



Republic of Zambia

MINISTRY OF EDUCATION

SPECIAL EDUCATION

INTELLECTUAL DISABILITIES

LEVEL I

Teaching Module



**PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE
P.O. BOX 50092
LUSAKA – ZAMBIA
2025**

Introduction

This teaching module is aimed at offering suggestions to the teacher on how to approach topics given in this book effectively. The suggestions given in this book are not meant to limit the teacher but are mere ideas that could be used. One specific competence listed in this book could be used to plan several lessons so that the information is given in small contents to enable learners comprehend. One lesson can be taught in bits until learners acquire knowledge, exhibit the skills, values and attitudes. This is why time and lesson numbers are not specified. The teacher is therefore, advised to be free to either use the suggested Learning activities or to come up with his/her own.

To Educators for learners with Intellectual Disabilities at Level One:

- Use **simplified language** and **visual aids** (pictures, symbols, real objects).
- Provide **hands-on activities** that allow learners to physically engage with the task.
- Break down activities into **small, manageable steps** and provide **consistent, clear instructions, (task analysis)**.
- Incorporate **peer support** where learners can work in pairs or small groups, allowing for social interaction and shared learning.
- Use **repetition** to reinforce learning and ensure comprehension.
- Offer **positive reinforcement** to build confidence and motivation.

Subjects in the Teaching Module

The teaching module covers the following learning areas: Activity for Daily Living (ADL), English language, Zambian language, creative and technology studies, and mathematics and science Each topic is divided into sub-topics and has been dealt with under the following headings:

-

- (a) Topic
- (b) Specific competence(s)
- (c) Learning activities
- (d) Expected standards
- (e) Summary of the topic

ACTIVITIES FOR DAILY LIVING

Introduction

The Activities for Daily Living Module for Learners with Intellectual Disability has been developed to provide a holistic education that is designed to meet the needs of learners with Intellectual Disability at level 1. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. It focuses on teaching the knowledge, skills, values and positive attitudes that are designed at enabling children to live and grow into productive and useful members of their communities and the Zambian society at large.

The Activity for Daily Living (ADL) has necessary topics for early learning stimulation and accomplishment of the child's developmental milestones in line with the 2023 Activities for Daily Living Syllabus. The content/topics provided in this Module are aimed at facilitating holistic development of learner's physical, mental, emotional, social, spiritual and moral abilities. The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

TOPIC 1: INTERPERSONAL RELATIONSHIP (FAMILY & FRIENDS)

INTRODUCTION

The basic concepts of body awareness, gender identification, child rights, and child abuse to learners, particularly those with intellectual disabilities. The goal is to create a safe and supportive environment where learners can gain important knowledge that promotes self-expression, independence, and protection. Activities are designed to be simple, hands-on, and engaging to meet the cognitive and developmental needs of learners at this level.

General Competence(s)

Citizenship

- Follow rules.
- Respect others.
- Respect other people's property.
- Show responsibility to one's actions.
- Exhibit social skills to enable interaction with the world around through relationship development.

Collaboration

- Work with others in various activities.
- Play with peers to build relationships.

Hook: "Friends and family make us happy! Learning how to talk, listen, and be kind helps us build good relationship with others."

Key Terms:

gender, male, female, girl, boy, breast, beards, voice, Body, parts, head, nose, ear, mouth shoulder, knee, toe, arm, leg, Cut out of Doll, mirrors, shelter, education, healthcare, food, care, protection, water.

SUB-TOPIC 1: BODY AWARENESS (MY BODY)

INTRODUCTION:

Teaching lower primary learners how to identify their own gender (boy or girl) can be done in a fun, engaging, and age-appropriate manner. Here are a few activities that can help. Body awareness helps children understand and recognize their own body parts and gender. This awareness is vital for their personal development, confidence, and the ability to express needs. For learners with intellectual disabilities, activities will focus on simple and interactive learning, encouraging self-expression and a better understanding of their bodies.

Specific Competence: Identify own gender (boy or girl)

Learning Activities:

- Identifying own gender (male, female), Gender Identification Story time
Activity: Read a story aloud to the class where characters are introduced as either a boy or a girl. Afterwards, engage the children by asking simple questions: "Who is a boy in this story?", "Who is a girl?". "What makes you know if someone is a boy or a girl?"
- Demonstrating a Gender Sorting Game (Flashcards with pictures of boys and girls in various activities playing football, painting, and reading).
Activity: Lay the flashcards on the floor or table. Ask the students to pick cards and decide whether they see a boy or a girl in each picture.
- Discussing why they think the child in the picture is a boy or a girl based on their observation.

Expected Standard: Own gender identified correctly

Assessment Tasks for Learners

Gender Sorting Assessment

- Task: Present a set of pictures showing men and women, boys and girls, as you did in the learning activity. Ask the learner to sort the images into the correct groups (e.g., boys, girls, men, women).

- Assessment Criteria: The learner correctly identifies and sorts the pictures based on gender.
- Adaptation: For learners who need additional support, you could allow them to match the pictures with corresponding labels (e.g., "boy" and "girl" under the pictures) or use a verbal prompt to help guide them.

Summary:

These activities will provide children with a fun, comprehensive, and respectful way of learning about gender identity, while also embracing diversity and inclusivity. Teaching learners with special needs about child rights is an essential part of helping them understand their place in society and the importance of respect, dignity, and advocacy. Here are several engaging learning activities that can be used to teach young children about their rights:

- Focus on positive reinforcement and create an inclusive environment where all students feel comfortable expressing themselves.
- Introduce the idea that while biological differences exist, both boys and girls are equally valuable and capable of doing many of the same things.
- Use a lot of visuals (e.g., pictures, drawings, toys) and hands-on activities to keep the lessons interactive and engaging for young learners.

SUB-TOPIC 2: Body Awareness (My body)

INTRODUCTION:

Recognizing body parts helps learners understand their own body and promotes better communication, especially when expressing needs such as pain or discomfort. For learners with intellectual disabilities, the focus will be on using sensory activities and simple vocabulary to enhance body awareness.

Specific Competence: Identify different parts of the body parts.

Learning Activities:

- Identifying different parts of the body (legs, hands, head, nose, ears, eyes...)
- Singing the **Body Parts Song (Activity:** Teach a simple and catchy song that names different body parts (e.g., “Head, Shoulders, Knees, and Toes”).
- Performing **Body Parts Puzzle (Activity:** Use a large poster or cutout of a human body and have pieces representing different body parts (removable) for children to match and place correctly.
- Demonstrating **Body Parts Bingo (Activity:** Create a bingo card with pictures of different body parts. Call out the names, and students can mark their cards).

Expected Standard: Parts of the body identify correctly.

Assessment Tasks for Learners

- Body Chart Exploration
- • Task: Present a large, colorful body chart with labeled body parts (head, eyes, mouth, ears, hands, legs). Ask the learners to point to each body part as you name them aloud.

Summary:

These activities can be tailored to meet the developmental levels of the learners. Incorporating play and hands-on experiences makes learning about body parts enjoyable and memorable for learners with special education needs.

SUB-TOPIC 3: Child Rights

INTRODUCTION:

Children rights are fundamental rights and freedom that every child is entitled who is below eighteen years, regardless of race gender, nationality, religion or economic status. Every child has the right to life, adequate food, clean water,

shelter and access to basic needs like healthcare, education. Promoting the rights of learners with disabilities is essential to ensuring their dignity inclusion and development. Human rights of children focus particular attention to right of protection and care as well as the right to association with either parents or care givers.

Specific Competence: Tell basic children rights

Learning Activities:

- Role-Playing: Encourage children to act out scenarios where their rights are being respected or violated. This hands-on activity helps them understand the practical implications of child rights.
- Discussing in classroom (Engage children in open discussions about child rights, allowing them to ask questions and share their thoughts and experiences. Encourage critical thinking and empathy towards others.
- Rights Role Playing Activity (Create simple role-play scenarios where children can act out situations related to their rights (e.g., sharing toys, taking turns, or expressing their feelings). Discussion: After each role play, discuss what rights were upheld or violated and how they felt in those situations.

Expected Standard: Basic children's rights mentioned correctly.

Assessment Tasks for Learners

Rights Matching Activity

- Ask the learners to match each picture with the correct right card.
- Task: Present learners with a set of pictures representing different rights (e.g., food, education, shelter, play). Provide cards labeled with the corresponding rights (e.g., "Right to Food," "Right to Education"). Ask the learners to match each picture with the correct right card.
- Assessment Criteria: The learner successfully matches at least 3-4 pictures to the correct right card.

- Adaptation: If the learner has difficulties, provide additional verbal prompts or visual cues, such as pointing to the picture and saying the right it represents.
- Rights Song/Chant
- Task: Teach the learners a simple song or chant (e.g., “I have a right to food, I have a right to play”). Encourage them to sing along with you, and use gestures to demonstrate the rights (e.g., pretending to eat for the right to food, pretending to play for the right to play).

Summary:

These activities can help learners with special needs to understand their rights in a fun and engaging way. Tailoring discussions to their level of understanding and encouraging open communication will foster a sense of empowerment and awareness about their rights as children. Remember to approach the topic of child rights with sensitivity and age-appropriate language. By incorporating these engaging learning activities, you can empower learners to become advocates for child rights and promote a culture of respect and equality. Teaching learners about child rights is an important and valuable lesson. Here are some engaging learning activities to help you teach learners about child rights:

SUB-TOPIC 4: Child Abuse (unsafe)

INTRODUCTION:

Child abuse can be any form of harm or mistreatment directed at a child, either intentionally or through neglect, by a parent caregiver or other individual. It can take several forms such as physical, emotional or psychological, sexual, neglect and exploitation. Most children are being physically abused, inflicting physical harm or injury such as hitting, beating, burning or shaking a child. A child can be abused emotionally such as verbal insults, constant criticism and rejection. Failing to provide for a child basic needs such as food, shelter, clothing, education, medical care or emotional support is negligence. Parents and caregivers may abuse a child by involving

him/her in sexual acts, child labour, financial gain or other purposes against their will or best interest. Child abuse can have long-lasting effects on a child's physical, emotional and mental health potentially impacting their development and well-being throughout their life.

Specific Competence: Recognize forms of child abuse

Learning Activities:

- Role-Playing Scenarios by Creating simple scenarios where children can act out situations involving safe and unsafe touches. Use dolls or puppets for demonstration.

Examples: Scenarios could include a friend giving a hug, a family member touching their arm, or a stranger asking for help.

Discussion: After role-playing, discuss what each child felt during the scenario and emphasize the importance of saying "no" to unsafe situations.

- Identifying "Safe vs. Unsafe" Situations (Create a visual chart with two columns: safe and unsafe. Present various scenarios (e.g., being alone with an adult, being asked to keep a secret) and have children place them in the correct column.

Expected Standard: Forms of child abused recognized correctly.

Assessment

Picture Matching: Present a variety of scenarios or pictures showing safe and unsafe touches (e.g., hug, handshake, private part touch, etc.). Ask learners to sort them and explain why each one is safe or unsafe.

Role Play Reflection: After doing a role-play, learners explain:

- What they would do if someone touched them in an unsafe way.
- Who they would talk to for help.
- How they would feel if someone touched them inappropriately.

Emotion Recognition: Show learners pictures or scenarios depicting unsafe situations and ask them to identify which emotion card matches the situation (e.g., "This person feels scared. Why?").

Open-Ended Question: Ask the learners to say in their own words why it's important to tell a trusted adult if someone touches them in an unsafe way.

Teacher can ask the following questions

- Can you tell me why this hug is safe?
- What about this touch? Why is it unsafe?
- How do you feel about a handshake? Is it safe or unsafe?
- What kind of touch is this? Is it good or bad?
- If someone touches you in a way that makes you feel bad, what would you say?
- Can you show me what you would do if someone made you feel uncomfortable?

Summary:

Create a Safe Environment: Ensuring that children feel safe to express their thoughts and emotions. Use Age-Appropriate Language: Avoid graphic descriptions and use simple, clear terms. Being Sensitive: Be aware that some children may have experienced abuse; approach discussions with compassion and understanding. Follow Up: Keep the lines of communication open and encourage children to always speak about their feelings.

By combining learning with creativity and empathy, these activities can help lower primary learners understand the importance of recognizing and reporting child abuse in a supportive way.

TOPIC 2: SOCIAL SKILLS

INTRODUCTION:

This chapter focuses on helping learners with intellectual disabilities develop essential social skills. These skills will allow learners to recognize and interact appropriately with people at home and school, engage in cooperative play, express greetings, and follow simple rules in group activities. These skills are fundamental in building positive relationships and creating a harmonious environment at home, school, and in the community.

GENERAL COMPETENCE(S):

- Citizenship
- Collaboration
- Communication
- Emotional Intelligence

HOOK: "Imagine a world where no one said hello, played together, or followed rules in games. What would it look like?"

Key Terms/Words/Vocabulary:

Recognize

Peers

Cooperation

Formal Greeting

Informal Greeting

Rules

SUB-TOPIC 1: Social Interaction

INTRODUCTION:

Learners will identify and acknowledge the roles of people in their lives, such as family members, teachers, and classmates, to foster respectful and meaningful interactions.

Specific Competence: Recognize people at home and school (father, mother, teachers, peers).

Learning Activities:

- Recognising people at home, and at school (father, mother, sister, brother...teachers)
- Role-Playing Activity (Organize a role-playing session where learners can act out different roles they observe at home and school (e.g., parents, teachers, siblings, friends, janitors).
- Demonstrating Picture Matching Game Activity (Create a matching game with pictures of people (e.g., mother, father, teacher, principal, friend) and their roles or actions.
- Creating a Family and School Tree Activity: Have learners draw or create a tree diagram that includes family members on one side and school staff on the other, labeling each person with their role.

Expected Standard: People at home and at school recognized appropriately

Assessment:

Accuracy of Identification: Can the learner correctly identify family members and school staff and associate them with their roles?

Verbal Responses: Can the learner explain the roles of family members and school staff in simple terms (e.g., “My mom helps me with homework” or “My teacher teaches math”).

Engagement in Role Play: Does the learner demonstrate understanding of their role and others’ roles during the role-playing activity?

Written or Visual Output: How well can learners organize and represent their knowledge of family and school roles, such as in a family tree or chart?

Summary:

These activities can help create a comprehensive understanding of the roles of people at home and school. Incorporating a mix of visual, auditory, and kinesthetic learning styles will cater to the diverse needs of lower primary learners.

