



GUYANA

MINISTRY OF EDUCATION

CURRICULUM GUIDE FOR NURSERY

YEAR 2

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**Developed By : Florence Sukhdeo
National Curriculum and Materials Advisor,
Basic Education Access and Management Support Programme.**

INTRODUCTION

The Nursery Curriculum has grown and changed since September, 1976. We have gained new insights into what nursery teachers need to know and do and we have applied them in this Curriculum Guide using the Guyana Curriculum Standards as the base. These standards are in keeping with the Caribbean Standards. Helping teachers to organize their classrooms into learning centres and using them effectively, is the first step in implementing a Curriculum.

However, much more is required. Teachers need a scope and sequence of skills and concepts to be learned with specific daily activities.

This curriculum guide is intended to help teachers implement these developmentally appropriate practices. Since the Nursery Curriculum is based on themes which usually involve a Science or Social Studies thrust e.g. **Animals in our Environment**, teachers need to know how to purposefully incorporate Literacy, mathematics, Health and Family Life Education, Music, Movement and Drama, Drawing and Painting and to have ongoing daily routines and displays.

Ongoing Daily Routines and Displays

It is strongly advised that teachers have morning routine at the beginning of the day. It can be done as the first mini-activity during Arrival and Free Play. Children should take an active part in these routines, which will provide numerous opportunities for developing Literacy and Numeracy.

Some suggested experiences

- **Greeting children, Connect emotionally with each child**
- **The Attendance Chart or We are Here Chart.**

As soon as children arrive at school they should select their name cards Year 1 children should have a photograph or a drawing of himself or herself to give him/her a clue (The name should be written in bold script) Year 2 children should have their names only written in bold script.

Each child should place his/her name Card on Chart. The teacher can see at a glance the children who are present

- **The Daily Chart**

Today is Monday

After discussing the day of the week children can take turns to put up, the day on the chart (Year 1)

Sing the Days of the Week Song (**Tune:** My Darling Clementine)

There are seven days

There are seven days

There are seven days in a week

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



Year 2 Chart can be extended e.g.

Today is

Yesterday was

Tomorrow will be

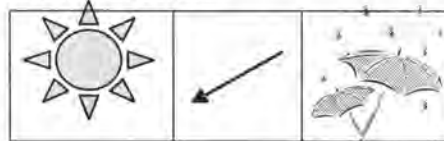
- **The Weather Chart**

General weather conditions should be recorded each day.

Year 1 children should have a pictorial weather chart with an arrow pointing to the weather e.g. rainy – sunny

Year 2 children should have the sentence.

Today is a day



Today is a day

Children can take turns to fix the weather each day.

- **The Birthday Chart**

After discussing birthdays whenever there is a birthday the child's name and age can be placed on chart e.g.

Today is John's birthday.

He is four year's old.

Each child can contribute by drawing a picture for the child who is celebrating his birthday

Staple the pages together and give the child a 'Birthday Book' as a gift.

A picture with a birthday cake and four candles can be placed on chart.

- **The Calendar** We are in the month of September

- **Pictographs**

Birthdays - Number of children who have birthdays each month

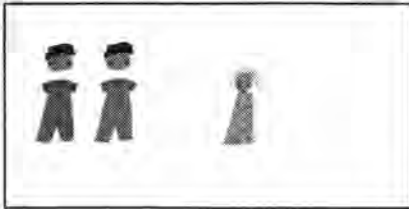
e.g. September



2 boys

2 girls

October



2 boys 1 girl

Pictographs should relate to children's interests

Favourite animals

Favourite stories

Favourite rhymes

Favourite toys

Favourite colours

Favourite vehicles

▪ **Symbols of Nationhood**

- Daily singing of the first stanza of the National Anthem
- Reciting the Pledge Daily
- Identifying the Flag of Guyana

- Identifying photographs of the President, Prime Minister and Minister of Education
- Naming your village, town, estate, country
- Naming your school

In addition to Charts and Photographs special displays should be set up throughout the year e.g.

- **National Festivals**

- | | |
|-------------|---------------|
| - Mashamani | - Phagwah |
| - Christmas | - Eid-ul-Fitr |
| - Diwali | - Eid-ul-Adha |

- **Displays related to current themes and topics**

- (Touch and Feel table. Materials, artefacts to explore freely to gain deeper concept understanding)

- **Health and Family Life Education**

Personal Hygiene

Discussing daily

- Baths
- Brushing teeth
- Combing hair
- Wearing clean clothes and shoes
- Using 'humour puppets' and stories to model healthy habits

Road Safety/River Safety/Safety on Trails and Tracks

Discussing daily (using puppets and stories to emphasise safety)



- Walking on the right hand side of the road
- Crossing at the Pedestrian crossing
- Safety precautions when travelling in vehicles on the road (keeping heads and hands inside, wearing seat belts)
- Safety precautions when travelling in boats (wearing life jackets)
- Safety precautions when walking along trails (looking out for Snakes)

Daily Health Chats during Snack Time

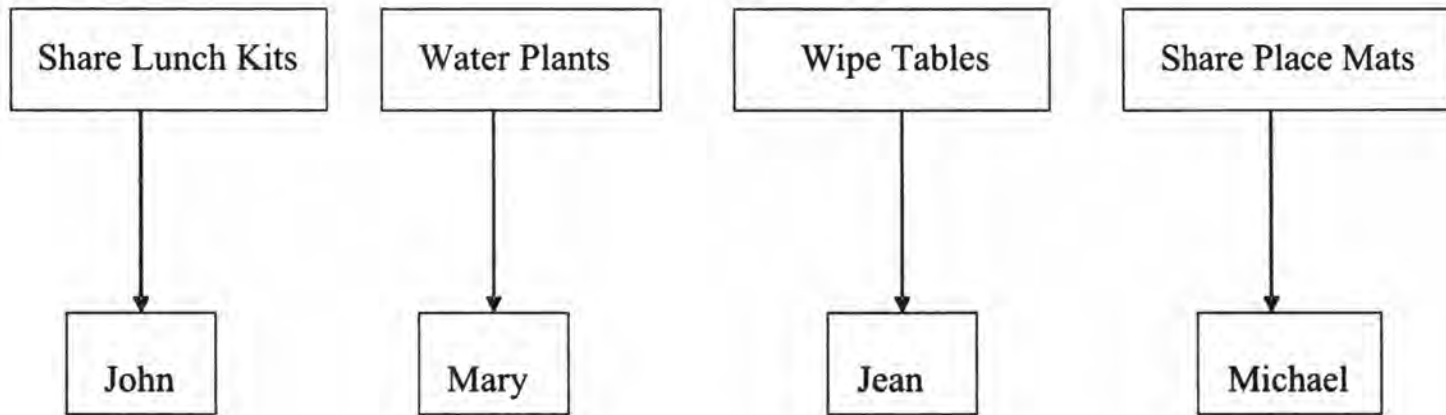
- Discussing daily nutritious snacks and observing children's snacks
- Practising healthy habits
- Washing hands before eating snacks
- Using a table mat
- Cleaning up after snack time
- Using the toilet independently
- Washing hands after using the toilet
- Using 'Humour Puppets'. What happens when you do not take a bath, eat nutritious snacks.

- Children can contribute to charts (Flannel Board) by cutting pictures and placing them in the appropriate places.

e.g.

Healthy Foods	Not Healthy Foods
	
Bananas	Sweets

- **Job Charts, give each child an opportunity to do tasks e.g.**



Theme : Myself and Friends

Topic : My Best Friend

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing songs to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - identify rhyming sounds and initial consonant sounds. - draw my best friend. - Cut out and paste on chart. - copy sentence written by teacher. - Discuss My Best Friend How to help my friend. How to take care of my friend. How to share. How to play. 	<p>A best friend is the friend you like the most. New Vocabulary and Sentence Structures in short stories, Nursery rhymes songs related to theme/topic.</p> <p><u>I have a Best Friend</u> I have a best friend Who is standing next to me. Even though we are the best of friends I would still rather be me.</p> <p><u>Sentence Structures</u> Q: How many friends do you have? A: I have..... friends. Q. Who is your best friend? A. My best friend is..... A best friend is someone we like. Helping a friend. Being kind. Being courteous.</p> <p><u>Free Oral Expression.</u> Tell me something about your best friend</p> <p><u>Creative Expression</u> Draw or paint your best friend.</p>	<p>Listening to short stories, nursery rhymes, songs.</p> <p>Using dress up clothes for drama</p> <p>Clapping to music.</p> <p>Imitating actions</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds and same beginning sounds.</p> <p>Giving other words with the same ending sounds and beginning sounds.</p> <p>Answering questions in Standard English.</p> <p>Participating in discussion of 'My Best Friend'</p> <p>Drawing My Best Friend.</p> <p>Tracing/ copying sentence.</p> <p>Working as a group to make Chart "Best Friends"</p>	<p>Tape Recorder, Cassettes Story books, Nursery Rhyme Books, Stories, rhymes, songs about Friends.</p> <p>Dress up clothes for drama</p> <p>Home-made percussion instruments.</p> <p>Bulletin Board with photographs of friends.</p> <p>Crayons, paper, paste Chart paper.</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes correctly. - dramatise stories and rhymes - answer questions in a sentence. - answer 'who', 'what', 'how', 'when', 'where', questions about stories. - participate in discussion on my friends. - draw 'My best friend' - trace/ copy sentence written by teacher. - participate in group activity.

Theme : Myself and Friends

Topic : My Best Friend

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none">- participate in discussion of Big Book Cover, Title, pictures.- Listen as teacher reads Big Book- Read with teacher.- Read independently.- Use picture-clues to read picture-word cards.- Match letters to words.- Identify words with rhyming sounds and same beginning sounds.- Answer questions in Standard English	<p>Shared Reading – Big Book <u>My Friend and I</u> p. 1 (picture) I have a friend Her name is Susy.</p> <p>p. 2 (picture) I have a friend Her name is Susy. She likes to run Just like me.</p> <p>p. 3 (picture) I have a friend Her name is Susy. She likes to walk Just like me.</p> <p>p. 4 (picture) I have a friend Her name is Susy. She likes to play Just like me.</p> <p>p. 5 skip p. 6 eat p. 7 climb p. 8 go to school.</p> <p><u>Free Oral Expression</u> Tell me something that you like in the Big Book. <u>Creative Expression</u> Draw or paint something that you like in the Big Book</p>	<p>Participating in discussion of Cover picture, Title.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Reading picture-word cards.</p> <p>Matching letters to words.</p>	<p>Big Book Picture word-cards Individual letters. Small Books.</p>	<p>The child can:-</p> <ul style="list-style-type: none">- participate in discussion of Big Book.- read with teacher.- read independently.- answer questions on Big Book.- match individual letters to words.

Theme : Myself and Friends
Topic : My Best Friend

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - listen and repeat rhymes for developing Maths concepts. - identify and count objects 1 - 10 - group objects - make patterns with numbers 1 - 10 - add objects. - recognize patterns with numbers 1 - 10 - use height charts - use own language to report personal experiences - use Standard English modelled by teacher. - answer simple questions 	<p>Maths Rhymes for developing Maths concepts</p> <p>tall short big small</p> <p>number concepts</p> <p>1 - 10</p> <p>Language Experience News Going Out With My Friend</p> <p><u>Sentence Structures</u></p> <p>My Friend and I went to the.....</p> <p><u>Free Oral Expression</u> Tell me something about a place you went with your best friend</p> <p><u>Creative Expression</u> Draw or paint "My Best Friend and I".</p>	<p>Fixing inset trays with number/ numerals. 1-10.</p> <p>Fixing inset trays according to heights of objects</p> <p>Fixing number/numeral jigsaws 1 - 10.</p> <p>Comparing heights of self and friends.</p> <p>Tracing templates of tall, short, big, small, children.</p> <p>Illustrating news</p> <p>Copy-writing sentences.</p> <p>Participating in Language Experience Chart, Daily News.</p>	<p>Height chart.</p> <p>Seriation trays.</p> <p>Playdough, crayons, paint</p> <p>Language Experience Chart,</p> <p>News book</p> <p>Crayons.</p> <p>Plastic corks, shells, seeds, drinking straws, thread spools.</p>	<ul style="list-style-type: none"> - fix jigsaw puzzles 1-10. - fix inset trays 1-10. - fix seriation inset trays. - contribute to Language Experience Chart. - illustrate what he/she saw. - copy sentence written by teacher

Theme : Myself and Friends

Topic : My Birthday

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing songs to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - identify rhyming sounds and initial consonant sounds. - give other words with the same beginning sounds. - give other words with the same ending sounds. - participate in discussion 	<p>New Vocabulary and Sentence Structures in short stories Nursery rhymes, songs related to topic. Pretend Play Answer questions in Standard English. Imitate actions. Five Candles Five candles on my birthday cake. Five candles burning bright. Let's blow out the candles Wh! Wh! Wh! Wh! Wh! Until there is no light. Phonemic Awareness Rhyming Sounds bright light Initial Consonant Sound cake candle Sentence Structures Q: When is your birthday? A: My birthday is on..... Q: How old are you? A: I amyears old Today is 's birthday.is.....years old. Free Oral Expression Tell me something that you like in the rhyme. Creative Activity Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to short stories, nursery rhymes, songs.</p> <p>Clapping to music.</p> <p>Imitating actions</p> <p>Dancing to music.</p> <p>Using dress up clothes for Pretend Play</p> <p>Identifying rhyming sounds and same beginning sounds.</p> <p>Giving other words with same ending sounds and beginning sounds.</p> <p>Answering questions in Standard English</p> <p>Using home-made percussion instruments.</p>	<p>Tape Recorder, Cassettes Story –Pink Pig's Birthday Party, Song – Happy Birthday to you.</p> <p>Dress-up Clothes. Home-made percussion instruments.</p> <p>Nursery Rhymes Birthday Charts</p>	<p>The child can:</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes, songs. - dramatise stories and rhymes - answer questions in Standard English. - identify rhyming sounds. - give other words with same ending sounds. - give other words with same beginning sounds. - participate in discussion on My Birthday. - read Birthday Chart.

