

# Smart start

KINDERGARTEN

## Integrated Teacher's Guide

T.Y. Alabi and A.M. Solu

*Published by* Cambridge University Press  
Shaftesbury Road, Cambridge CB2 8EA, United Kingdom

*Distributed in Nigeria by* Cambridge University Press Nigeria Ltd 252E Muri Okunola Street,  
Victoria Island, Lagos State, Nigeria

Cambridge University Press & Assessment is part of the University of Cambridge.  
It furthers the University's mission by disseminating knowledge in the pursuit of education,  
learning and research at the highest international levels of excellence.

First published 2017

Printed in Nigeria by Academy Press Plc

ISBN 978-1-108-41111-0 Paperback

Editor: Language Mechanics

Proofreader: Catherine van der Linden

Project managers: Alco Meyer and Ingrid Brink

Consultant: Lucy Blackburn

Designer: Icon Agency

Typesetter: Icon Agency

Cover image by: Getty Images

---

### **Acknowledgements**

The publishers and authors would like to thank the following individuals and organisations for permission to use their material in either the original or adapted form.

Every effort has been made to trace copyright holders. Should any infringements have occurred, please inform the publishers who will correct these in the event of a reprint.

For Ebook Uses

# Contents

<b>Introduction</b>	<b>4</b>
What is an integrated approach to ECD?	4
How is <i>Smart Start Kindergarten</i> organised?	4
What resources are available in <i>Smart Start Kindergarten</i> ?	5
How to use this <i>Smart Start Kindergarten Integrated Teacher's Guide</i>	5
<b>Term 1</b>	<b>6</b>
Week 1	8
Week 2	11
Week 3	14
Week 4	17
Week 5	21
Week 6	24
Week 7	27
Week 8	30
Week 9	33
Week 10	35
Weeks 11 and 12	37
<b>Term 2</b>	<b>40</b>
Week 1	42
Week 2	45
Week 3	48
Week 4	51
Week 5	55
Week 6	58
Week 7	61
Week 8	64
Week 9	67
Week 10	70
Weeks 11 and 12	73
<b>Term 3</b>	<b>76</b>
Week 1	78
Week 2	80
Week 3	83
Week 4	86
Week 5	89
Week 6	92
Week 7	95
Week 8	98
Week 9	102
Week 10	105
Weeks 11 and 12	107

# Introduction

*Smart Start Kindergarten* has been developed specifically to meet the requirements of the *National Early Childhood Curriculum for ages 3–5 years* in Nigeria.

As emphasised in the curriculum, *Smart Start Kindergarten* is based on the following:

- The provision of excellent care and support for young children
- An enabling environment for children to survive, grow and thrive physically, socially, emotionally, intellectually and spiritually
- An integrated approach that comprises programmes in health, nutrition, water and environmental sanitation, psychological care, early learning, child protection and rights
- The preparation of children for a smooth transition into primary school, thus ensuring universal access to primary education.

## What is an integrated approach to ECD?

As emphasised in the curriculum, *Smart Start Kindergarten* is based on the integrated approach to early childhood development (ECD).

An integrated approach means the presentation of content in broad, all-encompassing themes rather than in isolated units. This ensures the all-round development of the child. The curriculum identifies eight themes for ECD and specifies further topics under each theme. The eight themes are:

- Physical Development
- Affective/Psycho-social Development
- Cognitive Development
- Food and Nutrition
- Health
- Water and Environmental Sanitation
- Safety Measures
- Protection Issues

## How is *Smart Start Kindergarten* organised?

*Smart Start Kindergarten* presents a unified scheme of work, which is based on the themes and topics of the curriculum. The scheme of work is arranged into eight teachable Kindergarten subjects, which are:

- Letter Work
- Number Work
- Civic Education
- Basic Science & Technology
- Physical and Health Education (PHE)
- Social Habits
- Food and Nutrition
- Health Habits

Each subject is further divided into weekly teachable topics that cover the three terms of the academic year in Kindergarten. Revision and assessment are included at the end of each term as well.

## What resources are available in *Smart Start Kindergarten*?

*Smart Start Kindergarten* offers the following resources:

1. *Smart Start Letter Work Kindergarten Workbook*
2. *Smart Start Number Work Kindergarten Workbook*
3. *Smart Start Civic Education Kindergarten Workbook*
4. *Smart Start Basic Science & Technology Kindergarten Workbook*
5. *Smart Start Kindergarten Integrated Teacher's Guide*

Each *Workbook* is divided into three terms with each term consisting of topics that should cover at least a week's work each. There are revision and assessment topics at the end of each term too.

The *Smart Start Kindergarten Integrated Teacher's Guide* includes the following:

- An overview of weekly teachable topics for each subject in each term
- List of resources needed to teach each subject every week
- Suggested teaching guidelines for each subject for each week
- Criteria for diagnostic assessment (incorporating the expected developmental milestones for 5-year-olds and the early childhood screening tests, as prescribed in the curriculum)
- Performance objectives for regular continuous assessment of each child in each subject
- End-of-term continuous assessment charts for each child in each subject.

## How to use this *Smart Start Kindergarten Integrated Teacher's Guide*

The *Smart Start Kindergarten Integrated Teacher's Guide* is aimed at helping you to plan, implement and assess a unified scheme of work, which is based on weekly teachable topics for the three terms of the academic year in Kindergarten. In order to do this effectively, you should do the following:

- Familiarise yourself with the structure and key features of this Guide.
- Use the **Overview** at the start of each term to get an idea of the topics to be covered for each subject in each week of the term.
- Collect and prepare the **Resources** needed for each week ahead.
- Follow the notes in the **Suggested teaching guidelines** for teaching each subject every week.
- Follow the suggestions for any **Remedial activity** or **Extension activity**, in order to cater for different levels of ability amongst the children in your class.
- Refer to the section on **Diagnostic assessment** or **Continuous assessment** to check whether the children in your class are reaching their developmental milestones or achieving the objectives for Kindergarten respectively.

Please note that it is recommended that you follow the course week by week, as presented in this Teacher's Guide, so that the full benefits of a unified scheme of work are achieved.

## Overview

Term 1:	Letter Work	Number Work	Civic Education	Basic Science & Technology
<b>Week 1</b>	Reading and writing skills: Small letters	Knowledge of the environment	Gender issues in childcare: Play	First aid, First aid box/kit
<b>Week 2</b>	Reading and writing skills: Small letters (cont'd)	Problem-solving activities: Identification of numbers 1–20	Gender issues in childcare: Dance	First aid box/kit (cont'd)
<b>Week 3</b>	Rhymes, Small letters	Problem-solving activities: Counting and writing numbers 1–20	Gender issues in childcare: Rhymes	First aid
<b>Week 4</b>	Reading and writing skills: Capital letters	Problem-solving activities: Matching	Gender issues in childcare: Singing	First aid techniques for cuts
<b>Week 5</b>	Parts of speech: Nouns	Problem-solving activities: Identification of numbers 21–25	Gender issues in childcare: Storytelling	First aid techniques for wounds
<b>Week 6</b>	Reading and writing skills: Capital letters	Counting and writing numbers 21–25	Selection of shapes	First aid techniques for fever
<b>Week 7</b>	Two-letter words	Matching of numbers 11–25; odd and even numbers	Selection of colours	First aid techniques for minor burns
<b>Week 8</b>	Guided composition, Grammar	Time measurement: o'clock, half past	Basic rights and responsibilities	First aid techniques for poison
<b>Week 9</b>	Revision	Shapes: circle, triangle, square and rectangle	Revision	Revision
<b>Week 10</b>	Revision	Revision	Revision	Revision
<b>Weeks 11 and 12</b>	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Information about the child	Rights of the child: Survival and development	Healthy foods	Disposal of refuse
	Information about the child (cont'd)	Rights of the child: Protection	Healthy foods (cont'd)	Disposal of waste
	Information about child's parent(s) or guardian(s)	Rights of the child: Participation	Unhealthy foods	Disposal of waste: Animal waste
	Information about child's sibling(s)	Special needs children	Good feeding habits	Disposal of waste: Compost
	Information about child's family (revision)	Care and support for children with special needs	Good feeding habits (cont'd)	Disposal of waste: Recycling
	Child health record	Drug abuse	Bad feeding habits	Harmful pests
	Child health record (cont'd)	Forms of drug abuse	Food etiquette	Harmful pests: Types
	Child assessment record	Effects of drug abuse	Food etiquette (cont'd)	Harmful reptiles
	Child assessment record (cont'd)	Prevention of drug abuse	Revision	Harmful pests and reptiles: Safety measures
	Revision	Revision	Revision	Revision
	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment	Term 1 Assessment

## Resources

*Smart Start Kindergarten Workbooks*; alphabet poster or chart; counting objects (e.g. bottle tops, coins, marbles); numbers 1–10 poster or chart; variety of materials or toys for children to play with (e.g. Lego, building blocks, dress-up clothes, storybooks); pictures, a poster or chart about first aid; first aid box/kit containing, e.g. plasters, disinfectant, cotton wool, bandage, small scissors; children's birth records; children's centre/school health records; posters/charts/pamphlets or books on children's rights; pictures showing healthy foods and well-nourished children; basin with water and soap; dustbin(s)

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Small letters

- Teach the children a simple greeting in English (e.g. “*Good morning, children. How are you?*” “*Good morning, [teacher's name]. We are fine, thank you.*”)
- Sing a simple greeting song in English.
- Display an alphabet poster or chart in the classroom.
- Point to the poster or chart and sing an alphabet song with the children.
- Read aloud an alphabet book or play an alphabet game (e.g. *My name starts with [sound/name of letter]*).
- Draw the children's attention to the alphabet on page 1 of the *Smart Start Letter Work Kindergarten Workbook*. Help the children to complete pages 2 and 3 too.

### Number Work

#### Knowledge of the environment

- Ask 1 child to stand up and have the other children count him/her.
- Repeat this for 2, 3, 4 children until you get to 10.
- Have the children practise counting other objects in groups from 1–10 (e.g. counters, blocks, pencils, toys). This can be done individually, in pairs or small groups.
- Display a poster or chart illustrating sets of objects in groups of numbers up to 10. Have the children count these sets of objects too.
- Help children to complete pages 4 and 5 of the *Smart Start Number Work Kindergarten Workbook*.

#### Remedial activity

- Guide the child's hand when physically counting groups of objects from 1–10; count aloud with the child too.

## Civic Education

### Gender issues in child care: Play

- Aim to create a classroom environment in which boys and girls mix freely with each other and both sexes are treated equally.
- Divide children into mixed groups of boys and girls for play activities (e.g. Lego, building blocks, dress-up).
- Assign duties equally to children, irrespective of their sex (e.g. tidying up, cleaning, serving food).
- Provide materials that reflect both sexes enjoying equal opportunities (e.g. storybooks showing girls building, climbing, playing with building blocks).
- Help children to identify themselves as either males or females, yet appreciate one another irrespective of sex.
- Have children complete pages 1 to 5 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid, first aid box/kit

- If possible, show the children pictures, a poster or chart about first aid.
- Explain what 'first aid' means (i.e. basic medical help that you give someone when they are sick or hurt).
- Show the children a first aid box or kit, which is used in the classroom. Help them to identify its contents (e.g. plasters, disinfectant, cotton wool, bandage, small scissors).
- Have children complete page 1 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child

- Obtain the health record of each child (your school should have required these when the child was admitted to the school, e.g. birth record, centre/school health record).
- Study the health record of each child and check for notes on physical disabilities or any other developmental difficulties.
- Help each child to state his/her name, age and sex.
- Record or update the information in each child's personal file, as necessary.

### Remedial activity

- Have the child listen and repeat after you, "My name is [child's name]. I am [age]. I am a [boy/girl.]"

## Social Habits

### Rights of the child: Survival and development

- Display posters, charts, pamphlets or books about the rights of the child. Use these to talk about children's rights and responsibilities.
- Help the children to understand their rights (e.g. the right to education, a safe home, healthy food, clean water).

- Aim to create a child-friendly environment (e.g. a tidy classroom, safe equipment, appropriate learning materials, clean water).
- Help the children to recognise their responsibilities by creating sensible classroom rules (e.g. keep the classroom tidy, take turns, be kind).

## **Food and Nutrition**

### **Healthy foods**

- Display pictures of healthy foods and well-nourished children. Use these to discuss the importance of eating healthy foods.
- Ensure children are provided with healthy foods, which reflect a balanced diet, and clean drinking water.
- Observe children during snack or meal times to see if they eat healthy, adult food on their own in a socially acceptable manner.

## **Health Habits**

### **Disposal of refuse**

- Help the children to understand what refuse is (i.e. something that is left over after you have used it and you don't need or want it anymore, e.g. scraps of paper or food).
- Make sure the children know where the dustbin is and where to throw away refuse. (Note: If you have set up a recycling bin and a compost bin in your classroom/school, help children to understand what they can throw in each bin.)
- Encourage children to help with cleaning up after activities and meal times, and with throwing away their refuse in the bin/s provided.
- Teach the children a simple song to remind them to throw away their refuse.

## **Diagnostic assessment**

Please note: Diagnostic assessment helps the teacher to see where the children are developmentally and to suggest early intervention where appropriate by referrals to specialists such as paediatricians, occupational, speech and physical therapists.

## **Early Childhood Screening Tools**

### **Moving – if the child:**

- Moves very differently from other children of the same age group

## Resources

*Smart Start Kindergarten Workbooks*; alphabet poster/chart; alphabet story book; counting objects (e.g. bottle tops, coins, marbles); number line from 1–20; number flashcards 1–20; first aid box/kit; weighing scale; height chart or tape measure; children’s health records or personal files (containing growth charts for weight and height); picture or story of a child’s rights being violated (age-appropriate); chart showing different food groups; drawing paper; pencils or paints; equipment for disposing waste effectively (e.g. bucket, spade, disinfectant, sponge, basin of water, soap, towel); children’s assessment records

## Suggested teaching guidelines

### Letter Work

**Reading and writing skills: Small letters (cont’d)**

- Practise a simple greeting with the children in English.
- Sing a simple greeting song in English.
- Point to the alphabet poster or chart and sing an alphabet song.
- Read aloud another alphabet book or play another alphabet game (e.g. “*I spy with my little eye something that starts with [sound/name of letter]*”).
- Have the children complete pages 4 and 5 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

**Problem-solving activities: Identification of numbers up to 20**

- Display a number line with numbers 1–20.
- Point to the number line and ask the children to count from 1–20. Repeat this several times as a whole class and in groups.
- Point to different numbers, one at a time and in a random order on the number line. Ask the children to identify the number. Do this several times.
- Write any numbers from 1–20 on the board. Say a number and ask a volunteer to come up and circle the correct number. Do this several times.
- Draw 20 simple objects or shapes on the board. Say a number and ask a volunteer to come up and colour in the correct number of objects. Repeat this for different numbers from 1–20.
- Have the children complete pages 6 and 7 of the *Smart Start Number Work Kindergarten Workbook*.

### Remedial activities

- Show the child a flashcard with a number from 1–20 on it; help him/her to identify the number. Repeat this several times until he/she is able to identify numbers 1–20.
- Have the child match numbers 1–20 on cards, so that he/she is able to identify them.

## Civic Education

### Gender issues in child care: Dance

- Divide the children into mixed groups of girls and boys.
- Teach them a simple dance to do in their groups.
- Encourage the children to play, dance and share with others irrespective of their sex.
- Help the children to complete page 6 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid box/kit (cont'd)

- Show the children the contents of the classroom or school first aid box/kit again.
- Help them to name its contents.
- Discuss the uses of the contents in the first aid box/kit too.
- Have the children complete pages 2 to 3 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child (cont'd)

- Obtain the weight and height of each child. Record the information on the relevant growth charts in each child's personal file or health record.
- Help each child to give information about his/her home address, and the name and address of the school.
- Record or update the information in each child's personal file, as necessary.

### Remedial activity

- Have the child repeat the name of the school and/or the home address after you.

## Social Habits

### Rights of the child: Protection

- Show age-appropriate pictures or describe scenarios where children's rights are violated. Use these to talk about what happens to children when their rights are not protected.
- Help the children to understand the importance of protecting their rights and to identify who can help them when their rights are violated.
- Aim to create a child-friendly environment where children feel safe, valued and nurtured.
- Teach the children a simple song or rhyme about standing up for their rights.

## Food and Nutrition

### Healthy foods (cont'd)

- Display a chart showing the different food groups. Use this to talk about the basic functions of foods for the body (e.g. body building foods such as meat, fish, beans and eggs; energy giving foods such as yams, maize, cassava, corn, rice, potatoes; body protective foods such as fruits and vegetables).
- Have children draw or paint pictures of different food groups.
- Sing a song or say a rhyme about eating a healthy, well-balanced diet.

- Provide children with a choice of different healthy foods at school. Encourage them to ask for different healthy foods too.

## **Health Habits**

### **Topic: Disposal of waste**

- Help children to understand what waste is and the difference between solid waste and liquid waste.
- Ensure that the school disposes of liquid and solid waste effectively.
- Provide a safe, hygienic environment for children to dispose of their waste, and make sure that they know how to do this.
- Demonstrate how to wash hands with soap and water, and to dry them, after disposing of waste.
- Teach the children a simple song or rhyme to encourage them to maintain a clean environment.

## **Diagnostic assessment**

### **Early Childhood Screening Tools**

#### **Talking – if the child:**

- Is not understood by people outside the family by age 5
- Is talking differently from other children of the same age

## Resources

*Smart Start Kindergarten Workbooks*; large sheets of paper and coloured crayons for practising to write the alphabet; large 1–20 number chart; copies of small, blank 1–20 number charts (i.e. 4×5 table) – one for each child; DVD showing boys and girls singing songs and/or reciting rhymes together; children’s personal files; old magazines, newspapers or advertisement pamphlets showing pictures of healthy and unhealthy food; spare paper for making food posters or booklets; scissors; glue; pictures or real items of basic equipment needed to dispose of animal waste (e.g. spade, bucket, gloves, disinfectant); simple games or materials for a cooperative task (e.g. puzzles, board games)

## Suggested teaching guidelines

### Letter Work

#### Rhymes, small letters

- Practise simple greetings in English (e.g. “Hello, [name of child]. How are you?” “Good morning, [name of teacher]. I am fine, thank you.”)
- Sing a greetings song, alphabet song and another simple song in English.
- Have the children practise writing the alphabet (small letters only) in coloured wax crayons on large sheets of paper.
- Then have the children complete pages 6 and 7 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activity

- Have the child trace or copy the alphabet (in small letters) if he/she cannot write the letters independently.

### Number Work

#### Problem-solving activities: Counting and writing numbers 1–20

- Display a large 1–20 number chart in front of the class.
- Point to each number on the chart and count aloud from 1–20. Do this several times and encourage the children to join in.
- Cover some of the numbers on the chart and ask the children to identify the missing numbers.
- Then draw a blank 1–20 number chart (i.e. a 4×5 table) on the board and ask volunteers to come up and fill in the missing numbers from 1–20.
- Give each child a copy of a blank 4×5 table (or draw one in each child’s book). Have the child write the missing numbers to make a 1–20 number chart.
- Help the children to complete pages 8 and 9 of the *Smart Start Number Work Kindergarten Workbook*.

### Extension activity

- Have the children complete page 79 of the *Smart Start Number Work Kindergarten Workbook*.