SUB-TOPIC 2: Social Interaction**INTRODUCTION:**

This sub-topic teaches learners how to work together harmoniously during games, fostering teamwork and positive social interactions.

Specific Competence: Play with other children in cooperative activities

Learning Activities:

- Playing with other children in cooperative activities (nsolo, touch, draft...)
- Performing Cooperative Games, Activity: Organize simple cooperative games such as "The Human Knot" or "Group Juggling." Encourage teamwork, communication, and problem-solving skills.
- Performing Building Projects (Provide materials like blocks, or recycled materials for building structures in small groups) the Objective is to Foster collaboration and creativity.
- Role-Playing Activity (Set up scenarios where children must work together to achieve a common goal (e.g., pretend they are a team of doctors saving a patient).

Expected Standard: Cooperative activities done correctly

Assessment:

Assessment Tasks for Cooperative Game Time Activities

Cooperative Game Time: Touch or Draft

Assessment Method:

Observation of Participation: While learners are playing the game, observe their behavior to see if they are actively participating, sharing turns, and communicating effectively with their teammates. Are they showing patience when it's not their turn? Are they following the game rules?

Teacher could ask questions like:

- What did you do to help your team win?
- How did you feel when you had to wait for your turn?
- How did you help others in your team?
- Encourage them to express how they felt about fairness and teamwork. Did they see fairness and respect in action?

Summary:

By incorporating these activities into your teaching, you can effectively help lower primary learners understand the importance of playing with others and engaging in cooperative activities.

SUB-TOPIC 3: Social Interaction

INTRODUCTION:

Learners practice different types of greetings suitable for formal and informal situations, enhancing their communication skills.

Specific Competence: Express formal and informal greetings

Learning Activities:

- Expressing formal greeting (good morning sir...) and informal greeting (hello, hai...) without a reminder.
- Role playing different forms of greetings

- Performing Greeting Role Play (Set up a "greeting station" in the classroom. Divide students into pairs and give them scenarios to act out, such as meeting a teacher (formal) or greeting a friend (informal). Provide example dialogues for guidance.
- Recognizing Greetings on the Chart, create a large chart with two columns: one for formal greetings (e.g., "Good morning," "How do you do?") and one for informal greetings (e.g., "Hi," "What's up?"). Involve learners in brainstorming and adding examples to the chart.
- Greeting Songs and Rhymes; teach learners greeting songs or rhymes that incorporate both formal and informal greetings. Encourage learners to perform the songs in small groups.

Expected Standard: Formal and informal greetings expressed appropriately

- **Modeling:** Always model the greetings yourself before having learning practice.
- **Repetition:** Regularly incorporate greetings into daily routines to reinforce learning.
- **Positive Reinforcement:** Praise learners for their efforts and creativity during activities.

Summary:

By incorporating these activities into your lesson plans, you can create a dynamic and interactive learning environment that helps lower primary learners understand and practice formal and informal greetings effectively.

SUB-TOPIC 4: Social Interaction

INTRODUCTION:

Teaching learners with special education needs how to follow rules in group games is essential for their social development, cooperation, and

understanding of fair play. The lesson provides some engaging learning activities that can help instill these concepts.

Specific Competence: Follow rules in group games

Learning Activities:

- Identifying and follow rules in group games (sheep sheep come home...)
- Role-Playing Scenarios; create scenarios where rules might be broken (e.g., someone not waiting their turn in a game).
- Performing Group Game Day, organize a "Group Game Day" where students play various games (e.g., relay races, tag, or ball games). Before each game, review the rules and assign a "rule monitor" to help enforce them. After the games, discuss what went well and what could be improved regarding rule-following and teamwork.
- Performing a "Follow the Leader" Game (Play "Follow the Leader" where one learner leads and the others must follow their actions. Discuss afterward how it felt to follow the leader and how important it is to pay attention to rules in group games.

Expected Standard: Rules in group games identified and followed correctly

Feedback Circles

- **Objective:** Encourage reflection on group dynamics and rule-following.

Activity:

- After playing a group game, sit in a circle and pass the talking stick. Each learner can share one thing they liked about the game and one suggestion for improvement regarding rule-following.
- This encourages communication and helps learners understand different perspectives.

Summary:

These activities are designed to be interactive and engaging learners. They not only teach the importance of following rules in group games but also foster teamwork, communication, and critical thinking skills. Remember to create a positive atmosphere where learners feel comfortable sharing and learning from each other

TOPIC 4: PERSONAL SAFETY

INTRODUCTION:

The environment you live in can be safe or unsafe depending in the location you are found. Our environment is full of dangerous objects and items whether at home or at school. It is therefore imperative for every person to be concerned with safety of our environment so that all the people who live in are safe. The rivers, dams, lakes, market, roads, homes, schools can harm people. The home such as medicine candles, paraffin, broken glasses swimming pool, naked wires and other items which are found around home can harm people.

GENERAL COMPETENCE: Critical thinking

- Explore the environment
- Classify items according to their attributes
- Manipulate different objects

HOOK: “In a world of uncertainties, one thing that remains within our control is our own safety. Whether walking alone at night, traveling to new places, or navigating to online places, knowing how to protect yourself can mean the difference between security and vulnerability. Are you prepared?”

Key Terms: knives, sharp, bottles medicine, naked wires broken windows, slippery floors

SUB-TOPIC 1: Personal Safety

INTRODUCTION:

Teaching younger learners about safety, especially avoiding dangerous objects at home, is an important lesson for their well-being.

Specific Competence: Avoid dangerous objects at home

Learning Activities:

- Avoiding dangerous objects at home (knives, sharp bottles...), at school (broken windows, slippery floors...)
- **Performing Safety Poster Creation** (Ask the children to draw a poster illustrating safe habits around the house (e.g., keeping scissors out of reach, not playing with electrical outlets). You can also guide them to draw pictures of things they should avoid, such as broken glass, sharp objects, and chemicals. Once the posters are complete, they can explain what each item on their poster represents.
- **Role-Playing** Set up scenarios where children must act out how to safely interact with household items, For example, one child could pretend to be cooking while another child plays the role of a safety officer who reminds them not to touch hot surfaces. You could also create "dangerous" situations like a child reaching for cleaning supplies and then ask, "What should we do to stay safe?"
- **Demonstrate matching Game;** create a set of cards with images of both dangerous and safe household items, ask the students to match the cards to categories: "Safe" and "Unsafe, discuss each object, explaining why it belongs in either category.
- **Performing Safety Songs or Rhymes** (Create a simple safety song or rhyme about avoiding dangerous objects, such as: "Scissors on the shelf, not for play, matches in the drawer, tucked away. "Sing the song together and encourage children to create their own verses. Incorporating movement with the song (like acting out safe and unsafe behaviors) makes it more engaging.

Expected Standard: Dangerous objects avoided accordingly

Assessment

Ask learners to demonstrate sorting objects, identifying signs, and explaining safety concepts

- **Observation:** Continuously observe learners during each activity. Provide visual, verbal, and physical support as needed.
- **Practical Demonstration:** Ask learners to demonstrate sorting objects, identifying signs, and explaining safety concepts.
- Ask learners to explain why an object is safe or unsafe after they sort it. For example, “Why do you think the toy is safe? Why is the knife unsafe?”
- Show one object at a time, like a toy or a knife, and ask the learner, “Is this safe or unsafe?” Learners should respond by either pointing or saying "safe" or "unsafe."
- **Peer Support:** Allow learners to work in pairs or small groups, helping each other understand safe practices.
- **Repetition and Reinforcement:** Frequently revisit safety concepts and objects to ensure learners understand and remember.

Summary:

Incorporate these activities into your lesson plans, adapting them to fit your classroom's needs and the specific dangers relevant to your students' home environments. Engaging students through interactive and hands-on learning experiences will help reinforce the importance of safety in a fun and memorable way.

ENGLISH LANGUAGE

Introduction

The English Language Level 1 Teaching Module for Intellectual Disabilities has been meticulously designed to support teachers in the effective delivery of English Language lessons under the Competence Based Curriculum. The module is developed based on the approved 2023 Competence-based English Language Syllabus for learners with Intellectual Disabilities. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities and assessments tailored to the learners' level and needs.

The Ministry, understands the challenges that come with transitioning to a new curriculum that is Competence Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities and formative assessments that align with the CBC's principles and objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these suggestions to their unique classroom dynamics and to explore alternative acceptable approaches when necessary. This flexibility is key to ensuring that all learners, regardless of their environment benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential English Language knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

LISTENING AND SPEAKING

TOPIC: 1. STORIES

Introduction

This topic consists of only one sub-topic, listening to stories. Learners will be exposed to all sorts of stories related to real life situations.

GENERAL COMPETENCES- Communication, collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship

Hook- Instruct learners to tell a short story they have ever heard of and from where.

Tell learners to relate stories to any occurring events of today e.g. the story of the two-month old baby talking.

KEY TERMS/WORDS/VOCABULARY

Relate, tell, event, occurring, imagine, suddenly

SUB-TOPIC: Listening to stories

Introduction- In this lesson, learners will be listening to different stories that relate to real life situation.

SPECIFIC COMPETENCE(S)

- Listen to and tell simple stories

TEACHING/LEARNING MATERIALS

Supplementary readers, Radio and Smart Phone

LEARNING ACTIVITIES

- Listening to short simple stories that are told or read (legends, folk tales, fairy tales...).

- Telling own short simple stories (telling stories, what learners like...).
- At the end learners are expected to answer questions based on the stories that have been narrated.

NOTE: Teachers should ensure that no inappropriate words are used by the learners during the conversation.

EXPECTED STANDARD

- Simple stories listened to and told accordingly.
- Teacher to ensure that tasks are assigned to the learners after or during each learning activity. These tasks should include written assignments (e.g. quizzes), oral questions.

Assessment/Activities

1. Name any three characters/people you heard in the story.
2. State the location where the activity took place.
3. Narrate your own simple story to your class or family at home.

SUMMARY

This lesson exposed learners to listening to stories and narrating or relating to stories while using concepts such as:

- Occurrence (when, where)
- Events (ceremonies, parties, sports)

TOPIC 2: CONVERSATION

Introduction

A conversation is a form of interactive communication between two or more people; there is exchange of information, ideas, thoughts and opinions

through verbal or non-verbal. Information is a vital component of conversations. It refers to knowledge, facts and data or instructions that are communicated.

GENERAL COMPETENCE (S)-Communication, collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking and emotional intelligence.

Hook- Display a picture and allow learners to describe what they see on the picture.

KEY TERMS/WORDS/VOCABULARY

People, animals, market, buying, selling, male, female

SUB-TOPIC: Information

Information refers to knowledge, facts, and data, instructions that are communicated, processed or stored. Learners will understand the meaning and the importance of information by constructing sentences from pictures.

SPECIFIC COMPETENCE(S)

- Use pictures to construct oral sentences

Teaching/Learning Materials

Chart of animals, chart showing the market and chart of people

Learning Activities

- Instruct learners to look at the picture closely and mention what they can see.
- Mention the types of animals in the pictures.
- Tell the gender of people in the pictures.
- State the activities that take place at the market.
- Constructing oral sentences using pictures (pictures of animals, people, market...).

EXPECTED STANDARD

Pictures to construct oral sentences used correctly.

Assessment/Activities

1. Name any animals you have seen in the picture.
2. How many boys/girls/men/women can you see in the picture?
3. What were the people at the market doing?

SUMMARY

This topic helped learners to develop essential skills of using pictures to construct oral sentences. This is a valuable skill that will benefit them throughout their lives line with vocabulary development.

TOPIC 3: DESCRIPTION

Introduction

Description involves providing vivid details about a person, place, object, event, or experience to create a clear mental picture for the reader. A description topic often includes sensory details (sight, sound, smell, taste, and touch), comparisons, and figurative language to enhance understanding and engagement. The purpose is to inform, entertain, or evoke emotions by making the subject more relatable and tangible. Examples of description topics include "A Beautiful Sunset," "My Childhood Home," "A Busy Marketplace," or "The Life of a Butterfly." The topic will expose learners to real life places, objects and people.

GENERAL COMPETENCES: Communication, collaboration, critical thinking, creativity and innovation, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship.

Hook- Ask learners to mention places they have been to before; people they have met before and give a brief description of anyone of them.

Show objects to learners and ask them to tell you where they are found and their use e.g. cup, chair, bed, spoon...

KEY TERMS/WORDS/VOCABULARY

People, place, object, tall, short, dark, shop, market, church, school, play, worship, praying, police, hospital and uniform.

SUB-TOPIC: 1. PEOPLE

Introduction

This lesson introduces learners to people. It enables learners to identify, recognize and describe people according to their features such as; height, skin tone, hair, uniform and places they are found.

SPECIFIC COMPETENCE(S)

- Describe people

Teaching/Learning Materials

Chart showing people with different descriptive features (short, tall, dark...) and Chart/picture of a nurse, police officer, miner etc.

LEARNING ACTIVITIES

- Describing people using descriptive words such as short, short, dark, long/short hair...
- Learners in pairs describing their partners in turns.
- Learners to relate people with places e.g. Nurse-hospital; Teacher-school; Pastor-church...
- Learners to relate places with their function e.g. School-learning; Church-worshipping/praying; Market- buying/selling.

NOTE: The teacher should ensure that no derogatory words are used by learners as they describe each other. Words like chubby, thin, etc.

EXPECTED STANDARD

- People described accordingly.

Assessment/Activities

1. Describe the type of uniform the following people wear?
 - i. Nurse
 - ii. Soldier
 - iii. police
2. Draw any one of the following; nurse. Soldier or police.

SUMMARY

This lesson exposed learners to describing and identifying people using features such as:

- Height (tall, short)
- Skin tone (dark, light)
- Uniform/clothes (nurse, soldier, police, miner)

SUB-TOPIC: 2. PLACES

Introduction

This lesson introduces learners to common places in their community. It enables learners to identify, recognize and describe places according to their function and features.

SPECIFIC COMPETENCE(S)

- Describe places

Teaching/Learning Materials

Chart/picture showing a school, market, hospital, church and shopping mall.

LEARNING ACTIVITIES

- Identifying places to be described.

- Describing places according to their functions e.g. church-worshiping/praying; market- buying/selling; hospital-sick people; play park- playing etc.
- Making an education tour to the shopping mall, market, hospital, police station and any other applicable places.

