

FREE!

# Teacher's Companion

for Early Years

Grade  
3

**STEP BY STEP**  
solutions to  
classroom problems

Making it  
**INTERESTING**  
for learners

**TEACHER  
WELLNESS**

**GETTING READY**  
for Competency-based  
Curriculum (CBC)

OXFORD

*Your Guide to the Competency-based Curriculum (CBC)*

# **TEACHER'S COMPANION**

Your Guide to the Competency-based Curriculum (CBC)

## **GRADE THREE**

# OXFORD

## UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.

It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

Published in Kenya by

Oxford University Press East Africa Limited, The Oxford Place,

Elgon Road, Upper Hill, PO Box 72532-00200, Nairobi, Kenya

© Oxford University Press East Africa Limited 2017

The moral rights of the authors have been asserted

First published in 2017

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press East Africa Limited, or as expressly permitted by law, by licence, or under terms agreed with the appropriate reprographics rights organization. Enquiries concerning reproduction outside the scope of the above should be sent to the Rights

Department, Oxford University Press East Africa Limited, at the address above  
You must not circulate this work in any other form and you must impose this same condition on any acquirer

Printed in Kenya by Printing Services Ltd, PO Box 32197-00600, Nairobi, Kenya

<b>1. Introduction to the Competency-based Curriculum (CBC)</b>	<b>5</b>
What is a competency-based curriculum?	5
Vision and Mission of the CBC	5
The Basic Education Curriculum Framework (BECF)	6
Why a competency-based curriculum?	7
Core competencies	8
Values	10
Pertinent and Contemporary Issues (PCIs)	11
Strengths of the CBC	12
<b>2. What has changed in the new curriculum?</b>	<b>13</b>
What is a competency-based curriculum?	13
Why a competency-based curriculum?	14
What is different in the new curriculum?	15
Getting ready for CBC	21
Integral learning	33
Learning in class, home, community	33
<b>4. Active learning</b>	<b>33</b>
Flipping a lesson (active learning)	34
Some strategies for in-class management	35
Quick interventions that support classroom management	35
Community service learning for learners	36
Why do you need to give some extension work after the lesson?	38
<b>5. Inquiry-based learning</b>	<b>39</b>
Learning in class, home, community	39
Key inquiry questions (KIQs)	42
<b>6. Ideas for group work</b>	<b>45</b>
Things to consider when forming groups	45
<b>7. Making it interesting for learners</b>	<b>51</b>
<b>8. Assessment</b>	<b>53</b>
Formative assessment	53
Summative assessment	54
<b>9. Choosing the best book for your classroom</b>	<b>57</b>
<b>10. My checklists</b>	<b>61</b>
<b>11. Step by step solutions to classroom problems</b>	<b>65</b>
Putting a stop to bullying in your classroom	67
<b>12. Teacher wellness</b>	<b>69</b>
What is teacher wellness?	69
<b>Teacher's notes</b>	<b>72</b>
<b>Sample Schemes of Work</b>	<b>73</b>



# Introduction to the Competency-based Curriculum (CBC)

# 1

## What is a competency-based curriculum?

**Competency-based learning** refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.  
(Simon Priest, 2014)

Different definitions exist on what a competency-based curriculum means. However, in the context of the Kenyan Competency-based Curriculum, competency is understood to be ‘the ability to apply appropriate knowledge and skills to successfully perform a function’. The CBC is therefore designed to emphasize the importance of developing skills and knowledge (competencies) and also applying those competencies to real life situations.

The Kenyan CBC is based on the 2012 ‘Report of the Task Force on the Re-alignment of the Education Sector to the Kenya Vision 2030 and

Constitution of Kenya 2010’. Based on this report, the government developed Sessional Paper No. 2 of 2015 on ‘Reforming Education and Training in Kenya’ which recommended the establishment of a competency-based curriculum among other things such as the establishment of a national learning assessment system; early identification and nurturing of talents; the introduction of national values and national cohesion and their integration into the curriculum; and the introduction of three learning pathways at senior school level. The Kenyan CBC replaces the 8-4-4 system of education which was introduced in 1985.

## Vision and Mission of the CBC

**Vision:** To enable every Kenyan to become an engaged, empowered and ethical citizen.

**Mission:** Nurturing every learner’s potential.

The Kenyan curriculum reforms of the vision links to the Ministry of Education's vision: 'To produce citizens equipped with relevant and quality knowledge with national values and social competencies (Kenya Constitution 2010) and to equip them with the 21st century skills and competencies (Vision 2030)'. This provides Kenya with an opportunity to be globally competitive in education, training, research and innovation for sustainable development. (*MoE National Curriculum policy document 2015*).

The main objective of the Kenyan curriculum reforms is to improve the quality of education at all levels through a competency-based curriculum. In order to nurture every learner's potential, teachers must be empowered with effective, efficient and sound instructional strategies, methodology and techniques that facilitate and assess competency-based learning. This also requires that pedagogical approaches are enhanced to support creativity, critical thinking and sustainable development.

## The Basic Education Curriculum Framework (BECF)

The outcome of extensive stakeholder engagements, a national needs assessment study, deliberations from a national curriculum reform conference and several benchmarking studies was the Basic Education Curriculum Framework. The BECF was developed to actualize the curriculum reforms with its main purpose being to provide a comprehensive conceptualization of reforms in basic education: pre-primary education, primary education, secondary education, and inclusive education.

The framework is anchored on the following National Goals of Education:

1. Foster nationalism, patriotism, and promote national unity.
2. Promote social, economic, technological and industrial

needs for national development.

3. Promote individual development and self-fulfillment.
4. Promote sound moral and religious values.
5. Promote social equity and responsibility.
6. Promote respect for and development of Kenya's rich and varied cultures.
7. Promote international consciousness and foster positive attitudes towards other nations.
8. Promote positive attitudes towards good health and environmental protection.

The vision and mission of the BECF are supported by three

important pillars: values, theoretical approaches, and guiding principles.

### Values

- Integrity
- Patriotism
- Love
- Social justice
- Responsibility
- Respect
- Unity
- Other relevant values

### Theoretical approaches

- Instructional design theory
- Vygotsky's social cultural

theory

- Multiple intelligences theory
- Theory of cognitive development
- Other relevant theories

### Guiding principles

- Opportunity
- Excellence
- Diversity
- Inclusion
- Parental empowerment and engagement
- Community service learning
- Differentiated curriculum and learning

## Why a competency-based curriculum?



*Competency-based learning is generally seen as an alternative to more traditional educational approaches in which learners may or may not acquire proficiency in a course or academic subject before they earn course credit, get promoted to the next grade level, or graduate.*

The Kenya competency-based curriculum is informed by a shift in focus towards programs (that is education, training, research and innovation) that encourage the optimal development of the human capital so that it is aligned to the requirements of the:

- Kenya Constitution 2010 and Vision 2030
- UN sustainable development goals (SDGs)
- EAC curriculum harmonization

- 21st century learning skills and approaches.

The CBC reform policy was largely influenced by questions on the nature and kind of society that Kenya wants to become. The general goal of competency-based learning is to ensure that learners are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life. If learners fail to meet the expected learning standards, they typically receive additional



instruction, practice time, and academic support to help them achieve competencies or meet the expected standards.

## Core competencies



*Competencies are a collection of trainable skills, knowledge, abilities, behaviour, attitude, aptitude, confidence, experience, talent and proficiency. (Simon Priest 2014)*

The seven core competencies to be achieved by every learner in basic education are:

1. Communication and collaboration
2. Critical thinking and problem solving
3. Imagination and creativity
4. Citizenship
5. Learning to learn
6. Self-efficacy
7. Digital literacy

### 1. Communication and collaboration

Each level of education commits to learner acquisition of effective communication and collaboration skills for interaction and self-expression during the learning process and for the future world of work. These skills are critical when learners work in groups or with peers as they enable them to contribute to each other's understanding and to learn from each other through teamwork. They also provide a

means of embracing diversity thus promoting citizenship.

### 2. Critical thinking and problem solving

These are some of the most important skills in the 21st century. Knowledge is no longer static, whatever made sense yesterday may be irrelevant tomorrow because theories are bound to change and learners need to appreciate information and opinions that might conflict with what they embraced in the past. This will enable them make logical judgements on what is right in the prevailing circumstances and effectively participate in solving problems throughout their lives.

### 3. Creativity and imagination

This is the ability to form new images and sensations in the mind and to turn them into reality. This is made possible by the knowledge, skills and values acquired in the learning



process with the end results benefitting the learner and others. In mathematics, for example, learners are able to innovate using their creativity and imagination skills when solving problems related to number patterns.

#### **4. Citizenship**

The act of belonging nurtures personal respect and respect for others especially in shared identities. In a school situation, the first community is made up of class members – these members share common beliefs and values which then permeate to the community where they live and then to the whole country. The sense of belonging and attachment to one another and nation pushes the learners to support one another in solving problems that confront them.

#### **5. Learning to learn**

This refers to an individual's will to gain, process and assimilate new knowledge and skills through guidance. The learner seeks to effectively manage time and information according to their own learning process and needs. He or she is willing to learn irrespective of any

obstacles that may arise with a focus to improving on their prior knowledge and to apply new skills in a variety of contexts.

#### **6. Self-efficacy**

This is a person's belief in his or her abilities to succeed in specific situations or to accomplish tasks. Values such as confidence, self-esteem, personal integrity and self-awareness help learners to grow stronger in their interpersonal relationships thus boosting their effectiveness in decision making and problem solving. For example, once a learner is able to successfully carry out measurements in mathematics accurately, then he or she will confidently approach more difficult tasks and aim to succeed.

#### **7. Digital literacy**

This is considered one of the main core competencies for learning in the 21st century. It refers to knowledge and skill in the use of digital content and devices for networking. One should also be acquainted with the ethical behaviour and protocols that govern the digital sphere. In the CBC, ICT is expected to be a learning tool in all areas.

## Values



Values are standards that guide an individual on how to behave in given circumstances. They influence one's feelings, actions and choices. Values in the CBC will help mold ethical citizens through the three-dimension curriculum – formal, non-formal, and informal learning. The following are some of the values that are highlighted in the KCBC:

- (a) **Love:** When learners have a loving environment at home and at school, they too are able to love themselves and to love others. This helps them to become good team players.
- (b) **Responsibility:** It is the obligation of the school community to mold and nature responsible learners. This will enable them to fruitfully engage in the assigned roles and duties in the school, home and community.
- (c) **Respect:** This is the ability to have positive regard towards self and others without prejudice. Respect can be fairly nurtured through the values of human dignity, humility, patience and etiquette. In the classroom situation, respect will help the learner to understand that each member counts and they are worth their presence in that class irrespective of their diverse needs and varied personalities.
- (d) **Unity:** This is the ability to work together with others towards a common goal regardless of their different backgrounds and abilities. Unity enables persons to live together with others in harmony without focusing on social, religion, racial, cultural, economic and political differences. As learners share in team work, they purpose to support each of their team members.
- (e) **Peace:** Peace is a state of tranquility and harmony with one's self and with others. Peaceful people have high levels of self-awareness and self-esteem which enable them to remain calm despite the surrounding circumstances, even when not favourable. One is therefore able to uphold healthy relationships and collaborations with others.
- (f) **Patriotism:** Patriotism is loyalty, love and devotion to one's country. Patriotic citizens are always ready to defend their country, obey its laws and respect their fellow citizens.
- (g) **Integrity:** This is the ability to know, defend and do what is right always. This value is exhibited through commitment,

courage, honesty and ethical conduct. Integrity can be well nurtured in school by example when the school leaders uphold integrity in their duties and

obligations. Discipline, fairness, transparency, consistency and reliability help to entrench integrity in the community.

## Pertinent and Contemporary Issues (PCIs)



Pertinent and contemporary issues to be embedded in the lessons are:

Broad areas	PCIs
1. Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, child rights, child care and protection, gender issues in education.
2. Health education	HIV and AIDS education, alcohol and drug abuse prevention, lifestyle diseases, personal hygiene, common communicable and chronic diseases.
3. Life skills/values education	Life skills, values, moral education, human sexuality, family life.
4. Education for Sustainable Development (ESD)	Environmental education, disaster risk reduction, safety and security education (small arms, human trafficking), financial literacy, poverty eradication, countering terrorism, extreme violence and radicalization.
5. Non formal programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games.
6. Service learning and parental engagement	Service learning and community involvement, parental empowerment and engagement.

PCIs, like values and competencies, are embedded in each lesson and are realized through the way in which the facilitator (teacher) aligns the learning outcomes to the learning experiences/activities. The facilitator CAREFULLY considers PCIs when developing the teaching plans. To see how PCIs are

integrated in the lesson, see the samples of teaching plans for the various learning areas on pages 85-120.

## Strengths of the CBC



### 1. Learner-focused

The curriculum focuses more on education and learning and less on the school and the system.

### 2. Focus on competencies

More focus is directed to competencies and less on content since the goal should be on the appropriate application of knowledge, and not necessarily just its acquisition.

### 3. Opportunities for local decision making and greater depth of study

The goal is to enable greater flexibility for the teacher at the local level.

### 4. Balance between formative and summative assessment

A range of assessment that focuses on the development of learning outcomes, cross-curricular competencies, and literacy and numeracy are adopted.

### 5. Digitally based

The design of the curriculum within a collaborative digital application enables it to be improved continuously and supports learning with flexible timing and pacing through a range of learning environments.

### 6. Collaborative and co-development models

Co-creation of the curriculum with partners and stakeholders taps into local expertise to enhance its design and development.

### 7. Synchronous development

Sequential development needs to be replaced with synchronous development; an integrated approach to develop programmes of study, assessments, and learning and teaching resources supports a common approach that encourages interdisciplinary learning.

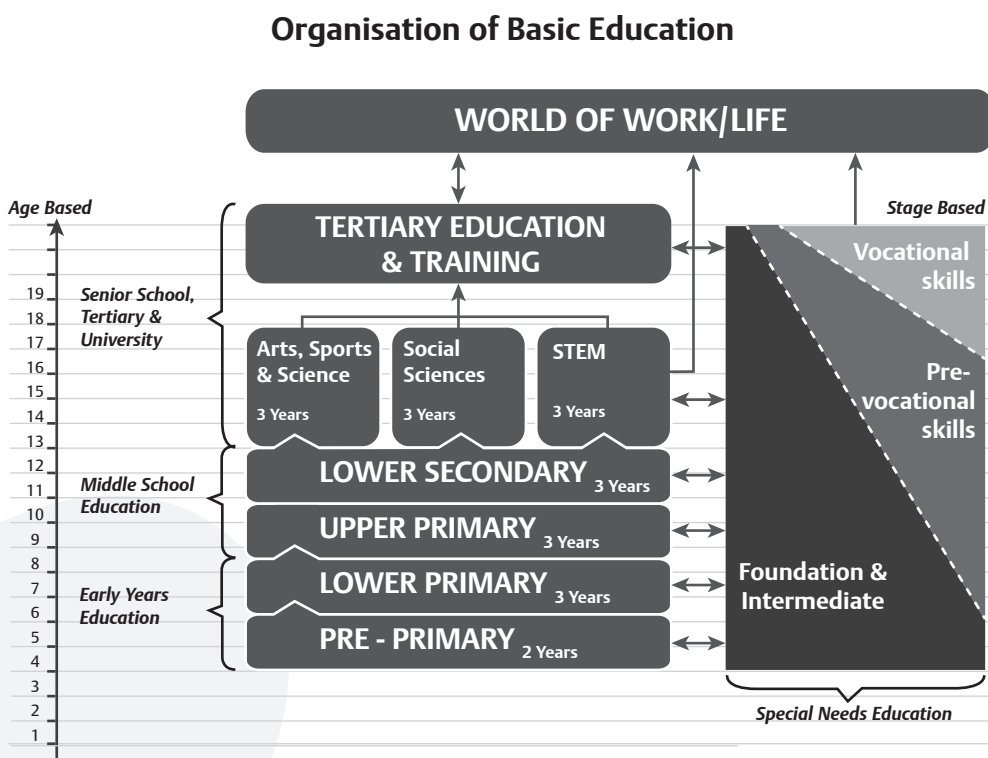
# What has changed in the new curriculum?