## Civic Education

### Gender issues in child care: Rhymes

- If possible, play a DVD to the class showing boys and girls reciting rhymes together.
- Teach the children some of the rhymes from the DVD (or use those from pages 7 and 9 of the *Smart Start Civic Education Kindergarten Workbook* or the Resources at the back of this Teacher's Guide).
- Divide them into mixed groups of girls and boys to perform the rhymes for each other.
- Continue to encourage the children to play, dance and share with others irrespective of their sex.
- Help them complete pages 7 to 10 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid

- Discuss with the children when to ask for first aid (e.g. when you cut, graze, bruise, hurt or burn yourself and you need treatment).
- Encourage them to think of situations when they might need first aid at home or at school.
- Explain to them who they should ask if they need first aid at school.
- Then have children complete page 4 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child's parent(s) or guardian

- Help each child to give information about his/her parent(s) or guardian (name, address and occupation).
- Record the information given by the child in his/her personal file.

### Remedial activity

- Have the child listen to and repeat the name, address and occupation of parent(s) or guardian(s) after you.

## Social Habits

### Rights of the child: Participation rights

- Talk to the children about the importance of taking part in things, and expressing yourself effectively to others.
- Demonstrate and discuss how to participate appropriately in the classroom in whole class, group or paired activities (e.g. make sure you take part, listen to others, take turns to speak, share materials, use polite language).

- Have children play a game or do a task (e.g. a puzzle) together in a pair or small group to practise expressing themselves and participating effectively with others.

## **Food and Nutrition**

### **Unhealthy foods**

- Show pictures of unhealthy foods (e.g. sweets, sugary drinks, processed fatty foods, fried takeaway foods) and malnourished children. Use these to talk about which foods are bad for us and what happens when you do not eat enough healthy foods.
- Help children to understand that unhealthy foods should be eaten as a 'treat' only and not on a daily basis (e.g. on birthdays or other special occasions).
- Divide children into small groups or pairs and have them find and cut out pictures of foods (from magazines, newspapers or advertisement pamphlets). They can sort these into healthy and unhealthy foods and make a poster or booklet with their findings.

### **Health Habits**

#### **Disposal of waste: Animal waste**

- Show an age-appropriate picture or describe a scenario about the disposal of animal waste (e.g. burying in the ground to prevent bad odours, germs and even diseases).
- Help children to understand how to dispose of animal waste effectively and the reasons for doing so.
- Show children pictures or real items of the basic equipment needed to dispose of animal waste (e.g. spade, wheelbarrow or bucket, gloves, face mask, disinfectant, basin of water, soap and towel).
- Ask children to draw or paint a picture showing how to dispose of animal waste.

## **Diagnostic assessment**

### **Early Childhood Screening Tools**

#### **Playing – if the child:**

- Does not play like other children of the same age
- Isolates himself or herself from the play group

## Resources

*Smart Start Kindergarten Workbooks*; large sheets of paper, coloured paints, chalk or thick wax crayons; small objects for counting (e.g. counters, beans, coins, bottle tops); poster, chart or pictures of numbers 1–20, number cards 1–20; DVD showing boys and girls singing songs together; cotton wool, water, disinfectant, plaster, small bandage; children’s personal files; pictures of children with special needs (e.g. child wearing glasses, child in a wheelchair); pictures of people demonstrating good feeding habits; compost bin

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Capital letters

- Practise simple greetings in English (e.g. ask each child to turn to the person next to her/him and say, “Hello. How are you?” Ask each partner to respond, “I am fine, thank you.”)
- Sing one or two songs with the class in English.
- Give a few simple instructions in English and help the children to respond appropriately (e.g. “Stand up. Sit down. Open your books. Close your books.”)
- Write capital letters A to E on the board. Point to each letter and say its name. Have the children repeat after you. Do this several times, pointing to the letters in random order.
- Demonstrate how to write capital letters A to E with the correct formation on the board. Have the children practise writing these capital letters with their fingers on the floor, on each other’s backs and in the air. They can practise writing them on large sheets of paper with coloured paints, chalks or thick wax crayons too.
- Write capital letters A to E on the board and small letters ‘a’ to ‘e’ on the board. Ask volunteers to come up and draw a matching line from each capital letter to the correct small letter.
- Have the children complete pages 8 and 9 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activities

- Have the child match letter cards with capital letters A to E with small letters ‘a’ to ‘e’.
- Guide the child’s hand when writing capital letters A to E to reinforce correct formation.

### Number Work

#### Problem-solving activities: Matching

- Have the children practise counting out groups of objects from 1 to 20 (they can use counters, bottle tops, beans, coins, small sticks, etc., to do this).
- Write the numbers 1 to 20 on the board. Then make a group of objects of any number from 1 to 20. Count out the objects with the children and have them point to the correct corresponding number on the board.
- Have the children repeat this counting and matching activity in small groups or pairs.

- Children can also repeat this activity with pictures of objects and number cards as a whole class, in small groups or pairs.
- Help the children to complete pages 10 and 11 of the *Smart Start Number Work Kindergarten Workbook*.

### Remedial activity

- Have the child match pictures of objects from 1–20 with number cards.

## Civic Education

### Gender issues in child care

- If possible, play a DVD to the class showing boys and girls singing songs together.
- Teach the children some of the songs from the DVD (or use those from pages 11 and 12 of the *Smart Start Civic Education Kindergarten Workbook* or the Resources at the back of this Teacher's Guide).
- Divide them into mixed groups of girls and boys to sing the songs together.
- Help them complete pages 11 to 13 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for cuts

- Discuss what a cut is with the children (i.e. when you hurt yourself with something sharp and it bleeds).
- Demonstrate the first aid technique for a small cut with the children (e.g. clean the cut by wiping it with damp cotton wool, apply a disinfectant and cover the cut with a plaster or small bandage).
- Remind the children to get first aid if they cut themselves and it bleeds. Explain that a cut can get dirty and infected if it is not cleaned and covered properly.
- Explain to the children that it may be necessary to get proper medical attention at a clinic or hospital for larger, deeper cuts that bleed a lot.
- Have children complete page 5 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child's siblings

- Help children to give information about their siblings (names, position in family).
- Have children state their own position in the family too.
- Record or update the information in children's personal files, as necessary.

### Remedial activity

- Have the child listen to and repeat the name(s) of his/her siblings and their position in the family.

## **Social Habits**

### **Needs of special children**

- Show pictures or refer to real-life examples of children with special needs (e.g. children with hearing, seeing or talking difficulties). Use these to talk with empathy and understanding about the needs of these children at school.
- Aim to create an appropriate and supportive environment for any children with special needs at your school.
- Also aim to develop other children's empathy towards those children with special needs, and to avoid any discrimination and stigmatisation.
- Ensure children with special needs are encouraged to interact and participate freely with others.

## **Food and Nutrition**

### **Good feeding habits**

- If possible, show the children pictures of people demonstrating good feeding habits (e.g. washing hands, washing fruit and uncooked vegetables, sitting down to a meal, eating healthy foods, not overeating). Use these to remind the children about practising good feeding habits and avoiding bad feeding habits.
- Introduce some simple rules on good feeding habits to the children and encourage them to follow these rules at school and at home.
- Sing a song or recite a rhyme about feeding habits to help children to remember them.

## **Health Habits**

### **Waste disposal materials: Composting**

- Help children to understand what compost is (i.e. any decaying plant matter that may be added to the soil to improve it).
- Help the children to identify examples of compost (e.g. old leaves, vegetable peels, fruit skins or seeds).
- If possible, provide a separate bin for children to dispose of their compostable waste at school and encourage them to do this.

# Continuous assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey simple instructions</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1 to 20</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Associate freely with members of their peer group</li> <li>Appreciate one another irrespective of sex</li> <li>Help one another</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Seek first aid when injured</li> <li>Name contents of the first aid box/kit</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Give clear information about self, e.g. name, age, sex</li> <li>Give information about parental data</li> <li>Give information about home/school addresses</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Recognise the rights of the child</li> <li>Carry out expected responsibilities</li> <li>Develop positive self-concept</li> <li>Interact freely with other children</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Feed self</li> <li>Accept adult food</li> <li>Eat healthy foods</li> <li>Eat in a socially acceptable manner</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Put refuse in the proper place</li> <li>Help keep the environment clean</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; number line or number chart 1–25, counters (e.g. beans, bottle tops, coins, Lego), number cards 1–25; piece of cloth or hand towel, disinfectant, large bandage; children’s personal files; cutlery (knife, fork, spoon); pictures demonstrating a simple method of recycling; recycling bin (e.g. a cardboard box for scrap paper); a short story (real or imagined) about a child with special needs; children’s assessment records

## Suggested teaching guidelines

### Letter Work

#### Parts of speech: Nouns

- Practise greetings with the children. Have them take turns to greet the person next to them by saying, “Hello, [child’s name]”.
- Give the children a few simple instructions to follow, which include the names of some common classroom objects (e.g. “Close the door. Open the door. Read the book. Colour the picture.”)
- Explain to the children that everyone and everything has a name. In English, we call these naming words, “nouns”. Say, “A noun is the name of a person, animal, place or thing.”
- Help the children to say the names of any people, animals, places or things.
- Have the children complete pages 10 and 11 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Problem-solving activities: Identification of numbers 21–25

- Display a number line or number chart showing numbers up to 25.
- Point to each number and count aloud. Encourage the children to join in. Do this several times.
- Write the numbers 21 to 25 on the board or show these numbers on flashcards. Point to or show the numbers in a random order and ask the children to identify each number. Repeat this several times.
- Have the children practise counting out sets of objects in groups of numbers from 1–25 as a class, in small groups or in pairs.
- Help the children to complete pages 12 and 13 of the *Smart Start Number Work Kindergarten Workbook*.

#### Remedial activity

- Have the child match number cards 21–25 with the corresponding numbers on a number line or number chart.

## Civic Education

### Gender issues in child care: Storytelling

- Help the children to tell the story on pages 14 and 15 of the *Smart Start Civic Education Kindergarten Workbook*.
- Discuss the gender issues in the story (e.g. the boy helps the girl to get ready for school; the father takes care of the children).
- If possible, read aloud or tell other stories that will make children appreciate one another irrespective of sex.

## Basic Science & Technology

### First aid techniques for wounds

- Explain to the children that a wound is an injury to the body that is made by a knife or bullet.
- Demonstrate a simple first aid technique for a wound (e.g. press a large cloth or towel to the wound to prevent too much blood loss, clean the wound with disinfectant and bandage it up).
- Explain to the children that it is necessary to go to a clinic or hospital as soon as possible with a knife or bullet wound, so that it can get proper medical attention.
- Remind the children that knives and guns are not toys, and that they should never be handled by children.
- Help the children to complete page 6 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child's family (revision)

- Revise with children how to give personal information (i.e. name, age, sex, school, home address).
- Also revise with children how to give information about their families (e.g. names, occupations, siblings).
- Ensure children's personal files contain all the necessary information (e.g. health records).
- Liaise with the relevant people should you have any concerns about particular children's health and physical development (e.g. parent(s) or guardian(s), school head, other teachers, health specialists).

## Social Habits

### Care and support for children with special needs

- Discuss with the children how to support and care for children with special needs. Aim to deal with the topic in an age-appropriate, sensitive way that encourages empathy amongst the children (e.g. Ask: "How can you make sure that [child's name] is part of the game?")
- Talk about what happens when children with special needs are not supported or cared for (e.g. they will feel sad, lonely, frustrated).
- If possible, tell a story (real or imagined) about how a child with special needs is excluded and then included to get the point across.
- Encourage interaction and participation of all children, irrespective of their special needs.

## Food and Nutrition

### Good feeding habits (cont'd)

- Revise good feeding habits with the children. Discuss the advantages of good feeding habits too.
- Demonstrate to the children how to maintain a good sitting posture when eating (e.g. sit upright with both feet on the ground, don't slouch, don't lean on the table).
- Talk about the importance of sitting properly when eating (e.g. it helps digestion, it is polite).
- Also demonstrate and train children how to eat properly with a knife, fork and spoon.

## Health Habits

### Waste disposal: Recycling

- Explain to the children what 'recycling' is (i.e. to put used paper, glass, plastic, metal, etc., through a process so that it can be used again).
- Elicit and give examples of recycled things (e.g. boxes made from recycled paper, jewellery made from recycled glass, bags made from recycled plastic, toys made from recycled metal).
- If possible, show pictures of a simple recycling method (or, better still, organise for the children to visit a recycling plant to see the process first-hand).
- Ensure recycling bins are provided at school to encourage children to recycle waste paper, glass, plastic and metal.

## Diagnostic assessment

### Early Childhood Screening Tools

#### Understanding – if the child:

- Seems to have difficulty in understanding things (instructions) in comparison with children of the same age

## Resources

*Smart Start Kindergarten Workbooks*; large sheets of paper, coloured paints, chalk or thick wax crayons; small counters or number cubes; small plastic or wooden shapes, shape cards and games; children's health records; simple hearing, seeing, talking and movement screening tests (if not conducted by specialists); pictures showing bad feeding habits; pictures, a chart or poster of harmful pests

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Capital letters

- Practise simple greetings with the children in English.
- Sing one or two English songs.
- Also, give the children a few simple instructions to follow.
- Write capital letters F to J on the board. Point to each letter and say its name. Have the children repeat after you. Do this several times, pointing to the letters in random order.
- Demonstrate how to write capital letters F to J with the correct formation on the board. Have the children practise writing these capital letters with their fingers on the floor, on each other's backs and in the air. They can also practise writing them on large sheets of paper with coloured paints, chalks or thick wax crayons.
- Write capital letters F to J on the board and small letters 'f' to 'j' on the board. Ask volunteers to come up and draw a matching line from each capital letter to the correct small letter.
- Have the children complete pages 12 and 13 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activities

- Have the child match letter cards with capital letters F to J with small letters 'f' to 'j'.
- Guide the child's hand when writing capital letters F to J to reinforce correct formation.

### Number Work

#### Counting and writing numbers 21–25

- Have the children practise counting out groups of objects from 21 to 25 as a whole class, in small groups, pairs or individually.
- Encourage them to organise the objects into groups of tens and ones (e.g. 23 is 2 tens and 3 ones).
- If you have number cubes that stick together, then have them stick the tens and ones together (e.g. 24 is 2 tens and 4 ones).
- Have them practise writing numbers 21 to 25 on large sheets of paper with paint, chalk or crayons.
- Help them to complete pages 14 and 15 of the *Smart Start Number Work Kindergarten Workbook*.

## Civic Education

### Selection of shapes

- Draw the four basic shapes on the board (i.e. circle, square, triangle, rectangle).
- Help the children to name each shape.
- Ask the children to identify the shapes of things in the classroom (e.g. a square window, a rectangle door, a triangle sandwich, a circle plate).
- Divide the children into small groups or pairs to complete various shape-related activities (e.g. make patterns with shapes, draw shape patterns and pictures, match shape cards, play shape games, make different shapes with your body).
- Have the children complete pages 16 to 20 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for fever

- Discuss what a fever is with the children (i.e. when someone's body temperature rises, because they are ill, the person's body will feel warmer than usual and they may sweat, be thirsty, but not hungry, and they will not feel well).
- Discuss a few simple first aid techniques for fever with the children (e.g. apply a cold cloth to the forehead, take off or loosen clothing, bathe in lukewarm water, drink cold water, fan with cool air).
- Explain to the children that it is very important for a fever to be treated as quickly as possible. The best way to do this is to take the right amount of a prescribed medication for fever, but this must be done under adult supervision.
- Emphasise to the children that if a fever does not go down, the person must be taken to a clinic or hospital as quickly as possible.
- Help the children to complete page 7 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Child health record

- Collect information about each child's health (e.g. hearing, seeing, talking, movement). Your school may have specialists who come in and conduct eye, hearing, and speech and language screening tests, or you may need to conduct a few simple tests and observations on your own.
- If possible, obtain a comprehensive health profile of each child from home (e.g. vaccination records.)

## Social Habits

### Drug abuse

- Explain to the children what 'drug abuse' is (i.e. when someone takes medicine or an illegal substance for the wrong reason in a way that is harmful to their mind or body).
- Talk about the importance of avoiding drug abuse (i.e. it can make you feel very unwell, unhappy, unhealthy, etc. It can even lead to chronic illness or death.)
- Emphasise to children that they must always tell an adult at school or at home if they are feeling unwell. They must also never take any medicine without adult supervision.

## Food and Nutrition

### Bad feeding habits

- Show pictures of malnourished children. Use these to talk about the negative effects of a poor diet (e.g. growth and developmental problems, health issues, childhood diseases and even death).
- Discuss with children how to prevent bad feeding habits (e.g. follow a healthy diet, avoid eating too many unhealthy foods, eat regular meals, make sure food is cooked properly, rinse uncooked fruits and vegetables in clean water).
- Create an environment where bad feeding habits are discouraged and good feeding habits are demonstrated and encouraged.

## Health Habits

### Harmful pests

- Explain to the children what pests are (i.e. animals that cause damage to plants, food, etc.).
- Elicit or give examples of pests in the local environment.
- Show the children pictures, a chart or poster of harmful pests. Help the children to name these pests and discuss why they are harmful.
- Provide a safe and clean environment, which discourages harmful pests (e.g. dispose of refuse properly, report any stagnant water or unblocked holes and drains, remove broken pots and empty containers which can harbour pests).

## Diagnostic assessment

### Early Childhood Screening Tools

#### Hearing – if the child:

- Has frequent ear infections (discharge from ear, earache)
- Does not respond when you call unless he/she can see you
- Talks in a very loud or soft voice
- Does not talk or talks strangely

## Resources

*Smart Start Kindergarten Workbooks*; letter cards; counters; cold water or ice; children's health records; age-appropriate pictures or a film clip showing different forms of drug abuse; drawing paper, crayons or paints; pictures, poster or chart about harmful pests (or real-life specimens in a glass jar or transparent container)

## Suggested teaching guidelines

### Letter Work

#### Two-letter words

- Write a few, common two-letter words on the board (e.g. *am, at, in, it, up*).
- Demonstrate how to read each word by sounding it out (e.g. *a-m am*).
- Help the children to sound out and read the words aloud first as a whole class and then in small groups.
- Have the children practise reading and writing two-letter words by completing pages 14 and 15 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activity

- Have the child join together letter cards to make the two-letter words.

### Number Work

#### Matching of numbers 11–25; odd and even numbers

- Write the numbers 11–25 on one side of the board.
- Draw groups of simple objects from 11–25 (e.g. 13 flowers, 19 circles, 24 pencils) on the other side of the board.
- Ask volunteers to come up and draw a matching line from a number to its correct picture, while the rest of the class checks.
- Have the children complete page 16 of the *Smart Start Number Work Kindergarten Workbook*.
- Divide the children into pairs. Give each pair an even number of counters (e.g. 6 beans, coins, small blocks) and ask them to share them into two equal groups. Repeat this for other even numbers from 2–10.
- Explain to the children that even numbers end in 0, 2, 4, 6, 8, and can be shared into two equal groups. (Demonstrate this with a group of counters.)
- Then take away a counter from each pair and ask them to share their counters into two equal groups. Repeat this for several other odd numbers from 1–19.
- Explain that odd numbers end in 1, 3, 5, 7, 9, and cannot be separated into two equal groups. (Also, demonstrate this with counters.)
- Sing the song about odd and even numbers with the class on page 17 of the *Smart Start Number Work Kindergarten Workbook*. Let the children also complete the activities on the page.