Theme : Myself and Friends
Topic : My Birthday

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - listen to, repeat and dramatize Maths rhymes for developing Math Concepts. - cut dough model cake in halves, then quarters. - group, sort, match objects - draw 1 - 10 objects. - add objects. - associate number with numeral 1 - 10 - fix jig-saw puzzles 1 - 10 - fix inset trays 1 - 10. - read words on Birthday Chart. - participate in discussion of Big Book - listen as teacher reads Big Book - participate in reading Big Book - read small book independently. 	<p>Maths Concepts 1 - 10</p> <p>Fractions halves, quarters</p> <p>Eye-hand Co-ordination</p> <p>Big Book Shared Reading. <u>Pink Pig's Party</u> p 1. (picture) Pink Pig had a birthday party. He invited his three friends Blue Bird, Yellow Duckling and White Rabbit.</p> <p>p. 2 (picture) Pink Pig waited for Blue Bird. She did not come. So he ate a quarter of the birthday cake.</p> <p>p. 3 Pink pig waited on Yellow Duckling.....</p> <p>p.4 Pink pig waited on White Rabbit.....</p> <p><u>Free Oral Expression</u> Tell me about something you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book</p>	<p>Listening to, repeating and dramatizing short stories, nursery rhymes and songs.</p> <p>Sorting, matching , grouping objects</p> <p>Matching numerals to numbers.</p> <p>Fixing jig saw puzzles 1 - 10.</p> <p>Counting candies on Birthday Chart.</p> <p>Making play dough cake, (round and square) and cutting in halves and quarters.</p> <p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher.</p> <p>Using picture clues to read words</p> <p>Matching letters to words.</p>	<p>Tape Recorder, Cassettes Story - Pink Pig's Party, Song- Happy Birthday to you.</p> <p>Home-made percussion instruments.</p> <p>Birthday Chart</p> <p>Jig-saw puzzles 1 - 10</p> <p>Inset trays 1 - 10</p> <p>Play dough, knife.</p> <p>Plastic corks, beads, seeds, shells, drinking straws.</p> <p>Big Book, Small Book, Picture Word Cards.</p>	<p>The child can: -</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes, songs. - sing alphabet song. - count by rote 1-10. - Group, sort, match objects. - recognize numerals 1 - 10 - make patterns with numbers 1 - 10 - recognize halves and quarters. - participate in discussion. - listen as teacher reads - participate in shared reading. - read independently using picture clues.

Theme : My Family

Topic : Going out with the Family

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - answer questions in Standard English. - identify rhyming sounds and initial consonant sounds. - sort, match, classify animals/ Fruits/ vegetables according to shape, size colour. - fix number/numeral jig saws. 	<p>Each family is different. Some families are made up of a father, mother and children. Some families have a mother and children or a father and children.</p> <p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to topic.</p> <p>Pretend Play.</p> <p><u>I went to the Farm</u> p. 1 (picture) I went to the farm And what did I see? Five little baby birds Looking at me. (continue with sixand seven..... Farm can be substituted with market , fair and zoo)</p> <p><u>Phonemic Awareness</u> Rhyming Sounds see me Initial Consonant Sounds Baby birds</p> <p><u>Sentence Structures</u> Q. Where did you go with Mommy/Daddy? A. I went to the Farm/ market/ zoo.</p> <p>Maths Concepts 1 - 10 Size, shape, colour</p> <p><u>Free Oral Expression.</u> Tell me about something you like in the rhyme</p> <p><u>Creative Expression</u> Draw or paint or model something you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing, short stories, nursery rhymes, listening to and singing action songs.</p> <p>Clapping to music.</p> <p>Using dress up clothes for drama.</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds and beginning sounds.</p> <p>Imitating actions</p> <p>Answering questions in Standard English.</p> <p>Grouping, sorting, matching objects.</p> <p>Counting objects 1- 10. Matching equal sets.</p> <p>Fixing number/ numeral jigsaws 1 - 10.</p> <p>Fixing numbers 1 - 10</p> <p>Drawing objects to match numerals</p> <p>Classifying fruits/ vegetables/ animals according to shape, size and colour.</p>	<p>Tape Recorder, Cassettes Story books, Nursery Rhymes.</p> <p>Home-made percussion instruments.</p> <p>Dress up clothes</p> <p>Number/ numeral jig-saws 1 - 10.</p> <p>Number/ numeral inset trays 1 - 10.</p> <p>Large numerals for tracing.</p> <p>Number charts, number/numeral jig-saws.</p> <p>Templates of fruits, animals and vegetables</p>	<p>The child can: -</p> <ul style="list-style-type: none"> - listen and repeat short stories, nursery rhymes - sing songs. - dramatise stories and rhymes. - answer questions Where?, Why?, When? What?, How? - count by rote 1 - 10 - match number/ numeral 1 - 10. - recognize numerals 1 - 10 - make patterns with number 1 - 10. - classify fruits, animals, vegetables according to shape, size and colour. - group, sort, match objects.

Theme : My Family
Topic : Going out with the Family

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - count animals/ fruits 1 - 10 - fix number/ numeral jig-saws 1 - 10 - draw what he/she saw on trip. - copy/ write sentence- read sentence. - trace/copy numerals 1 - 10 - count by rote 1-10 - identify and count objects 1 - 10 - count animals/ fruits 1- 10 - identify and count objects 1-10 - make patterns with numbers 1 - 10 - recognize patterns with numbers 1 - 10 	<p>Number Concepts 1 - 10</p> <p>Rote counting 1 - 10</p> <p>Group, sort, match objects</p> <p><u>Sentence Structures</u> Q. What did you see? A. I saw a.....</p> <p>Q. What do you like? A. I like the.....</p> <p>Number Concepts.</p> <p>Number Patterns.</p> <p><u>Free Oral Expression.</u> Tell me about some place you went with your family</p> <p><u>Creative Expression</u> Draw or paint or model you and your family</p>	<p>Matching numerals to numbers 1 - 10</p> <p>Reading number charts.</p> <p>Grouping, sorting, matching objects</p> <p>Counting by rote to 10</p> <p>Fixing number/numerals jig-saws.</p> <p>Using picture clues to read words and sentences.</p> <p>Making patterns with numbers.</p>	<p>Number charts. Number/numeral jig-saws Paper, crayons.</p> <p>Plastic corks, shells, beads, seeds</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - fix number/numeral jig-saws to 10. - count by rote to 10. - answer questions in Standard English. - trace/copy sentence. - use picture clues to read word/sentences - make patterns with numbers. - count objects 1 - 10 - group, sort, match objects

Theme : My Family

Topic : Going out with the Family

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book - listen as teacher reads Big Book - participate in reading Big Book - read Small book independently. - use picture-clues to read picture-word cards. - match letters to words. - identify words with rhyming sounds and same beginning sounds. - answer questions in Standard English 	<p>Shared Reading Going Out With Mother p. 1. (picture) I went to the Zoo. And what did I see? One little macaw Looking at me.</p> <p>p. 2. (picture) I went to the Zoo. And what did I see? Two little monkeys Looking at me.</p> <p>p. 3 (picture) I went to the Zoo. And what did I see? Three little snakes Looking at me.</p> <p>p. 4 (picture) I went to the Zoo. And what did I see? Four little turtles Looking at me.</p> <p>p. 5 (picture) I went to the Zoo. And what did I see? Five little parrots Looking at me.</p> <p>Free Oral Expression. Tell me about something that you like in the Big Book</p> <p>Creative Expression Draw or paint or model something you like in the Big Book.</p>	<p>Participating in discussion on Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Following sequence from left-to-right.</p> <p>Reading with teacher.</p> <p>Using picture clues to read independently.</p> <p>Using picture-clues to read picture-word cards.</p> <p>Matching letters to words.</p> <p>Identifying words with rhyming sounds and same ending sounds</p>	<p>Big Book, Small Book, Picture-Word Cards, Picture/Word jig saws.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion. - participate in shared reading. - read independently using picture clues. - fix picture/ word jig - saws.

Theme : My Home

Topic : Things in My Home

(NB. Will differ depending on whether your community is in the interior hinterland, riverain, rural or urban area.)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing action songs related to theme/topic to acquire Standard English Vocabulary and develop phonemic awareness. - participate in discussion of Realia, models in diorama and large wall pictures of things in the home. - answering questions in Standard English; Who? What? Where? Why? When? How? - identify rhyming sounds. - identify same beginning sounds 	<p>A home is a place where you live with your family.</p> <p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs, related to topic.</p> <p><u>Nursery Rhyme</u> <u>We Will Build A Little House.</u></p> <p>We will build a little house With posts so very <u>tall</u> A little sloping roof And a garden <u>wall</u> Two big gates that open <u>wide</u> And two tiny little windows We can peep <u>inside</u> We can build a little table Big enough for <u>two</u> Two cozy little chairs One for me and one for <u>you</u>.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds Tall wall wide inside Initial Consonant Sounds garden gate</p> <p><u>Sentence Structures</u> Q. Who will build a little house? A. We will build a little house.</p> <p><u>Free Oral Expression.</u> Tell me about something you like in the rhyme</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, singing action songs.</p> <p>Dramatising stories and rhymes</p> <p>Clapping to music.</p> <p>Imitating actions.</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds tall – wall, wide – inside, Words with same beginning sounds; garden – gate,</p> <p>Answering questions: Who? What? Where? Why? When? How? Which? In Standard English.</p> <p>Field trips around the environment to observe different types of homes for Language experience Charts</p>	<p>Tape recorder, Cassettes, Nursery Rhyme Books, Story Books.</p> <p>Dress up clothes for drama</p> <p>Home-made percussion instruments.</p> <p>Diorama with models of equipment and furniture for bedroom, sitting room and kitchen.</p> <p>Large wall pictures. Nursery Rhymes Charts</p> <ol style="list-style-type: none"> 1. We will build a little house. 2. I can help do dishes. 3. Sing a song of washing up. 4. I looked into my house, And what did I see? <p>Two little chairs Looking at me</p> <p>Two little chairs can be substituted for any furniture in your environment, e.g Two little hammocks.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - Dramatise stories and rhymes. - sing songs - identify rhyming sounds and same beginning sounds - participate in discussion of Realia models, pictures of things in the home. - answer questions in Standard English. - identify rhyming sounds. - identify same beginning sounds.

Theme : My Home

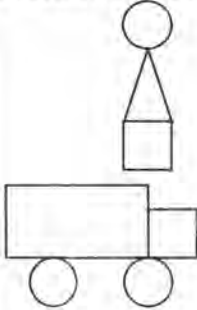
Topic : Things in My Home

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion on Big Book, Cover, Title, Pictures. - listen as teacher reads Big Book. - read with teacher. - read independently. - read picture-word cards. - match letters to words. - use picture clues to read words. - identify words with rhyming sounds and same beginning sounds. - identify big and little objects beds, chairs, tables, bowls, spoons. 	<p>Shared Reading Grandmother's House p. 1. (Picture) When Susy went to her Grandmother's house, Oh! What did she see? p. 2 (Picture) A bed that was big, A bed that was small, And that was all. p. 3 (Picture) When Susy went to her Grandmother's house, Oh! What did she see? p.4 (Picture) A table that was round A table that was square And that was all. p. 5 (Picture) When Susy went to her Grandmother's house, Oh! What did she see? p.46 (Picture) A chair that was red A chair that was yellow And that was all.</p> <p>You can substitute hammock for bed depending on your environment.</p> <p>Sentence Structures Q. Who went to her grandmother's house A. Susy went to her grandmother's house</p> <p>Free Oral Expression. Tell me about something you like in the Big Book</p> <p>Creative Expression Draw or paint or make something that you like in the Big Book.</p>	<p>Participating in discussion of Big Book,</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Identifying rhyming words; all – small and same beginning sounds; big – bed,</p> <p>Identifying big and small objects Answering questions Who? What? Why? Where? When? How?</p> <p>Answering questions</p>	<p>Big Book; "Grandmother's House"</p> <p>Picture Word Cards</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book. - read with teacher. - read independently. - identify rhyming sounds, small – all. - identify same beginning sounds, bed – bowl – - identify rhyming sounds and same beginning sounds. - identify big and little objects. - answer questions in Standard English. - use picture clues to read words.