# 2

## What is a competency-based curriculum?

Basic Education is now organized into three levels:

- Early Years Education
- Middle School Education
- Senior School



## Why a competency-based curriculum?



### Main differences between the previous curriculum and the CBC

The following is a summary of how the CBC differs from the previous curriculum.

	Previous curriculum (8-4-4)	CBC
1.	Emphasized competition for examination grades.	Emphasizes excellence and competitiveness.
2.	Was more of content memorization and reproduction during examinations.	More of knowledge and skill application through creativity, innovation and problem solving.
3.	Teacher was the main source of knowledge with learners being more of passive participants.	Teacher facilitates learners to construct own knowledge and skills through exposure to challenging situations and experiences.
4.	More rigid in content, learning time and strategies.	Flexible, responsive and supportive in embracing diverse learning needs and abilities.
5.	Very little parental engagement and support.	Engage parents through empowerment and allow shared responsibility in all tiers and levels of basic education.
6.	Focused more on cognitive development.	Aims at integration of pertinent and contemporary issues and service learning that connects classroom to real life and self-reliance.
7.	Emphasized schooling.	More emphasis on learning.
8.	Had primary focus on summative assessment.	Aims at striking a balance between formative and summative assessment.

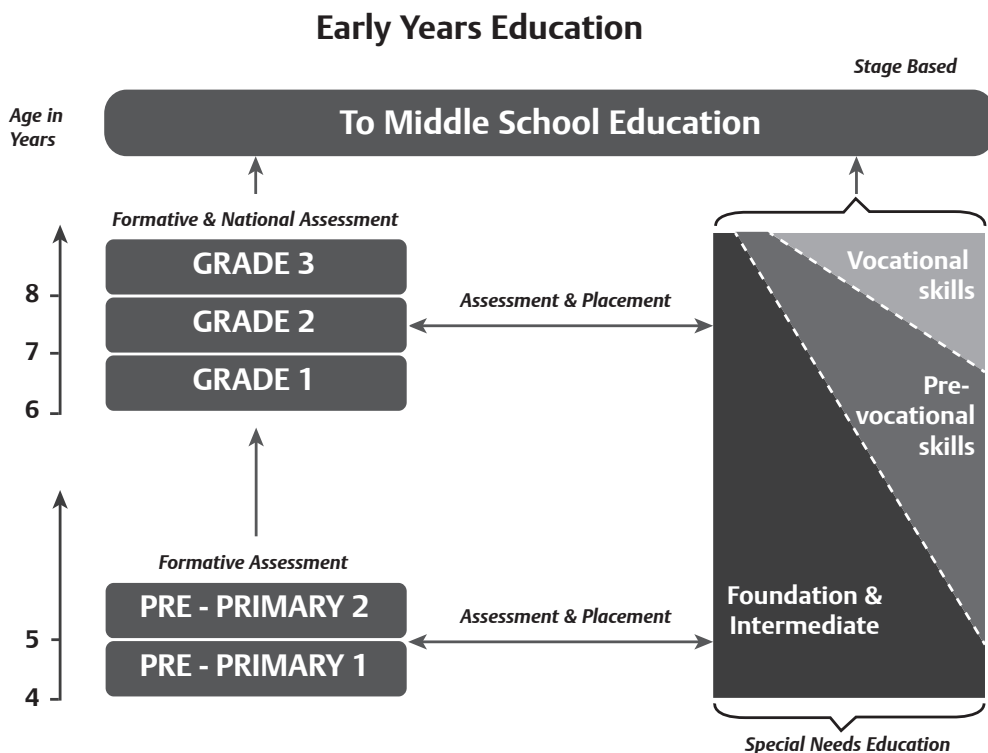
## What is different in the new curriculum?



- Class has changed to **Grade**.
- ECD has **two levels** only (Pre-Primary 1 and 2).
- Subject areas are now called **learning areas**.
- National **entry and exit assessments at early years** have been introduced.
- Topics/sub-topics are now known as **strands/sub-strands**.
- The teacher will now be a **facilitator** to the learning process.
- We now have **learning outcomes** as opposed to lesson objectives.
- **Formative assessment** has been introduced with summative assessment being reduced.
- We now have **learning resources** in the place of teaching aids.
- Focus is on **developing competencies and how to apply them in real life** rather than acquisition of book knowledge for the sake of it.
- Content delivery is now **learner-centred** as opposed to being teacher-centred.



## 1. Entry and exit levels have changed



## 2. The curriculum design

Early years designs are meant for learners in Pre-Primary 1 to Grade 3 levels. These designs have addressed the various aspects of development of learners of that age group. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum in terms of developing and understanding:

- (a) the learning outcomes
- (b) key inquiry questions
- (c) suggested learning experiences to achieve the outcomes
- (d) a variety of assessment methods to evaluate the learning outcomes.

**Importantly:**

- (a) The teacher is encouraged to design a variety of other learning experiences if they achieve the desired learning outcomes.
- (b) Attention should be given to engaging the learner actively in their own learning.
- (c) The teacher should be conscious of the competency and values to be developed by the learner in the process of learning. Practical experiences will allow learners to retain more from the learning process.
- (d) The designs allow the teacher to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes.

Below is the general format of a curriculum design for Grade One Literacy Activities

Strand 1.0 Listening	Sub strand 1.3 Story telling 2 lessons	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
		By the end of the sub strand learners should be able to: a) listen attentively and confidently respond to stories b) use a variety of thematic vocabulary c) develop an interest in listening to oral stories d) appreciate their culture and values as taught through oral stories e) empathize with familiar people in stories f) develop their creative and imaginative power as they create mental images of the oral stories.	<ul style="list-style-type: none"> <li>• Learners listen to a variety of stories about self, family and home from different sources (self, peers, teacher, a resource person (if available), recorded audio/video).</li> <li>• Learners record their stories and listen to them.</li> <li>• Learners respond to oral questions related to the story learned or orally recreate a story.</li> <li>• In pairs and small groups, the learners role play, ask questions, tell stories and sing songs related to the story learnt (themes: self, family, and home).</li> </ul>	<ol style="list-style-type: none"> <li>1. Who tells us stories?</li> <li>2. When are stories told?</li> <li>3. What do stories teach us?</li> </ol>
<p><b>Core competences to be developed:</b>  <b>Communication and collaboration</b> as learners listen to and retell stories.  <b>Critical thinking and problem solving</b> as learners recreate stories.  <b>Learning to learn</b> during parental involvement in narrating stories to the learners.</p>				
<p><b>Digital Literacy:</b> Learners record stories</p>				

<p><b>Link to PCIs:</b></p> <ul style="list-style-type: none"> <li>• Citizenship: respect for others and intercultural understanding, social cohesion.</li> <li>• Life skills and values education: self-confidence.</li> </ul> <p>Links to other learning areas: CRE/IRE, Environmental Activities, Language Activities, Music and Movement Activities.</p>	<p><b>Link to values:</b> Self-confidence, respect, and responsibility.</p>
<p><b>Suggested community service learning:</b></p> <ul style="list-style-type: none"> <li>• Parental involvement in telling learners stories.</li> <li>• Learners ask questions on the stories told.</li> <li>• A parent could be invited as a resource person to tell a story to the learners.</li> <li>• Learners join story-telling clubs and collect stories from the community.</li> </ul>	<p><b>Suggested community service learning:</b></p> <ul style="list-style-type: none"> <li>• Parental involvement in telling learners stories.</li> <li>• Learners ask questions on the stories told.</li> <li>• A parent could be invited as a resource person to tell a story to the learners.</li> <li>• Learners join story-telling clubs and collect stories from the community.</li> </ul>
<p><b>Non formal activity to support learning through application:</b> Learners narrate stories to each other.</p>	<p><b>Suggested assessment:</b> Retelling stories, question and answer, observation.</p>
<p><b>Suggested resources:</b> Props for storytelling, picture cards, story books, audio and video-recorded stories on the themes myself, my family and my home, resource person.</p>	
<p><b>Suggested formative assessment and rubric</b></p>	
<p><b>Exceeding expectations</b> Learner</p> <ul style="list-style-type: none"> <li>• Can use learnt vocabulary to recreate a story orally in detail</li> <li>• include a lesson to be learnt.</li> </ul>	<p><b>Meeting expectations</b> Learner</p> <ul style="list-style-type: none"> <li>• Able to retell a story with some detail using learnt vocabulary while maintaining a logical flow</li> <li>• can pick out the moral of the story.</li> </ul>
<p><b>Approaching expectations</b> Learner</p> <p>Able to retell a story with moderate assistance.</p>	<p><b>Below expectations</b> Learner</p> <p>Can mention some characters and retell a story with considerable assistance.</p>

(Source: Volume 1 Curriculum designs - September 2017)

### 3. Subject areas have changed to learning areas

Learning areas in Early Years Education (Grades 1 - 3)	Lessons per week
1. Literacy Activities	5
2. Kiswahili Language Activities/Kenya Sign Language	3
3. English Language Activities	3
4. Mathematics Activities	5
5. Environmental Activities	5
6. Hygiene and Nutrition Activities	2
7. Religious Activities	3
8. Movement and Creative Activities (Art & Craft, Music and Movement Activities)	8
9. Pastoral Programme of Instruction	1

### 4. Assessment is progressive, but the modes are more formative than summative

There is a national level entry assessment at every level. The entry level assessments are at the end of the early years, lower primary, upper primary, lower secondary, senior secondary and tertiary.

# Getting ready for CBC

# 3

## 1. Understand the basics

Every teacher must understand the basics of the BECF in order to understand the rationale governing the change in the curriculum (see Units 1&2).

## 2. Know your policy documents

Teachers must ensure that they have the required policy documents to find the correct footing and foundation of CBC. Below is a **checklist** of the required policy documents.

### Checklist of the policy documents

Ensure that you have access to:

- (a) The Constitution of Kenya 2010
- (b) The National Goals of Education
- (c) The latest Basic Education Act document
- (d) Vision 2030
- (e) Sustainable Development Goals (SDGs)
- (f) Curriculum Policy Document (2015)
- (g) EAC Curriculum Education Harmonization Framework
- (h) KICD Curriculum Designs
- (i) CBC materials

In addition to these documents, the teacher needs to be equipped with the 21st century learning skills and approaches.

## 3. Understanding the pedagogical approaches necessary for CBC

There are a variety of approaches teachers will be encouraged to employ to enable them deliver the competency-based curriculum. It should be remembered that child-centred approaches to teaching are central to this curriculum. The table below gives some suggestions and explanations to some pedagogical approaches that a teacher can use.

Pedagogical approaches	How to use the approach meaningfully
Open-ended instruction	Questions are structured in a way that multiple answers are possible so that learners are not directed towards one “right” answer but rather multiple answers that open up room for further questions and answers.
Integrated learning	Content and skills from one learning area are used in other learning areas. This means content from the various learning areas is easily recognizable.
Inquiry learning	Learning is focused through questions, problems, or challenges that learners work to address. Learners are provided with questions/problems to solve, with guidance from the teacher on how to arrive at the desired solutions. The teacher should clarify the question(s) and skillfully lead the learners to think through the process they will follow so as to arrive at solutions. Guided inquiry approach is appropriate for the younger learners while for older learners, the self-directed approach with learners generating the questions and assuming much of the responsibility for how to solve them is more applicable.
Differentiated instruction	The teacher consciously designs learning experiences that address a range of learning styles and abilities. In our context, the teacher may need to consider the gifted and talented learners as well as the time takers. This means that the teacher is tasked to develop a variety of instructional approaches that address the needs of different learners including those with learning difficulties (see the PowerPoint Presentation available on the Oxford's website: <a href="http://www.oxford.co.ke">www.oxford.co.ke</a> ).

Cooperative learning	Group and cooperative learning strategies focus on learning in small groups. The teacher is however required to explicitly understand some of the cooperative learning strategies (see Unit 6) and try them out in the classroom for both teaching and assessment of learning.
Experiential learning	Experiential learning brings real life experiences into the learning process, for example manipulating real objects. Coupled with simulation and mentorship, this approach provides experience beyond the classroom thus making it more likely to address real world issues and problems.
Discussion	The teacher together with the learners form groups to discuss a specific problem. The group leaders need to be varied for different discussions in order to provide an opportunity for every member to participate. For more information on group work, see Unit 6.
Case studies	Case studies are thorough descriptions of real events from real situations. Although case studies may seem inappropriate for the Early Years Education level, it would be worthwhile for the teacher to use simple scenarios like those used in word sums in mathematics to describe a case for exploration of learning. The teacher can narrate a simple story and allow learners at this level to reflect on it. Guided reflection will be useful at this level.



<p>Assessment &amp; evaluation of learners' learning</p>	<p>KICD has provided a sample rubric for each topic as a tool that will help learners and teachers to capture formative and summative information about learners' learning and performance. Additional tools that the teacher may also use include checklists and reflection questions.</p>
<p>Peer teaching</p>	<p>Learners learn best from each other. Teachers should guide learners to learn from their peers. This approach provides opportunities for learners to actively present their knowledge and skills to peers and/or act as teachers and mentors for each other. Peer teaching promotes incidental learning from presentations and peer engagement. Peer teaching also creates an intentional opportunity to empower learners to teach others and for the learner to master the concepts being taught.</p>

The following are some additional methods in the teaching of numeracy and literacy activities.

<p><b>Method</b></p>	<p><b>Description</b></p>
<p>Problem-Based Learning (PBL)</p>	<p>This is a learning/teaching methodology that is based on the principle of using problems as a starting point for the acquisition of new knowledge. It creates learning through experience and reinforces existing knowledge. PBL fosters the development of the following skills: communication, problem solving, critical thinking, collaboration and self-directed learning.</p>

Question and answer

A Q&A learning session is not an exam session. The questions are asked to provoke the learner's thinking and reasoning and not necessarily to get the correct answers. New knowledge is built on existing knowledge.

The following strategies may be of help to the teacher:

- (a) Avoid asking irrelevant questions that may not bring out the expected learning – the teacher is advised to insert key inquiry questions in the lesson plan (at introduction, presentation and conclusion).
- (b) Allow the learners time to think after asking a question (on average 3 seconds). This will help to carry forward all the learners as opposed to rushing on with the fast ones.
- (c) Before answering the question, the teacher can ask the learners to quickly write down their answers at the back of their books or share/discuss/explain to their neighbours (pair and share) before raising their hands to give the answer. Even though the teacher will choose only one or two learners to respond, all the other learners will have participated in attempting the question. This is very helpful in large classes where each learner may not get a chance to answer to the teacher thus eliminating passive learners in each step of the lesson.