EXPECTED STANDARD

- Places described accordingly.
- Ensure that assessments are given during or after each learning activity.
- These assessments should include project-based tasks, practical demonstrations, written assessments (quizzes, open ended and closed questions...).

Assessment/Activities

- Ensure that assessments are given during or after each learning activity. These assessments should include project-based tasks, practical demonstrations, written assessments (quizzes, open ended and closed questions...).
1. Name any animals you saw in the picture.
 2. Describe what happens in any of the following places; school, market and church.
 3. What were the people at the market doing?

SUMMARY

This lesson introduced learners to various places found in their community and their related functions such as:

- School- learning
- Market- buying/selling
- Play park- playing
- Shopping mall- shopping
- Church- worshiping/praying

SUB-TOPIC 3: OBJECTS

Introduction

This lesson introduces learners to common objects found in the local environment such as at home or school.

SPECIFIC COMPETENCE(S)

- Describe objects in the local environment

Teaching/Learning Material

Cup, spoon, plate, chair, desk, swing, slide, jumping castle and any other.

LEARNING ACTIVITIES

- Describing objects found in the home such as; cup, chair, spoon, bed, etc.
- Describing objects found in the school such as; desk, table, etc.
- Identifying objects according to their function e.g.
 - i. Chair- for sitting on
 - ii. Stove- for cooking
 - iii. Jumping castle- for playing on
 - iv. Bed- for sleeping on
 - v. Cup- for drinking water
 - vi. Knife- for cutting

EXPECTED STANDARD

- Objects found in the local environment described accordingly.

assessment/activities

1. Name the objects found at home/school.
2. What do we use the following items for; bed, chair and cup?

SUMMARY

This lesson introduced learners to various common objects found in their local environment and their associated use e.g.

- Chair- for sitting on
- Stove- for cooking
- Jumping castle- for playing on
- Bed- for sleeping on
- Cup- for drinking water

READING

TOPIC: 1. PRINT CONCEPTS

Introduction

Print Concepts will cover;

- Book handling
- Print Identification

Book handling will help learners to demonstrate the appropriate ways of handling books to ensure that they face print in the right manner. This enables them to identify the front and back covers of the book. It will enable learners to identify the spine of the book and prevent the wrong ways of handling a book. Print Identification will provide learners the opportunities of differentiating prints by identifying, matching and sorting according to their shapes, sizes and colours (pictures, shapes, letters, numbers...).

GENERAL COMPETENCE(S): Communication, collaboration, critical thinking, problem solving, analytical thinking, emotional intelligence, digital literacy and entrepreneurship.

Hook: How can you handle a book placed before you when your teacher asks you to get the book and open on a given page? Look at the prints on the table, match and sort them out by size, shape and by colours?

KEY TERMS /WORDS/VOCABULARY

Handling, spine of the book, turning pages, front/back cover, open and close a book, Print, shape, size and colour.

SUB-TOPIC: 1. 4.1. BOOK HANDLING

Introduction

Books are very important as they hold valuable information and knowledge. Handling the book correctly helps us to get the information and acquire the knowledge that is found in the book. It is important to know how well to handle the book such as; holding it correctly, opening and closing it, identifying the front and back covers.

SPECIFIC COMPETENCE (S)

- Demonstrate correct handling of a book

Teaching and Learning Materials: Books, Chart showing correctly held book.

LEARNING ACTIVITIES

Demonstrating the correct way of handling a book (front/back cover, Open and close a book, handling a book, turning pages, care for the books.....)

- Hold a book in front of the class.
- Demonstrate how to handle it by showing the learners the front and back covers.
- A volunteer to come in front and handle the book by showing the front and back covers.
- Learners to pick and show the front/back cover.
- Learners to open the first page.

- Learners to close the book.

EXPECTED STANDARD

- Handling of a book demonstrated correctly

Assessment/Activities

1. Identify the back and front parts of the book.

SUMMARY

The learning experience provided an opportunity to pupils to;

- Handle books appropriately (Open and close the books, Handle the spine of the book).

SUB-TOPIC 2: PRINT IDENTIFICATION

Introduction

Print identification is the process of recognizing and verifying the characteristics of a print. It can be done by either matching or sorting out print by size, shape and colour. Print identification is good because it helps in getting meaning of any given print.

SPECIFIC COMPETENCE

- Differentiate print by size, shape and colour

Teaching and Learning Materials:

Print cards, Chart showing prints of different shapes, sizes and colours.

LEARNING ACTIVITIES

Differentiating prints by identifying, matching and sorting according to their shapes, sizes and colours (pictures, shapes, letters, numbers...)

- Display several prints on a table

- Demonstrate how to match and sort print according to shape, size and colour.
- Learners to match print by either shape, size or colour.
- Learners in pairs to practice matching and sorting print by size, shape and colour.
- Learners to play games that help the left to right eye movement and top/down (spider to the web, bird to the nest...)

EXPECTED STANDARD

- Prints differentiated accordingly

Assessment/Activities

1. Differentiate the following letters in terms of size and colour; A, b, c, D, E.

SUMMARY

The learning experience provided an opportunity for pupils to;

- Identify print by shape, size and colour
- Differentiate print by shape, size and colour.

ZAMBIAN LANGUAGES

Introduction

The *Zambian Language Module for Learners with Intellectual Disability* has been developed to provide a holistic education that is designed to meet the needs of learners with Intellectual Disability at level 1. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. It focuses on teaching the knowledge, skills, values and positive attitudes that are designed at enabling children to live and grow into productive and useful members of their communities and the *Zambian society* at large.

This part of the Module comprises of *Zambian Language (Z/L)*. It has necessary topics for early learning stimulation and accomplishment of the child's developmental milestones in line with the 2023 *Zambian Language (Z/L) Syllabus*. The content/topics provided in this Module are aimed at facilitating holistic development of learner's physical, mental, emotional, social, spiritual and moral abilities. The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

TOPIC 1: STORIES

INTRODUCTION

Stories are a wonderful way to learn, have fun, and explore new ideas. In this chapter, we will talk about two important parts of enjoying stories: listening to stories and short stories.

Listening to Stories

Listening to stories is an exciting way to imagine new worlds, meet interesting characters, and hear about different adventures. When you listen to a story, you use your imagination to picture the things happening in the story. You might hear stories from a book, a friend, or even a teacher. The best part is that every story is special, and each one can teach you something new!

Short Stories

Short stories are fun and easy to understand. They are not too long, so you can enjoy them without feeling like it's too much to remember. In a short story, there is usually one main idea or event. It helps keep things simple, making it easy for everyone to enjoy and learn from. We will explore how short stories can bring out big ideas in just a few pages.

This chapter will help you understand how listening to and enjoying short stories can be a fun way to learn about the world around you!

SUB TOPIC: LISTENING TO STORIES

Introduction

In this topic, learners will explore simple stories, focusing on listening to short folktales, legend and fairytales, and will develop speaking skills by telling their own stories. Through these activities, they will acquire both listening and speaking competencies. This topic covers; listening to and understanding simple stories, retelling stories in a structured manner (beginning, middle, and end), and learning vocabulary and key concepts related to storytelling.

The ability to listen to and tell stories is an essential skill for daily communication, helping learners express themselves clearly and understand the world around them.

General Competence(s):

1. **Creativity and Innovation:** Listening to stories sparks students' imagination, helping them generate creative ideas and express their thoughts in unique ways after hearing the story.
2. **Emotional Intelligence:** Listening to stories encourages empathy, as students connect with characters and emotions, learning to understand and share the feelings of others.
3. **Communication:** By listening to stories, students improve their ability to comprehend, speak, and write about what they've heard, enhancing overall communication skills.
4. **Analytical thinking:** Students can identify patterns in story structure, such as recurring themes or character traits, helping them understand how stories are organized.
5. **Critical Thinking:** Students can classify characters, settings, and events in stories, analyzing the elements that contribute to the overall message or theme.
6. **Problem Solving:** Listening to stories helps students develop language skills, enabling them to construct new words and understand the meaning behind the story's vocabulary

Hook: "Imagine a time when a storyteller shared a magical tale—how did it make you feel? What did you learn from the story?"

KEY TERMS / WORDS / VOCABULARY

- Ball
- Round
- Happy
- Red
- Kick

SUB-TOPIC 1: SHORT STORY

The Ball

Introduction:

In this sub-topic, learners will focus on a simple, everyday object—a ball—and learn to tell a basic story involving the ball. They will listen to a story about a ball, identify its features, and use it in their own storytelling.

SPECIFIC COMPETENCE(S): Listen to and tell simple stories

Learning Activities

Listening to Simple Stories

A. Description:

The teacher will tell a short story about a ball, either orally or using an audio clip. The story could be something simple, like "The Red Ball," where the ball bounces around and meets different animals.

B. How it will be conducted:

- The teacher will display a chart or a set of pictures showing the sequence of events in the story. As the story is being told, learners will listen attentively and focus on the main events.
- Emphasize keywords like "ball," "round," "red," and "kick."
- Make sure to show visual aids (pictures or charts) to help reinforce the vocabulary.

C. Teaching and Learning Materials:

- Pictures or charts depicting the story.
- Word cards for key terms (e.g., "ball," "round," "red").
- A ball (real or toy) to help reinforce the story's action.

Retelling Simple Stories

A. Description:

After listening to the story, learners will be asked to retell the story in their own words. This can be done individually or in pairs, with the help of picture cues or word cards to guide them.

B. How it will be conducted:

- The teacher will encourage learners to use their imagination while retelling the story, focusing on using key vocabulary and sequencing events (beginning, middle, and end).
- Provide sentence starters like "Once upon a time, there was a red ball..." to help guide students.
- Offer praise for creativity and correct use of the vocabulary.

C. Teaching and Learning Materials:

- Word cards with simple sentences to help prompt the retelling (e.g., "The ball is round," "The ball is red").
- Picture story charts.

Responding to Simple Questions from the Story

A. Description:

After retelling the story, the teacher will ask simple comprehension questions to check understanding, such as "What colour was the ball?" or "What did the ball do?" Learners will respond using full sentences or single words.

B. How it will be conducted:

- The teacher will ask each question aloud, and learners will be encouraged to answer aloud. If necessary, prompts or visual cues will be used to help with responses.
- Keep questions simple and related directly to the story.

- Focus on recalling details like colours, shapes, and actions.

C. Teaching and Learning Materials:

- A ball (real or toy) for hands-on learning.
- Word cards or pictures for visual support.

Telling Own Short Stories

A. Description:

Learners will use the ball or other simple objects to create their own short stories. For example, they might tell a story about how the ball rolled and met different animals or objects.

B. How it will be conducted:

- After practicing with the given story, the teacher will encourage learners to tell a similar story with the ball in their own words. Visual aids like picture cards can help guide them through the process.
- Use structured prompts to guide storytelling (e.g., “What happened when the ball rolled?”).
- Offer support with language and vocabulary as necessary.

C. Teaching and Learning Materials:

- A real or toy ball to help learners engage with the story.
- Picture charts or word cards to prompt the telling of their own stories.

Expected Standard:

- Simple stories listened to and told accordingly

Assessment:

1. Ongoing Assessment:

- **Observation:** The teacher will observe how well learners engage with the activities, paying attention to whether they can recall story details and use the target vocabulary correctly.
- **Verbal Responses:** During the question-answer sessions, assess learners' ability to recall and articulate key details from the story.

2. **Project-Based Task:**

- Learners can create a small visual project (e.g., drawing the ball's journey through the story) to demonstrate their understanding of the narrative.

3. **Written Assessment:**

- Learners can fill in simple worksheets where they match vocabulary words (e.g., "round," "kick") with pictures or sentences related to the story.

ASSESSMENT

1. Who is the main character in the story you just heard?
2. What happened first in the story?
3. Where did the story take place?
4. What was the problem in the story?
5. How did the story end?

4. **Practical Demonstration:**

- Learners can demonstrate their storytelling by using the ball and simple actions to act out the sequence of the story.

Summary:

- **Key Points Recap:**

- Learners listened to and retold a simple story about a ball.
- Learners used vocabulary like "red," "round," and "kick" to describe objects and actions.
- They practiced sequencing events (beginning, middle, and end) and used their creativity to tell their own stories.

TOPIC 2: CONVERSATIONS

Introduction

Conversations are an important way we share ideas, thoughts, and feelings with each other. In this chapter, we will explore how having a conversation can help you learn and grow by sharing information.

Information

When we talk with others, we often share information. Information can be anything we know or learn about—like facts, stories, or ideas. For example, you might tell someone about your favorite game, or they might share with you something they learned at school. Conversations are a great way to understand more about the world and to connect with others.

In this chapter, we will talk about how to listen to information, ask questions, and share what you know in a conversation. This will help you feel more confident when talking to others and learning new things. Conversations make us smarter, and they can be fun too

SUB TOPIC: INFORMATION

Introduction

In this topic, learners will explore how to use pictures to construct simple oral sentences. They will focus on pictures that depict animals, people, and market scenes, using these images as prompts to build sentences. This activity will help learners develop their speaking skills and learn how to form simple, coherent statements in the Zambian language. This topic covers constructing

sentences using pictures, practicing sentence structure with visual aids, developing speaking skills by describing pictures of familiar objects, animals, and people. The ability to form sentences based on visual prompts is important for learners to express themselves clearly in daily conversations and real-life scenarios.

General Competence(s):

1. **Communication:** Teaching conversation helps students develop listening and speaking skills, enabling them to share and understand information effectively.
2. **Analytical thinking:** In conversations, students can identify patterns in language use, such as how questions are formed or how ideas are organized in dialogue.
3. **Critical Thinking:** Through conversation, students classify and organize information, helping them understand different viewpoints or categories of ideas.
4. **Problem Solving:** As students engage in conversation, they use their knowledge of language to form new words and express their thoughts clearly, addressing communication challenges

Hook: "Can you look at a picture and tell a story? Let's see if you can create a sentence about what you see in this picture of a market!"

Key Terms / Words / Vocabulary

- Animal
- Person
- Market
- Happy
- Running
- Selling

SUB-TOPIC 1: INFORMATION

Introduction:

In this sub-topic, learners will be given pictures to help them create simple sentences. These pictures will feature animals, people, and market scenes. The aim is for learners to identify what is happening in each image and form a sentence based on what they observe.

SPECIFIC COMPETENCE(S): Use pictures to construct oral sentences.