Theme : My Home
Topic : Things in My Home

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model things in the home with play dough. - trace around templates of objects in the home - cut and colour within outlines. - cut and paste paper in outlines. - draw things in the home. - paint things in the home, - copy/write words/sentences under drawings and paintings. - read words or sentences. - create "something in his home" 	<p>Each home has different things. Things in my home:</p> <p>Bed, chair, table, stove, plates, spoons, pots, hammock, garbage bin</p> <p><u>Sentence Structures</u></p> <p>This is a bed. This is a hammock.</p> <p>Upper and lower case letters of the alphabet.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p><u>Free Oral Expression.</u> Tell me about the things you have in your home.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in your home.</p>	<p>Modelling with play dough.</p> <p>Tracing around templates.</p> <p>Colouring within outlines.</p> <p>Cutting and pasting paper in outlines.</p> <p>Drawing things in the home.</p> <p>Painting things in the home.</p> <p>Using scrap materials for creating things in the home</p> <p>Copying/writing words or sentences.</p>	<p>Play dough.</p> <p>Templates of things in the home.</p> <p>Crayons, paper, old magazines pages, scissors, paste.</p> <p>Bits of sponge and clothes clips for painting.</p> <p>Powder colours (paint)</p> <p>Local scrap and discarded materials in the environment.</p> <p>Paper, Crayons.</p> <p>Timehri Readers</p> <p>Animal Friends</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - model with play dough. - trace around templates. - colour within outlines. - cut and paste bits of paper within outlines. - Create "something in his home" <p>Copy/write words or sentences.</p>

Theme : My Home
Topic : Things in My Home

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories, nursery rhymes, finger plays, songs, games for counting to ten. - identify things in their home with geometric shapes, e.g. clock face – circle, window - rectangle. - use cut-out shapes to make a house. - place models of objects in the home in different positions on model and identify positions. - answer questions in Standard English. - Use shape pieces to make objects of his choice. - Play outdoor games- jumping in tyres- jumping out of tyres. 	<p>New Vocabulary and Sentence Structures in Math stories, rhymes, finger plays, songs and games for counting to 10.</p> <p><u>Nursery Rhyme - Shapes</u></p> <p style="text-align: center;">○</p> <p>I am a circle, Round like a pie</p> <p style="text-align: center;">△</p> <p>I am a triangle, Three sides have I.</p> <p style="text-align: center;">□</p> <p>I am a square, My sides are four.</p> <p style="text-align: center;">▭</p> <p>I am a rectangle Shaped like a door.</p> <p>Begin to understand spatial relationships</p> <p style="text-align: center;"> on under </p> <p style="text-align: center;"> behind in front of </p> <p><u>Sentence Structures</u> Q:- Where is the chair? A:- The chair is in the house.</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the rhyme</p> <p><u>Creative Expression</u> Use the shapes to make something you like.</p>	<p>Listening to, repeating, and dramatizing Math stories, rhymes, finger plays, songs and games for counting to 10. Identifying things in their homes with geometric shapes.</p> <p>Grouping, sorting, matching objects</p> <p>Using cut-out shapes to make a house. Placing objects in different positions on a model of a house and identifying positions. Answering questions in Standard English. Field trips around the school environment to observe different shapes on buildings.</p> <p>Using shape pieces to make objects of his choice.</p> <div style="text-align: center;">  </div>	<p>Number Rhymes, Math Stories, Songs Finger plays, Games.</p> <p>Geometric shapes of different textures, colours and sizes</p> <p>Model of a house.</p> <p>Models of chairs and tables.</p> <p>Models of furniture equipment in different positions.</p> <p>Plastic corks, shells, beads, seeds</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories, rhymes, finger plays, games for counting to ten. - group, sort, match objects. - identifying things in their homes with geometric shapes. - use cut-outs to make collage of a house. - place objects in different positions and identify positions. - answer questions in Standard English.

Theme : My School

Topic : People and Objects in My School

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat, and dramatise short stories, nursery rhymes, sing action songs, related to theme/ topic to acquire Standard English Structures and vocabulary and develop phonemic awareness. - participate in discussion of people and objects in my school. - answer questions in Standard English, Who? What? When? Where? Why? How? - identify labels of objects in classroom. - locate and talk about information on charts in classroom. 	<p>A school is a place for learning. New Vocabulary and Sentence Structures in short stories, nursery rhymes, sing action songs, related to theme/ topic. Pretend Play/Drama <u>I looked in the Cupboard.</u> I looked in the cupboard And what did I see? Six big books With pictures for me. (continue with seven, eight, nine and ten) <u>Phonemic Awareness</u> Rhyming Sounds see me Initial Consonant Sounds big books <u>Sentence Structures</u> Q- Who are the people in your school? A- We have teachers and children in our school. Q. What kinds of things do you have in your school? A. We have chairs, tables, plants, fishes. Labels – chair, table. <u>Free Oral Expression.</u> Tell me about something you like in the rhyme <u>Creative Expression</u> Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating, and dramatizing short stories, nursery rhymes.</p> <p>Listening to and singing action songs.</p> <p>Clapping to music.</p> <p>Imitating actions</p> <p>Dancing to music.</p> <p>Dramatising stories and nursery rhymes.</p> <p>Discussing people and objects in my school</p> <p>Naming the people and objects.</p> <p>A walk in the school environment to observe people and objects.</p> <p>Associating words with objects in classroom.</p>	<p>Tape recorder, Cassettes, Story books, Nursery rhyme books.</p> <p>Home-made percussion instruments.</p> <p>Dress up clothes for Pretend play.</p> <p>Labels of objects in classroom.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes, sing songs. - identify rhyming sounds and same beginning sounds. - discuss people and objects in school. - answer questions in Standard English. - Dramatise stories and nursery rhymes - identify objects in classroom,

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - locate and talk about information on charts in classroom. - recognize that information can be found on charts and pictographs. 	<p>Daily chart, Weather Chart, Birthday Chart, Alphabet Chart</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Aa</p> <p>apple</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Bb</p> <p>bat</p> </div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80px;"> <p>Cc</p> <p>cat</p> </div> <p>Attendance Chart, Pictographs, Number/Numerals Charts.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>1 one</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>2 two</p> </div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: 80px;"> <p>3 three</p> </div> <p>Realia (real objects)</p>	<p>Recognizing that information may be found on charts, pictographs, changing information on Charts.</p> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Sunny</div> <div style="margin: 0 10px;">to</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Rainy</div> </div> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;"> </div> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Monday</div> <div style="margin: 0 10px;">to</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Tuesday</div> </div>	<p>Daily Chart, Weather Chart, Birthday Chart, Alphabet Chart, Attendance Chart, Pictographs.</p> <p>Number/Numerals Charts.</p> <p>Picture- word cards Labels in the classroom Plants, flowers, seeds, shells, stones, aquarium.</p>	<ul style="list-style-type: none"> - associate labels with objects in classroom. - read labels. - Read charts.

Theme : My School

Topic : People and Objects in My School

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - count the number of tables and chairs in classroom. - count the number of teachers in the school. - count the children in his class/group. - identify shapes in school – circles, squares, triangles, rectangles. e.g. round table, square table. 	<p>Count objects in classroom; tables, chairs, books, plants, count the teachers in school.</p> <p>Count the children in his class/group.</p> <p>Identify shapes of objects in school – circles, squares, triangles, rectangles.</p> <p>Number Rhyme One, two, three, four Teacher's waiting at the door Five, six, seven, eight Run to School and Don't be late.</p> <p>Identify quantities represented by numerals 1 – 10.</p> <p>Free Oral Expression. Tell me about something you like in the rhyme</p> <p>Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Counting objects in classroom.</p> <p>Grouping, sorting objects</p> <p>Counting teachers.</p> <p>Counting children.</p> <p>Identifying shapes in the school.</p> <p>Using number charts to count forward and backward.</p> <p>Identifying quantities represented by numerals 1 – 10.</p> <p>Adding objects.</p> <p>Taking away objects.</p>	<p>Plastic beads, seeds, shells</p> <p>Number Charts 1–10.</p>	<p>The child can :-</p> <ul style="list-style-type: none"> - count objects in classroom. - count people e.g. teachers, children. - identify shapes of objects in school. - use number chart to count forward and backward. - identify quantities represented by numerals.

Theme : My School

Topic : People and Objects in My School

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title. - listen as teacher reads Big Book. - read with teacher. - read independently. - use picture-clues to read picture-word cards. - trace/copy words - match letters to words. - identify words with rhyming sounds - identifying words with same beginning sounds 	<p>Shared Reading Big Book <u>Ann went to School</u> p 1. (picture) Ann went to school And what did she see?</p> <p>p. 2 (picture) A teacher that was tall, A teacher that was short, A teacher that was tiny, And that was all.</p> <p>p 3 (picture) Ann went to school And what did she see?</p> <p>p. 4 A boy that was tall p. 5 A girl that was tall p. 6 A table that was big A table that was small A table that was tiny And that was all Continue with a chair, cupboard depending on the objects in your classroom. <u>Free Oral Expression.</u> Tell me about something that you like in the Big book <u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Using Picture Clues to read words.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Using picture-clues to read picture-word cards</p> <p>Identifying words with same beginning sounds</p> <p>Identifying words with same ending sounds.</p>	<p>Big Book My School Picture Word Cards</p>	<ul style="list-style-type: none"> - participate in discussion of Big Book. - listen attentively as teacher reads Big Book. - follow left-to-right sequence. - Read with teacher, - Read independently,

Theme : Community Workers

Topic : The Baker

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing songs to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - participate in discussion on the Baker. - answer questions in Standard English. - talk about experiences on Field Trip to Baker. - draw what he has seen on field trip. - copy sentence written by teacher 	<p>A baker is a person who bakes bread and cakes. New Vocabulary and Sentence Structures in short stories, nursery rhymes, songs related to theme/topic. Pretend Play. The Baker Tell me , Mr. Baker Tell me what you do I bake and sell Big brown bread And coconut buns as well Thank You Mr. Baker Thanks for all you.</p> <p>Phonemic Awareness Rhyming Sounds sell well Initial Consonant Sounds big baker</p> <p>Sentence Structures Q. Have you ever been to a baker shop? A. Yes, I have been to a baker shop. No, I have never been to a baker shop. Picture Discussion - The Baker Free Oral Expression. Tell me about something that you like in the rhyme Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating and dramatizing short stories, nursery rhymes.</p> <p>Dramatising stories and nursery rhymes. Listening to and singing action songs. Imitating actions Clapping to music. Dancing to music.</p> <p>Identifying rhyming sounds and initial consonant sounds.</p> <p>Answering questions in Standard English.</p> <p>Going on a field trip to a baker shop for Language Experience Chart</p> <p>Discussing picture of a baker.</p> <p>Participating in making experience charts on field trip.</p> <p>We went to the baker shop. We saw.....</p>	<p>Tape recorder, Cassettes, Nursery Rhyme Books,</p> <p>Home-made Percussion Instruments.</p> <p>Picture of a Baker.</p> <p>Experience Chart on Field Trip</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories - nursery rhymes. - sing songs. - identify rhyming sounds and same beginning sounds. - participate in picture discussion. - Draw what he/she has seen on field trip to the baker shop. - Talk about experiences on field trip to the baker shop. - Dress up materials for drama.

Theme : Community Workers
Topic : The Baker

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - model bread, buns with playdough - draw bread, buns - count the number of buns. - Make cheese sandwiches (cooking experiences) - mix butter and cheese. - Spread mixture on a slice of bread. - Cut bread in triangle. - Prepare fresh fruit drink. - Measure water – 1 cup, 2 cups, 3 cups. - Measure sugar – 1 cup, 2 cups, 3 cups. - Use cookie cutters to cut sandwiches in circles. 	<p>A nutritious snack.</p> <p>Pictorial recipes.</p> <p>Measurement capacity.</p> <p>i) 1 cup ii) 2 cups.</p> <p>Recipe</p> <p>Measure</p> <p>i) 1 cup ii) 2 cups iii) 3 cups</p>	<p>Modelling with playdough.</p> <p>Counting number of objects.</p> <p>Preparing a nutritious snack. Cheese sandwich.</p> <p>Counting slices of bread.</p> <p>Grating cheese.</p> <p>Cutting slices into triangles.</p> <p>Grating fresh fruits.</p> <p>Measuring water, sugar.</p> <p>Reading pictorial recipe.</p>	<p>Play dough</p> <p>Ingredients for a nutritious snack, bread, cheese, butter, fresh fruits, water, sugar.</p> <p>Pictorial recipe.</p> <p>Plastic beads, seeds, shells Plastic drinking straws.</p>	<ul style="list-style-type: none"> - model bread, buns with play dough. - count models. - draw bread, buns. - copy sentence written by teacher. - prepare a nutritious snack. - read pictorial recipe.

