

## **PP1 RATIONALIZED CREATIVE ACTIVITIES LESSON PLANS TERM 1**

### **WEEK 1: LESSON 1**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

#### **Specific Learning Outcomes:**

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

- Identify materials used for scribbling
- Colour drawn pictures of materials used for scribbling
- Appreciate their own and others' scribbled work

#### **Key Inquiry Question:**

- What is scribbling?

#### **Learning Resources:**

- Longhorn Creative Activities PP1 Page 1-12

#### **Organisation of Learning:**

##### **Introduction (5 minutes)**

- Begin with a brief introduction of the lesson
- Introduce the key inquiry question, "What is scribbling?"
- Guide learners to read pages 1-2 from the Longhorn Creative Activities, discussing what they find about scribbling.

##### **Lesson Development (30 minutes)**

###### **Step 1: Identify Materials (10 minutes)**

- Display various materials used for scribbling (e.g., crayons, colored pencils, markers).
- Ask learners to name the materials and describe them.

- Have learners match pictures of the materials with the actual items.

#### **Step 2:** Hands-On Scribbling (10 minutes)

- Provide each student with paper and the materials identified.
- Encourage learners to freely scribble using the materials.
- Remind them to experiment with different textures and colors.

#### **Step 3:** Colouring Activity (5 minutes)

- Distribute coloring pages featuring the materials they just used.
- Instruct learners to color the pictures of the scribbling materials with the appropriate colors representing the actual items.

#### **Step 4:** Sharing and Appreciation (5 minutes)

- Allow students to share their scribbles with a partner or in small groups.
- Guide a discussion on what they like about each other's scribbled work, emphasizing appreciation.

#### **Conclusion (5 minutes)**

- Summarize key points: what scribbling is, the materials used, and the fun of creating art.
- Conduct an interactive activity such as a "Scribble Gallery Walk," where students walk around and look at each other's work.
- Preview the next lesson by introducing a related topic about shapes and patterns in scribbling.

#### **Extended Activities:**

- Encourage learners to create a "Scribble Book" where they can collect their scribbles over the week.
- Organize a "Scribbling Day" where they can invite family members to join and create art together.
- Suggest a storytime session where they listen to a story about colors and art, then draw their interpretation.

#### **Teacher Self-Evaluation:**

## WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Identify materials used for scribbling.
- Color drawn pictures of materials used for scribbling.
- Appreciate own and others' scribbled work.

**Key Inquiry Question(s):**

- How can one scribble?

**Learning Resources:**

- Longhorn Creative Activities PP1 Page 1-12

**Organisation of Learning**

**Introduction (5 minutes)**

- Start with a brief recap of what was learned in the previous lesson, asking students to share any scribbles or drawings they have been working on.
- Introduce the key inquiry question: "How can one scribble?" and encourage students to share their thoughts.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials Used for Scribbling (10 minutes)

- Show the students different materials (crayons, markers, pencils, etc.) and discuss their characteristics.
- Ask students to describe what each material feels like and how it works for scribbling.

**Step 2:** Group Discussion and Demonstration (10 minutes)

- In small groups, have students discuss their favorite materials for scribbling and why they like them.
- Conduct a demonstration on how to use each material effectively, indicating how they can make different types of scribbles.

### **Step 3: Drawing Activity (5 minutes)**

- Give each child a sheet of paper and access to the scribbling materials discussed.
- Instruct them to use at least two different materials to create their own unique scribble drawing.

### **Step 4: Sharing and Appreciation (5 minutes)**

- Have students share their drawings with the class.
- Encourage positive feedback by guiding them to appreciate not only their own work but also the creations of their classmates.

### **Conclusion (5 minutes)**

- Summarize the lesson points: discuss the materials used for scribbling, the fun in creating with different tools, and the importance of appreciating each other's work.
- Conduct a brief interactive activity where students express what they like about one of their classmates' scribbles.
- Preview the next session, hinting at exploring shapes and patterns.

### **Extended Activities:**

- Scribble Art Gallery: Create a gallery wall in the classroom where students can display their best scribbles. Invite parents to visit and appreciate the art.
- Scribble Story: Ask students to create a story using their scribbles as illustrations. They can illustrate what they think happened in their drawings.

### **Teacher Self-Evaluation:**

## WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Mention materials used for scribbling.
- Scribble using varied materials for fine motor development.
- Appreciate own and others' scribbled work.

**Key Inquiry Question:**

- Which materials can we use for scribbling?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 1-12

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on basic shapes and colors.
- Guide learners to read from Longhorn Creative Activities relevant sections on art materials.
- Engage students in discussion about their own experiences with different materials (e.g., crayons, colored pencils, markers) and their scribbling creations.

**Lesson Development (30 minutes)**

**Step 1: Exploring Materials (10 minutes)**

- Introduce various materials for scribbling (crayons, chalk, paint, etc.).
- Show the students each material and let them handle it.
- Ask students to share their thoughts on which materials they enjoy using the most.

**Step 2: Demonstrating Scribbling Techniques (5 minutes)**

- Show different ways to scribble with each material (e.g., pressing hard vs. light, using different grips).

- Invite students to practice basic scribbles on their paper while trying out the different materials.

### **Step 3: Guided Scribbling Activity (10 minutes)**

- Allow students to choose their favorite material from the ones discussed.

- Encourage them to scribble freely on their paper, emphasizing the importance of movement and grip for their fine motor skills.

- Circulate the room, providing support and encouragement and observing their techniques.

### **Step 4: Appreciating Artwork (5 minutes)**

- Once everyone has finished, have students display their scribbles.

- Encourage students to walk around, look at each other's work, and verbally appreciate one scribble they like, discussing what they enjoy about it.

## **Conclusion (5 minutes)**

- Summarize the lesson by revisiting the materials used and the creativity displayed in their work.

- Engage the students with a quick interactive game, such as "Scribble Guess" where they try to guess what a friend has sketched.

- Preview the next session which will involve incorporating shapes into their scribbles, prompting them with questions to think about such as "What shapes can we find in our scribbles?"

## **Extended Activities:**

1. Scribble Art Gallery: Create a classroom gallery where students can display their artwork for parents and other classes to see.

2. Nature Scribbles: Take students outdoors to identify natural materials (like leaves or twigs) and create outdoor scribbles or rubbings.

3. Storytime and Scribble: Read a story and ask students to create scribbles that represent their favorite part of the story afterward.

## **Teacher Self-Evaluation:**

## WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Mention materials used for scribbling
- Scribble using varied materials for fine motor development
- Appreciate own and others' scribbled work

**Key Inquiry Question(s):**

- Which materials can we use for scribbling?

**Learning Resources:**

- Longhorn Creative Activities PP1, Pages 1-12

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on personal expression through art.
- Ask students if they remember different ways they can express themselves.
- Introduce today's focus on scribbling and discuss the types of materials that can be used for this activity by viewing relevant pages from the learning resources.

**Lesson Development (30 minutes)**

**Step 1: Identifying Materials (10 minutes)**

- Activity: Gather different materials (crayons, colored pencils, markers, and paint).
- Discussion: Discuss the properties of each material (e.g., colors available, textures).
- Questioning: Ask students which materials they have used before and which they would like to try out today.

## **Step 2: Scribbling Practice (10 minutes)**

- Activity: Provide each child with a piece of paper and a selection of materials.
- Instructions: Encourage students to scribble freely and to experiment with different materials.
- Motor Skills Focus: Explain how using various tools helps develop fine motor skills, which are important for writing.

## **Step 3: Appreciating Work (5 minutes)**

- Activity: After some time has passed, ask students to look at their own work and the work of their classmates.
- Discussion: Encourage students to share what they like about their scribbles and what they appreciate in their classmates' work.

## **Step 4: Reflection (5 minutes)**

- Discussion: Have a brief reflection session where the students can talk about what materials they liked using the most during their scribbling activity.
- Wrap Up: Ask them how they felt using different materials and what they learned today.

## **Conclusion (5 minutes)**

- Summarize the key points of the lesson by revisiting materials used, the act of scribbling, and the importance of appreciating others' work.
- Conduct a brief interactive game where students pick their favorite material and make a simple action or sound to represent it.
- Prepare learners by giving a hint of what will come next in their exploration of creative expression.

## **Extended Activities:**

- Home Activity: Encourage students to find different materials at home (like newspapers, leaves, or fabric scraps) and create a "Scribble Collage."
- Group Project: As a class, create a large communal artwork by allowing each child to contribute using their favorite materials, fostering collaboration and communal appreciation of art.
- Story Connection: Read a short story that involves colors or art, and afterwards, encourage students to recreate their favorite part through scribbling.

## **Teacher Self-Evaluation:**

## WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Mention materials used for scribbling
- Scribble using varied materials for fine motor development
- Appreciate own and others' scribbled work

**Key Inquiry Question(s):**

- Which materials can we use for scribbling?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 1-12

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on the importance of creativity in self-expression.
- Guide learners to read aloud and discuss relevant sections from the learning resources that focus on various materials used in scribbling, helping them connect previous knowledge to today's lesson.

**Lesson Development (30 minutes)**

**Step 1: Introducing Materials (7 minutes)**

- Objective: Learners will identify different materials used for scribbling.
- Activity: Show images or real samples of different materials such as crayons, colored pencils, markers, and chalk.

- Discussion: Ask students to name other materials they've used at home or in class for scribbling.

### **Step 2: Exploring Scribbling Techniques (8 minutes)**

- Objective: Learners will practice scribbling using different materials for fine motor development.
- Activity: Provide a variety of materials (crayons, paint, and textured paper).

- Instruction: Instruct learners to choose at least two materials and create a scribble art piece. Encourage them to experiment with how each material feels and looks.

### **Step 3: Appreciating Their Work (7 minutes)**

- Objective: Learners will express appreciation for their own work and that of their peers.
- Activity: Once the scribbles are done, have students walk around and look at each other's work.

- Discussion: Facilitate a conversation where each child can share what they like about their own scribble and one thing they enjoy about a friend's work.

### **Step 4: Sharing and Reflecting (8 minutes)**

- Objective: Reflect on the scribbling activity.
- Activity: Gather students in a circle. Ask each student to share one thing they learned about scribbling materials and one thing they enjoyed about the activity.
- Emphasize the importance of creativity and self-expression.

### **Conclusion (5 minutes)**

- Summarize the key points: the materials used for scribbling, the importance of fine motor skills, and appreciating art.
- Interactive Activity: Quick "Scribble Show and Tell" where students hold up their work and use one descriptive word or phrase to express how they feel about it.
- Preview next session: Hint at a fun new activity where they will learn to combine colors in their scribbling.

### **Extended Activities:**

- Encourage learners to create a "Scribble Diary" at home where they scribble daily using new materials and describe them verbally to a parent or sibling.
- Organize a "Scribble Gallery" day, where students can display their work in class, encouraging family and friends to visit and appreciate their creativity.

### **Teacher Self-Evaluation:**

## WEEK 1: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

### Specific Learning Outcomes:

- Identify body parts used in scribbling.
- Perform action songs on body parts used in scribbling.
- Appreciate own and others' scribbled work.

### Key Inquiry Question(s):

- What body parts do we use when we scribble?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 1-12

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the Previous Lesson: Begin with a brief recap of what was learned in the last lesson about drawing and writing.
- Discussion: Guide learners to look at Pages 1-12 of the Longhorn Creative Activities and ask them to share what they think scribbling is and its importance. Encourage them to connect scribbling to play and creativity.

#### Lesson Development (30 minutes)

##### \*Step 1: Identify Body Parts (10 minutes)\*

- Activity: Show illustrations of children scribbling. Ask students to name the body parts they see (e.g., hands, fingers).
- Discussion: Have them touch their own hands and fingers, reinforcing the connection between body parts and scribbling.

### **\*Step 2: Action Song (10 minutes)\***

- Activity: Introduce an action song that includes references to the hands and fingers (e.g., "If You're Happy and You Know It" with modified actions).
- Participation: Encourage children to sing along and perform the actions related to their body parts.

### **\*Step 3: Scribble Creation (5 minutes)\***

- Activity: Provide each learner with paper and crayons. Instruct them to create their own scribble art while focusing on using their fingers and hands.
- Encouragement: Prompt students to think about how their body parts help create the art.

### **\*Step 4: Sharing and Appreciation (5 minutes)\***

- Activity: Invite students to share their scribbles with a partner or the whole class.
- Discussion: Facilitate a conversation on why everyone's scribbles are unique. Reinforce the value of creativity and individual expression.

## **Conclusion (5 minutes)**

- Summarize: Recap the key points covered: the body parts used in scribbling, action songs performed, and the value of everyone's art.
- Interactive Activity: Play a quick game of "Simon Says" using body parts used in scribbling (e.g., "Simon says touch your left hand").
- Preview Next Session: Mention that in the next class, they will learn about colors and how they can use them in their drawings.

## **Extended Activities:**

- Home Activity: Encourage children to create a "Scribble Art Book" at home where they invite family members to scribble with them. Each page can have a different color and they can label it with the body part used.
- Outdoor Activity: Have a nature walk where students can collect leaves or sticks and use them in their outdoor scribbling, connecting nature to their art.

## **Teacher Self-Evaluation:**

## **WEEK 2: LESSON 1**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

### **Specific Learning Outcomes:**

- Identify body parts used in scribbling.
- Perform action songs on body parts used in scribbling.
- Appreciate own and others' scribbled work.

### **Key Inquiry Question(s):**

- What is the importance of scribbling to fine motor development?

### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 1-12

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

- Begin with a short review of the previous lesson on shapes or colors—the concepts that relate to scribbling.
- Introduce the key inquiry question and explain the importance of understanding body parts involved in scribbling.
- Encourage learners to flip through the relevant content in the Longhorn Creative Activities resource to refresh knowledge.

#### **Lesson Development (30 minutes)**

##### **Step 1: Identify Body Parts**

- Lead a discussion on the body parts used in scribbling. Ask questions like:
- “What do we use to hold the crayon?”

- “Which body part helps us to move the crayon?”
- Have learners point to their hands and arms as they identify these parts.

### **Step 2: Show and Tell**

- Allow students to show their scribbles and explain how they used their hands and arms.
- Encourage them to appreciate each other’s work by providing positive feedback, focusing on creativity and colors used.

### **Step 3: Action Song Time**

- Teach an action song that involves movement, such as "Head, Shoulders, Knees, and Toes." Emphasize the body parts relevant to scribbling—hand and fingers—and encourage them to perform the actions while singing.
- Make it engaging: repeat the song and pick up the pace.

### **Step 4: Group Activity**

- In small groups, allow children to practice scribbling on large sheets of paper. Encourage them to experiment with different colors and patterns.
- After the activity, ask them to pair up and share their work with a buddy, discussing their unique styles and techniques.

### **Conclusion (5 minutes)**

- Gather students to summarize what they learned about the body parts used in scribbling and how they contribute to fine motor development.
- Reinforce the appreciation of each other’s artworks by asking them what they liked about a friend’s drawing.
- Prepare for the next lesson by posing a question: “What shapes can we make with our scribbles?” This will spark curiosity for future topics.

### **Extended Activities:**

- Encourage learners to collect different types of writing tools (crayons, markers, chalk) and experiment with them at home, doing scribbles on various surfaces.
- Create a 'Scribble Gallery' in class where students can display their best scribbles for everyone to admire throughout the week.
- Organize a ‘Scribbling Art Day,’ where kids can bring in their parents to showcase their scribbling skills, reinforcing community engagement and learning.