LEARNING ACTIVITIES***Constructing Oral Sentences Using Pictures of Animals*****A. Description:**

Learners will be shown pictures of animals (e.g., a lion, bird, or dog) and asked to describe them using simple sentences.

B. How it will be conducted:

- The teacher will display a picture of an animal and prompt learners to form a sentence such as, “The lion is big” or “The dog is running.” Learners will be encouraged to use the vocabulary introduced (e.g., “running,” “big”) to describe the animals.
- Use simple sentence structures (e.g., “The [animal] is [action or description].”).
- Repeat sentences together to build confidence.
- Use real-life examples to help learners connect with the pictures.

C. Teaching and Learning Materials:

- Picture cards of animals (lion, dog, cat, etc.).
- Word cards (e.g., “running,” “big,” “happy”).

Constructing Oral Sentences Using Pictures of People

A. Description:

Learners will be shown pictures of people in various activities (e.g., a person cooking, a person smiling) and will describe them using simple sentences.

B. How it will be conducted:

- The teacher will present a picture of a person (e.g., a person cooking) and ask learners to form a sentence such as, “The person is cooking” or “The man is happy.” This encourages learners to identify people and actions in the image.
- Focus on verbs (e.g., “is cooking,” “is smiling”).
- Encourage learners to observe small details and express them in sentences.
- Guide learners in using adjectives to describe the people (e.g., “The woman is tall”).

C. Teaching and Learning Materials:

- Picture cards of people engaged in various activities.
- Word cards (e.g., “cooking,” “smiling,” “tall”).

Constructing Oral Sentences Using Pictures of a Market

A. Description:

Learners will be given pictures of a market scene (e.g., a vendor selling fruits or vegetables) and asked to create sentences based on what they see.

B. How it will be conducted:

- The teacher will show a picture of a market and ask questions like, “What is happening in this picture?” Learners will respond by creating simple sentences such as, “The vendor is selling tomatoes” or “People are buying food.”

- Encourage learners to describe actions, such as “selling,” “buying,” and “walking.”
- Use picture prompts to guide the learners in recognizing objects or actions in the market scene.

C. Teaching and Learning Materials:

- Picture cards of a market scene (e.g., vendors, fruits, vegetables, and shoppers).
- Word cards (e.g., “buying,” “selling,” “food”).

Expected Standard:

- Picture to construct oral sentences used correctly

Assessment:

1. Ongoing Assessment:

- **Observation:** The teacher will assess how well learners use the pictures to construct sentences, checking if they are able to form grammatically simple and correct sentences.

2. Practical Demonstration:

- **Sentence Construction:** Learners will be asked to use a series of pictures (animals, people, or market scenes) to orally construct a sentence. The teacher will observe if the sentence structure is correct and if the learners can connect the images to the right actions or descriptions.

3. Project-Based Task:

- Learners can draw or cut out pictures of animals, people, and market scenes and use these to construct their own sentences. This can be done as a group activity or individually, with learners presenting their sentences to the class.

4. **Written Assessment:**

- **Matching Exercise:** Learners can complete a matching activity where they match pictures of animals or people with appropriate sentences (e.g., match a picture of a dog with the sentence “The dog is running”).
- **ASSESSMENT**
 1. What is your name?
 2. Can you tell me the name of your pet?
 3. What color is your shirt today?
 4. Where do you go to school?
 5. What is your favorite game to play?

Summary:

- Learners practiced constructing oral sentences based on pictures of animals, people, and market scenes.
- Focus was on simple sentence structures (e.g., "The dog is running," "The woman is happy").
- Learners used vocabulary related to actions and descriptions to create clear and accurate sentences.

TOPIC 3: DESCRIPTION

Introduction

Describing things helps us understand the world better and share what we see, feel, and think with others. In this chapter, we will learn how to describe three important things: people, places, and objects. Descriptions help make our words clearer so that others can picture what we're talking about.

People

When we describe people, we can talk about their looks, their actions, and their feelings. For example, you might describe a person's hair color, how they

smile, or what they like to do. Describing people helps us understand them better and share more about our friends and family.

Places

Places are all around us, like our homes, parks, or schools. When we describe a place, we can talk about what it looks like, what's there, and what makes it special. Describing places helps us share experiences and make it easier for others to imagine where we are.

Objects

Objects are things we use every day, like a toy, a book, or a table. Describing objects means telling about their size, shape, color, and how they work. When we describe objects, we help others understand what we're talking about and how to use them.

In this chapter, we will practice describing people, places, and objects so we can communicate clearly and share our ideas with others!

SUB TOPIC 1: PEOPLE

Introduction

In this topic, learners will focus on describing people. They will learn how to use simple descriptive words such as "tall," "short," "dark," and "light" to describe the appearance of different people. These descriptive skills will help learners communicate effectively and provide details about people in real-life situations. This topic will cover describing people using physical features and basic adjectives, understanding how to observe and talk about a person's height, skin colour, hair, and other noticeable traits, and the importance of describing people clearly in everyday conversations, whether to talk about friends, family, or others in the community.

General Competence(s):

1. **Communication:** Teaching descriptions helps students improve listening, speaking, and writing skills by enabling them to clearly express details about people, places, or things.
2. **Analytical thinking:** When describing people, students identify patterns in how characteristics are organized (e.g., physical traits, personality), helping them structure their descriptions logically.
3. **Critical Thinking:** Students classify attributes of people (such as appearance, actions, or feelings) and describe them effectively, analyzing what details are most important to include.
4. **Problem Solving:** By using their knowledge of the alphabet and vocabulary, students can construct new words and phrases to accurately describe people.
5. **Emotional Intelligence:** Describing people encourages empathy, as students learn to understand and communicate others' feelings and perspectives thoughtfully

Hook: "How would you describe your friend to someone who has never met them before? What words would you use?"

Key Terms / Words / Vocabulary

- | | | |
|---------|---------|--------------------------|
| • Tall | • Big | • Hair (curly, straight) |
| • Short | • Small | • Eyes (brown, blue) |
| • Dark | • Thin | |
| • Light | • Fat | |

SUB-TOPIC 1: PEOPLE

- Introduction:

In this sub-topic, learners will be introduced to the basic descriptive

words needed to talk about people's appearance. By observing and using pictures, they will describe people based on physical characteristics such as height, build, and hair type. This will help learners practice creating simple sentences while reinforcing their understanding of physical descriptions.

- **Specific Competence(s):**

- Describe people.

Learning Activities

Describing People Using Simple Descriptive Words

A. **Description:**

Learners will be shown pictures of people (e.g., tall man, short woman, person with curly hair, person with light skin) and asked to describe the people using simple adjectives.

B. **How it will be conducted:**

- The teacher will present a picture of a person and model how to describe them, e.g., "The man is tall," or "She has curly hair." Learners will be encouraged to use words like "tall," "short," "dark," and "light" to describe the people in the pictures. This can be done both individually and in pairs to promote interaction.
- Start with easy, familiar adjectives (e.g., tall, short, big, small).
- Encourage learners to make full sentences: "The woman is tall" instead of just "tall."
- Repeat sentences together to build confidence.

C. **Teaching and Learning Materials:**

- Picture cards or images showing different people (e.g., a tall person, a short person, a person with dark hair, a person with light skin).
- Word cards with adjectives (e.g., "tall," "short," "dark," "light").

Matching Descriptive Words to Pictures

A. Description:

Learners will match pictures of people to the correct descriptive words. For example, they will match a picture of a tall person to the word "tall" and a picture of a person with light skin to the word "light."

B. How it will be conducted:

- The teacher will show several pictures of people and a list of adjectives. Learners will identify which word best describes the person in each picture. They will practice using the words in sentences after they make their selections.
- Use pictures that clearly demonstrate the adjectives (e.g., a picture of a tall person, a picture of a short person).
- Reinforce the connection between the pictures and the adjectives through repetition.

C. Teaching and Learning Materials:

- A set of picture cards showing people with different physical features.
- Word cards with adjectives for learners to match to the pictures.

Group Activity: Describing a Person

A. Description:

Learners will work in groups to describe a person. The teacher

will give them a set of pictures of people, and each group will choose one person to describe in detail using the adjectives they've learned.

B. How it will be conducted:

- Each group will select a picture and construct a sentence describing the person in the image. For example, "The woman is short and has curly hair." After the group has completed their sentence, they will present it to the class.
- Remind learners to use full sentences.
- Support learners in using a variety of adjectives to describe different features (e.g., "He is tall and has dark hair").

C. Teaching and Learning Materials:

- Pictures of different people.
- Word cards for the descriptive adjectives.

Individual Sentence Construction

A. Description:

After practicing in groups, learners will independently select a picture and construct a simple sentence describing the person in the image. They will then share their sentence with the class or in pairs.

B. How it will be conducted:

- The teacher will give each learner a picture, and they will form a sentence to describe the person using the learned adjectives. For example, "The man is big" or "She is light-skinned and short."
- Guide learners to use the new vocabulary in full sentences.

- Encourage learners to speak slowly and clearly while presenting.

C. Teaching and Learning Materials:

- Individual pictures of people for each learner to describe.

Expected Standard:

- People described accordingly

Assessment Activities:

1. Ongoing Assessment:

- **Observation:** The teacher will observe how learners use adjectives in sentences and whether they can correctly describe the features of the people in the pictures.

2. Practical Demonstration:

- Learners will describe a person from a picture in a complete sentence, demonstrating their understanding of the descriptive words.

3. Project-Based Task:

- Learners can create their own picture cards of people (drawings or cut-outs) and then describe them using the learned adjectives. They can present their descriptions to the class.

4. Written Assessment:

- **Matching Exercise:** Learners will match pictures of people to descriptive words or short sentences that describe their appearance. This can be done in a worksheet format.

ASSESSMENT

1. What does your friend look like?
2. Can you describe how your teacher dresses?
3. What color is your mom's hair?
4. How tall is your dad?
5. What kind of clothes does your brother or sister like to wear?

Summary:

- Learners learned how to describe people using simple adjectives (e.g., "tall," "short," "dark," "light").
- The focus was on creating complete sentences, such as "The man is tall" or "She has dark hair."
- Learners practiced describing people using pictures and then shared their descriptions with the class

SUB TOPIC 2: PLACES

Introduction

In this topic, learners will learn how to describe places around them. They will focus on identifying different places such as schools, churches, playgrounds, and homes, and describing the functions of these places. By the end of the topic, learners will acquire the skill of using simple descriptive sentences to explain what happens in various places. This topic will cover; describing places based on their functions (e.g., "The playground is for playing," "The church is for praying"), understanding the importance of knowing where different activities take place, such as learning, playing, and praying and the topic will help learners communicate more clearly about places and their purposes in everyday life.

General Competence(s):

1. **Communication:** Teaching descriptions of places helps students develop listening, speaking, and writing skills as they learn to clearly describe locations with details.
2. **Analytical thinking:** Students recognize patterns in how places are described, focusing on key features like size, location, and purpose to structure their descriptions.
3. **Critical Thinking:** When describing places, students classify attributes (such as weather, landmarks, or atmosphere) to provide a complete picture of the location.
4. **Problem Solving:** Using their vocabulary knowledge, students can construct new words to better describe places, helping them communicate more effectively.
5. **Emotional Intelligence:** Describing places with others encourages students to consider different perspectives, fostering empathy and understanding of how others perceive the environment

Hook: "Where do you go to learn? Where do you play? Can you tell me about the places you go every day? Let's learn how to describe these places and talk about what we do there."

Key Terms / Words / Vocabulary

- School
- Church
- Playground
- Home
- Market
- Farm
- Function
- Learning
- Praying
- Playing

SUB-TOPIC 1: PLACES

Introduction:

In this sub-topic, learners will focus on common places around them, such as their school, church, or playground. They will learn to describe these places by explaining what happens in these locations, linking the place with its function (e.g., a school is for learning, a playground is for playing). This activity will help learners express themselves by talking about their surroundings.

Specific Competence(s):

- Describe places.

Learning Activities***Identifying and Describing Places***

A. **Activity:** Learners will look at pictures of common places (e.g., school, church, playground, home) and identify each place.

B. **How it will be conducted:**

- The teacher will display pictures of different places and ask the learners to name them. After identifying the places, learners will describe what happens in these places (e.g., "The school is for learning," "The playground is for playing"). The teacher will model simple sentence structures and encourage learners to repeat them.
- Use simple and clear language for the descriptions.
- Encourage full sentences, such as "The church is for praying."
- Focus on one place at a time to avoid overwhelming the learners.

C. **Teaching and Learning Materials:**

- Picture cards showing common places (school, church, playground, etc.).

- Word cards with simple adjectives and verbs (e.g., "play," "learn," "pray").

Describing Places According to Their Functions

A. **Activity:** Learners will match pictures of places with the correct function (e.g., matching a picture of a playground with the word "playing").

B. **How it will be conducted:**

- The teacher will display pictures of various places and write the functions (e.g., "learning," "playing," "praying") on the board. Learners will match each picture to its corresponding function. After matching, they will say simple sentences aloud, such as "The school is for learning."
- Reinforce the link between places and their functions by encouraging learners to use the function in full sentences (e.g., "The church is for praying").
- Ensure learners understand the different types of functions by providing simple examples.

C. **Teaching and Learning Materials:**

- Picture cards of places.
- Word cards for functions (e.g., "learning," "playing," "praying").

Group Activity: Creating a Place Chart

A. **Activity:** In small groups, learners will create a chart of different places and describe them with simple sentences.

B. **How it will be conducted:**

- The teacher will divide learners into small groups and provide them with a set of pictures of different places. Each group will create a simple chart where they write down the name of the place and its function. For example, "The school is for learning," "The playground is for playing." Groups will then present their charts to the class.
- Remind learners to use full sentences when describing each place.
- Encourage learners to practice speaking clearly when presenting to the class.

C. Teaching and Learning Materials:

- Pictures of different places.
- Large chart paper for each group to create their place chart.
- Markers or pens for writing.

Individual Sentence Construction

A. **Activity:** Learners will independently select a place and describe it using a simple sentence.

B. How it will be conducted:

- The teacher will give each learner a picture of a place. Learners will write or say a sentence describing the place and its function (e.g., "The home is for resting," "The market is for buying things"). Learners will share their sentences with the class.
- Provide support for learners who need assistance in forming sentences.
- Use sentence starters for learners who need guidance, such as "The ___ is for ___."

C. Teaching and Learning Materials:

- Individual pictures of places for each learner.
- Word cards for functions (e.g., "buying," "selling," "resting").