<p>Inquiry-Based Learning (IBL)</p>	<p>Inquiry-based learning is a process of finding out through fundamental questions, investigations and research to prove and confirm concepts leading to the construction of new knowledge and meaning from the learners own experiences.</p> <p>Inquiry involves activities and skills in an active search for understanding. The 'probing questions' allow learners to actively construct ideas and form connections. Learner interaction is not only with materials but also with activities, peers and with the teacher therefore increasing competencies in communication and collaboration, creativity and imagination, critical thinking and problem solving and self-efficacy. Digital literacy is also enhanced as they do research.</p>
<p>Project-Based Learning</p>	<p>Project-based learning is an approach that is built upon activities and real life tasks that are challenging for learners to solve. The driving question emanates from curriculum content and learners are expected to collaboratively gain knowledge and skills by working for an extended period of time to investigate and discover answers from the real world.</p>
<p>Answering questions</p>	<p>The teacher can appoint one or two learners depending on the question to be answered. If the appointed learners provide the wrong answer, the teacher should probe them to come up with the correct answer instead of hurrying to look for a helper. This helps to improve the learners' self-esteem, promotes self-efficacy and encourages the rest of the class to also think and reason without fear of getting turned down or being humiliated.</p>

Role play, dramatization and storytelling

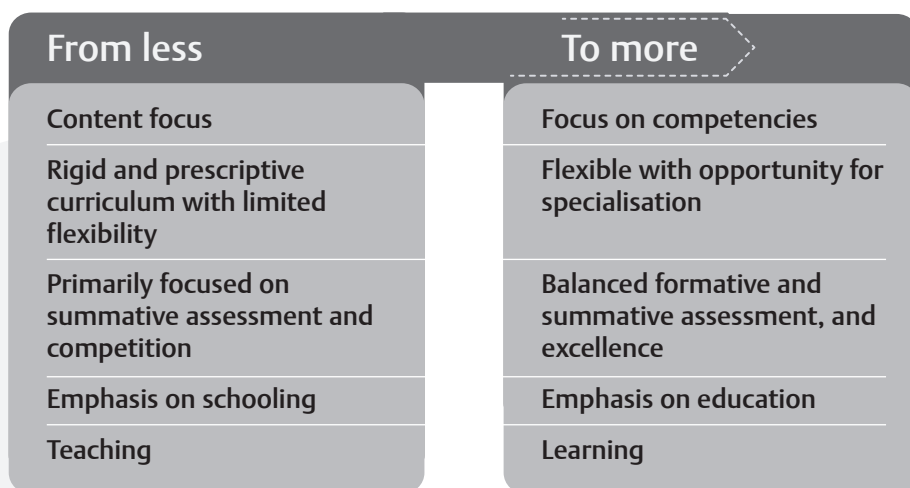
Learners at the Early Years Education level internalize learning much better if it is done through role play, dramatization and storytelling. This helps the learners to associate with the characters, empathize with them and later practise the lessons learnt. For creativity and innovation, the teacher can ask the learners to construct their own brief stories, drama and role plays.

#### 4. Embedding thematic learning approaches

Though the learners will have graduated from thematic learning, there is no harm in the teacher linking their learning to themes especially so as to enable them comfortably transition from one learning approach to another. A thematic teaching approach can unite curriculum by learning around a single broader strand and in doing so help learners gain a deeper understanding of the theme. As a team of colleagues, teachers may agree on a theme at this level, endeavour to integrate the theme with existing curriculum for this Grade, design instruction (see pedagogical approaches) and co-curricular plans that enhance learning beyond the classroom.

#### 5. Paradigm shift

##### Paradigm shift necessary to achieve reforms mission:

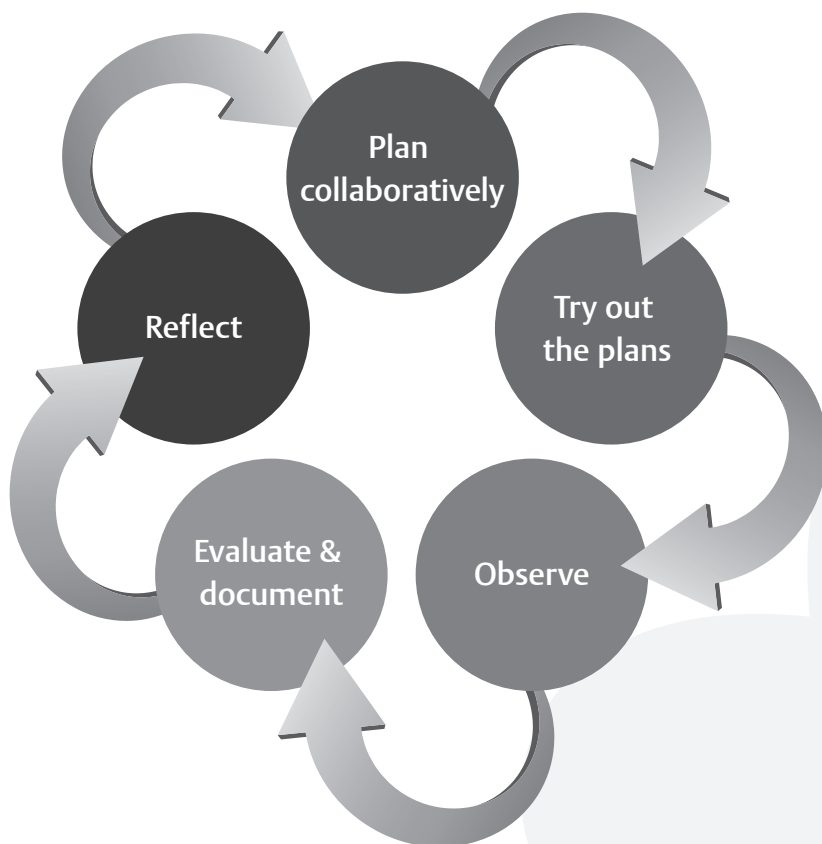


## 6. Institutional readiness for CBC

The school needs to be strategic in order to succeed in the implementation of the new curriculum since CBC is a very new concept to all stakeholders including parents, learners, teachers and school managements. An inclusive school-wide approach will be useful in enhancing greater buy-in by all stakeholders in

the short term and in the long term. Parental engagement and empowerment is a key principle towards realizing the goals of the CBC.

The school needs to adopt a collective and collaborative approaches in the implementation process by collectively setting achievable goals. Importantly, the school has to do the following:



## **7. From teacher-centred to learner-centred approaches of the 21st century**

Teachers have to engage in professional development (PD) to increase their proficiency in learner-centric pedagogy. School-wide and individual teacher effort are required.

### **PD checklist for the teacher**

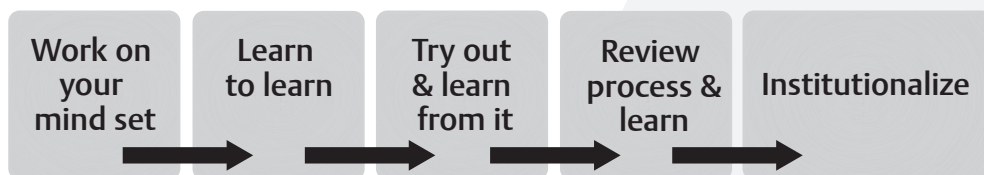
- (a) Understanding strand and thematic learning approaches (that is, integrating the theme with the existing curriculum)
- (b) Deciding on group and group activities
- (c) Designing learning activities
- (d) Designing learning experiences
- (e) Digital literacy
- (f) Research skills
- (g) Peer engagement work with other peers
- (h) Designing instruction and co-curricular plans
- (i) Management of instructional resources

Some of the ways that can help the teacher get ready are presented in this diagram.



### 8. Know the scope of the learning areas you will be facilitating

Subjects (now learning areas) have changed; some more than others. It is essential to have a mastery of the curriculum designs for the level and grade to know what has changed. This requires that you adapt your assessment, teaching approaches as a facilitator of learning, and the resources or knowledge base to accommodate the changes.



### PD checklist for the teacher

- (a) What am I required to plan for?
- (b) What has changed in the content of the learning areas compared to before?
- (c) What resources do I need?
- (d) What must be assessed and how does assessment look like?
- (e) How much time do I need for each strand or theme?

## 9. Getting resourced

Appropriate support resources with which to facilitate learning are critical for this curriculum. You need a good Teacher's Guide (TG) and Learner's Workbook/Textbook with requisite competencies, stimulating visuals and relevant content as a priority to guide you in the acquisition of other relevant and suitable lesson resources. Learners need a good textbook that provides them with the required content, but also gives them visual stimulation to keep them interested in the learning process. It is critical that you choose this carefully (see Unit 9).

Take note of:

- (a) A student resource textbook or workbook with visual appeal, appropriate activities and assessment.
- (b) A supportive TG that is aligned with the CBC and the curriculum designs and which has additional/extra activities for assessment.

## 10. Planning

A successful CBC lesson is determined by the planning and the amount of thought put into the lesson planning. The lesson plans should have:

- (a) a variety of activities and learning experiences
- (b) strategies and approaches to teaching CBC
- (c) strategies that cater for differentiation
- (d) attainable learning outcomes
- (e) key inquiry question(s) to trigger the learners' curiosity
- (f) learning resources
- (g) assessment items
- (h) opportunity for reflections and evaluation.



## Some tips for designing attainable learning outcomes

1. Each learning outcome should:

- begin with an *action verb* followed by the *object of the verb* and then followed by a *phrase that gives the context*
- have only one action verb
- be observable and measurable
- focus on the results of the learning experiences
- reflect the desired end of the learning experience and not the means or the process.

2. When developing learning outcomes, avoid terms such as *know, understand, learn, be familiar with, be exposed to, be acquainted with, be aware of* etc.

3. Outcomes are the end result, or what you want the learner to demonstrate upon completion of the strand/unit, level or program. They are not statements of what the learner will do or be taught in the lesson. Examples of learning outcomes would be:

*The learner should be able to:*

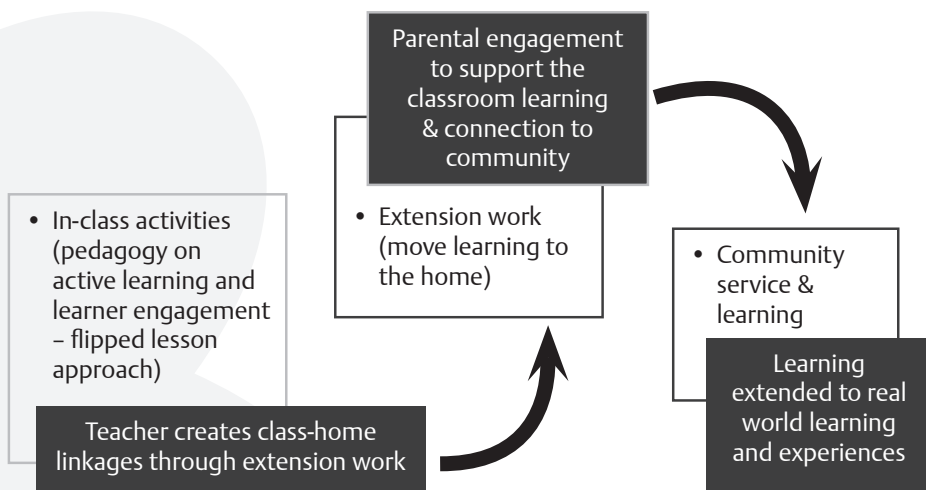
- (a) *practice appropriate hand cleaning steps for better hygiene.*
- (b) *demonstrate correct teeth cleaning steps for better dental hygiene.*

## Learning in class, home, community

In Unit 3 we looked at the different pedagogies the teacher can use to implement the CBC. We are constantly learning – everywhere and at all times – acquiring additional skills, knowledge and competencies from beyond the ‘classroom walls’. It is very likely that this learning that is taking place at home and other social environments or elsewhere, is a lot more important, relevant and significant than the kind of learning that occurs in the formal settings.

## Active learning

The teacher ought to look deeper into how to create successful learning experiences for the learners – units 3 and 6 give us some approaches the teacher could use such as collaborative learning. Besides that, the teacher ought to create a conducive learning environment in the classroom to enable active learning while at the same time containing the learners’ focus on the set task. The teacher also needs to plan for learning experiences beyond the classroom. This unit briefly shows the teacher how to manage a ‘flipped lesson’ by providing extension learning through extension work (homework) and goal-focused-service learning, both of which are beyond the classroom.



## Flipping a lesson (active learning)



In order for learners to learn from each other, the teacher has to consciously Plan the Lesson with the End in Mind (PWEM). This means the teacher designs the learning activities and experiences in a way that they can clearly bring out greater learning outcomes, through greater in-class learner engagements. The 'flipped classroom' strategy is an active-learning strategy that allows for a dynamic learning environment. In this set up, a lot of things change such as:

- learners working in pairs or groups;
- moving through the learning material at different paces;
- the classroom is noisier than usual because students are talking, interacting, and working on tasks together;
- learners looking for resources;
- the teacher moves around the room trying to give and clarify instructions to the learners;
- learners are walking up to the teacher to ask their questions rather than waiting for the teacher to make it to their table etc.

This 'chaotic' type of learning environment can be challenging for both the learner and the facilitator or teacher. Whereas for some learners it may seem too chaotic and disorganized thus causing anxiety and frustration, for others, this is exactly the type of excitement and energy they need to learn and thrive. So, as you embrace the dynamism of a flipped lesson, be careful not to lose the control of your class. You will need to be even more organized, and put systems in place to help you and your learners focus on the learning.

There are three strategies that will help you manage the in-class learning environment and stay organized:

1. Create a system to organize the paperwork – worksheets, outlines, papers, quizzes etc.
2. Consider having long term groups, group names and work pockets to organize your learning environment.
3. Use templates for lesson plans, assessment tools such as rubrics and checklists – this gives you a place to start off from.

## Some strategies for in-class management



1. Be organized.
2. Establish classroom rules as soon as you begin the new year/term and enforce them consistently.
3. Get the attention of every learner before beginning class.
4. Use proximity and directness to your advantage.
5. Keep your consequences as minimal as possible.
6. Appropriate curriculum is a classroom management strategy.
7. Make your learners feel responsible for their own learning environment.
8. Interactively model behaviours.
9. Be mindful of different learning paces and keep the students occupied.
10. Connect with the parents.
11. Use positive instead of negative language.
12. Praise efforts and achievements for their own sake, not for the sake of teacher approval.
13. Anticipate problems and be creative.

## Quick interventions that support classroom management



1. Show students that it pays to behave.
2. Never punish an entire class.
3. Build content-related anticipation.
4. Change the tone.
5. Find things to appreciate.
6. Push up your enthusiasm.
7. Use your words.
8. Forgive.
9. Give learners choices.
10. Publicly announce classroom management goals.
11. Establish routines.
12. State the truth when things go wrong.

## Community service learning for learners



*Informal learning can be organized, and can have a set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience (OECD).*

Learning that occurs outside the formal learning system is not well understood, made visible or appropriately valued yet it is very important for lifelong learning for all individuals. The teacher should therefore try to consciously think of strategies to use to develop all the skills, knowledge and competences that learners can develop. Teachers are encouraged to take advantage of all teachable moments while at the same time working with parents and the school communities to extend the learning spaces. With the help of the parents, learners should constantly be exposed to learning situations even when they are not in school. Though such learning may occur at the initiative of the learner, it can also happen as a by-product of more organized activities such as communal cleaning functions, tree planting, grass cutting, volunteer work at homes for the old and the needy and so on.

Teachers can structure this learning and assess it by way of project work. The project should be simple enough for learners at this level but should consider both learning and community action goals.

For instance, if the community is endeavouring to uphold the value of patriotism, then the teacher would design the service learning around community activities that foster patriotism such as communal environmental cleaning activities. If the learning is around 'creation of plants and animals (religious activities)' then the goals can focus on taking care of plants and animals that are endangered and so on. Children can then develop simple portfolios of competences, drawings depicting what they have learnt, songs about their achievements etc. These tasks can be developed by individual learners as an assignment or in groups and assessed using a rubric or a checklist. Teachers can then recognize these assessment outcomes as evidence of learning as a way of motivating learners to consistently learn from the community service.

Community service learning is a hands-on instruction where learning happens through a cycle of action and reflection as learners seek to achieve real life solutions for the community and a deeper understanding and skills

for themselves. In the process, the learner connects personal and social development to their own academic and cognitive development. These experiences enhance understanding of concepts which then leads to a more effective action for future growth.

Community engagement teaching combines learning goals and

community service in ways that can enhance both learner growth and the common good. This strategy integrates meaningful community service with instruction and reflection to enrich the learning experience, teach values such as responsibility, and strengthen communities.