## Civic Education

### Selection of colours

- Help the children to identify the colours of different objects in the classroom or around the school.
- Teach them the names of colours (e.g. blue, red, yellow, green, black, white, orange, brown, purple, pink).
- Sing a song or recite a rhyme about colours.
- Have the children complete page 21 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for minor burns

- Discuss what a burn is with the children (i.e. an injury caused by fire or heat on your skin).
- Demonstrate a simple first aid technique for a minor burn to the children (e.g. bathe the injury in cold water or ice).
- Explain to the children that, in the event of a more serious burn, it is important to get proper medical treatment at a clinic or hospital as soon as possible.
- Remind the children that they should avoid burns by not handling very hot or boiling water, touching things on the stove or fire, etc.
- Help the children to complete page 8 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Child health record (cont'd)

- Continue to obtain and record a comprehensive health profile of each child.
- Ensure that each child's health data is kept in an accessible, yet confidential, file for future reference and action.

## Social Habits

### Forms of drug abuse

- Show the children age-appropriate pictures or a film clip about the different types of drug abuse.
- Discuss the importance of avoiding drugs (remind children of what you discussed last week).
- Refer any suspected cases of drug abuse or sickness to the appropriate health centre.

## Food and Nutrition

### Food etiquette

- Explain the meaning of 'food etiquette' to the children (i.e. rules about how to handle and eat food).
- Role play some examples of food etiquette for the children to help them understand these rules (e.g. wash hands before and after eating, use cutlery properly, eat just enough, don't talk with your mouth full, say "please" and "thank you", help to clean up).
- Ask children to draw or paint pictures showing food etiquette. Label and display these in the classroom or eating area.

## Health Habits

### Harmful pests: Types

- Show the children pictures, a poster or chart about harmful pests or even real-life specimens (make sure you or the children do not touch them; the specimens should be enclosed in a glass jar or transparent container).
- Help the children to identify harmful pests (e.g. flies, red ants, mosquitoes, cockroaches, weevils).
- Discuss the areas or locations where pests can be found (e.g. a bushy environment, dark places, stagnant water, unblocked holes and drains, refuse bins and dumps).
- You may wish to take the children on a walk around the school to locate possible areas where pests may be found.
- Emphasise the importance of avoiding these places and keeping the environment clean, in order to reduce the number of pests at school and at home.

## Diagnostic assessment

### Early Childhood Screening Tools

#### Seeing – if the child:

- Has red eyes or chronic discharge from eyes, spots on the eyes, a cloudy appearance of the eyes, frequently rubs eyes and says it hurts
- Holds head in an awkward position when trying to look at something

## Resources

*Smart Start Kindergarten Workbooks*; children's assessment records; sample clockface with the hour and minute hands; card/paper and pins for making small clockfaces; age-appropriate photographs or a film clip showing the effects of drug abuse; pictures, poster or chart on food etiquette; pictures, poster or chart about reptiles; a story (read aloud or told) about a harmful reptile

## Suggested teaching guidelines

### Letter Work

#### Grammar; Guided composition

- Practise simple greetings and instructions with the children.
- Sing one or two English songs.
- Remind the children what a noun is (i.e. a word that names a person, animal, place or thing).
- Play "I spy" with the class referring to the names of people and things in the classroom.
- Help the children to complete pages 16 and 17 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

- Show or draw a sample of a clockface, pointing to the minute and hour hands.
- Guide the children to learn o'clock, e.g. 3 o'clock, 6 o'clock, etc., by moving or drawing the minute and hour hands on the sample clockface.
- Help the children to complete pages 18 to 20 of the *Smart Start Number Work Kindergarten Workbook*. (Explain the difference between analogue and digital time.)
- Guide the children to learn half past, e.g. half past 2, half past 4 by moving or drawing the minute and hour hands on the sample clockface.
- Help the children to complete page 21 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension activity

- Let the children make their own simple clockfaces with moveable minute and hour hands using paper/card and flat pins. Let them use these to practise making different times.

### Civic Education

#### Basic rights and responsibilities

- Explain to the children what a responsibility is (i.e. something that is your job or duty to do).
- Help them to identify some of their own simple responsibilities in the classroom (e.g. keep the classroom clean, look after your things, share and take turns).
- Have the children do pages 22 to 26 of the *Smart Start Civic Education Kindergarten Workbook* (they can do this in pairs, pointing out to each other the differences in the two pictures).

## Basic Science & Technology

### First aid techniques for poison

- Discuss what poison is with the children (i.e. something that can make you very sick or even kill you, if you eat or drink it).
- Explain to the children that if you eat or drink poison, you must go to a clinic or hospital immediately. It is helpful to take the poison container with you (or to know its name) so that the doctor or nurses know exactly what the poison is and can treat you properly.
- Remind the children that it is dangerous to play with poison and that all poisons should really be kept somewhere safe away from children (e.g. high up in a cupboard or locked in a cupboard).
- Also instruct them not to eat or drink something if they don't know what it is. They should always wash their hands after touching any poison.
- Have the children complete pages 9 to 10 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Child assessment record

- Obtain and record the continuous assessment of each child's personal data.
- Keep each child's assessment record in an accessible, yet confidential, place.

## Social Habits

### Effects of drug abuse

- If possible, show age-appropriate photographs or even a film clip about the effects of drug abuse on children.
- Talk about the effects of drug abuse (e.g. illness, poor concentration, lack of energy, poor appetite, loss of weight, irritability, loss of enjoyment of things, aggression, possible loss of life).
- Help the children to understand that any medication that is not prescribed by a doctor (i.e. over-the-counter medication) should not be taken, as it can lead to drug abuse.

## Food and Nutrition

### Food etiquette (cont'd)

- Show the children pictures, a poster or chart on food etiquette (you may wish to use the pictures that the children drew or painted last week). Use these to remind the children what food etiquette is and why it is important.
- Compile a list of food etiquette (i.e. rules for eating) with the children's participation, and display this in the classroom or eating area.
- Sing a song or recite a rhyme about food etiquette.

## Health Habits

### Harmful reptiles

- Explain to the children what a 'reptile' is (i.e. an animal whose body is covered in hard, scaly skin and whose blood can change temperature from cool to warm).

- Give examples of reptiles (e.g. snake, lizard, crocodile, tortoise, gecko). Encourage the children to give examples too.
- Show pictures, a poster or chart of reptiles and discuss where they are found (e.g. bushy environments, rivers, unblocked holes).
- Read aloud or tell a story about a reptile (e.g. a crocodile or a snake) to emphasise the importance of not playing with them or near places where they can be found.
- NOTE: It is important to get the message across to children that reptiles are only harmful if we disturb them or their young; they will not be harmful if we leave them alone.

## Continuous assessment

<b>Name:</b> _____		<b>Date:</b> _____			
<b>Subject</b>	<b>The child is able to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>• Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>• Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>• Say greetings and obey instructions</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>• Recognise, read and write numbers 1 to 25</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>• Associate freely with members of their peer group</li> <li>• Appreciate one another irrespective of sex</li> <li>• Help one another</li> <li>• Keep the (classroom) environment clean</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>• Seek first aid when injured</li> <li>• Name contents of the first aid box/kit</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>• -</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>• Develop positive self-concept</li> <li>• Interact freely with other children</li> <li>• Report any illness/ailment</li> <li>• Not take medication without supervision</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Say what good feeding habits are</li> <li>• Say what bad feeding habits are</li> <li>• List advantages of good feeding habits</li> <li>• List disadvantages of bad feeding habits</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>• Recognise and avoid harmful pests and reptiles</li> <li>• Help keep the environment clean</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; children's assessment records; alphabet poster/chart, letter cards; shape cards, games and pictures; first aid box/kit; clay, play dough or plasticine; items used as safety measures against harmful pests and reptiles (e.g. insecticide, kerosene, mosquito net, dustpan and broom); story, song or rhyme about saying "No" to drugs

## Suggested teaching guidelines

### Letter Work

#### Revision

- Revise greetings and simple instructions in English with the children.
- Revise some of the songs that the children have learnt this term.
- Revise identifying, reading and writing letters of the alphabet (small letters a–z, capital letters A–J), e.g. let children match small letters and capital letters, fill in the missing letters of the alphabet, write out the alphabet.
- Let the children complete Revision 1 (page 18) of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Shapes: circle, square, triangle and rectangle

- Draw the four basic shapes on the board and help the children to identify and name each one.
- Ask the children to look around the classroom (or school) and identify the shapes of different objects (e.g. window – square; bottle top – circle; table top – rectangle; yoghurt pack – triangle).
- Have the children complete pages 22 to 25 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension activity

- Let the children play various games with different shapes individually, in pairs or small groups (e.g. matching shapes, making patterns with shapes, drawing pictures with shapes).

### Civic Education

#### Revision

- Divide the children into mixed pairs or groups of boys and girls.
- Let them play a game they have learnt this term together (see the ideas on page 27 of the *Smart Start Civic Education Kindergarten Workbook*).
- Children can then complete page 27 of the *Workbook* together.
- If time permits, let the children sing songs or recite rhymes together.

## Basic Science & Technology

### Revision

- Revise the meaning of first aid, contents of a first aid box/kit, and some situations that require first aid with the children.
- Ask volunteers to role play a few basic first aid techniques (e.g. small cuts, minor burns and fever).
- Let the children complete page 11 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Child assessment record (cont'd)

- Continue to obtain and record the continuous assessment of each child's personal data.
- Remember to keep each child's assessment record in an accessible, yet confidential, place.

## Social Habits

### Prevention of drug abuse

- Discuss with the children how to prevent drug abuse (e.g. only take medication prescribed by a doctor, only take prescribed medicine under the supervision of an adult, do not accept things from strangers).
- Emphasise to the children that they must tell a responsible adult (e.g. a parent, guardian or teacher) when they are feeling unwell and that they must not accept any medication from someone they do not know or trust.
- Read a story, sing a song or recite a rhyme which reminds the children to say "NO!" to drugs.

## Food and Nutrition

### Revision (of healthy foods and food groups)

- Revise healthy foods and the different food groups with the children.
- Revise the basic function of each food group.
- Let the children make a model of a well-balanced plate of healthy food using clay, play dough or plasticine (this can be done individually, in pairs or in small groups).
- Label and display their food models on a low table or shelf in the classroom.

## Health Habits

### Harmful pests and reptiles: Safety measures

- Discuss the various measures that one can take to avoid harmful pests and reptiles (e.g. clear bushes, block holes, dispose of refuse properly, spray insecticide, use a mosquito-treated net, pour kerosene on stagnant water).
- If possible, show the children examples of items one can use as safety measures (e.g. insecticide spray, kerosene, insecticide-treated net, dustpan and broom, basin of water and soap, towel).
- Emphasise to the children that they should not handle poisonous substances such as insecticides and kerosene, but they can help to keep the environment clean by throwing away their refuse properly and by helping with sweeping and dusting at home and at school.

## Resources

*Smart Start Kindergarten Workbooks*; letter cards; number cards; colour and shape games; children's health and assessment records; story about the rights of the child or the needs of special children; items of (clean) refuse and 3 boxes or bins labelled 'refuse', 'compost' and 'recycling' respectively

## Suggested teaching guidelines

### Letter Work

#### Revision

- Revise greetings and simple instructions with the children.
- Revise reading and writing two-letter words, e.g. let the children make two-letter words with letter cards, rearrange letters to make two-letter words, match the same two-letter words.
- Have the children complete Revision 2 (page 19) of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Revision

- Revise counting, reading and writing numbers 1–25 with the children, e.g. let the children match numbers with groups of real objects or pictures, put number cards in the correct order, write numbers in the correct order.
- Revise how to read and write the time (o'clock and half past), e.g. make or draw the time on a clock and ask the children to read it, say the time and then ask the children to make or draw it on a clockface.
- Have the children complete pages 26 and 27 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Revision

- Revise colours and shapes with the children, e.g. let the children match colours or shapes, make colour or shape patterns, identify and name colours or shapes in the classroom.
- Also sing songs or recite rhymes about shapes or colours with the children.
- Have the children complete pages 28 and 29 of the *Smart Start Civic Education Kindergarten Workbook*.

### Basic Science & Technology

#### Revision

- Continue to revise first aid techniques with the children by letting them demonstrate a few basic techniques for fever, wounds and poison.
- Remind them that for these situations, it is usually necessary to get proper medical treatment at a clinic or hospital as soon as possible.

- Let the children complete page 12 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Revision**

- Revise with the children how to give correct information about themselves, their families and their school.
- Update their health and assessment records, as necessary.

### **Social Habits**

#### **Revision (Rights of the child and needs of special children)**

- Revise the rights of the child by describing situations where children's rights are violated; ask the children to identify the right(s) in question.
- Revise the needs of special children by describing situations where these children are not supported or cared for; ask the children to say how these children with special needs can be better supported or cared for.
- Read or tell a story relating to the rights of the child or the needs of special children.

### **Food and Nutrition**

#### **Revision (Good and bad feeding habits)**

- Revise good and bad feeding habits with the children.
- Revise the advantages of good feeding habits and the disadvantages of bad feeding habits.
- Revise the rules of food etiquette at home and at school.
- Let children role play good feeding habits in pairs or small groups.

### **Health Habits**

#### **Revision (Disposal of waste)**

- Revise different types of waste with the children (i.e. liquid, solid and animal waste, compost, recyclable material).
- Revise how to dispose of each type of waste properly.
- Play a game where children have to put different types of (clean) waste into the correct bin (e.g. use 3 boxes labelled refuse, compost, recycling and have children take turns to pick an item of waste out of a plastic bag and then put it into the correct bin).

## Resources

*Smart Start Kindergarten Workbooks*; children's assessment records; Term 1 report cards (if applicable)

## Suggested teaching guidelines

### Letter Work

#### Term 1 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 20 and 21 of the *Smart Start Letter Work Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 1 Assessment chart on page 39).
- Complete the relevant section on each child's Term 1 report card, if applicable.

### Number Work

#### Term 1 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 28 to 30 of the *Smart Start Number Work Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 1 Assessment chart on page 39).
- Complete the relevant section on each child's Term 1 report card, if applicable.

### Civic Education

#### Term 1 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 30 to 32 of the *Smart Start Civic Education Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 1 Assessment chart on page 39).
- Complete the relevant section on each child's Term 1 report card, if applicable.

### Basic Science & Technology

#### Term 1 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 13 to 14 of the *Smart Start Basic Science & Technology Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 1 Assessment chart on page 39).
- Complete the relevant section on each child's Term 1 report card, if applicable.

## **Physical and Health Education (PHE)**

### **Term 1 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart on page 39).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

## **Social Habits**

### **Term 1 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart on page 39).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

## **Food and Nutrition**

### **Term 1 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart on page 39).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

## **Health Habits**

### **Term 1 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 1 Assessment chart on page 39).
- Update each child's assessment record and complete the relevant section on each child's Term 1 report card, if applicable.

# Term 1 assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet (in the language of the immediate environment and English)</li> <li>Say greetings and obey instructions</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1–25</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Associate freely with members of their peer group</li> <li>Appreciate one another irrespective of sex</li> <li>Help one another</li> <li>Keep the (classroom) environment clean</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Seek first aid when injured</li> <li>Name contents of the first aid box/kit</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Give clear information about self (e.g. name, age, sex)</li> <li>Give information about family (e.g. parental data)</li> <li>Give information about home/school addresses</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify the rights of the child</li> <li>Carry out expected responsibilities</li> <li>Develop positive self-concept</li> <li>Interact freely with other children</li> <li>Report any illness/ailment</li> <li>Not take medication without supervision</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Feed self</li> <li>Accept adult food</li> <li>Eat healthy foods</li> <li>Eat in a socially acceptable manner</li> <li>Say what good feeding habits are</li> <li>Say what bad feeding habits are</li> <li>List advantages of good feeding habits</li> <li>List disadvantages of bad feeding habits</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Put refuse in the proper place</li> <li>Help keep the environment clean</li> <li>Recognise harmful pests and reptiles</li> <li>Avoid harmful pests and reptiles</li> </ul>				

## Overview

Term 2:	Letter Work	Number Work	Civic Education	Basic Science & Technology	
<b>Week 1</b>	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	
<b>Week 2</b>	Oral Skills	Problem-solving activities: Grouping	Responsibilities	First aid techniques for choking	
<b>Week 3</b>	Reading and Writing Skills: Capital letters	Problem-solving activities: Sorting	Social responsibilities: Home	First aid techniques for snake bites	
<b>Week 4</b>	Parts of speech: Nouns, Pronouns	Ordinal numbers: 1st–6th	Social responsibilities: Home (cont'd)	First aid techniques for dog bites	
<b>Week 5</b>	Reading and Writing Skills: Using audio-visual materials	Numbers arrangement: Descending and ascending order	Social responsibilities: School	First aid techniques for insect bites	
<b>Week 6</b>	Reading and Writing Skills: Capital letters	Equal to	Social responsibilities: School (cont'd)	First aid techniques for nose bleeding	
<b>Week 7</b>	Reading and Writing Skills: Three-letter words	Greater than	Social responsibilities: Religious places	First aid techniques for simple fracture	
<b>Week 8</b>	Reading and Writing Skills: More two-letter words; Capital letters	Less than	Social responsibilities: Religious places (cont'd)	First aid techniques for grazes and bruises	
<b>Week 9</b>	Guided composition, Grammar (Verbs)	Place value of number (before, after, between)	Revision	First aid techniques for drowning	
<b>Week 10</b>	Revision	Revision	Revision	Revision	
<b>Weeks 11 and 12</b>	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work	Revision of Term 1 work
	Information about the child (physical development)	HIV/AIDS: Meaning	Harmful feeding practices	Toilet facilities
	Information about the child (emotional development)	HIV/AIDS: Mode of transmission	Harmful feeding practices (cont'd)	Toilet facilities (cont'd)
	Information about the child (social development)	HIV/AIDS: Prevention	Harmful feeding practices: Effects	Toilet: Good habits
	Information about the child (intellectual development)	HIV/AIDS: Signs and symptoms	Harmful feeding practices: Effects (cont'd)	Toilet: Good habits (cont'd)
	Neuromuscular skills: Climbing	HIV/AIDS: Stigmatisation	Feeding during illness	Toilet: Materials
	Neuromuscular skills: Dancing	Living with people with HIV/AIDS	Feeding during illness (cont'd)	Toilet: Child abuse
	Neuromuscular skills: Jumping	Love and care for the orphaned	Feeding during illness (cont'd)	Toilet: Flushing
	Throwing and catching a ball	Revision	Revision	Revision
	Revision	Revision	Revision	Revision
	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment	Term 2 Assessment

## Resources

*Smart Start Kindergarten Workbooks*; simple card or board games, toys; first aid box/kit; children's health and assessment records; weighing scale; height chart; any pictures and/or stories relating to the rights of the child, needs of special children, drug abuse (from last term); any posters and charts showing healthy foods, food groups, well-nourished and malnourished children, good and bad feeding habits (from last term); any real or toy foods, pictures of food or clean, reused packaging of foods for sorting; clearly labelled refuse, recycling and compost bins (use boxes or similar containers)

## Suggested teaching guidelines

### Letter Work

#### Revision of Term 1 work

- Revise simple greetings and instructions with the children.
- Sing one or two of the songs that they learned in Term 1.
- Revise reading and writing letters of the alphabet (small and capital letters).
- Revise reading and writing two-letter words.
- Have the children complete pages 22 and 23 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Revision of Term 1 work

- Revise counting, reading and writing numbers 1–25 with the children.
- Have them complete pages 31 and 32 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Revision of Term 1 work

- Revise colours and shapes with the children.
- Have them complete page 33 of the *Smart Start Civic Education Kindergarten Workbook*.
- Divide the children into mixed pairs or groups of boys and girls. Let them play a simple game together (e.g. a card or board game, a ball game or a game involving toys).
- Then let the children complete page 34 of the *Smart Start Civic Education Kindergarten Workbook*.

