

Learners take turns to show their work to their friends and talk about their work.
Learners answer any questions their friends may ask them.

Term 3: Strand 6: All Around Us

Sub Strand: Changing Weather Conditions

Activity 108 (Page of Learner's Workbook)

Content Standard: K2. 6.9.1. Demonstrate Understanding of the positive and negative effects of weather conditions.

Indicator/ Objectives: Role play how changing weather conditions affect the clothes we wear.

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

Introduction: Learners will talk about the different weather conditions that we have in our country. Discussions will centre around what the major characteristics of each weather condition are as well as the positive and negative effects of these conditions.

Discussions will also bring to light the appropriate attire for each weather condition.

In this activity learners are going to be doing stippling art. This technique in printmaking, and ink drawings, involves the making of small repeated dots using any medium such as finger-tips, cotton buds, a bunch of matchsticks, or anything which can produce a similar effect when used with paint.

The activity provides a useful sensory experience for the child; it is an activity that will help develop their fine muscles in preparation for writing. It also helps with hand-eye coordination, and builds concentration as well.

Key Words: Stippling, Rainbow, indigo, violet

Resources/ Materials: A bunch of cotton buds for each colour of the rainbow (about 6 – 8 pieces in a bunch), Poster colours in the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet), songs and recitals about the rainbow.

Procedure/ Workbook Activities:

1. Learners stand in a semi-circle formation and sing/ recite:
RAINBOW, RAINBOW
Rainbow, rainbow,
High and bright,
Beautiful rainbow, in full sight
High up in the sky,
And down in an arc.
Seven beautiful colours in harmony:
Red, orange, yellow, green, blue,
Indigo and violet.
Seven beautiful colours all in harmony

2. Read key words with learners.[stippling, rainbow, indigo, violet]
3. Share materials and let learners get to work.
4. Dip the bunch of cotton buds into the appropriate colours and stipple in the spaces marked. (in the absence of cotton buds use index (pointer) finger to make tiny prints of their finger-tips in the spaces).

FIIF PASTE A SAMPLE OF THE ACTIVITY



5. Have learners identify and name each colour as they print.[red, orange, yellow, green, blue, indigo, and violet].
6. Memorise and recite the poem on the bottom of the page.

Assessment:

Learners display their work and take turns telling their friends about their work.

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the global community

Activity 109 K2.7.1.1.5 (Page of Learner's Workbook)

Content Standard: K2. 7.1.1. Demonstrate Understanding of the various ways we communicate with the global community.

Indicator/Objectives: Sing songs from different cultures and languages and perform actions.

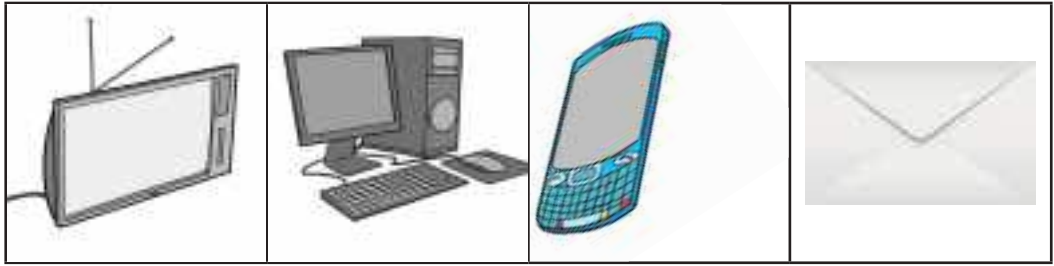
Core Competencies: Communication and Collaboration, Personal Development and leadership, Creativity and Innovation.

Introduction: Colouring has a very important role to play in a young child's development. It provides the opportunity for the child to practise and develop useful early writing skills including correct finger grip. For the most part, children are going to be using crayons for their colouring. Practising with crayon helps fine-tune the child's proper pencil grip. Pencil grip no doubt comes with hand strength, as well as practice, colouring offers these. Colouring, like drawing, helps improve childrens' fine motor coordination, a skill that will eventually support their daily activities. Colouring improves concentration, as it trains their brains to focus. Focus is what helps us stick to a task from its beginning to end. Colouring stimulates creativity and encourages self- expression. When given the opportunity to colour, they're given the independence to choose what colours to use, in some cases even what to draw, as children make these choices, they consciously or subconsciously express themselves without words.

Resources/ Materials: crayons or colour pencils, songs and recitals in different languages.

