

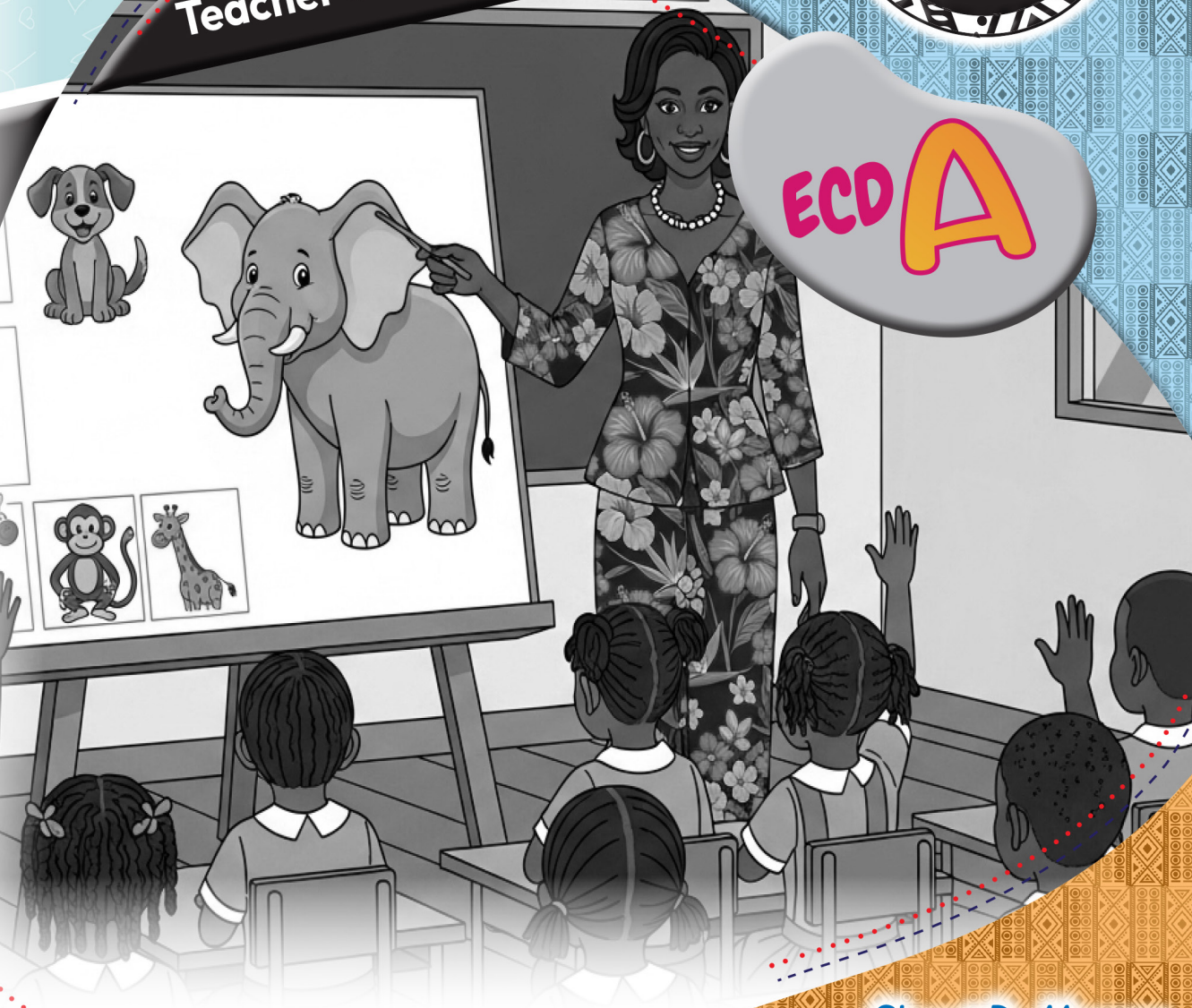
PlusOne

English

Teacher's Guide



ECD A



Chenai D. Masama

PlusOne

English

ECD A

Teacher's Guide



SECONDARY
BOOK PRESS

Anchors of the schools curricula

Published by:

Secondary Book Press Private Limited

4th Floor, CABS Centre Building,

Cnr Jason Moyo & 2nd Street,

Harare, Zimbabwe

Tel: +263 242 771 406 | +263 242 753 201

Mobile: +263 712 560 870 | +263 788 954 870

Email: sales@secondarybookpress.co.zw

Website: www.secondarybookpress.co.zw

Plus**One** English | **ECD A - Teacher's guide**

ISBN: 978-1-77932-149-7

First Published in 2025

Copyright: Secondary Book Press

Editor-in-Chief: Munyaradzi Gunduza

Development Editor: Edwin Muzanenhamo

Design and text layout: Patricia N. Munemo

Every effort has been made to trace the copyright holders. In the event of unintentional omissions or errors, any information that would enable the publisher to make the proper arrangements will be appreciated.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission of the copyright owner.



Contents

Topic 1 Listening/Observing	1
Sounds in the environment	1
Wild animals' sounds	2
Wild birds' sounds	2
Sounds	3
Objects at home	4
Objects at school	5
Following instructions	6
Instructions.....	6
Storytelling	7
Yes/No responses	8
Answering questions	9
News and stories.....	9
News	10
Reading books	11
Turning pages from right to left.....	12
 Topic 2 Speaking/Signing.....	 13
Myself.....	13
My photographs	14
Formal greeting	14
Greeting grandparents	15
Greeting my teacher.....	16
Informal greeting	16
Letter sounds	17
Matching the letter sounds	20
My rural house	21
My urban house	21
Communicating with others.....	22
My friends.....	23

Plants in the immediate environment	24
Animals in the immediate environment.....	24
Time – Different times of the day	25
Time – Time of the day	26
Time – Times for different activities.....	27
Indigenous food I like	27
The music I like and dislike.....	28
The games I like and dislike	29
Computer games I like	30
My family.....	31
My extended family	31
Identify family members	32
Picture stories sequence	33
Actions – Demonstrate actions	34
Good and bad actions	34
Actions – Describing actions.....	35
Actions – Objects in the environment	36

Topic 3 Reading/Signing 37

Reading from left to right orientation	37
Reading from top to bottom orientation	38
Read the letter sounds	38
Read the letters.....	41
Letter sounds	44
Phonics	46

Topic 4 Writing..... 47

Writing from left to right.	47
Writing from top to bottom.....	48
Handling writing instruments	49
Scribbling.....	50
Writing patterns	50
Writing small letters	52
Writing capital letters	57

Topic 1

Listening/observing

Sounds in the environment

Unit objectives

By end of the lesson, learners should be able to:

- a** name at least two animals and imitate their sounds.
- b** colour the pictures within the frame.