### Basic Science & Technology

#### Revision of Term 1 work

- Revise the meaning of first aid, contents of a first aid box/kit, and situations requiring basic first aid.
- Ask the children to demonstrate a few simple first aid techniques in pairs or small groups (e.g. first aid for cuts, burns, fever).
- Let the children complete page 15 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Revision of Term 1 work

- Revise with the children what they learned in Term 1 (i.e. how to give correct information about themselves, their families and their school). Do this by asking each child a few questions, while the others are playing or working on another task.
- You may wish to check and record the weight and height of each child again (or children whose physical development and growth you are concerned about).
- Update their health records, as necessary.

## Social Habits

### Revision of Term 1 work

- Revise with the children what they learned in Term 1 (i.e. rights of the child, needs of special children, drug abuse). Do this by again showing some of the pictures you used for each topic last term and asking questions to elicit understanding.
- You can also read aloud or tell a story relating to one of the topics (e.g. rights of the child or drug abuse) to stimulate discussion.
- In addition, you can role play a scenario with one or two volunteers to reinforce the importance of including and supporting the needs of special children.

## Food and Nutrition

### Revision of Term 1 work

- Revise with the children what they learned in Term 1 (i.e. healthy and unhealthy foods, food groups, good and bad feeding habits, food etiquette). Do this by again showing some of the posters or charts you used for each topic last term and asking questions to elicit understanding.
- Children can also sort items of food into healthy and unhealthy groups, or into their food groups such as body-building, energy-giving, etc. (use real or toy foods, pictures of food or clean, reused packaging of foods for this).
- You can also role play some bad eating manners and ask children to identify what is wrong and to demonstrate good eating manners instead.
- Observe the children when eating and update their assessment records, as necessary.

## Health Habits

### Revision of Term 1 work

- Revise with the children what they learned in Term 1 (i.e. waste disposal, harmful pests and reptiles).
- For example, you can revise waste disposal by pretending to dispose of different types of waste into the wrong bins (e.g. recycling into a compost bin, refuse into a recycling bin). Ask the children to help you by putting the waste into the correct bin.
- You can revise harmful pests and reptiles by describing or role playing different scenarios relating to particular pests or reptiles (e.g. seeing a snake in the grass, getting bitten by mosquitoes, having cockroaches in the home). Ask the children to say how one can avoid these pests or reptiles and/or to identify the safety measures one can take.

## Diagnostic assessment

Developmental milestones (5 years, Kindergarten)

A child should be able to:

- Dress without help
- Speak clearly (in mother tongue)
- Play and cooperate according to the rules of a game
- Draw and colour objects
- Copy a circle, square, triangle

For Ebook uses

## Resources

*Smart Start Kindergarten Workbooks*; simple English story book to read aloud; number line or number chart from 1–30, number cubes or blocks; children’s assessment records; basic playground equipment (e.g. balls, skipping ropes, slide, merry-go-round); poster or chart about HIV/AIDS; various food stuffs (good and bad) that are available in the community

## Suggested teaching guidelines

### Letter Work

#### Oral skills

- Engage the children in simple conversation in English (e.g. “Hello [name of child]. How are you? How old are you? What do you like?”)
- Read aloud or tell a simple story to the children. Encourage them to retell the story.
- Teach the children one or two more simple songs or rhymes.
- Help the children to complete pages 24 and 25 of the *Smart Start Letter Work Kindergarten Workbook*.

*(Listening text for story on page 24 of the Workbook)*

*This is (boy’s name). He is a boy. He likes soccer.*

*This is (girl’s name). She is a girl. She likes reading.*

*These are children. They are boys and girls. They like school!*

### Number Work

#### Problem-solving activities: Grouping

- Point to a number line or number chart and count aloud with the children from 1–30. Repeat this several times.
- Have the children count sets of small objects (e.g. bottle tops, coins, beans) in groups from 11–30.
- Demonstrate how to organise sets of objects from 11–30 in groups of tens and ones (e.g. 17 is 1 ten and 7 ones, 28 is 2 tens and 8 ones).
- Have the children complete pages 33 and 34 of the *Smart Start Number Work Kindergarten Workbook*.

#### Remedial activity

- Let the children join together different coloured number cubes or blocks in groups of tens and ones to make sets of numbers from 11–30.

## **Civic Education**

### **Responsibilities**

- Discuss with the children what responsibilities mean (i.e. something that is your job or duty to do).
- Help the children to identify some responsibilities they have at school and at home (e.g. tidying up, sharing, listening, washing hands, looking after their things).
- Help the children to complete pages 35 and 36 of the *Smart Start Civic Education Kindergarten Workbook*.

## **Basic Science & Technology**

### **First aid techniques for choking**

- Discuss the meaning of choking with the children (i.e. when something blocks your throat and you find it difficult to breathe).
- Demonstrate the basic first aid treatment for choking (e.g. hit the person firmly on the top part of the back between the shoulder blades with the heel of your hand to dislodge the object in the throat; if this fails, stand behind the person and put your arms around their waist, and then pull inwards and upwards quickly a few times).
- Let the children role play the treatment in pairs.
- Emphasise to the children that if someone stops breathing, emergency help must be called immediately.
- Have the children complete page 16 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Information about the child (physical development)**

- Provide a variety of different playground equipment for the children to perform simple tasks/ activities in order to determine their physical development (e.g. balls, skipping ropes, slide, merry-go-round. See the list of useful resources at the end of the Introduction in this Teacher's Guide, if you do not have much playground equipment.)
- Divide the children into groups and let each group do a different physical activity at a time, so that equipment is shared more safely and easily and everyone is kept busy.
- Circulate amongst the groups, observing each child's flexibility, agility, balance, coordination, reaction time. (Do this over several lessons, focussing on a group of individuals at a time.)
- Record your observations in each child's assessment record.

## **Social Habits**

### **HIV/AIDS: Meaning**

- Show the children a poster or chart about HIV/AIDS. Help them to read and say the words 'HIV' and 'AIDS'.
- Explain that HIV means 'Human Immunodeficiency Virus' and it is a virus that causes the sickness called AIDS. Explain that a virus is something so small that you can't see it; it gets into your body and it can make you sick. Explain that having a cold or flu is usually caused by a virus (although not the HIV virus).

- Explain that AIDS means ‘Acquired Immune Deficiency Syndrome’ and it is the sickness that is caused by the HIV virus.

## **Food and Nutrition**

### **Harmful feeding practices**

- Display various good and bad foods, which are available in the children’s community.
- Ask the children to identify and separate the good foods from the bad ones. Encourage them to use their sight and smell to do this (e.g. unsafe food may be unripe, raw or rotten).
- Play a game by blindfolding a child and then giving him/her a food item to smell. Ask the child to state whether the food is safe or unsafe to eat, based on what it smells like.
- Play another game by putting a few food items in a bag. Ask a child to put his/her hand in the bag and to pick out a food item. He/she must state whether the food is safe or unsafe to eat, based on what it looks like.
- NOTE: Children should not handle any raw meats for these activities; ensure that your own and the children’s hands are washed properly before and after handling any foods.

## **Health Habits**

### **Toilet facilities**

- Discuss the meaning of ‘toilet’ with the children (i.e. a pit or bowl that you sit on, crouch over or stand near when you get rid of waste from your body).
- Tell the children about different types of toilet facilities, e.g. pit latrine, VIP latrine, water system, potty.
- Take them to the toilet facilities available at school and ask the children to identify the type(s) of toilet facilities they use at school.
- Ask them to identify the type(s) of toilet facilities they use at home.

## **Diagnostic assessment**

### **Developmental milestones (5 years, Kindergarten)**

#### **A child should be able to:**

- Dress without help
- Speak clearly (in mother tongue)
- Play and cooperate according to the rules of a game
- Draw and colour objects
- Copy a circle, square, triangle

## Resources

*Smart Start Kindergarten Workbooks*; children's assessment records; simple English story book; clay, play dough or plasticine; paints and paint brushes; seeds, beans or other small items for decorating models of capital letters (optional); a variety of classroom items for sorting into longer and shorter items, and heavier and lighter items (e.g. pencils, rulers, crayons, books, paper); materials and activities that encourage children to express their emotions (e.g. punching bag or pillow, drawing materials, puppets, play house, stories, songs and dance); poster/chart or age-appropriate video about the transmission of HIV/AIDS; pictures of harmful feeding practices (e.g. children eating unripe fruit); real items (or pictures) of things one uses for cleaning in the toilet (e.g. tissue paper, soap, water, hand towel, mop, bucket, disinfectant)

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Capital letters

- Let the children practise a simple conversation with each other in pairs (e.g. asking and answering about their names, ages, likes and dislikes).
- Recite a few simple English rhymes or poems with the children.
- Read aloud or tell the children a simple story in English. Have them retell it as a whole class, in small groups or pairs.
- Help the children to read capital letters K to P through a matching, circling or underlining activity.
- Demonstrate how to write capital letters K to P and let the children practise writing these letters with their fingers on the floor, on each other's backs, in the air.
- Have the children complete pages 26 and 27 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Extension activity

- Have the children mould capital letters K to P with clay, play dough or plasticine. They can paint or decorate their models with seeds, beans or other small items.

### Number Work

#### Problem-solving activities: Sorting

- Show the children two objects, which are of a different length (e.g. a long ruler and a short pencil), and ask the children to say which one is longer and which one is shorter. Help them to understand what longer and shorter mean.
- Repeat this activity for two items that are heavy and light (e.g. a book and a piece of paper) and explain the words 'heavier' and 'lighter'.

- Divide the children into small groups and let each group sort out longer and shorter objects (e.g. rulers, pencils, crayons, books, building blocks, Lego pieces). Repeat this activity for heavier and lighter objects.
- Help the children to complete pages 35 to 37 of the *Smart Start Number Work Kindergarten Workbook*.

## **Civic Education**

### **Social responsibilities: Home**

- Remind the children what responsibilities are (i.e. things that are your job or duty to do).
- Ask them to say what responsibilities they can have at home (e.g. sweeping, feeding the animals, watering plants, tidying).
- Show the children some equipment which is used for cleaning at home (e.g. dustpan and brush, broom, rake, watering can, hoe). Help them to say what each item is used for.
- Have the children complete pages 37 and 38 of the *Smart Start Civic Education Kindergarten Workbook*.

## **Basic Science & Technology**

### **First aid techniques for snake bites**

- Discuss what a snake bite is with the children (i.e. when a snake bites you and the poison goes into your body making you very sick; you may even die).
- Demonstrate a basic first aid technique for snake bites to the children (e.g. keep the person calm and still so that the poison does not travel around the body, remove or loosen clothing around the bite as it will most likely swell, get medical help immediately, do not let the person walk – rather carry or transport them to the health centre).
- Emphasise to the children that it is important to get proper medical treatment at a health centre when a snake bites you. If possible, you should try to identify the snake that bit you, so that the doctor or nurse can find out how poisonous it is.
- Have the children complete pages 17 to 18 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Information about the child (emotional development)**

- Provide the children with different materials and activities to express their feelings (e.g. punching bag or pillow, drawing materials, puppets, play house, stories, songs and dance).
- Observe and monitor each child's emotional development, noting what feelings they express and how they express them.
- Record your observations in each child's assessment record.
- NOTE: Assessing a child's emotional development is best done over time and in a variety of situations; it is better to keep an ongoing record of each child's emotional development based on specific incidents, as they occur during the course of the year.

## **Social Habits**

### **HIV/AIDS: Mode of transmission**

- Show the children a poster/chart or age-appropriate video about how HIV/AIDS is transmitted.

- Discuss with the children how it is passed from one person to another. Help them to understand that HIV/AIDS is not transmitted through hugging, touching and sharing eating utensils, etc., with one another.
- Encourage children to ask any questions about how HIV/AIDS is passed from one person to another, in order to avoid any misunderstandings.

## **Food and Nutrition**

### **Harmful feeding practices (cont'd)**

- Show pictures of some harmful feeding practices (e.g. children eating unripe fruit).
- Discuss why these practices are harmful (i.e. they can make you ill).
- Ask the children how to avoid these harmful feeding practices (e.g. eat only ripe fruit, wash fruit and vegetables before you eat them, cook food properly).

## **Health Habits**

### **Toilet facilities (cont'd)**

- Show the children real items (or pictures) of things one uses for cleaning in the toilet (e.g. tissue paper, soap, water, hand towel, mop, bucket, disinfectant).
- Ask the children to identify each item and to describe what it is used for.
- Help them to understand the importance of cleaning yourself and keeping the toilet area clean when you use the toilet.

## **Diagnostic assessment**

### **Developmental milestones (5 years, Kindergarten)**

#### **A child should be able to:**

- Dress without help
- Speak clearly (in mother tongue)
- Play and cooperate according to the rules of a game
- Draw and colour objects
- Copy a circle, square, triangle

## Resources

*Smart Start Kindergarten Workbooks*; simple English story book; number chart or number line (1-30); small items for counting (e.g. counters, cubes, beans, coins, blocks); cotton wool, soap, water, antiseptic cream or ointment, bandage; children's assessment records; different materials and activities, which encourage children to interact and cooperate with others (e.g. games, puzzles, musical instruments, picture books, toys); pictures, poster, chart or video about the prevention of HIV/AIDS; picture of a child being treated at a hospital or clinic; toilets, toilet training products if necessary, e.g. training pants, toilet paper, body wipes, body powder

## Suggested teaching guidelines

### Letter Work

#### Parts of speech: Pronouns

- Teach the children a few more questions to ask and answer in English (e.g. "Where do you live? I live in/at ... How many brothers and sisters do you have? I have ... brothers and ... sisters.>").
- Let the children practise simple conversations in English with each other in pairs.
- Sing a song or say a rhyme in English.
- Read aloud or tell a short story in English.
- Explain to the children that, in English, we use words such as *he*, *she*, *it* and *they* in the place of nouns (e.g. **He** likes soccer. **She** likes reading. **They** like school. **It** is big.). These words are called pronouns.
- Point to individual children (boys and girls), groups of children and different objects in the classroom and ask the children to say whether we use *he*, *she*, *it* or *they* when talking about them.
- Help the children to complete pages 28 and 29 of the *Smart Start Letter work Kindergarten Workbook*.

### Number Work

#### Counting and writing numbers 1–30

- Practise counting from 1–30 with the children using a number chart or number line.
- Let the children practise counting sets of objects or pictures of objects in groups from 21–30. (They can do this individually or in pairs.)
- Help the children to complete pages 38 and 39 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension activity

- Have the children complete page 80 of the *Smart Start Number Work Kindergarten Workbook*.

#### Ordinal numbers: first to sixth

- Explain to the children that we use first, second, third, etc., to show the order of someone or something.

- Ask six children to make a line and then say who is first, second, third, etc. (up to sixth) in the line.
- Arrange or draw a few objects in order and help the children to identify what is first, second, third, etc. (up to sixth).
- Help the children to complete pages 38 and 39 of the *Smart Start Number Work Kindergarten Workbook*.

### **Extension activity**

- Organise an indoor or outdoor competitive game for the children to play (e.g. a running, jumping or skipping race) and have them identify who is first, second, third, etc.

## **Civic Education**

### **Social responsibilities: Home (cont'd)**

- Ask the children to identify some household chores (they should remember some of these from last week).
- Ask volunteers to role play how to do some of these chores (e.g. sweeping, dusting, raking, hoeing, feeding animals).
- Have the children take turns to role play household chores to each other in pairs or small groups.
- Help the children to complete pages 39 to 41 of the *Smart Start Civic Education Kindergarten Workbook*.

## **Basic Science & Technology**

### **First aid techniques for dog bites**

- Discuss the meaning of a dog bite with the children (i.e. when a dog bites you and breaks your skin).
- Demonstrate a basic first aid technique for a dog bite (e.g. clean the bite carefully with soap and water, apply an antiseptic cream or ointment to the bite, cover it with a bandage).
- Explain to the children that if the bite is very serious and it is bleeding a lot, then it is necessary to go to a health centre as soon as possible for proper medical treatment.
- Help the children to complete page 19 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Information about the child (social development)**

- Provide the children with different materials and activities, which encourage them to interact and cooperate with others (e.g. games, puzzles, musical instruments, picture books, toys).
- Observe and monitor each child's social development, noting how they interact with their peers, share and take turns, etc.
- Record your observations in each child's assessment record.
- NOTE: Assessing a child's social development is best done over time and in a variety of situations; it is better to keep an ongoing record of each child's social development based on specific incidents, as they occur during the course of the year.

## **Social Habits**

### **HIV/AIDS: Prevention**

- Show the children pictures, a poster, chart or video about the prevention of HIV/AIDS.
- Discuss age-appropriate ways of preventing HIV/AIDS at home and at school (e.g. not touching each other's blood, wearing gloves or covering your hands with plastic bags when cleaning up blood, vomit or excrement, not playing with dirty syringes, saying no to any inappropriate touching of one's private parts).
- Aim to satisfy children's curiosity, reduce their fears and help them to protect themselves.

## **Food and Nutrition**

### **Harmful feeding practices: Effects**

- Show the children a picture of a child being treated at a hospital or clinic.
- Tell a story (real or made-up) about how the child in the picture got sick from a harmful feeding practice and had to go to the hospital or clinic (e.g. he/she ate too many sweets and got a running stomach from all the sugar, ate raw foods or drank a local concoction).
- Help the children to understand the effects of harmful feeding practices (e.g. it can make us very sick; eating too many sugary foods can also make our teeth rot).

## **Health Habits**

### **Toilet: Good habits**

- Ensure that toilet facilities, which are easily accessible from the classroom, are provided for the children.
- Train the children to use the toilet independently, using various toilet training products as necessary (e.g. training pants, toilet paper, body wipes, body powder).

# Continuous assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1–30</li> <li>Sort and classify objects in the environment</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Keep the environment clean</li> <li>Assist in simple household chores</li> <li>Engage in role-play</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Seek first aid when injured</li> <li>Identify situations requiring first aid</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Perform physical activities such as jumping, playing ball, etc.</li> <li>Play with caregivers and other children</li> <li>Express self through play, music and dance</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>List ways of preventing the spread of HIV/AIDS</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Differentiate between safe and unsafe foods by sight and smell</li> <li>Avoid taking in too much sugar</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Indicate toilet needs</li> <li>Go to the toilet in the proper place</li> <li>Use the toilet properly and independently</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; simple big book in English for shared reading; blank word cards; number cards 1–30; dustbin, dustpan and brush, broom, cleaning cloth; cold cloth or ice pack; materials to encourage children’s intellectual development (e.g. shapes, pattern blocks, memory games, matching cards); poster, chart or storybook about the signs and symptoms of AIDS; sentence strips; coloured pencils or crayons; toilet roll; bowl of water, soap, towel

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Audio-visual materials

- Do a shared reading activity with the children where you read aloud a simple English story, pointing to the words as you go along (a big book with short, repetitive sentences is best for this, if you have one available; or write the sentences on the board and just show the pictures from the book).
- Read the story aloud several times and encourage the children to join in.
- Help the children to read aloud the sentences on page 30 of the *Smart Start Letter Work Kindergarten Workbook*. Let them do this first as a whole class, and then in small groups, pairs and individually.
- Let the children also practise writing simple sentences by completing pages 31 and 33 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activity

- Write each word of a sentence on a separate word card. Ask the child to put the words in the correct order to make the sentence. Let the child also read the sentence aloud.

### Number Work

#### Numbers arrangement: Descending and ascending order

- Ask the children to count aloud forwards from 1–30 and then backwards from 30–1.
- Write or stick number cards 1–30 on the board in a random order. Ask the children to help you to rewrite or rearrange the numbers from lowest to highest (i.e. 1–30).
- Repeat the activity with numbers from highest to lowest (i.e. 30–1).
- Let the children practise rewriting numbers or rearranging number cards from lowest to highest (1–30) and from highest to lowest (30–1) in pairs or individually.
- Have the children complete pages 40 and 41 of the *Smart Start Number Work Kindergarten Workbook*.