Theme : Community Workers

Topic : The Baker

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title, Pictures. - listen as teacher reads Big Book. - read with teacher. - read independently. - use picture clues to read words. - match letters to words. 	<p>Shared Reading - Big Book The Baker's Shop</p> <p>p. 1 (picture) I went to the baker And what did I see?</p> <p>p. 2 (picture) Six brown bread Looking at me.</p> <p>p. 3. (picture) I went to the baker And what did I see?</p> <p>p. 4 (picture) Seven coconut buns Looking at me.</p> <p>p. 6 eight pine tarts. p. 8 nine cheese rolls. p. 10 ten beef patties.</p> <p>Free Oral Expression. Tell me about something that you like in the Big Book</p> <p>Creative Expression Draw or paint or model something that you like in the Big Book.</p>	<p>Participating in discussing of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Using picture clues to read sentences fluently.</p> <p>Using picture clues to read picture word cards.</p> <p>Tracing/copying words</p> <p>Identifying words with same beginning sounds.</p> <p>Identifying words with same ending sounds.</p>	<p>Big Book, Picture-word cards.</p> <p>Picture Sentences Cards</p>	<ul style="list-style-type: none"> - participate in discussion. - listen as teacher reads Big Book. - fix picture-word jig – saws. - match words to sentences. - match letters to words.

Theme : Community Workers

Topic : The Dentist

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing songs to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - Identify rhyming sounds and same beginning sounds - Participate in discussion of the dentist. - Answer questions in Standard English - Talk about experiences on their visit to the dentist. - Pretend Play – The Dentist 	<p>Pretend Play New Vocabulary and Sentence Structures in short stories, nursery rhymes, songs related to theme/topic</p> <p>Rhyme Brush your Teeth. Brush, brush, your teeth, Brush them everyday. Up and down And all around That's the correct way.</p> <p>Phonemic Awareness Rhyming Sounds day – way</p> <p>Initial Consonant Sounds Day - down</p> <p>Free Oral Expression Tell me how you take care of your teeth.</p>	<p>Listening to, repeating and dramatizing short stories, nursery rhymes.</p> <p>Listening to and singing action songs. Imitating actions Clapping to music. Dancing to music.</p> <p>Identifying rhyming sounds and initial consonant sounds.</p> <p>Answering questions in Standard English.</p> <p>Pretend play – dressing up as a Dentist Going on a field trip to a dentist for Language Experience Chart</p>	<p>Tape recorder, Cassettes, Nursery Rhyme Books,</p> <p>Home-made Percussion Instruments.</p> <p>Picture of a Dentist Dressing up clothes for Pretend Play.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes, sing songs. - identify rhyming sounds and initial consonant sounds. - participate in picture discussion. - dress up for Pretend play.

Theme : Community Workers
Topic : The Dentist

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title, Pictures. - listen as teacher reads Big Book. - read with teacher. - read independently. - use picture clues to read words. - match letters to words. - answer questions in Standard English. - fix number/numeral jig-saws 1 - 10 - match similar sets of numbers and dramatise Maths rhymes. - copy numerals - draw sets to match numerals. 	<p>A dentist is a doctor who takes care of people's teeth. Shared Reading - Big Book <u>The Dentist</u></p> <p>p. 1. (picture) A little boy went to the dentist. And sat down in his chair.</p> <p>p. 2. (picture) And the dentist said, "Why does it hurt and where?"</p> <p>p. 3 (picture) And the little boy said, "I'll tell you the truth. I have a little hole in my tooth."</p> <p>p. 4 (picture) And the dentist said, "Open your mouth wide, So that I can see inside."</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p>Number Concepts 1 - 10 <u>Free Oral Expression.</u> Tell me about something that you like in the Big Book</p>	<p>Listening to teacher read Big Book.</p> <p>Following sequence left to right.</p> <p>Participating in discussion of Big Book.</p> <p>Using picture clues to read sentences fluently.</p> <p>Answering questions in standard English.</p> <p>Fixing jig-saw puzzles 1 -- 10</p> <p>Drawing sets to match numerals.</p> <p>Grouping, sorting, matching objects.</p> <p>Adding objects.</p> <p>Taking away objects</p>	<p>Big Book, Picture-word cards, Word cards, Letter cards</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">dentist</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">teeth</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">chair</div> <p>Picture Sentences Cards</p> <p>Plastic corks, beads, seeds, shells drinking straws.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">This is a dentist</div> <p>Timehri Readers</p> <p>Animal Friends.</p> <p>Number/numeral jig-saws</p>	<ul style="list-style-type: none"> - participate in discussion. - listen as teacher reads Big Book. - fix picture-word jig - saws. - match words to sentences. - match letters to words. - fix number/numeral jig-saws. - group, sort, match objects - add objects - take away objects

Theme : Celebrations
 Topic : Christmas

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat short stories, nursery rhymes, action songs related to theme/ topic to acquire Standard English and develop Phonemic Awareness. - participate in discussion of Christmas Diorama or pictures. - answer questions in Standard English. - talk about how the family celebrates Christmas. - trace around templates of toys, Christmas tree, Santa Claus. - colour within outlines. - make Christmas decorations for classroom using red and green. 	<p>Many families celebrate Christmas. New Vocabulary and Sentence Structures in short stories, nursery rhymes, and action songs related to Christmas. Pretend Play. Christmas Presents See the pretty presents by the Christmas tree. Some for you and some for me. Long ones, short ones, tall ones too And here is a round one Wrapped in blue. Isn't it fun To look and see? All of the presents By the Christmas tree? Phonemic Awareness Rhyming Sounds tree me Initial Consonant Sounds see some Sentence Structures Q. What would you like to have for Christmas? A. I would like a..... for Christmas. Free Oral Expression. Tell me about something that you like in the Big Book. Creative Expression Draw or paint or model something that you would like to have for Christmas.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes related to Christmas.</p> <p>Listening to and singing action songs related to Christmas.</p> <p>Imitating actions</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Identifying Rhyming Sounds and Initial Consonant Sounds.</p> <p>Diorama/Large pictures of Christmas scenes.</p> <p>Asking and answering questions in Standard English.</p> <p>A field trip to a nearby shop or store to observe Christmas decorations for Language Experience Chart.</p>	<p>Tape recorder, - Cassettes, - Story Books, - Songs, - Nursery rhymes. - Dress up clothes</p> <p>- Home-made percussion instruments.</p> <p>- Dioramas - Pictures of Christmas.</p> <p>Fun with Rhymes e.g Silly Sally went to <u>town</u> Walking backwards Upside <u>down</u>.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes. - sing songs. - identify rhyming sounds and initial consonant sounds. - participate in discussion of diorama and large wall pictures. - ask and answer questions in Standard English.

Theme : Celebrations

Topic : Christmas

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - make decorations of different colours, shapes and sizes to hang on class Christmas tree. - cut and paste pictures from used gift paper for making Christmas cards. - fold paper to make Christmas cards - visit a store in the community to look at Christmas decorations, foods and to see Santa Claus. - make paper circles. - make paper chain in red and green - make paper chains in of different lengths short, long, 1 - 10 circles. - fix Christmas jig-saw puzzles : 1 - 10 objects, x-mas trees, balloons. - make Christmas sandwiches red and green. 	<p>Christmas decorations</p> <p>Measurement Long short Longer than Shorter than</p> <p>Cooking experiences Christmas food</p> <p><u>Free Oral Expression</u> Tell me something that you like for Christmas decoration.</p> <p><u>Creative Expression</u> Use scrap materials to make your own Christmas decoration.</p>	<p>Playing question and answer games.</p> <p>Talking about how the family celebrates Christmas.</p> <p>Making Christmas decorations.</p> <p>Visiting a store in the community.</p> <p>Looking at Christmas decorations, foods, and to see Santa Claus. Participate in cooking Christmas foods</p> <p>Participating in discussion.</p> <p>Drawing something they like.</p> <p>Contributing to Language Experience Chart. Reading sentences with teacher. Cutting paper to make paper chains. Making patterns with paper chains. Making different lengths. 1 - 10 circles. Fixing jig-saw puzzles 1 - 10 objects.</p> <p>Grouping, sorting Adding objects</p>	<p>Templates of Christmas trees, Santa Claus, Christmas stockings.</p> <p>Crayons, paper</p> <p>Used gift paper.</p> <p>Used Christmas cards.</p> <p>Paste, scissors, string.</p> <p>Christmas food and drink</p> <p>Language Experience Chart.</p> <p>Children's illustrations and sentences written by teacher, Red Paper, green paper, scissors, paste.</p> <p>Number/numeral jig-saws.</p> <p>Jig-saw puzzles Red and green paper</p> <p>Plastic corks, beads, seeds, shells, plastic drinking straws</p>	<ul style="list-style-type: none"> - trace around templates. - colour within outlines. - cut out templates and pictures. - make mobiles. - make Christmas decorations - make Christmas cards. - observe Christmas decorations, toys, foods, Santa Claus. - participate in discussion - participate in cooking - draw what he would like for Christmas and say why. - contribute to Language Experience Chart. - cut and paste paper to make chains. - make paper chains of different lengths. - fix number/numeral jig-saws 1 - 10

Theme : Celebrations

Topic : Christmas

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none">- participate in discussion of Big Book, Cover, Title.- listen to teacher reading.- read with teacher.- read independently.- read picture –words cards.- match letters to words on picture –word card	<p>Shared Reading : Big Book Santa Claus</p> <p>p.1 (picture) I went to Santa Claus Oh! What did I see? A big brown teddy bear Looking at me.</p> <p>p.2 (picture) I went to Santa Claus Oh! What did I see? A big, pink dancing doll Looking at me.</p> <p>p.3 (picture) A red racing car.</p> <p>p.4 (picture) A yellow helicopter.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p>Free Oral Expression. Tell me about something that you like in the Big Book.</p> <p>Creative Expression Draw or paint or model something that you would like to have for Christmas.</p>	<p>Listening to teacher read Big Book.</p> <p>Following sequence from left- to-right.</p> <p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big book</p> <p>Reading with teacher</p> <p>Reading independently</p> <p>Using picture-clues to read picture –word cards</p> <p>Tracing/copying words</p> <p>Identifying words with same beginning sounds</p> <p>Identifying words with same ending sounds.</p> <p>Answering questions in Standard English</p>	<p>Big Book</p> <p>Picture-Word cards</p> <p>Word cards</p> <p>Letter cards.</p> <p>Timehri Readers</p> <p>Animal friends.</p>	<p>The child can:-</p> <ul style="list-style-type: none">- participate in discussion of Big Book.- listen as teacher reads Big Book.- match words to sentences.- match letters to words.

Theme : Community Workers

Topic : The Postman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. - participate in discussion on "The Postman". - listen to, repeat and dramatise Math rhymes and stories. - copy/write numerals 1 – 10. - match numerals in sets 1 – 10. - match used postage stamps with the same currency from Guyana and overseas. - draw the postman". 	<p>A Postman works at the Post Office. He brings our letters. New Vocabulary and Sentence Structures in short stories, nursery rhymes, sing action songs, related to topic; Pretend Play</p> <p><u>The Postman</u> I come from the Post Office My mail sack on my back. I go to all the houses Leaving letters from my pack.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds back pack Initial Consonant Sounds leaving letters</p> <p>Number Concepts 1 - 10</p> <p>Language Experience – A Visit to the Post Office</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Rhyme</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Rhyme.</p>	<p>Listening to, repeating and dramatising short stories, nursery rhymes. Dressing up for Pretend play.</p> <p>Listening to and singing action songs. Imitating actions.</p> <p>Clapping to music. Dancing to music.</p> <p>Identifying rhyming sounds and initial consonant sounds.</p> <p>Answering questions in Standard English.</p> <p>Listening to, repeating and dramatising Math rhymes</p> <p>Copying/writing numerals 1 – 10.</p> <p>Matching numerals to sets.</p> <p>Matching used postage stamps.</p> <p>Drawing Postman.</p> <p>Tracing/copying words. Grouping, sorting Adding and taking away objects</p>	<p>Tape recorder, Cassettes, Story books, Nursery Rhyme Books. Dress up clothes</p> <p>Home-made percussion instruments.</p> <p>Pictures of the Postman.</p> <p>Mathematics rhymes and stories.</p> <p>Number/Numeral Charts.</p> <p>Manipulative materials – plastic corks. Used postage stamps. Little clock faces.</p> <p>Crayons, paper.</p> <p>Plastic corks, beads, seeds, shells plastic drinking straws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing and dramatise songs. - identify rhyming sounds and same beginning sounds. - participate in discussion on "The Postman". - listen to, repeat, dramatise Math rhymes and stories. - copy/write numerals 1 – 10. - match used postage stamps. - draw, "The Postman", - Group - Sort - Match - Add - Take away objects

Theme : Community Workers

Topic : The Postman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - colour within the outline of the postman. - trace/copy words. - visit a nearby Post Office (Language Experience). - discuss used envelopes with postage stamps from Guyana and overseas. - participate in discussion on Big Book, Cover, Title. - listen as teacher reads Big Book. - read with teacher. - read independently. - read picture word cards. - match individual letters to words on Picture Word Cards. 	<p>Visit to the Post Office.</p> <p>Language Experience</p> <p>Sentence Structure</p> <p>This is a postman</p> <p>Participate in Shared Reading Big Book.</p> <p>The Postman p 1. (Picture) Every morning I wait for the Postman To see what he will bring</p> <p>P. 2 (picture) A letter or a parcel That's just the very thing.</p> <p>p. 3. (Picture) Lots of letters in his bag, One specially for me</p> <p>p. 4 (picture) The postman is the helper And that's what I want to be.</p> <p>Free Oral Expression. Tell me about something that you like in the Rhyme</p> <p>Creative Expression Draw or paint or model something that you like.</p>	<p>Drawing his experience.</p> <p>Telling teacher about his experience.</p> <p>Reading with teacher.</p> <p>Discussing used envelopes with postage stamps.</p> <p>Participating in discussion of Big Book.</p> <p>Listening to teacher reading Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently. Using picture-clues to read picture-word cards Tracing/copying words Matching letters to words. Identifying words with same ending sounds Identifying words with same beginning sounds. Answering questions in Standard English.</p>	<p>Used envelopes with stamps from Guyana and overseas.</p> <p>Language Experience Chart</p> <p>Big Book Picture Word Cards, Individual Letter Cards</p>	<ul style="list-style-type: none"> - draw his experience. - express himself freely. - read with teacher; the Language Experience Chart. - discuss letters that are posted in Guyana and overseas. - participate in discussion. - listen as teacher reads. - read with teacher. - read independently. - match letters to picture word cards.