### **Benefits of community service learning for learners**

1. Fosters positive impact on learning outcomes such as understanding community problems, critically solving them and developing cognitive skills.
2. Positive impact on the learners' academic learning.
3. Improves their ability to apply what they have learnt in the classroom to 'the real world'.
4. Helps learners to understand complex issues in their environment and how to address them.
5. Fosters self-efficacy, self-identity, spiritual growth, and moral value development.
6. Improves the learners' interpersonal skills particularly the ability to work well with others, and finally builds their leadership, confidence and communication skills.
7. Has potential to reduce stereotypes and greater inter-cultural/tribal understanding of each other.
8. Improves social responsibility and citizenship.
9. Helps to build better future involvement in community service.

## Why do you need to give some extension work after the lesson?



1. Show the learner's progress and their understanding of the concept learnt.
2. Consolidate and extend the work covered in class or prepare for new learning.
3. For the learner to access resources not available to them in the classroom.
4. Develop learning to learn skills.
5. Get another opinion around a strand.
6. Have an opportunity to learn independently.
7. Enhance their study skills, e.g. planning, time management and self-efficacy.
8. Extension work enables the teacher to create a channel for home-school dialogue.
9. Learn by doing.
10. To take ownership and responsibility for their learning.
11. The complete work may not be suited to a classroom set up.
12. Engage parental support on learning.

# Inquiry-based learning

# 5

## Learning in class, home, community

*Inquiry-based learning places learners' questions, ideas and observations at the centre of the learning experience, and requires them to engage in evidence-based reasoning and creative problem solving.*

*Curiosity and motivation lie at the heart of inquiry-based education.*

Children are innately curious. They have a tendency to ask questions and have an instinctive desire to find things out. Most questions children ask lead to yet another question. These questions require answers. Inquiry-based learning is described as a teaching approach that builds on the idea that the teacher and the learner both share responsibility for learning.

The teacher does not tell learners everything they need to learn. The approach emphasizes learning by doing, encouraging learners to build their knowledge through experience and exploration. Teachers therefore should encourage children to ask questions and follow through with evidence of the answers.

A curious child is motivated to ask deep questions about what they want to learn, seek answers, and apply those answers to his or her personal experience. The good news

is that, given the right conditions, every child in our classrooms can demonstrate curiosity, an attitude of wonder, and a desire to discover.

This approach to learning replaces the traditional classrooms into high-energy learning spaces, where children are excited to learn and participate. This approach, along with rich content, can boost the learner's receptivity and productivity in acquiring 21st century skills.

Inquiry-based learning follows a three-step process. Learners ask themselves three questions about any new theme or strand being introduced:

1. What do I already **know** about the strand?
2. What do I **want to know** about the strand?
3. What have I **learned** about the strand?





The teacher can only help to elicit stimulating questions from the learners by being a 'wonderer' too.

This inquiry process (what I know, what I want to know, what I've learned) is often used during the following three steps to follow the learner's progress:

### 1. Beginning question

An inquiry-based question often starts with an open-ended question that has many possible answers. This question acts as a catalyst to get learners thinking more deeply about the subject. You might pose questions such as the following:

- How do we know what happened long ago?

- How do animals communicate?

After you introduce the big question to the class, get the learners to consider what they already know about the subject matter. They can do this first in small groups, then as a whole class activity. In this first step, learners become active participants in the process of learning, drawing from their own personal life experiences to share previously learned knowledge. As learners discuss what they know, the teacher records this information in the 'What we know' section of the KWL chart (see the diagram below).

KWL CHART		
K	W	L
What I know	What I want to know	What I have learnt

As learners begin to express what they know, they use their productive language skills (e.g. speaking and writing). In Grades 1 - 3, this can be done simply, with learners drawing pictures of what they know and then using simple vocabulary to describe or explain it. As learners become more experienced at explaining what they know, their productive skills grow.

### 2. Establishing what learners know

Establishing what learners know is essential for them to begin the second step: what do learners want to know? This step allows learners to freely wonder about the world around them. The teacher may lead a classroom discussion about the features found in the sky during the day and at night.

Learners may come up with many compelling questions about their environment, God etc . Get learners to do this ‘wondering stage’, first in small groups and then as a whole class. Record the questions from the learners on the KWL chart. In the topic above, we might say out loud, ‘I wonder why the sun is found in the sky?’

*Embarking on the discovery phase in the learning process*

Learners, with your help and guidance, now embark on the discovery phase of the learning process. For example, the teacher may provide a variety of fictional and non-fictional content (texts to read, listening activities, and more) for learners to learn about the subject area. Once learners feel motivated to find answers to their questions, they read and listen with a strong sense of purpose. As they do so, it is important to provide a variety of reading and listening strategies to make their receptive skills more effective. The teacher can also introduce additional

vocabulary words and grammar structures in each lesson to boost learning.

**3. Finding out what learners have learned**

Finally, after a series of lessons in which learners explore a strand area, they are ready for the third step: discussing what they have learned.

Encourage learners to work in small groups at this stage to share what they have learned through the lessons. As learners discuss and write or draw on their knowledge and experience, they use their productive skills of speaking and writing while applying the new vocabulary and grammar that they have learned. When the discussion moves to a whole-class activity, learners have the confidence to speak out about their learning experiences. Record this on the ‘What we have learned’ section of the KWL chart. This is often followed up by a project in which learners work together and use what they have learned to achieve a goal.

### **Inquiry-based learning tips for the teacher**

1. Set enough time to pre-plan, plan, and plan again during implementation.
2. Start with a strand that encourages inquiry.
3. Set aside 20% of your teaching time for inquiry.
4. Have learners collect resources.
5. Pose real questions.
6. Encourage co-designing the lesson.
7. Develop rubric for assessing learning.
8. Group learners for collaborative learning.
9. Monitor progress.
10. Interpret information.
11. Present evidence of learning.

Essentially, inquiry-based learning is a natural way to learn. It allows learners much more control of their learning experience, while teachers help and guide them along. It encourages our children's natural curiosity and sense of wonder about the world around them.

### **Key inquiry questions (KIQs)**



A good key inquiry question should trigger the learner's curiosity and wonder. This provides the seeds for meaningful learning. Typically, there is no final, correct answer to a KIQ. An inquiry question is an invitation to think and take action.

You can use the criteria below to determine if you have developed a good KIQ.

### Does the KIQ meet the following criteria?

- Open ended, yet focuses inquiry on a specific topic.
- Non judgemental, but answering the question requires high level cognitive thinking and activity.
- An invitation to think, not recall or summarize.
- A curiosity generator.
- One that makes the learner think about something in a way you never considered before.
- One that initiates both deep thinking and feeling.
- One that leads to further questions.
- Able to make the learner think critically, creatively, productively and reflectively.

Some examples of good key inquiry questions from the OUP Grade 1 Teacher's Guide on Environmental Activities are:

1. How do the things you saw (in the sky) look like?
2. How do we use water responsibly?
3. Why do we need water?
4. How can we prevent accidents at home?



# Ideas for group work

# 6

The mission of the BECF is nurturing every individual learner's potential. Learning strategies that encourage cooperation can be a brilliant and useful approach to use when engaging learners in their groups. These are strategies which aim to organize classroom activities into academic and social learning

experiences where students team up together in groups to complete tasks collectively. All members of the group are assigned a role for collective accountability (Sharan 2010; Johnson and Roger Johnson 1999). Cooperative learning is useful for both small and large classes.

## Things to consider when forming groups



Forming effective groups has its own dynamics - the teacher has to exercise precision and patience as the success of this process may go through different phases. The teacher is therefore encouraged to guide learners in developing ground rules that will guide their engagements.

Mixed ability grouping is widely recommended. Amongst the major considerations are the learners'

experiences, skills, knowledge, gender and abilities. It is important to consider both the highly gifted (fast learners) and the time takers (sometimes referred to as slow learners) in the classroom when forming the groups. The teacher should identify these learners in order to design activities that cater for the different learner needs.

It is recommended that each group should contain a maximum of four learners for effective learning.

Examples of cooperative learning strategies include:

- Uncommon commonalities
- Team expectations
- Double entry journal
- Guided reciprocal peer questioning
- Peer tutoring
- Conversation cards
- Think-pair-share
- Open-ended free conversations
- Information-gap activities
- Storytelling
- Cooperative projects
- Paired interview
- Jigsaw puzzles
- Numbered heads
- Three-step interview
- Roundtable
- Focused listing
- Structured problem solving
- Paired annotations
- Structured learning team group roles
- Send-a-problem
- Value line
- Carousel

Below are illustrations of two cooperative learning activities.

### (a) Paired interview

In this activity, the learners work in pairs after they have partly-completed the work given by the teacher such as what is found in the OUP Grade 1 Hygiene and Nutrition Activities Learner's Book Strand 4 page 69 under the sub-strand 'Safety education' in the section 'Let us Do 1'. In this case, the learners will look at the picture and interview each other on what they can see. Learner A will ask the two questions to Learner B, who will then respond. Then it will be the turn of Learner B to ask Learner A the two questions and Learner A will give his or her responses.

As an interesting variation, two or three learners could act as assessors, and conduct the paired interview with all the class members in turns.

## (b) Numbered heads together

Numbered heads together is a cooperative learning strategy that holds each learner accountable. The learners are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and learners ‘put their heads together’ to figure out the answer. The teacher then calls a specific number to respond as the spokesperson for the group. By having learners work together in a group, this strategy ensures that each member knows the answer to problems or questions being asked by the teacher. Since none of the group members knows which number will be called, all team members must be prepared. This strategy promotes discussion and often benefits learners with special needs.

### How to do it!

**Phase 1: Numbering.** The teacher divides the learners into groups consist of 3 to 4 learners. Each member of the group is given a number from 1 to 4.

**Phase 2: Asking the question.** The teacher poses a question or a problem to the class and gives the groups some time to come up with the response.

**Phase 3: Heads together.** The learners put their heads together to decide on one appropriate answer and make sure that every group member knows the agreed upon answer.

**Phase 4: Answering the question.** The teacher calls out any number at random and only the learners with that number in each group respond to the question.

For example, in Grade 1 *Numeracy Activities* under the lesson on sorting, the teacher can ask: “What shapes can you identify?” The teacher then allows the learners to identify the shapes together in their groups and then respond to the question. The teacher can ask further questions to help assess the outcome of the learning.



During group activities there are some observable student engagement traits to consider:

(a) The teacher needs to ask himself/herself the following questions:

- Are the learners authentically on the task?
- Are the learners passive/compliant?
- Are the learners disengaged/disruptive?

(b) Whole class — Is the whole class:

- asking and responding to questions?
- listening and note taking?
- participating in discussions?
- participating in guided practice?

(c) Small group or paired:

- Do students have defined responsibilities?
- Do they encourage one another?
- Are they collaboratively producing a product?
- Are they collaboratively solving the problem?
- Are all members participating in the discussion?
- Who is making the presentation?

(d) Individually — Is each learner:

- independently producing a product?
- independently solving a problem?

- independently practising/ applying what they have learnt?
- presenting?
- finding information?

Also, in cooperative learning, small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge learners;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- learners draw upon their experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- learners are invested in their own learning.

For more insight on cooperative learning strategies visit the following web page:

Classroom Walkthrough samples; <http://www.doe.in.gov/sites/default/files/turnaround-principles/classroom-walkthrough-development-samples.pdf>

### **Step by step development of group effectiveness**

1. Prepare your learners for the task ahead.
2. Identify the group skills that are specific and appropriate for developing competencies in the specific learning area.
3. Explain to the learners the purpose and advantages of group work, and why it is important for them to gain experience of working cooperatively with each other.
4. Set up groups of four learners per group (this is the globally recommended group size for effective learning). It is important to ensure the group members are diverse in terms of abilities.
5. Make your expectations clear to the learners and give them an opportunity to clarify how they intend to work in groups.
6. Guide the learners to develop group essential agreements.
7. Specify what genuine collaborations are. Ensure that the task cannot be completed by group members working independently on separate tasks rather assign roles and responsibilities to each group member.
8. Choose a method of group formation – the teacher may assign individuals to groups or teams or allow learners to form their own preferred groups but consciously encourage a more collaborative and guided selection based on shared interests.
9. Encourage diversity. Help learners to understand that the ability to work in diverse groups is highly valued and is a principle that governs the CBC. Real life teams often contain a mixture of people with varying abilities, language capabilities, learning styles etc.
10. Give learners some guidelines on how to work in groups in order to deal with issues such as:
  - group formation,
  - group dynamics and group conflict,
  - roles and responsibilities of group members,
  - multicultural groups,
  - effective communication strategies.
11. Provide group-work resources such as guidelines and checklists for roles and responsibilities.
12. Ask the learners to develop ground rules as part of their group-work projects. These rules might cover areas such as communication guidelines, group members' roles and responsibilities (for example the leader, chair, note taker, timekeeper, planner) and so on.

13. Monitor and support group-based learning activities by checking their progress and team processes.

## Some benefits of learning groups or teams include the following:



- There is active involvement in learning by all learners.
- Individual differences are acknowledged.
- Encourages interpersonal development.
- Learners actively participate
- Teachers become learners at times, and learners sometimes teach.
- Respect is given to every member.
- There are more opportunities for feedback.
- Potential for deeper understanding of content.
- Increased overall achievement in grades.
- Improved self-esteem.
- Higher motivation to remain on task.
- Learner ownership of their own learning.
- Learners draw upon their experience and knowledge.
- Goals are clearly identified and used as a guide.
- Provides space for solving group conflicts.
- Improvement of teamwork skills.
- Enhances satisfaction of learners own learning experience.
- Helps to develop communication and collaboration skills.
- Develops learners' social skills.

# Making it interesting for learners

# 7

CBC requires that learning occurs by learners developing their own learning and coming up with their own learning goals while guided by the teacher. Only an active learning teaching strategy can provide for such platforms. Therefore, when planning an 'Active Learning Activity' the teacher needs to consider what the objectives for the activity are by asking themselves these questions:

1. Who is interacting?
2. Will learners pair up with someone beside them or perhaps someone sitting behind/in front of them?
3. Should they pair up with someone of a different background? Someone they don't know yet?
4. At what point does the activity occur during the class beginning, middle, end?

5. How much time are you willing to spend on the activity?
6. Will the learners write down their answers/ideas/questions or just discuss them?
7. Will the learners turn in the responses or not? If they are asked to turn them in, should they put their names on them?

The teacher has to also arm him/herself with approaches that cater for differentiation, inclusion of multiple intelligences and gender. The following are pointers towards making the lesson more inclusive and therefore fun for every learner.

*Pictures make learning interesting!*

### DIFFERENTIATION

Content to be delivered  
Learning process  
Product  
Desired skill development  
Learning support  
Learning time  
Flexible, fluid groupings

### LESSON DESIGN

Alternating whole & small group activity  
Efficient transitions from one level to another  
Equitable learner participation

### DIRECT INSTRUCTION METHOD (DIM)

Modelling  
Think-aloud  
Re-teaching  
“I do, we do, you do”  
Mini-lessons/focus lessons (5-7 mins)  
Scaffolding  
Guided practice  
Lecture/Presentation  
Visual aids

### GUIDED CLASSROOM DISCUSSIONS

Learner-led discussion/presentation  
Teacher-directed Q&A

### CHECK FOR LEARNING/UNDERSTANDING

Verbal questioning  
Monitoring learner practice  
Total group response (e.g. white boards, show of hands, choral response)  
Writing-to-learn activity  
Formative assessments (e.g. quizzes – oral/written)

**Note:** Direct instruction method (DIM) has been found to be the most effective for early grade learning. This should be understood by the teacher as they select the pedagogies and strategies to use for this level.