## Civic Education

### Social responsibilities: School

- Ask the children what responsibilities they have at school (e.g. keeping the classroom and school clean, looking after their things, sharing and taking turns).
- Help the children to identify some of the equipment used for cleaning at school (e.g. dustbin, dustpan and brush, broom, cleaning cloth).
- Encourage the children to keep the school environment clean by taking responsibility for simple cleaning chores (e.g. sweeping the classroom, wiping the desks, throwing away their rubbish).
- Have the children complete pages 42 to 44 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for insect bites

- Discuss what an insect bite is with the children (i.e. when an insect bites you and the sore stings, itches or swells).
- Demonstrate a basic first aid technique for insect bites to the children (e.g. wash the bite or sting with a bit of soap and water, put a cold cloth or ice pack on to reduce the pain or swelling, apply a bit of insect bite cream or ointment to reduce any itching, redness, pain or swelling).
- Help the children to complete page 20 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Information about the child (intellectual development)

- Provide the children with different materials and activities, which encourage their intellectual development (e.g. shapes, pattern blocks, memory games, matching cards).
- Observe and monitor each child's intellectual development, noting their perceptive skills (visual and auditory), memory skills, object and pattern recognition, etc.
- NOTE: Assessing a child's intellectual development is best done over time and in a variety of situations; it is better to keep an ongoing record of each child's social development based on specific instances, as they occur during the course of the year.

## Social Habits

### HIV/AIDS: Signs and symptoms

- Explain what 'signs and symptoms' are (i.e. physical things on your body or physical feelings you may have that show you are sick).
- Show the children a poster or chart about the signs and symptoms of AIDS (or read aloud or tell them a story).
- Discuss the signs and symptoms of AIDS (e.g. fever, sore throat, tiredness, sore muscles, rash, mouth ulcers, night sweats, chills).
- Explain that having these symptoms does not necessarily mean that you have AIDS (you may have another illness such as flu). Also point out that some people with HIV do not have these symptoms for many years.

- Emphasise that, if someone gets these symptoms and thinks that they may be HIV positive, they must get themselves tested and make sure they do not infect anyone else.

## **Food and Nutrition**

### **Harmful feeding practices: Effects (cont'd)**

- Tell the children a story about a victim of a harmful feeding practice (e.g. someone who drank a local concoction or ate unripe or raw foods and got sick).
- Ask a few volunteers to share some of their own stories relating to victims of harmful feeding practices with the rest of the class.
- Teach the children a few simple lines to remind them to avoid harmful feeding practices (e.g. Have you looked if it is cooked? If it has a smell, you may become unwell. If it looks raw, your stomach may get sore.)
- Copy the lines onto sentence strips and let the children illustrate them for display in the classroom or eating area.

## **Health Habits**

### **Toilet: Good habits (cont'd)**

- Ensure that the children are provided with the necessary materials for practising good toilet habits (e.g. toilet paper, bowl of water, soap, hand towel).
- Encourage the children to practise good toilet habits (e.g. cleaning up and washing hands after going to the toilet).

## **Diagnostic assessment**

### **Developmental milestones (5 years, Kindergarten)**

#### **A child should be able to:**

- Show interest in the world around him/her by trying to figure out how things work
- Use words to express feelings and cope with difficult situations
- Like grown-up activities
- Care for younger siblings

## Resources

*Smart Start Kindergarten Workbooks*; simple, repetitive English story book for shared reading; equal sets of small objects for children to compare (e.g. pencils, crayons, rulers, bottle tops, Lego pieces, beans); cold cloth or ice pack; playground climbing equipment (e.g. climbing frame, slide, steps); newspaper article, storybook or video about people living with HIV/AIDS; pictures or real items of foods and drinks, which should be consumed during illness (e.g. porridge, bread, fruits, water, tea); utensils for feeding children who are ill (e.g. plates, cups, spoons)

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Capital letters

- Do another shared reading activity with the children where you read aloud a simple English story (or simple repetitive sentences on the board), pointing to the words as you go along and encouraging the children to join in.
- Let the children also practise reading and writing short, simple sentences in English.
- Introduce the reading of capital letters Q to U through matching or circling activities.
- Let the children complete page 34 of the *Smart Start Letter Work Kindergarten Workbook*.
- Demonstrate how to write capital letters Q to U and let the children practise writing these with their fingers on the ground, on their desks and in the air.
- Have the children complete page 35 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Comparing sets of objects

- Demonstrate to the children how to compare sets of objects that are equal to each other in number using one-to-one, two-to-two and so on (e.g. compare 7 toy cars to 7 small balls, 15 pencils to 15 rulers).
- Divide the children into small groups or pairs to practise comparing other sets of objects that are equal to each other (e.g. 8 Lego pieces to 8 beans, 19 building blocks to 19 crayons, 26 counters to 26 bottle tops).
- Explain to the children that 'equal to' means the same number of things.
- Have the children complete pages 42 and 43 of the *Smart Start Number work Kindergarten Workbook*.

### Civic Education

#### Social responsibilities: School (cont'd)

- Remind the children of their responsibilities at school (discussed last week).
- Ask a few volunteers to role play some of these responsibilities and have the rest of the class guess.
- Help the children to complete pages 45 and 46 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for nose bleeding

- Discuss the meaning of nose bleeding with the children (i.e. to have blood coming from your nose).
- Demonstrate the basic first aid techniques for nose bleeding (e.g. pinch the soft part of your nose shut with your thumb and forefinger for a few minutes, apply a cold cloth or ice pack to the top part of your nose or cheeks).
- Have the children complete page 21 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Neuromuscular skills: Climbing

- Ensure the children are provided with climbing equipment in the playground (e.g. climbing frame, slide, steps).
- Encourage them to use the climbing equipment.
- Observe and monitor each child's climbing skills.

## Social Habits

### HIV/AIDS: Stigmatisation

- If possible, show the children a newspaper article, video or storybook about people who live with someone who has HIV/AIDS (e.g. children who have a parent with the illness).
- Talk about how to live with and care for people living with HIV/AIDS (e.g. help them to stay healthy by eating properly, resting, taking their medication).
- Aim to prevent stigmatisation of people living with HIV/AIDS as well as children who may be orphaned by the disease.

## Food and Nutrition

### Feeding during illness

- Show the children pictures or real items of foods and drinks that should be consumed during illness (e.g. porridge, bread, fruits, water, tea).
- Talk about the importance of feeding during illness in order to get well again.
- Explain that it is necessary to eat little and often during illness to help your body recover.
- Ensure the provision of different foods and drinks to children who are ill at school. Make sure that the necessary utensils (such as plates, cups, spoons, etc.) are also available to feed them with.

## Health Habits

### Toilet: Materials

- Talk to the children about the proper use of the toilet facilities and materials (e.g. tell the teacher where you are going, do not play in the toilet, keep the toilet clean, do not waste toilet roll, soap or water).
- Devise some simple rules with the children (if you have not already done so) for using the toilet facilities and materials.

## Diagnostic assessment

Developmental milestones (5 years, Kindergarten)

A child should be able to:

- Show interest in the world around him/her by trying to figure out how things work
- Use words to express feelings and cope with difficult situations
- Like grown-up activities
- Care for younger siblings

For Ebook uses

## Resources

*Smart Start Kindergarten Workbooks*; letter cards or plastic/wooden moveable letters; small objects for counting; pictures of items found at places of worship (e.g. Bible, Koran, prayer book, hymn book, prayer mat); ice pack wrapped in a clean cloth, simple splint made out of card or rolled-up newspaper; 1 litre clean drinking water (or boiled water that has been cooled), 6 teaspoons of sugar, ½ teaspoon of salt for making a basic Oral Rehydration Solution (ORS)

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Three-letter words

- Introduce the children to some three-letter words (e.g. *cup, man, pot, sun, hat, zip*).
- Show the children how to sound out and read aloud the words (i.e. *c-u-p cup*).
- Have the children complete pages 36 and 38 of the *Smart Start Letter Work Kindergarten Workbook*.
- Then show the children how to sound out and write down the words (e.g. *m-a-n man*).
- Have the children complete pages 37 and 39 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activity

- Let the child make each three-letter word using letter cards or plastic/wooden moveable letters.

### Number Work

#### Greater than

- Show or draw a set of 5 objects (e.g. 5 circles) and then a set of 3 objects (e.g. 3 circles).
- Ask the children to count the number of objects in each set and help them to understand that *5 is greater than 3*.
- Repeat this several times with different numbers of objects in each set (e.g. 7 is greater than 4, 9 is greater than 5, 13 is greater than 7).
- Let the children work individually or in pairs to practise identifying a set of objects which is greater than another set of objects (do this several times).
- Introduce the symbol  $>$  which means greater than (i.e.  $5 > 3$  means that 5 is greater than 3).
- Explain that  $>$  is like a crocodile's mouth that always opens towards the bigger number (because a crocodile always wants more food!).
- Help the children to complete pages 44 and 45 of the *Smart Start Letter Work Kindergarten Workbook*.

## Civic Education

### Social responsibilities: Religious places

- If possible, show the children pictures of things found at places of worship (e.g. Bible, Koran, prayer or hymn book, prayer mat or cushion).
- Help the children to identify these items.
- Discuss how to take care of these items at their places of worship (e.g. keep them clean, handle them carefully, share them).
- Have the children complete pages 47 and 48 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for simple fractures

- Discuss the meaning of a simple fracture with the children (i.e. when you break a bone in your body, like in your arm or leg).
- Demonstrate a basic first aid technique for a simple fracture to the children (e.g. apply an ice pack wrapped in a clean cloth to the injury to reduce pain and swelling; keep the injured limb still by placing it in a simple splint made out of a small board, thick cardboard or rolled-up newspaper, which is then taped or wrapped over the injury; get medical attention as soon as possible).
- Explain to the children that it is important to go to a health centre when you have a simple fracture, so that the injury can be treated properly and the fracture can heal well.
- Have the children complete page 22 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Neuromuscular skills: Dancing

- Teach the children some simple dance moves (e.g. clapping, swaying, turning, skipping, hopping, jumping).
- Encourage them to perform some simple dance moves in sequence (e.g. clap, turn, jump).
- Observe and monitor each child's dancing skills.

## Social Habits

### Living with people with HIV/AIDS

- Remind the children of the newspaper article, video or storybook about people who live with someone who has HIV/AIDS that you showed them last week.
- Also remind them what you discussed with them last week about how to express love and care for people living with HIV/AIDS.
- Help the children to understand that if we show love and care towards people living with HIV/AIDS, they have a better chance of living a healthy, longer and better life.
- Discuss simple ways that the children can show love and care towards people they know who live with HIV/AIDS. (Aim to talk about this with empathy and sensitivity as some of the children may have family members with HIV/AIDS.)

## Food and Nutrition

### Feeding during illness (cont'd)

- Explain to children that when we have a runny stomach or we vomit, our body loses a lot of liquid and other things that keep us well. That is why it is important to have small amounts of liquid foods (e.g. water, tea, juice, porridge) as often as possible when we are sick.
- Explain that we can also make a simple drink called 'Oral Rehydration Solution' (ORS) at home to give to someone when they have a runny stomach or vomiting.
- Demonstrate how to make the ORS as follows:

- 6 level teaspoons of sugar
- ½ a level teaspoon of salt
- 1 litre of clean or boiled water (which has been cooled) = 5 cups (200 ml each)

- If you have extra ingredients and equipment available, children can practise making the ORS in pairs or small groups. (Please ensure that any boiled water is cooled before the children handle it.)

## Health Habits

### Toilet: Child abuse

- Explain to the children that using the toilet is a private, personal thing. Nobody should hurt them or make them do anything that makes them feel uncomfortable while they are using the toilet (or being toilet trained).
- Encourage them to tell an adult who they trust (such as a parent, guardian or teacher) if someone is hurting them or making them feel uncomfortable when they are using the toilet (or being toilet trained).
- Ensure that children are provided with safe, clean toilet facilities at school where child abuse is avoided.

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Show interest in the world around him/her by trying to figure out how things work
- Use words to express feelings and cope with difficult situations
- Like grown-up activities
- Care for younger siblings

## Resources

*Smart Start Kindergarten Workbooks*; flashcards for two-letter words; small objects for counting; cleaning materials and equipment (e.g. brush and pan, broom, rake, bucket and mop); ice pack wrapped in a clean cloth, antiseptic cream or ointment, arnica cream or ointment (optional); skipping ropes; story about HIV/AIDS orphan(s); children's assessment records

## Suggested teaching guidelines

### Letter Work

#### More two-letter words; Capital letters

- Introduce the children to more two-letter words (e.g. *go, if, he, of, to*).
- Help the children to read these words correctly out loud.
- Have the children complete pages 40 and 41 of the *Smart Start Letter Work Kindergarten Workbook* to practise reading and writing these words.
- Introduce capital letters V–Z to the children.
- Help them to practise reading and writing these capital letters through matching, circling, tracing and copying activities.
- Let the children complete pages 42 and 43 of the *Smart Start Letter Work Kindergarten Workbook*.

### Remedial activity

- Use flashcards with two-letter words written on them to drill the children in reading each word quickly and correctly.

### Number Work

#### Less than

- Show or draw a set of 4 objects (e.g. 4 circles) and then a set of 7 objects (e.g. 7 circles).
- Ask the children to count the number of objects in each set and help them to understand that *4 is less than 11*.
- Repeat this several times with different numbers of objects in each set (e.g. 2 is less than 9, 8 is less than 15, 17 is less than 23).
- Let the children work individually or in pairs to practise identifying a set of objects which is less than another set of objects (do this several times).
- Introduce the symbol  $<$  which means less than (i.e.  $4 < 11$  means that 4 is less than 11).
- Remind the children that the crocodile's mouth that always opens towards the bigger number and not towards the smaller number.
- Help the children to complete pages 46 and 47 of the *Smart Start Letter Work Kindergarten Workbook*.

## Civic Education

### Social responsibilities: Religious places (cont'd)

- Show the children some materials or equipment used for cleaning and maintaining places of worship (e.g. brush and pan, broom, bucket and mop, window cleaner, hammer and nails, rake).
- Help the children to identify the materials or equipment, and to say what they are used for.
- Have the children complete pages 49 and 50 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for grazes and bruises

- Discuss the meaning of grazes and bruises with the children (i.e. a graze is when you injure your skin by rubbing it against something; a bruise is a dark area on your skin where you have been hurt).
- Demonstrate the basic first aid technique for grazes and bruises to the children (e.g. clean the graze with cool, clean water, apply a bit of antiseptic cream or ointment, and cover with a plaster if necessary; apply an ice pack wrapped in a clean cloth to a bruise, and apply a bit of arnica cream or ointment if you have any).
- Help the children to complete page 23 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Neuromuscular skills: Jumping

- Guide the children to do some simple jumping activities (e.g. jump up/down onto something, jump forwards/backwards, star jumps, jump and turn, jump with a skipping rope, jump over a rope held at a suitable height by partners on both sides).
- Observe and monitor each child's jumping skills.

## Social Habits

### HIV/AIDS: Love and care for the orphaned

- Explain to the children what an 'orphan' is (i.e. a child whose parents are dead).
- Read or tell a story about HIV/AIDS orphans who are loved and cared for by someone after the death of their parent(s).
- Talk about how to love and care for the orphaned (e.g. this can range from providing them with a home, food and clothing to being a good friend).
- Encourage children to think of ways that they can show their love and care for the orphaned.
- Remember to deal with this topic in a sensitive and understanding way, as some of the children at your school may be orphaned as a result of HIV/AIDS.

## Food and Nutrition

### Feeding during illness (cont'd)

- Ask the children if any of them have needed to take medicine when they were ill. Ask them when and how often they had to take it (e.g. twice a day after meals).
- Talk about the importance of taking prescribed medicine after meals. Explain that medicine is

usually taken after a meal so that we have food in our stomach and we don't feel unwell after taking the medicine (which can be strong).

- If it is necessary for a child to take a prescribed medicine at school, ensure that it is taken after a meal.

## Health Habits

### Toilet: Flushing

- If your school has toilets that flush, make sure that the children know how to flush a toilet.
- Demonstrate how to do this, if necessary, to show children how not to waste water or block the system by repeated flushing.
- Explain that it is particularly important to flush the toilet to dispose of solid waste properly. This will prevent the spread of germs and diseases.
- Remind them to always wash their hands after flushing the toilet.

## Continuous assessment

Name: _____ Date: _____					
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>• Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>• Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>• Say greetings and obey instructions</li> <li>• Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>• Recognise, read and write numbers 1–30</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>• Keep the environment clean</li> <li>• Take care of personal and communal belongings</li> <li>• Assist in simple household chores</li> <li>• Engage in role-play</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>• Seek first aid when injured</li> <li>• Name contents of the first aid box/kit</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>• Perform physical activities such as climbing, dancing, jumping, etc.</li> <li>• Play with caregivers and other children</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>• State the signs and symptoms of HIV/AIDS</li> <li>• State ways of preventing the spread of HIV/AIDS</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Identify some harmful feeding habits in the local community</li> <li>• Accept food during illness</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>• Go to the toilet in the proper place</li> <li>• Use the toilet properly and independently</li> <li>• Practise good toilet habits</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; number line or number chart (1–30); variety of different balls for children to play with (e.g. big, small, soft, hard, bouncy, light, heavy); pictures or real items of various foods, good and bad; pictures, a poster or chart of different toilet facilities; pictures of things or real items used in the toilet (e.g. toilet roll, disinfectant, bowl of water, soap, hand towel)

## Suggested teaching guidelines

### Letter Work

#### Verbs; Guided composition

- Explain to the children that many words describe something we do (e.g. *run, eat, play, read*). In English, we call these doing words or verbs.
- Play a game with the children where a volunteer role plays an action (e.g. *dance*) and the rest of the class guesses what the action is. Help the children to say the verb in English.
- Let the children play the game in small groups.
- Help the children to complete page 44 of the *Smart Start Letter Work Kindergarten Workbook*.
- Ask each child, “*What do you like to do?*” Help him/her to answer, “*I like to [read]. I do not like to [sleep]*”.
- Let the children practise asking and answering the question in pairs.
- Help the children to complete page 45 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Place value of number: After, before and between

- Show the children a number chart or number line from 1–30.
- Have the children practise counting forwards and backwards from 1–30.
- Point to a number (e.g. 5) and ask, *What number comes after 5?* Help the children to say, *6 is after 5*. Do this several times with other numbers.
- Point to a number (e.g. 9) and ask, *What number comes before 9?* Help the children to say, *8 is after 9*. Do this several times with other numbers.
- Point to two numbers (e.g. 10 and 12) and ask, *What number comes between 10 and 12?* Help the children to say, *11 is between 10 and 12*. Do this several times with other numbers.
- Play a game with the children where you think of any number from 1–30 and give clues to have them guess it, e.g. *It is after 17 (18). It is before 22 (21). It is between 14 and 16 (15).*, etc.
- Let the children play this game in small groups or pairs.
- Help the children to complete pages 48 and 49 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Revision: Responsibilities at school and at home

- Revise with the children their responsibilities at school and at home

- Let the children role play some of these responsibilities (e.g. cleaning, tidying, sweeping, sharing, taking turns).
- Have the children complete pages 51 and 52 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### First aid techniques for drowning

- Discuss the meaning of drowning with the children (i.e. when someone sinks under water and breathes in water).
- Demonstrate a basic first aid technique in case of a drowning with the children (e.g. call an adult or older child to help you get the person out of the water, turn the drowning person's head to the side to get water out of her/his mouth or nose, check if the person is breathing by placing your ear next to her/his mouth or nose, get medical help immediately).
- Explain to the children that it is really important that drowning victims get medical help as soon as possible, especially if they are not breathing.
- Let the children role play the first aid technique in case of a drowning in small groups or pairs.
- Help them to complete pages 24 to 25 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Throwing and catching a ball

- Demonstrate to the children how to throw and catch a ball.
- Let the children perform a range of throwing and catching activities with different types of balls individually, in pairs and in small groups.
- Observe and monitor each child's ability to throw and catch a ball, as well as to play with others.

