



Republic of Zambia

**Ministry of Education
Directorate of Curriculum Development**

Zambian Sign Language (ZSL)

TEACHING MODULE

GEADE 2

@ Curriculum Development Centre 2026

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PREFACE

The Zambian Sign Language Module for grade 2 has been designed in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework are linked to the content of this module.

The Module aims to support Grade 2 teachers of learners with hearing impairments implement the Competence Based Curriculum in the absence of approved text books. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.

Kelvin Mambwe (Dr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Z a m b i a n S i g n L a n g u a g e Module for G r a d e 2 has been developed with wide consultation involving several stake holders within and outside the Education system. Many individuals, institutions and organizations were consulted to gather their views on the existing Z a m b i a n S i g n L a n g u a g e practices to accord an opportunity to make suggestions for the Competence-Based Curriculum. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions which culminated in the development of this Module.

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.

Charles K. Ndakala (Dr.)

Director Curriculum Development
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Time Allocation

Regarding time, 5 hours and 30 minutes per week (11 periods) are dedicated to language and literacy in Zambian Sign Language at the lower primary level. Each period for a reading and writing lesson is 1 hour, and for observing and signing lesson is 30 minutes:

- Observing and signing -1 hour 30 minutes (30 minutes each)
- Reading and Writing - 4 hours (one hour each)

The separation of focus in the observing and signing lessons, reading and writing is intended to provide ample practice for vocabulary and allow learners to engage in reading and writing skills for comprehensive language learning in Zambian Sign Language. **Therefore, teachers should ensure that learners are taught observing and signing, reading and writing every week.**

NOTE: Lessons can be repeated for learners to grasp the concepts

TERM ONE

COMPONENT: OBSERVING AND SIGNING

TOPIC: 2.1 CONVERSATION

INTRODUCTION: Conversation is the exchange of thoughts, ideas, information, or feelings between two or more people. It is one of the most fundamental forms of communication, whether it happens face-to-face through digital platforms, or in written form. The importance of conversation is to share information, build relationships and clarify understanding. This topic will cover the sub topics family, time, places in the community, community practices, instructions, and occupations, expressing feelings and expressing opinions.



GENERAL COMPETENCES

1. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations
- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

2. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences
- Compose simple poems, stories, plays and songs.

3. COLLABORATION

- Complete shared tasks in pairs or groups.



HOOK

- Display chart or posters of an extended family.



KEY TERMS: AUNT, UNCLE, COUSIN, GRANDMOTHER, GRANDFATHER.

- AUNT: YOUR MOTHER/ FATHER SISTER
- UNCLE: YOUR MOTHER/FATHER BROTHER
- COUSIN: YOUR AUNT/UNCLE CHILD
- GRANDMOTHER: MOTHER YOUR MOTHER/FATHER BORN
- GRANDFATHER: FATHER YOUR MOTHER/FATHER BORN

SUB-TOPIC: 2.1.1 FAMILY

INTRODUCTION: Family is the basic unit of society and plays a vital role in the growth and development of individuals. Learning about family will help learners with hearing impairment build connections, share experiences, culture, boosts self-awareness and identity.



SPECIFIC COMPETENCE(S): 2.1.1.1 Use appropriate vocabulary to discuss composition of an extended family.



LEARNING ACTIVITIES

ACTIVITY 1: Identifying members of an extended family using pictures.

PRESENT

- Teacher to write key words on the board
- Teacher to demonstrate signing key words using the Direct instruction model (I do, we do, you do)
- Teacher to explain the meaning of the key words
- Display the poster showing a family tree
- Teacher to ask learners to identify members of an extended family on the poster

- Teacher to display word cards showing the key words
- Teacher to ask learners to sign words on the words cards of an extended family.
- Teacher to ask learners to role-play

PRACTICE

- Learners to observe and sign the key words
- Learners to identify members of extended family.
- Learners to role-play members of an extended family in groups

PRODUCE

- Individual learners to sign members of extended family
- Learners to stick word cards of members of extended family on the chart in pairs.

CONSOLIDATION : Learners to sign identified members of an extended family from the chart.