For more insight on making lessons more interesting for learners, you can visit this web page:

Classroom Walkthrough Samples;<http://www.doe.in.gov/sites/default/files/turnaround-principles/classroom-walkthrough-development-samples.pdf>

Assessment in education is the process of finding out the extent to which the learner has achieved the desired knowledge, skills, values, attitudes and abilities to carry out certain tasks. In the competency-based assessment, the learner puts

into practice what they have learned according to a specific standard.

The CBC emphasizes a balance in both **formative** and **summative** assessments at all levels of the education system.

## Formative assessment



This is known as *assessment for learning* because it is informally taken at varied intervals throughout a course to provide information and feedback that will help improve the quality of learning. This type of assessment helps the teacher to establish what learners need to practise, what needs to be re-taught and what is to be learnt next and how.

In the competency-based curriculum, the teacher is expected to continuously carry out formative

assessment at the end of each sub strand. The assessment should mainly focus on the skills acquired and how effectively the learner is able to apply those skills in their own daily life contexts. The curriculum designs have assessment rubrics based on the learning outcomes of the sub strands. An example in *Mathematics Activities Grade One* where the strand is *Measurement* and the sub strand is *Time*, the following is the assessment rubric for the learning outcomes:

Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Correctly: relates daily activities to time, relates days of the week with various activities, recites days of the week and demonstrates more aspects of time.	Correctly: relates daily activities to time, relates days of the week with various activities, recites days of the week.	Inconsistently: relates daily activities to time, relates days of the week with various activities, recites days of the week.	Major inaccuracies: in relating daily activities to time, relating days of the week with various activities, reciting days of the week.

The assessment can be done orally, through written work or through observation.

Results of the assessment should be recorded in the learner's portfolio and in the learner's progress record. If the learner does not meet expectations, the teacher will need to find ways of intervention, either through other subjects that may have a similar skill, use of peer learners at play time or parent support in home-

based activities. This will ensure that as the learner moves to the next tier or level of education, he or she will have attained the skill for spiral learning consistency and purposes of value added progression in school.

Assessment in competency-based curriculum focuses on all the three learning domains as follows:

- 80% on psychomotor and affective skills;
- 20% on cognitive skills.

## Summative assessment

Summative assessment is referred to as *assessment of learning*. It is carried out at the end of the course to find out the sum total of the learning that has or has not taken place. Summative assessment is separated from teaching and is carried out when achievement has to be summarized and reported.

In the CBC system of learning, there will be an overall summative assessment at the end of each level and the focus of this assessment will be similar to that

of the formative assessment. The latter shall be done in preparation for a national summative assessment which will take place at the end of Grade 3 in the Early Years Education level to enable learners transit to Grade 4.

Administration of this transition assessment will not be individualized as there shall be a random sampling of learners across the whole country. These learners will be assessed using a standardized tool which shall later be marked and analysis done to determine an overall picture of

the entire population of learners that will be transiting to Grade 4 at any particular time. The aim of this summative assessment will be to find out if learners have acquired the expected competencies for their level before transition. The results shall be used to assist teachers to take the appropriate actions.

In comparison to the previous curriculum, the learners shall be the first to receive the result of the assessment and all stakeholders including parents shall be involved in supporting remedial measures.





# Choosing the best book for your classroom

# 9

*(Adapted from Mathematics Senior Phase Toolkits (3), Oxford SA)*

There are two important aspects to consider when choosing the best book to use:

- The content of the Learner's Book and the Teacher's Guide.
- The information and guidelines on planning, methodologies, assessment and subject-related tools.

The checklist below can be helpful in selecting the best CBC textbook for your classroom. However, the KICD will provide a list of the approved books for use in schools in the Orange Book.

Learner's Book	Teacher's Guide
<p><b>(a) Structure and layout</b></p> <ul style="list-style-type: none"><li>• Does it have a contents page?</li><li>• Is it visually attractive?</li><li>• Is it appealing to the learners?</li><li>• Is the font size appropriate for the grade?</li><li>• Is it easy to find things in the book?</li><li>• Does it have headings and subheadings?</li></ul>	<p><b>(a) Structure and layout</b></p> <ul style="list-style-type: none"><li>• Does it have a contents page?</li><li>• Is it easy to reference with the Learner's Book?</li><li>• Is it easy to find things in the book?</li><li>• Does it have headings and subheadings?</li></ul>

<p><b>(b) Content and language</b></p> <ul style="list-style-type: none"><li>• Is the level of language used appropriate?</li><li>• Can the weaker learners understand the language?</li><li>• Is the level of language appropriate for the gifted learners?</li><li>• Does the language support the learning process?</li><li>• Are all of the main content, concepts and skills included?</li><li>• Is the content structured from the known to the unknown?</li><li>• Is the content written in an interesting way?</li><li>• Does the content encourage learners to apply concepts and skills in different situations?</li></ul>	<p><b>(b) Content</b></p> <ul style="list-style-type: none"><li>• Are there guidelines on teaching methodologies?</li><li>• Are there planning guidelines?</li><li>• Is there ease in progression from one term to the next?</li><li>• Are there sufficient guidelines for the teacher on how to complete the assessment tasks?</li><li>• Are there sufficient guidelines for assessment?</li><li>• Is the assessment aligned to the CBC?</li><li>• Are there model or suggested answers for all the questions?</li></ul>
<p><b>(c) Illustrations</b></p> <ul style="list-style-type: none"><li>• Are the illustrations clear?</li><li>• Do they enhance understanding of the concepts covered?</li><li>• Do the illustrations support the text?</li></ul>	<p><b>(c) Extras</b></p> <ul style="list-style-type: none"><li>• Are there additional ideas that can be used in your teaching?</li><li>• Are there additional formal assessment tasks included that could save you time setting your own?</li><li>• Is the planning comprehensive?</li><li>• Are there sufficient additional activities for those learners that struggle with difficult concepts?</li><li>• Do the teaching guidelines give you new ideas for your teaching?</li></ul>
<p><b>(d) Activities and learning experiences</b></p> <ul style="list-style-type: none"><li>• Are the activities clear?</li></ul>	

- Are the activities sufficient for differentiation and inclusion for all learning styles?
- Are there enough activities for each lesson for each day?
- Do the activities show progression beyond the classroom?
- Is there a variety of activities?
- Are there activities designed for the time takers (slow learners)?
- Are the learning experiences appropriate for the grade?
- Do the activities exclude any bias?
- Do the activities stimulate critical thinking and problem-solving skills?



# My checklists

# 10

The teacher is required to develop a to do list that will help them to decide on what is priority, urgent and important or even important but not urgent. This will give the teacher confidence and direction on what to prioritize. This unit gives a few guidelines on how to do this and what the teacher needs to consider.

Broadly, have a goal!

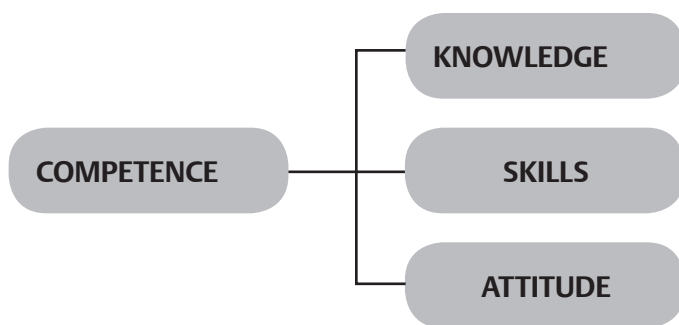
1. Design strategies to guide the process and achievement of the goals.
2. Understand your focus.
3. Create a syllabus or planner for your learners.
4. Develop your expectations.
5. Make sure all the equipment in your classroom works properly.
6. Develop a list of classroom management solutions.
7. Create your class rules and procedures.
8. Put together materials in case you need a substitute resource.
9. Put your classroom in order.
10. Set up your desk and files.

**Importantly:**

Partner with a peer either within your school or outside – it is a brilliant opportunity for collaboration, collegial support and growth.

Competence is not simple addition of knowledge, skills and attitude. It is the proven ability to use them in context to achieve the desired results. A competency curriculum teacher ought to desire to go beyond knowledge delivery to proficiency.

*Remember you can only give what you have!*



### Checklist 1. Teacher's proficiency in modelling competency

A needs assessment checklist will help you to know where you are.

Teacher individual competency skill area with learners	Competency rating score				Training required?		
	Excellent	Good	Average	Below average	Yes	No	Not Sure
Communication and collaboration							
Creativity and imagination							
Critical thinking and problem solving							
Learning to learn							
Self-efficacy							
Citizenship							
Digital literacy							

### Checklist 2. Ask yourself: Have I created a warm learning environment?

A successful classroom invites students to question and exploration (Todd Finley). These are some of the questions you may wish to ask yourself about the kind of learning environment you wish to create:

- How will I arrange the desks to foster classroom discussion (communication) and collaboration?

- How have I selected the groups and in-group roles and responsibilities?
- Where will I display my learners work?
- Are important announcements and notices clearly displayed?
- Are there books on display to stimulate student interest and curiosity?
- Where do I store other learning materials?
- How do I maintain a clean hygienic environment that is learner friendly?

**Checklist 3. Planning and delivery: What items will I need in order to plan a successful lesson?**

- The curriculum designs
- A scheme of work
- A monitoring tool to cross-check a balanced delivery of the competency, PCI and values
- Reference materials
- Learner's workbooks
- Teacher's Guide
- A basketful of ideas on activities and learning experiences
- Another basket of strategies and approaches to teaching CBC
- Attainable learning outcomes
- Other teaching resources
- Templates for assessment criterions, rubrics, protocols, schedules and checklists
- Class rules of engagement
- Journal for reflections



### Checklist 4. Audit tool on quality

Quality evidence to embed competencies, PCIs and values (Example: Literacy Activities)

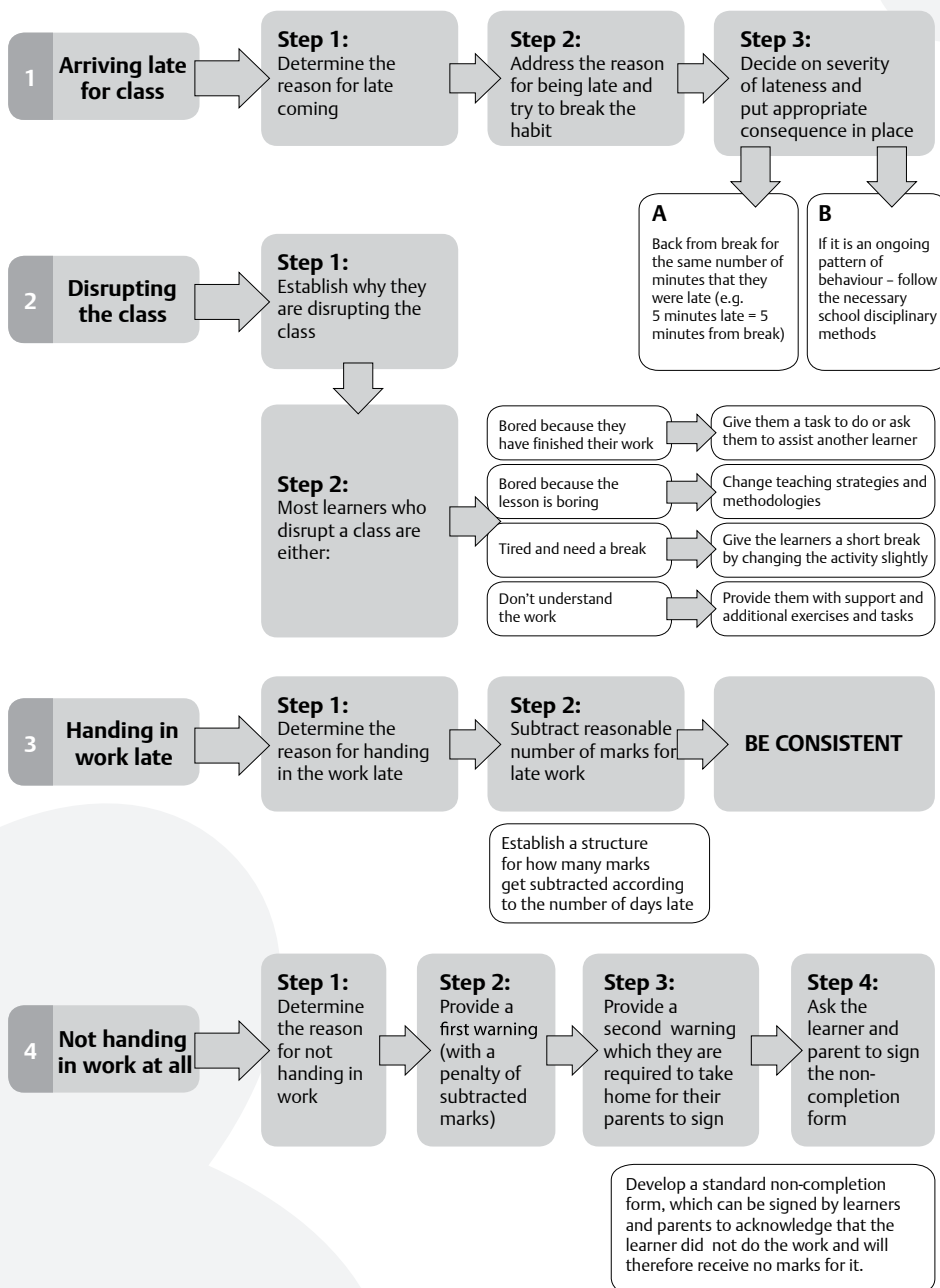
Lesson	Competencies, PCIs and values	What does the teacher do?	What does the learner do?	What does the learner's work look like?
Lesson 3: Spelling	<p><b>Competencies:</b> Communication &amp; collaboration</p> <p>PCI: Learning to live together</p> <p><b>Values:</b> Responsibility &amp; unity</p>	<ul style="list-style-type: none"> <li>• Distributes materials.</li> <li>• Guides the learners.</li> <li>• Assesses to gauge understanding.</li> <li>• Probes.</li> <li>• Provides feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners in their groups select and spell out words from the materials given.</li> <li>• Learners pair up for peer assessment and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Word spell displayed in groups or classroom walls.</li> <li>• Presented to the rest.</li> <li>• Entered in the portfolio of learning.</li> </ul>