Expected Standard:

Places described accordingly.

Assessment Activities:

1. Ongoing Observation:

- The teacher will observe learners as they describe places during activities and check if they are able to use correct sentence structures and link places to their functions.

2. Practical Demonstration:

- Learners will demonstrate their understanding by creating charts or verbally describing places in class, ensuring they can match the correct function to each place.

3. Project-Based Task:

- Learners will create a small booklet or poster describing different places they know, using pictures and simple sentences. The teacher will assess their ability to link places with their functions.

4. Written Assessment:

- **Matching Exercise:** Learners will complete a worksheet where they match places to their functions. For example, they will match a picture of a school to the word "learning" and write a simple sentence describing it.
- **assessment**
 1. What does your school look like?
 2. Can you describe your bedroom?

3. What is your favorite place to visit?
4. What color are the walls in your living room?
5. How does the park near your house look?

Summary:

- Learners learned to describe places based on their functions (e.g., "The church is for praying").
- The importance of knowing where different activities take place was emphasized.
- Learners practiced using simple sentences to talk about familiar places like schools, playgrounds, and churches

SUB TOPIC 3: OBJECTS

Introduction

In this topic, learners will learn how to describe common objects they encounter in their local environment. They will focus on identifying and describing objects found in their homes, such as cups, chairs, spoons, and other household items. This helps learners develop speaking skills by practicing simple descriptions of objects in familiar settings. This topic covers; identifying and describing objects in the local environment, using descriptive words to talk about objects, focusing on size, shape, color, and function and the importance of being able to describe objects around us to communicate effectively in daily life.

General Competence(s):

1. **Communication:** Teaching descriptions of objects helps students practice listening, speaking, and writing skills by describing features, functions, and characteristics clearly.

2. **Analytical thinking:** Students identify patterns in how objects are categorized based on shared traits, such as size, color, or material, to organize their descriptions.
3. **Critical Thinking:** By classifying objects according to attributes (e.g., shape, use), students learn to think critically about the properties that define each item.
4. **Problem Solving:** Using their vocabulary knowledge, students can form new words and phrases to accurately describe unfamiliar objects.
5. **Emotional Intelligence:** Working together to describe objects encourages empathy, as students consider how others might view or interact with the objects.

Hook: "Can you tell me about the things you use at home every day? Let's learn how to describe objects around us, like the cups you drink from, the chairs you sit on, and the spoons you use to eat."

Key Terms / Words / Vocabulary

- Cup
- Chair
- Spoon
- Table
- Bed
- Bottle
- Fork
- Object
- Big
- Small
- Round
- Square
- Wooden
- Plastic

SUB-TOPIC 1: OBJECTS IN THE LOCAL ENVIRONMENT

Introduction:

In this sub-topic, learners will focus on objects they commonly find at home. They will describe objects using basic descriptive terms, such as size, shape, material, and function. For example, "This cup is round,"

or "The spoon is small and made of metal." Learners will practice using simple sentences to describe everyday items in their environment.

Specific Competence(s):

Describe objects in the local environment.

Learning Activities

Identifying and Describing Objects at Home

A. **Activity:**

Learners will identify objects around their home and describe them using simple sentences.

B. **How it will be conducted:**

- The teacher will display pictures of common objects (e.g., cup, chair, spoon, bed). Each learner will choose one object and describe it using simple sentences such as "This is a big chair" or "This is a small spoon." The teacher will model the sentences and encourage learners to repeat after them.
- Focus on size, shape, and function when describing objects (e.g., "The cup is round and used for drinking").
- Provide visual cues by showing actual objects or pictures for better understanding.

C. **Teaching and Learning Materials:**

- Picture cards of everyday objects (e.g., cup, chair, spoon, table).
- Real objects from the classroom or home.

Describing Objects Using Simple Sentences

A. **Activity:**

Learners will practice describing objects using basic adjectives like "big," "small," "round," "square," "wooden," or "metal."

B. How it will be conducted:

- The teacher will ask the learners to look at different objects and describe them in simple sentences. For example, "The chair is wooden and big." The teacher will prompt learners with adjectives and help them form full sentences.
- Remind learners that objects can have more than one description (e.g., "The spoon is small and metal").
- Encourage the use of sensory words (e.g., "soft," "hard," "smooth").

C. Teaching and Learning Materials:

- Objects from the local environment (e.g., spoons, cups, chairs).
- Word cards with descriptive adjectives (e.g., "big," "small," "round").

Object Sorting Activity

A. Activity:

Learners will sort objects by different characteristics such as size, shape, or material.

B. How it will be conducted:

- The teacher will provide learners with a variety of objects and ask them to sort the objects based on their characteristics. For example, sorting objects into "big" and "small," or "metal" and "plastic." After sorting, learners will describe each group of objects using simple sentences.
- Encourage learners to think about the characteristics of each object before describing them.
- Model sentence structures to help learners get comfortable with describing the objects.

C. Teaching and Learning Materials:

- A variety of household objects (e.g., cups, chairs, spoons).
- Sorting trays or containers.

Group Activity: Object Description Posters

A. Activity:

In groups, learners will create a poster describing different objects they see at home or in the classroom.

B. How it will be conducted:

- Each group will choose 3-5 objects and create a poster with pictures of the objects and simple sentences describing each one. For example, "This is a round cup," or "This is a wooden chair." The groups will then present their posters to the class.
- Reinforce the idea that objects can be described based on their size, shape, and function.
- Allow learners to practice speaking by presenting their posters.

C. Teaching and Learning Materials:

- Poster paper and markers.
- Pictures of objects for learners to paste on the poster.

Individual Descriptions

A. Activity:

Each learner will choose an object and describe it to the class using simple sentences.

B. How it will be conducted:

- The teacher will ask each learner to pick one object from a set of objects and describe it using the format "This is a [size]

[shape] [material] [function]." For example, "This is a small round metal spoon."

- Use sentence starters to help learners, such as "This is a __," or "The [object] is __."
- Offer encouragement and support as learners practice speaking.

C. Teaching and Learning Materials:

- A collection of everyday objects (e.g., cups, spoons, chairs).

Expected Standard:

- Objects in the local environment described accordingly

Assessment Activities:

1. Ongoing Observation:

- The teacher will observe learners as they describe objects during activities. This will help assess their ability to use simple sentences and descriptive language.

2. Practical Demonstration:

- Learners will demonstrate their ability to describe objects accurately by participating in the sorting activity and presenting their group posters.

3. Written Assessment:

- **Object Description Worksheet:** Learners will fill in a worksheet where they describe objects from their home or school using the sentence structure "This is a [size] [shape] [material] [function]."

Assessment

1. What color is your favorite toy?
2. How big is your backpack?
3. Can you describe the chair you sit in at school?

4. What shape is your pencil?
5. How does your book feel when you hold it?

4. **Project-Based Task:**

- **Object Poster:** Learners will complete a group or individual project where they select a few objects and describe them in detail on a poster.

Summary:

Key Points Recap:

- Learners learned to identify and describe objects found in their local environment.
- They practiced using simple sentences to describe objects by size, shape, material, and function.
- Learners were able to communicate clearly about the objects they see and use daily.

TOPIC 4: PRINT CONCEPTS

Introduction

In this chapter, we will learn about some important ideas that help us understand how to use books and read words. These ideas are called *print concepts*. They help us know how to handle books correctly and recognize the words we see on the page.

Book Handling

When we talk about *book handling*, we mean how to take care of a book and how to hold it. For example, we need to open the book carefully, turn the pages slowly, and know where the front and back of the book are. Understanding how to handle books the right way makes reading easier and more fun!

Print Identification

Print identification is about recognizing the words and letters we see in a book. Every time we look at a page, we see print—letters and words that make up a story or information. Learning to identify these letters and words helps us start reading and understanding what we see. The more we practice, the better we get at reading!

In this chapter, we will learn how to handle books properly and identify the print on the pages. These skills are the first steps toward becoming a great reader!

SUB TOPIC 1: BOOK HANDLING

Introduction

In this topic, learners will learn how to correctly handle books. This is an essential skill that promotes respect for books and helps with developing reading habits. The topic focuses on the physical aspects of book handling, such as opening, closing, and caring for books. Proper handling also helps improve learners' understanding of how books are structured and their purpose. This subtopic will cover; how to handle a book safely and respectfully (front/back covers, spine, pages), the importance of caring for books to ensure their longevity, and real-life application: Proper book handling helps preserve books for long-term use, ensuring they remain in good condition for learning and enjoyment.

General Competence(s):

1. **Analytical thinking:** Teaching book handling helps students recognize patterns in how books are structured, such as reading from left to right and top to bottom, helping them understand the basic flow of a book.
2. **Emotional Intelligence:** By handling books, students communicate with others about stories or content, sharing ideas

and developing empathy through the characters and themes they encounter.

3. **Problem solving:** Students use their knowledge of print concepts, like letter recognition, to solve the problem of navigating a book, helping them understand how words are formed and read.

Hook: "Have you ever seen a book with torn pages or a broken cover? Let's learn how to take good care of our books and use them properly so they last longer!"

Key Terms / Words / Vocabulary

- Front cover
- Back cover
- Spine
- Pages
- Open
- Close
- Handle
- Turn pages
- Care for
- Protect

SUB-TOPIC 1: BOOK HANDLING

Introduction:

In this sub-topic, learners will focus on demonstrating the correct way to handle books. This includes knowing where the front and back covers are, opening and closing the book, and turning the pages gently. The learners will also learn about the spine of the book and the importance of keeping books clean and undamaged.

SPECIFIC COMPETENCE(S): Demonstrate correct handling of a book.

Learning Activities

Introduction to Book Parts

A. Activity:

Learners will be introduced to the parts of a book: front cover, back cover, spine, and pages.

B. How it will be conducted:

- The teacher will show learners a book and point out the front cover, back cover, spine, and pages. Learners will practice identifying these parts of a book with the teacher's guidance. The teacher may use picture cards or a flip chart showing a book and its parts for visual reinforcement.
- Emphasize that the front cover usually has the title of the book, and the back cover often has information about the book.
- Explain that the spine is where the pages are bound together.
- Discuss how a book should be opened and closed carefully.

C. Teaching and Learning Materials:

- A book to demonstrate parts (or picture cards of book parts).
- Flip chart or visual aids showing the book's parts.

Demonstrating How to Handle a Book

A. Activity:

Learners will practice correctly handling a book by opening it gently, turning pages carefully, and closing it properly.

B. How it will be conducted:

- The teacher will demonstrate how to open a book gently, turn the pages one by one, and close the book carefully. Learners

will then practice this by handling their own books, with the teacher offering guidance as needed.

- Remind learners that books should be held by the spine when opening and turning pages.
- Encourage them to turn only one page at a time to avoid tearing pages.
- Explain how to close a book gently and store it properly to prevent damage.

C. Teaching and Learning Materials:

- A variety of books for learners to practice handling.
- Picture cards showing how to open, turn, and close a book.

Caring for Books

A. Activity:

Learners will discuss and demonstrate how to care for books (keeping them clean, not folding pages, storing them properly).

B. How it will be conducted:

- The teacher will guide learners through a discussion about the importance of caring for books. Learners will then demonstrate how to keep books clean (by handling them with clean hands) and how to store them carefully when not in use.
- Explain that books should not be bent, torn, or scribbled on.
- Encourage learners to handle books gently and store them in a safe place, such as a bookshelf or a drawer.

C. Teaching and Learning Materials:

- A clean book and a dirty book (to demonstrate the difference).
- Pictures of proper storage places for books.

Book Handling Relay

A. Activity:

Learners will participate in a relay race where they take turns demonstrating the correct way to handle a book.

B. How it will be conducted:

- Learners will be divided into small groups. Each group will have a book. One by one, each learner will demonstrate how to open the book, turn a page, and close it correctly. After completing the task, they will pass the book to the next person in line.
- Provide positive feedback and reinforce correct handling techniques.
- Emphasize the importance of careful handling and show how it helps preserve books.

C. Teaching and Learning Materials:

- A variety of books for the relay.

Group Discussion: Why Should We Care for Books?

A. Activity:

Learners will participate in a group discussion about why it is important to handle books correctly.

B. How it will be conducted:

- The teacher will ask questions like, "What happens if we tear pages in a book?" and "Why do we need to take care of books?" Learners will share their ideas, and the teacher will guide the conversation, emphasizing the value of books and the importance of proper handling.
- Reinforce the message that taking care of books means they can be enjoyed by others for a long time.

- Encourage learners to respect books as valuable tools for learning.

C. Teaching and Learning Materials:

- None required, just a group setting for discussion.

Expected Standard:

- Handling of the book demonstrated correctly.

Assessment Activities:

1. Observation:

- The teacher will observe learners during the book handling activities, providing feedback as necessary.
- The teacher will check if learners are correctly identifying the parts of the book (front cover, back cover, spine) and if they are handling books gently.

2. Practical Demonstration:

- Each learner will be asked to demonstrate how they would handle a book (open, turn pages, close, and store).

3. Group Assessment:

- During the relay activity, the teacher will assess each learner's ability to handle a book and provide feedback to ensure proper handling.

4. Written Reflection:

- Learners can complete a simple worksheet in which they draw a picture of a book and label its parts or write one sentence about how to care for a book.

Assessment

1. How do you hold a book when you read it?
2. Where is the front of the book?
3. What do you do when you turn a page in a book?
4. Can you point to the cover of the book?
5. What do you do with a book after you're done reading

Summary:

Key Points Recap:

- Learners learned the correct way to handle a book, including identifying parts like the front and back covers, the spine, and the pages.
- They practiced opening and closing a book gently, turning pages one at a time, and caring for books by keeping them clean.
- Learners demonstrated the importance of respecting books and handling them properly to ensure they remain in good condition for future use

SUB TOPIC: 1.4.2 PRINT IDENTIFICATION

Introduction

In this topic, learners will explore different types of prints through activities that involve identifying, matching, and sorting prints based on various characteristics such as shapes, sizes, and colors. Learners will engage in fun games to practice directional movements (left to right, top to bottom) to help develop their visual tracking skills. This subtopic will cover; how to differentiate various prints (pictures, letters, shapes, numbers), activities to practice eye movement and tracking (left to right, top to bottom), and real-life application: The ability to identify and differentiate prints is essential for early literacy skills, including reading and writing.