Source of materials

- PlusOne English ECD A Workbook page 1.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Drawings of a cat, cow, dog, bird, chicken, goat, donkey, sheep.
- Crayons
- Models of a cat, cow, dog, bird, chicken, goat, donkey, sheep.

Suggested activities

- Learners repeat a rhyme after the facilitator.
- Facilitator explains the concept of animal sounds and sounds in the immediate environment.
- Learners listen for sounds.
- Learners identify the sounds and imitate them.
- Learners imitate sounds made by domestic animals with the help of the facilitator.
- Learners sing a song about sounds.

Wild animal's sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** imitate the sounds made by the lion.

Source of materials

- Plusone English Workbook ECD A page 2.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Drawings of a monkey, lion, elephant, snake, hippo.
- Crayons
- Models of a monkey, lion, elephant, snake, hippo.
- Audio player.

Suggested activities

- Facilitator leads learners sing an animal song.
- Facilitator explains what wild animals are.
- Learners name wild animals after facilitator gives examples of wild animals.
- Learners identify wild animals on the chart and from pictures.
- Learners identify wild animal sounds from an audio player.
- Learners imitate wild animal sounds.
- Learners colour the baboon.

Wild birds' sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the bird in the picture.
- b** imitate the sound of the bird.

Source of materials

- PlusOne English Workbook ECD A page 3.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model owl.
- Tree brunch
- Crayons
- Pictures/chart of owls.

Suggested activities

- Learners give a recap of the previous lesson.
- Facilitator explains what wild birds are.
- Learners name wild birds.
- Learners identify wild birds on the chart/pictures.
- Learners imitate wild bird sounds.
- Learners colour the picture of an owl as shown.
- Learners listen to the sounds outside the classroom and imitate the sounds.

Sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** play the drum.
- b** blow the trumpet.

Source of materials

- PlusOne English Workbook ECD A page 4.
- Heritage Based Curriculum English Infant Syllabus.

Suggested teaching materials

- Piano
- Drum
- Trumpet

- Crayons
- Shakers
- Chart/pictures showing musical instruments.

Suggested activities

- Facilitator leads learners in singing.
- Learners state what sounds are.
- Learners listen to and identify sounds outside the classroom.
- Learners identify the objects on the pictures/charts.
- Learners describe the pictures.
- Learners imitate the sound made by each object.
- Learners colour the picture of the boy as shown.
- Learners make sounds with their mouths.

Objects at home

Unit objectives

By end of the lesson, learners should be able to:

- a Identify the objects in the pictures.
- b Name the uses of each object.

Source of materials

- PlusOne English Workbook ECD A page 5.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Chairs
- Stove
- Television
- Crayons
- Radio
- Tables
- Chart/pictures showing objects at home.

Suggested activities

- Learners recite a rhyme.
- Facilitator explains to learners are to learn about objects found at home.
- Learners name furniture and other objects found at home.
- Learners identify the objects in the pictures/charts.
- In groups learners discuss the use of different objects.
- Learners colour the chair and stove.
- Learners paste a sticker of the television from the sticker page.

Objects at school

Unit objectives

By end of the lesson, learners should be able to:

- a** name the objects found at school.
- b** identify the objects in the pictures.

Source of materials

- PlusOne English Workbook ECD A page 6.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Classroom
- Chalkboard
- Desk
- Pencils
- Books
- Crayons
- Charts/pictures showing objects at school.

Suggested activities

- Learners give a recap of the previous lesson.
- Facilitator gives examples of objects found at school.
- Learners name objects found at school.
- Learners identify the objects on the chart/pictures and those found in the classroom.
- Class discusses the use of each object.

- Learners paste pictures of objects found at school.
- Learners colour the book and the desk.

Following instructions

Unit objectives

By end of the lesson, learners should be able to:

- a** explain what instructions are.
- b** give examples of simple instructions.

Source of materials

- PlusOne English Workbook ECD A page 7.
- Heritage Based Curriculum English Infant Syllabus.

Suggested teaching materials

- Classroom environment.
- Tables
- Chairs
- Tape
- Pictures/charts showing a child at school.

Suggested activities

- Facilitator leads learners in singing a song.
- Facilitator explains what instructions are and gives examples.
- Learners give examples of simple instructions.
- Learners tell/sign a story from the pictures on workbook page 7.

Instructions

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the different shapes available.
- b** identify the colours available.

Source of materials

- PlusOne English Workbook ECD A page 8.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Triangle
- Square
- Circle
- Chart/pictures showing different colours and shapes.

Suggested activities

- Class sing a song about colours or shapes.
- Learners name colour they know.
- Learners identify the colours available.
- Facilitator explains and demonstrate how to follow patterns.
- Learners colour the circles red, green and yellow in that order.
- Learners colour the triangles blue, red and green in that order.
- Learners colour the squares yellow, blue, and yellow, blue in that order.

Story telling

Unit objectives

By end of the lesson, learners should be able to:

- a** state/sign their favorite games and describe how they are played.
- b** play different outdoor games.

Source of materials

- PlusOne English Workbook ECD A page 9.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Outdoor environment
- Football

- Tennis ball
- Skipping rope
- Chart/pictures showing children playing different games.