Theme : Community Workers

Topic : The Policeman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness. 	<p>A policeman works at the Police Station. New Vocabulary and Sentence Structures in short stories, nursery rhymes, and action songs related to theme/topic. Pretend Play.</p> <p><u>The Traffic Policeman</u> Sing a song of happy days Crossing with the green light And looking both ways Watching the policeman And crossing when you're told. That's the way to happiness And laughter when you're old.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds days ways Initial Consonant Sounds sing song</p> <p><u>Sentence Structure</u> This is a policeman Upper and lower case letters of the alphabet</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Rhyme</p> <p><u>Creative Expression</u> Draw or paint or model a policeman.</p>	<p>Listening to, repeating and dramatising short stories, nursery rhymes, Imitating actions</p> <p>Listening to and singing action songs. Dressing up for Pretend Play.</p> <p>Clapping to music. Dancing to music.</p> <p>Identifying rhyming sounds and initial consonant sounds.</p> <p>Answering questions in Standard English.</p> <p>A field trip to a nearby Police Station or outpost for Language Experience Chart.</p>	<p>Tape recorder, Cassettes, Story books, Nursery Rhyme Books.</p> <p>Dress up clothes and props Home-made percussion instruments.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to and retell short stories, nursery rhymes. - dramatise stories and rhymes. - sing action songs. - answer questions in Standard English.

Theme : Community Workers

Topic : The Policeman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion on "The Postman". - participate in discussion of Big Book. - listen to teacher reading. - read with teacher. - read independently. 	<p>Shared Reading – (Big Book) Five Strong Policemen. p 1. (picture) Five Strong Policemen Standing by a store p 2. (picture) One became a traffic cop Then there were four. p 3. (picture) Four strong policemen Watching over me. p 4. (picture) One took a lost boy home Then there were three. p 5. (picture) Three strong policemen With shirts all blue. p 6. (picture) One stopped a speeding car Then there were two. p 7. (picture) Two strong Policemen How fast can they run? p 8. (picture) One caught a bad man Then there was one. p 9. (picture) One strong policeman Saw a fire one day. p 10. (picture) He called the firefighters Who put it out right away. Free Oral Expression. Tell me about something that you like in the Big Book Creative Expression Draw or paint or model something that you like.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher reading Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Using picture-clues to read picture-word cards</p> <p>Tracing/copying words</p> <p>Matching letters to words.</p> <p>Identifying words with same ending sounds</p> <p>Identifying words with same beginning sounds.</p> <p>Answering questions in Standard English.</p>	<p>Big Book</p> <p>Picture Word Cards Single Letters.</p>	<p>The child can</p> <ul style="list-style-type: none"> - Identify Rhyming Sounds. - participate in discussion of big Book. - listen as teacher reads. - participate in reading Big Book. - read small book independently.

Theme : Community Workers

Topic : The Policeman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<ul style="list-style-type: none"> - listen to, repeat and dramatise Math rhymes and stories. - sing action songs. Numbers 1 - 10 - identify colours of the traffic lights. Red, amber and green. - identify pedestrian crossing. - identify colours of the pedestrian crossing. - identify the shape of the traffic lights. - draw a policeman. - copy caption written by teacher. 	<p>New Maths concepts in short stories, nursery rhymes and songs.</p> <p>Number concepts:- 1 - 10</p> <p>Traffic lights.</p> <p>Colours</p> <p>Shapes</p> <p>Group, sort Classify Add Take away objects</p> <p><u>Free Oral Expression</u> Tell me how the policeman is a friend to us</p> <p><u>Creative Expression</u> Draw, paint or model traffic lights</p>	<p>Listening to, repeating and dramatising Math rhymes and stories, nursery rhymes and action songs: numbers 1 - 10</p> <p>Identifying colours of traffic lights</p> <p>Identifying colours of pedestrian crossing.</p> <p>Identifying shapes of traffic lights - circle.</p> <p>Drawing and colouring traffic lights.</p> <p>Drawing a policeman.</p> <p>Copying caption written by teacher.</p> <p>Grouping, sorting Classifying, adding, taking away objects</p>	<p>Maths stories, songs, rhymes 1 - 10</p> <p>Model of traffic lights.</p> <p>Model of pedestrian crossing</p> <p>Cardboard, cellophane, paper</p> <p>Crayons.</p> <p>Plastic corks, shells, beads, seeds, plastic drinking straws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories, rhymes and action songs. 1 - 10 - identify colours of traffic lights - draw and colour traffic lights - copy caption written by teacher. - identify the traffic lights. - copy sentence written by the teacher. - Group, sort classify, add and take away objects

Theme : Community Workers

Topic : The Fisherman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none">- listen to, repeat and dramatise short stories, nursery rhymes, sing action songs related to theme/topic to acquire Standard English vocabulary and sentence structures and develop phonemic awareness.	<p>The fisherman catches fish. New Vocabulary and Sentence Structures in short stories, nursery rhymes, sing action songs, related to theme/ topic. Pretend Play <u>The Fisherman</u> The fisherman rows his boat along His arms are beautifully brown and strong He throws his net into the sea And pulls out a fish as big as me. <u>Phonemic Awareness</u> Rhyming Sounds along strong Initial Consonant Sounds boat big <u>Sentence Structures</u> Q. Have you ever seen a fisherman catching a fish? A. Yes, I have seen a fisherman catching a fish. No, I have never seen a fisherman catching a fish. <u>Free Oral Expression.</u> Tell me about something that you like in the Rhyme <u>Creative Expression</u> Draw or paint or model something that you like.</p>	<p>Listening to, repeating and dramatizing short stories, nursery rhymes.</p> <p>Dressing up with clothes for Pretend Play. Listening to and singing action songs.</p> <p>Imitating actions</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds and initial consonant sounds.</p> <p>Answering questions in Standard English.</p> <p>A field trip to a nearby trench or creek to observe a fisherman catching fish for Language Experience Chart</p>	<p>Tape recorder, Cassettes, Nursery Rhyme Books.</p> <p>Home-made Percussion Instruments.</p> <p>Picture of a Fisherman.</p> <p>Dress up clothes and props for Pretend Play</p>	<p>The child can:-</p> <ul style="list-style-type: none">- listen to, repeat, dramatise short stories, nursery rhymes.- sing songs- identify rhyming sounds and same beginning sounds- participate in picture discussion- answer questions in Standard English.

Theme : Community Workers

Topic : The Fisherman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model fish with play dough. - trace around templates of fish. - colour outlines - paste paper in outlines. - draw fishes - paint fishes - copy/write word or sentences under drawings and paintings - read word or sentence. 	<p>Fishes.</p> <p>Eye- Hand Co-ordination</p> <p>Sentence Structure This is a fish.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p><u>Free Oral Expression.</u> Tell me something about the fishes that you like.</p> <p><u>Creative Expression</u> Draw or paint or model a fish that you like.</p>	<p>Modelling with play dough.</p> <p>Tracing around templates</p> <p>Colouring outlines</p> <p>Pasting paper</p> <p>Drawing fishes</p> <p>Painting fishes</p> <p>Copying/writing word/sentence.</p>	<p>Play dough</p> <p>Templates of fishes</p> <p>Crayons</p> <p>Paper</p> <p>Bits of coloured paper</p> <p>Paint brushes</p> <p>Powder paints</p> <p>Paste, Old magazines, Scissors.</p> <p>Timehri Readers</p> <p>Animal Friends</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - model with play dough - count models - trace around templates - colour within outlines - paste bits of paper within outlines.

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title, Pictures. - listen as teacher reads Big Book - read with teacher - read independently - read picture word cards, - match letters to words, - use picture clues to read words. 	<p>Big Book Shared Reading. <u>The Fisherman</u> p 1. (picture) A fisherman went fishing one day. On a river that's far away,</p> <p>p 2. (picture) A fish in the river heard him say, "I will catch a fish today."</p> <p>p.3 (picture) So the fish hid behind a tree. "You can't catch me. You can't catch me."</p> <p>p 4 (picture) And the fisherman went home Still hungry.</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Big Book</p> <p><u>Creative Expression</u> Draw or paint or model something that you like.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading Big Book with teacher</p> <p>Reading independently.</p> <p>Using picture-clues to read picture-word cards</p> <p>Tracing/copying words</p> <p>Matching letters to words.</p> <p>Identifying words with same ending sounds</p> <p>Identifying words with same beginning sounds.</p> <p>Answering questions in Standard English.</p>	<p>Big Book</p> <p>Picture Word Cards</p> <p>Picture Word Jig-Saws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion. - listen as teacher reads Big Book. - read with teacher - use picture clues to read words and sentences. - fix picture-word jig – saws.

Theme : Community Workers

Topic : The Fisherman

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - identify quantities represented by numerals 1 – 10. - understand that the last number counted tells how many things are in the set. - listen to, repeat and dramatise number stories and rhymes 1 – 10. - copy/write numerals 1 – 10. 	<p>Match correct numeral to number 1 – 10.</p> <p>Group, sort, match, classify objects.</p> <p>Add objects</p> <p>Take away objects from a group</p> <p>Eye-Hand Co-ordination</p>	<p>Match correct written numerals 1 – 10 with corresponding number.</p> <p>Counting the number of letters in the word;</p> <p>f i s h e r m a n</p> <p>Making sets 1 – 10.</p> <p>Drawing sets and matching numerals 1 – 10.</p> <p>Counting forward and backward 1 – 10.</p> <p>Grouping, sorting, matching, classifying objects Adding objects Taking away objects</p>	<p>Number Chart 1 – 10. Number Stories, Nursery Rhymes.</p> <p>Plastic Corks for making sets, Numeral Cards 1 – 10</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>Plastic corks, seeds, shells, beads, plastic drinking straws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - identify written numerals 1 – 10. - match sets 1 – 10. - match correct numeral to number 1 – 10. - Listen to, repeat, dramatise number rhymes. - Group, sort, match objects - Add objects - Take away objects.

Theme : Plants

Topic : Plants in our Environment

(NB. Will differ depending on whether your community is in the interior hinterland, riverain, rural or urban area.)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of realia models, pictures of plants, flowers. - answer questions in Standard English; Who? What? When? Where? Why? How? - identify rhyming sounds - identify same beginning sounds. 	<p>A plant is a living thing. Some plants grow in soil. Some plants grow in water. New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs, related to theme/topic.</p> <p>Nursery Rhymes</p> <p>1. Five little Buttercups Yellow and bright Watch them open In the bright sunlight And see how they close When it is night.</p> <p>Phonemic Awareness</p> <p>Rhyming Sounds bright sunlight night</p> <p>Initial Consonant Sounds sunlight – see</p> <p>Sentence Structures</p> <p>Q:- What is the colour of buttercups?</p> <p>A:- Buttercups are yellow</p> <p>Free Oral Expression. Tell me about something that you like in the Rhyme.</p> <p>Creative Expression Draw or paint or model something that you like.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs. Imitating actions</p> <p>Clapping to music Dancing to music. Identifying rhyming sounds in nursery rhymes.</p> <p>bright – sunlight – night.</p> <p>Giving other words to rhyme with the above.</p> <p>Identifying Same Beginning Sounds e.g. sunlight see</p> <p>Giving other words with same beginning sounds.</p> <p>Answering questions in Standard English.</p> <p>Planting seeds Growing plants in water In soil – indoors and outdoors</p> <p>Field trips around school environment to observe plants, leaves, flowers, fruits for Language Experience Charts</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books</p> <p>Home-made percussion instruments, Diorama with models of plants, flowers. Real plants and flowers.</p> <p>Nursery Rhymes</p> <ol style="list-style-type: none"> 1. My Garden, 2. Little Seed, 3. Little Mango 4. Mango Tree 5. My Garden <p>I looked in my garden, And what did I see? Two big sunflowers Looking at me.</p> <p>(Two big sunflowers can be substituted for any flower in your environment.)</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes - sing songs - identify rhyming sounds - give other words that rhyme - identify same beginning sounds - participate in discussion of plants/ flowers.