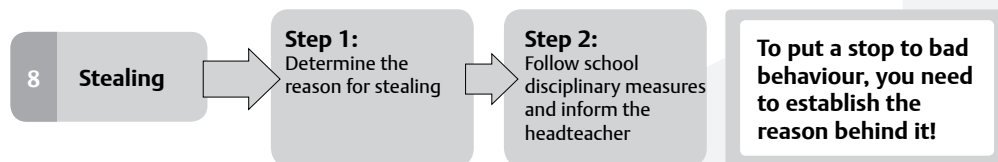
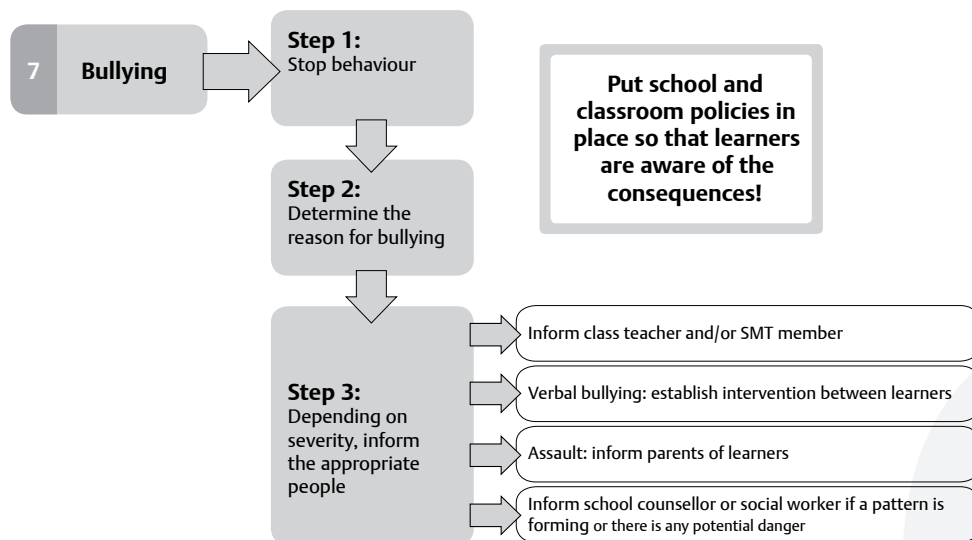
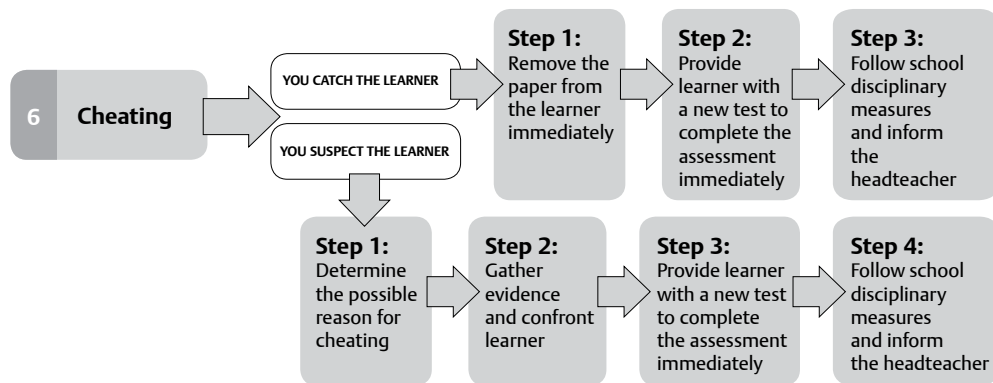
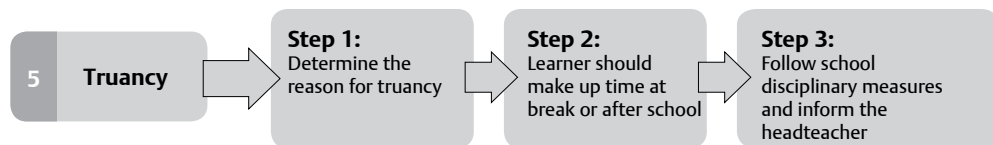
### Checklist 5. Assessment processes

- Know what assessment to give at every level.
- Develop and design a rich toolkit with a variety of assessment and assessment tools such as criteria, checklists and rubrics.
- Understand the modes of assessment to use for:
  - assessment as learning;
  - assessment for learning;
  - assessment of learning.
- What to test.
- Quality evidence.
- Success criteria.
- Grading and weighting.

# Step by step solutions to classroom problems

# 11



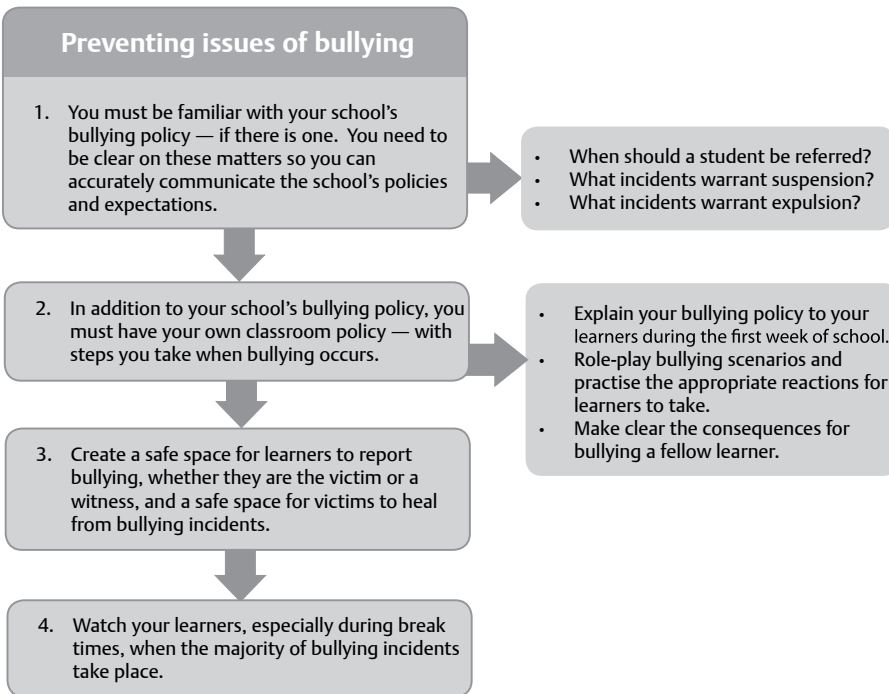


## Putting a stop to bullying in your classroom



### What is bullying?

Bullying is repeated, aggressive behaviour intended to hurt another person in order to gain a physical or psychological advantage. The bully uses threats, intimidation, cruelty, and/or forcing their will to achieve control over others. Girls tend to bully verbally while boys tend to bully physically.



### SIGNS OF BULLYING

1. Reluctance to come to school
2. Refusal to come to school
3. Physical marks on the body
4. Becoming withdrawn
5. Grades may deteriorate

### RESOLUTION

If bullying has occurred, a firm and consistent resolution, in line with the school's policies, must be put into action.

1. The bully must understand that bullying is unacceptable
2. They must understand that there will be consequences
3. Open, respectful communication between bully and victim should be encouraged
4. The bully should be offered counselling to work through the issues that caused them to bully in the first place.



## What is teacher wellness?

As an educator, your health and well-being are the keys to a productive and joyous learning experience for your learners and for yourself. To most teachers, however, their learners come first and they come second or not at all. The good news is that it only takes a few minutes a day to destress, energize, and revitalize your body and mind. There are many self-care techniques that can be practised in the classroom with

your learners, so everyone benefits. The two main questions you need to ask yourself regarding your wellness as the teacher are:

- (a) Why is my wellness important?
- (b) What are my wellness plans/strategies?

*(Adapted from Teacher Wellness Resource book 2013 )*

---

Some of the simple strategies you can take to guarantee you wellness include the following:

1. **Breathe.** Did you know you can trick your brain into thinking everything is fine with slow, deliberate breathing?
2. **Connect.** Reach out and connect (or vent!) with your fellow teachers and co-workers and hold each other accountable for your self-care contract.
3. **Take a timeout.** Schedule your timeouts during the day when you have no interruptions. Soon you'll look forward to this mini-recharge.
4. **Move more, sit less.** Incorporate some physical activity into your day – before, during and after school. Get started today by doing simple physical activities that take only two minutes or less.
5. **Enjoy the great outdoors.** Teachers don't have a lot of time for long hikes or adventure trips, but being with nature can be as simple as taking a leisurely walk during the lunch break or after work.

6. **Step away from the device.** Constant digital stimulation can increase your anxiety or sense of 'not doing enough'. Put down your phone and schedule some no-tech time each week.
7. **Reflect.** Think about all the things for which you are grateful. Even when life is stormy, you can always find one bright moment or thing to be grateful for.
8. **Get creative.** Artistic expression is one of the most therapeutic techniques for relieving stress. You might try drawing, painting, photography, or crafting.
9. **Create a comfort kit.** For those days when you're feeling particularly defeated or discouraged, a comfort kit reminds you that everything will be okay. It can include anything you love, from your favourite tea to a note from your best friend forever (BFF).
10. **Pamper yourself.** Set aside some time during the school term to do something special for yourself. It could be a nice dinner, a manicure, or a weekend trip – experiences that will help you refuel and recharge for the school days ahead.

What other self-care strategies do you depend on during the busy school year?

## Additionally:

- **Rest.** Every teacher needs some downtime in the evening – even if it is only for an hour; and a good night's sleep is a must. Teaching is one of the few professions that never lets you breeze through the day – even when you're not feeling well.
- **Eat right.** What you eat can have a big effect on how you feel, how you look, and how much energy you have for teaching. A simple diet of smaller meals, whole meal foods instead of processed foods, and a variety of fresh fruits and vegetables is most appropriate. Try to cut back on (or eliminate) your consumption of sugar, white flour, and foods high in saturated fats. You won't believe how much energy you'll have or how incredible you'll feel.
- **Leave school at school.** As soon as you leave the school compound, your workday is over. Leave it there. Although sometimes you may have to do marking or catch up at home, you should limit those instances as much as possible. Try not to carry your work frustrations or disappointments home.

- **Work out!** Nothing will clear your head faster or more completely than physical exercise. Go for a brisk walk or dance to your heart's content. Join a swim club. Whatever you do, make sure it's something you enjoy doing.
- **Create a culture of support.** Use your relationships to celebrate success and collaborate effectively. Ask yourself how often you share your highlights with others.





# Sample schemes of work & Lesson plan templates

# English Literacy Activities

## Sample scheme of work

Learning area	Grade	Term	Year
English Literacy Activities	3	1	2018

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry questions	Learning experiences	Learning resources	Assessment method	Remarks
		Writing	Sentence formation	By the end of the lesson the learner should be able to write a variety of compound and complex sentence structures correctly.	How do we construct sentences? Why do we punctuate sentences?	Learners observe as teacher models use of sentence punctuations. Learners practice writing sentences using punctuations individually, in pairs and in groups.	Teacher's Guide pages 4 & 5, Learner's Book pages 18 & 19, audio aids, charts, story books.	Observation and written questions (learners to form words and sentences).	

## Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner presents very well organized paragraphs with a variety of sentences.	Learner presents organized paragraphs with a variety of sentences.	Learner presents fairly organized paragraphs with a variety of sentences.	Learner presents disorganized paragraphs without regard to sentence structure.

### Lesson plan template

Learning area	Grade	Date	Time	Roll
English Literacy Activities	2			

**Strand:** Writing

**Sub strand:** Sentence formation

**Specific learning outcome:** By the end of the lesson the learner should be able to write a variety of compound and complex sentence structures correctly.

**Core competencies to be developed:**

- Communication and collaboration as learners work in pairs and groups.
- Critical thinking and problem solving skills as learners try to figure out writing the correct sentences.

**Links to PCIs:**

**Life skills:** Skills of knowing and living with others – effective communication; Skills of knowing and living with oneself – self-efficacy.

**Links to values:** Respect and responsibility.

**Key inquiry questions:**

- How do we construct sentences?
- Why do we punctuate sentences?

**Learning resources:** Teacher’s Guide pages 4 & 5, Learner’s Book pages 18 & 19, audio aids, charts, story books.

**Organization of learning:** Lesson will take place in the classroom; Learners to work in pairs or in groups.

## Introduction (engagement)

Learners to talk about how sentences are formed.

### Lesson development

Steps	Teacher	Learners
<b>Step 1 Exploration</b>	<ul style="list-style-type: none"> <li>Asks inquiry questions: How do we construct sentences? Why do we punctuate sentences?</li> <li>Provides time for learners to think and reflect.</li> <li>Encourages communication and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learners discuss in pairs or groups using sample sentences provided by the teacher.</li> </ul>
<b>Step 2 Explanation</b>	<ul style="list-style-type: none"> <li>Listens and builds on the discussions of the learners.</li> <li>Provides definitions and explanations of new or difficult words.</li> </ul>	<ul style="list-style-type: none"> <li>Learners come up with reasonable responses to inquiry questions.</li> <li>As they listen to answers from peer groups learners experience new discoveries and therefore new understanding.</li> </ul>
<b>Step 3 Elaboration</b>	<ul style="list-style-type: none"> <li>Guides learners to construct their own sentences in pairs or groups of four.</li> </ul>	<ul style="list-style-type: none"> <li>Learners use pictures or a real scenario to construct logical sentences with varied punctuations.</li> </ul>
<b>Step 4 Evaluation</b>	<ul style="list-style-type: none"> <li>Allows question time.</li> <li>Goes round observing and supporting learner activity.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions, if any.</li> <li>Does the independent work given by the teacher.</li> </ul>

### **Conclusion**

Each learner draws a simple picture and describes it in a few correct sentences that are well punctuated.

**Suggested non formal activity to support learning:** Learners practise writing sentences about the school environment with peers.

**Suggest community service learning activities:** Learners join a writing club in the community.

**Suggested assessment:** Observation and written questions (learners to form words and sentences).

**Reflection on the lesson:** \_\_\_\_\_

# English Language Activities

## Sample scheme of work

Learning area		Grade	Term	Year						
English Language Activities		3	1	2018						
Week	Lesson	Strand	Sub strand	Theme	Specific learning outcome	Key inquiry questions	Learning experiences	Learning resources	Assessment method	Remarks
		Writing	Language structures and functions	Activities at home and at school (subject-verb agreement)	By the end of the lesson the learner should be able to construct sentences about daily activities using subject-verb agreement correctly.	What has Sarah done? What have they done?	Learners in pairs/ small groups construct sentences on actions that have been demonstrated by classmates.  Learners observe pictures showing singular and plural subjects and construct correct oral sentences.	Teacher's Guide pages 13 & 14 Learner's Book page 15, pictures.	Oral and written questions, portfolio, observation.	

### Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner writes sentences neatly and consistently recognizes and uses appropriate punctuation marks in a text.	Learner writes sentences neatly and recognizes and uses appropriate punctuation marks in a text.	Learner sometimes writes sentences neatly and recognizes and uses appropriate punctuation marks in a text.	Learner rarely writes sentences neatly and rarely recognizes and uses appropriate punctuation marks in a text.

### Lesson plan template

Learning area	Grade	Date	Time	Roll
English Language Activities	3			

**Strand:** Writing

**Sub strand:** Language structures and functions

**Theme:** Activities at home and at school (subject-verb agreement)

**Specific learning outcome:** By the end of the lesson the learner should be able to construct sentences about daily activities using subject-verb agreement correctly.

**Core competencies to be developed:**

- Communication and collaboration by working together in pairs and groups on sentences.
- Learning to learn as they construct sentences in contexts beyond the activity area.

**Links to PCIs:** Life skills - Effective communication.

**Links to values:** Respect, unity and responsibility.

**Key inquiry questions:**

- What has Sarah done?
- What have they done?

**Learning resources:** Teacher's Guide pages 1 & 2 and 13 & 14, Learner's Book page 15, pictures.

**Organization of learning:** Lesson will take place in the classroom; Learners to work in pairs or in small groups.



## Introduction (engagement)

Learners look at the picture on page 15 and read the sentences provided.

## Lesson Development

Steps	Teacher	Learners
<b>Step 1 Exploration</b>	<ul style="list-style-type: none"> <li>Asks inquiry questions: What has your partner done? What have they done?</li> <li>Provides time for learners to think and reflect.</li> <li>Encourages communication and collaboration.</li> </ul>	Learners demonstrate and construct sentences on daily activities in school in pairs or groups using the questions given.
<b>Step 2 Explanation</b>	<ul style="list-style-type: none"> <li>Listens and builds on the learner's discussions.</li> <li>Provides definitions and explanations of new or difficult words if any.</li> </ul>	<ul style="list-style-type: none"> <li>Learners come up with reasonable responses to the inquiry questions.</li> <li>As they listen to answers from peer groups, learners experience new discoveries and therefore new understanding.</li> </ul>
<b>Step 3 Elaboration</b>	<ul style="list-style-type: none"> <li>Using pictures, the teacher asks learners to write sentences with correct punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Learners in pairs/small groups write sentences as instructed.</li> </ul>
<b>Step 4 Evaluation</b>	<ul style="list-style-type: none"> <li>Asks learners to write three sentences about what they did on Friday.</li> <li>Goes round supporting individual learner.</li> </ul>	<ul style="list-style-type: none"> <li>Learners individually write three sentences, checking on spelling, neatness and legibility.</li> </ul>

## Conclusion

Learners read out some of their sentences.