Suggested activities

- Class sings an action song.
- Learners state/sign their favorite games and describe how they are played.
- Learners tell a story from the pictures.
- Learners play different games outdoor.

Yes/No responses

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the animal in the picture.
- b** give Yes/No responses when asked a question.

Source of materials

- PlusOne English Workbook ECD A page 10.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model cow,
- Grass
- Crayons
- Chart/pictures showing a cow grazing.

Suggested activities

- Facilitator helps learners sing songs.
- Facilitator explains how to give Yes/No responses.
- Facilitator asks questions, learners answer the questions with yes/no.
- Learners take turns asking each other questions and answering either yes or no.
- Facilitator asks learners questions on workbook page 10.
- Learners colour the picture as shown.

Answering questions

Unit objectives

By end of the lesson, learners should be able to:

- a** give questions about the picture and answer them.
- b** colour the picture as shown.

Source of materials

- Plus one English Workbook ECD A page 11.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model dog.
- Crayons
- Chart/pictures showing a dog.

Suggested activities

- Learners give a recap of the previous Yes/No lesson.
- Learners ask each other questions and answer them.
- Learners ask each other questions about the picture or charts.
- Learners colour the picture as shown.

News and stories

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the animals in the pictures.
- b** tell folk stories about the rabbit, baboon and /or lion.

Source of materials

- PlusOne English Workbook ECD A page 12.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model lion
- Model rabbit
- Model baboon
- Charts/pictures showing a lion, rabbit and a baboon.

Suggested activities

- Facilitator leads learners in singing a song.
- Learners name wild animals.
- Facilitator tells a folk story.
- Learners identify the pictures in the workbook page 12.
- Learners tell folk stories about the rabbit, baboon and / or lion.
- Learners paste a sticker of the rabbit.

News

Unit objectives

By end of the lesson, learners should be able to:

- a** state if they like news.
- b** colour the picture as illustrated above.

Source of materials

- PlusOne English Workbook ECD A page 13.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Televisions
- Tablet
- Charts/pictures showing a girl listening to news.

Suggested activities

- Learners repeat a rhyme of chores.
- Facilitator explains what news is.

- Learners state if they like news.
- Learners state what the girl is doing.
- Learners tell a friend what they like to do at home.
- Learners listen to news on the radio, television or cellphone.
- Learners colour the picture as shown.

Reading books

Unit objectives

By end of the lesson, learners should be able to:

- a** practise holding books.
- b** manipulate different books opening and closing them.

Source of materials

- PlusOne English Workbook ECD A page 14.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Text books
- Story books
- Chart/pictures showing different reading books.

Suggested activities

- Learners sing any action song.
- Facilitator explains and demonstrate the correct way of holding a book.
- Learners practise holding books.
- Learners tick the book with top side up.
- Learners manipulate different books opening and closing them.

Turning pages from right to left

Unit objectives

By end of the lesson, learners should be able to:

- a** identify their right side.
- b** identify their left side.

Source of materials

- PlusOne English Workbook ECD A page 15.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Desk
- Chair
- Reading books
- Pictures/chart showing a boy reading a book.

Suggested activities

- Facilitator leads learners in reciting a rhyme.
- Facilitator explains opening a book from left to right.
- Learners identify left side.
- Learners identify their right side.
- Learners practise opening books and turning pages from right to left when reading.
- Learners colour the picture.

Topic 2

Speaking and signing

Myself

Unit objectives

By end of the lesson, learners should be able to:

- a state their names and age.
- b repeat the rhyme 'Myself'.

Source of materials

- PlusOne English Workbook ECD A page 16.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Charts/pictures showing a boy and a girl.
- Videos showing school children playing.
- Video player.

Suggested activities

- Learners repeat the rhyme 'Myself'.
- Learners state their names and age.
- Learners identify the one that is the same as them on the pictures.
- Learners describe the pictures.
- Learners sort pictures according to sex.

My photographs

Unit objectives

By end of the lesson, learners should be able to:

- a** introduce themselves.
- b** paste their pictures using stick glue.

Source of materials

- PlusOne English Workbook ECD A page 17.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pictures of the learners.
- Stick glue
- Chart/pictures showing school children.

Suggested activities

- Learners sing songs on self-introduction.
- Facilitator introduces him/herself.
- Learners tell/sign about themselves that is name, age, gender, address as well as likes and dislikes.
- Facilitator helps learners paste their own pictures using stick glue as it is less messy.

Formal greetings

Unit objectives

By end of the lesson, learners should be able to:

- a** demonstrate a formal greeting.
- b** colour the picture.

Source of materials

- PlusOne English Workbook ECD A page 18.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Chart/pictures of a child greeting adults.

Suggested activities

- Facilitator sings a greeting song.
- Facilitator demonstrates a formal greeting (handshake).
- Learners role play greetings.
- Learners describe the pictures on page 18.
- Learners demonstrate how to greet parents.
- Learners colour the picture.
- Learners say/sign singing good morning, good afternoon and good evening.

Greeting grandparents

Unit objectives

By end of the lesson, learners should be able to:

- a** demonstrate how they greet their grandparents.
- b** colour the picture.

Source of materials

- Plus one English Workbook ECD A page 19.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Crayons
- Chart/pictures of a girl greeting grandparents.

Suggested activities

- Learners sing a greeting song.
- Learners describe what is happening in the picture.
- Learners demonstrate how they greet their grandparents (kneeling and clapping).
- Learners imitate/demonstrate greeting their grandmother on the phone.
- Learners colour the picture.

Greeting my teacher

Unit objectives

By end of the lesson, learners should be able to:

- a** say different greetings.
- b** colour the picture as shown.

Source of teaching materials

- PlusOne English Workbook ECD A page 20.
- Heritage Based Curriculum English Infant Syllabus.

Suggested materials

- Classroom setting
- Crayons
- Chart/pictures of children in class greeting the teacher.

Suggested activities

- Learners sing a greeting song.
- Learners say different greetings.
- Facilitator asks the learners to greet the facilitator.
- Learners greet the facilitator.
- Learners say afternoon greetings.
- Learners tell a story from the picture on page 20.
- Learners colour the picture as shown.