SUGGESTED TEACHING AND LEARNING MATERIALS:

- Charts/Posters, Word cards, Pictures/Family tree.



SUMMARY:

- To identify and sign names of member of the extended family

ACTIVITY 2. Discussing the composition of an extended family.

PRESENT

- Teacher to display a chart/ poster of an extended family.
- Teacher to demonstrate signing key words (AUNT, UNCLE, COUSIN, GRANDMOTHER, GRANDFATHER)
- Teacher to discuss the composition of an extended family

ME WHO?	
---------	--

		KEY WORDS
INSTRUCTIONS	PICTURE	
Teacher ask learners to take turns and select a picture then another one signs what is on the picture.		AUNT
		UNCLE
		COUSIN
		GRANDMOTHER
		GRANDFATHER

PRACTICE

- Learners to observe
- Learners to sign composition of an extended family.
- Learners to play who am I game.

PRODUCE

- Individual learners to identify members of an extended family.



ASSESSMENT:

- Learners to sign the composition of an extended family. (AUNT, UNCLE, COUSIN, GRANDMOTHER, GRANDFATHER).

CONSOLIDATION: Learners to role play composition of an extended family members in class.



EXPECTED STANDARD:

- Composition of an extended family signed (discussed) correctly.



SUMMARY:

- To sign composition of an extended family members.

SUB-TOPIC: 2.1.2 TIME

INTRODUCTION: Time is what measure with clocks and calenders and years.It also helps us to know when things happen and plan for our daily activities.



GENERAL COMPETENCE(S)

1. CREATIVITY AND INNOVATION.

- Apply language in different situations
- Construct simple sentences.

2. COMMUNICATION

- Apply good observing, signing, and writing skills
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively



KEY TERMS

- TEMPERATURE: HOT OR COLD
- COLD: TEMPERATURE LOW
- SEASON: TEMPERATURE DIFFERENT
- DRY: RAIN ZERO/NOTHING
- RAINY: RAIN MORE
- HOT: TEMPERATURE HIGH



SPECIFIC COMPETENCES: 2.1.2.1 Describe seasons of the year using appropriate vocabulary.



LEARNING ACTIVITY 1: Signing Seasons of the Year in Zambia (COLD SEASON, DRY SEASON, RAINY SEASON)

PRESENT

- Teacher to display a chart showing seasons of the year
- Teacher to discuss with the learners the different seasons of the year
- Teacher to write the different seasons of the year on the board.
- Teacher to demonstrate how to sign the seasons of the year
- Teacher to display pictures/real objects (raincoat, umbrella, jersey, socks, fan, vest....)

PRACTICE

- Learners to observe the signing
- Learners to sign the different seasons of the year
- Learners to sort pictures/real objects according to different seasons of the year.
- Learners to role-play in groups different seasons of the year

PRODUCE

- Individual learners to identify different seasons of the year
- Individual learners to practice signing different seasons of the year

CONSOLIDATION: Learners to sign different seasons of the year using appropriate vocabulary



SUGGESTED TEACHING AND LEARNING MATERIALS:

- Charts or posters, Real objects.



ASSESSMENT:

- Learners to identify different seasons of the year. Learners to sign different season of the year.



SUMMARY:

- Learners to sign different seasons of the year.

ACTIVITY 2: Describing the Conditions Associated with the Seasons of the Year

RAINY SEASON – RAIN COLD SEASON – COLD DRY SEASON – HOT

PRESENT

- Teacher to display a poster showing seasons of the year
- Teacher to sign the seasons of the year from the poster
- Teacher to describe conditions associated with each season using pictures
- Teacher to discuss with learners the condition of each season using pictures

PRACTICE

- Learners in pairs to sort out the pictures of different seasons of the year
- Learners to discuss in groups the condition of different seasons
- Learners to sign the conditions of different seasons

PRODUCE

- Individual learners to describe different seasons of the year
- Learners to sign the condition of different seasons of the year.

CONSOLIDATION: Learners to sign the condition of different seasons of the year.



SUGGESTED TEACHING AND LEARNING MATERIALS :

- Charts or posters, Pictures, Videos, Books.



ASSESSMENT:

- Learners to sign the condition of different seasons of the year.