### **Teacher Self-Evaluation:**

## **WEEK 2: LESSON 2**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Identify body parts used in scribbling
- Perform action songs related to body parts used in scribbling
- Appreciate own and others' scribbled work

**Key Inquiry Question(s):**

- How can one scribble?

**Learning Resources:**

- Longhorn Creative Activities PP1, Pages 1-12

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on creative expression.
- Introduce today's focus on scribbling.
- Invite learners to share their experiences with scribbling and discuss the importance of body parts in this activity.

**Lesson Development (30 minutes)**

**Step 1: Identify Body Parts (10 minutes)**

- Have learners point to or touch their hands, fingers, and arms.
- Discuss how these body parts are used while scribbling.
- Use images or examples from the learning resource to support identification.

## **Step 2: Demonstrate Scribbling (10 minutes)**

- Have learners practice scribbling on paper using crayons or colored pencils.
- Encourage them to explain how they are using their hands and fingers during the activity.
- Circulate around the classroom to provide support and encouragement.

## **Step 3: Perform Action Songs (5 minutes)**

- Introduce an action song that involves body parts (e.g., "Head, Shoulders, Knees, and Toes").
- Teach the song, encouraging learners to perform the actions as they sing.
- Link the actions to drafts of their scribbles made earlier.

## **Step 4: Appreciate Scribbled Work (5 minutes)**

- Allow learners to pair up and share their scribbled artwork.
- Guide them in giving positive feedback about each other's work.
- Conclude by asking what they liked about their own pieces and others'.

## **Conclusion (5 minutes)**

- Review the body parts used in scribbling and their function.
- Ask a few learners to highlight what they enjoyed about the lesson.
- Preview the next session's topic about colors and shapes in scribbling, encouraging thoughts about which colors they want to explore.

## **Extended Activities**

- Create a "Scribble Wall" in the classroom where students can showcase their drawings.
- Have learners make a simple book of their scribbles, labeling each page with the body part they used to create it.
- Introduce different textures (sandpaper, fabric) for scribbling to explore sensory experiences.

## **Teacher Self-Evaluation:**

## WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

### Specific Learning Outcomes:

- Identify play activities that involve scribbling.
- Perform play activities that involve scribbling while observing safety.
- Appreciate own and others' scribbled work.

### Key Inquiry Question(s):

- Which play activities involve scribbling?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 1-12

### Organisation of Learning:

#### Introduction (5 minutes)

- Start with a short review of the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding which activities involve scribbling.

#### Lesson Development (30 minutes)

##### Step 1: Discussion (10 minutes)

- Begin by asking students what they know about scribbling.
- Encourage students to share experiences or activities they've done that involve scribbling.
- Record their responses on the board, highlighting various play activities (e.g. drawing, coloring, writing).

##### Step 2: Exploration (10 minutes)

- Read together from Longhorn Creative Activities, focusing on pages 1-12.
- Point out examples of activities that involve scribbling. Encourage students to relate these examples to what they shared in Step 1.
- Discuss the importance of safety while scribbling and using materials (e.g., why we sit at the table, not on the floor with crayons).

### **Step 3: Hands-on Activity (5 minutes)**

- Provide each child with crayons and paper.
- Instruct students to engage in a scribbling activity, encouraging them to express their thoughts or creativity through drawings.
- Walk around to ensure safety protocols are followed (no throwing materials, keeping crayons out of mouths, etc.).

### **Step 4: Appreciation (5 minutes)**

- Once completed, have students share their work with a partner, appreciating and discussing each other's scribbled drawings.
- Encourage positive feedback and describe what they like about each other's work.

### **Conclusion (5 minutes)**

- Summarize key points: What activities involve scribbling, the importance of safety, and appreciating others' work.
- Conduct a quick interactive activity, such as a "scribble show and tell," where a few children can present their work to the class.
- Prepare learners for the next session by mentioning the upcoming theme related to self-expression through art.

### **Extended Activities:**

- Encourage students to create a "Scribble Gallery" at home where they display their scribbles and drawings.
- Suggest a family activity where they create a collaborative family artwork using scribbles.
- Provide optional work sheets with outlines for students to practice controlled scribbling shapes and letters.

### **Teacher Self-Evaluation:**

## WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

**Specific Learning Outcomes:**

- Identify play activities that involve scribbling.
- Perform play activities that involve scribbling while observing safety.
- Appreciate own and others' scribbled work.

**Key Inquiry Question(s):**

- Which play activities involve scribbling?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 1-12

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson about creative expression through art.
- Invite learners to share their experiences with scribbling.
- Guide learners to read and discuss relevant content from the Longhorn Creative Activities resource, focusing on what they understand about scribbling and play.

**Lesson Development (30 minutes)**

**Step 1: Introduction to Scribbling (10 minutes)**

- Explain what scribbling is and why it's important for young learners.
- Discuss different types of scribbling (e.g., lines, circles, patterns) and how they express feelings and ideas.

## **Step 2:** Identifying Scribbling Activities (10 minutes)

- Ask students to think about or share activities they have done that include scribbling (e.g., drawing with crayons, markers, or using chalk).
- Create a list on the board and encourage collaboration in thinking about other activities, such as using finger paints or making patterns in sand.

## **Step 3:** Performing a Scribbling Activity (5 minutes)

- Distribute various writing tools (crayons, colored pencils) and sheets of paper.
- Instruct learners to freely express themselves through scribbling while emphasizing safety (e.g., using tools appropriately, keeping workspaces tidy).

## **Step 4:** Sharing and Appreciating Work (5 minutes)

- Once they finish, have learners share their scribbles with a partner or in small groups.
- Encourage them to appreciate each other's work by asking questions about what they see and how it makes them feel.

## **Conclusion (5 minutes)**

- Summarize the key points of the lesson: the importance of scribbling, the activities that involve it, and the value of appreciating others' work.
- End with a brief interactive activity, such as a group "scribble wall" where students can add a quick doodle to a large shared piece of paper.
- Prepare learners for the next session by telling them they will explore ways to make their scribbled work come to life with colors and shapes.

## **Extended Activities:**

- Provide additional paper and coloring tools for learners to take home and create their own art. Encourage them to scribble about their favorite playtime activity.
- Set up a "Scribble Gallery" in the classroom for students to display their work, allowing them to present their scribbles to their peers during a designated time.

## **Teacher Self-Evaluation:**

## WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

### Specific Learning Outcomes:

- Identify play activities that involve scribbling.
- Perform play activities that involve scribbling while observing safety.
- Appreciate one's own and others' scribbled work.

### Key Inquiry Question:

- What safety measures do we observe during play activities that involve scribbling?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 1-12

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson, focusing on the importance of expressing creativity through scribbling.
- Guide learners to read and discuss relevant content from the Longhorn Creative Activities resource, emphasizing understanding safety and enjoyment in learning.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Scribbling Activities (10 minutes)

- Discuss different play activities that involve scribbling (e.g., drawing on paper, using chalk on sidewalks).
- Engage students in a conversation about their favorite scribbling activities.

## **Step 2:** Demonstrating Safety Measures (10 minutes)

- Introduce safety measures that should be followed during scribbling activities (e.g., using non-toxic materials, keeping the workspace clean, and being aware of surroundings).
- Role-play scenarios where students demonstrate both safe and unsafe practices during scribbling.

## **Step 3:** Hands-on Scribbling Activity (10 minutes)

- Provide each student with paper and crayons.
- Allow students to freely scribble with their crayons while reminding them of the safety measures discussed.
- Encourage them to explore different colors and patterns.

## **Step 4:** Sharing and Appreciating Work (Optional - 5 minutes)

- Have students share their scribbled artwork with a partner or the class.
- Encourage positive feedback and appreciation for each other's creativity.

## **Conclusion (5 minutes)**

- Summarize key points, highlighting the importance of safety during play and the enjoyment of expressing creativity through scribbling.
- Conduct a quick review quiz or game where students can answer questions about safety measures or describe their favorite scribbling activity.
- Briefly preview the next lesson, which will incorporate more structured drawing activities.

## **Extended Activities:**

- Nature Scribbles: Take students outside to observe nature and encourage them to scribble what they see, using natural materials (like leaves or pebbles) to inspire their drawings.
- Scribble Art Gallery: Create an art gallery in the classroom where students can display their scribbles. Invite other classes to visit and appreciate the artworks, further reinforcing the concept of appreciating one's own and others' work.

## **Teacher Self-Evaluation:**

## **WEEK 2: LESSON 6**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Scribbling

### **Specific Learning Outcomes:**

- State materials used for scribbling
- Watch video clips of scribbling activities
- Appreciate own and others' scribbled work

### **Key Inquiry Question:**

- Why do you scribble?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Pages 1-12

### **Organisation of Learning**

#### **Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they remember about their previous scribbling experiences.
- Engage learners in a discussion using the key inquiry question: "Why do you scribble?" Encourage students to share their thoughts and feelings about their scribbling.

#### **Lesson Development (30 minutes)**

- **Step 1:** Identifying Materials (10 minutes)
  - Introduce various materials used for scribbling (e.g., crayons, markers, pencils, paper).
  - Show the students these materials and ask them to name and describe each one.
  - Ask students to raise their hands if they have used any of these materials and what they liked about them.

- **Step 2:** Watching Scribbling Activities (10 minutes)
  - Play short video clips of children engaging in scribbling activities.
  - Pause the video at intervals to ask questions about what they see and how the children are using the materials.
  - Encourage students to discuss their impressions of the activities and how they feel about the scribbling shown.
- **Step 3:** Practicing Scribbling (5 minutes)
  - Provide each child with a piece of paper and assorted materials (crayons, markers).
  - Encourage them to scribble freely and express their creativity, reminding them that there are no wrong ways to scribble.
- **Step 4:** Sharing and Appreciating Work (5 minutes)
  - Allow students to share their scribbles with a partner or the class.
  - Encourage them to appreciate each other's work by saying something positive about what they see.

### **Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating the materials we use for scribbling and the fun in sharing our art with others.
- Conduct a brief interactive activity where each child shares one word to describe how they felt while scribbling.
- Preview the next session by mentioning that they will explore more about colors and shapes in their artwork.

### **Extended Activities:**

- Create a "Scribble Art Gallery" where students can display their scribbles on a classroom wall and invite other classes to view them.
- Send home a "Scribble Challenge" where children are encouraged to scribble using different materials (e.g., leaves, sticks) and bring them back for sharing.
- Incorporate storytelling by having the students create a story based on their scribbled images, promoting imaginative thinking.

### **Teacher Self-Evaluation:**

## WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Identify materials used for printing.
- Colour drawn pictures of materials used for printing.
- Appreciate own and others' print works.

### Key Inquiry Question(s):

- What is printing?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Begin by asking students what they remember from the previous lesson. Encourage participation by prompting them with questions related to their experiences with printing.
- Introduce the key inquiry question: "What is printing?" and guide learners to explore this question using relevant content from the learning resources.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Printing Materials (10 minutes)

- Show physical examples of printing materials (e.g., sponges, stamps, ink, paper).
- Read together from pages 13-14 of the Longhorn Creative Activities, highlighting different materials used in printing.
- Ask students to name any other materials they think are used for printing.

**Step 2:** Identifying and Drawing Materials (10 minutes)

- Distribute drawing paper and crayons/colours.
- Ask students to draw illustrations of at least three printing materials they learned about.
- Circulate among the students, offering assistance and prompting them to think creatively about their drawings.

**Step 3:** Sharing and Appreciation (5 minutes)

- Allow students to share their drawings with the class. Encourage them to describe the materials they drew and explain how they are used in printing.
- Facilitate a brief discussion on appreciating both their own work and the work of their peers.

**Step 4:** Interactive Group Activity (5 minutes)

- Organize a simple group game where students can use cut-out shapes made from sponges or stamps to create a class printing mural on a large piece of paper.
- Discuss with the class how they can take care of these materials and the importance of teamwork in creating art.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson with emphasis on what printing is and materials used.
- Conduct a quick quiz (e.g., "Raise your hand if you drew a stamp!") to reinforce main topics.
- Preview the next lesson by mentioning they'll be exploring different printing techniques and how prints can tell stories.

**Extended Activities:**

- Have students create a "Printing Book" where they can add new pages as they learn more about different printing methods throughout the term.
- Encourage students to collect actual items at home (e.g., leaves, small toys) that could be used for printing and bring them to the next lesson.
- Arrange an art exhibition where students display their printing work for other classes or parents, promoting confidence and appreciation of their skills.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

**Specific Learning Outcomes:**

- Identify materials used for printing.
- Make hand print patterns for fun.
- Appreciate own and others' print works.

**Key Inquiry Question(s):**

- Which materials are used for printing?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 13-27

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what students learned in the previous lesson about colors and shapes.
- Ask questions to engage students and prompt recall, such as "What colors did we mix last time?" or "What shapes did we use?"
- Introduce printing as a fun activity and highlight that today they will learn about different materials used for printing.

**Lesson Development (30 minutes)**

**Step 1:** Identify Printing Materials (10 minutes)

- Show a variety of materials used for printing (sponges, stamps, leaves, fingers, etc.).

- Discuss each item's properties and ask students, "How do you think we can use this for printing?" Allow students to touch and describe the materials.

### **Step 2: Demonstration of Hand Printing (10 minutes)**

- Demonstrate how to make a hand print pattern on paper.
- Use non-toxic washable paint and ensure students understand the importance of using safe materials.
- Illustrate a simple pattern using your handprint and encourage students to think about the colors they want to use.

### **Step 3: Hands-On Activity (10 minutes)**

- Distribute materials, paints, and papers.
- Guide students to create their own hand print patterns while walking around to assist.
- Encourage creativity and exploration of different colors and designs.

### **Step 4: Show and Share (Optional, if time allows)**

- Have students display their hand print artworks and describe what they made to their classmates.
- Rotate around the classroom allowing each child a moment to share, fostering appreciation of their own and others' work.

### **Conclusion (5 minutes)**

- Gather students and summarize the key materials used for printing and the fun they had creating patterns.
- Conduct a quick interactive activity, such as asking them to point to their favorite printing material and say one thing they enjoyed about using it.
- Briefly preview what will come in the next lesson, like different techniques in printing or exploring printmaking stories.

### **Extended Activities:**

- Create a "printing gallery" where students can showcase their artwork in the classroom.
- At home, let students explore different surfaces (like fruits or vegetables) and find other everyday objects they can make prints with (e.g., cardboard, bubble wrap).
- Organize a simple "show and tell" where students can bring in their printing projects or crafts made at home to share with the class.

### **Teacher Self-Evaluation:**

### **WEEK 3: LESSON 3**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

#### **Specific Learning Outcomes:**

- Identify materials used for printing
- Make hand print patterns for fun
- Appreciate own and others' print works

#### **Key Inquiry Question(s):**

- Which materials are used for printing?

#### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 13-27

#### **Organisation of Learning:**

##### **Introduction (5 minutes)**

- Begin the lesson with a quick review of the previous lesson: Discuss what the students learned about themselves.
- Introduce the topic of printing by asking students if they know what printing is and if they have seen anything that has been printed. Read and discuss relevant content from the learning resources to ensure a clear understanding of printing materials.

##### **Lesson Development (30 minutes)**

###### **Step 1: \*Identifying Materials for Printing\* (10 minutes)**

- Show the class different materials that can be used for printing (e.g., sponges, stamps, paints, and paper).
- Ask students to share examples of materials they know or have seen used for printing.

- Allow them to touch and feel the various materials, encouraging them to express what they feel and see.