Informal greetings

Unit objectives

By end of the lesson, learners should be able to:

- a** colour the picture.
- b** greet each other as friends.

Source of materials

- PlusOne English Workbook ECD A page 21.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Outdoor environment
- Benches
- Chart/pictures showing children doing an informal greeting.

Suggested activities

- Facilitator leads learners in singing a greeting song.
- Learners greet each other as friends.
- Learners role-play greeting each other.
- Class discuss why they greet each other.
- Learners colour the picture as shown.

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** do phonic sounds from A to H.
- b** do phonic picture card reading in groups.

Source of materials

- PlusOne English Workbook ECD A page 22.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Apple
- Model dog
- Ball
- Model elephant
- Model giraffe
- Rose

- Cat
- Hat
- Chart/pictures showing letter sounds.

Suggested activities

- Learners recite rhymes.
- Facilitator does phonic sounds from A to H.
- Learners do phonic sounds after the facilitator.
- Learners say the first letter of each picture.
- Learners paste the cat.
- Learners do phonic picture card reading in groups. (pictures from top to bottom- apple, ball, cat, dog, elephant, flower, giraffe and hat).
- For the sound ‘gi’ use an object with the ‘ghi’ sound not ‘ji’ giraffe as instructed in the book.

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a name the pictures on page 23.
- b paste the picture of a mango and a pan from the sticker page.

Source of materials

- Plus one English Workbook ECD A page 23.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Key
- Model lion
- Jacket
- Nest
- Pan
- Orange
- Mango
- Ink bottle
- Chart/pictures of letter sounds.

Suggested activities

- Facilitator leads learners in singing.
- Learners do a recap of phonic sounds of letters A to H.
- Learners paste a picture of a mango and a pan from the sticker page.
- Learners name the pictures.
- Learners say the first letter of each picture (picture ink, jacket, key, lion, mango, nest, orange and pan).

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** recite a phonic sound rhyme.
- b** name the pictures.

Source of materials

- PlusOne English Workbook ECD A page 24.
- Heritage Based Curriculum English Infant Syllabus.

Suggested teaching materials

- Quail bird model
- Rake
- Model van.
- Model zebra.
- Clock
- Cardboard box.
- Tree
- Umbrella
- Egg York.
- Chart/pictures of letter sounds.

Suggested activities

- Picture show- quail, rake, sun, tree, umbrella, van, water, box, yolk and zebra.
- Learners recite a phonic sound rhyme.
- Learners do a recap of previously learnt phonic sounds.

- Learners name the pictures.
- Learners say the phonic sounds of each first letter of each word except for box.
- Learners sort pictures using the first sound for each picture.

Matching the letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** match the sounds of the pictures.
- b** identify pictures with the same first letter sound.

Source of materials

- PlusOne English Workbook ECD A page 25.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Bag
- Ball
- Mode van
- Cup
- Model zebra
- Model hut
- Dress
- Cat
- Pot
- Pencil
- Zip
- Pictures/chart of letter sounds.

Suggested activities

- Learners sing any song of chance.
- Learners say phonic sounds from A to Z.
- Learners say the name of each picture on either side.
- Learners identify pictures with the same first letter sound.
- Learners match the pictures according to their first letter sounds. (Bag-ball, van-vest, cup-cat, hut-hat, zip-zebra, pot-pencil).

My rural house

Unit objectives

By end of the lesson, learners should be able to:

- a** state where their rural home is located.
- b** make a rural home.

Source of materials

- PlusOne English Workbook ECD A page 26.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model hut
- Model chickens
- Grass
- Twigs
- Stick glue.
- Cardboard box.
- Pictures/chart of a rural home.

Suggested activities

- Facilitator leads learners in singing an action song.
- Learners state where they stay.
- Learners state where their rural home is located.
- Learners tell a story from the pictures on work book page 26.
- Learners tell stories about their village or farm life.
- Learners say/sign their village address.

My urban house

Unit objectives

By end of the lesson, learners should be able to:

- a** describe their urban house.
- b** say/sign their urban house address.

Source of materials

- PlusOne English Workbook ECD A page 27.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Cardboard box
- Stick glue
- Crayons
- Chart/pictures showing an urban house.

Suggested activities

- Facilitator and learners recite a rhyme.
- Learners say/sign their village/farm address.
- Learners state where their urban home is located.
- Learners describe their urban homes.
- Learners tell/sign their urban home address.
- Learners tell/sign a story about the picture.

Communicating with others

Unit objectives

By end of the lesson, learners should be able to:

- a** name and identify different communication devices.
- b** sign/say their parent's/guardian's phone number.

Source of materials

- PlusOne English Workbook ECD A page 28.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Cell phone
- Laptop
- Chart/picture of a girl and men talking on the cellphone.

Suggested activities

- Class sing a song about communication.
- Facilitator explains what communication is.
- Learners name and identify different communication devices.
- Learners paste a picture of the girl talking to her father on a cellphone.
- Learners discuss what they use to talk with relatives and friends who live far from them.
- Learners say/sign their parent's/guardian's phone number.

My friends

Unit objectives

By end of the lesson, learners should be able to:

- a** name their friends.
- b** identify the games on the chart/pictures.

Source of materials

- PluOne English Workbook ECD A page 29.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Play centre.
- See-saw
- Swing
- Sandbox
- Chart/pictures of children in the play centre.

Suggested activities

- Learners sing a song about friends.
- Learners name their friends.
- Learners describe the picture on workbook page 29.
- Learners identify games on the chart/pictures.
- Learners state their favourite games.
- Learners demonstrate how some of their favourite games are played.
- Learners colour the picture in the book.

Plants in the immediate environment

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the plants in the picture.
- b** name the trees they know.

Source of materials

- PlusOne English Workbook ECD A page 30.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Outdoor environment
- Trees
- Grass
- Crayons
- Flowers
- Chart/pictures showing plants in the immediate environment.