EXPECTED STANDARD :

- Seasons of the year described correctly.



SUMMARY:

- Learners to sign the condition of different seasons of the year.

SUB-TOPIC: 2.1.3 PLACES IN THE COMMUNITY

INTRODUCTION: Schools, Hospitals, Markets, Churches, and Government offices serves a special purpose that helps the community function smoothly. Places in a community play an important role in people's daily lives. These places assist to boost independence, build vocabulary and safety-awareness. Learning about places in the community helps us know where to go when we need help and how to be part of the community.



GENERAL COMPETENCE(S)

1. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences

2. COMMUNICATION

- Use appropriate language in different situations
- Express oneself using different media and symbols



KEY TERMS: CHURCH, CLINIC, HOSPITAL, MARKET, SCHOOL, POLICE STATION, SHOP.

- **SCHOOL:** PLACE PEOPLE LEARN
- **CLINIC:** PLACE PERSON SICK HELP
- **HOSPITAL:** BIG PLACE PERSON SICK HELP
- **POLICE STATION:** PLACE POLICE WORK
- **MARKET:** PLACE PEOPLE BUY/SALE
- **SHOP:** PLACE PEOPLE THING BUY
- **CHURCH:** PLACE PEOPLE WORSHIP



HOOK: Display a poster/chart depicting places in the community.



SPECIFIC COMPETENCE(S): 2.1.3.1. Use appropriate vocabulary to name places found in the community.



LEARNING ACTIVITY 1. : Naming places in the community (SCHOOL, CLINIC, HOSPITAL, POLICE STATION, MARKET, SHOP, CHURCH...)

PRESENT

- Teacher to display the chart/ poster showing places in the community (SCHOOL, CLINIC, HOSPITAL, POLICE STATION, MARKET, SHOP, CHURCH)
- Teacher to discuss the places in the community with learners.
- Teacher to write the names of places in the community on the board
- Teacher to sign names of places written on the board.

PRACTICE

- Learners to observe the signing
- Learners to practice signing names of places in the community.
- Learners to role-play the different places in the community.

PRODUCE

- Individual learners identify places in the community
- Individual learners sign names of places in the community



SUGGESTED TEACHING AND LEARNING MATERIALS :

- Chart or posters, Flash cards, real objects.



ASSESSMENT:

- Learners sign names of places in the community.

CONSOLIDATION: Teacher to display flash cards. Learners take turns to pick the flash cards and others to sign



EXPECTED STANDARD :

- Places found in the community named correctly.



SUMMARY:

- Learners to identify places in the community.
- Learners to sign names of places in the community.

SUB-TOPIC 2.1.4. COMMUNITY PRACTICES

INTRODUCTION: Community practices refers to the shared activities, norms, values, traditions and social interactions that guide how members of a community live and work together. The importance of community practices helps in fostering unity, inclusion and sustainable development.



GENERAL COMPETENCE(S)

1. COMMUNICATION

- Apply good observing, signing and writing skills.

- Use appropriate language in different situations
- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

2. COLLABORATION

- Complete shared tasks in pairs or groups

3. EMOTIONAL INTELLIGENCES

- Understand self- awareness and self- management.
- Recognize personal emotions and that of others
- Cope with personal emotions and those of others.

4. PROBLEM SOLVING

- Use language to solve real life problem



KEY TERMS: DIRTY,LITTER,FOLLOW,HONEST,FAIR,KIND,RULE,

- **DIRTY** : CLEAN NOT
- **FAIR:** PEOPLE ALL CARE SAME RECEIVE
- **FOLLOW:** OBEY
- **HONEST:** TRUTH TELL/LIE NOT
- **KIND:** PEOPLE OTHER CARE/HELP
- **LITTER:** DIRTY
- **RULE:** THING ALLOW OR NOT



HOOK: Display a poster or chat depicting good and bad community practices.



SPECIFIC COMPETENCE(S) 2.1.4.1 Identify good practices in the community using appropriate vocabulary.



LEARNING ACTIVITY 1.

Mentioning good practices in the community (LITTER / DIRTY NO, RULE FOLLOW, KIND, HONEST, FAIR...)