**Step 2: \*Creating Hand Print Patterns\* (10 minutes)**

- Provide students with non-toxic washable paint and large sheets of paper.
- Demonstrate how to dip their hands in paint and press them onto the paper to make hand print patterns.
- Encourage students to make different patterns and colors using their hands.

**Step 3: \*Sharing Printed Works\* (5 minutes)**

- Once the hand prints are complete, invite students to share their artwork with the class.
- Ask them to describe what they did and how they feel about their prints and their friends' prints. Emphasize the uniqueness of each print.

**Step 4: \*Reflection on Print Works\* (5 minutes)**

- Conclude the hands-on activity by guiding students to reflect on their creations.
- Discuss what they appreciate about their own work and their classmates' work, fostering a sense of community and pride in their artistic expressions.

**Conclusion (5 minutes)**

- Summarize the key points: the materials used for printing, how to make hand print patterns, and the importance of appreciating artwork.
- Conduct a brief interactive activity: Play a game where students name a printing material or a type of art they like.
- Prepare learners for the next session by teasing upcoming activities tied to self-exploration and creativity, such as creating a collage or a different kind of print.

**Extended Activities:**

- Create a "Printing Gallery": Have students display their hand print artwork around the classroom and host a mini-exhibition where they can invite other classes to view their work.
- Explore Nature Printing: Collect leaves and flowers outdoors, and use them to create prints. This helps deepen their understanding of materials beyond those found in the classroom.
- Make a "Printing Book": Use the hand prints and other prints to create a small book where students can write simple sentences or descriptions about their artwork and the prints they explored.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Make hand print patterns for fun
- Perform singing game about body parts for self-awareness
- Appreciate own and others' print works

### Key Inquiry Question(s):

- How do we make hand prints?

### Learning Resources:

- Longhorn Creative Activities PP1 Page 13-27

### Organisation of Learning

#### Introduction (5 minutes)

- Review the previous lesson: Ask the students what they remember about their last lesson on body parts and any activities they enjoyed.
- Discussion: Guide learners to read and discuss relevant content from the Longhorn Creative Activities, focusing on the concept of hand prints and their relevance to self-expression.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Hand Printing (10 minutes)

- Activity: Demonstrate how to create hand prints. Provide paint or ink and show the students how to dip their hands and press them onto paper.
- Discussion: Ask students why we think hand prints can be fun and what colors they might want to use.

## **Step 2: Creating Hand Print Patterns (10 minutes)**

- Activity: Allow students to make their own hand print patterns. Encourage them to experiment with different colors and designs.
- Sharing: Have students display their artworks around the room.

## **Step 3: Singing Game about Body Parts (5 minutes)**

- Activity: Introduce a simple singing game that involves identifying body parts (e.g., "Head, Shoulders, Knees, and Toes").
- Participation: Encourage the students to sing along and perform the movements, reinforcing awareness of their body parts.

## **Step 4: Appreciation Activity (5 minutes)**

- Activity: Gather students together to view each other's hand print art.
- Discussion: Encourage students to compliment each other's work and talk about what they like best about their handprints.

## **Conclusion (5 minutes)**

- Summarize: Go over the key points learned during the lesson: creating hand prints, the singing game, and sharing artwork.
- Interactive Activity: Lead a quick round of "What body part is this?" where students raise their hands (recently printed) to identify a body part when named aloud.
- Preview of next session: Hint at exploring other ways to express ourselves, like drawings or stories about feelings and ideas.

## **Extended Activities**

- Home Activity: Encourage students to create a family handprint mural at home, where each family member contributes a handprint. They can later share the mural with the class.
- Storytime Extension: Read a book about different body parts, focusing on how each part functions, to reinforce learning through literature.

## **Teacher Self-Evaluation:**

## **WEEK 3: LESSON 5**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### **Specific Learning Outcomes:**

- Make foot print patterns for fun.
- Perform singing game about body parts for self-awareness.
- Appreciate own and others' print works.

### **Key Inquiry Question(s):**

- How do we make foot prints?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Pages 13-27

### **Organisation of Learning**

#### **Introduction (5 minutes)**

- Begin by reviewing the previous lesson to establish continuity in learning.
- Engage students in a brief discussion about body parts, asking them to name parts they know while referencing the relevant pages from the Longhorn Creative Activities. Highlight the importance of understanding their bodies.

#### **Lesson Development (30 minutes)**

- **Step 1:** Discuss Body Parts (10 minutes)
  - Engage students in a brief singing game or chant about body parts (e.g., "Head, Shoulders, Knees, and Toes").
  - Encourage students to point to each part as they sing to reinforce learning and self-awareness.

**- Step 2: Making Foot Prints (10 minutes)**

- Demonstrate how to create foot prints using non-toxic paint and paper.
- Have students dip their feet in paint and step onto the paper to create patterns.
- Talk about the colors and shapes they see, making connections to their unique prints.

**- Step 3: Pattern Creation (5 minutes)**

- Allow students to experiment with making different patterns using their foot prints.
- Encourage them to discuss their designs with a partner, focusing on creativity and expression.

**- Step 4: Sharing and Appreciation (5 minutes)**

- Have students display their foot print patterns around the classroom.
- Facilitate a class appreciation session where students can point out and compliment each other's work, fostering a sense of community and respect for their individual efforts.

**Conclusion (5 minutes)**

- Summarize the main points – discussing body parts, creating foot print patterns, and appreciating each other's artwork.
- Conduct a quick interactive activity where students can name a body part, indicating its location on their bodies, reinforcing what they've learned.
- Preview the next lesson by asking what other activities they think they could do using their hands or other body parts.

**Extended Activities:**

- Art Extension: Encourage students to create a "Footprint Art Gallery" at home, using various colors and materials to make art pieces that incorporate their foot prints.
- Movement Activity: Organize a simple obstacle course where children can use different body parts to navigate, reinforcing their knowledge of body awareness while promoting physical activity.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Make foot print patterns for fun
- Perform a singing game about body parts for self-awareness
- Appreciate own and others' print works

### Key Inquiry Question(s):

- How do we make foot prints?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson focusing on body parts and self-awareness.
- Guide learners to read and discuss relevant content from the learning resources, particularly pages 13-27. Focus on how our feet make impressions and how body parts are important for our identities.

#### Lesson Development (30 minutes)

\*The lesson development is structured into four distinct steps:\*

##### Step 1: Introduction to Footprints (10 minutes)

- Discuss the concept of footprints. Ask students where they see footprints (e.g., on the sand, mud).
- Show images or videos of different types of footprints.

- Encourage students to share experiences related to footprints.

### **Step 2: Making Footprint Patterns (10 minutes)**

- Provide materials such as paint and large paper.
- Guide students to dip their feet in paint and step on the paper to create their footprint patterns.
- Allow them to decorate around their prints with markers or crayons, adding colors and designs.

### **Step 3: Body Parts Singing Game (5 minutes)**

- Introduce a simple singing game that incorporates body parts (e.g., “Head, Shoulders, Knees, and Toes”).
- Engage students to stand and sing, encouraging them to point to each body part as it is mentioned in the song.
- This activity promotes self-awareness of how their bodies work together.

### **Step 4: Appreciation of Print Works (5 minutes)**

- Allow students to display their footprint patterns around the classroom.
- Facilitate a gallery walk where students admire each other's work, discussing similarities and differences.
- Encourage them to say something positive about a peer's artwork.

### **Conclusion (5 minutes)**

- Summarize key points learned: footprint creation, self-awareness through body parts, and appreciating each other's work.
- Conduct a quick interactive activity where students shout out one thing they liked about their own feet or body.
- Preview the next session's topics: “How do our bodies help us play and have fun?”

### **Extended Activities:**

- For an extended activity, have students create a footprint book where they take turns making a footprint and adding a short sentence about how that body part helps them in daily activities.
- Organize a nature walk where students can look for animal footprints and discuss how footprints can tell us about animals' movements.

### **Teacher Self-Evaluation:**

## **WEEK 4: LESSON 1**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### **Specific Learning Outcomes:**

- Identify singing games.
- Perform a singing game about body parts for self-awareness.
- Appreciate own and others' print works.

### **Key Inquiry Question:**

- What are singing games?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Page 13-27

### **Organisation of Learning**

#### **Introduction (5 minutes)**

- Review: Briefly recapitulate the previous lesson focusing on body parts.
- Discussion: Guide learners to read aloud and discuss selected sections from the Longhorn Creative Activities book. Focus on singing games as they relate to body awareness.

#### **Lesson Development (30 minutes)**

##### **Step 1: Introduction to Singing Games (5 minutes)**

- Explain what singing games are.
- Define a "singing game" as a fun way to learn through songs and actions.
- Show a short example or clip of a singing game if available.

### **Step 2: Identify Body Parts Through Music (10 minutes)**

- Introduce a specific singing game related to body parts (e.g., “Head, Shoulders, Knees, and Toes”).
- Encourage children to listen and follow along as they label each body part in the song.

### **Step 3: Perform the Singing Game (10 minutes)**

- Guide learners through performing the song together, ensuring everyone is participating.
- Encourage movement and action while singing, emphasizing body awareness.

### **Step 4: Create Your Own Singing Game (5 minutes)**

- Divide students into small groups and ask them to come up with their own simple actions for a shortened song about body parts.
- Each group shares their actions with the class.

### **Conclusion (5 minutes)**

- Summarize: Quickly recap what a singing game is and the body parts learned.
- Interactive Activity: Sing the “Head, Shoulders, Knees, and Toes” once more, encouraging actions from learners to reinforce their understanding.
- Preview Next Session: Talk about what they can look forward to learning next, such as exploring their emotions or identifying family members.

### **Extended Activities**

- Art Integration: Have students draw their favorite body parts and label them.
- Singing Game Creation: Encourage students to create a simple singing game at home with family members, using actions for different body parts or emotions, then share it in the next class.
- Body Part Collage: Offer a cut-and-paste activity using magazine images to create a collage of different body parts, labeling each one.

### **Teacher Self-Evaluation:**

## WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Identify singing games.
- Perform a singing game about body parts for self-awareness.
- Appreciate own and others' print works.

### Key Inquiry Question:

- Why is printing fun?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Begin by reviewing the previous lesson, asking students what they remember about printing and its relevance to ourselves.
- Guide learners to read and discuss relevant content from Longhorn Creative Activities, focusing on why printing is fun and its connection to expressing ourselves.

#### Lesson Development (30 minutes)

- **Step 1:** Introduction to Singing Games (10 minutes)
  - Explain what a singing game is and its purpose in learning. Use visuals if available to elaborate on body parts.
  - Show the learners a simple song about body parts, encouraging them to follow along.

**- Step 2: Identifying Body Parts (5 minutes)**

- Engage the class in a discussion about different body parts, perhaps using a puppet or a drawing to illustrate each part (e.g., head, shoulders, knees, and toes).

**- Step 3: Learning the Singing Game (10 minutes)**

- Teach the class a singing game focused on body parts. Encourage them to move their bodies while singing, reinforcing both the lyrics and the actions associated with each part (e.g., touching their head when singing about it).

**- Step 4: Performing the Singing Game (5 minutes)**

- Divide the class into small groups and let each group perform the singing game for their peers.
- Encourage students to appreciate each other's performances, discussing what they liked and how they used printing (writing) in their song.

**Conclusion (5 minutes)**

- Summarize key points regarding the fun of printing and how it relates to body awareness and self-expression through song and movement.
- Conduct a quick interactive activity like a "Name That Body Part" game, where students shout out body parts as you point to them on a chart.
- Preview what they will learn in the next session, focusing on how they can create their own print works.

**Extended Activities:**

- Art Project: Have students create a collage of their own body parts using cut-out images or drawings, labeling each part clearly to reinforce learning.
- Singing Competition: Encourage students to create their own simple singing games about different topics (not just body parts) and present them to the class.
- Family Involvement: Send home a letter encouraging students to teach their families the singing game learned in class, inviting them to share their experiences during the next lesson.

**Teacher Self-Evaluation:**

## WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Identify different colours for printing
- Watch video clips of foot and hand print patterns
- Appreciate own and others' print works

### Key Inquiry Question:

- Which body parts can be used for printing?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 13-27

### Organisation of Learning

#### Introduction (5 minutes)

- Begin by reviewing the previous lesson on basic colours and using body parts for art. Ask students to share their favorite colours used in previous activities.
- Introduce the day's topic by discussing how we can use different body parts for printing and what materials we will need.

#### Lesson Development (30 minutes)

##### Step 1: Identifying Colours (10 minutes)

- Show students a range of colourful paints or inks.
- Ask them to name different colours they see and discuss their preferences among them.

##### Step 2: Video Clips (10 minutes)

- Play selected video clips that demonstrate foot and hand printing techniques.
- During the video, pause and ask questions about what the children see, focusing on body parts used and colours shown.

### **Step 3: Demonstration (5 minutes)**

- Demonstrate how to create a simple foot and hand print on paper using non-toxic paint.
- Discuss safety and cleanliness while working with paints.

### **Step 4: Hands-on Practice (5 minutes)**

- Allow students to create their own prints using their hands and feet. Encourage them to experiment with different colours.
- Walk around to provide support and encouragement, noting how students are using body parts for printing.

### **Conclusion (5 minutes)**

- Summarize key points discussed, highlighting the colours identified and the body parts used for printing.
- Engage students in a brief interactive activity: Have them share their prints with a partner and describe their work and their choice of colours.
- Preview the next lesson on creating patterns using prints and ask them to think about what shapes and designs they might create.

### **Extended Activities:**

- Art Gallery Walk: Set up a display of each child's printing work around the classroom. Allow time for students to walk around and appreciate everyone's creativity.
- Family Printing Day: Encourage students to create prints at home with family members, using different body parts, and bring their work back to share with the class.
- Colour Mixing Experiment: Provide primary colours for students to mix and create their own new colours, then use those in their printing activities.

### **Teacher Self-Evaluation:**

## WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing

### Specific Learning Outcomes:

- Identify different colors for printing.
- Watch video clips of foot and hand print patterns.
- Appreciate own and others' print works.

### Key Inquiry Question(s):

- How do we make foot and hand print patterns?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson on colors and printing.
- Discuss with learners what they remember about colors and patterns. Ask guiding questions to engage them.

#### Lesson Development (30 minutes)

##### Step 1: Color Identification (10 minutes)

- Show a variety of colors using visual aids or swatches.
- Discuss each color with the children and ask them to name objects that are that color.
- Emphasize how different colors can impact artwork.

## **Step 2:** Video Clips (10 minutes)

- Watch a short video demonstrating how to create foot and hand print patterns.
- Pause the video at intervals to discuss what the learners see. Ask questions like, "What color did we see?" or "What do you notice about how the prints were made?"

## **Step 3:** Hands-on Activity (7 minutes)

- Provide learners with non-toxic paint in multiple colors.
- Allow them to create their foot and hand prints on a large sheet of paper. Encourage them to use different colors for their prints.

## **Step 4:** Showcase and Share (3 minutes)

- Once the prints are made, invite learners to share their prints with the class.
- Ask them to describe their artwork, what colors they used, and how they felt while making their prints.

## **Conclusion (5 minutes)**

- Summarize the key points: the different colors used, how patterns were made with feet and hands, and the joy of creating art.
- Conduct an interactive activity where learners decide on their favorite print from their work and share why it is their favorite.
- Prepare learners for the next session by previewing upcoming topics like exploring nature patterns.

## **Extended Activities:**

- Encourage students to create a family art project at home where they make prints using family members' hands and feet.
- Provide templates of animals or objects where students can use their foot and hand prints to create things like a butterfly or tree.
- Organize an art gallery day where students can display their printed artworks for parents and classmates.