Procedure/ Workbook Activities:

1. Learners stand in a circle formation and sing/ recite:
"Hello my friends, Hello..."
Hello, my friends, hello
Hello, my friends, hello
Hello, my friends, hello,
my friends, hello
My friends, hello, hello,
2. Learners turn to page 118 of Workbook, and identify the gadgets in the picture, then colour them appropriately, and Address the envelope.



3. Learners talk about how to communicate with people from other parts of the world.[we communicate with people from other parts of the world through telephone calls, the internet, text messages, twitter, Facebook, watsup, telegram...]
4. Learners make their own communication gadgets from empty packets/cardboards.

FIIFI PASTE SAMPLES OF COMMUNICATION GADGETS
MADE FROM CARDBOARDS ETC

5. Learners role play how to communicate with people from other parts of the world using the gadgets they have made.
6. Break down the assignment for struggling achievers.

Assessment:

Learners display their gadgets, their friends take a tour to see what has been displayed, learners explain to their friends the challenges they encountered while they made their gadgets, and how they overcame those challenges.

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the global community

Activity 110 K2.7.1.1.5 (Page of Learner's Workbook)

Content Standard: K2. 7.1.1. Demonstrate Understanding of the various ways we connect with the global community.

Indicator/ Objectives: Sing songs from different cultures and languages and perform actions as they sing.

Core Competencies: Communication and Collaboration, Creativity and Innovation.

Introduction: Refer to previous

Key Words: car, air plane, ship, transportation.

Resources/Materials: crayons or colour pencils, songs and recitals in various languages.

Procedure/ Workbook Activities:

1. Begin with sing different songs from other cultures.
2. Learners stand in a semi-circle formation and sing/recite:
HELLO, MY FRIENDS...
Hello, my friends, hello
Hello, my friends, hello
Hello, my friends, hello
My friends, hello, my friends
Hello, hello!
3. Translate the words of this song into any language learners are familiar with.
4. Learners turn to page 119 of Workbook, and identify the means of transport drawn on the page. [airplane, ship, car, train]
5. Learners colour each one appropriately, and talk about their work.
6. Learners repeat the key words as they copy them repeatedly.

Assessment:

Learners take turns to show their work to their friends and tell them about what they have coloured.

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the global community

Activity 111 K2.7.1.1.6 (Page of Learner's Workbook)

Content Standard: K2. 7.1.1. Demonstrate Understanding of the various ways we connect with the global community.

Indicator/ Objectives: Sing songs from different cultures and languages and perform actions appropriately.

Core Competencies: Communication and Collaboration, Creativity and Innovation.

Introduction: Learners will find out about other nations and identify them by their national flags and other monuments. This will give them the opportunity to see the similarities in their national colours. This activity provides an added aid to colour identification and also a visual memory Activity.

Resources/ Materials: Flags of different countries, Name cards of different countries, plain sheets of paper, crayon, kebab sticks, glue/starch.

Procedure/Workbook Activities:

1. Learners stand in a circle formation and sing "hello, my friends"
2. Guide learners to identify the countries and their flags.
3. Guide learners to draw lines to match each named country to its flag.
4. Learners identify the colours that make up the different flags
5. Learners make little flags and display them for their friends to see.

Assessment:

Learners take turns to show their work and talk about what they have made.

Term 3: Strand 7: My Global Community

Sub Strand: Connecting and Communicating with the global community

Activity 112 K2.7.1.1.6 (Page of Learner's Workbook)

Content Standard: K2. 7.1.1. Demonstrate Understanding of the various ways we connect with the global community.

Indicator/ Objectives: Sing songs from different cultures and languages and perform actions appropriately.

Core Competencies: Communication and collaboration, Creativity and Innovation

Introduction: Learners will find out about other nations and identify them by their national flags and other monuments. This will give them the opportunity to see the similarities in their national colours. This activity provides an added aid to colour identification and also a visual memory Activity

Resources/ Materials: Pictures of the symbols of other countries songs and recitals that are appropriate.

Procedure/Workbook Activities:

1. Learners stand in a circle formation and sing/recite:
HELLO, MY FRIENDS, HELLO
2. Learners turn to page 121 of workbook, observe the pictures of monuments of different countries,
3. Have learners identify as many different shapes as they can on the monuments.
4. Lead learners to identify the countries in the pictures and match their symbols or monuments to them.
Teach them the names of these monuments:
Ghana –Independence Arc.
USA -statue of Liberty.
France –Eiffel Tower.
India –Taj Mahal
5. Learners choose any of the monuments they like, and then draw on page 122 of workbook.

Assessment:

Learners display their drawings, have them do a Gallery Walk to see what their friends have drawn, ask them questions and answer their questions as well.