PRESENT

- Teacher to discuss good practices in the community using the chart/poster.
- Teacher to write the key words on the board.
- Teacher to demonstrate signing key words.

PRACTICE

- Learners to discuss with the teacher good practices in the community.
- Learners to sign the key words.
- Learners in groups to role-play good practice in the community.

PRODUCE

- Individual learners practice good practice in the community all the time.
- Individual learners to sign good practices in the community.



ASSESSMENT :

- Learners to identify good practices in the community. Learners to sign good practices in the community.

CONSOLIDATION: To sign good practices in the community.



SUGGESTED TEACHING AND LEARNING MATERIALS :

- Charts and posters, Real objects, Flash cards.



EXPECTED STANDARDS : Good practices in the community identified correctly.



SUMMARY:

- Learners to sign good practices in the community.

SUB-TOPIC 2.1.5 INSTRUCTIONS

INTRODUCTION: Instructions are steps that tell us what to do in our daily lives. They help us do things the right way and the right order. We use instructions everyday, everywhere.



GENERAL COMPETENCE(S)

1. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively.

2. CRITICAL THINKING

- Ask and respond to questions
- Work in groups and engage in discussion

3. COLLABORATION

- Complete shared tasks in pairs or groups



KEY TERMS

- LEADER : PERSON OTHER LEAD
- FOLLOW: LAW OBEY
- INSTRUCTIONS: GUIDANCE GIVE



HOOK: Why is it important to follow instruction?



SPECIFIC COMPETENCE(S): 2.1.5.1. Observe instructions and respond.



LEARNING ACTIVITY 1.

- Observing and responding to instructions (teacher signs: LEADER FOLLOW...)

PRESENT

- Teacher to discuss with learners the importance of instructions.
- Teacher to explain the importance of following instructions
- Teacher to ask learners to follow as he/she signs. (Teachers Says Game... Do as I Sign)
(TEACHER SAY...SIT, TEACHER SAY....DANCE,...)

PRACTICE.

- Learners to play a game, Teacher Says.
- Learners to role-play on the importance of following instructions.

PRODUCE

- Individual learners demonstrate following instructions



SUGGESTED TEACHING AND LEARNING MATERIALS: Picture cards/ posters.



ASSESSMENT : Teacher to give a task to learners. (Teacher asks one learners to pick a card with an action, then another learner acts out what is written on the card, for example, CLAP, JUMP, DANCE,...).



EXPECTED STANDARD:

- Instructions observed and responded to appropriately.



SUMMARY:

- Learners to observe and respond to instructions.

SUB-TOPIC: 2.1.6. OCCUPATION

INTRODUCTION: An occupation is a job that people do to help others and earn money. Every occupation is important because it helps our community work well. For learners with hearing impairments understanding occupation is important as it assists them to explore future career opportunities, develop practical skills, and build confidence in their abilities.



GENERAL COMPETENCE(S)

1. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences
- Compose simple poems, stories, prayers and songs.

2. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively.

3. FINANCIAL LITERACY

- Role play simple entrepreneurial activities



KEY TERMS: NURSE, FARMER, DRIVER,TEACHER, SICK, TEACH,CARE, PEOPLE, CROP, GROW

- **NURSE** : PERSON SICK PEOPLE CARE
- **FARMER**: PERSON CROP GROW

- **DRIVER:** PERSON CAR DRIVE
- **TEACHER:** PERSON TEACH
- **SICK:** FINE NOT
- **TEACH:** LEARN HELP
- **CARE:** HELP/LOVE SHOW
- **PEOPLE:** PERSON MANY
- **CROP:** FOOD PEOPLE GROW
- **GROW:** SMALL TO BIG



HOOK: Teacher to display a chart/poster depicting different occupations in the community.



SPECIFIC COMPETENCE(S) : Identify the occupations found in the community



LEARNING ACTIVITY 1. : Naming different occupations in community (NURSE, FARMER, DRIVER, TEACHER,...)

PRESENT

- Teacher to identify the different occupations with learners.
- Teacher to write different occupations on the board.
- Teacher to sign different occupation in the community.