## **Teacher Self-Evaluation:**

## WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing - 11

### Specific Learning Outcomes:

- Identify different colors for printing.
- Watch video clips of foot and hand print patterns.
- Appreciate own and others' print works.

### Key Inquiry Question(s):

- How do we make foot and hand print patterns?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson on colors and self-expression.
- Engage learners in a discussion about what they remember and introduce the day's activities using the key inquiry question: "How do we make foot and hand print patterns?"

#### Lesson Development (30 minutes)

- The lesson development will be split into four distinct steps:

##### Step 1: Color Identification (10 minutes)

- Use color swatches or paints to display various colors.
- Ask students to name the colors and discuss where they might see these colors in nature or in their environment.

- Encourage students to think about what colors they want to use for their prints.

### **Step 2: Watching Video Clips (10 minutes)**

- Show video clips that demonstrate how to create foot and hand print patterns.
- After each video, pause to discuss what was seen. Ask students questions like:
  - What did you see in the clip?
  - How did the person make those prints?
  - What colors did they use?

### **Step 3: Creating Prints (10 minutes)**

- Provide students with paper and tempera paints.
- Guide them in making their own foot and hand prints on paper.
- Circulate around the classroom to assist and encourage creativity.

### **Step 4: Sharing Work (5 minutes)**

- Have students place their prints on a display board.
- Allow students to walk around and appreciate each other's work. Prompt them to express what they like about each other's prints.

### **Conclusion (5 minutes)**

- Summarize the main points: different colors for printing, the process of creating prints, and the importance of appreciating others' work.
- Conduct a brief interactive activity where each student shares the color they chose and why.
- Preview the next session by hinting at making mixed media art with their prints and encourage them to think of themes they want to explore.

### **Extended Activities:**

- Create a "Rainbow of Prints" where students can make a print using every color they have learned about.
- Encourage students to create a handprint or footprint art piece at home with their family and bring it to share.

### **Teacher Self-Evaluation:**

## WEEK 4: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MYSELF

**Sub Strand:** Printing - 12

### Specific Learning Outcomes:

- Identify play activities related to printing.
- Perform play activities on printing for fun.
- Appreciate their own and others' print works.

### Key Inquiry Question(s):

- What play activities can we do using printing techniques?

### Learning Resources:

- Longhorn Creative Activities PP1 Page 13-27

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson on creative activities.
- Engage learners in a discussion about the importance of printing. Ask guiding questions such as "What do we use printing for?"
- Introduce the focus of today's lesson on printing play activities and the fun ways we can create prints.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Printing Play Activities (10 minutes)

- Discuss different play activities that involve printing. For example, using stamps, sponges, or fingers to create designs.

- Show visuals from the Longhorn Creative Activities book (pages 13-15) related to printing play activities.

**Step 2: Demonstration (10 minutes)**

- Demonstrate a simple printing activity using a sponge and paint.
- Allow learners to observe the process and ask questions about the materials used and the technique.

**Step 3: Guided Practice (15 minutes)**

- Distribute materials (paper, sponges, paints) to students.
- Guide them to create their own sponge prints. Encourage creativity and the exploration of colors.
- As they work, circulate and offer assistance, highlighting the fun and creativity in printing.

**Step 4: Sharing and Appreciation (5 minutes)**

- Invite students to display their prints on the board.
- Encourage them to express what they like about their own and each other's work. Ask guiding questions like, "What colors did you use?" or "How did you feel while making your print?"

**Conclusion (5 minutes)**

- Summarize the key points discussed: identifying play activities on printing and creating prints.
- Reinforce learning objectives by asking students to share one thing they enjoyed about the activity.
- Preview the next session, suggesting they think about other ways printing can be used creatively.

**Extended Activities:**

1. Home Printing Exploration: Encourage students to find objects at home (like leaves or fruit) and use them to create prints. They can bring their creations back to class for sharing.
2. Story Time Printing: Have students create a story using printed images or illustrations they make. This could involve telling a story through their prints and sharing it with classmates.
3. Print Collage: Set up a collaborative project where students can use various printing methods to create a large classroom collage.

**Teacher Self-Evaluation:**

## **WEEK 5: LESSON 1**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MY FAMILY

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

- Identify materials used for colouring from the environment.
- Observe pictures on materials used for colouring.
- Appreciate own and others' coloured picture outlines of members of the family.

**Key Inquiry Question(s):**

- What is colouring?

**Learning Resources:**

- Longhorn Creative Activities PP1 Page 28-39

**Organisation of Learning**

**Introduction (5 minutes):**

1. Begin the lesson by reviewing the previous lesson: What did we learn about families?
2. Introduce the topic of colouring, guiding learners to read and discuss relevant content from the learning resources. Emphasize the importance of colouring as a form of expression and creativity.

**Lesson Development (30 minutes):**

**Step 1: \*Identifying Colouring Materials\* (10 minutes)**

- Show students various common materials used for colouring, such as crayons, markers, coloured pencils, and paper.
- Ask learners to look around the classroom or home for these materials and share their observations.

**Step 2: \*Exploring Pictures\* (10 minutes)**

- Distribute pictures or outlines of family members.
- Instruct students to observe the pictures closely and talk about what colours they would like to use and why they chose those colours.

**Step 3: \*Understanding Colouring Techniques\* (5 minutes)**

- Demonstrate basic colouring techniques, such as filling in space, using light pressure for a lighter shade, and blending colours.
- Allow students to practice these techniques on their pictures.

**Step 4: \*Colouring Activity\* (5 minutes)**

- Give students time to colour their pictures of family members using the materials identified earlier. Encourage them to be creative and use their own choices of colours.

**Conclusion (5 minutes):**

1. Summarize the key points covered in the lesson, including the materials used for colouring and the aspects of their colouring techniques.
2. Conduct a brief interactive activity where students can share their coloured pictures with a partner, discussing what colours they used and why.
3. Prepare learners for the next session by previewing the topic of "Family Activities" and encouraging them to think about fun activities they do with their families.

**Extended Activities:**

- Create a Family Colouring Book: Encourage students to make a simple book with outlines of family members for colouring. They can take this home to colour with family members.
- Nature Colour Hunt: Go outside with bags and look for natural materials (such as leaves, flowers) that can inspire their colouring choices.
- Colouring Challenge: Host a small competition where students have to colour a family picture in a creative way using different techniques discussed in class.

**Teacher Self-Evaluation:**

## **WEEK 5: LESSON 2**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** MY FAMILY

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

- Identify materials used for colouring from the environment.
- Observe pictures on materials used for colouring.
- Appreciate own and others coloured picture outlines of members of the family.

**Key Inquiry Question(s):**

- Which colour do you like?

**Learning Resources:**

- Longhorn Creative Activities PP1 Page 28-39

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Begin the lesson by asking students to recall what they learned in the previous lesson about families.
2. Introduce the topic of colouring, highlighting the importance of colour in our lives.
3. Read together from the learning resources, focusing on the materials used for colouring, and discuss colours used for family pictures.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Show students various colouring materials (crayons, markers, coloured pencils) and discuss where they might find these materials at home or school.
- Encourage students to name these items and share their experiences using them.

### **Step 2: Observe Examples (10 minutes)**

- Using pages from Longhorn Creative Activities, show pictures of various colouring materials.
- Ask students to point out the colours they see and discuss how it makes them feel.

### **Step 3: Individual Colouring Activity (10 minutes)**

- Provide each student with an outline picture of a family (from the learning resources).
- Instruct students to colour in their pictures using the materials identified earlier, encouraging them to choose colours they like.

### **Step 4: Appreciation Sharing (Optional - 10 minutes)**

- Invite students to share their completed drawings with the class.
- Encourage compliments and positive feedback among classmates about the colours and efforts in each other's work.

### **Conclusion (5 minutes)**

1. Summarize key points about identifying materials and appreciating colouring.
2. Engage in a brief interactive activity where students are asked to share their favourite colour and why they like it.
3. Preview the next session by hinting at another family-related topic, such as “What do families do together?”

### **Extended Activities:**

- Nature Colour Hunt: Organize a small outdoor activity where students collect natural items (leaves, flowers) of different colours, which they can then use for a creative collage.
- Family Colour Book: Ask students to create a small book where they draw their family members with different colouring materials for each page.

### **Teacher Self-Evaluation:**

## WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify materials used for colouring from the environment.
- Collect and name materials for colouring from the locality.
- Appreciate own and others' coloured picture outlines of members of the family.

### Key Inquiry Question(s):

- What materials can we use for colouring?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning:

#### Introduction (5 minutes)

- Begin by briefly reviewing the previous lesson on family members and their importance.
- Encourage students to recall their previous experience with colouring and discuss any materials they used. Read relevant content from the Longhorn Creative Activities.

#### Lesson Development (30 minutes)

##### Step 1: Exploring Colouring Materials (10 minutes)

- Hold a discussion about different materials that can be used for colouring (e.g., crayons, markers, coloured pencils, natural items like leaves).
- Display images or examples of colouring materials to support understanding.

##### Step 2: Outdoor Exploration (10 minutes)

- Take the class outside on a short walk around the school or playground.
- Guide students to collect and identify natural materials (e.g., leaves, flowers) that can add colour to their artwork.

### **Step 3: Describing Collected Materials (5 minutes)**

- Once back in class, gather students in a circle.
- Have each child share what they collected and name each material. Discuss its colour and potential use in their artwork.

### **Step 4: Colouring Activity (5 minutes)**

- Hand out picture outlines of family members for students to colour using the materials discussed.
- Allow students to mix materials, such as using crayons and natural items like leaves, to create textured effects.

### **Conclusion (5 minutes)**

- Summarize the key points learned about colouring materials and how to appreciate each other's work.
- Conduct a quick interactive activity where students can show their coloured pictures and explain one thing they love about someone else's artwork.
- Preview the next session's lesson focusing on family roles and how they contribute to the family unit.

### **Extended Activities:**

- Create a Family Colouring Book: Each student can take home a blank sheet to colour and decorate with materials they find at home.
- Organize a "Family Art Day": Invite family members to school where children can showcase their artwork and engage in collaborative colouring activities together.

### **Teacher Self-Evaluation:**

## **WEEK 5: LESSON 4**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### **Specific Learning Outcomes:**

- Identify materials used for colouring from the environment.
- Collect and name materials for colouring from the locality.
- Appreciate own and others' coloured picture outlines of members of the family.

### **Key Inquiry Question(s):**

- What materials do we use for colouring?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Pages 28-39

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Begin with a brief review of the previous lesson to activate prior knowledge.
- Engage learners in a read-aloud from the learning resources while highlighting concepts related to materials used for colouring. Encourage discussion about the different materials they can see on the pages.

#### **Lesson Development (30 minutes):**

##### **Step 1: Introduction to Colouring Materials (10 minutes)**

- Show examples of common colouring materials (e.g. crayons, colored pencils, markers, natural materials like leaves).
- Ask students to name any colouring materials they can think of and list them on the board.

### **Step 2:** Exploring the Environment (10 minutes)

- Take students outside (or utilize classroom resources) to find natural materials they can use for colouring, such as leaves, flowers, or sand.
- In groups, have learners collect these materials and discuss how they can use them for creating art.

### **Step 3:** Sharing and Naming Collected Materials (5 minutes)

- Reconvene in the classroom and have each group present their findings.
- Encourage students to name the materials they collected and think about how they can use them for colouring.

### **Step 4:** Colouring Family Outlines (5 minutes)

- Provide students with outlines of family members (parents, siblings, pets, etc.) to colour using the collected materials or traditional colouring materials.
- As they work, circulate the classroom, encouraging appreciation of each other's artwork and discussing choices of colours and materials.

### **Conclusion (5 minutes):**

- Summarize the key points learned during the lesson regarding materials for colouring.
- Invite a few students to share their coloured pictures and discuss what materials they used.
- Preview the next lesson, encouraging students to think about how they can use different materials for future art projects.

### **Extended Activities:**

- Create a "Materials of My Family" collage where students can glue pictures or actual materials they found during the outdoor activity.
- Encourage families to collaborate at home and find their own colouring materials while creating their own family pictures to bring back to class.
- Start a 'Colouring Journal' where students can paste their artworks and write or draw about what they learned in this lesson.

### **Teacher Self-Evaluation:**

## **WEEK 5: LESSON 5**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My family

**Sub Strand:** Colouring

### **Specific Learning Outcomes:**

- Identify members of a family
- Apply colours on drawn pictures of family members for fine motor development
- Appreciate own and others' coloured picture outlines of family members

### **Key Inquiry Question(s):**

- What are the names of members in a family?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Pages 28-39

### **Organisation of Learning**

#### **Introduction (5 minutes)**

- Review the previous lesson by asking students to name different family members (e.g., mother, father, sister, brother).
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of family roles and relationships.

#### **Lesson Development (30 minutes)**

##### **Step 1: Identify Family Members (10 minutes)**

- Show pictures of different family members and ask students to name them. Use flashcards or illustrations to aid understanding.
- Encourage students to discuss who is in their family and relate it to the names learned.

##### **Step 2: Draw Family Members (10 minutes)**

- Provide students with blank paper and coloring materials. Instruct them to draw their family members.
- Assist students in thinking about how many family members they want to include and what they look like.

### **Step 3: Colouring Activity (5 minutes)**

- Direct students to apply colours to their drawn pictures. Encourage them to use different colours for each family member.
- Circulate around the room to encourage fine motor skills, guiding them on how to properly hold and use crayons or markers.

### **Step 4: Sharing Artwork (5 minutes)**

- Allow students to share their coloured pictures with the class. As they present, encourage them to name each family member in their drawing.
- Highlight the importance of each family member's role as they share.

### **Conclusion (5 minutes)**

- Summarize key points discussed in the lesson: members of a family and the importance of family.
- Conduct a brief interactive activity, such as a "Family Member Relay," where students take turns naming a family member and mimicking a gesture or action related to that member.
- Prepare learners for the next session by asking them to think about one fun activity they enjoy doing with their family.

### **Extended Activities:**

- Create a "Family Tree" project where students can draw or cut out pictures to represent their family members and display it in the classroom.
- Have a "Family Day" where students are encouraged to bring a family picture from home to share with the class, explaining who is in the picture and their relation.
- Ask students to write a simple sentence about what they like to do with each family member, using the pictures they drew as prompts.

### **Teacher Self-Evaluation:**

## **WEEK 5: LESSON 6**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### **Specific Learning Outcomes:**

- Identify members of a family
- Apply colours on drawn pictures of family members to enhance fine motor skills
- Appreciate own and others' coloured pictures of family members

### **Key Inquiry Question(s):**

- Where do we get materials for colouring?

### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 28-39

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson. Ask the children about their families and some of the members they identified last time.
- Present the key inquiry question: "Where do we get materials for colouring?" and prompt discussion about different types of colouring materials (crayons, markers, coloured pencils, etc.) and where we find them.

#### **Lesson Development (30 minutes)**

##### **Step 1: Identifying Family Members (10 minutes)**

- Show images or drawings of different family members (e.g., mother, father, siblings, grandparents).

- Engage children by asking them to name their family members and demonstrate who is in their family.

- Encourage them to share one thing they love about each family member.

**Step 2: Demonstrating Colouring Techniques (10 minutes)**

- Introduce the basic colouring techniques. Show how to hold a crayon and stay within the lines while colouring.

- Distribute pictures of family members for the children to colour. Walk around to provide support and encourage good techniques.