Suggested activities

- Facilitator leads learners in singing songs about plants.
- Facilitator explains what plants are.
- Learners identify the objects in the pictures as well as the colours on the plants.
- Learners go on a nature walk around the school identifying different plants.
- Learner name trees they know.
- Learners colour the tree.

Animals in the immediate environment

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the animals in the picture.
- b** make animal sounds.

Source of materials

- PlusOne English Workbook ECD A page 31.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Model chicken
- Model goat
- Model dog
- Chart/pictures of domestic animals.
- Crayons

Suggested activities

- Learners sing a song about animals.
- Learners name domestic animals.
- Class discuss where the animals live.
- Learners make animal sounds.
- Learners colour either a dog or a goat after they have indicated which one they like the most.
- Learners paste the picture of the hen from the sticker page.

Time – Different times of the day

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the different time of the day.
- b** identify the times (morning and evening).

Source of materials

- PlusOne English Workbook ECD A page 32.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Videos showing the morning sun and the evening moon.
- Video player.

- Model sun
- Model moon
- Chart/pictures showing times of the day.

Suggested activities

- Learners sing songs about time/ sun/ moon.
- Facilitator explains the concept of time.
- Learners name the times of day they know.
- Learners identify different time of the day.
- Learners identify the times (morning and evening) as shown on the pictures.
- Class discuss activities done during the morning and evening.

Time – Time of the day

Unit objectives

By end of the lesson, learners should be able to:

- identify what time of day it is.
- state their favourite games/sports.

Source of materials

- PlusOne English Workbook ECD A page 33.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Outdoor environment
- Model sun
- Ball
- Skipping rope.
- Chart/pictures showing games played in the sun.

Suggested activities

- Learners recite a time rhyme.
- Learners give a recap of the previous lesson.
- Learners identify the time shown on the pictures (afternoon).
- Learners do picture reading.

- Learners state their favorite games/sports.
- Learners play mini games.

Time – Times for different activities

Unit objectives

By end of the lesson, learners should be able to:

- a** tell time from the pictures.
- b** tell/sign times for different activities.

Source of materials

- PlusOne English Workbook ECD A page 34.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

Chart/pictures of different activities in different times of the day.

Suggested activities

- Learners sing a song.
- Facilitator explains the concept of time.
- Learners state activities done at different times of the day.
- Learners describe the pictures.
- Learners tell a story from the pictures.
- Learners tell time from the pictures.
- Learners tell/sign times for different activities.

Indigenous food I like

Unit objectives

By end of the lesson, learners should be able to:

- a** identify different indigenous foods and fruits.
- b** name different indigenous foods and fruits from the pictures.

Source of materials

- PlusOne English Workbook ECD A page 35.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Green vegetables
- Mopani worms
- Sorghum mealie-meal.
- Baobabs
- Blackberries

Suggested activities

- Learners sing ‘*Dudu muduri*’ naming indigenous foods.
- Facilitator explains indigenous foods and gives examples.
- Learners name different indigenous foods.
- Learners identify indigenous foods and fruits from pictures.
- Learners state which food and fruits they like most and why.
- Learners state which food and fruits they dislike and why.
- Learners sing ‘Tinotsvaga mawonde masikati ano’ other indigenous songs.

The music I like and dislike

Unit objectives

By end of the lesson, learners should be able to:

- a** state if they like music.
- b** sing their favourite songs and singers.

Source of materials

- PlusOne English Workbook ECD A page 36.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Audio player.
- Bluetooth speaker.

- Cellphone
- Crayons
- Radio
- Music videos
- Video player

Suggested activities

- Learners sing an action song.
- Facilitator explains different songs like school songs, religious songs and secular songs.
- Learners state if they like music.
- Learners state the music they like.
- Learners sing their favourite songs and singers.
- Learners state songs they do not like and why.
- Learners colour the picture.
- Learners dance to songs from an audio player.

The games I like and dislike

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the games on the chart/pictures.
- b** play games as pairs and groups.

Source of materials

- PlusOne English Workbook ECD A page 37.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Outdoor environment
- Crayons
- Chart/pictures of girls playing ‘*Nhodo*’.

Suggested activities

- Learners sing an action song.
- Facilitator explains the types of games they can play.

- Learners identify the games on the chart/pictures.
- Learners play games as pairs and groups.
- Learners colour the pictures.
- Learners discuss games they do not like.

Computer games I like

Unit objectives

By end of the lesson, learners should be able to:

- a** state computer games they know.
- b** play simple computer games.

Source of materials

- PlusOne English Workbook ECD A page 38.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Tablet
- Laptop
- Desktop computer.
- Crayons
- Cellphone
- Chart/pictures of children playing games.

Suggested teaching activities

- Learners recite a rhyme about technology.
- Facilitator explains what computer games are and gives examples.
- Learners state computer games they know.
- Class discuss how the games are played.
- Learners play simple computer games.
- Learners describe the pictures in the book.
- Learners colour the picture as shown.

My family

Unit objectives

By end of the lesson, learners should be able to:

- a** name their siblings.
- b** identify the people on the chart/pictures.

Source of materials

- PlusOne English Workbook ECD A page 39.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Pictures of their family members.
- Chart/pictures showing different families.

Suggested activities

- Class sings '5 in a family'.
- Learners state their family member's names.
- Learners say/sign how many they are in their families.
- Learners name their siblings.
- Learners identify the people in the chart/pictures.
- Learners paste the picture of a mother.
- Learners colour the pictures.

My extended family

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the people in the picture.
- b** state their favorite extend family members and why.

Source of materials

- PlusOne English Workbook ECD A page 40.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reed mat
- Skipping rope
- Crayons
- Chart/pictures showing extended family members.

Suggested activities

- Learners sing a song about family.
- Facilitator explains what an extended family is and gives examples of an extended family.
- Learners state/sign their extended family.
- Learners identify the people on the chart.
- Learners state their favourite extended family member and why.
- Learners colour the picture of grandmother, the boy and girl playing rope skipping.
- Learners paste the sticker of grandfather from the sticker page.