**Suggested non formal activity to support learning:** Learners read out their sentences to peers during play time and to their family members at home.

**Suggested community service learning activities:** Learners to help peers in the community to write sentences with correct spelling, neatness and legibility.

**Suggested assessment:** Oral and written questions, portfolio, observation.

**Reflection on the lesson:** \_\_\_\_\_

## Kiswahili Kusoma na Kuandika

### Mfano wa Maazimio ya Kazi

Somo	Gredi	Muhula	Mwaka
Kiswahili Kusoma na Kuandika	3	3	2018

Wiki	Kipindi	Mada	Mada ndogo	Matokeo maalum yanayotarajiwa	Maswali dadisi	Mapendekezo ya shughuli za ujifunzaji	Nyenzo	Mapendekezo ya tathmini	Maoni
		Kusoma	Ufahamu	Kufikia mwisho wa somo mwanafunzi aweze kusoma habari na kueleza ujumbe. Kujibu maswali kutokana na habari waliyoisoma.	Je! Hadithi yetu ni kuhusu nini?	Waelekeze kusoma kifungu katika ukurasa 100. Wape fursa ya kusoma kimoyomoyo. Rejelea maswali uliyouliza na majibu yake.	Kitabu cha Mwanafunzi uk. 99-100. Kitabu cha Mwalimu uk. 137 - 140. Picha zilizo kwenye kitabu cha mwanafunzi.	Kujibu maswali.	

### Viwango vya kuzingatia katika kutathmini

Kuzidisha matarajio	Kufikia matarajio	Kukaribia matarajio	Mbali na matarajio
Mwanafunzi ana ujuzi maalumu wa kujibu maswali ya ufahamu.	Mwanafunzi ana uwezo wa kujibu maswali ya ufahamu.	Mwanafunzi ana ujuzi kiasi wa kujibu maswali ya ufahamu.	Mwanafunzi ana ujuzi haba wa kujibu maswali ya ufahamu.

## Utaratibu wa somo

Somo	Gredi	Tarehe	Kipindi	Idadi ya wanafunzi
Kiswahili kusoma na kuandika	3			

**Mada:** Kusoma

**Mada ndogo:** Ufahamu

**Matokeo maalumu yanayotarajiwa:** Kufikia mwisho wa somo mwanafunzi aweze:

- kusoma habari na kueleza ujumbe.
- kujibu maswali kutokana na habari waliyoisoma.
- kujibu maswali yanayotokana na ufahamu.

**Umilisi wa kimsingi unaokuzwa:**

Mawasiliano na ushirikiano katika kazi ya vikundi.

Kufikiria kwa kina – wanapojibu maswali ya ufahamu.

**Uhusiano na maswala mtambuko:** Uraia mwema – utangamano wa kijamii kila wakati wanafunzi wakikariri mashairi kuhusu jambo linalochangia uhusiano mwema.

**Uhusiano na maadili:** Heshima, adabu na unyenyekevu.

**Maswali dadisi:** Je! Hadithi yetu ni kuhusu nini?

**Uhusiano na masomo mengine:** Somo hili linahusiana na masomo yote.

**Nyenzo**

Kitabu cha Mwanafunzi uk. 99-100, Kitabu cha Mwalimu uk. 137 – 140. Picha zilizo kwenye Kitabu cha Mwanafunzi.

**Mapendekezo ya shughuli za ujifunzaji**

Somo laweza kuwa darasani au nje ya darasa

## Utangulizi

Wanafunzi wakariri shahiri lolote walijualo kutokana na somo lolote.

### Utaratibu wa somo

Steps	Mwalimu	Mwanafunzi
<b>Hatua 1</b>	<ul style="list-style-type: none"> <li>• Uliza wanafunzi maswali dadisi kama vile: Je! Hadithi yetu ni kuhusu nini?</li> <li>• Wape wanafunzi muda wa kutafakari.</li> <li>• Wape nafasi ya kujadiliana.</li> </ul>	<ul style="list-style-type: none"> <li>• Wanafunzi watafakari.</li> <li>• Wakiwa kwenye vikundi au wawiliwawili wajadiliane juu ya hadithi wakitumia ukurasa wa 99.</li> </ul>
<b>Hatua 2</b>	<ul style="list-style-type: none"> <li>• Mwalimu ajadiliane na wanafunzi kuhusu majibu yao anapowaelekeza kwa kiini cha somo.</li> </ul>	<ul style="list-style-type: none"> <li>• Wanafunzi watoe maoni yao kutokana na majadiliano yao wakiwa katika vikundi.</li> <li>• Majadiliano yao yanawasaidia kujifunza kutoka kwa wenzao.</li> </ul>
<b>Hatua 3</b>	<ul style="list-style-type: none"> <li>• Mwalimu awasomee wanafunzi hadithi iliyo kwenye Kitabu cha Mwanafunzi ukurasa 100.</li> <li>• Mwalimu awapatie wanafunzi nafasi ya kusoma hadithi kimojomoyo au kwenye vikundi au wakiwa wawiliwawili.</li> </ul>	<ul style="list-style-type: none"> <li>• Wanafunzi wasome hadithi iliyo kwenye Kitabu cha Mwanafunzi ukurasa wa 100.</li> </ul>
<b>Hatua 4</b>	<ul style="list-style-type: none"> <li>• Mwalimu aulize maswali yaliyo kwenye Kitabu cha Mwanafunzi ukurasa wa 100.</li> <li>• Mwalimu ajibu maswali yao au kuwaelekeza kwenye majibu ikusudiwayo</li> </ul>	<ul style="list-style-type: none"> <li>• Wanafunzi wajibu maswali ya ufahamu kisha waulize maswali ikiwa wanayo.</li> </ul>

### **Hitimisho**

Wanafunzi wataje funzo ambalo wamejifunza kutokana na hadithi na jinsi itakavyowasaidia maishani.

**Muktasari:** Wanafunzi wachore nyumba ambayo nafuu na mshindi waliwajengea wazazi wao.

**Mapendekezo ya shughuli zingine zilioratibiwa za ujifunzaji:** Wanafunzi wasimulie wenzao hadithi hii nakutoa funzo lake wanapocheza.

**Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:** Wanafunzi wasimulie wenzao nyumbani hadithi hii na kutoa funzo lake wanapotangamana.

**Mapendekezo ya tathmini:** Kujibu maswali.

**Maoni:** \_\_\_\_\_

## Kiswahili Language Activities

### Mfano wa Maazimio ya Kazi

Learning area		Gredi	Muhula	Mwaka					
Kiswahili Language Activities		3	1	2018					
Wiki	Kipindi	Mada	Mada ndogo	Matokeo maalum yanayotarajiwa	Maswali dadisi	Mapendekezo ya shughuli za ujifunzaji	Nyenzo	Mapendekezo ya tathmini	Maoni
		Shambani	Kusikiliza na kuzungumza – masimulizi	<p>Kufikia mwisho wa somo mwanafunzi aweze:</p> <p>a. kusikiliza kwa makini masimulizi kuhusu shambani katika kujenga usikivu;</p> <p>b. kutaja majina ya vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza.</p>	<p>Je, ni vifaa vipi hutumika shambani?</p> <p>Ni shughuli zipi zinazofanyika shambani?</p>	<p>Mwanafunzi ashiriki katika mjadala kuhusu vifaa vinavyotumika shambani (kama vile jembe, shoka, panga, kifyekeo, plau, trekta) na shughuli za shambani kama vile fyeka na panda.</p> <p>Mwanafunzi aweze kushirikishwa katika wimbo kuhusu vifaa vinavyotumika shambani.</p>	<p>Kitabu cha Mwanafunzi ukurasa wa 6 na 7, Kitabu cha Mwalimu ukurasa wa 1 na 2, 6 na 7, picha na michoro.</p>	<p>Kuchunguza anavyotumia msamiati wa shambani katika mawasiliano.</p>	

### Viwango vya kuzingatia katika kutathmini

Kuzidisha matarajio	Kufikia matarajio	Kukaribia matarajio	Mbali na matarajio
Mwanafunzi anasimulia shughuli zinazofanyika shambani kwa ubunifu.	Mwanafunzi anasimulia shughuli zinazofanyika shambani.	Mwanafunzi anasimulia baadhi ya shughuli za shambani.	Mwanafunzi ana changamoto katika kusimulia shughuli za shambani.

### Utaratibu wa somo

Learning area	Tarehe	Kipindi	Idadi
Kiswahili Language Activities			
	Gredi		
	3		

#### Mada: Shambani

#### Mada ndogo: Kusikiliza na kuzungumza – masimulizi

**Matokeo maalum yanayotarajiwa:** Kufikia mwisho wa somo mwanafunzi aweze: a) kusikiliza kwa makini masimulizi kuhusu shambani katika kujenga usikivu; b) kutaja majina ya vifaa vinavyotumika shambani ili kuimarisha stadi ya kuzungumza.

#### Umilisi wa kimsingi unaokuzwa:

- Mawasiliano na ushirikiano – wanatumia lugha faafu darasani. Vilevile wanashirikiana katika kazi ya vikundi.
- Ujuzi wa kidijitali – matumizi ya teknolojia katika kujifunza.
- Ubunifu – mwanafunzi anapoandika au kusimulia kisa.
- Kufikiria kwa kina na kutatua changamoto – mwanafunzi anapojibu maswali ambayo majibu yake hayapatikani moja kwa moja kutoka kwenye kisa.

- Hamu ya ujifuzaji – mwanafunzi atapata hamu ya kutaka kujua matumizi ya vifaa vya shambani.

- Uhusiano na maswala mtambuko

- Elimu ya maendeleo endelevu – athari za majanga; kujua athari za vifaa vya shambani.

- Uraia – kuthamini kilimo katika kukuza uchumi wa nchi.

**Uhusiano na maadili:** Heshima na uwajibikaji wa kutunza vifaa vya shambani.

**Maswali dadisi:** Je, ni vifaa vipi hutumika shambani? Ni shughuli zipi zinazofanyika shambani?

**Nyenzo:** Kitabu cha Mwanafunzi ukurasa wa 6 na 7, Kitabu cha Mwalimu ukurasa wa 1 na 2, 6 na 7, picha na michoro.

**Mapendekezo ya shughuli za ujifunzaji:** Somo laweza kuwa darasani au nje ya darasa.



## Utangulizi

Wanafunzi watazame picha kwenye ukurasa 128 katika Kitabu cha Mwanafunzi na wajadili mchoro.

## Utaratibu wa somo

Hatua	Mwalimu	Mwanafunzi
<b>Hatua ya kwanza</b>	<ul style="list-style-type: none"> <li>Anawauliza wanafunzi maswali dadisi: Je, ni vifaa vipi hutumika shambani? Ni shughuli zipi zinazofanyika shambani?</li> <li>Anawapa muda wanafunzi kutafakari.</li> <li>Anawapa wanafunzi nafasi ya kujadiliana.</li> </ul>	<ul style="list-style-type: none"> <li>Wanafunzi wanatafakari maswali dadisi aliyoyauliza mwalimu.</li> <li>Kwa vikundi au wawili wawili wanazungumza kuhusu vifaa vinavyotumika shambani na shughuli zinazofanyika shambani.</li> </ul>
<b>Hatua ya pili</b>	<ul style="list-style-type: none"> <li>Anajadiliana na wanafunzi kuhusu majibu yao anapowaelekeza kwenye kiini cha somo.</li> </ul>	<ul style="list-style-type: none"> <li>Wanafunzi watoe maoni yao kutokana na majadiliano yao kwenye vikundi.</li> <li>Mifano yao inawasaidia kujifunza kutoka kwa wenzao.</li> </ul>
<b>Hatua ya tatu</b>	<ul style="list-style-type: none"> <li>Anaelezea maana ya wimbo uliyo kwenye ukurasa wa Kitabu cha Mwanafunzi ukurasa wa 6 kisha waimbe wimbo.</li> <li>Anawapa wanafunzi nafasi ya kuiimba.</li> </ul>	<ul style="list-style-type: none"> <li>Wanafunzi waimbe kulingana na jinsi mwalimu alivyoimba wimbo.</li> </ul>
<b>Hatua ya nne</b>	<ul style="list-style-type: none"> <li>Anawaelekeza wanafunzi kujibu maswali yaliyomo ukurasa wa 6 katika Kitabu cha Mwanafunzi.</li> </ul>	<ul style="list-style-type: none"> <li>Wanafunzi wafanye kazi ya kibinafsi kulingana na vile walivyoelekezwa na mwalimu.</li> </ul>

## Hitimisho

Wanafunzi wataje vifaa vinavyotumika shambani na shughuli zinazofanyika shambani.

**Muktasari:** Wanafunzi waambatanishe majina ya vifaa vya shambani na michoro iliyopo ukurasa wa 7 katika Kitabu cha Mwanafunzi.

**Mapendekezo ya shughuli zilizoratibiwa za ujifunzaji:** Kushiriki katika vikundi vya ushirika wa ukulima shuleni.

**Mapendekezo ya shughuli za huduma za kijamii zinazochangia ujifunzaji:** Kushiriki katika ukulima nyumbani.

**Mapendekezo ya tathmini:** Kuchunguza anavyotumia msamiati wa shambani katika mawasiliano.

**Maoni:** \_\_\_\_\_

# Mathematics Activities

## Sample Scheme of Work

Learning area		Grade	Term	Year					
Mathematics Activities		3	1	2018					
Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment method	Remarks
		Numbers	Division	By the end of the lesson the learner should be able to represent division as repeated subtraction up to 5 times.	How can we divide numbers using subtraction?	Learners to take away from a group a specific number of objects at a time until all are finished and then count the number of small groups formed.	Practice cards with division sentences.	Observation, oral and written questions.	

### Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner correctly represents division as repeated subtraction up to more than 5 times.	Learner correctly represents division as repeated subtraction up to 5 times.	Learner inconsistently represents division as repeated subtraction up to 5 times.	Learner has major inaccuracies in representing division as repeated subtraction up to 5 times.

## Lesson plan template

Learning area	Grade	Date	Time	Roll
Mathematics Activities	2			

**Strand:** Numbers

**Sub strand:** Division

**Specific learning outcome:** By the end of the lesson the learner should be able to represent division as repeated subtraction up to 5 times.

**Core competences to be developed:**

- Communication and collaboration as learners work in groups or pairs.
- Critical thinking and problem solving as they identify how many times they made repeated subtraction.
- Digital literacy as learners play digital games involving division as repeated subtraction.

**Links to PCIs:**

- Citizenship – Social cohesion and social justice as learners take turns and promote team spirit.
- Life skills and values education – Promotes critical thinking, decision making and effective communication.
- ESD – Environmental awareness, re-use of materials.

**Links to values:** Responsibility, unity and integrity as learners engage in fruitful discussions, respect each other's opinion and collaboratively accomplish assigned roles.

**Key inquiry question:** How can we divide numbers using subtraction?

**Learning resources:** Practice cards with division sentences.

**Organization of learning:** Lesson can be inside or outside classroom; Learners to work in pairs or small groups.

## Introduction (engagement)

Teacher and learners relate the lesson to the previous one of counting on and using bundles of 10 sticks to count.