Theme : Plants

Topic : Plants in our Environment

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model plants, flowers, fruits, leaves with play dough - trace around templates of leaves, flowers, fruits - colour within outlines - cut and paste paper in outlines - draw leaves, flowers, fruits, cut out and paste on a big tree. - paint plants, leaves, flowers, fruits - copy/write words/sentences - read words or sentences. 	<p>Eye-hand Co-ordination</p> <p>plants, flowers, fruits, leaves.</p> <p><u>Sentence Structures</u></p> <p>This is a flower.</p> <p>This is a plant.</p> <p>Upper and lower case letters of the alphabet</p> <p><u>Free Oral Expression.</u> Tell me something about the flowers that you like.</p> <p><u>Creative Expression</u> Draw or paint or model the flowers that you like.</p>	<p>Modelling with play dough</p> <p>Tracing around templates</p> <p>Colouring outlines</p> <p>Cutting and pasting paper within outlines</p> <p>Drawing plants, flowers, fruits, leaves.</p> <p>Painting flowers, fruits, leaves</p> <p>Cutting and pasting on a tree.</p> <p>Copying/writing words/sentences</p> <p>Reading words/sentences.</p>	<p>Play dough</p> <p>Templates of plants, flowers, fruits, leaves</p> <p>Crayons, paper, Magazine pages, Scissors, Paste, Powder paints.</p> <p>Bits of sponge and clothes clips.</p> <p>Individual letters of the alphabet.</p> <div data-bbox="1266 826 1467 1264" style="border: 1px solid black; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"> Ministry of Education Distribution Centre </div>	<p>The child will:-</p> <ul style="list-style-type: none"> - model fruits with play dough - draw leaves, flowers, fruits - trace around templates of fruits, leaves - colour within outlines of fruits and leaves - cut and paste bits of paper within outlines - copy/write words or sentences - read words or sentences.

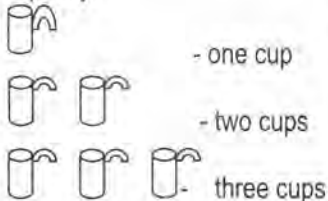
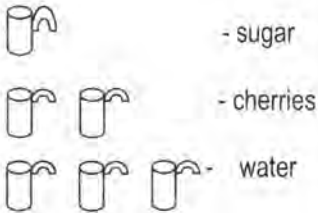
Theme : Plants in our Environment

Topic : How Pumpkins Grow.

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book - read with teacher. - read independently. - use picture clues to read picture- word cards - trace/copy words. - build words. - identify words with same beginning sounds. 	<p>Big Book Shared Reading. <u>Pumpkins grow from Seeds</u> p 1. (picture) Pumpkin seeds need lots of water to grow. p 2. (picture) Pumpkin seeds grow into small plants. p 3. (picture) The small plants need lots of sunlight to grow. p 4. (picture) The small plants grow into big plants. p. 5 (picture) Soon yellow flowers grow on the big plants. p. 6 (picture) Then small pumpkins grow on the big plants. p. 7 (picture) The small pumpkins grow bigger and bigger. p. 8 (picture) Now it's time to pick the big pumpkins. p. 9 (picture) We can make many foods with pumpkin. Pumpkin soup, pumpkin cake and pumpkin pie.</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Using picture clues to read picture-word cards.</p> <p>Tracing/copying words</p> <p>Copying words.</p> <p>Matching letters to words</p> <p>Answering questions in Standard English.</p>	<p>Big Book</p> <p>Picture-Word Cards</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion. - listen as teacher reads Big Book. - read with teacher - read small book independently. - use picture clues to read picture-word cards. - trace/copy words. - build words.

Theme : Plants in our Environment

Topic : Fruits

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, rhymes, finger plays, songs, and games for counting to 10. - use pictorial recipes for making fruit drink, - place fruits in different positions on a model tree and identify positions. - answer questions in Standard English. 	<p>New Maths Concepts in Maths stories, rhymes, finger plays, songs, and games for counting to 10.</p> <p>Capacity</p>  <p>Spatial Relationships;</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">on</div> <div style="border: 1px solid black; padding: 2px;">under</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">behind</div> <div style="border: 1px solid black; padding: 2px;">in front of</div> </div> <p>Sentence Structures Q:- Where is the mango? A:- The mango is under the tree</p> <p>Free Oral Expression. Tell me something about the fruits you like.</p> <p>Creative Expression Draw or paint or model the fruits you like</p>	<p>Listening to, repeating and dramatising Math stories, rhymes, finger plays, songs and games for counting to 10.</p> <p>Measuring sugar, water, cherries, using cups.</p> <p>Placing model of fruits in different positions on a model of a tree and identifying positions.</p> <p>Answering questions in Standard English.</p> <p>Field trips around school environment to observe plants, fruits</p>	<p>Math stories, Rhymes, Songs, Finger plays, Games</p> <p>Pictorial Recipe</p>  <p>Model of a mango tree</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories, rhymes, finger plays, games for counting to 10. - use pictorial recipe for making fruit drink - place fruit in different positions and identify positions. - answer questions in Standard English.

Theme : Animals in our Environment

Topic : Animals that live on Land

NB. Will differ depending on whether your community is in the interior hinterland, riverain, rural or urban area.)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of Realia, models and pictures related to topic. - answering questions in Standard English Who? What? Where? When? Why? Which? How? - identify rhyming sounds in nursery rhymes. - give other words that rhyme - identify words with same beginning sounds. - give other words with same ending sounds 	<p>An animal is a living thing. Some animals live on land and can walk, hop, crawl, jump.</p> <p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to topic.</p> <p>Five Little Mice Five little mice On the kitchen floor This little mouse, Peeked behind the door, This little mouse, Not a sound did he make, This little mouse, Took a bite of cake This little mouse heard, The kitten sneeze, Ah-Choo! Sneezed the kitten And squeak they cried, As they found a hole And ran inside.</p> <p>Phonemic Awareness Rhyming Sounds floor door; make cake Initial Consonant Sounds mouse make</p> <p>Sentence Structures Q. How many mice were on the floor? A. Five mice were on the floor.</p> <p>Free Oral Expression. Tell me about something you like in the rhyme.</p> <p>Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs. Imitating actions.</p> <p>Clapping to music Dancing to music</p> <p>Identifying rhyming sounds and same beginning sounds.</p> <p>Answering questions in Standard English.</p> <p>Field trips around school environment to observe animals for Language Experience Charts.</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books</p> <p>Home-made percussion instruments</p> <p>Diorama with models of animals</p> <p>Large Wall Pictures, Nursery Rhymes</p> <ol style="list-style-type: none"> 1. Five Little Mice 2. One little brown Mouse 3. Ten Fluffy Chickens 4. The Animals on the Farm. 5. Suzie the Cat 6. I went to the Farm. <p>I went to the Farm And what did I see? Many little <u>ducks</u> Looking at me.</p> <p>NB. Ducks can be substituted for any animal in your community.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing action songs - identify same beginning sounds - participate in discussion of realia, models and pictures. - answer questions in Standard English.



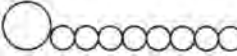

Theme : Animals in our Environment

Topic : Animals that live on Land

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book - listen as teacher reads big book - read with teacher - read independently - use picture clues to read picture word cards - trace the word - copy the word - use single letters to build words - understand informal subtraction - Identify same beginning sounds - Identify rhyming sounds - answer questions in Standard English; Who? What? Where? Why? When? How? Which? 	<p>Shared Reading Big Book.</p> <p><u>Animals around us</u> p.1 (picture) A little dog came into our yard today.</p> <p>p.2 (picture) He looked at our big dog He looked at our little dog And then he ran away.</p> <p>p.3 (picture) A little cat came into our yard today.</p> <p>p.4 (picture) He looked at our big cat He looked at our little cat And then he ran away.</p> <p><u>Free Oral Expression.</u> Tell me about something you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book.</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently.</p> <p>Using picture-clues to read picture-words cards</p> <p>Tracing words</p> <p>Copying words</p> <p>Matching letters to words.</p> <p>Understanding informal subtraction, Identifying rhyming sounds, Identifying same beginning sounds, Answering questions.</p>	<p>Big Book</p> <p>Picture Word Cards</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book - listen attentively as teacher reads Big Book - read with teacher - use picture clues to read words - trace/copy words - build words - identify rhyming sounds - identify same beginning sounds - answer questions in standard English.

Theme : Animals in our Environment

Topic : Animals that live on Land

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, rhymes, finger plays, songs, games. - group, sort, classify objects - draw sets of animals to match numerals 1 – 10 - fix number (animals) numeral jig saws 1 – 10 - identify rhyming sounds - identify same beginning sounds. - measure cut outs of snakes, caterpillars with a string or popsicle stick or hand span. - count circles on caterpillars - place models of dog in different positions of kennel and identify positions. - answer questions in Standard English. 	<p>Listen to, repeat and dramatise Maths stories, rhymes, finger plays, songs and games.</p> <p>e.g Number Rhyme Ten Little Mice Went out one day, Looking for food to eat on the way. Out came Pussy Cat Big and Fat And only nine little mice came scampering back.</p> <p>Phonemic Awareness Rhyming Sounds day way Initial Consonant Sounds cat came Spatial relationships. in on in front of behind on top of under</p> <p>Sentence Structures Q. Where is the dog? A. The dog is in the kennel.</p> <p>Free Oral Expression. Tell me about something you like in the rhyme</p> <p>Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating and dramatizing Maths stories, rhymes, songs and games.</p> <p>Drawing animals to match numerals. Grouping, sorting, classifying objects</p> <p>Fixing number (animals) numerals jig saws.</p> <p>Identifying rhyming sounds.</p> <p>Measuring with lollipop sticks, string, hand span.</p> <p>Counting circles on caterpillar to identify 'long – short' 'more – less'</p> <p>Placing models in different positions on kennel and identifying position.</p> <p>Answering questions in Standard English.</p>	<p>Maths Stories, Rhymes, Songs, Finger plays, Games</p> <p>Number/numeral Jig-saws 1 - 10</p> <p>Plastic corks, seeds, shells, beads</p> <p>Cut-outs of snakes, caterpillars.</p>     <p>Model of kennel, Model of dog,</p> <p>Model of kennel, Model of dog,</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise Maths stories, rhymes, finger plays, games. - group, sort, match, classify objects - draw animals to match numerals 1 – 10 - fix number/ numeral jig-saws 1 – 10. - identify rhyming sounds - identify same beginning sounds. - measure to identify long – short, longer than, shorter than. - count circles to identify long – short, more – less. - place objects in different positions and identify positions. - answer questions in Standard English.

Theme : Animals in our Environment

Topic : Animals that live in Water (sea, rivers)

(NB. Will differ depending on whether your community is in the interior hinterland, riverain, rural or urban area.)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of realia, models and pictures related to topic. - answering questions in Standard English Who? What? Where? When? Why? Which? How? - Identify rhyming sounds in nursery rhymes. - give other words that rhyme, - Identify words with same beginning sounds. - give other words with same beginning sound 	<p>Some animals live in water and can swim.</p> <p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to topic.</p> <p>Five Little Fishes Five little fishes Swimming in a pond, The first one said, "I'm tired" as he yawned, The second one said, "Well let's take a <u>nap</u>" The third one said, "Put on your sleeping <u>cap</u>" The fourth one said, "Wake up! Don't <u>sleep</u>." The fifth one said, "Let's swim where it's <u>deep</u>" So the five little fishes swam <u>away</u> But came back the very next <u>day</u>.</p> <p>Phonemic Awareness Rhyming Sounds nap cap ; sleep deep; away day Initial Consonant Sounds <u>f</u>ive <u>f</u>ishes</p> <p>Sentence Structures Q. How many fishes were swimming in the pond? A. Five fishes were swimming in the pond.</p> <p>Free Oral Expression. Tell me about something you like in the rhyme</p> <p>Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs.</p> <p>Imitating actions</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>A field trip to a nearby trench, pond, creek to look at fishes for Language Experience Charts.</p> <p>Identifying rhyming sounds <u>nap</u> – <u>cap</u> <u>sleep</u> – <u>deep</u> <u>away</u> – <u>day</u></p> <p>Giving other words that rhyme, Identifying same beginning sounds; <u>f</u>ish – <u>f</u>irst – <u>f</u>ourth – <u>f</u>ifth – <u>f</u>ive</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books.</p> <p>Home-made percussion instruments.</p> <p>Fishes in aquarium, Models, Pictures, Rhymes 1. Five Little Fishes 2. The Alligator and the Monkey. 3. I looked in the river And what did I see? A Big Black crocodile Looking at me. 4. I'm a little fish in the sea so blue 5. Have you ever seen a goldfish?</p> <p>In Rhyme 3 – Big Black Crocodile can be substituted for any other animal in your environment.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing action songs - identify same beginning sounds - participate in discussion of realia, models and pictures. - answer questions in Standard English.