**Step 3: Guided Colouring Activity (5 minutes)**

- Students will begin to colour their pictures of family members using a variety of colours.

- Encourage them to use at least three different colours per picture to practice colour application.

**Step 4: Sharing and Appreciation (5 minutes)**

- After completing their pictures, gather the children in a circle.

- Allow each child to share their coloured picture and talk briefly about their family member.

- Foster a positive environment by encouraging applauding and appreciating each other's work.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson: naming family members, using colouring materials, and appreciating each other's artwork.

- Conduct a brief interactive activity such as a "family member relay," where children take turns naming a family member and the rest respond with a cheer or clap.

- Preview the next session by asking, "What will we create next time about our families?"

**Extended Activities:**

- Family Collage: Ask students to bring in pictures of their family members (or copies) from home and create a collage that they can share with the class in the next lesson.

- Family Tree: Assist students in creating a simple family tree using pictures they coloured, labeling each family member with a brief description of their role.

- Family Storytime: Encourage students to tell or illustrate a short story about a family experience or tradition for sharing in class.

**Teacher Self-Evaluation:**

## WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify members of a family
- Apply colours on drawn pictures of members of the family for fine motor development
- Appreciate own and others' coloured picture outlines of members of the family

### Key Inquiry Question(s):

- Why do you like colouring pictures?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson: Ask students to recall the family members discussed in the last class.
- Discussion: Engage learners by discussing the importance of families and asking students what makes their families special. Introduce the key inquiry question: "Why do you like colouring pictures?"

#### Lesson Development (30 minutes)

##### Step 1: Identify Family Members (10 minutes)

- Utilize images or flashcards to teach students about different family members (mother, father, sibling).
- Prompt students to share names of their family members and their significance.

### **Step 2: Prepare Drawing (5 minutes)**

- Distribute blank outlines of family member pictures (with guidance for simpler shapes).
- Demonstrate how to hold crayons or pencils properly to promote fine motor skills.

### **Step 3: Colouring Activity (10 minutes)**

- Instruct students to carefully colour their drawings using a variety of colours.
- Encourage them to choose colours thoughtfully, discussing what they might represent (e.g., brown for Dad's hair, blue for Mom's dress).

### **Step 4: Share and Appreciate (5 minutes)**

- Allow students to share their coloured pictures with the class or in pairs.
- Prompt them to express what they liked about each other's drawings, following a simple structure (e.g., "I like your drawing because it has a nice colour!").

### **Conclusion (5 minutes)**

- Summarize: Highlight the main concepts learned today—identifying family members and the joy of colouring.
- Interactive Activity: Conduct a quick questioning round where students share their favourite colours and one family member they drew and why.
- Preparation for Next Session: Inform students they will learn about family traditions next week and encourage them to think about what family traditions they would like to share.

### **Extended Activities:**

- Home Activity: Encourage students to create a family collage using magazine cut-outs or drawings and bring it to the next class to discuss their family traditions and roles.
- Fine Motor Skills Game: Set up a simple scavenger hunt where students find objects at home that represent their family members (e.g., Dad's shoes, Mom's book) and colour them.

### **Teacher Self-Evaluation:**

## WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring - 6

Specific Learning Outcomes:

- Name foods eaten by family members.
- Recite simple rhymes on foods eaten by family members while making movements for fun.
- Appreciate own and others' coloured picture outlines of family members.

**Key Inquiry Question(s):**

- What foods do family members eat?

**Learning Resources:**

- Longhorn Creative Activities PP1 (Pages 28-39)

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Start with a quick review of the previous lesson, asking students to share what they learned about their families.
2. Introduce the focus of today's lesson: foods that family members eat.
3. Guide learners to read and discuss the relevant content from the Longhorn Creative Activities, particularly focusing on the pictures representing different foods.

**Lesson Development (30 minutes):**

**Step 1:** Naming Foods (10 minutes)

- Have children sit in a circle. Ask each child to name one food that a family member enjoys. Encourage them to share who in their family eats that food.
- Write their responses on a chart paper for visual support.

### **Step 2: Rhyming and Movement (10 minutes)**

- Introduce a simple rhyme about family foods, for example, "Mommy loves rice, and Daddy loves bread, let's all eat together, it's fun, we said!"
- Have students repeat the rhyme with you while performing fun movements (e.g., pretend to eat, jump, or clap).

### **Step 3: Colouring Activity (5 minutes)**

- Distribute outline pictures of family members and various foods.
- Instruct students to colour their pictures while discussing the foods they are colouring about the family members.

### **Step 4: Sharing and Appreciation (5 minutes)**

- Invite students to share their coloured pictures with the class.
- Encourage them to explain who their family member is and what food they like, reinforcing the idea of appreciation for everyone's artwork.

### **Conclusion (5 minutes):**

1. Summarize key points: Review the foods discussed and the rhymes performed.
2. Conduct a brief interactive activity: Ask students to act out their favorite food while classmates guess what it is.
3. Prepare learners for the next session by previewing the topic: "What we do together as a family."

### **Extended Activities:**

- Family Food Diary: Encourage students to create a diary page where they can draw and write about what their family eats for a week. Each day they can share one food item with the class.
- Cooking Day: Organize a day where students can cook a simple meal (with parental support) that represents their family. They can bring pictures or even a sample of the food to share with classmates.

### **Teacher Self-Evaluation:**

## WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring - Foods Eaten by Family Members

**Specific Learning Outcomes:**

- Name foods eaten by family members
- Colour drawn foods eaten by family members
- Appreciate own and others' coloured picture outlines of family members

**Key Inquiry Question(s):**

- Where do we get materials for colouring?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 28-39

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by briefly reviewing the previous topic. Ask students what they remember about their families.
- Introduce the key inquiry question, "Where do we get materials for colouring?" Engage students in a short discussion on colour materials they might use (e.g., crayons, markers, coloured pencils).

**Lesson Development (30 minutes)**

**Step 1: Naming Foods (10 minutes)**

- Present images or flashcards of different foods that might be eaten by family members (e.g., rice, beans, vegetables, meat).
- Ask students to identify and name these foods. Encourage them to share if these foods are eaten by their families.

- Create a simple chart on the board with food names, prompting students to recall if they eat these foods at home.

### **Step 2: Drawing the Foods (10 minutes)**

- Provide students with paper and crayons/markers. Instruct them to draw their favourite foods that their family eats.
- Walk around the classroom, providing assistance and encouraging students to think about how these foods look.

### **Step 3: Colouring the Drawings (5 minutes)**

- Ask students to colour their drawings. Remind them to use bright colours. Encourage creativity and individuality in their colour choices.
- Monitor the students as they work, providing positive feedback on their choices.

### **Step 4: Sharing Artwork (5 minutes)**

- Once the students have completed their colouring, invite them to share their drawings with the class.
- Encourage them to describe the food they drew and explain why it is special to their family.

### **Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson: the foods eaten by family members and the importance of these foods.
- Conduct a brief interactive activity where students can colour a small picture related to a family meal together.
- Preview the next lesson's topic: "Finding out about family traditions related to food."

### **Extended Activities:**

- Family Food Journal: Encourage students to create a simple food diary for a week where they draw or write about the meals they eat at home.
- Recipe Sharing: Have students interview their parents about a special family recipe and bring the information to school to share with friends.

### **Teacher Self-Evaluation:**

## WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Name foods eaten by family members.
- Observe coloured pictures of foods eaten by family members.
- Appreciate own and others' coloured picture outlines of family members.

### Key Inquiry Question(s):

- Why do you like colouring pictures?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 28-39

### Organisation of Learning:

#### Introduction (5 minutes)

- Quickly review the previous lesson on family members (e.g., names and relationships).
- Engage learners in a discussion about what foods they enjoy using guiding questions like, "What is your favorite food that your mom, dad, or sibling makes?"
- Introduce today's lesson topic by highlighting that they will be colouring pictures of different foods that family members eat.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Foods (10 minutes)

- Display pictures of various foods on the board.
- Ask students to name the foods and identify which family member likes each food.
- Encourage group discussion to share experiences of family meals.

**Step 2:** Observation of Coloured Pictures (10 minutes)

- Hand out copies of the coloured pictures of foods and family members.
- Instruct learners to observe the colours and details in these pictures.
- Ask guiding questions like, "What do you notice about the food colors? Why do you think they are important?"

**Step 3:** Individual Colouring Activity (5 minutes)

- Distribute blank outline pictures of food and family members.
- Instruct students to colour these pictures using crayons or markers. Ensure they choose colors they think represent the foods vividly.

**Step 4:** Sharing and Appreciation (5 minutes)

- Have a sharing circle where each student shares their coloured pictures with the class.
- Encourage them to explain their colour choices and why they like that particular food.
- Promote positive feedback among peers, appreciating each other's work.

**Conclusion (5 minutes)**

- Summarize key points: foods discussed, the importance of family meals, and the fun of colouring.
- Conduct a brief interactive activity, such as a food guessing game, where students guess which family member likes which food based on their drawings.
- Prepare learners for the next session by giving them a sneak peek about more family-related activities and asking, "What is your favorite family gathering?"

**Extended Activities:**

- Family Foods Book: Encourage students to create a small book at home with pictures of their family members and their favorite foods, drawing and illustrating each page.
- Family Recipe Sharing: Have students interview their family members about their favorite foods and how to prepare them, then share these with the class during the next session.
- Cooking Demo: If feasible, organize a simple cooking demonstration in class where students can see how their favorite family foods are made.

**Teacher Self-Evaluation:**

## **WEEK 6: LESSON 5**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### **Specific Learning Outcomes:**

- Name foods eaten by family members.
- Observe coloured pictures of foods eaten by family members.
- Appreciate own and others' coloured picture outlines of members of the family.

### **Key Inquiry Question(s):**

- Why do you like colouring pictures?

### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 28-39

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review Previous Lesson: Begin with a short recap of the last lesson, focusing on family members and their favorite activities or foods.
- Discussion: Encourage learners to share any interesting facts they remember. Introduce the key inquiry question, “Why do you like colouring pictures?” to generate engagement.

#### **Lesson Development (30 minutes):**

##### **Step 1: Introduction to Family Foods (10 minutes)**

- Show pictures of various foods that different family members might eat (e.g., fruits, vegetables, rice, meat).
- Engage learners in identifying and naming these foods. Ask, “Who eats apples in your family?” to make connections between the pictures and their own experiences.

**Step 2:** Observation Activity (10 minutes)

- Distribute pages from the Longhorn Creative Activities that illustrate these foods.
- Allow students to observe and discuss the colours of the foods illustrated.
- Ask them to think about the importance of these foods in their family diets.

**Step 3:** Colouring (5 minutes)

- Invite students to choose one food item they love and colour it in.
- Encourage creativity and individual expression in their colouring. Remind them to think about who in their family likes that food as they colour.

**Step 4:** Sharing Appreciation (5 minutes)

- Have students share their coloured pictures with the class, describing the food and which family member likes it.
- Foster a supportive atmosphere by encouraging peers to praise each other's work.

**Conclusion (5 minutes):**

- Summarization: Reinforce the key points from the lesson, focusing on the names of foods, understanding family preferences, and the joy of colouring.
- Interactive Activity: Conduct a simple game where each student says one food they learned about and does a thumbs-up or thumbs-down indicating their liking of it.
- Preview Next Session: Briefly introduce what's coming next, such as exploring family traditions or meals, and encourage students to think of what they eat during family gatherings.

**Extended Activities:**

- Home Activity: Ask students to create a "Family Food Diary" at home, listing their family members' favorite foods over a week and bringing it to the next class.
- Art Display: Plan a display of their coloured pictures in the classroom, showcasing each student's work and including a small note about why they like that food.

**Teacher Self-Evaluation:**

## **WEEK 6: LESSON 6**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### **Specific Learning Outcomes:**

- Name members of a family
- Watch video clips of members of the family
- Appreciate own and others' coloured picture outlines of members of the family

### **Key Inquiry Question(s):**

- What is a family?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Pages 28-39

### **Organisation of Learning**

#### **Introduction (5 minutes)**

##### 1. Review the Previous Lesson:

- Briefly discuss what was learned in the last class.
- Ask students to share one thing they remember about families.

##### 2. Guide Learners:

- Introduce the key inquiry question, "What is a family?"
- Encourage students to express their thoughts while reading relevant content from the learning resources.

#### **Lesson Development (30 minutes)**

##### **Step 1:** Naming Family Members (10 minutes)

- Show pictures of various family members (e.g., mother, father, sister, brother).
- Guide students to name and identify each family member, discussing their roles in the family.

### **Step 2:** Watching Video Clips (10 minutes)

- Play a short video clip showing different family setups.
- After watching, facilitate a discussion about what families look like and who is part of a family.

### **Step 3:** Colouring Activity (5 minutes)

- Distribute outlines of family members to each student.
- Allow students to colour the pictures, encouraging creativity while discussing colours and family member names.

### **Step 4:** Sharing and Appreciating Work (5 minutes)

- Have students share their coloured pictures with the class.
- Facilitate positive feedback and appreciate the diversity of families depicted in the artwork.

### **Conclusion (5 minutes)**

- Summarize the key points: what a family is, the names of family members, and the importance of family.
- Conduct a brief interactive activity, such as a "Family Member Charades," where students act out family roles.
- Prepare learners for the next session by previewing topics like family traditions or different types of families.

### **Extended Activities:**

- Family Tree Project: Encourage students to create a simple family tree using pictures or drawings to represent their family members.
- Family Collage: Students can collect pictures from magazines or use digital media to create a collage that represents their family.
- Visit a Family Member: Suggest students interview a family member about their role in the family and share findings in the next class.

### **Teacher Self-Evaluation:**

## WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Name members of a family.
- Watch video clips of members of the family.
- Appreciate own and others' coloured picture outlines of members of the family.

### Key Inquiry Question(s):

- What are the names of the members in your family?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 28-39.

### Organisation of Learning

#### Introduction (5 minutes):

- Review the previous lesson about families and their importance.
- Engage learners in a discussion about their families. Ask questions like, "Who is in your family?"
- Introduce the learning objectives for today: understanding and naming family members.

#### Lesson Development (30 minutes):

**Step 1:** - Activity: Begin by showing a video clip that depicts different family members (mother, father, siblings, grandparents, etc.).

- Objective: Familiarize students with various family roles.

**Step 2:** - Activity: After watching the video, lead a group discussion and ask students to name the family members shown. Encourage them to relate it to their own families.

- Objective: Reinforce vocabulary and personal connection to family roles.

**Step 3:** - Activity: Provide students with coloring sheets of various family members. Allow them to color their own family outlines based on members they've learned about.

- Objective: Engage students creatively while relating their work to personal experiences.

**Step 4:** - Activity: Have students share their colored pictures with the class. Ask them to name the family members they colored and describe a fun fact or a special thing they do together.

- Objective: Build confidence in speaking while promoting appreciation for diversity in families.

### **Conclusion (5 minutes):**

- Summarize the key points: the names and roles of family members.

- Conduct a quick interactive activity where each student says one thing they love about their family.

- Preview the next topic, which will focus on "family activities."

### **Extended Activities:**

- Family Tree Activity: Ask students to create a simple family tree diagram showing their family members and their relationships.

- Family Portrait: Have students draw or collage a family portrait and label each member, fostering creativity and reinforcing names.

- Storytime: Invite them to share a short story or memory about a family experience, encouraging hypothetical questions about what they might learn from different families.