## Lesson development

Steps	Teacher	Learners
<b>Step 1 Exploration</b>	<ul style="list-style-type: none"> <li>Asks inquiry questions: How can we divide numbers using subtraction? How can we divide 20 by 4 using subtraction?</li> <li>Provides time for learners to think and reflect.</li> <li>Encourages communication and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learners briefly think independently.</li> <li>Learners examine their thinking through discussion and sharing of ideas as they come up with own explanations.</li> </ul>
<b>Step 2 Explanation</b>	<ul style="list-style-type: none"> <li>Listens and builds on the learners discussions.</li> <li>Asks learners to clarify and justify where necessary.</li> <li>Helps connect learner prior knowledge to lesson concept as explained in the 'Let us learn' section on page 99 of the Learner's Book and Teacher's Guide pages 82 – 84 (division by repeated subtraction).</li> </ul>	<ul style="list-style-type: none"> <li>Sample pairs/groups report sharing on inquiry questions.</li> <li>Learners construct own knowledge and meaning from experiences of other groups and teacher's explanation.</li> </ul>
<b>Step 3 Elaboration</b>	<ul style="list-style-type: none"> <li>Asks questions that help learners use previously learnt information to enhance additional learning and application of new concepts to a new similar situation and this as in the 'Let us do' pupils book page 99</li> <li>Gives clear instructions and allows learner rich and active involvement in their own learning.</li> <li>Goes round observing and supporting learner activities.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs/small groups, learners make reasonable judgment as they apply new learning to the new similar situation in the 'Let us do' section on page 99 of the Learner's Book.</li> </ul>

Step 4 Evaluation	<ul style="list-style-type: none"><li>• Allows learners question time.</li><li>• Gives instructions for learner independent work in the 'Lesson check' section on page 100 of the Learner's Book.</li><li>• Gives individual attention and support.</li></ul>	<ul style="list-style-type: none"><li>• Learners ask questions, if any.</li><li>• Learners independently work out the questions in the 'Lesson check' section on page 100.</li></ul>
----------------------	---	--

### Conclusion

Learners state steps involved in working out division by repeated subtraction.

**Summary:** Teacher gives out one division question for learners to work out for a family member after school using repeated subtraction.

**Suggested non formal activity to support learning:** Learners carry out division activities that involve repeated subtraction in school such as serving food to classmates in the school kitchen.

**Suggested community service learning activities:** Learners assist in division of items at home and in the community using other strategies alongside that of division by repeated subtraction.

**Suggested assessment:** Observation, oral and written questions.

**Reflection on the lesson:** \_\_\_\_\_

## Environmental Activities

### Sample scheme of work

Learning area	Grade	Term	Year
Environmental Activities	3	1	2018

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment method	Remarks
		Caring for the environment	Caring for plants	By the end of the lesson the learner should be able to state ways of protecting plants in the community.	How are plants destroyed?	Learners to explore and identify areas where plants have been destroyed in community.	Teacher's Guide pages 143 – 146, Learner's Book pages 104 – 107, local environment (e.g. school and its neighbourhood), pictures showing areas where plants have been destroyed.	Observation, written and oral questions.	

### Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner consistently and correctly identifies destroyed plants in the environment.	Learner correctly identifies destroyed plants in the environment.	Learner sometimes identifies destroyed plants in the environment.	Learner rarely identifies destroyed plants in the environment.

## Lesson plan template

Learning area	Grade	Date	Time	Roll
Environmental Activities	3			

**Strand:** Caring for the environment

**Sub strand:** Caring for plants

**Specific learning outcome:** By the end of the lesson the learner should be able to state ways of protecting plants in the community.

**Core competences to be developed:**

- Communication and collaboration as learners discuss in small groups/pairs.
- Imagination and creativity as learners come up with ways of understanding how plants are destroyed.
- Learning to learn as learners find out the importance of plants in the environment.

**Links to PCIs:**

- Environmental Education (ESD) – Caring for the environment and plants.
- Life skills – Caring for the environment and cooperation as the learners work together in groups.

**Links to values:** Responsibility.

**Key inquiry question:** How are plants destroyed?

**Learning resources:** Teacher’s Guide pages 143 –146, Learner’s Book pages 104 –107, local environment (e.g. school and its neighbourhood), pictures showing areas where plants have been destroyed.

**Organization of learning:** Learning will take place both in the classroom and outside; Learners can work in pairs or in small groups.



## Introduction (engagement)

Learners look at the picture on page 58 of the Learner's Book and say what they see.

## Lesson development

Steps	Teacher	Learners
<b>Step 1</b> <b>Exploration</b>	<ul style="list-style-type: none"> <li>Asks the inquiry question: How are plants destroyed?</li> <li>Provides learners with think time.</li> <li>Encourages communication and collaboration amongst learners.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs/small groups, learners discuss how plants are destroyed.</li> </ul>
<b>Step 2</b> <b>Explanation</b>	<ul style="list-style-type: none"> <li>Promotes healthy discussions and builds on the learners explanations to connect informal and formal learning.</li> <li>Guides learners to discover own knowledge with reference to page 105 of the Learner's Book.</li> <li>Supports learner activity.</li> </ul>	<ul style="list-style-type: none"> <li>Learners explain how plants are destroyed as per their earlier discussions.</li> <li>In pairs, learners carry out Activity 1 on page 105.</li> </ul>
<b>Step 3</b> <b>Elaboration</b>	<ul style="list-style-type: none"> <li>Directs learners to do Activity 2 on page 106 of the Learner's Book.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, learners work out Activity 2 on page 106.</li> </ul>
<b>Step 4</b> <b>Evaluation</b>	<ul style="list-style-type: none"> <li>Allows learners question time.</li> <li>Gives instructions for the learner group work on page 107 of their books.</li> <li>Gives individual group attention and support.</li> </ul>	<ul style="list-style-type: none"> <li>Learners ask questions, if any.</li> <li>Learners independently work out Activity 3 on page 107.</li> </ul>

## Conclusion

Learners give their findings regarding Activity 3 on page 107 of their Learner's Book.

**Summary:** Learners draw two plants that have been destroyed in their school compound or in the neighbourhood.

**Suggested non formal activity to support learning:** Learners tell peers how to identify plants that have been destroyed in the environment.

**Suggested community service learning activities:** Learners to find out more about destroyed plants at home and in the community.

**Suggested assessment:** Observation, written and oral questions.

**Reflection on the lesson:** \_\_\_\_\_

# Hygiene and Nutrition Activities

## Sample scheme of work

Learning area		Grade	Term	Year					
Hygiene and Nutrition Activities		2	1	2018					
Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry questions	Learning experiences	Learning resources	Assessment method	Remarks
		Foods	Eating habits and values	By the end of the lesson the learner should be able to: a. give reasons for not eating certain foods available in the community; b. appreciate reasons for not eating certain types of foods.	Why do some members of the community avoid eating certain foods?  How should we handle members of the community who do not eat certain foods?	Learners are guided to mention reasons why some members of the community do not eat certain foods (health, religion, personal preferences, culture, and availability) through experience sharing, discussion, buzz groups.  Learners role play on how to handle a person who does not eat certain foods available in their community.	Teacher's Guide pages 93 – 96, Learner's Book pages 68 – 70, real food, pictures, charts and video clips.	Observation and oral questions.	

### Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner is able to give reasons for not eating certain foods available in the community; accommodates people who do not eat certain foods; advocates for eating foods that are available in the community.	Learner is able to give reasons for not eating certain foods available in the community and accommodates people who do not eat certain foods.	Learner gives most of the reasons for not eating certain foods available in the community and has some difficulty accommodating people who do not eat certain foods.	Learner gives a few of the reasons for not eating certain foods available in the community and has difficulty accommodating people who do not eat certain foods.

### Lesson plan template

Learning area	Grade	Date	Time	Roll
Hygiene and Nutrition Activities	3			

**Strand:** Foods

**Sub strand:** Eating habits and values

**Specific learning outcome:** By the end of the lesson the learner should be able to (a) give reasons for not eating certain foods available in the community; (b) appreciate reasons for not eating certain types of foods.

**Core competences to be developed:**

- Communication and collaboration as learners work in groups or pairs.
- Citizenship as learners appreciate different eating habits and food values.

- Self-efficacy as learners make decisions on why it is good to eat the foods found in the community.

**Links to PCLs:** Citizenship, social cohesion – Appreciating that people in a community eat different types of foods for various reasons.

**Links to values:** Responsibility and respect.

**Key inquiry question:** Why do some members of the community avoid eating certain foods? How should we handle members of the community who do not eat certain foods?

**Learning resources:** Teacher’s Guide page 93-96, pupils book page 68-70, real food, pictures, charts and video clips.

**Organization of learning:** Learners to work in pairs or small groups; Lesson can be taken inside or outside the classroom.

## Introduction (engagement)

Learners sing familiar songs while mentioning foods eaten in the locality or listen to a short story about foods in their locality.

### Lesson development

Steps	Teacher	Learners
<b>Step 1 Exploration</b>	<ul style="list-style-type: none"> <li>Asks inquiry questions: Why do some members of the community avoid eating certain foods? How should we handle members of the community who do not eat certain foods?</li> <li>Provides time for learners to think and reflect.</li> <li>Encourages communication and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learners briefly think independently.</li> <li>Learners examine their thinking through discussion and sharing of ideas as they come up with their own explanations.</li> </ul>
<b>Step 2 Explanation</b>	<ul style="list-style-type: none"> <li>Listens and builds on the learners' discussions.</li> <li>Asks learners to clarify and justify where necessary.</li> <li>Helps connect prior knowledge to lesson concept as explained in the 'Let us do' section on page 69 of the Learner's Book.</li> </ul>	<ul style="list-style-type: none"> <li>Sample pairs/groups report their sharing on the key inquiry questions.</li> <li>Learners construct own knowledge and meaning from experiences of other groups and the teacher's explanations.</li> </ul>
<b>Step 3 Elaboration</b>	<ul style="list-style-type: none"> <li>Gives clear instructions on how to do the activity in the 'Let us do' section on page 70 of the Learner's Book and allows learners rich and active involvement in their own learning.</li> <li>Goes round observing and supporting learner activities.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs/small groups, learners answer the questions in the 'Let us do' section on page 69 using prior knowledge and their normal life experiences.</li> </ul>
<b>Step 4 Evaluation</b>	<ul style="list-style-type: none"> <li>Allows learners question time.</li> <li>Gives instructions for the learner activity in the 'Fun time' section on page 70 of the Learner's Book.</li> <li>Gives individual attention and support.</li> </ul>	<ul style="list-style-type: none"> <li>Learners ask questions, if any.</li> <li>Learners role play the activity in the 'Fun time' section on page 70.</li> </ul>

## Conclusion

Learners come up with ways of accommodating people who do not eat certain foods. They also provide suggestions on how to advocate for the eating of foods that are available in the community.

**Summary:** Learners draw and colour three foods they like eating.

**Suggested non formal activity to support learning:** Learners recite a poem on the importance of eating certain foods available in the community.

**Suggested community service learning activities:** Learners to find out the reasons why people do not eat certain foods in their neighbourhood and report their findings to the class.

**Suggested assessment:** Observation and oral questions.

**Reflection on the lesson:** \_\_\_\_\_

# Religious Education Activities

## Sample scheme of work

Learning area		Grade	Term	Year					
Religious Education Activities (Christian Religious Education)		3	1	2018					
Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry questions	Learning experiences	Learning resources	Assessment method	Remarks
		The early life of Jesus Christ	Wise men guided by the star	By the end of the lesson, the learner should be able to identify the star that guided the wise men and their desire to be led by God in their daily lives.	Who were the wise men? What guided the wise men?	Learners to read Matt 2:1-2. Learners to role play 'the wise men guided by the star'. Learners to draw stars and colour them. Learners to watch a video clip on the wise men from the East. Learners to sing a song about the stars.	Bible, Teacher's Guide pages 53 - 58, Learner's Book pages 46 - 48, costumes and props for role play.	Oral and written, questions, observation.	

### Suggested formative assessment rubric

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Learner accurately describes how the wise men were guided by the star.	Learner correctly describes how the wise men were guided by the star.	To some extent learner describes how the wise men were guided by the star.	Learner hardly describes how the wise men were guided by the star.

### Lesson plan template

Learning area	Grade	Date	Time	Roll
Religious Education Activities (Christian Religious Education)	3			

**Strand:** The early life of Jesus Christ

**Sub strand:** Wise men guided by the star

**Specific learning outcome:** By the end of the lesson the learner should be able to identify the star that guided the wise men on their desire to be led by God in their daily lives.

**Core competences to be developed**

- Communication and collaboration as they role play and sing.
- Imagination and creativity as they view, draw and colour the star.
- Digital literacy as they watch the video clip.
- Learning to learn as they read the Bible.

**Links to PCIs:** Life skills – Decision making, self awareness and self esteem.

**Links to values:** Peace, responsibility and unity.

**Key inquiry questions:** Who were the wise men? What guided the wise men?

**Learning resources:** Bible, Teacher’s Guide pages 53 – 58, Learner’s Book pages 46 – 48, costumes and props for role play.

**Organization of learning:** Lesson can take place inside the classroom or outside; Learners to work in pairs or small groups.



## Introduction (engagement)

Learners review the previous lesson by answering the following questions: Where did the wise men come from?

## Lesson development

Steps	Teacher	Learners
<b>Step 1 Exploration</b>	<ul style="list-style-type: none"> <li>Asks inquiry question: Who were the wise men? What guided the wise men?</li> <li>Provides time for learners to think and reflect.</li> <li>Encourages communication and collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Learners reflect on the key inquiry questions.</li> <li>With the help of the pictures on pages 46 and 48 of the Learner's Book, learners discuss what guided the wise men in pairs or groups .</li> </ul>
<b>Step 2 Explanation</b>	<ul style="list-style-type: none"> <li>Listens and builds on the discussions from learners.</li> <li>Gives instructions on how learners will role play.</li> </ul>	<ul style="list-style-type: none"> <li>Learners role play the journey of the wise men to baby Jesus according to Matthew 2:1-2.</li> </ul>
<b>Step 3 Elaboration</b>	<ul style="list-style-type: none"> <li>Guides learners through the 'Let us do' section on page 48 of the Learner's Book.</li> </ul>	<ul style="list-style-type: none"> <li>In pairs or groups of four, learners carry out the activity on page 48 in the first 'Let us do' section.</li> </ul>
<b>Step 4 Evaluation</b>	<ul style="list-style-type: none"> <li>Allows learners question time.</li> <li>Lets learners work individually on the activity in the second 'Let us do' on page 48 of the Learner's Book.</li> </ul>	<ul style="list-style-type: none"> <li>Learners ask questions, if any.</li> <li>Learners individually carry out the activity on page 48.</li> </ul>

## Conclusion

Learners come up with areas that they can seek guidance.

**Summary:** Emphasize on the need to seek God's guidance while making decisions in order to build their decision making skills.

**Suggested non formal activity to support learning:** Learners can encourage peers to seek God's guidance through prayer.

**Suggested community service learning activities:** Learners with the guidance of their family members observe the stars in the sky at the night.

**Suggested assessment:** Observation and oral questions.

**Reflection on the lesson:** \_\_\_\_\_







# Teacher's Companion

for Early Years



**Dear Teacher,**

We are pleased to present to you your brand new Oxford **Teacher's Companion** packed with vital information to ease you into the Competency-based Curriculum (CBC). This practical guide has been developed by curriculum experts and is packed with the information you need to know.

Your Oxford **Teacher's Companion** offers you the following valuable information including:

- ① What has changed in the new curriculum
- ① Teaching tools for quality education
- ① Classroom management tips for effective teaching

You will also find a wealth of teaching tips, planning, assessment tools, and opportunities for self-assessment, and additional resources to assist you to excel in teaching in a Competency-based Curriculum environment.

Our **Teacher's Companion** is one in many ways in which we are committing to support you to deliver excellent results. Combine this **Teacher's Companion**, with the knowledge and skills you will have gained from our subject-specific workshops, your Oxford CBC Pupils' Books and Teachers' Guides, and you have a recipe for guaranteed success in your classroom.

We hope that you find this **Teacher's Companion** useful and that it contributes to your own professional development, as well as the performance of your learners in Early Years and beyond.

Warm Regards,  
**The Oxford Team**