Theme : Animals in our Environment

Topic : Animals that live in Water (sea, rivers)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion on Big Book, Cover, Title, Pictures - listen as teacher reads Big book - read with teacher - read independently - read picture – word cards - match letters to words - use picture clues to read words - answer questions on Big Book. - model animals which live in water (with play dough) - trace around templates of animals. - colour outlines, - cut and paste bits of coloured magazine pages in outlines, - draw fish, cut out and paste on sea - paint animals with bits of sponge and powder paints. - copy/write words or sentences under drawings and paintings. - read words or sentences. 	<p>Big Book (Shared Reading) Five Little Sharks p. 1 (picture) Five little sharks swimming in the sea</p> <p>p. 2 (picture) One bumped into A giant manatee</p> <p>p. 3 (picture) The mother called the doctor and the doctor said, “No more sharks swimming in the sea.”</p> <p>p. 4. (picture) Four little sharks Splashing by the shore</p> <p>p. 5 (picture) One got stuck On the ocean floor</p> <p>Animals that live in water Fishes live in water Manatees live in water Upper and lower case letters of the alphabet</p> <p>Timehri Readers Animal Friends</p> <p>Free Oral Expression. Tell me about something that you like in the Big Book</p> <p>Creative Expression Draw or paint or model something that you like in the Big Book</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher,</p> <p>Reading independently. Using picture- clues to read picture- word cards. Tracing/copying word Matching letters to word Identifying words with same beginning and ending sounds</p> <p>Modelling with play dough, tracing around templates of animals.</p> <p>Colouring outlines.</p> <p>Cutting and pasting paper within outlines.</p> <p>Drawing and painting animals, cutting out and pasting on the sea painted by children</p> <p>Copying/writing words and sentences, Reading words and sentences.</p>	<p>Big Book “Five Little Sharks”</p> <p>Picture Word Cards</p> <p>Strip of cardboard painted as the sea by children</p> <p>Play dough.</p> <p>Templates of animals, Crayons, Paper, Old Magazine pages</p> <p>Powder paints, Clothes clips, Bits of sponge, Scissors.</p> <p>Alphabet Chart</p> <p>Timehri Readers Animal Friends</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book - listen as teacher reads Big Book - read with teacher. - read independently. - model with play dough - trace around templates - colour within outlines - paste bits of paper within outlines - draw animals, cut out and paste - paint animals - copy/write words/ sentences - read words and sentences

Theme : Animals in our Environment

Topic : Animals that live in Water (fishes)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to repeat and dramatise Maths stories, rhymes, finger plays, songs, games. - Draw sets of fishes to match numerals 1 - 10 - fix number/ numeral (fishes) jig-saws 1 - 10 - identifying rhyming sounds. - identifying same beginning sounds 	<p>New Vocabulary and Sentence Structures in Maths stories, finger plays, songs and games.</p> <p>1, 2, 3, 4,5 (number rhyme) One, two, three, four, five Once I caught a fish alive Why did you let him go? Because he bit my finger so Which finger did he bite? The little finger on my right.</p> <p>Phonemic Awareness Rhyming Sounds five alive go so Initial Consonant Sounds four five finger</p> <p>Sentence Structures. Q. Which finger did the fish bite? A. The fish bit the little finger on my right.</p> <p>Free Oral Expression. Tell me about something you like in the rhyme</p> <p>Creative Expression Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating and dramatizing Maths rhymes, finger plays, songs and games.</p> <p>Drawing fishes to match numerals.</p> <p>Fixing number/numerals (fishes) jig saws.</p> <p>Grouping , sorting, adding, taking away objects</p> <p>Identifying rhyming sounds.</p> <p>Identifying same beginning sounds.</p>	<p>Number rhymes, Maths stories, Songs, finger plays, games. Number/numerals jig saws 1 - 10</p> <p>Plastic corks, seeds, beads, shells.</p> <p>Number Rhyme: 1, 2, 3, 4, 5</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise Maths stories, rhymes, finger plays, games. - draw fishes to match numerals 1 - 10 - identify rhyming sounds. - identify same beginning sounds

Theme : Animals in our Environment

Topic : Animals that Fly (birds, insects)

NB (will differ depending on whether your community is in the interior, hinterland or urban areas)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise short stories, nursery rhymes, sing action songs related to theme/topic to acquire Standard English Vocabulary and develop phonemic awareness. - participate in discussion of realia, models and large wall pictures of birds and insects. - answer questions in Standard English Who? What? Where? Which? When? How? - identify rhyming sounds. - identify same beginning sounds. 	<p>Some animals have wings and can fly. New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to topic. <u>Pretty little Butterfly.</u> Pretty little butterfly Dancing in the sun Sleep upon the flowers When the day is done.</p> <p>Pretty little butterfly It is time to fly away Open out and spread your wings And come another day.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds away day Initial Consonant Sounds day done</p> <p><u>Sentence Structures</u> Q. Where does the butterfly sleep? A. The butterfly sleeps on the flowers.</p> <p><u>Free Oral Expression.</u> Tell me about something you like in the rhyme</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating and dramatizing short stories, nursery rhymes, action songs.</p> <p>Imitating actions.</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Answering questions in Standard English.</p> <p>Identifying rhyming sounds and same beginning sounds.</p> <p>A field trip around the school environment to observe birds and insects for Language Experience Charts</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books, Home-made percussion instruments.</p> <p>Realia</p> <p>Diorama with models of animals.</p> <p>Large wall pictures.</p> <p>Nursery Rhymes 1. Big Big Bumble Bee 2. Here is the Beehive</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing songs - identify rhyming sounds and same beginning sounds. - participate in discussion of realia models and pictures. - answer questions in Standard English.

Theme : Animals in our Environment

Topic : Animals that Fly (birds, insects)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model birds, insects with play dough. - trace around templates of birds and insects. - colour outlines - cut and paste bits of paper in outlines. - draw birds, insects - cut out and paste on a template of a big tree. - paint birds, insects - copy/write words or sentences under drawings and paintings. - read words or sentences. 	<p>Some animals have wings and can fly</p> <p>Birds can fly.</p> <p>Butterflies can fly.</p> <p>Bees can fly.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p>Free Oral Expression. Tell me something about birds that you like.</p> <p>Creative Expression Draw or paint or model any bird you like.</p>	<p>Modelling with play dough.</p> <p>Tracing around templates.</p> <p>Colouring within outlines</p> <p>Cutting and pasting bits of paper in outlines, drawing with crayons, painting with bits of sponge on clothes clips.</p> <p>Copying words and sentences.</p> <p>Reading words and sentences.</p> <p>Drawing birds, insects, cutting them out and pasting on a big template of a tree.</p>	<p>Play dough</p> <p>Templates of birds and insects.</p> <p>Crayons, Paper, Scissors, Powder paints.</p> <p>Old magazines, pages</p> <p>Template of a big tree</p> <p>Timehri Readers</p> <p>Animal Friends</p>	<p>The child can :-</p> <ul style="list-style-type: none"> - model with play dough - draw, cut out and paste - trace around templates of birds and insects., - colour within outlines. - cut and paste bits of paper in outlines of birds and insects. - copy/write words and sentences. - read words and sentences.

Theme : Animals in our Environment

Topic : Animals that Fly (birds, insects)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book, Cover, Title, Pictures - listen to teacher read Big Book. - read with teacher - read independently. - listen to, repeat and dramatise Maths rhymes, finger plays, songs, games. - draw sets of birds or insects to match numerals 1 – 10. - fix number numeral jig-saws. - identify same beginning sounds. - identify words with rhyming sounds. 	<p>Shared Reading Big Book</p> <p><u>Seven Little Blue Birds.</u></p> <p>p. 1. (picture) Seven little blue birds sitting on some sticks, One flew away and then there were six.</p> <p>p. 2. (picture) Six little blue birds sitting on a hive, One flew away and then there were five.</p> <p>p. 3. (picture) Five little blue birds sitting on a door, One flew away and then there were four</p> <p>p. 4. (picture) Four little blue birds sitting in a tree, One flew away and then there were three,</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Big Book</p> <p><u>Creative Expression</u> Draw or paint or model something you like in the Big Book</p>	<p>Participating in discussion of Big Book.</p> <p>Listening to teacher read Big Book.</p> <p>Reading with teacher.</p> <p>Reading independently</p> <p>Listening to, repeating and dramatising Maths stories, rhymes, finger plays, songs and games, Drawing birds, insects, to match numerals 1 – 10.</p> <p>Fixing number / numeral jig-saws 1 – 10.</p> <p>Identifying same beginning sounds, Identifying rhyming sounds. Grouping, sorting Adding and taking away objects</p>	<p>Big Book, Picture – Word Cards</p> <p>Single letters</p> <p>Maths Stories, rhymes, songs, finger plays, games,</p> <p>Number/numeral jigsaws 1 – 10.</p> <p>Plastic corks, shells, beads, seeds Plastic drinking straws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book - listen attentively as teacher reads. - read with teacher - read independently. - match letters to words - listen to, repeat and dramatise Maths stories, rhymes, finger plays, games. - draw birds and insects to match numerals 1 – 10. - fix number/numeral jig-saws 1 – 10. - sort, match, group, classify, add, take away objects

Theme : Transportation in our Community

Topic : Transportation on Land (cars, buses)

NB (will differ depending on whether your community is in the interior, hinterland or urban areas)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of realia, models and pictures related to topic. - answer questions in Standard English; Who? What? Where? Why? When? How? Which? 	<p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to theme/topic.</p> <p>The Bus Such a lot of people Waiting for the bus If the bus is crowded We won't push or fuss</p> <p>Such a lot of people Getting off the bus Hear the engine beating I'm sure there's room for us.</p> <p>Phonemic Awareness bus fuss us Initial Consonant Sounds bus beating push people</p> <p>Sentence Structures Q. What are the people doing? A. The people are waiting for the bus. The people are getting off the bus.</p> <p>Free Oral Expression. Tell me about something that you like in the Rhyme</p> <p>Creative Expression Draw or paint or model something you like in the Rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs Imitating actions</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Identifying rhyming sounds and same beginning sounds</p> <p>Answering questions in Standard English; Who? What? Where? Why? When? How? Which?</p> <p>A field trip to the road to observe vehicles for Language Experience Charts</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books.</p> <p>Home-made percussion instruments.</p> <p>realia Models of vehicles Large Wall Pictures</p> <p>Nursery Rhymes 1. The Wheels of the Bus. 2. The Bus</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing action songs - identify same beginning sounds. - participate in discussion of realia, models and pictures. - answering questions in Standard English

Theme : Transportation in our Community
Topic : Transportation on Land (cars, buses)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book, - read with teacher - read independently - use picture clues to read picture word cards - trace/copy words - build words - identify words with rhyming sounds and same beginning sounds. - answer questions in Standard English. 	<p>Shared Reading Big Book The Bus p. 1. (picture) The wheels of the bus Go round and round Round and round Round and round The wheels of the bus Go round and round All through the town. p. 2. (picture) The people in the bus Go up and down, Up and down Up and down The people in the bus Go up and down All through the town. p. 3. (picture) The driver of the bus says, "Have a nice day".... p. 4 (picture) The horn of the bus goes " Peep, Peep, Peep"..... Phonemic Awareness Rhyming Sounds down town Initial Consonant Sounds <u>h</u>ave <u>h</u>orn Sentence Structures Q. Where is the bus going? A. The bus is going to town. Free Oral Expression. Tell me about something that you like in the Rhyme Creative Expression Draw or paint or model something you like in the Rhyme.</p>	<p>Participating in discussion of Big Book</p> <p>Listening to teacher read Big Book</p> <p>Reading with teacher, Reading independently</p> <p>Using picture clues to read picture word cards</p> <p>Tracing/copying words,</p> <p>Matching letters to words Identifying words with same beginning sound,</p> <p>Identifying rhyming sounds, Answering questions in Standard English.</p>	<p>Big Book, Picture Word Cards</p>	<ul style="list-style-type: none"> - participate in discussion - listen as teacher reads Big Book - read with teacher, - read independently - use picture clues to read picture word cards - trace/copy words, - build words, - identify words with rhyming sounds - identify same beginning sounds - answer questions in Standard English.

Theme : Transportation in our Community

Topic : Transportation on Land (cars, buses)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model vehicles with play dough - trace around templates of vehicles - colour outlines - use scrap materials to create vehicles - cut and paste bits of paper within outlines - draw vehicles in their environment, cut out and paste on road. - paint vehicles in their environment - copy/write words or sentences - read words or sentences. 	<p>Vehicles on the road A vehicle transports people and goods on the road car bus truck bicycle motorcycle ambulance</p>	<p>Modelling with play dough. Tracing around templates. Colouring within outlines. Drawing vehicles, cutting and pasting on a road Painting vehicles. Copying/writing words/sentences. Reading words/sentences.</p>	<p>Playdough, Templates of vehicles, Crayons, Paper, Magazine pages, Bits of sponge and clothes clips, Paste, Scissors, Powder paint. Long strip of cardboard painted by children to represent a road</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - model vehicles with play dough - draw, cut out and paste - trace around templates of vehicles. - colour within outlines - cut and paste bits of paper in outlines. - copy/write words or sentences. - read words and sentences.