General Competence(s):

1. **Analytical thinking:** Teaching print identification helps students recognize patterns in letters and words, allowing them to understand how different characters form meaningful text.
2. **Emotional intelligence:** Through print identification, students can communicate their thoughts and excitement about learning new words, sharing their discoveries with others.
3. **Problem solving:** Students use their knowledge of the alphabet to decode unfamiliar words, solving the challenge of identifying and understanding new print they encounter

Hook:

"Can you tell the difference between a circle and a square? How about a red shape and a blue shape? Let's explore how we can recognize prints and shapes all around us!"

Teaching and Learning Materials: Objects or pictures in varying sizes (e.g., different-sized blocks, balls, or printed pictures).

2. Key Terms / Words / Vocabulary

- Print
- Shape
- Size
- Color
- Letter
- Number
- Matching
- Sorting
- Left to right
- Top to bottom

SUB-TOPIC 1: PRINT IDENTIFICATION

Introduction:

In this sub-topic, learners will focus on differentiating prints by identifying, matching, and sorting them according to their shapes, sizes, and colors. Additionally, they will practice moving their eyes from left to right and top to bottom through fun games to support early literacy development.

Specific Competence(s):

- Differentiate prints.

Learning Activities

Identifying and Matching Prints by Shape

A. Activity:

Learners will be provided with a set of shapes (circles, squares, triangles, etc.). They will be asked to identify and match similar shapes.

B. How it will be conducted:

- The teacher will display a variety of shapes, and learners will match identical shapes. For example, a circle with another circle, a square with another square. This can be done using physical cards or printed images.
- Emphasize that different shapes have different characteristics. For example, circles are round, squares have four equal sides, and triangles have three sides.

- Reinforce the concept that shapes are everywhere around us, from road signs to objects at home.

C. Teaching and Learning Materials:

- Shape cards or printed pictures of various shapes for matching.

Sorting Prints by Size

A. Activity:

Learners will sort objects or images by size (large, medium, small).

B. How it will be conducted:

- The teacher will display various objects or pictures of objects in different sizes, and learners will work together to group them according to size (e.g., big, medium, small).
- Discuss the difference between big, medium, and small.
- Encourage learners to recognize size differences in everyday objects, like comparing a large ball with a small one.

Sorting Prints by Color

A. Activity:

Learners will be asked to sort pictures or objects by color (red, blue, green, etc.).

B. How it will be conducted:

- The teacher will provide learners with various objects or printed pictures in different colors. Learners will match and sort these by color.
- Teach basic colors (red, blue, yellow, green) and discuss where we see these colors in the environment.

- Explain that different objects can have the same color, and learners should focus on color recognition.

Left to Right Eye Movement Game: Spider to the Web

A. Activity:

Learners will play a game to practice eye movement from left to right using a simple story or game (e.g., "Spider to the Web").

B. How it will be conducted:

- The teacher will tell a short story or display a simple chart that encourages left-to-right tracking. For example, the teacher might use the analogy of a spider moving across a web, pointing to each part from left to right.
- Reinforce the importance of left-to-right tracking, as this is crucial for reading.
- Encourage learners to follow the movement with their eyes and hands to practice directionality.

C. Teaching and Learning Materials:

- Visual aids such as charts, spider webs, and arrows or symbols for directionality.
- Optional: A simple game board that encourages left-to-right movement (e.g., a path with steps or blocks).

Top to Bottom Eye Movement Game: Bed to the Net

A. Activity:

Learners will practice moving their eyes from top to bottom using a simple game or story (e.g., "Bed to the Net").

B. How it will be conducted:

- The teacher will demonstrate eye movement from top to bottom using a visual story or chart. For example, a picture showing a bed at the top and a net at the bottom, with the learner following the path from top to bottom.
- Emphasize that top-to-bottom tracking is also crucial for understanding how to read books from top to bottom of a page.
- Make the activity engaging by incorporating sounds or movements to help learners follow the direction.

Print Identification Matching Game

A. Activity:

Learners will play a matching game where they match pictures, letters, or numbers with their corresponding prints.

B. How it will be conducted:

- The teacher will give learners a set of cards with pictures, letters, or numbers. The learners will work together to match the correct prints to their corresponding images or numbers.
- Discuss how letters and numbers have distinct shapes that can be identified.
- Encourage learners to make connections between shapes (letters and numbers) and objects they know (e.g., the letter "A" is like a triangle).

Expected Standard:

- Prints differentiated accordingly:

Assessment Activities:

1. Observation:

- The teacher will observe learners during the matching and sorting activities, providing feedback as needed.
- The teacher will ensure that learners can accurately differentiate prints by shape, size, and color.

2. Practical Demonstration:

- Each learner will be asked to match prints by shape, size, and color and demonstrate left-to-right and top-to-bottom eye movements.

3. Group Assessment:

- During the group activities (sorting and matching), the teacher will assess learners' ability to differentiate prints and track movements.

4. Written Reflection:

- Learners can complete a simple worksheet to draw or label shapes, sizes, or colors they identified during the lesson.

Assessment

1. Can you point to a letter on the page?
2. What letter do you see at the beginning of the word "dog"?
3. Can you find the word "cat" on the page?
4. What letter comes after "A" in the alphabet?
5. Can you show me where the title of the book is?

Summary:

Key Points Recap:

- Learners learned how to identify and differentiate prints based on shape, size, and color.

- Learners practiced left-to-right and top-to-bottom eye movement, which is essential for reading.
- Through games and hands-on activities, learners were able to engage with print in a fun and interactive way

CREATIVE AND TECHNOLOGY STUDIES

Introduction

The Creative and Technology Studies (CTS) teaching module for Learners with Intellectual Disability at level 1. The Module aims at providing quality education that is associated with the Competence-Based Curriculum and 21st Century Skills. The integration of CTS in early childhood education enhances cognitive development, problem-solving abilities, and innovative thinking. Therefore, it is imperative for Teachers to harness these elements to create engaging and interactive learning experiences. This module highlights the significance of art, music, drama, digital literacy, and hands-on technology experiences in enhancing holistic child development.

The suggested activities are designed to offer learner's a hands-on experience through manipulation of real objects, interaction with nature and learning through play. Thus, the learners' will develop knowledge, desirable lifelong skills, values and positive attitudes needed for their personal and national development.

TOPIC: SAFETY

Introduction

Safety is a vital aspect of daily life that ensure individuals are protected from harm, accidents and risks. For learners particularly those with intellectual disabilities, understanding safety helps build independence, confidence and awareness of their surroundings. This topic focuses on developing the skills needed to recognize hazard, practice preventive measures and maintain a secure environment. The topic of safety emphasizes the importance of being aware of potential dangers in various environments such as at home, school or in the community. It equips learners with practical knowledge and skills to handle unsafe situations, fostering a sense of responsibility for their wellbeing and that of others. Learners will explore essential safety practices, such as identify hazards, avoiding dangerous places and keeping their surroundings clean and organized. These skills not only enhance personal safety but also contribute to creating safer communities.

GENERAL COMPETENCE (S)

The following are the general competences that are expected to be acquired by the learners:

- **Analytical thinking:** Ability to identify potential hazards and assess the risks associated with them.
- **Critical thinking:** Making informed decisions to prevent accidents or respond effectively in unsafe situations.
- **Environmental sustainability:** Promoting practices that ensure cleanliness and reduce risks, such as proper waste disposal.
- **Citizenship:** Taking responsibility for the safety of oneself and others in the community.

Hook: Imagine you are walking in your classroom and see a pool of water on the floor. What do you think could happen if someone steps on it? What should you do?”

Suggested teaching and learning materials

- Models/Real objects of hazardous material (pillow, scissors, knife, naked wires, razor blade, chemicals)
- Charts of dangerous items
- Safety rule chart
- Cleaning supplies (brooms, mop, cloths, non-slip mats, nontoxic cleaners, gloves, safety masks
- Storage containers, bins, shelves.
- Labels to identify hazardous materials

Key terms/ word/ vocabulary

Safety: Protection from harm or danger.

Accident: An unexpected event that causes injury or damage.

Environment: The area around us such as a school or home.

First aid: Immediate care given to someone who is injured before he is taken to the clinic or hospital.

Cleaning: Removing dirt, dust and hazards from the surrounding areas.

Storage: the room or container where cleaning materials and tools are safely kept.

SUB –TOPIC 1: SAFETY IN THE IMMEDIATE ENVIRONMENT.

Introduction

Safety in the immediate environment refers to practices and measures taken to prevent accidents and harm in space we use daily, such as homes, school and communities. This subtopic focuses on helping learners recognize potential hazards in their immediate surroundings, such as sharp objects, wet floors and

exposed wires. It also emphasizes developing habits like cleaning and organizing spaces, storing dangerous materials securely and reporting unsafe conditions to adults

SPECIFIC COMPETENCE(s) learners to: Practice safety in the immediate environment.

LEARNING ACTIVITIES

Activity 1: Demonstrate safety in the immediate environment.

- Display charts, models and real items that cause accidents (sharp objects, electric appliances, chemicals, wet floor and heavy items can cause accidents like cut, burns, fall, electric shock, and poisoning) and ask learners to identify them.
- Engage learners in identifying the risks associated with these items.

Activity 2: Discuss safety rules

- Discuss safety rules associated with the displayed items that cause accidents. (handling tools carefully, wearing protective gear, keeping work areas tidy, keep walkways clear of obstacles and spills to prevent slips and falls, store chemicals out of reach of children).
- Learners role play when each rule should be applied.

Activity 3: Cleaning up a room

- Demonstrate safety in the environment by cleaning up a room, emphasizing techniques such as wiping up spills, using non slip mats and keeping pathways clear to eliminate potential hazard like spills, dirt and clutter that can cause accidents.
- Ask learners to clean a designated area of the room, ensuring they follow safety guidelines like using cleaning products properly and wearing gloves when needed.

Activity 4: Storing material securely

- Demonstrate how to store materials including sharp objects, cleaning supplies and heavy items, in a safe and organized manner
- Emphasize the importance of keeping dangerous items out of reach of children and storing heavy items on lower shelves to avoid accidents.
- Learners to store different materials in secure places.

Expected standard

Safety in the immediate environment practiced correctly.

Assessments

Teacher observes learners clean up the room

SUMMARY

- Safety involves preventing harm or accidents in daily life
- Hazards in the environment include spills mess, sharp objects and poor storage.
- Common types of accidents include falls, cuts, burns, choking, electric shock and suffocation
- Safety rules help prevent accidents such as cleaning up spills and arranging items neatly.
- Proper storage of material prevents accidents and keeps the environment safe.
- Maintain a clean and organized space reduces risks and promotes safety for everyone.

TOPIC 2: COLORING

Introduction

Coloring is one of the most enjoyable and foundational activities for young learners. At the first-grade level, coloring is more than just a fun pastime it is a vital part of early childhood development that promotes creativity, co-ordination, and a deeper understanding of the world around them. Through coloring, children learn to express themselves, refine their motor skills, and build a connection to colors, shapes, and patterns in their environment. In this topic

learners will identify different types of colors, color and paint objects. This topic will also help them with hand eye coordination.

GENERAL COMPETENCE(s)

- **Communication:** Ability to express ideas and emotions through color choices.
- **Creativity and innovation:** Ability to experiment with colors and techniques to create unique art work.
- **Collaboration:** Ability to work together, share, materials and contribute to a collective artistic vision.

Hook: Look at the picture how many colors are in a rainbow? Which color do you think is the most fun to use?

Teaching and learning materials

- Zambian flag, stones, boxes
- cut out letters of the alphabet
- tins
- pictures of people, bus, animals

KEY TERMS /WORD/VOCABULARY

Cutouts: cutouts refer to shapes or figures that are cut out from a material (such as paper, cardboard...)

Object: An object in art refers to any material thing or entity that is represented or used within an artwork

Coloring: Coloring is the application of color to a work of art, typically using materials like crayons, or markers.

Painting: Painting refers to the act of applying color to a surface (such as a canvas, paper, or wall) using tools like brushes, sponges, or other instruments.

SUB-TOPIC 1: COLORING AND PAINTING

Introduction

Coloring and painting to learners with special needs requires thoughtful planning and adaptation to meet their unique needs. The goal is to create an inclusive, engaging, and supportive environment that nurtures creativity, fine motor development, and emotional expression.

SPECIFIC COMPETENCE(s) – Learners to: Demonstrate painting and coloring.

LEARNING ACTIVITIES

Activity 1: Identifying colors and objects.

- Teacher displays objects that can be colored.
- Learners identify colors and objects that can be colored (Zambian flag, stones, boxes...)
- Learners color letters of the alphabet (coloring cut out letters of the alphabet)

Activity 2: Painting different pictures

- Teacher displays objects that can be painted.
- Learners identify paints and objects that can be painted (tins, stones...)
- Let learners paint different pictures of people, bus, animals...

Activity 3: Coloring letters of the alphabet

- Teacher provides worksheets with images divided into letters sections.
- Teacher assigns learners the letter cutouts to color.
- Learners color letters.

EXPECTED STANDARD:

Painting and coloring demonstrated accordingly

Assessment

Teacher observes learners paint and color objects using different colors.

Summary

- Coloring is the application of color to a work of art, typically using materials like crayons, or markers.
- Painting refers to the act of applying color to a surface (such as a canvas, paper, or wall) using tools like brushes, sponges, or other instruments.
- Colors for painting and coloring include primary, secondary, tertiary, warm, cool and neutral colors used to create different effects.
- Different objects can be painted such as paper, fabric, wood ...

TOPIC 3: TOOLS AND EQUIPMENT

Introduction

Tools and equipment are special objects that help us do work more easily and quickly. A tool is something we can hold in our hands and use to complete a task, like cutting, digging, or fixing. Equipment is usually larger and sometimes needs electricity or other power to work, like a vacuum cleaner or a sewing machine.

Imagine trying to dig a hole in the ground with just your hands. It would take a very long time! But if you use a shovel, the work becomes much easier. Tools and equipment save us time and make our jobs safer and more fun. Learning about tools and equipment helps us understand how things work and how to use them safely. Whether we're at home, in school, or outdoors, knowing how to use tools helps us solve problems and take care of tasks more easily.

This topic helps learners understand the role of tools in daily life and teaches them the value of responsibility and safety.

GENERAL COMPETENCE(s)

- **Analytical thinking:** Ability to use tools and equipment to examine, assesses, or analyze data or materials systematically.