Identify family members

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the people in the pictures.
- b** colour the pictures.

Source of materials

- a** PlusOne English Workbook ECD A page 41.
- b** Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Chart/pictures of family members.

Suggested activities

- Facilitator and learners sing a song about family.
- Learners say/sign their family members both immediate and extended family members.
- Learners identify people on the pictures.
- Learners state/describe the relationships between the family members e.g father and children.
- Learners colour the pictures.
- Learners paste the picture of mother carrying the baby from the sticker page.

Picture stories sequence

Unit objectives

By end of the lesson, learners should be able to:

- a** discuss each picture.
- b** draw arrows to show the sequence of the story.

Source of materials

- PlusOne English Workbook ECD A page 42.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- School environment.
- Chart/pictures showing a child's routine to and from school.

Suggested activities

- Learners sing any song of choice.
- Learners state their names and school name.
- Facilitator explains that the class must tell a story in the correct sequence.
- Learners tell stories from the pictures.
- Learners discuss each picture.
- Learners draw arrows to show the sequence of the story.

Actions – Demonstrate actions

Unit objectives

By end of the lesson, learners should be able to:

- a** play the game ‘Simon says’.
- b** colour the picture.

Source of materials

- PlusOne English Workbook ECD A page 43.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Outdoor environment
- Crayons
- Football
- Chart/pictures showing children playing football.

Suggested activities

- Classsing an action song.
- Facilitator says different actions and the learners do them.
- Learners play the game ‘Simon says’.
- Learners describe what is happening on the picture.
- Learners colour the picture.
- Learners sing action songs.

Good and bad actions

Unit objectives

By end of the lesson, learners should be able to:

- a** state good actions.
- b** state bad actions.

Source of materials

- PlusOne English Workbook ECD A page 44.
- Heritage Based Curriculum English Infant Syllabus.

Suggested teaching materials

- Toothbrush
- Tap water
- Biscuits
- Drinks
- Model wheel chair
- Chart/pictures showing good and bad actions.

Suggested activities

- Class sing a song about obedience.
- Facilitator explains good and bad actions.
- Learners state good actions.
- Learners state bad actions.
- Learners identify the actions on the pictures.
- Learners paste the picture of a boy eating.
- Learners put a tick where there is a good and where there is a bad action.

Actions – Describing actions

Unit objectives

By end of the lesson, learners should be able to:

- a** identify action in songs.
- b** describe and imitate actions.

Source of materials

- PlusOne English Workbook ECD A page 45.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Play centre

- Crayons
- Charts/pictures showing children on a slide.

Suggested activities

- Facilitator leads learners in singing an action song.
- Learners identify actions in the song.
- Facilitator leads learners in playing 'Simon says'.
- Learners identify the actions on the pictures/chart.
- Learners describe and imitate the actions.
- Learners colour the picture as shown.

Actions – Objects in the environment

Unit objectives

By end of the lesson, learners should be able to:

- a** identify and describe the objects.
- b** identify the odd one out.

Source of materials

- PlusOne English Workbook ECD A page 46.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Cups
- Raincoats
- Pots
- Tea set
- Chart/pictures showing different objects.

Suggested activities

- Learners sing and do different actions.
- Learners give a recap of the previous lesson.
- Learners identify the pictures on the chart/pictures.
- Facilitator explains how to do odd one out activities.
- Learners identify and describe the objects.
- Learners identify and describe the odd one out.
- Learners circle the odd one out in each row.

Topic 3

Reading/Singing

Reading from left to right

Unit objectives

By end of the lesson, learners should be able to:

- a name the shapes they know.
- b colour the shapes they know.

Source of materials

- PlusOne English Workbook ECD A page 47.
- Heritage Based Curriculum English Infant Syllabus.

Suggested teaching materials

- Circle
- Triangle
- Square
- Cardboard box
- Crayons
- Chart/pictures showing different shapes.

Suggested activities

- Learners sing any songs.
- Learners name shapes they know.
- Learners name colours they know.
- Facilitator explains reading from left to right.
- Learners draw lines in the air from left to right.
- Learners count and colour the circles in blue from left to right.
- Learners count and colour the squares red from left to right.
- Learners count and colour the triangles green from left to right.

Reading from top to bottom

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the top of the page.
- b** identify the bottom of the page.

Source of materials

- PlusOne English Workbook ECD A page 48.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Outdoor environment.
- Reading books.
- Chart/pictures showing various outdoor activities.

Suggested activities

- Learners recite a rhyme.
- Learners give a recap of the previous lesson.
- Facilitator explains that people read from top to bottom.
- Learners identify the top of the page.
- Learners identify the bottom of the page.
- Learners with the help of the facilitator tell a story from top to bottom.

Read the letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures in the workbook.
- b** say/sign the first letter sounds/phonic sounds A to H.

Source of materials

- PlusOne English Workbook ECD A page 49.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic card
- Ball
- Apple
- Hat
- Egg
- Chart/pictures of letter sounds.

Suggested activities

- Facilitator leads learners in singing a song.
- Facilitator explains what letter/phonic sounds are.
- Learners identify the pictures in the workbook.
- Facilitator helps learners identify the first letter sounds.
- Learners say/sign the first letter sounds/phonic sounds **a** to **h**.

Reading the letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** state the first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 50.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic cards
- Key
- Jug

- Iron
- Pictures/chart showing letter sounds.

Suggested activities

- Learners give a recap of the previous lesson.
- Learners identify the pictures.
- Learners state the first letter sounds.
- Facilitator helps learners do the phonic/first letter sounds from I to Q.
- Learners identify the sounds made by the facilitator and match them with the pictures.

Read the letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures and do first letter sounds.
- b** do phonic sounds from A to Q.

Source of materials

- PlusOne English Workbook ECD A page 51.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic card
- Umbrella
- Box
- Model van.
- Model sun.
- Chart/pictures of letter sounds.