### **Teacher Self-Evaluation:**

## WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Name members of a family
- Observe pictures of members of the family
- Appreciate the members of a family

### Key Inquiry Question(s):

- How are the members of the family important?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning

#### Introduction (5 minutes)

- Review the previous lesson on families.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding family members and their roles.

#### Lesson Development (30 minutes)

- **Step 1:** Naming Family Members (10 minutes)
  - Show pictures of different family members (e.g., mother, father, brother, sister, grandparents).
  - Encourage students to name each member aloud.
  - Ask students to share who is in their family.

**- Step 2: Observing Pictures (10 minutes)**

- Provide students with printed pictures of families.
- In pairs, have students identify and discuss the different family members in the images.
- Facilitate a class discussion on the pictures, allowing students to express what they see.

**- Step 3: Appreciating Family Members (5 minutes)**

- Ask students to think about what they appreciate about their family members.
- As a group, each student can share one thing they love about a family member.

**- Step 4: Family Member Drawing & Colouring Activity (5 minutes)**

- Distribute coloring pages from the learning resource that feature family scenes.
- Instruct students to color the pictures and label the family members in their drawings.

**Conclusion (5 minutes)**

- Summarize key points: What are family members? What roles do they play?
- Conduct a brief interactive activity, such as a quick "What I Love About My Family" share in circle time.
- Preview the next session by asking students which family-related topic they might be curious about for the future.

**Extended Activities:**

- Family Tree Project: Have students create a simple family tree in their spare time, with names and drawings of family members.
- Family Role Play: Organize a "Family Day" where students can dress up as their family members and role-play family activities.
- Family Story Time: Encourage students to bring a favorite family photo and share a short story about it to the class.

**Teacher Self-Evaluation:**

## WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify rhymes about members of a family
- Make movements while reciting rhymes about family members
- Appreciate the members of a family

### Key Inquiry Question(s):

- What are the names of the members in a family?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson by asking students questions like "Who can tell me one family member?"
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of the family members and their roles.

#### Lesson Development (30 minutes)

##### Step 1: Identify Family Members

- Present images or drawings of different family members (e.g., mother, father, sister, brother, grandparents).
- Guide students to name these members and discuss their importance in a family.

## **Step 2: Learn Family Rhymes**

- Introduce simple rhymes or songs about family members.
- Read through the rhymes together, highlighting the sounds and familial relationships (e.g., "This is my mother, she loves me so").

## **Step 3: Movement Activity**

- While reciting the rhymes, incorporate simple movements or actions related to the family members mentioned (e.g., hugging actions for mother, waving for brother).
- Encourage students to make the movements while saying the rhymes to engage them physically and mentally.

## **Step 4: Discuss Appreciation**

- Lead a discussion about why each family member is important. Ask students questions like "What do you love about your family?"
- Have students share personal experiences, fostering appreciation for their family members.

## **Conclusion (5 minutes)**

- Summarize key points: Members of a family, rhymes learned, and the importance of family appreciation.
- Conduct a brief interactive activity, such as a clapping game with the rhymes to reinforce what was discussed.
- Prepare learners for the next session by asking, "Which member of your family will you talk about next?"

## **Extended Activities:**

- Family Portraits: Encourage students to draw their family members and label them. This can enhance their understanding and visual representation of their family.
- Family Stories: Invite students to bring a picture of their family for a show-and-tell. They can share a short story or a fun fact about each member.
- Rhyme Book: Create a class rhyme book where each student contributes a rhyme or poem about their family, allowing them to see their completed book as a treasure.

## **Teacher Self-Evaluation:**

## WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify rhymes about members of a family
- Make movements while reciting rhymes about family members
- Appreciate the members of a family

### Key Inquiry Question(s):

- What are the names of the members of your family?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning:

#### Introduction (5 minutes)

- Start the lesson by reviewing the previous topics discussed about families. Ask the children to share their thoughts.
- Introduce the topic of the day by asking the students to name different family members (e.g., mother, father, sibling, grandparent).
- Read a short section from the learning resources that introduces rhymes about family members, highlighting the importance of each member of the family.

#### Lesson Development (30 minutes)

##### Step 1: Identify Family Members (10 minutes)

- Read a rhyme about family members from the learning resources.
- Ask students to repeat the rhyme after you, emphasizing specific family members.

## **Step 2: Movement with Rhymes (10 minutes)**

- Guide students in a fun movement activity. Stand up and create simple and silly actions that represent each family member (e.g., mimicking cooking for mom, playing with a sibling).
- As they do the actions, have them recite the rhyme again, reinforcing the connection between movement and the words.

## **Step 3: Appreciating Family Members (5 minutes)**

- Discuss why each family member is important. Prompt students to think of one thing they love about each family member they discussed.
- Allow a few students to share their thoughts with the class.

## **Step 4: Colouring Activity (5 minutes)**

- Hand out colouring pages related to family members. As they colour, encourage them to continue reciting the rhymes or singing songs about family.
- Explain that each colour can represent something special about the family member they are drawing.

## **Conclusion (5 minutes)**

- Summarize the key points of today's lesson, focusing on the family members and their importance, as well as the enjoyment of rhymes.
- Engage students in a quick interactive activity, such as a "What I Love About My Family" circle where each student can share one thing they appreciate about their family while mimicking an action.
- Give a preview of the upcoming session discussing the roles of family members and perhaps creating a family tree.

## **Extended Activities:**

- Family Tree Craft: Encourage students to create a simple family tree at home with their parents, where they will draw pictures of family members and write their names.
- Family Rhymes Book: Have students collaboratively make a book of rhymes about family members, illustrating it with pictures and sharing it with the class.
- Family Storytime: Ask students to bring in a story or memory about their family to share at the next lesson, enhancing their storytelling skills.

## **Teacher Self-Evaluation:**

## WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify rhymes about members of a family.
- Make movements while reciting rhymes about family members.
- Appreciate the members of a family.

### Key Inquiry Question(s):

- How are the members of the family important?

### Learning Resources:

- Longhorn Creative Activities PP1 Page 28-39

### Organisation of Learning

#### Introduction (5 minutes):

- Review the previous lesson on family roles and relationships.
- Discuss with learners the importance of family using illustrations or stories from the learning resources. Encourage participation by asking questions about their own families.

#### Lesson Development (30 minutes):

##### Step 1: Rhyming Identification (7 minutes)

- Read a rhyme about family members from the Longhorn Creative Activities book.
- Ask students to identify who the rhyme is about and discuss the roles of these family members.

##### Step 2: Movement Activity (8 minutes)

- Instruct learners to create a simple movement for each family member mentioned in the rhyme. For example, they might pretend to cook like a mother or build like a father.
- Recite the rhyme together while performing the movements, encouraging enthusiasm and participation.

### **Step 3: Colouring Activity (10 minutes)**

- Provide learners with coloring sheets from the Longhorn Creative Activities book that depict various family members engaged in activities.
- Allow learners to colour the sheets while discussing what these family members do for them and why they are important.

### **Step 4: Group Sharing (5 minutes)**

- In small groups, allow students to share their colored pictures and talk about the family member they chose, sharing a rhyme they learned or movement they made.
- Facilitate a class discussion on the importance of family members, referencing the inquiry question.

### **Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of family members and the fun rhymes and movements learned.
- Conduct a brief interactive activity where students can repeat the rhyme and do the movements one last time together.
- Preview the next session's topics, such as exploring family traditions or upcoming celebrations.

### **Extended Activities:**

- Family Tree Project: Ask students to create a simple family tree using drawings or photos of their family members. They can share their drawings with the class and tell a little about their family members.
- Rhymes Book: Have students work together to create a 'Family Rhymes Book' where each child can contribute a page with a rhyme and illustration of their favorite family member.

### **Teacher Self-Evaluation:**

## WEEK 7: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Colouring

### Specific Learning Outcomes:

- Identify rhymes about members of a family.
- Make movements while reciting rhymes about family members.
- Appreciate own and others' coloured picture outlines of members of the family.

### Key Inquiry Question(s):

- Why should we respect members of our family?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 28-39

### Organisation of Learning

#### Introduction (5 minutes)

- Begin with a brief review of the previous lesson, revisiting any key concepts or activities.
- Engage learners by discussing the family and asking them about their family members. Encourage them to share one thing they love about their family.
- Introduce the day's topic: rhymes about family members and the importance of respecting them.

#### Lesson Development (30 minutes)

##### Step 1: \*Introduction to Rhymes (10 minutes)\*

- Present a simple rhyme about family members (e.g., "This Little Family"). Teach it to the children by reading it aloud.

- Ask the class to listen for the names of different family members (mother, father, sister, brother).

### **Step 2: \*Movement Integration (10 minutes)\***

- Once the children are familiar with the rhyme, encourage them to make movements or actions that represent each family member as they recite the rhyme. For example, pretend to hug their mother or give a thumbs up for their father.
- Practice the rhyme together several times, emphasizing the movements and rhythm of the words.

### **Step 3: \*Colouring Activity (5 minutes)\***

- Distribute outlined images of a family to each child. Let them colour their family's picture as they express their feelings or memories associated with each member.
- Provide support and suggestions while they colour.

### **Step 4: \*Sharing and Appreciation (5 minutes)\***

- Invite learners to share their completed pictures with a partner or small group. Encourage them to describe which family member they drew and what special quality they appreciate about them.
- Highlight the importance of appreciating family through positive affirmations.

### **Conclusion (5 minutes)**

- Summarize the day's learning, revisiting the rhymes, movements, and the significance of their family.
- Conduct a brief interactive activity where the children quickly name a family member and one reason for respecting them.
- Preview the next session by introducing the idea that they will learn about family roles and responsibilities.

### **Extended Activities:**

- Family Tree Project: Encourage children to create a simple family tree at home, drawing pictures of their family members and bringing it back for the next lesson.
- Rhyme Book Creation: Suggest that learners create their own rhyme or song about their family, using illustrations or pictures to accompany their words.

### **Teacher Self-Evaluation:**

## **WEEK 9: LESSON 1**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### **Specific Learning Outcomes:**

- Identify materials used in joining dots.
- Observe samples of pictures made from joining dots.
- Appreciate own and others' dotted pictures.

### **Key Inquiry Question(s):**

- What materials do we use to join dots?

### **Learning Resources:**

- Longhorn Creative Activities PP1 (Pages 40-50)

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

- Begin with a recap of the previous lesson, asking students what they learned.
- Introduce the topic of joining dots by engaging learners in a group reading and discussion of pages from the Longhorn Creative Activities. Highlight the importance of knowing the materials and observing the creations made from joining dots.

#### **Lesson Development (30 minutes)**

##### **Step 1: Identifying Materials (10 minutes)**

- Begin by showing pictures of various materials used to join dots (e.g., crayons, dots stickers, pens).
- Engage the class in a discussion about each material. Ask students to name materials they might use at home or in class to join dots.

**Step 2:** Observing Samples (10 minutes)

- Present samples of pictures created by joining dots.
- Divide students into small groups and give them different dotted picture examples to observe.
- Each group will discuss what they see, focusing on the different patterns and designs created by joining the dots.

**Step 3:** Creating Dotted Pictures (10 minutes)

- Provide each student with a piece of paper with dots printed on it.
- Instruct students to use their identified materials to connect the dots and create their own pictures.
- Allow creativity—students can decide what their connected dots will become (e.g., animals, shapes).

**Step 4:** Sharing and Appreciating (Optional, 5 minutes)

- Invite students to share their creations with the class.
- Promote a discussion where students can appreciate their own work and that of their classmates. Encourage positive feedback and sharing of ideas.

**Conclusion (5 minutes)**

- Summarize the key points discussed: The materials used to join dots, examples of dotted pictures, and the importance of creativity.
- Conduct a brief interactive activity where students name one material they learned about and one picture they liked.
- Preview the next lesson by introducing the upcoming topic about how different shapes can come from dots.

**Extended Activities:**

- At-Home Activity: Encourage students to create a dotted picture using household items like beads or buttons. They can bring their creation to school to share and discuss.
- Classroom Gallery Walk: Set up a display of all the pictures created during the lesson for classmates to walk around and view. Ask students to write a sentence about their favorite piece.

**Teacher Self-Evaluation:**

## **WEEK 9: LESSON 2**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### **Specific Learning Outcomes:**

- Identify materials used in joining dots.
- Observe samples of pictures made from joining dots.
- Appreciate own and others' dotted pictures.

### **Key Inquiry Question:**

- What materials are used in joining dots?

### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 40-50

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

- Begin by reviewing the previous lesson on dotted pictures and the importance of joining dots.
- Engage the learners in a brief discussion about their prior experiences with joining dots, encouraging them to share what they learned.
- Guide students to read and discuss relevant content from the learning resources, focusing on the identification of materials used in joining dots.

#### **Lesson Development (30 minutes)**

##### **Step 1: Introduction to Materials (10 minutes)**

- Present various materials used in joining dots (e.g., pencils, markers, crayons, paper).
- Show physical samples of each material and ask students to name them aloud.

**Step 2:** Observing Examples (10 minutes)

- Display several completed dotted pictures on the board.
- Invite students to observe and describe the different styles and colors used in the pictures made from joining dots.

**Step 3:** Hands-On Activity (5 minutes)

- Provide each student with a simple dotted picture template and a selection of materials.
- Allow students to practice joining the dots while using different materials. Encourage them to experiment with color and design.

**Step 4:** Sharing and Discussing (5 minutes)

- Have students share their completed pictures with a partner and discuss what materials they used and what they liked about each other's work.
- Highlight the importance of appreciating others' creativity and the uniqueness of their dotted designs.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson: materials used, observing dotted pictures, and appreciating each other's work.
- Conduct a quick, interactive game where students name materials used in their activity.
- Briefly introduce what they will be learning in the next session (such as more creative techniques using dots or exploring family-themed artwork).

**Extended Activities:**

- Create a Family Dotted Picture: Ask students to create a dotted picture that represents their family using materials discussed. Encourage them to think creatively about how to represent their family members through dots.
- Dotted Picture Gallery: Set up a classroom gallery where students can display their dotted images and invite other classes to come and view them.
- Craft Materials Exploration: Allow students to explore other materials at home (like beads or stickers) that can also be used to join and create pictures, and bring them to share in the next class.

**Teacher Self-Evaluation:**

## WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Name materials used in joining dots.
- Collect materials used to join dots.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- Which pictures can be made by joining dots?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes):

- Begin with a quick review of the previous lesson on family members and their clothing.
- Introduce the concept of joining dots by asking learners if they remember any activities they did that involved making pictures from dots.
- Display pictures from the Longhorn book that exemplify dotted pictures and discuss what materials might create those images.

#### Lesson Development (30 minutes):

##### Step 1: Identify Materials (10 minutes)

- Engage learners in identifying materials they can use to join dots (e.g., crayons, colored pencils, markers, paper).

- Create a chart on the board listing these materials while encouraging students to contribute their ideas.

### **Step 2: Material Collection (10 minutes)**

- Allow children to gather the identified materials from the classroom or bring from home (if available).
- Encourage them to explore and display their materials to foster a sense of community and sharing.

### **Step 3: Joining Dots Activity (5 minutes)**

- With the gathered materials, guide learners to choose a simple dotted picture from the Longhorn resource.
- Instruct them to join the dots carefully, using their selected materials to create a colorful representation of clothing.

### **Step 4: Sharing and Appreciating (5 minutes)**

- Ask students to share their finished pictures with the class, explaining whose clothing they represented and discussing the choices they made.
- Celebrate the effort and creativity of each student's work, prompting peers to give positive feedback.