- **Communication:** Ability to enable the exchange of information ideas or data.
- **Critical Thinking:** Ability to identify critical tools and equipment that are essential for performing tasks.

Hook: Why do we need tools? What would happen if we didn't have tools? Can you think of a tool you use every day? Why are some tools small and others big? How does the size of a tool affect its use?

Learning and teaching materials

- Hammer
- scissors,
- wrench
- screwdriver

KEY TERMS /WORDS/VOCABULARY

Hand Tools: these are tools that are operated manually, without the need for electricity or a motor.

Equipment: This term refers to any necessary items or machinery used for a particular purpose

Work: Work" generally refers to the physical or mental effort used to achieve a goal or complete a task.

Job: A job typically refers to a specific role, position, or task that a person performs in exchange for payment.

SUB-TOPIC 1: HAND TOOLS

Introduction:

Hand tools are small tools that we can hold in our hands and use to help us do different jobs. These tools do not need electricity or batteries; we use our hands to make them work. Hand tools can be used to cut, build, fix, or clean, and they are very important in everyday life.

Hand tools make tasks easier and faster. For example, you can use a hammer to drive a nail into a piece of wood, or scissors to cut paper for a craft project. Without hand tools, many jobs would take much longer to complete, and it would be hard to do things on our own.

SPECIFIC COMPETENCE(s) – Learners to: Identify hand tools used in production

LEARNING ACTIVITIES

Activity 1: Identifying hand tools used in production

- Teacher provide models, real tools and pictures of hand tools (like a hammer, scissors, wrench, screwdriver...)
- Learners discuss the uses of the hand tools provided.
- Learners to match the tool with the correct use. (hammer - drive nails
scissors with - cut paper).

EXPECTED STANDARD-

Hand tools used in production identified accordingly

Assessment

Teacher observes learners identify and create a collection of hand tools and other objects.

1. Summary

- Hand tools are small tools that you hold in your hands to do tasks.
- They do not need electricity or batteries to work.

Below are some hand tools and their uses:

- Scissors: Used to cut paper, cloth, or other soft materials.
- Hammer: Used to drive nails into wood or other materials.
- Screwdriver: Used to turn screws and fix things.
- Wrench: Used to tighten or loosen nuts and bolts.
- Tape Measure: Used to measure the length or size of something

- Knife: Used for cutting.
- Saw: Used for cutting wood.
- Hoe: Used for digging.

SUB-TOPIC 2: KITCHEN UTENSILS

Introduction

Kitchen utensils are special tools that we use in the kitchen to help us prepare and cook food. These tools make cooking easier, faster, and safer. Some utensils are used to cut, stir, mix, or serve food, while others help us measure ingredients.

Kitchen utensils help us to do different jobs in the kitchen. Without them, it would be difficult to make food. For example, we use knives to cut vegetables, spoons to stir soup, and measuring cups to make sure we use the right amount of ingredients.

SPECIFIC COMPETENCE: Identify kitchen utensils

LEARNING ACTIVITIES:

Activity 1: Identifying kitchen utensils

- Teacher displays a set of pictures or real kitchen utensils (spoons, forks, knives, measuring cups, spatulas...) for learners to identify.
- Learners to discuss the uses of identified kitchen utensils.
- Teacher displays kitchen utensils, states the use for learners to pick the utensil (drinking water-cup, stirring –spoon...)

EXPECTED STANDARD:

Kitchen utensils identified accordingly

Assessments

SUMMARY:

Teacher to observe learners identify kitchen utensils.

- Kitchen utensils are tools that help us cook and prepare food
- Kitchen utensils and tools are used for mixing cutting, stirring, measuring, and serving food
- Common Kitchen Utensils and their uses

Pots: Used for cooking.

Plates: Used for serving food.

Cooking stick: Used for stirring.

Cup: Used for serving beverages.

Spoons: Used for stirring and eating food.

Forks: Used for eating food like salad or pasta.

Knives: Used for cutting food, like fruits or vegetables

Spatulas: Used for flipping pancakes or stirring food in a pan.

Measuring Cups: Used to measure the amount of ingredients like flour or sugar.

Peelers: Used to peel the skin off fruits and vegetables

TOPIC: MATERIALS

Introduction

The early years of education are critical for shaping a child's future, particularly in level one, where foundational skills are established. For learners with special needs, this stage requires a thoughtful and customized approach to meet their diverse cognitive, emotional, physical, and social requirements. The topic of

Materials for level One Learners with Special Needs explores how specialized resources and tools can create an inclusive and supportive learning environment.

This topic addresses the importance of identifying and utilizing materials that cater to a wide range of abilities and challenges. It emphasizes the role of visual aids, sensory tools, adaptive equipment, and assistive technologies in enhancing learning outcomes. These materials are not just educational tools; they are bridges that connect children to knowledge in ways that resonate with their unique needs and capabilities.

Understanding and implementing the right materials is a step toward fostering inclusion, equity, and access in education. It helps teachers and caregivers move beyond traditional teaching methods to embrace innovative strategies that empower every learner. By focusing on this topic, teachers can better understand how to tailor resources and create engaging learning experiences that inspire confidence, independence, and growth in learners with special needs.

GENERAL COMPETENCE(S):

- **Analytical thinking:** The ability to systematically break down complex problems related to material selection, processing, and product design.
- **Communication:** Ability to use Effective communication materials, as it allows you to convey your ideas, design choices, and technical specifications clearly.
- **Collaboration:** Ability to work together with others to share knowledge, solve problems, and innovate.
- **Critical thinking:** Ability to evaluate and question assumptions about materials and manufacturing processes.

Hook: what are materials? Can you think of some things around you and guess what they are made of? Why do we use different materials for different things? Why don't we make cloths out of metal or shoes out of paper?

KEY TERMS /WORDS/VOCABULARY

Materials: Materials are substances or components used to construct, manufacture, or create objects, products or structures.

Wood: Wood is a natural material obtained from trees.

Grass: Grass is a type of green plant with narrow leaves that are typically grown for lawns, pastures or erosion control.

Plastic: Plastic is a light material used to make things like bottles, plates, cups...

Metal: Metal is strong, shiny materials used to make things like tools and machines.

Clay: Clay is a fine soft sticky type of soil.

SUB-TOPIC 1- SOURCES OF MATERIALS

Introduction

Everything around us is made of different materials. There are two sources of materials nature (Trees, plants, animals) Other materials, like plastic and glass, are made by people using natural resources. For example, a chair can be made from wood, which comes from trees. Your clothes might be made from cotton, which comes from plants. A water bottle can be made from plastic, which is made in factories.

SPECIFIC COMPETENCE(S) Learners to: Identify sources of materials to make items

LEARNING ACTIVITIES

Activity 1: Identifying sources of materials

- Teacher displays different types of objects made from different materials.
- Learners to identify objects in the classroom (pencil, pen, books, desks uniforms ...) and state what they are made of. (wood, metal, fiber, plastic...).

Learning and teaching materials

- Objects made from different materials (pencil, pen, books, desks uniforms ...)
- Chart showing common materials (wood, metal, glass, sand, plastic).

EXPECTED STANDARD:

Sources of materials to make items identified correctly

Assessment

Teacher to observe learners identify different materials

SUMMARY

- **Materials** are the substances or things that objects are made from.
- The two sources of materials include natural sources and manmade sources.
- Examples of materials include

Wood – Comes from trees, used to make furniture, pencils, and paper.

Plastic – A flexible and light material used in bottles, toys, and bags.

Metal – Hard and shiny, used for making tools, coins, and cars.

Fabric – Soft and flexible, used to make clothes, blankets, and pillows.

Glass – Transparent and breakable, used for windows and cups.

MATHEMATICS AND SCIENCE

Introduction

The newly adapted Mathematics and Science Teaching Module is designed for learners with Intellectual Disability pursuing Level I in Zambian schools. This learning area comprises Mathematics and Science topics aimed at providing a coherent learning progression based on their interconnectedness. The course will provide an engaging and explorative journey designed to spark curiosity, nurture fundamental skills and instill a love for learning in the young minds. In this course, there is recognition of the immense potential within each learner to strive to create a dynamic and stimulating environment where they can joyfully discover the wonders of Mathematics and Science based on the belief that children are natural born Mathematicians and Scientists. From the moment, they begin to explore the world around them, they engage in a process of observation, questioning, and experimentation. Therefore, this syllabus aims to harness and enhance these innate abilities, providing a solid foundation for Mathematics and Science and a smooth transition to 16+.

The Teaching Module for learners with Intellectual Disability seeks to develop individuals who are mathematically and scientifically literate, good problem solvers, able to think creatively and develop both the confidence and competences to participate fully in society as responsible local and global citizens. The topics, sub-topics, specific competences, learning activities and expected standards are arranged in order for easy of reference. Topics have been arranged in terms of Mathematics and Science. Hence, when preparing lessons, teachers should strive to build on what the learners already know.

TOPIC: SETS

Introduction

This topic covers sets, which focuses on sorting objects, matching sets and ordering sets. A set is defined as a collection of well-defined objects or elements. Sorting objects is the process of organizing objects into a logical order. The skill of sorting helps learners develop logical thinking, problem-solving abilities, and mathematical reasoning. By sorting and classifying objects, learners identify attributes of an object, such as colour, size, shape, and texture. Matching is the process of connecting two similar objects from different sets. Matching helps learners develop cognitive skills such as recognizing and creating patterns, thinking logically and putting things in order or sequence. Ordering is the process of arranging objects or elements in ascending order (from small to big) or descending order (big to small). Ordering objects helps learners develop decision-making and problem-solving skills. It also enables learners to practice counting forward and back on a number chart, comparing numbers and ordering numbers. It helps to boost problem-solving skills and enables learners to complete the task given to them independently. Therefore, the concept of sets is fundamental in mathematics and has numerous applications in real life situations as it enables learners to use it on day-to-day life such as sharing objects with members equally.

GENERAL COMPETENCES:

- **Communication:** To ask for feedback.
- **Collaboration:** To participate fully in-group work towards accomplishing a given task.
- **Critical thinking:** To manipulate different objects and classify objects according to their attributes.

- **Creativity and innovation:** To explore the objects around them and express one's ideas in a logical manner.
- **Problem solving:** To use analogues to identify similarities among objects to establish relationships between the known and unknown.
- **Analytical thinking:** To identify patterns and compile data.

Hook: Teacher ask the learners to put things or objects of different colours, sizes and shapes together, then ask one learner to put them according to their attributes and relationships.

Suggested Teaching and Learning material

- Crayons, markers, plain papers, pencils, sticks, books, bottle tops, stones, solid shapes, charts, card pictures showing (2 apples, 2 chairs, 2 cups, 2 spoons, 2 cars, 2 flowers, 2 balls) and number cards.

KEY TERMS /WORDS/VOCABULARY

- **Sorting:** This is the process of organizing objects into a logical order.
- **Matching:** This is the process of connecting two similar objects from different sets.
- **Ordering:** This is a method of arranging things or object in order either from small to big or big to small.

SUB-TOPIC 1- SETS

Introduction: This sub topic covers sorting objects, matching sets and ordering sets. The sub topic will have three learning activities starting with sorting objecting according to size (big/small), Colour (blue cups, red balls...) shape (square, round...) and other attributes (texture.) This will be followed with

matching sets into one-to-one and lastly, ordering sets in ascending order (small to big) and descending order (big to small).

SPECIFIC COMPETENCE – Learners to:

Distinguish sets according to their attributes.

Learning Activity 1: Sorting Objects

- Ask learners to sort objects according to size (big/small).
- Ask learners Identify and sort the objects according to colours colour (blue cups, red balls...).
- Ask learners to identify and sort objects according to solid shapes (square circle (round), triangle...).
- Ask learners to identify and sort objects according to texture (rough, soft or smooth...).

Learning Activity 2- Matching Sets

- Ask learners to matching sets into one to one correspondence.
- Learners to demonstrate in pairs on how to match pictures on the surface or floor.
- Learners to draw sets to match numbers or objects.

SUB-TOPIC 3- ORDERING SETS

- Ask learners to point to the smallest and the biggest objects.
- Learners to identify the smallest and largest objects.
- Learners to demonstrate to arrange objects in order without difficulties from the smallest to biggest.

- Learners to recognize small and big elements.

EXPECTED STANDARD- Sets distinguished according to their attributes correctly

Learners Assessment

- Teacher to display objects of different sizes, colour, shapes and texture. Then asks learners to **sort, match and order** objects according to size (big/small), Colour (blue cups, red balls...) shape (square, round...) and texture.

SUMMARY

- This topic covered sets, which focused on sorting objects, matching sets and ordering sets.
- A set is defined as a collection of well-defined objects or elements.
- Sorting is the process of organizing objects into a logical order. This is done by grouping objects with similar characteristics such as colour, size, shape or texture. This lesson will help learners with intellectual disabilities develop cognitive skills such as recognizing and creating patterns, logical thinking and putting things in order or sequence.
- Matching is the process of connecting two similar objects from different sets. This can be done based on a variety of characteristics, such as colour, size, shape and numbers. Matching is an early math concept that helps learners with intellectual disabilities develop their logical thinking, cognitive abilities, like visual memory, short-term memory, and pattern recognition and one to one correspondence.
- Ordering is a method of arranging things or object in order either from small to big or big to small. Ordering objects is a fundamental math skill that helps

children develop decision-making and problem-solving skills. It is also a skill that is used in daily life. Ordering enables the learners to practice counting forward and back on a number chart, comparing numbers and ordering numbers. It helps to boost problem-solving skills. Learners will be able to work the task on ordering numbers given to them by completing it independently.

TOPIC: THE HUMAN BODY

Introduction

This topic covers the human body, which will focus the external structure of the body and the senses. The human body is a physical structure made up of various external and internal body parts. The external parts of the human body include head, neck, chest, arms, knees, abdomen, legs, eyes, nose, mouth and ears. These parts are essential and make our daily activities easy and convenient. It is essential to learn about our body parts as it helps learners be aware of health issues and the surroundings. Sense is the ability to understand, recognize, value, or react to something. Learners use five senses to explore the environment. These include sense of touch or feeling detected by the skin, smelling detected by the nose, taste detected by the tongue, sight detected by the eyes and hearing detected by the ears. Senses helps in being awareness of something, or an ability to do or understand something. These senses help humans to perceive the world so that we may make decisions about what is happening and what is needed in a situation.