## Social Habits

### Revision: HIV/AIDS

- Revise the meaning of HIV/AIDS, how it is spread and ways to prevent it.
- Role play various activities with volunteers and let the children say whether this spreads the virus or not (e.g. hugging, sharing a clean cup, touching someone's blood with bare hands).
- Describe different scenarios and ask the children to say what you can do to prevent getting the virus (e.g. someone vomits or is bleeding; what should you wear on your hands when you help to clean up?).

## Food and Nutrition

### Revision: Harmful feeding practices

- Revise harmful feeding practices with the children.
- Show pictures or real items of various foods, good and bad. Ask the children to sort them into two groups (good and bad). Remind them to use their sight, smell and knowledge about harmful feeding practices to do this.
- For each bad food, ask the children to explain why it is harmful (e.g. a very sugary food or an unripe fruit can give you stomach ache).

## Health Habits

### Revision: Toilet facilities and habits

- Revise toilet facilities and habits with the children.
- Show pictures, a poster or chart of different toilet facilities and ask the children to identify them (e.g. pit latrine, VIP latrine, water system, potty).
- Show the children pictures of things or real items used for cleaning in the toilet and ask them to describe what each item is used for (e.g. toilet roll, bowl of water, soap, hand towel, disinfectant/detergent).
- Ask the children to state the rules for using the toilet (e.g. clean up, wash your hands).

## Resources

*Smart Start Kindergarten Workbooks*; simple English story book; flashcards with two-letter words written on them; small objects for counting; first aid box/kit; playground climbing equipment, skipping ropes, balls; clean drinking water, sugar, salt, 1 litre bottles or jugs, spoons for making ORS

## Suggested teaching guidelines

### Letter Work

#### Revision

- Revise listening to and telling stories with the children by reading aloud or telling them a simple, repetitive story, and asking them to retell it to each other in small groups or pairs.
- Revise two-letter words with the children by showing them flashcards and asking them to read the words quickly and correctly.
- Revise verbs by role playing an action and asking the children to say the word.
- Revise reading and writing all the capital and small letters of the alphabet by having the children complete page 46 of the *Smart Start Letter Work Kindergarten Workbook*.
- Revise reading short sentences and writing three-letter words by having them complete page 47 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Revision

- Revise the concepts of *greater than* and *less than* by having the children complete page 50 of the *Smart Start Number work Kindergarten Workbook*.
- Revise ordering numbers from lowest to highest by writing a set of numbers on the board in a random order (e.g. 13, 26, 7, 19, 2) and asking the children to rewrite them in order from lowest to highest. Repeat this several times with other sets of numbers from 1–30.
- Revise ordering numbers from highest to lowest by having the children complete page 51 of the *Smart Start Number work Kindergarten Workbook*.
- Revise comparing sets of objects that are equal to each other by having the children count and compare equal sets of objects using one-to-one, two-to-two, etc. (This can be done in pairs.)
- Revise the concepts of *before*, *after* and *between* by playing ‘Guess my number’ with the children (e.g. think of any number between 1–30, give clues using *before*, *after* or *between*, and let the children say the number).

### Civic Education

#### Revision: Social responsibilities (cont’d)

- Revise the materials or equipment used for cleaning the environment with the children by having them complete page 53 of the *Smart Start Civic Education Kindergarten Workbook*.

- Revise ways to clean and maintain the environment by asking them to sequence and tell the story on page 54 of the *Smart Start Civic Education Kindergarten Workbook*. (This can be done first as a whole class and then practised in pairs.)
- Play a game with the children where a volunteer role plays a particular responsibility and the others guess what it is.

## Basic Science & Technology

### Revision

- Revise first aid by asking the children to identify the various situations requiring it (e.g. cuts, bites, grazes, bruises, nose bleeds, simple fractures).
- Demonstrate a few basic first aid techniques and ask the children to say what each one is for (e.g. pinching the soft part of the nose and applying a cold cloth to the cheeks is for a nose bleed).
- Let the children role play a few basic first aid techniques in pairs or small groups (e.g. drowning).
- Help the children to complete pages 26 to 27 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Revision of the term's work

- Let children perform different physical activities such as climbing, dancing, jumping, and catching and throwing a ball.
- Observe and monitor each child's performance, and update his/her assessment record accordingly.
- Update your records of each child's emotional, social and intellectual development as well.

## Social Habits

### Revision: HIV/AIDS (cont'd)

- Revise the signs and symptoms of HIV/AIDS, as well as the importance of showing love and care for people living with HIV/AIDS and for the orphaned.
- Ask the children to state the signs and symptoms and remind them that having these symptoms does not necessarily mean someone has HIV/AIDS (you also need to be tested for the virus).
- Also ask the children to describe ways in which they can show love and care for people living with HIV/AIDS and for the orphaned.

## Food and Nutrition

### Revision: Feeding during illness

- Revise the topic of feeding during illness with the children.
- Ask them to identify suitable foods and drinks, which should be taken during illness (e.g. bread, fruits, porridge, water, tea, juice).
- Also ask them to explain why you should eat and drink during illness and how often (i.e. small, regular meals are best).
- Revise how to make the Oral Rehydration Solution (ORS) and, if possible, let children make the solution in pairs or small groups.

## Health Habits

### Revision: Toilet materials and child abuse

- Revise with the children how to use the toilet facilities and materials properly.
- Remind them of the importance of reporting any child abuse when in the toilet or during toilet training.

For Ebook Uses

## Resources

**Smart Start Kindergarten Workbooks**; children's assessment records; Term 2 report cards (if applicable)

## Suggested teaching guidelines

### Letter Work

#### Term 2 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 48 to 51 of the *Smart Start Letter Work Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 2 Assessment chart on page 75).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Number Work

#### Term 2 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 52 to 54 of the *Smart Start Number Work Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 2 Assessment chart on page 75).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Civic Education

#### Term 2 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 55 to 57 of the *Smart Start Civic Education Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 2 Assessment chart on page 75).
- Complete the relevant section on each child's Term 2 report card, if applicable.

### Basic Science & Technology

#### Term 2 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 28 to 30 of the *Smart Start Basic Science & Technology Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 2 Assessment chart on page 75).
- Complete the relevant section on each child's Term 2 report card, if applicable.

## **Physical and Health Education (PHE)**

### **Term 2 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart on page 75).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

## **Social Habits**

### **Term 2 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart on page 75).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

## **Food and Nutrition**

### **Term 2 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart on page 75).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

## **Health Habits**

### **Term 2 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 2 Assessment chart on page 75).
- Update each child's assessment record and complete the relevant section on each child's Term 2 report card, if applicable.

## Term 2 assessment

Name: _____		Date: _____			
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1–30</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Keep the environment clean</li> <li>Take care of personal and communal belongings</li> <li>Assist in simple household chores</li> <li>Engage in role play</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Seek first aid when injured</li> <li>Name contents of the first aid box/kit</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Perform physical activities such as climbing, dancing, jumping, throwing and catching a ball</li> <li>Play with caregivers and other children</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>State the signs and symptoms of HIV/AIDS</li> <li>State ways of preventing the spread of HIV/AIDS</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Avoid taking too much sugar</li> <li>Differentiate between safe and unsafe foods, by sight and smell</li> <li>Identify some harmful habits in the local community</li> <li>Accept food during illness</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Go to the toilet in the proper place</li> <li>Use the toilet properly and independently</li> <li>Practise good toilet habits</li> </ul>				

## Overview

Term 3:	Letter Work	Number Work	Civic Education	Basic Science & Technology	
<b>Week 1</b>	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	
<b>Week 2</b>	Reading and Writing Skills	Odd and even numbers	Types of responsibilities: Orderliness at home	Sources of water	
<b>Week 3</b>	2-letter and 3-letter words	Number and numeration 1–10	Orderliness at home: Conflict	Uses of water	
<b>Week 4</b>	Listening skills	Expanded form	Orderliness at centre/ school	Characteristics of safe water	
<b>Week 5</b>	Reading skills	Identification, counting, writing and matching numbers 31–50	Orderliness at centre/ school (cont'd)	Methods of water purification	
<b>Week 6</b>	Composition and Grammar (Adjectives)	Shapes: circle, triangle, square, rectangle, cube and cuboid	Types of responsibilities: Orderliness in the community	Methods of water purification (cont'd)	
<b>Week 7</b>	Simple grammar (singular and plural – adding 's')	Addition of numbers horizontally and vertically	Orderliness in the community (cont'd)	Storage of water	
<b>Week 8</b>	Simple grammar (singular and plural – adding 's')	Subtraction of numbers horizontally and vertically	Cooperation and dialogue	Water-borne diseases	
<b>Week 9</b>	Grammar (Prepositions, Opposites)	Time measurement: o'clock, half past	Conflict resolution	Water-borne diseases (cont'd)	
<b>Week 10</b>	Revision	Revision	Revision	Revision	
<b>Weeks 11 and 12</b>	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	

	<b>Physical and Health Education</b>	<b>Social Habits</b>	<b>Food and Nutrition</b>	<b>Health Habits</b>
	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work	Revision of Term 2 work
	Correct posture for sitting	Harmful traditional practices (HTP): Female genital mutilation	Food supplements: Meaning	Link between sanitation and diseases
	Correct posture for standing	Harmful traditional practices (HTP): Gender discrimination	Food supplements: Types	Water-related diseases
	Correct posture for reading	Harmful traditional practices (HTP): Tribal marking and tattooing	Importance of food supplements	Excreta-related diseases
	School facilities and equipment	Harmful traditional practices (HTP): Neglect	Functions of food supplements	Excreta-related diseases (cont'd)
	Management of increased mobility	Harmful traditional practices (HTP): Forced feeding	Sources of food supplements	Faeco-oral transmission
	Physical activities	Harmful traditional practices (HTP): Foul language	Sources of food supplements (cont'd)	Primary and secondary barriers
	Safety in the environment	Harmful traditional practices (HTP): Bleaching of skin/ Treatment	Drug abuse	Hand washing
	Safety in the environment (cont'd)	Dangerous effects of harmful practices	Revision	Revision
	Revision	Revision	Revision	Revision
	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment	Term 3 Assessment

## Resources

*Smart Start Kindergarten Workbooks*; simple, repetitive English story; number line or number chart (1–30); playground equipment for climbing, balls; poster or chart about HIV/AIDS, paper and coloured pencils or crayons

## Suggested teaching guidelines

### Letter Work

#### Revision of Term 2 work

- Practise greeting and instructions in English with the children.
- Read aloud or tell them a simple, repetitive story in English. Help them to retell it, first as a whole class, and then in small groups or pairs.
- Revise reading and writing short words and sentences by having the children complete pages 52 and 53 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Revision of Term 2 work

- Practise counting from 1–30 with the children (forwards, backwards, count on, count back).
- Point to any number from 1–30 on a number chart or number line and ask the children which number comes *before* or *after* that number (or *between* that number and another number).
- Write random sets of numbers on the board (1–30) and ask the children to rearrange them from lowest to highest, or highest to lowest.
- Write pairs of numbers on the board (1–30) and ask the children to say which number is *greater than* or *less than* the other number.
- Let children revise these number concepts by completing pages 55 to 57 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Revision of Term 2 work

- Ask the children to identify their responsibilities at home, at school and at their places of worship.
- Let the children role play some of these responsibilities in small groups or pairs.
- Help the children to complete pages 58 and 59 of the *Smart Start Civic Education Kindergarten Workbook*.

### Basic Science & Technology

#### Revision of Term 2 work

- Revise basic first aid techniques for particular situations (e.g. choking, dog bites, insect bites, nose bleeding, simple fractures, grazes and bruises, and drowning).
- Let the children role play some of these basic techniques in small groups or pairs.

- Help the children to complete page 31 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Revision of Term 2 work**

- Revise the 2nd term's work with the children by setting up an 'obstacle course' where children have to climb, dance, jump, throw and catch a ball.
- Guide and observe the children.
- Also monitor each child's emotional, social and intellectual development.

## **Social Habits**

### **Revision of Term 2 work**

- Revise the 2nd term's work with the children by showing them a poster or chart about HIV/AIDS and asking them to state any facts they know about the disease (i.e. facts relating to its spread, prevention and care).
- Write their ideas on the board.
- Let the children copy down one fact of their choice and illustrate it.

## **Food and Nutrition**

### **Revision of Term 2 work**

- Revise the 2<sup>nd</sup> term's work with the children by asking them to identify harmful feeding practices they know.
- Let the children list these harmful feeding practices by drawing and/or writing them.
- Children can also give the instructions for making the ORS.

## **Health Habits**

### **Revision of Term 2 work**

- Revise the 2<sup>nd</sup> term's work with the children by letting them draw and label the different types of toilets.
- They can also say, draw and/or write a few simple rules for using the toilet appropriately.

## **Diagnostic assessment**

### **Developmental milestones (5 years, Kindergarten)**

#### **A child should be able to:**

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; alphabet poster or chart showing both capital and small letters; old calendars or newspapers; pictures, a poster or chart illustrating sources of water (e.g. rain, spring, river, well, pipe borne, bore hole); age-appropriate pictures, poster, chart or video about female genital mutilation (if available); pictures, a poster/chart or real items of food supplements; pictures, poster or chart about water and faecal-related diseases

## Suggested teaching guidelines

### Letter Work

#### Reading and writing skills: Capital and small letters

- Let the children practise identifying, reading and writing both capital and small letters of the alphabet through various activities (e.g. alphabet puzzles, matching small letters with capital letters, filling in the missing letters, writing out the alphabet).
- Have the children complete pages 54 and 55 of the *Smart Start Letter Work Kindergarten Workbook*. (Note: for page 55, you may wish to dictate the sound and/or the name of each letter in English).

### Number Work

#### Odd and even numbers

- Remind the children that even numbers end in 0, 2, 4, 6 or 8 and odd numbers end in 1, 3, 5, 7 or 9.
- Sing the song about odd and even numbers, which the children learnt earlier in the year (see page 17 of the *Smart Start Number Work Kindergarten Workbook*).
- Write random numbers on the board (1–30) and ask the children to identify all the even numbers. Repeat this for odd numbers.
- Have the children complete pages 58 and 59 of the *Smart Start Number Work Kindergarten Workbook*.

#### Remedial activity

- Give the child an old calendar or newspaper and ask/him her to circle all the even numbers and then to underline (or tick) the odd numbers. In this way, the child will see a pattern of odd and even numbers.

### Civic Education

#### Types of responsibilities: Orderliness at home

- Explain in simple terms what the word “orderliness” means to the children (i.e. to keep things tidy and in the right place).

- Discuss with the children how to keep things orderly at home (e.g. keep things tidy on a kitchen shelf, hang cups on hooks, hang clothes in a cupboard or fold them in a drawer, put toothbrush and paste in a cup, put away toys in boxes, books on shelves).
- Have the children complete pages 60 to 62 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Sources of water

- If possible, show the children pictures, a poster or chart illustrating sources of water (e.g. rain, spring, river, well, pipe borne, bore hole).
- Help the children to identify and name these sources.
- Encourage the children to identify where their water comes from at school and at home.
- Have the children complete pages 32 to 33 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Correct posture for sitting

- Demonstrate the correct sitting posture to the children (e.g. your knees and hip joints should make a 90 degree angle; get on top of your sitting bones; preserve your curves; check your shoulders; take a deep breath and relax).
- Encourage the children to practise the correct sitting posture.
- Ensure the children are provided with the correctly sized desks and chairs when sitting and working in your classroom.

## Social Habits

### Harmful traditional practices (HTP): Female genital mutilation

- If possible, show the children an age-appropriate poster, chart or video about female genital mutilation (if you do not have such material available, you will have to describe the practice in an age-appropriate way).
- Discuss the dangers of female genital cuttings (e.g. severe blood loss and pain, extreme difficulty in going to the toilet, complications during childbirth, increased risk of HIV infection).
- Aim to deal with this topic in a sensitive, yet open way, so that no offence is caused, but the children understand its dangers.

## Food and Nutrition

### Food supplements: Meaning

- Explain to the children what food supplements are (i.e. something extra that you can take to make sure you have a healthy diet).
- Show the children pictures, a poster or chart or even real items of food supplements that are readily available at a local pharmacy.
- Ask the children to identify any food supplements they know.

## Health Habits

### Links between sanitation and diseases

- If possible, show the children pictures, posters or charts about water and faecal-related diseases, e.g. diarrhoea, cholera, typhoid.
- Help the children to identify some of these diseases.
- Also help the children to identify some of the agents (things) that transmit (spread) these diseases, e.g. house flies, water, bad fruits.

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; letter cards or moveable plastic or wooden letters; flashcards with 2- and 3-letter words written on them; chart with number names and numerals (1–10); word cards for number names one to ten, number cards for numerals 1–10; pictures or a poster illustrating order and disorder at home; pictures or a poster illustrating the uses of water; various containers for collecting water (e.g. watering can, bucket, bottle, cup); pictures (and storybooks, if possible) which show males and females doing non-stereotypical work (e.g. male chefs or cleaners, female builders, farmers, doctors, business people); pictures (or empty packaging) of food supplements and other prescribed drugs; pictures, a poster/chart or a newspaper article about water-related diseases

## Suggested teaching guidelines

### Letter Work

#### More two- and three-letter words

- Introduce the children to more two-letter words (e.g. *so, it, is, if, on, of*) and more three-letter words (e.g. *bed, cap, jam, nut, dog, van, yam, box*).
- Help them to practise reading and writing these words through activities involving matching, circling, copying, tracing and filling in the missing letters.
- Have the children complete pages 56 and 57 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activities

- Let the child make the words using letter cards or moveable plastic or wooden letters. Then let the child read aloud each word to you and write it down.
- Use flashcards to drill the child's ability to read aloud each two- and three-letter word quickly and accurately.

### Number Work

#### Number and numeration: 1–10

- Show the children a chart, which has number names one to ten and numerals 1–10 on it.
- Help the children to read each number name and to match it to the equivalent numeral correctly (you can use word cards and number cards to do this).
- Help them to write each number name with the correct spelling through activities involving tracing, copying or filling in the missing letters.
- Have the children complete pages 60 and 61 of the *Smart Start Number Work Kindergarten Workbook*.

### Remedial activity

- To assist with writing number names correctly, let the child use the *Look, Say, Cover, Write, Check* method for learning new spellings (i.e. **Look** at the word, **Say** the word, **Cover** the word, **Write** the word, **Check** the word).