Suggested activities

- Facilitator leads learners in singing a song.
- Learners do phonic sounds from A to Q with the help of the facilitator.
- Facilitator do the sounds R to Z while the learners imitate.
- Learners identify the pictures and say the first letter sounds except for box.
- Learners match the pictures and the sounds.

Read the letters

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** read/say the first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 52.
- Heritage Based Curriculum English Infant yllabus.

Suggested teaching materials

- Reading phonic cards
- Model dog
- Model elephant
- Chart/pictures of reading letters.

Suggested activities

- Learners give a recap of phonic sounds A-Z.
- Facilitator helps learners identify the pictures on page 52;53;54;55.
- Learners identify the pictures.
- Learners read/say the letter sounds.
- Learners say the first letter sounds of each picture and match them with the letters.

Read the letters

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** read/say the first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 53.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic cards
- Model hut
- Model goat
- Chart/pictures of reading letters.

Suggested activities

- Learners give a recap of phonic sounds A-Z.
- Facilitator helps learners identify the pictures on page 52;53;54;55.
- Learners identify the pictures.
- Learners read/say the letter sounds.
- Learners say the first letter sounds of each picture and match them with the letters.

Read the letters

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** read/say the first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 54.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic cards
- Sock
- Model rat
- Pan
- Chart/pictures of reading letters.

Suggested activities

- Learners give a recap of the previous lesson.
- Learners give a recap of phonic sounds A-Z.
- Facilitator helps learners identify the pictures on page 52;53;54;55.
- Learners identify the pictures.
- Learners read/say the letter sounds.
- Learners say the first letter sounds of each picture and match them with the letters.

Read the letters

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** read/say the first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 55.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Model zebra
- Watermelon
- Tie
- Reading phonic cards
- Chart/pictures of reading letters.

Suggested activities

- Learners give a recap of the previous lesson.
- Learners give a recap of phonic sounds A-Z.
- Facilitator helps learners identify the pictures on page 52;53;54;55.
- Learners identify the pictures.
- Learners read/say the letter sounds.
- Learners say the first letter sounds of each picture and match them with the letters.

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** say the phonic sounds for all the letters.
- b** match the uppercase and lowercase letters saying each sound.

Source of materials

- PlusOne English Workbook ECD A page 56.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Reading cards.
- Chart/pictures showing letter sounds.

Suggested teaching activities

- Facilitator gives a recap of the previous lesson.
- Facilitator explains uppercase and lowercase letters.
- Learners say the phonic sounds for all the letters.
- Learners match the uppercase and lowercase letters saying each sound.

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** say the phonic sounds for all the letters.
- b** identify the lowercase letters in the first box.

Source of materials

- PlusOne English Workbook ECD A page 57.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic cards.
- Chart/pictures showing letter sounds.

Suggested activities

- Learners sing an action song.
- Learners say the phonic sounds from A-Z.
- Learners identify the lowercase letters in the first box.
- Learners circle all the 'b's.
- Learners identify the uppercase letters.
- Learners circle all the uppercase 'D's.

Letter sounds

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** identify the phonic sounds.

Source of materials

- PlusOne English Workbook ECD A page 58.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Reading phonic cards
- Hat
- Ball
- Jug
- Leaf
- Pictures/chart of letter sounds.

Suggested activities

- Facilitator helps learners sing any song of choice.
- Learners say the phonic sounds on the pictures.

- Learners identify the pictures.
- Learners identify the phonic sounds.
- Facilitator helps learners match the pictures and their first letters.
- Learners do matching in pairs.
- Learners do matching individually.

Phonics

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** say first letter sounds.

Source of materials

- PlusOne English Workbook ECD A page 59.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Egg
- Apple
- Hat
- Kite
- Reading phonic cards.
- Chart/pictures of different items for phonics.

Suggested activities

- Class repeat rhymes.
- Learners say first letter sounds.
- Learners identify the pictures.
- Learners paste the pictures of the apple and key from the sticker page.
- Learners match pictures with the same first letter sounds.

Topic 4

Writing

Writing from left to right

Unit objectives

By end of the lesson, learners should be able to:

- a Identify the pictures and match them.
- b Join the dots making a straight line.

Source of materials

- PlusOne English Workbook ECD A page 60.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Key
- Pencils
- Socks
- Spoon
- Shoes
- Paper
- Lock
- Pot
- Plate
- Chart/pictures of matching objects.

Suggested activities

- Facilitator helps learners sing a song about directions.
- Learners write from left to right in the air.
- Facilitator helps learners identify the pictures in the workbook/chart.
- Learners identify the pictures and match them.

- With the help of the teacher learners join the dots making straight lines.
- Learners join the dots to match the things that are used together.

Writing from top to bottom

Unit objectives

By end of the lesson, learners should be able to:

- a** identify the pictures.
- b** write from top to bottom in the air.

Source of materials

- PlusOne English Workbook ECD A page 61.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Baskets
- Bananas
- Watermelon
- Oranges
- Apples
- Pineapples
- Charts/pictures showing fruits dropping in baskets.

Suggested activities

- Learners give a feedback about previous lesson.
- Facilitator explains writing from top to bottom.
- Learners write from top to bottom in the air.
- Learners identify the pictures in their books.
- Facilitator explains how to join the dots from top to bottom (fruit to basket).
- Learners match the fruits and baskets, joining the dots from top to bottom.
- Facilitator monitors the learners.

Handling writing instruments

Unit objectives

By end of the lesson, learners should be able to:

- a** identify writing instruments.
- b** demonstrate writing from top to bottom, left to right.

Source of materials

- PlusOne English Workbook ECD A page 62.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pencils
- Crayons
- Books
- Paper
- Chart/pictures showing children writing.

Suggested activities

- Facilitator sing a song of choice.
- Learners demonstrate writing from top to bottom, left to right.
- Learners identify writing instruments.
- Facilitator explains and demonstrate correct handling of writing instruments (pencils, crayons, paint brushes).
- Learners demonstrate handling pencils and crayons.
- Facilitator monitors the learners.
- Learners identify the pictures.
- Learners colour the child who is correctly handling a pencil.