GENERAL COMPETENCES:

- **Communication:** To ask for feedback.
- **Collaboration:** To participate fully in group work towards accomplishing a given task.

- **Critical thinking:** To manipulate different objects and classify objects according to their attributes.
- **Creativity and innovation:** To explore the objects around them.
- **Problem solving:** To use the senses to avoid danger in the environment or safety.

Analytical thinking: To identify different parts of the human body.

Hook: Teacher to ask one learner to come in front, and asks other learners to mention some of the human body parts they can see from their colleague.

Teacher to ask learners to state how they know that it is time for break, lunch and knocking off.

Suggested Teaching and Learning material

- Picture or poster showing the external human body parts such as head, neck, chest, arms, knees, abdomen, legs eyes, nose, mouth and ears.
- Charts showing the senses organs such as eyes, ears, tongue, nose and skin, learner's book, real object (pupil), baby toy.

KEY TERMS /WORDS/VOCABULARY

- **External structure of the human body:** These are parts of the body, which we can see and touch.
- **Senses:** Ability to respond to different situations in the surrounding.

SUB-TOPIC 1- EXTERNAL STRUCTURE OF THE HUMAN BODY

Introduction

This sub topic focuses on the external human body parts. These include head, neck, chest, arms, knees, abdomen, legs eyes, nose, mouth and ears. These parts help learners to see and touch things and helps them be healthy and interactor

familiarize with the environment as we move, see and hear. They also protect the body from injury and bacteria, hence taking care of the human body can make a person healthy for a longer time.

SPECIFIC COMPETENCE(S) – Learners to:

- Name external parts of the human body.

Learning Activities

- Ask learners to name the external human body parts (head, neck, chest, arms, knees, abdomen, legs eyes, nose, mouth, ears...).
- Ask learners to trace and draw the human body parts.

EXPECTED STANDARD: External parts of the human body named correctly.

Learners Assessment

- Learners to mention the external body parts outlined on the chart correctly.

SUB-TOPIC 2- THE SENSES

Introduction

This sub topic focuses on the senses that help learners to explore the surrounding. Learners use senses such as sense of touch or feeling detected by the skin, smelling detected by the nose, taste detected by the tongue, sight detected by the eyes and hearing detected by the ears. Senses helps learners with the ability to do or understand somethings around them. Further, senses help learners to perceive the things in the surrounding so that they may make decisions about what is happening.

SPECIFIC COMPETENCE(s) – Learners to:

- Use the five senses to explore the environment (surrounding).

Learning Activities

- Ask learners how they can use the senses of touch/feeling, which is detected by skin to explore the surrounding.
- Ask learners how they can use the senses of smell, which is detected by nose to explore the surrounding.
- Ask learners how they can use the senses of taste, which is detected by tongue to explore the surrounding.
- Ask learners how they can use the senses of sight, which is detected by eyes to explore the surrounding.
- Ask learners how they can use the senses of hearing, which is detected by ears to explore the surrounding.

EXPECTED STANDARD: The five senses used to explore the environment accordingly.

Learners Assessment

- Learners to point organ on their body that is associated with sense of touch or feeling, smell, taste, sight and hearing.

SUMMARY

- This topic covered the human body, which focused on the external structure of the body and the senses.
- The human body is a physical structure made up of various external and internal body parts.

- The external parts of the human body include head, neck, chest, arms, knees, abdomen, legs, eyes, nose, mouth and ears. These parts are essential and make our daily activities easy and convenient. It is essential to learn about our body parts as it helps learners be aware of health issues and the surroundings.
- Sense is the ability to understand, recognize, value, or react to something. Learners use five senses to explore the environment.
- Examples of senses include the sense of touch or feeling detected by the skin, smelling detected by the nose, taste detected by the tongue, sight detected by the eyes and hearing detected by the ears. Senses helps in being awareness of something, or an ability to do or understand something.

TOPIC: NUMBERS AND NOTATION

Introduction

This topic covers numbers and notation, which focuses on counting numbers from 1- 9, read numbers from 1- 9, writing numbers 1- 9 and zero '0' and writing the number 10. A number is a basic component of mathematics. It is an arithmetic value, expressed by a word, symbol, or figure, representing a particular quantity and used in counting and making calculations. Numbers may be expressed in numeric forms and words. Numbers, which are often called numerals, are used in our day-to-day life. For example, numbers are used for counting, measuring, keeping things in order and indexing. Further, numbers are used for measurement and labelling. The properties of numbers make them capable of performing arithmetic operations on them. Numbers are used to count different things or objects such as 1, 2, 3, 4. Without numbers therefore, a learner cannot do counting of things, date, time and money.

GENERAL COMPETENCES:

- **Communication:** To ask for feedback.
- **Collaboration:** To participate fully in group work towards accomplishing a given task.
- **Critical thinking:** To manipulate different objects and classify objects according to their attributes.
- **Creativity and innovation:** To explore the objects around them and express one's ideas in a logical manner.
- **Problem solving:** To use analogues to identify similarities among objects to establish relationships between the known and unknown.
- **Analytical thinking:** To identify patterns and compile data.
- **Entrepreneurship:** To use numbers to count money.

Hook:

- Teacher to show a flash card number, and asks learners to mention it and its value. For example: 2, 3, 1, 4.

Suggested Teaching and Learning material

- Sticks, pencils, bottle tops, books, pieces of chalk, pots, rubbers, balls, pens, toy numbers, flash card numbers.

KEY TERMS /WORDS/VOCABULARY

- **Number:** A number is a mathematical concept used to count, measure, and label.
- **Counting:** Reciting numbers in ascending order
- **Notation:** A system of symbols used to represent special things.

SUB-TOPIC 1- NUMBERS

Introduction

This sub topic focuses on counting numbers from 1- 9, read numbers from 1- 9, writing numbers 1- 9 and zero '0' and writing the number 10. A number is a mathematical concept used to count, measure, and label. Numbers are used for counting, measuring and comparing amounts. Further, numbers are used in our day-to-day life such as our birthdays like day, month and year you were born. Additionally, numbers are involved in buying and selling items, for example counting money and the units of an item. Without numbers, learners cannot do counting of things, date, time and money.

SPECIFIC COMPETENCE – Learners to:

- Demonstrate counting numbers from 1- 9.

Learning Activity 1: counting numbers from 1- 9.

- Ask learners to identify the numbers from the flashcards.
- Ask the learners to counting numbers from 1-9 orally in intervals (1, 2, 3, 4, 5, 6, 7, 8, and 9).
- Ask learners to count using real objects in intervals (stones, bottle tops, and sticks).
- Ask learners to demonstrate writing numbers on the ground using fingers.

Learning Activity 2: Reading numbers from 1- 9

- Ask learners to read numbers in intervals (1, 2, 3, 4, 5, 6, 7, 8, 9).
- -Use different objects to read numbers in intervals (1 ball, 2 books, 3 pots, 4 pencils, 5 rubbers, 6 bottle tops, 7 sticks, 8 pieces of chalk, 9 pens).

Learning Activity 3: Writing numbers 1-9

- Ask learners to trace numbers 1-9 and zero '0'.
- Ask learners to write numbers up to 1-9 (1, 2, 3, 4, 5, 6, 7, 8, 9).
- Learners to write and read the concept of zero (0=nothing, 0=empty set...)
- write numbers in intervals of 0-9 (0,1,2,3,4,5,6,7,8,9)

Learning Activity 4: Writing Number 10

- Ask learners to trace numbers 10.
- Ask learners to write and building the number 10.
- Learners to interpret numbers using place values.
- Use number pattern in smaller number intervals 0,1,2,3,4 or 4,3,2,1 (ascending and descending).
- Ask learners to count in ones up to 9.

EXPECTED STANDARD

- Counting numbers from 1- 9 demonstrated correctly
- Numbers 1-9 read accordingly.
- Knowledge of writing numbers 1-9 and zero demonstrated correctly.
- Knowledge of writing the number 10 shown correctly.

Learners Assessment

Teacher to display a chart of numbers 1- 10 and asks the learners to **count, read and write** the numbers in their exercise books.

SUMMARY

- This topic covered numbers and notation, which focused on counting numbers from 1- 9, read numbers from 1- 9, writing numbers 1- 9 and zero '0' and writing the number 10.
- A number is a basic component of mathematics. It is an arithmetic value, expressed by a word, symbol, or figure, representing a particular quantity and used in counting and making calculations.
- Counting is the reciting of numbers in ascending order.
- Notation is a system of symbols used to represent special things.
- Numbers may be expressed in numeric forms and words. Numbers, which are often called numerals, are used in our day-to-day life. For example, numbers are used for counting, measuring, keeping things in order and indexing.
- Further, numbers are used for measurement and labelling. The properties of numbers make them capable of performing arithmetic operations on them. Numbers are used to count different things or objects such as 1, 2, 3, 4. Without numbers therefore, a learner cannot do counting of things, date, time and money.

1.4. HEALTH

1. Introduction

This topic covers the importance of good eating habits, the importance of good sitting posture when eating and awareness of water and foodborne diseases. Health is the state of complete physical, mental social wellbeing and not merely the absence of disease or infirmity. It plays an important role in supporting educational success, with healthy learners tending to have better concentration, endurance and motivation to learn. Effective health education improves learners'

knowledge, attitudes, and skills related to health, direct evidence of its effect on students' health remains limited. The implications of health education are profound, including improved health knowledge, positive attitudes toward health, and the development of vital health maintenance skills. Additionally, healthy education fosters a healthy learning environment, which is conducive to improved academic outcomes and teaches about physical, mental, emotional, and social health. It also motivates learners to improve and maintain their health, prevent disease, and reduce risky behaviors and teaches people of all ages about how diet and exercise contribute to a healthy lifestyle. Schools should thus, implement health education programmes are aimed at improving learners' knowledge, attitudes and skills in maintaining and improving their health.

GENERAL COMPETENCES:

- **Communication:** To ask for feedback.
- **Collaboration:** To participate fully in group work towards accomplishing a given task.
- **Critical thinking:** To manipulate different objects and classify objects according to their attributes.
- **Creativity and innovation:** To explore the objects around them and express one's ideas in a logical manner.
- **Problem solving:** To use analogues to identify similarities among objects to establish relationships between the known and unknown.
- **Analytical thinking:** To identify patterns and compile data.

Hook: How would you describe health? What is the importance of healthy education to learners in schools?

Suggested Teaching and Learning material:

Chart of pictures showing people eating food, real food, plates, table, and chairs.

KEY TERMS /WORDS/VOCABULARY

- **Health:** This is the state of complete physical, mental social wellbeing and not merely the absence of disease or infirmity.
- **Eating habits:** These are conscious, collective and repetitive behaviours, which lead people to select, consume and use certain food or diets in response to social and cultural influences.
- **Water borne diseases:** Water borne diseases are illnesses caused by microscopic organisms such as viruses and bacteria that are ingested through contaminated water or contact with feces.
- **Foodborne diseases:** Foodborne diseases are illnesses contracted from contaminated food or drinks.

SUB-TOPIC 1- EATING HABITS

Introduction

This sub topic covers the importance of good eating habits and importance of good sitting posture when eating. Eating habits are conscious, collective and repetitive behaviours, which lead people to select, consume and use certain food or diets in response to social and cultural influences. A healthy is essential for good health and nutrition. Eating habits protects learners from many chronic non-communicable diseases, such as heart diseases, diabetes and cancer. Eating habits plays a vital role in a child's growth and development as it gives children the essential nutrients for physical and cognitive development. Eating habits also helps in emotional regulation.

SPECIFIC COMPETENCES – Learners to: Demonstrate the importance of good eating habits.

Learning Activity 1: The importance of good eating habits

- Learners to identify good eating habits.
- Learners to describe some of the good eating habits such as: not eating while standing, walking, running, ...

Learning Activity 2: The importance of good sitting posture when eating.

Learners to explain some of the good sitting posture while eating (sitting like Leo...).

EXPECTED STANDARD:

- Good eating habits demonstrated correctly.
- The importance of good sitting posture when eating recognized accordingly.

Learners Assessment

- Teacher to ask learners to describe good eating habits such as not eating while standing, walking and running.
- Teacher to describe some sitting posture while eating such as sitting like Leo.

SUB-TOPIC 2- WATER AND FOODBORNE DISEASES

Introduction

This sub topic covers waterborne, foodborne diseases and their prevention measures. Water borne diseases are illnesses caused by microscopic organisms such as viruses and bacteria that are ingested through contaminated water or contact with feces. Examples of waterborne diseases include Diarrhea, Cholera, Dysentery, Polio... Foodborne Diseases are illnesses contracted from eating contaminated food or beverages. Examples of foodborne diseases include

Diarrhea, Typhoid, ... Many children die from acute water and food borne diseases such as diarrheal, due to contaminated water and food. Thus, it is important for learners to know these diseases in order to protect themselves and avoid outbreaks.

SPECIFIC COMPETENCE- Learners to:

Demonstrate awareness of Water and Foodborne diseases.

Learning Activities

- Learners to identify and describe water borne diseases such as Diarrhea, Cholera, Dysentery, ...
- Learners to identify and explain foodborne diseases such as Diarrhea, Typhoid, ...
- Learners to devise prevention measures of Water and Foodborne diseases.

EXPECTED STANDARD- Awareness of Water and Food borne diseases demonstrated correctly.

Learners Assessment

Teacher to describe some of the water and foodborne diseases such as Diarrhea, Cholera and Dysentery.

SUMMARY

- This topic covered the importance of good eating habits, the importance of good sitting posture when eating and awareness of water and foodborne diseases.

- The lesson aimed to teach learners on the eating habits such as not eating while standing, walking, and running. Further, learners described good sitting posture while eating such as sitting like Leo.
- The topic further covered waterborne, foodborne diseases and their prevention measures. Water borne diseases are illnesses caused by microscopic organisms such as viruses and bacteria that are ingested through contaminated water or contact with feces. Examples of waterborne diseases include Diarrhea, Cholera, Dysentery and Polio.
- Foodborne diseases are illnesses contracted from eating contaminated food or beverages. Examples of foodborne diseases include Diarrhea and Typhoid. Many children die from acute water and food borne diseases such as diarrheal, due to contaminated water and food. Thus, it is important for learners to know these diseases in order to protect themselves and avoid outbreaks.
- Lastly, the lesson concluded with the learners devising prevention measures of water and foodborne diseases. Therefore, it is important for learners to know these diseases in order to protect themselves and avoid outbreaks.