## Civic Education

### Orderliness at home: Conflict

- If possible, show the children pictures or a poster illustrating orderliness at home.
- Discuss why it is important to have orderliness at home (e.g. when it is orderly, everything is in the right place and we can find things; this makes us feel happy and calm).
- If possible, show the children pictures or a poster illustrating disorder at home.
- Discuss why it is important not to have disorder at home (e.g. when it is disorderly, we cannot find things and things get lost or broken; this can make us feel angry or upset with each other).
- Have the children complete page 63 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Uses of water

- If possible, show the children pictures or a poster illustrating the uses of water (e.g. drinking, cooking, washing, watering plants).
- Help the children to identify the uses of water at home and at school.
- Engage the children in various activities using water (e.g. drinking water, washing fruits with water, watering plants, washing hands).
- Involve the children in collecting water for different purposes at school (e.g. using a watering can to collect rainwater from a tank to water plants, using a bucket to collect water from a well, bore-hole or spring for washing, using a cup to collect safe water from a tap or water pipe for drinking).
- Have the children complete page 34 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Correct posture for standing

- Demonstrate the correct standing posture to the children (e.g. place your feet shoulder-width apart, stand up straight, keep your weight on the balls of your feet, keep your shoulders squared, pull your head back and up).
- Encourage the children to practise the correct standing posture by playing a game where they move around the classroom and when you give the signal (e.g. clap hands) they must stand correctly.
- Remind the children to adopt the correct standing posture when they are lining up, etc.

## Social Habits

### Harmful traditional practices (HTP): Gender discrimination

- Explain to the children that gender discrimination is when someone is treated unfairly just because he/she is a male or female.
- Tell the children one or two stories about gender discrimination towards children (e.g. a girl who wanted to play soccer, but was told “*only boys play soccer*”; a boy who wanted to play in the play house, but was told “*only girls play here*”).
- Emphasise to the children that they are all equal, whether they are boys or girls.
- Encourage equal participation amongst the children and discourage any form of gender discrimination.
- If possible, display pictures in the classroom of males and females doing non-stereotypical things (e.g. a man cooking or cleaning, a woman working on a building site or driving a truck).

## Food and Nutrition

### Food supplements: Types

- Show the children a poster/chart or real items of food supplements.
- Help them to identify the different types of supplements (e.g. vitamins, body building, energy boosting).
- Explain that food supplements are different from other prescribed drugs, which are given when you are ill.
- Let the children sort pictures (or empty packaging) of food supplements and other prescribed drugs into their two different groups.

## Health Habits

### Water-related diseases

- If possible, show the children pictures, a poster/chart or a newspaper article about water-related diseases.
- Help the children to identify some of these diseases (e.g. cholera, typhoid, dysentery, guinea worm, skin infections).
- Explain that most water-related diseases (e.g. cholera, typhoid, dysentery) are caused by tiny germs (that are too small to see) that get into the water and then into people’s bodies when they drink, wash or prepare food with the water.
- Some water-related diseases (e.g. guinea worm or skin infections) may be caused by tiny little creatures called larvae.
- Tell the children a story or sing a song about a water-related disease and its cause.

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; children's assessment records; simple story, poem or song in English; number cubes, number rods or number cards for arranging numbers in tens and units; pictures or a poster showing orderliness at school; samples of clean water collected from various sources; containers for collecting water (e.g. bucket, bottles, cups); pictures, newspaper or magazine articles about tribal marking and tattooing; advertisements or real items (e.g. empty packaging) of a variety of food supplements; drawing paper, paints, coloured pencils or crayons; pictures, a poster/chart or a newspaper article about excreta-related diseases

## Suggested teaching guidelines

### Letter Work

#### Listening skills

- Read aloud a simple, repetitive story or poem in English to the children. Read it aloud more than once and encourage the children to join in with retelling or reciting it.
- Teach the children one or two more simple songs in English.
- Encourage the children to play musical instruments and/or to make up dance movements when singing the songs.
- Let the children listen to and then say the poems on pages 58 and 59 of the *Smart Start Letter Work Kindergarten Workbook*. (They can do this first as a whole class and then in small groups, pairs or individually.)

### Number Work

#### Expanded form

- Demonstrate to the children how to arrange numbers in tens and units, using number cubes, number rods or number cards.
- Help the children to understand that, e.g. 28 is 2 tens and 8 units. Repeat this several times with other numbers (11–30) and let the children arrange these numbers in tens and units using number cubes, sticks or cards.
- Have the children complete page 62 of the *Smart Start Number Work Kindergarten Workbook*.
- Demonstrate how to write a number in expanded form, e.g. 28 is  $20 + 8$ . Repeat this several times with other numbers (11–30) and let the children practise writing out these numbers in expanded form.
- Have the children complete page 63 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Types of responsibilities: Orderliness at school/centre

- If possible, show the children pictures or a poster of an orderly classroom or school/centre.
- Discuss what it means to have orderliness at school (e.g. tidy classroom, happy children, no litter in the playground).

- Discuss with the children what events or behaviours lead to disorderliness in the class and school (e.g. not taking turns, bullying, fighting, shunting the queue).
- Have the children complete pages 64 to 67 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Characteristics of safe water

- Show the children examples of clean, safe water collected from various sources.
- Help the children to identify the characteristics of clean, safe water (e.g. it has no colour, smell or taste, and it has no small things floating in it).
- Divide the children into small groups or pairs to collect clean, safe water into a container for use at school.
- Have the children complete page 35 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Correct posture for reading

- Demonstrate the correct reading posture to the children (e.g. sit so that your thighs are parallel to the floor and your lower legs are perpendicular to the floor; do not hunch forward as this will cause neck and back pain, and reduce your focus).
- Encourage the children to practise the correct reading posture whenever they are sitting at their desks reading.

## Social Habits

### Harmful traditional practices (HTP): Tribal marking and tattooing

- If possible, show the children pictures, newspaper or magazine articles about tribal marking and tattooing (if you do not have such material available, you will have to describe the practice or tell a story about it).
- Discuss the dangers of tribal marking and tattooing (e.g. infection, burns, bleeding, use of unclean tools to cut or pierce the skin, failure to keep the wound clean).
- Aim to deal with this topic in a sensitive, objective way, helping children to understand that it's a tradition that is no longer widely practised and is, in fact, illegal in some parts of the country.

## Food and Nutrition

### Importance of food supplements

- If possible, show the children advertisements or real items (e.g. empty packaging) of a variety of food supplements.
- Read aloud or tell the children what each supplement is for (e.g. to promote growth, to provide energy, to fight infection).
- Help the children to understand that sometimes we don't get enough nutrients from our normal food and so we need to take supplements to make sure we are healthy, grow properly, stay well, etc.
- Ask the children to design a poster advertising their own, made-up food supplement. Have them decide whether their supplement is used to promote growth, provide energy, fight infection, etc. They can paint or draw their advertisement on a large sheet of paper.

## Health Habits

### Excreta-related diseases

- If possible, show the children pictures, a poster/chart or a newspaper article about excreta-related diseases.
- Help the children to identify some of these diseases (e.g. diarrhoea, cholera, dysentery).
- Explain that excreta-related diseases may be caused by lack of clean, safe toilets and good toilet habits (e.g. using open spaces to go to the toilet, not cleaning up after going to the toilet, not washing hands).
- Excreta-related diseases may also be caused by tiny germs (too small to see) that get from our toilets, drains and sewerage systems into our water. We then drink, wash or use that water to prepare food and we get sick.
- Tell the children a story or sing a song about an excreta-related disease and its cause (e.g. heavy rains that cause the drains to overflow into the water pipes).

## Continuous assessment

<b>Name:</b> _____		<b>Date:</b> _____			
<b>Subject</b>	<b>The child is able to:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>• Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>• Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>• Say greetings and obey instructions</li> <li>• Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>• Recognise, read and write numbers 1–30</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>• Take turns and be orderly and maintain peace</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>• Make use of clean water</li> <li>• Mention sources of water</li> <li>• Mention uses of water</li> <li>• Identify safe water</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>• Maintain the correct posture for sitting, standing and reading</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>• Mention some harmful traditional practices</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Differentiate food supplements from other drugs</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>• Mention some water and faecal-related diseases</li> <li>• Mention some transmission agents of water and faecal-related diseases</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; flashcards; sentence strips; number chart or number line (1–50); number cubes or number rods (for breaking numbers into tens and units); equipment for purifying water (e.g. kettle, firewood, chlorine, iodine or bleach, clean white cotton cloth); pictures or posters showing orderliness and disorderliness at school; outdoor games equipment (e.g. balls, skipping ropes, hoops); story about child neglect; drawing paper, paints, coloured pencils or crayons

## Suggested teaching guidelines

### Letter Work

#### Reading skills

- Write more three-letter words on the board or on flashcards (e.g. *rat, log, jug, pen, mat, pin, ten, cat*).
- Help the children to sound out the words and read them aloud.
- Let the children match these words to their pictures by completing page 60 of the *Smart Start Letter Work Kindergarten Workbook*.
- Write some simple sentences on the board using some of these words and other words that the children know.
- Help the children to read the sentences out loud.
- Let the children practise reading these sentences by completing page 61 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Remedial activity

- Write each sentence on a sentence strip. Cut up the sentence strip into words, muddle up the words and then let the child put the words in the correct order and read the sentence out loud.

### Number Work

#### Identification, counting, writing and matching of numbers 31–50

- Let the children count numbers 31–50 on a number chart or number line.
- Point to any number (31–50) and ask the children to identify it. Repeat this several times.
- Let the children make any number (31–50) with number cubes or number rods. Ask them to identify how many tens and units are in that number. Repeat this several times.
- Demonstrate on the board how to represent a number (e.g. 33) in groups of tens and units as follows:  $10 + 10 + 10 + 3 = 33$ . Repeat this several times with other numbers up to 50.
- Have the children complete pages 64 and 65 of the *Smart Start Number Work Kindergarten Workbook*.

### Extension activity

- Have the children complete pages 81 and 82 of the *Smart Start Number Work Kindergarten Workbook* to practise copying, tracing and writing numbers 31–50.

## Civic Education

### Orderliness at school/centre (cont'd)

- If possible, show the children pictures or posters illustrating an orderly and a disorderly classroom or school.
- Discuss the importance of having orderliness at school and what happens when there is disorderliness (e.g. the children become unhappy and they cannot learn properly).
- Have the children complete pages 68 and 69 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Methods of water purification

- Demonstrate various methods of purifying water to the children, for example:
  - **Boiling:** Boil water to a rolling boil for a few minutes and allow it to cool before drinking.
  - **Chlorination:** Add a chlorine tablet, bleach or iodine to water (the amount will depend on how much water you have) and allow it to stand for 30 minutes before drinking.
  - **Filtering:** Filter water through a clean, white cotton cloth to remove dirt or insect larva. It is better to then boil or chlorinate the water before drinking it.
  - Help the children to say how water is purified.
  - Have the children complete page 36 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### School facilities and equipment

- Provide the children with suitable outdoor games equipment (e.g. balls, skipping ropes, hoops).
- Set up different areas with different equipment at each area (e.g. balls in one area, skipping ropes in another, hoops in another).
- Let the children use the equipment in each area in a way that encourages them to interact with others (e.g. play a skipping game where two children hold the rope and another child jumps; throw and catch a ball to a partner; see who can twist a hoop around their stomach/hips for the longest).
- Divide the children into groups and let each group play with the different equipment in each area. Give them a signal (e.g. blow a whistle) to move onto the next area.
- Observe and monitor the children's abilities to interact with each other and to use the equipment.

## Social Habits

### Harmful traditional practices (HTP): Neglect

- Explain the meaning of neglect to the children (i.e. when you do not show enough care to someone or something).
- Help the children to understand what child neglect involves (e.g. not providing children with a proper home, not feeding them enough, not giving them medical attention, preventing them from going to school, not showing them appropriate care and love).
- Discuss the harmful and dangerous effects of child neglect. Point out that children who are neglected, often grow up to become adults who neglect their own children and do not care for them properly.
- If possible, read or tell a story about child neglect.

## Food and Nutrition

### Functions of food supplements

- Discuss the function of food supplements with the children (e.g. to promote growth, boost energy, fight infection).
- Let the children complete their poster advertising their own, made-up food supplement (which they started last week). Remind them to decide on the function of their supplement. They can paint or draw their advertisement on a large sheet of paper.
- Display each completed poster in the classroom. If time permits, let each child tell the rest of the class about the function of their food supplement.

## Health Habits

### Excreta-related diseases (cont'd)

- Remind the children what excreta-related diseases are (they may remember this from last week).
- Identify some more of these diseases (e.g. worm infestation, infective hepatitis).
- Explain that these diseases can occur if animals drink dirty water and then tiny germs (called parasites) get into their bodies. If we also drink dirty water or eat undercooked meat from these animals, the parasites can get into our bodies too and make us very sick.
- Tell the children a story about one of these diseases and what happens (e.g. a cow drinks contaminated water and gets parasites in its body; a person kills the cow and does not cook the meat properly before eating it; the person then gets sick).

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; small objects for counting (e.g. beans, bottle tops, coins, counters, Lego pieces); number line or number chart (1–50); alum, container of water; indoor games equipment (e.g. bean bags, soft balls, foam blocks); pictures, poster or chart showing the different food groups

## Suggested teaching guidelines

### Letter Work

#### Grammar (Adjectives); Guided composition

- Describe different things in the classroom using these common adjectives in English: *big, small, tall, short, fat, thin* (e.g. *a big ball, a small ball, a tall girl, a short boy, a thick book, a thin book*).
- Explain to the children that some words describe people, animals, places and things. In English we call these *adjectives*.
- Write the adjectives on the board and help the children to say them correctly.
- Let the children practise using the adjectives by taking turns in small groups or pairs to describe things in the classroom (e.g. *a big book, a thick crayon, a thin pencil*).
- Let the children practise reading and writing adjectives by completing pages 62 and 63 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Shapes: circle, square, triangle, rectangle, cube and cuboid

- Introduce the children to different shapes of objects in the classroom and/or around the school (e.g. a rectangle-shaped table top, a cube-shaped dice).
- Draw the shapes on the board and help the children to identify and name the shapes.
- Let the children practise identifying, naming and drawing the shapes by completing page 66 of the *Smart Start Number Work Kindergarten Workbook*.
- Divide the children into small groups or pairs and let them practise counting sets of small objects between 31 and 50. Ask them to match the number of objects in a set to the correct number on a number line or number chart.
- Let the children practise matching numbers to pictures of the corresponding number of objects by completing page 67 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Types of responsibilities: Orderliness in the community

- Discuss with the children the meaning of community (i.e. people who live in a particular area).
- Help them to identify places in the community where there should be orderliness (e.g. bank, post office, shop, market, bus stop, library, health centre).

- Talk about what happens when there is disorderliness in the community and people do not obey the rules (e.g. places in the community become unsafe and people can no longer use them properly).
- Have the children complete pages 70 and 71 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Methods of water purification (cont'd)

- Demonstrate the following method of purifying water to the children:
- **Sedimentation:** Add some alum to a container of water (the amount of alum will depend on the amount of water). Point out to the children how the alum makes all the dirt stick together and settle at the bottom of the container. You may wish to filter or boil the water before drinking it.
- Help the children to say how the water is purified.
- Let the children complete page 37 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Management of increased mobility

- Provide the children with suitable indoor games equipment (e.g. bean bags, soft balls, foam blocks).
- Set up different areas with different equipment at each area (e.g. bean bags in one area, soft balls in another, foam blocks in another).
- Let the children use the equipment in each area in a way that encourages them to interact with others (e.g. do a relay where each child takes a turn to balance a bean bag on his/her head; roll a soft ball to a partner; see who can build a tower with the foam blocks the fastest).
- Divide the children into groups and let each group play with the different equipment in each area. Give them a signal (e.g. clap your hands) to move onto the next area.
- Observe and monitor the children's abilities to interact with each other and to use the equipment.

## Social Habits

### Harmful traditional practises (HTP): Forced feeding

- Explain to the children what forced feeding means (i.e. to make someone drink and eat as much as possible in order to fatten them up).
- Explain that this practice has been used traditionally to fatten up young girls so that men will want to marry them (in some cultures, people believe that the fatter you are, the richer you are).
- Discuss the harmful effects and dangers of forced feeding (e.g. it can make you very ill if your body takes in too much fluids or food; it is not healthy for your body to be too fat; also, many girls may be hurt by others if they refuse to be force-fed, which is cruel too).
- Tell a story to the children about forced feeding and its dangers (e.g. the folktale called 'The Tortoise with a Pretty Daughter').

## Food and Nutrition

### Sources of food supplements

- Show the children pictures, a poster or chart that illustrates the different food groups (use the one from earlier in the year from the topic 'Healthy foods').
- Remind the children that the different foods do different things for our bodies (e.g. meat, fish, eggs, cheese and milk help our bodies to grow; bread, rice, potatoes and porridge give us energy; fruits and vegetables keep us from getting sick).
- Explain that if we eat a healthy, balanced diet (with foods from each food group every day), we do not need to take food supplements.
- Also explain to the children that some food supplements may be found naturally (e.g. exposure to the sun helps your body to make its own Vitamin D, which promotes growth).
- However, if we are not getting enough of a healthy balanced diet, enough sun exposure (which is more likely in a cold country) or we are ill, we may need to take food supplements.
- Usually we do this by talking to a pharmacist and getting a prescribed food supplement from the pharmacy.

## Health Habits

### Faeco-oral transmission

- Explain to the children that a disease may be spread from one person to another when someone does not wash their hands properly after using the toilet. That person may have tiny germs on their hands and when they touch something else (e.g. a toy, cup or spoon), the germs move onto that thing. If someone else then puts that thing into their mouth, the germs can get into their body and make them sick.
- Draw simple pictures on the board or role play a simple story to illustrate this cycle.
- Also explain that animals and flies can spread diseases in this way as well.
- Discuss the importance of proper hand washing, personal hygiene, not sharing dirty cups, cutlery or crockery, and covering plates of food when not eating, etc.
- Ensure children are provided with facilities for proper hand washing, clean eating utensils, drinking cups, covers for plates, etc.

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; small objects for counting (e.g. beans, bottle tops, counters, coins); pictures or a poster illustrating different ways to store water; water containers of various shapes and sizes; plastic, waterproof toys; playground equipment such as a slide, merry-go-round, tunnel, balance beam, sand pit, water table with a variety of containers for pouring and measuring; drawing and painting materials, scissors, glue, clay/plasticine; visit to a pharmacy or a visit by a pharmacist; picture or real example of a water container fitted with taps

## Suggested teaching guidelines

### Letter Work

#### Grammar: Singular and plural (adding 's')

- Introduce the use of singular and plural to the children by pointing to different objects and saying, e.g. *one book – two books; one pen – two pens*
- Explain to the children that *singular* means 'one' and *plural* means 'more than one'.
- Let the children practise matching singular to plural words by completing page 64 of the *Smart Start Letter Work Kindergarten Workbook*.
- Use singular words in the sentence, *This is a [book]*. Repeat this several times and let the children make up their own sentences using this structure (they can do this in pairs).
- Use plural words in the sentence, *These are [books]*. Repeat this several times and let the children make up their own sentences using this structure (they can do this in pairs).
- Have the children practise identifying singular and plural words in sentences by completing page 65 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Addition of numbers horizontally and vertically

- Demonstrate to the children how to solve a simple word problem using small objects, e.g. *I have 5 beans and then I get 2 more beans. How many beans do I have altogether?*
- Write the addition sum horizontally (going across) on the board, e.g.  $5 + 2 = 7$ .
- Give the children other simple word problems to solve using small objects or pictures. Help them to write the addition sums horizontally.
- Let the children practise writing horizontal sums by completing page 68 of the *Smart Start Number Work Kindergarten Workbook*.
- Then explain to the children that sums can be written vertically (going down) as well. Write a few examples on the board.
- Let the children practise writing vertical addition sums by completing page 69 of the *Smart Start Number Work Kindergarten Workbook*.

### Extension activity

- Have the children complete pages 83 and 84 to practise recognising, reading and writing numbers 51–70.