Scribbling

Unit objectives

By end of the lesson, learners should be able to:

- a** identify writing instruments.
- b** scribble on workbooks.

Source of materials

- PlusOne English Workbook ECD A page 63.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Crayons
- Art pad
- Pencils
- Paint brushes.
- Chart/pictures showing a girl scribbling a paper.

Suggested activities

- Learners recite writing/action rhymes.
- Learners identify writing instruments.
- Learners in groups sort writing instruments.
- Learners describe the pictures.
- Learners do scribbling/ drawing on workbook page 63 imitating the girl in the picture.

Writing patterns

Unit objectives

By end of the lesson, learners should be able to:

- a** follow the dots using fingers.
- b** join the dots to complete the patterns.

Source of materials

- PlusOne English Workbook ECD A page 64.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pencils
- Crayons
- Bond paper.
- Chart/pictures showing various writing patterns.

Suggested activities

- Facilitator leads learners in singing songs.
- Facilitator explains how to write patterns.
- Learners write patterns in the air from left to right.
- Learners follow the dots using fingers.
- Learners join the dots to complete the patterns.

Writing patterns

Unit objectives

By end of the lesson, learners should be able to:

- a** join the dots to complete the patterns.
- b** follow the dots using fingers.

Source of materials

- PlusOne English Workbook ECD A page 65.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Chart/pictures showing various writing patterns.
- Pencils
- Bond paper
- Crayons

Suggested activities

- Facilitator leads learners in singing songs.
- Facilitator explains how to write patterns.
- Learners write patterns in the air from left to right.
- Learners follow the dots using fingers.
- Learners join the dots to complete the patterns.
- Learners join the dots and complete the incomplete patterns.

Writing small letters

Unit objectives

By the end of the lesson learners should be able to:

- a** Join the dots for each letter with a pencil.
- b** Write each letter on the two blank spaces on each row.

Source of materials

- Plus one English Workbook ECD A page 66.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pencils
- Crayons.
- Work cards with letters only.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners sing a song.
- Facilitator helps learners identify the sounds for v, w ,x and z
- Learners follow the arrows on each letter with a pencil.
- Learners join the dots for each letter with a pencil.
- Learners write each letter on the two blank space on each row.
- Facilitator helps the learners.

Writing small letters

Unit objectives

By the end of the lesson, learners should be able to:

- a** Join the dots for each letter with a pencil.
- b** Write each letter on the two blank spaces on each row.

Source of materials

- PlusOne English Workbook ECD A page 67.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pencils
- Crayons
- Work cards with letters only.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners sing a song.
- Facilitator helps learners identify the sounds for c, o, a, d and g.
- Learners follow the arrows on each letter with a pencil.
- Learners join the dots for each letter with a pencil.
- Learners write each letter on the two blank space on each row.
- Facilitator helps the learners.

Writing small letters

Unit objectives

By the end of the lesson learners should be able to:

- a** join the dots for each letter with a pencil.
- b** write each letter on the two blank spaces on each row.

Source of materials

- Plus one English Workbook ECD A page 68.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Pencils
- Crayons
- Work cards with letters only.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners sing a song.
- Facilitator helps learners identify the sounds for **q, u, y, e** and **s**
- Learners follow the arrows on each letter with a pencil.
- Learners join the dots for each letter with a pencil.
- Learners write each letter on the two blank space on each row.
- Facilitator helps the learners.

Writing small letters

Unit objectives

By the end of the lesson, learners should be able to:

- a** join the dots for each letter with a pencil.
- b** write each letter on the two blank spaces on each row.

Source of materials

- Plus one English Workbook ECD A page 69.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Pencils
- Crayons

- Work cards with letters only.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners sing a song.
- Facilitator helps learners identify the sounds for l, I, t, f, k and j.
- Learners follow the arrows on each letter with a pencil.
- Learners join the dots for each letter with a pencil.
- Learners write each letter on the two blank space on each row.
- Facilitator helps the learners.

Writing small letters

Unit objectives

By the end of the lesson, learners should be able to:

- Join the dots f or each letter with a pencil.
- Write each letter on the two blank spaces on each row.

Source of materials

- Plus one English Workbook ECD A page 70.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Pencils
- Crayons
- Work cards with letters only.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners sing a song.
- Facilitator helps learners identify the sounds for p, b, r, m, h and n.
- Learners follow the arrows on each letter with a pencil.
- Learners join the dots for each letter with a pencil.

- Learners write each letter on the two blank space on each row.
- Facilitator helps the learners.

Writing small letters

Unit objectives

By the end of the lesson, learners should be able to:

- Join the dots of the small letters.
- Write the small letters.

Source of materials

- Plus one English Workbook ECD A page 71.
- Heritage Based Curriculum English Infant syllabus.

Suggested materials

- Work card with 26 small letters.
- Works cards with lowercases letters only.
- Chart/pictures of dotted lowercase letters.

Suggested activities

- Learners give a recap of the previous lesson.
- Learners with the help of the facilitator name and identify the letter sounds.
- Facilitator demonstrates joining the dot.
- Facilitator demonstrates writing the small letters.
- Learners join the dots of the letters.
- Learners write the small letters.
- Facilitator monitors the learners.

Writing capital letters

Unit objectives

By the end of the lesson, learners should be able to:

- a** write letters in the air.
- b** join the dots for capital letters.

Source of materials

- Plus One English Workbook ECD A page 72.
- Heritage Based Curriculum English Infant syllabus.

Suggested teaching materials

- Pencils
- Crayons
- Works cards with uppercase letters only.
- Chart/pictures of dotted uppercase letters

Suggested activities

- Learners sing a song with the facilitator.
- Learners give a recap of the previous lesson.
- Learners say the first letter sounds (phonic sounds) of the letters.
- Learners write the letters in the air.
- Facilitator demonstrates writing uppercase/capital letters.
- Learners join the dots for capital letters.
- Learners write the capital letters.