Theme : Transportation in our Community
Topic : Transportation on Land (cars, buses)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Math stories, nursery rhymes, finger plays, songs, games for counting to ten. - identify vehicle 'bigger than'/'smaller than', - identify vehicles which travel fast/slow. - participate in short field trips using a bus and pay bus fare. - participate in a shopping trip to purchase groceries, fruits for cooking experience. 	<p>New Maths Concepts in Math stories, rhymes, finger plays, songs and games for counting to 10.</p> <p>sizes bigger than - smaller than</p> <p>speed fast - slow</p> <p>money \$100 bill, \$ 20 bill.</p>	<p>Listening to, repeating and dramatising Math stories, rhymes, songs, finger plays, games for counting to 10.</p> <p>Observing real vehicles, models and pictures.</p> <p>Observing real vehicles.</p> <p>Participating in short field trip.</p> <p>Paying bus fare.</p> <p>Participating in a shopping trip, Purchasing food items for cooking, e.g. making sandwiches, fruit drink, fruit salad.</p> <p>Grouping, sorting, classifying, adding and taking away objects.</p>	<p>Number/numeral Charts, Number Stories, Rhymes, Finger plays.</p> <p>Games for counting to 10.</p> <p>realia, Models, Pictures,</p> <p>Real money; \$100 bill, \$ 20 bill, Food items, Pictorial recipes. Plastic beads, shells, seeds, plastic drinking straws</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, rhymes, finger plays for counting to 10. - identify vehicles which are 'bigger than' and 'smaller than'. - identify vehicles which travel 'fast'/'slow' . - travel by bus - pay bus fare. - shop with \$100 bill, \$ 20 bill - use pictorial recipes for preparing snack. - group - sort - match classify - add - take away objects

Theme : Transportation in our Community

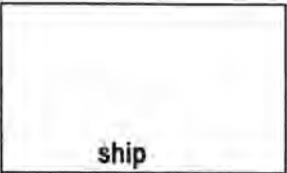
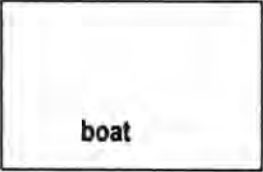
Topic : Transportation by Sea, River

NB (will differ depending on whether your community is in the interior, hinterland or urban areas)

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of realia, models and large wall pictures related to topic. - answer questions in Standard English; Who? What? Where? Why? When? How? Which? 	<p>New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs related to theme/topic.</p> <p><u>Down by the Stelling</u> Down by the stelling Early in the morning See the little speed boats All in a row The captain of the speed boat Turns a little handle Vroom! Vroom! Splish! Splash! Off we go</p> <p><u>Phonemic Awareness</u> stelling morning Same Beginning Sound Splish splash</p> <p><u>Sentence Structures</u> Q. Who turns the handle? A. The Captain.....</p> <p><u>Free Oral Expression.</u> Tell me about something that you like in the Rhyme</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs,</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Answering questions on realia, models, and large wall pictures</p> <p>Answering questions in Standard English; Who? What? Where? Why? When? How? Which?</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books.</p> <p>Home-made percussion instruments.</p> <p>realia Models of vehicles Large Wall Pictures</p> <p>Nursery Rhyme 1. Boats</p> <p>Story 1. The Three Little Amerindian Boys.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing action songs - identify same beginning sounds. - participate in discussion of realia, models and pictures. - answer questions in Standard English.

Theme : Transportation in our Community

Topic : Transportation by Sea, River

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book, - read with teacher - read independently - use picture clues to read picture word cards - trace/copy words - match letters to words - identify words with rhyming sounds and same beginning sounds. - answer questions in Standard English 	<p>Shared Reading Big Book <u>Ships and Boats</u></p> <p>p. 1 (picture) Over the sea and far away Big ship, little ships Sail everyday</p> <p>p. 2 (picture) Over the sea A hundred miles or more Many , many captains Bring their ships ashore</p> <p>p. 3 (picture) Down by the river and far away Big boats, little boats Travel everyday.</p> <p>p. 4 (picture) Away down the river A hundred miles or more Many, many captains Bring their boats ashore</p> <p><u>Phonemic Awareness</u> Rhyming sounds More ashore; away day</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book</p>	<p>Participating in discussion of Big Book</p> <p>Listening to teacher read Big Book</p> <p>Reading with teacher, Reading independently</p> <p>Using picture clues to read picture word cards</p> <p>Tracing/copying words,</p> <p>Matching letters to words Identifying words with same beginning sound. Identifying words with same ending sounds.</p> <p>Identifying rhyming sounds, Answering questions in Standard English.</p>	<p>Big Book Picture –word cards</p> <div data-bbox="1201 331 1487 504" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <div data-bbox="1225 624 1487 796" style="border: 1px solid black; padding: 10px; text-align: center;">  </div>	<p>The child can:</p> <ul style="list-style-type: none"> - participate in discussion - listen as teacher reads Big Book - read with teacher, - read independently - use picture clues to read picture word cards - trace/copy words, - build words, - identify words with rhyming sounds - identify same beginning sounds - answer questions in Standard English.

Theme : Transportation in our Community

Topic : Transportation by Sea, River

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - model boats with play dough. - trace around templates of boats. - draw, cut out and paste boats on the sea. - cut and paste paper in outlines of boats - colour within outlines - draw boats, - paint boats - copy/write words or sentences under drawings, - read words/sentences - listen to, repeat and dramatise Math stories, rhymes, finger plays, songs, games counting to 10. - identify boats that are 'bigger than', 'smaller than'. - identify boats which travel 'fast' and those which are 'slow'. - Participate in a short boat trip, paying with real money. 	<p>Ships Boats Canoes Steamers Speed boats, transport people in the river and sea.</p> <p>Sentence Structures This is a canoe. I like the canoe.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p>New Maths Concepts in Math stories, rhymes, finger plays, songs and games for counting to 10.</p> <p>Understanding concepts of 'bigger than', 'smaller than'.</p> <p>Understanding concepts of 'fast', 'slow'.</p> <p>Value of \$ 20 bill, \$100 Bill.</p>	<p>Modelling with play dough</p> <p>Tracing around templates of boats</p> <p>Colouring outlines of boats</p> <p>Cutting and pasting bits of paper in outlines</p> <p>Drawing with crayons, cutting and pasting</p> <p>Painting with bits of sponge / clothes clips</p> <p>Copying words and sentences Reading words/sentences.</p> <p>Listening to, repeating and dramatising Math stories, rhymes, finger plays, songs and games for counting to 10.</p> <p>Observing real boats, models, pictures.</p> <p>Observing real boats.</p> <p>Participating in a boat trip</p>	<p>Play dough</p> <p>Templates of boats Crayons, Paper, Old Magazine pages, Scissors</p> <p>Powder Paints.</p> <p>Timehri Readers</p> <p>Animal Friends</p> <p>Number rhymes, Math stories, Songs, Finger plays, Games,</p> <p>Realia, Models, Picture,</p> <p>Long strip of cardboard to represent the sea.</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - model with play dough - draw, cut out and paste - trace around templates, of boats - colour within outlines of animals - copy/write words and sentences - read words and sentences. - listen to, repeat and dramatise Math stories, rhymes, finger plays, games for counting to 10. - understand 'bigger than', 'smaller than' - understand concepts 'fast' 'slow' - understand value of money; \$20 bill; \$100. bill.



Theme : Transportation in our Community

Topic : Transportation by Air

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to and repeat short stories, nursery rhymes, action songs related to theme/topic to acquire Standard English vocabulary and develop phonemic awareness. - participate in discussion of Realia, models, large wall pictures related to topic. - Answer questions in Standard English; Who? What? When? Where? Why? How? - Identify words with rhyming sounds. - Identify words with same beginning sounds 	<p>Aeroplanes and helicopters transport people and goods in the air. New Vocabulary and Sentence Structures in short stories, nursery rhymes, action songs, related to theme/topic.</p> <p><u>My Aeroplane</u> I had a little aeroplane My aeroplane could fly I jumped right in And off I went Right into the sky.</p> <p><u>Phonemic Awareness</u> Rhyming Sounds fly sky</p> <p><u>Sentence Structures</u> Q. Where does the aeroplane fly? A. The aeroplane flies in the sky.</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the rhyme.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the rhyme.</p>	<p>Listening to, repeating, dramatizing short stories, nursery rhymes, action songs. Imitating actions</p> <p>Clapping to music.</p> <p>Dancing to music.</p> <p>Identifying words with rhyming sounds.</p> <p>A trip to an airport or airstrip to observe aeroplanes, helicopters for Language Experience Charts</p> <p>Answering questions in Standard English; Who? What? Where? Why? When? How? Which?</p>	<p>Tape Recorder, Cassettes, Nursery Rhyme Books, Story Books, Home-made percussion instruments,</p> <p>Nursery Rhymes:- 1. <u>Helicopters</u> I looked up into the sky And what did I see? Five big helicopters Oh! How they could fly.</p> <p>2. <u>The Airport.</u></p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat, dramatise short stories, nursery rhymes. - sing songs. - identify rhyming sounds and same beginning sounds. - participate in discussion of realia, models and pictures - answer questions in Standard English.

Theme : Transportation in our Community

Topic : Transportation by Air

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - participate in discussion of Big Book. - listen as teacher reads Big Book, - read with teacher - read independently - use picture clues to read picture word cards - trace/copy words - build words - identify words with rhyming sounds and same beginning sounds. <p>answer questions in Standard English</p>	<p>Shared Reading Big Book <u>Aeroplanes and Helicopters</u> p. 1 (picture) In the sky and far away Big aeroplanes, little aeroplanes Fly everyday</p> <p>p. 2 (picture) In the sky and far away Over the sea and land Many , many pilots Bring their aeroplanes to land</p> <p>p. 3 (picture) In the sky and far away Big helicopters, little helicopters Fly everyday.</p> <p>p. 4 (picture) In the sky and far away Over the sea and land Many, many pilots Bring their helicopters to land</p> <p><u>Free Oral Expression</u> Tell me about something that you like in the Big Book.</p> <p><u>Creative Expression</u> Draw or paint or model something that you like in the Big Book</p>	<p>Participating in discussion of Big Book</p> <p>Listening to teacher read Big Book</p> <p>Reading with teacher, Reading independently</p> <p>Using picture clues to read picture word cards</p> <p>Tracing/copying words,</p> <p>Building words Identifying words with same beginning sound. Identifying words with same ending sounds.</p> <p>Identifying rhyming sounds, Answering questions in Standard English.</p>	<p>Big Book Picture-word cards</p> <div data-bbox="1225 355 1514 528" style="border: 1px solid black; padding: 5px; text-align: center;">  aeroplane </div> <div data-bbox="1225 620 1514 793" style="border: 1px solid black; padding: 5px; text-align: center;">  helicopter </div>	<p>The child can:</p> <ul style="list-style-type: none"> - participate in discussion - listen as teacher reads Big Book - read with teacher, - read independently - use picture clues to read picture word cards - trace/copy words, - identify words with rhyming sounds - identify same beginning sounds - answer questions in Standard English.

Theme : Transportation in our Community

Topic : Transportation by Air

Objectives	Content/ Concepts	Learning Experiences	Materials	Evaluation
<p>The child will:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, nursery rhymes, finger plays, songs, games for counting to 10 - place models of aeroplanes in different positions on a model shed, and identify positions 	<p>New Maths Concepts in Maths stories, rhymes, finger plays, songs and games for counting to 10.</p> <p>Spatial relationships.</p> <p>In on top of</p> <p>Behind in front of</p> <p><u>Sentence Structures</u></p> <p>Q. Where is the aeroplane?</p> <p>A. The aeroplane is <u>in</u></p> <p> <u>on</u></p> <p> <u>under</u></p> <p> <u>over</u></p>	<p>Listening to, repeating and dramatising Maths stories, nursery rhymes, finger plays, songs, games for counting to 10.</p> <p>Placing models of aeroplanes in different positions on a model shed, and identifying positions</p> <p>Grouping, sorting, matching, classifying objects.</p> <p>Adding objects</p> <p>Taking away objects</p>	<p>Number/ numeral Charts</p> <p>Maths Stories, Number rhymes Finger plays</p> <p>Games for counting to 10</p> <p>Model of a shed and model of an aeroplane.</p> <p>Plastic beads, seeds, shells</p>	<p>The child can:-</p> <ul style="list-style-type: none"> - listen to, repeat and dramatise Maths stories, rhymes, finger plays, games for counting to 10. - Place aeroplane in different positions and identify positions. - group - sort - classify - add - take away objects

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