## Civic Education

### Orderliness in the community (cont'd)

- Explain the meaning of a queue to the children (i.e. a line that people make standing one behind the other so that they can take turns at something).
- Discuss with the children how you should behave when you stand in a queue (e.g. don't push in front of someone else, wait your turn).
- Ask the children to identify places in the community where you should stand in a queue (e.g. bank, post office, bus stop, market, shop).
- Help the children to tell the story of what happens to the boy when he is pushed to the back of the queue at the market on pages 72 and 73 of the *Smart Start Civic Education Kindergarten Workbook*. (They can do this first as a whole class, and then in small groups or pairs.)

## Basic Science & Technology

### Storage of water

- If possible, show the children pictures or a poster illustrating different ways to store water (e.g. water tank, cistern, pond, containers of varying shapes and sizes).
- Help the children to identify different ways to store water in the environment.
- Show them where water is stored at school.
- Engage the children in play activities where they can pour water into different sized containers, play with plastic toys in water and explore the properties of water.
- Have the children complete page 38 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Physical activities

- Provide the children with a range of equipment and materials for different physical activities, both indoors and outdoors (e.g. playground equipment such as a slide, merry-go-round, tunnel, balance beam, sand pit, water table with a variety of containers for pouring and measuring, drawing and painting materials, scissors, glue, clay/plasticine).
- Encourage the children to play with a variety of equipment and materials, both indoors and outdoors (sharing and taking turns, as necessary).
- Observe and monitor each child's physical development, as well as their interaction with others.

## Social Habits

### Harmful traditional practices (HTP): Foul language

- Explain to the children what foul language means (i.e. words that are very bad, rude and make others feel upset).

- Discuss the harmful effects of using foul language (e.g. we can make others feel very upset, we can get ourselves into a lot of trouble, we can make others think we are not a very nice or polite person).
- Talk to the children about more positive ways in which we can express ourselves when we are angry, upset or sad (e.g. we can use more polite words, we can sing a song or count to 10, we can clap our hands).
- Ask a few volunteers to role play a few of these more positive ways of expressing yourself (instead of using foul language).

## **Food and Nutrition**

### **Sources of food supplements (cont'd)**

- If possible, arrange for the children to visit a pharmacy where food supplements are sold (or arrange for a pharmacist to visit the school).
- Ask the pharmacist to show/tell the children what food supplements are sold at the pharmacy and where they can be found.
- Ask the pharmacist to explain the procedure of having a food supplement prescribed for you (e.g. usually consult a doctor or pharmacist who will then prescribe or recommend a suitable supplement).
- Let the children draw and/or write about the visit afterwards.

## **Health Habits**

### **Water- and excreta-related diseases: Primary and secondary barriers**

- If possible, show the children a picture or a real example of a water container fitted with a tap.
- Discuss the benefits of using this kind of container to make sure that water remains clean and safe for drinking and food preparation.
- Demonstrate how to use and handle portable water, so that it remains clean and safe for drinking and food preparation.
- Make sure that the children are provided with clean and safe drinking water at all times.

## **Diagnostic assessment**

### **Developmental milestones (5 years, Kindergarten)**

#### **A child should be able to:**

- Read short sentences
- Write legibly

## Resources

*Smart Start Kindergarten Workbooks*; pictures of things to illustrate singular and plural (optional); children's assessment records; newspaper or magazine pictures of skin bleaching products and models; examples of prescribed medicines showing the expiry dates (you can use the empty bottles or packaging); soap, water, sponge and towel

## Suggested teaching guidelines

### Letter Work

#### Grammar: Singular and plural (cont'd)

- Remind the children that *singular* means 'one' and *plural* means 'more than one'.
- Introduce more singular and plural words by pointing to real items in the classroom or showing pictures of things, and saying the sentences, *This is a ... / These are ...*. Have the children listen and repeat each sentence after you.
- Sing a song or recite a rhyme with the children to practise singular and plural forms.
- Have the children complete pages 66 and 67 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Subtraction of numbers horizontally and vertically

- Demonstrate to the children how to solve a simple word problem using small objects, e.g. *I have 7 beans and then I give 3 away. How many beans do I have left?*
- Write the subtraction sum horizontally (going across) on the board, e.g.  $7 - 3 = 4$ .
- Give the children other simple word problems to solve using small objects or pictures. Help them to write the subtraction sums horizontally.
- Let the children practise writing horizontal sums by completing page 70 of the *Smart Start Number Work Kindergarten Workbook*.
- Then explain to the children that sums can be written vertically (going down) as well. Write a few examples on the board.
- Let the children practise writing vertical subtraction sums by completing page 71 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension activity

- Let the children complete pages 85 to 87 to practise recognising, reading and writing numbers 71–100.

### Civic Education

#### Co-operation and dialogue

- Explain the meanings of co-operation and dialogue to the children (i.e. co-operation means when you work together or do what someone asks you to do; dialogue means talking about something).

- Discuss the importance of co-operation and dialogue, rather than fighting at home, school or in the community.
- Ask the children to role play various situations requiring co-operation and dialogue (e.g. playing a game together, sharing a toy, completing a chore together, taking turns to get something).
- Have the children complete pages 74 and 75 of the *Smart Start Civic Education Kindergarten Workbook*.

## Basic Science & Technology

### Water-borne diseases

- NOTE: This topic has been covered earlier in the term in Health Habits. Use the time here to revise what the children know.
- Revise some water-borne diseases for the children (e.g. dysentery, typhoid fever and cholera).
- Revise, in simple terms, what causes water-borne diseases (i.e. most water-borne diseases are caused by tiny germs getting into the water, which then pass into our body when we drink, prepare food or sometimes even wash with the water).
- Revise some basic ways to prevent water-borne diseases (e.g. drink and prepare food with clean, safe water, go to the toilet in the proper place, wash hands after using the toilet,).
- Have the children complete page 39 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Safety in the environment

- Provide the children with the necessary indoor and outdoor play equipment (see the list of suggestions from last week).
- Supervise the children at all times and ensure that the environment is safe.
- Help the children to avoid dangerous play by encouraging them to follow a few simple safety rules (e.g. take turns, keep your hands to yourself, tell a teacher if you are hurt).
- Engage the children in different physical exercises (e.g. dancing, movement games, playing with balls).

## Social Habits

### Harmful traditional practices (HTP): Bleaching of skin/treatment

- Show the children newspaper or magazine pictures of skin bleaching products and models.
- Describe the bleaching of skin to the children (i.e. putting cream on your skin to make it look lighter).
- Discuss the harmful effects of this practice (e.g. it can lead to life-threatening illnesses if it is done often over a long period of time; also, there may be poisonous things in the creams, which can damage your skin or make you very ill).
- Also discuss the traditional use of cow dung and urine for the treatment of various ailments.

## Food and Nutrition

### Drug abuse

- Remind the children that they should only take medicine that is prescribed by a doctor.

- Show the children a few examples of prescribed medicines (you can use empty bottles or packaging) and explain that every medicine has an expiry date, which indicates when it is no longer safe to use the medicine.
- Demonstrate how to read the expiry date of medicines.

## **Health Habits**

### **Primary and secondary barriers (cont'd)**

- Demonstrate to the children how to wash their hands properly (i.e. cover your hands completely with soap and rinse thoroughly, preferably in warm water; also dry your hands thoroughly afterwards.).
- Discuss personal hygiene with the children. Show the children soap, sponge and water, and talk about the importance of soaping and rinsing ourselves all over when washing (face first, feet last).
- Sing a song with the children to encourage proper hand washing and/or personal hygiene.

# Continuous assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject	The child is able to:	1	2	3	4
<b>Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.</b>					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1–50</li> <li>Carry out simple calculations</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Take turns and be orderly and maintain peace</li> <li>Engage in role play</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Say how water is purified</li> <li>Play with clean water</li> <li>Identify safe water</li> <li>Use water to wash/clean toys or baby dolls</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Interact with people and materials within his/her physical environment</li> <li>Avoid dangerous play in the environment</li> <li>Avoid dangerous objects in the environment</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Mention harmful traditional practices</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Differentiate food supplements from other drugs</li> <li>Identify where supplements are sold</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Mention some water and faecal-related diseases</li> <li>Mention some transmission agents of water and faecal-related diseases</li> <li>Display good hygiene habits</li> </ul>				

## Resources

*Smart Start Kindergarten Workbooks*; sample clockface showing the minute and hour hands; small objects for counting; different objects for outdoor and indoor play (e.g. skipping ropes, hoops, balls, toys, clay/plasticine, paper, coloured pencils or crayons); pictures or real items of food supplements and other prescribed medicines; pictures, poster or a chart about water and faecal-related diseases and their transmission agents

## Suggested teaching guidelines

### Letter Work

#### Grammar: Prepositions

- Put some small items in different places around the classroom. Point to each item and say where it is (e.g. *The book is **on** the table. The pencil is **under** the chair. The ruler is **in** the cupboard. The crayon is **out** of the box., etc.) Ask the children to listen and repeat each sentence after you.*
- Explain that words such as *in, on, under, up, down, out* tell us where something is. In English we call these words *prepositions*.
- Help the children to complete pages 68 and 69 of the *Smart Start Letter Work Kindergarten Workbook*.

#### Extension activity

- Ask the children to make up their own sentences using simple prepositions. They can write their sentences and also draw pictures.

### Number Work

#### Time measurement: o'clock, half past

- Show or draw a sample clockface on the board and point to the hour and minute hands.
- Revise the o'clock and half past with the children (they learnt these earlier in Term 1, Week 8).
- Let the children practise reading and making different times (o'clock and half past) either by using a sample clockface or by drawing simple clockfaces.
- Ask the children to complete pages 72 and 73 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension

- Teach the children the  $2 \times$  table by arranging and counting out groups of objects in two's (up to  $12 \times 2$ ). Let them practise the  $2 \times 2$  table by completing pages 88 and 89 of the *Smart Start Number Work Kindergarten Workbook*.

## **Civic Education**

### **Conflict resolution**

- Describe a few typical conflict situations, which might naturally occur in the classroom (e.g. not sharing a toy, not letting someone play with you, arguing about who wins a game, taking something that belongs to someone else).
- Encourage the children to think of ways to resolve the conflicts through co-operation and dialogue, rather than fighting.
- Help the children to learn to express their feelings in ways that will not hurt or offend others.
- Discuss how to be a good listener as well (e.g. look at the person talking to you, do not interrupt).
- Let the children role play various conflict situations and ways to resolve them through co-operation and dialogue.

## **Basic Science & Technology**

### **Water-borne diseases (cont'd)**

- Continue to revise water-borne diseases by asking the children to identify some water-borne diseases and to explain ways of preventing them.
- Have the children complete page 40 of the *Smart Start Civic Education Kindergarten Workbook*.

## **Physical and Health Education (PHE)**

### **Safety in the environment (cont'd)**

- Engage the children in different physical exercises involving objects (e.g. jumping with skipping ropes, climbing through hoops, catching and throwing balls).
- Explain to the children that materials and equipment at school should only be used safely and under adult supervision.
- Discuss the importance of not using things dangerously and not for their real purposes.
- For indoor play, let children trace and draw objects, mould objects with clay or plasticine and colour objects with crayons.

## **Social Habits**

### **Dangerous effects of harmful traditional practices**

- Remind the children of some of the dangers of traditional practices, which they have learned about in the past few weeks (e.g. these practices can make you very unwell and even lead to death).
- Discuss ways in which children can be better cared for (e.g. girls' bodies should not be harmed in any way; girls and boys should be treated equally; children should have a healthy, balanced diet; children should have prescribed medicine only; children should report any harmful practices to a trusted, responsible adult).
- Sing a song about a healthy alternative to a harmful practice (e.g. related to girls and boys being equal or eating a healthy, balanced diet).

## **Food and Nutrition**

### **Revision: Food supplements**

- Revise the meaning, types and functions of food supplements with the children.

- Show them pictures or real items of food supplements and other prescribed medicines, and let them identify which ones are supplements and which ones are not.
- Act out the different functions of food supplements (e.g. flex your muscles to show strength, yawn to show tiredness, cough to show illness). Ask the children to identify the function you are acting out.

## Health Habits

### Revision: Water and faecal-related diseases

- Revise water and faecal-related diseases and their transmission agents with the children.
- Show them pictures, a poster or chart about these diseases and their transmission agents to stimulate their thinking and to remind them of what they know.
- Ask the children to say everything they know about this topic and list or draw their ideas on the board.
- Let each child make a little booklet about one water- or faecal-related disease with drawings, labels and/or simple sentences (e.g. 1st page: what the disease is; 2nd page: what causes the disease; 3rd page: how to prevent the disease).

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Perform simple addition and subtraction
- Copy a short note from the board

## Resources

*Smart Start Kindergarten Workbooks*; equipment for physical activities (e.g. skipping ropes, balls, balancing beam); empty, recyclable bottles, boxes or containers for food supplements and other prescribed medicines

## Suggested teaching guidelines

### Letter Work

#### Revision

- Revise the term's work by having the children complete pages 70 and 71 of the *Smart Start Letter Work Kindergarten Workbook*.

### Number Work

#### Revision

- Revise the term's work by having the children complete page 74 of the *Smart Start Number Work Kindergarten Workbook*.

#### Extension

- Let the children practise counting forwards (1–100) using the number chart on page 77 and backwards (100–1) using the number chart on page 78 of the *Smart Start Number Work Kindergarten Workbook*.
- Teach the children how to do simple multiplication sums (using the 2× table) by letting them complete pages 90 and 91 of the *Smart Start Number Work Kindergarten Workbook*.

### Civic Education

#### Revision

- Revise orderliness in the home, at school and in the community by discussing the pictures on pages 76 to 79 of the *Smart Start Civic Education Kindergarten Workbook* with the children.
- Let the children role play various situations that show orderliness and maintaining peace in the home, at school and in the community (e.g. helping to do chores, forming a queue, resolving a conflict through co-operation and dialogue).

### Basic Science & Technology

#### Revision

- Revise the sources, uses and characteristics of clean water with the children by helping them to complete page 41 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.
- Revise methods of water purification, storage of water and water-borne diseases by helping them to complete page 42 of the *Smart Start Basic Science & Technology Kindergarten Workbook*.

## Physical and Health Education (PHE)

### Revision: Child growth/Motor development

- Revise the correct sitting, standing and reading postures with the children.
- Observe and monitor the children to ensure that they maintain the correct postures.
- Stimulate the children to participate in physical activities such as dancing, climbing, balancing, jumping, playing with a ball.
- Observe and monitor the children while performing physical activities and playing with others.

## Social Habits

### Revision: Harmful traditional practices (HTP)

- Revise harmful traditional practices with the children.
- Tell a story about a practice (e.g. gender discrimination) and ask the children to identify what traditional practice it is, and why it is harmful.
- Remind the children that even if something is being done by people (and has been done for a long time), it does not necessarily mean that it is fair and right.

## Food and Nutrition

### Revision: Food supplements (cont'd)

- Revise the sources of food supplements with the children (e.g. sources such as the sun, and a pharmacy).
- Show the children empty, recyclable bottles, boxes or containers for food supplements and other prescribed medicines. Ask them to read the expiry dates.

## Health Habits

### Revision: Water and excreta-related diseases (cont'd)

- Revise ways to prevent the spread of water- and excreta-related diseases with the children (e.g. handle and use portable water properly, only use safe, clean water for drinking and food preparation, practise good personal hygiene).
- Ask volunteers to role play some of these ways for the rest of the class.
- Sing a song or recite a rhyme about clean, safe water, hand washing or good personal hygiene.

## Diagnostic assessment

### Developmental milestones (5 years, Kindergarten)

#### A child should be able to:

- Perform simple addition and subtraction
- Copy a short note from the board

## Resources

**Smart Start Kindergarten Workbooks**; children's assessment records; Term 3 report cards (if applicable)

## Suggested teaching guidelines

### Letter Work

#### Term 3 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 72 to 76 of the *Smart Start Letter Work Kindergarten Workbook* independently.
- Mark each child's completed assessments and update each child's assessment record (see the Term 3 Assessment chart on page 109).
- Complete the relevant section on each child's Term 3 report card, if applicable.

### Number Work

#### Term 3 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 75 and 76 of the *Smart Start Number Work Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 3 Assessment chart on page 109).
- Complete the relevant section on each child's Term 3 report card, if applicable.

### Civic Education

#### Term 3 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 80 to 84 of the *Smart Start Civic Education Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 3 Assessment chart on page 109).
- Complete the relevant section on each child's Term 3 report card, if applicable.

### Basic Science & Technology

#### Term 3 assessment/examination

- Formally assess whether the children have achieved the performance objectives for the term by having them complete pages 43 to 45 of the *Smart Start Basic Science & Technology Kindergarten Workbook* independently.
- Mark each child's completed assessment and update each child's assessment record (see the Term 3 Assessment chart on page 109).
- Complete the relevant section on each child's Term 3 report card, if applicable.

## **Physical and Health Education (PHE)**

### **Term 3 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 3 Assessment chart on page 109).
- Update each child's assessment record and complete the relevant section on each child's Term 3 report card, if applicable.

## **Social Habits**

### **Term 3 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 3 Assessment chart on page 109).
- Update each child's assessment record and complete the relevant section on each child's Term 3 report card, if applicable.

## **Food and Nutrition**

### **Term 3 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 3 Assessment chart on page 109).
- Update each child's assessment record and complete the relevant section on each child's Term 3 report card, if applicable.

## **Health Habits**

### **Term 3 assessment/examination**

- Formally assess whether each child has achieved the performance objectives for the term (see the Term 3 Assessment chart on page 109).
- Update each child's assessment record and complete the relevant section on each child's Term 3 report card, if applicable.

## Term 3 assessment

Name: _____		Date: _____			
Subject	The child is able to:	1	2	3	4
Key: 1. Yes 2. No 3. Sometimes 4. With assistance. Please tick one appropriate box.					
<b>Letter Work</b>	<ul style="list-style-type: none"> <li>Communicate fluently in the language(s) of the environment (e.g. mother tongue)</li> <li>Recognise, read and write letters of the alphabet in the language of the immediate environment and English</li> <li>Say greetings and obey instructions</li> <li>Listen to and tell stories</li> </ul>				
<b>Number Work</b>	<ul style="list-style-type: none"> <li>Recognise, read and write numbers 1–50</li> <li>Carry out simple calculations</li> </ul>				
<b>Civic Education</b>	<ul style="list-style-type: none"> <li>Keep the environment clean</li> <li>Take care of personal and communal belongings</li> <li>Take turns and be orderly and maintain peace</li> <li>Assist in simple household chores</li> <li>Engage in role play</li> </ul>				
<b>Basic Science &amp; Technology</b>	<ul style="list-style-type: none"> <li>Say how water is purified</li> <li>Play with clean water</li> <li>Identify safe water</li> <li>Use water to wash/clean toys or baby dolls</li> </ul>				
<b>Physical and Health Education</b>	<ul style="list-style-type: none"> <li>Perform physical activities</li> <li>Play with caregivers and other children</li> <li>Interact with people and materials within his/her physical environment</li> <li>Avoid dangerous play in the environment</li> <li>Avoid dangerous objects</li> </ul>				
<b>Social Habits</b>	<ul style="list-style-type: none"> <li>Identify some harmful traditional practices</li> </ul>				
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>Differentiate food supplements from other drugs</li> <li>Identify where supplements are sold</li> </ul>				
<b>Health Habits</b>	<ul style="list-style-type: none"> <li>Identify some water- and faecal-related diseases</li> <li>Identify some transmission agents of water- and faecal-related diseases</li> <li>Display good hygiene habits</li> </ul>				

For Ebook Uses

For Ebook Uses

For Ebook Uses