### **Conclusion (5 minutes):**

- Summarize the key points: materials used for joining dots and the process of creating dotted pictures.
- Conduct a brief interactive review where students show their pictures and answer questions about what they learned.
- Preview that in the next session, they will explore more ways to represent their families through art.

### **Extended Activities:**

- Invite students to create their own dotted picture at home using different materials, such as buttons or stickers, and bring it to class to share.
- Encourage them to interview family members about their favorite clothing styles, which they can then depict using dots in their artwork.

### **Teacher Self-Evaluation:**

## WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My family

**Sub Strand:** Joining dots

### Specific Learning Outcomes:

- Name clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate own and others' dotted pictures.

### Key Inquiry Question(s):

- Why do we join dots?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 40-50.

### Organisation of Learning

#### Introduction (5 minutes):

1. Review the previous lesson on family members and what they wear.
2. Engage learners in a discussion about different types of clothes and which family members wear them (e.g., dad's shirt, mom's dress).
3. Introduce the key inquiry question: "Why do we join dots?" and encourage students to share their thoughts.

#### Lesson Development (30 minutes):

##### Step 1: Naming Clothes (10 minutes)

- Ask students to name different clothes worn by their family members. Use visuals from the learning resources to support understanding (e.g., pictures of shirts, pants, dresses).
- Write these names on the board and encourage students to repeat them aloud.

**Step 2:** Introduction to Dot Joining (10 minutes)

- Show students examples of dotted pictures (clothes) on Pages 40-50 from the learning resources.
- Explain that joining the dots will help them create images of the clothes they discussed. Let them know that by joining the dots, they are making something new.

**Step 3:** Guided Practice (10 minutes)

- Hand out worksheets with dotted outlines of various clothes worn by family members.
- Have students practice joining the dots, guiding them through the process. Emphasize steady hand movements to form the outlines clearly.
- Walk around the classroom, providing support and encouragement as needed.

**Step 4:** Sharing and Appreciation (5 minutes)

- Once students have completed their dotted pictures, allow them to share their artwork with the class.
- Encourage positive feedback by asking each student to say one thing they like about their own picture and one thing they like about a peer's picture.

**Conclusion (5 minutes):**

1. Summarize key points: the names of clothing, how to join dots, and what they accomplished.
2. Conduct a brief interactive activity, such as a quick game of "I Spy" a piece of clothing in the classroom that matches what they illustrated.
3. Preview the next session: Discussing styles of clothes worn in different cultures and how families celebrate different occasions.

**Extended Activities:**

- Art Corner: Create a family tree collage where each student adds a drawing of a family member wearing their favorite clothing.
- Dress-Up Day: Have a theme day where students can wear clothing reflecting what their family members typically wear. They can share stories about those outfits in small groups.
- Dot Art Creation: Use dot stickers to create their own clothing designs on paper, exploring different colors and styles.

**Teacher Self-Evaluation:**

## **WEEK 9: LESSON 5**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### **Specific Learning Outcomes:**

- Name clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate own and others' dotted pictures.

### **Key Inquiry Question(s):**

- Why do we join dots?

### **Learning Resources:**

- Longhorn Creative Activities PP1 Page 40-50

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

1. Begin with a brief review of the previous lesson: Discuss what learners remember about family members.
2. Introduce the new topic of clothing worn by family members. Use the resources to show images of various clothing items.
3. Engage students in a brief discussion about what their family members wear, encouraging them to share their thoughts.

#### **Lesson Development (30 minutes)**

##### **Step 1: - Naming Clothes:**

- Present pictures or flashcards of different clothes typically worn by family members (e.g., T-shirts, dresses, shoes).

- Ask students to name these clothes and identify which family member wears each item.

**Step 2: - Joining Dots Activity:**

- Distribute worksheets from Longhorn Creative Activities (Pages 40-50) that contain dotted outlines of clothing items.

- Demonstrate how to join the dots to create a picture of a clothing item.

**Step 3: - Hands-On Practice:**

- Allow students to work on their dotted pictures, joining the dots to create images of clothes worn by their family members. Circulate the room to provide support and encouragement as needed.

**Step 4: - Sharing and Appreciation:**

- Once the dot joining is completed, have students share their pictures with a partner.
- Encourage them to describe the clothing item and name which family member it belongs to. This promotes peer appreciation and reinforcement of learning concepts.

**Conclusion (5 minutes)**

- Summarize the key points: naming clothes, joining dots, and sharing dotted pictures.
- Engage learners in a brief interactive activity, such as a "Family Fashion Show," where they can pretend to wear their favorite outfits while naming them.
- Prepare learners for the next session by sharing a preview of upcoming topics, such as "What activities do our family members do while wearing these clothes?"

**Extended Activities:**

- Home Activity: Ask learners to create a collage at home using magazine cut-outs of different clothing items worn by their family members. They can share these collages in the next class.
- Creative Drawing: Challenge learners to draw a picture of their family in their favorite outfits and describe the clothing in a few sentences.

**Teacher Self-Evaluation:**

## **WEEK 9: LESSON 6**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

**Specific Learning Outcomes:**

- Name pictures which can be drawn by joining dots.
- Join dots on the provided dotted pictures.
- Appreciate own and others' dotted pictures.

**Key Inquiry Question(s):**

- What pictures can be drawn by joining dots?

**Learning Resources:**

- Longhorn Creative Activities PP1 Pages 40-50

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what students learned in the previous lesson about family and connections.
- Show them the learning resources they will use today (Pages 40-50) and discuss what they see, setting the stage for joining dots and creating pictures.

**Lesson Development (30 minutes)**

**Step 1: Naming Pictures (10 minutes)**

- Present several dotted images from the learning resources.
- Ask students to name the pictures that they can see or think can be formed by joining the dots.
- Record their responses on the board.

### **Step 2: Demonstration (5 minutes)**

- Show students how to join dots by demonstrating on the board or using a projector.
- Discuss the importance of starting from one dot and moving to the next in sequence.

### **Step 3: Guided Practice (10 minutes)**

- Hand out dotted pictures from the learning resources for students to complete.
- Walk around the classroom, providing assistance as needed and encouraging students to join the dots correctly.

### **Step 4: Sharing and Appreciation (5 minutes)**

- Once students finish their pictures, allow them to share their completed artworks with a partner.
- Encourage them to appreciate each other's efforts by saying something nice about their partner's artwork.

### **Conclusion (5 minutes)**

- Gather students and summarize the key points: naming pictures, processes of joining dots, and viewing each other's work.
- Conduct a quick interactive activity by asking students to raise their hands if they can remember one thing they learned about joining dots.
- Preview the next lesson, where students will create their own dot-to-dot activities using their family themes.

### **Extended Activities:**

- Encourage students to create their own dot-to-dot pictures at home that represent their family or something they love. They can either draw the dots or use stickers to represent each dot.
- Arrange a "Dot Art Exhibit" where students can showcase their best joined-dots pictures to the class, promoting discussion on creativity and teamwork.

### **Teacher Self-Evaluation:**

## WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Name the clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- Which clothes are worn by family members?

### Learning Resources:

- Longhorn Creative Activities PP1 Page 40-50

### Organisation of Learning:

#### Introduction (5 minutes):

- Begin by reviewing the previous lesson on family members.
- Engage learners by asking them questions about their family, focusing on who wears what types of clothes.
- Guide them to look through the relevant content from the Longhorn resource, encouraging discussion about different family members and their clothing.

#### Lesson Development (30 minutes):

##### Step 1: Naming Clothes (10 minutes)

- Gather learners and discuss various clothing items that family members wear (e.g., shirts, dresses, trousers).

- Use visual aids or pictures to illustrate these items, encouraging students to participate by naming the clothing they see.

**Step 2:** Dot Joining Activity (10 minutes)

- Distribute dotted outlines of different clothes from the Longhorn resource.
- Explain to learners that they will be joining the dots to create pictures of the clothes.
- Walk around and assist as necessary, encouraging learners to concentrate and enjoy the task of connecting the dots.

**Step 3:** Coloring (5 minutes)

- Once the dotted pictures are completed, provide learners with crayons or markers.
- Instruct them to color their pictures in (various colors for different family members' outfits), promoting creativity and personal expression.

**Step 4:** Sharing and Appreciating (5 minutes)

- Have learners present their dotted pictures to their peers, explaining which family member the clothing belongs to.
- Encourage classmates to applaud and appreciate each other's work, reinforcing a sense of community and positivity regarding their creativity.

**Conclusion (5 minutes):**

- Recap the key points discussed: the names of clothes worn by family members and the activity of joining dots.
- Conduct a brief interactive activity where the teacher names a family member, and learners respond with the clothing those members might wear.
- Preview the next session by hinting that they will learn about family roles and responsibilities, encouraging them to think about what their family members do.

**Extended Activities:**

- Clothing Collage: Encourage learners to create a collage from magazine cutouts representing different clothing worn by family members, which can further enhance their understanding and recognition of various garments.
- Family Dress-Up Game: Organize a game where learners can come dressed as their favorite family member or wear similar styles, integrating learning with fun while promoting self-expression.

**Teacher Self-Evaluation:**

## WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Name the clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- Which clothes are worn by family members?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

1. Review the Previous Lesson: Greet students and engage them by asking what they remember about family members and their clothes.
2. Discussion: Lead a brief discussion using the learning resources, highlighting the different types of clothing family members may wear. Encourage students to share examples from their own families.

#### Lesson Development (30 minutes)

##### Step 1: Name the Clothes (10 minutes)

- Activity: Show pictures in the resource book that illustrate various family members (e.g., mother, father, sister, brother) and the clothes they wear (e.g., dress, shirt, shoes).
- Interaction: Ask students to identify and name each type of clothing. Use guiding questions such as, "What is your mom wearing?" and "What do you wear to school?"

- Homework Check: Remind them about any relevant homework on identifying clothes worn by family members.

### **Step 2: Joining the Dots (10 minutes)**

- Activity: Hand out worksheets with dotted outlines of different clothes.
- Instructions: Instruct students to join the dots to create pictures of the clothes shown in the previous step.
- Support: Circulate the classroom to assist and encourage students as they work on their dotted pictures.

### **Step 3: Coloring and Personalization (5 minutes)**

- Activity: Once students have connected the dots, provide them with crayons or colored pencils to color in their pictures.
- Encouragement: Encourage students to personalize their drawings by adding patterns or coloring in their favorite clothes.

### **Step 4: Share and Appreciate (5 minutes)**

- Activity: Organize a sharing circle where students can display their dotted pictures and name the clothes they drew.
- Discussion: Prompt students to appreciate their classmates' work by giving compliments and discussing what they like about each picture.

### **Conclusion (5 minutes)**

- Summary: Recap the clothes worn by family members and the activity of joining dots. Praise students for their creativity in completing their pictures.
- Interactive Activity: Play a quick game where you say a family member and the students shout out what they might wear (e.g., "What does a dad wear?" "Shirt!").
- Preview: Briefly introduce the next session's topic: exploring family activities, encouraging them to think about what families do together.

### **Extended Activities:**

- At Home Activity: Encourage students to create a collage of pictures of family members wearing different clothes by cutting out images from magazines or utilizing family photos.
- Family Show and Tell: Host a show-and-tell session where children bring a piece of clothing worn by a family member and explain its significance or why they like it.

### **Teacher Self-Evaluation:**

## WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My family

**Sub Strand:** Joining dots

### Specific Learning Outcomes:

- Name the clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate their own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- Which clothes are worn by boys?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the Previous Lesson: Ask students to recall some clothes mentioned in the last lesson, emphasizing family members.
- Discussion: Guide learners to discuss and read content from the learning resources, highlighting the clothes worn by different family members and introducing the inquiry question.

#### Lesson Development (30 minutes)

- **Step 1:** Naming Clothes
- Show pictures of clothes (shirts and trousers) worn by family members.
- Ask students to name each clothing item and the family member who typically wears it (e.g., "This is a shirt worn by a dad").

**- Step 2: Joining Dots**

- Provide each student with worksheets containing dotted outlines of the clothes.
- Explain how to join the dots to complete the pictures. Demonstrate joining dots for a shirt and a pair of trousers on the board.

**- Step 3: Coloring the Clothes**

- Once the pictures are completed, ask students to color them in using their favorite colors. Discuss why they chose those colors for the clothes.

**- Step 4: Show and Tell**

- Allow students to share their completed pictures with the class. Encourage them to explain which clothes they drew and who in their family wears those clothes.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap the names of clothes learned and the family members associated with them.
- Interactive Activity: Play a quick game where students act out wearing specific clothing items while others guess which family member they are.
- Preview of Next Session: Briefly introduce what the next lesson will cover related to family and clothing.

**Extended Activities:**

- Family Fashion Show: Students can dress up or create a collage of their family members' clothes at home and bring it to class for a mini fashion show.
- Art Project: Create a family tree where students can draw or attach pictures of family members with labels indicating their clothing.

**Teacher Self-Evaluation:**

## WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Name the clothes worn by family members.
- Join dots to make pictures of clothes worn by family members.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question:

- Which clothes are worn by girls?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Briefly review the previous lesson focused on family members and their roles.
- Guide learners to read and discuss relevant content in pages 40-50, focusing on identifying and naming different clothes worn by family members.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Clothing (10 minutes)

- Show images of family members in various outfits (e.g., skirt, dress, trousers, shirt).
- Ask students to identify and name each piece of clothing.
- Prompt students to share what their family members wear, building vocabulary.

**Step 2:** Joining Dots Activity (10 minutes)

- Distribute worksheets that contain dotted outlines of different clothing items.
- Demonstrate how to join the dots to create a picture of a skirt and a dress.
- Allow students time to complete the joining dots activity independently.

**Step 3:** Coloring and Detailing (5 minutes)

- Once the dotted images are joined, provide students with crayons or colored pencils.
- Instruct students to color their images and add details (like patterns or accessories) to make their drawings unique.

**Step 4:** Sharing and Appreciating (5 minutes)

- Ask students to present their drawings to the class, explaining which family member they represent and what clothes they wore.
- Encourage classmates to appreciate each other's work by giving positive feedback.

**Conclusion (5 minutes)**

- Summarize key points learned: names of clothing and the process of joining dots.
- Conduct a quick interactive game: Ask questions like "What do girls wear?" and have students raise their hands to answer.
- Preview the next lesson: "Next time, we'll learn about different activities our family members do together. Think about what your family likes to do!"

**Extended Activities:**

- Family Clothing Collage: Ask students to bring pictures of their family members and various clothing items from magazines or catalogues. They can create a collage representing their family's wardrobe.
- Dressing Up Day: Organize a day where students can come to school wearing something that represents their family culture or heritage. They can describe the significance of their clothing.

**Teacher Self-Evaluation:**

## **WEEK 10: LESSON 5**

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### **Specific Learning Outcomes:**

- Select colours of their choice to colour the dotted pictures of clothes.
- Appreciate their own and other learners' dotted pictures of clothes worn by family members.

### **Key Inquiry Question(s):**

- Which colour do you like?

### **Learning Resources:**

- Longhorn Creative Activities PP1, Pages 40-50

### **Organisation of Learning:**

#### **Introduction (5 minutes)**

- Review: Begin by asking learners to recall what they learned in the previous lesson about families and the clothing they wear.
- Discussion: Display images or references from the learning resource. Engage students in a brief discussion regarding their preferences and experiences with clothing in their families, guiding them to understand the significance of clothing and colour choices.

#### **Lesson Development (30 minutes)**

##### **Step 1: Introduction to Dotted Pictures (10 minutes)**

- Distribute the dotted pictures of clothes to each learner.
- Show them one completed example using bright colours. Discuss which colours are most appealing and why.

### **Step 2: Colour Selection (10 minutes)**

- Instruct learners to think about their favourite colours.
- Demonstrate how to select colours using crayons or markers. Provide guidance on mixing colours for shading if appropriate and feasible.

### **Step 3: Colouring Activity (5 minutes)**

- Allow learners time to colour their dotted pictures. Move around the classroom to offer assistance and encourage them to express their creativity.

### **Step 4: Sharing and Appreciation (5 minutes)**

- Once learners finish, arrange them in pairs or small groups to share their coloured pictures.
- Encourage them to compliment each other on their colour choices and discuss the clothes represented in the pictures.

### **Conclusion (5 minutes)**

- Summarize: Recap the significance of colour choices in expressing individuality and how it relates to family clothing. Reinforce key concepts learned during the lesson.
- Interactive Activity: Have each learner shout out their favorite colour and what clothes it represents. This can lead to a fun, collective discussion about family and clothing.
- Preview: Briefly introduce the concept of different family roles and clothing styles that will be covered in the next lesson.

### **Extended Activities:**

- Family Colour Collage: Encourage learners to collect pictures of family members wearing various types of clothing from magazines or family photos. They can create a collage by cutting out images and pasting them onto a larger sheet of paper.
- Fashion Design: Allow students to draw and design their own outfits, labeling each one with their preferred colours and why they chose them.
- Story Sharing Corner: Organize a session where learners can share stories about their favourite clothing items and what they mean to them, fostering storytelling and communication skills.

### **Teacher Self-Evaluation:**

## WEEK 10: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Select colours of their own choice.
- Colour the dotted pictures of clothes.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question:

- Which colour do you like?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Review Previous Lesson: Briefly recap the key points from the last lesson about families and clothes.
- Discussion: Engage learners with questions about their families. Ask them what kind of clothes their family members wear and what colors they see.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to the Activity (5 minutes)

- Show learners the dotted images of clothes from the Longhorn Creative Activities book.
- Explain that they will be colouring these pictures today.

##### Step 2: Colour Selection (10 minutes)

- Ask learners to think about their favorite colours. Discuss why they like those colours.
- Invite them to choose a few colours they want to use for their colouring activity.

### **Step 3: Colouring the Pictures (10 minutes)**

- Distribute the dotted pictures of clothes to the learners.
- Encourage them to colour the pictures using the colours they selected, reminding them to be creative and to colour inside the lines.

### **Step 4: Sharing and Appreciating (5 minutes)**

- Once everyone has finished, have a “Gallery Walk” where students can display their pictures.
- Encourage each learner to share their picture with a partner and talk about the colours they chose, and why they chose them. Emphasize the appreciation of each other's work.

### **Conclusion (5 minutes)**

- Summarize Key Points: Recap the importance of colours, expression through art, and how family members' clothing can represent different personalities and cultures.
- Interactive Activity: To reinforce the main concepts, conduct a brief activity where students raise their hands to show their favorite colour and say one family member who wears that colour often.
- Preview Next Session: Let learners know that in the next lesson, they will be talking about different cultural clothes and their significance within families.

### **Extended Activities:**

- Create a Family Fashion Book: Encourage learners to create a simple book where they can draw their family members wearing their favourite clothes using different colours (or make it a collage with pictures).
- Art Show: Plan a small classroom exhibition where students can display and explain their coloured pictures to other classes.

### **Teacher Self-Evaluation:**

## WEEK 11: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Select colours of their own choice.
- Colour the dotted pictures of clothes.
- Appreciate their own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question:

- What different clothes do we wear?

### Learning Resources:

- Longhorn Creative Activities PP1, Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Begin with a brief review of the previous lesson about family members and their clothes.
- Guide learners to look at the relevant pages in the Longhorn Creative Activities book.
- Encourage discussion and ask students to name different kinds of clothes they see in pictures (e.g., shirts, dresses, trousers).

#### Lesson Development (30 minutes)

##### Step 1: Identify & Discuss (10 minutes)

- Show students a variety of dotted pictures of clothes from the learning resource.
- Ask students to identify different types of clothes and discuss when and where they might wear them.

##### Step 2: Select Colours (5 minutes)

- Provide a range of colouring materials.
- Explain that students can choose any colours they like for the clothing pictures, encouraging creativity and personal expression.

#### **Step 3: Colour the Pictures (10 minutes)**

- Guide students as they begin to colour the dotted pictures.
- Move around the classroom to provide assistance and encourage discussion about their choices of colours.

#### **Step 4: Gallery Walk (5 minutes)**

- Once finished, allow students to showcase their work by walking around the room to see each other's pictures.
- Foster appreciation by prompting students to compliment their peers on their creativity and efforts.

#### **Conclusion (5 minutes)**

- Summarize the key points: students learned to recognize different clothes and chose colours for their illustrations.
- Conduct a quick interactive activity where students can shout out their favourite clothing and the colours they used.
- Prepare learners for the next lesson by introducing the idea that they will learn about dressing for different weather conditions.

#### **Extended Activities:**

- Have students create a "Clothes of My Family" poster at home, where they can draw and label clothing items their family members wear.
- Organize a 'Dress-up Day' where students can come in wearing traditional clothes from their culture, bringing pictures to share with the class.
- Introduce a "Fashion Show" activity where students can present their drawings and explain their colour choices and why those clothes are significant to their family members.

#### **Teacher Self-Evaluation:**

## WEEK 11: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Select colours of their own choice.
- Watch video clips of colouring dotted pictures of clothes.
- Appreciate their own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question:

- Why is it necessary to join dots?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson focused on family and clothing.
- Guide learners to read and discuss relevant content from the Longhorn Creative Activities, focusing on dotted pictures and the concept of joining dots.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Joining Dots (10 minutes)

- Explain what joining dots means and how it relates to drawing and coloring.
- Show examples of dotted images of clothes.
- Discuss how joining dots can create beautiful pictures, just like how families wear clothes.

##### Step 2: Choosing Colours (10 minutes)

- Allow children to select colours of their choice for their dotted pictures.
- Encourage creativity and expressiveness in their choices.
- Discuss why different colours might mean different things or how they can make pictures more vibrant.

#### **Step 3:** Video Observation (5 minutes)

- Show a video clip of children coloring dotted pictures of clothes.
- Ask students to describe what they see and what colours they would use.
- Discuss the importance of personal choice in art and expression.

#### **Step 4:** Hands-On Practice (5 minutes)

- Give students their own dotted picture of clothes to color using their chosen colours.
- Encourage them to take their time and join the dots carefully, reinforcing their motor skills.

#### **Conclusion (5 minutes)**

- Summarize the key points from the lesson: what joining dots is, why we choose different colours, and the value of appreciating our own and others' artwork.
- Conduct a brief interactive activity where students show their colored pictures and share their colour choices.
- Prepare learners for the next session by asking them to think about what their family members wear and what their favorite clothes are.

#### **Extended Activities:**

- Family Fashion Show: Have students draw a dotted picture of a family member in their favorite clothes and present it to the class. This can be extended by organizing a mini fashion parade where they describe their family's clothing styles.
- Colour Creation: Encourage students to explore mixing colours to create new shades for their dotted pictures. They could then create a "colour wheel" from their combinations.

#### **Teacher Self-Evaluation:**

## WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub-Strand:** Joining Dots

### Specific Learning Outcomes:

- Identify singing games.
- Perform singing games while displaying clothes worn by family members.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- What are singing games?

### Learning Resources:

- Longhorn Creative Activities PP1 Page 40-50

### Organisation of Learning

#### Introduction (5 minutes)

- Review the previous lesson by asking students about their families and their favorite clothes.
- Introduce the topic of singing games and highlight how they relate to family and clothing.
- Read aloud excerpts from the learning resources that focus on singing games, encouraging students to share their thoughts.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Singing Games (10 minutes)

- Explain what singing games are, using simple language and examples.
- Demonstrate a simple singing game, encouraging students to listen and observe how it's played.

### **Step 2: Identifying Family Clothes (10 minutes)**

- Show pictures of various family members wearing different clothes (e.g., parents, siblings, grandparents).
- Discuss the significance of clothing in representing family roles and cultures.
- Allow learners to share about clothes they have seen their family members wear.

### **Step 3: Creating Dotted Pictures (5 minutes)**

- Provide students with paper and coloring materials. Instruct them to draw dotted pictures of clothes they like or that their family members wear.
- Encourage creativity by telling them they can add their flair.

### **Step 4: Performing the Singing Game (5 minutes)**

- Organize students into small groups. Instruct them to choose a singing game and perform it while displaying the drawn clothes.
- Allow each group to present, promoting confidence and enjoyment.

### **Conclusion (5 minutes)**

- Summarize key points about singing games and family clothing.
- Reinforce learning objectives by asking students what they learned and enjoyed during the lesson.
- Conduct a brief interactive activity, such as a quick round of “Simon Says” using family-related commands.
- Prepare learners for the next session by giving them a preview of other family-related themes they will explore.

### **Extended Activities**

- Home Project: Ask students to create a small booklet at home where they draw their favorite clothes worn by family members and write a sentence about each.
- Singing Game Circle: Organize a family day where students can invite family members to perform singing games together, showcasing their drawings and enjoying interactive music.
- Cultural Exploration: Provide students with a simple homework assignment to ask family members about unique clothes from their culture or heritage and share it in class.

### **Teacher Self-Evaluation:**

## WEEK 11: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Identify singing games.
- Perform singing games while displaying clothes worn by family members.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question:

- Why is it necessary to join dots?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 Minutes):

- Begin the lesson with a quick review of what was learned in the previous session about family members and their roles.
- Introduce the concept of "joining dots" as a fun activity to connect images, leading to a discussion about how it relates to family—like connecting our games, songs, and what we wear.

#### Lesson Development (30 Minutes):

##### Step 1: Identify Singing Games (10 Minutes)

- Introduce a few traditional singing games that involve family themes.
- Ask students if they know any singing games related to family from their culture.
- Use visuals or gestures to illustrate the games and engage students in sharing.

**Step 2:** Show and Tell—Clothes of Family Members (10 Minutes)

- Encourage learners to bring or draw pictures of what their family members wear.
- Have each child briefly present their item or drawing, explaining who in their family wears it and why it's special.

**Step 3:** Perform Singing Games (5 Minutes)

- Teach one of the identified singing games, ensuring to include movements or actions that represent their family members.
- Create a circle and have students participate, incorporating the clothes they brought or drew into the song.

**Step 4:** Joining Dots Activity (5 Minutes)

- Hand out printed outlines of clothes (dots) that need to be connected.
- Guide students in using their crayons to join the dots and color the clothes, encouraging them to think of who in their family wears those clothes.

**Conclusion (5 Minutes):**

- Summarize the key points: the importance of family, the songs and games connecting us, and how we can express this through art.
- To reinforce their learning, ask students to share something new they learned about their classmates' families.
- Preview the next session's topic, which will delve deeper into exploring family traditions and values.

**Extended Activities:**

- Family Tree Art Project: Learners can create a simple family tree drawing at home and color it, bringing it to class to share with their peers.
- Singing Game Journal: Encourage students to write or draw about a new singing game they learned at home and to perform it to a family member.
- Dress-Up Day: Plan a day where students can wear clothes that represent their family or culture, enhancing engagement and connection with the topic.

**Teacher Self-Evaluation:**

## WEEK 11: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Identify the importance of joining dots to form pictures.
- Display the dotted pictures made to peers.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- What is the importance of joining dots?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning

#### Introduction (5 minutes)

- Begin with a brief review of the previous lesson focused on creating and recognizing shapes.
- Ask students questions about shapes and introduce the concept of "joining dots" as a way to create pictures.
- Read relevant sections from the learning resources to highlight the connection between joining dots and forming complete images.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Joining Dots (10 minutes)

- Explain what it means to join dots and how it is similar to creating shapes.

- Show examples of dotted pictures and highlight how they form recognizable images when dots are connected.
- Ask students to discuss why we might want to form pictures in this way.

### **Step 2: Demonstration (5 minutes)**

- Demonstrate how to join dots on a sample dotted picture, explaining the importance of following the sequence from one dot to another.

- Emphasize neatness and care when joining dots to create clear images.

### **Step 3: Independent Practice (10 minutes)**

- Give each student a dotted picture, preferably one of a family member (like a parent or sibling in traditional clothing).
- Allow them to work individually or in pairs to join the dots and form the picture. Encourage creativity while they work.

### **Step 4: Sharing and Appreciation (5 minutes)**

- Invite students to display their completed dotted pictures to their peers.
- Encourage classmates to appreciate each other's work by sharing what they like about the pictures, fostering a supportive environment.

### **Conclusion (5 minutes)**

- Summarize the key points: the importance of joining dots to create images and how this relates to recognizing and appreciating family.
- Conduct a brief interactive activity like a "dot to dot" game, where students take turns telling their classmates how the dots connect in sequence.
- Preview the next session by hinting at another activity involving family themes and artistic expression.

### **Extended Activities:**

- Encourage students to create their own dotted picture of a family member using a variety of colors.
- Organize a class exhibition where students can display their dotted pictures along with a short description of the family member they represented.
- Provide worksheets for students to practice joining dots that relate to different family-related themes, such as activities they do together.

### **Teacher Self-Evaluation:**

## WEEK 11: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP1	CREATIVE ACTIVITIES			

**Strand:** My Family

**Sub Strand:** Joining Dots

### Specific Learning Outcomes:

- Identify the importance of joining dots to form pictures.
- Display the dotted pictures made to peers.
- Appreciate own and others' dotted pictures of clothes worn by family members.

### Key Inquiry Question(s):

- Name 2 dotted pictures from the chart?

### Learning Resources:

- Longhorn Creative Activities PP1 Pages 40-50

### Organisation of Learning:

#### Introduction (5 minutes)

- Review the previous lesson about family members and clothes they wear.
- Guide learners in reading and discussing relevant content from the resource, emphasizing the art of joining dots and how it helps create images.

#### Lesson Development (30 minutes)

##### Step 1: Introduction to Joining Dots

- Explain to the learners what joining dots means and demonstrate with a simple example (e.g., joining dots to create a basic shape).
- Discuss why this activity is important: it helps with coordination and creativity.

##### Step 2: Group Activity: Create Pictures

- Distribute dotted pictures of various clothes (e.g., shirts, dresses) to each student.
- In small groups, students will take turns joining the dots to complete their pictures of family outfits.

### **Step 3: Sharing and Displaying Dotted Pictures**

- Once completed, each student will display their dotted picture to the class.
- Encourage students to explain which family member they think would wear that outfit and why.

### **Step 4: Appreciation Activity**

- Facilitate a discussion about everyone's completed pictures.
- Encourage students to give compliments to their peers about their pictures and share what they liked about each other's work.

### **Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: the importance of joining dots, sharing creativity, and appreciating each other's work.
- Conduct a brief interactive activity where students will name two dotted pictures from the chart they discussed.
- Precede the next session by asking the students to think about their favorite family clothes for the upcoming lesson.

### **Extended Activities:**

- Dotted Clothes Design: Allow students to design their own dotted picture of a family outfit using dots and lines, and then color it.
- Storytime Sharing: Ask learners to draw their favorite family member wearing their favorite outfit and prepare to share the story behind it in the next class.
- Dotted Picture Hunt: Create a game where students find and join the dots in pictures around the classroom or school that relate to their family.

### **Teacher Self-Evaluation:**