PRACTICE

- Learners to discuss the different occupations with the teacher.
- Learner to match pictures to the correct occupation as shown in the table

PRODUCE

- Individual learners identify different occupations in the community.
- Individual learners sign different occupations in the community



ASSESSMENT : Learners to sign names of different occupations in the community.



SUGGESTED TEACHING AND LEARNING MATERIALS : Posters/ charts, Real objects.



SUMMARY: Learners to identify and sign different occupations in the community.



LEARNING ACTIVITY 2. : Discussing the roles played by different workers in the community (TEACHER-TEACH, NURSE-SICK PEOPLE CARE, FARMER-CROP GROW,...)

PRESENT

- Teacher to display the posters of different workers in the community
- Teacher to discuss with learners the roles of different workers in the community.
- Teacher to mix picture-cards of workers in the community and their roles. (Teacher to ask learner sort out picture-cards and match with their roles)

PRACTICE

- Learners to depict roles of different workers in the community.
- Learners in groups to sort out picture-cards, and match with their roles.

PRODUCE

- Individual learners to sign roles played by different workers in the community

CONSOLIDATION : Learners in groups to role-play different roles of workers in the community.



ASSESSMENT:

- Using pictures teacher asks the following questions;
- PERSON PRO-YOU/ME, HELP LEARN WHO?

-PERSON HELP FOOD GROW WHO?

-PERSON BUS DRIVE WHO?

- PERSON PRO-YOU/ME SICK, HELP WHO?

- Learners to respond to questions in sign language.



SUGGETSED TEACHING AND LEARNING MATERIALS:

- Posters/ charts and Picture cards.



SUMMARY:

- Learners to sign the roles played by different workers in the community.



LEARNING ACTIVITY 3: Interpreting pictures showing different occupation in the community.

PRESENT

- Teacher to display pictures of different occupations in the community.
- Teacher with learners to discuss and interpret the pictures of different occupations in the community.
- Teacher points to a picture and signs
- (PRO-TEACHER? - PRO-NURSE? - PRO-FARMER? - PRO-DRIVER?...)

Teacher to ask learner to either agree or disagree (YES/NO)

PRACTICE

- Learners to discuss and interpret the pictures of different occupations in the community.
- Learners to respond YES or NO as the teacher will be pointing at the pictures of different occupations in the community.

PRODUCE

- Individual learners to interpret the pictures and sign the different occupations in the community.

CONSOLIDATION: Learners in role play different pictures of occupations in the community.



ASSESSMENT: PICTURE TALK

- Showing a picture at a time, ask individual learners;
 1. MAN/WOMAN THIS WHO?
 2. MAN/WOMAN THIS DO WHAT?)
- Learners to respond.



SUGGESTED TEACHING AND LEARNING MATERIAL: Posters/ charts and Picture.



EXPECTED STANDARD :

- Different occupations in the community named appropriately.



SUMMARY:

- Learners to interpret pictures of occupations found in the community.

TOPIC: READING

INTRODUCTIN: Reading is making sense of written words. It is decoding symbols, understanding meanings and getting information from text. The topic reading will help learners boost knowledge and vocabulary, enhance creativity, improve writing and communication skills and also can be a source of relaxation. The topic reading will cover the subtopic consonant blends



GENERAL COMPETENCE(S)

1. COLLABORATION.

- Complete shared tasks in pairs or groups.

2. COMMUNICATION

- Use appropriate language in different situations
- Express oneself using different media and symbols

3. CRITICAL THINKING

- Ask and respond to questions
- Classify items according to their attributes

4. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Order words in sentences



KEY TERMS; PLATE, SLOW,BROWN,BULB,HALF,

- **PLATE:** ROUND FLAT DISH FOOD PUT
- **SLOW:** FAST NOT
- **BROWN:** SOIL COLOUR
- **BULB:** THING LIGHT SHOW
- **HALF:** SOME/PART

SUBTOPIC: 2.8.1 CONSONANT BLENDS

INTRODUCTION: Consonants blends are groups of two or three consonants in a word where each letter sound is utilized. Consonant blends help in building reading and spelling.



SPECIFIC COMPETENCE(S): 2.8.1.1 Read words with consonant blends (clusters)



LEARNING ACTIVITIES:

ACTIVITY 1: Identifying initial consonant blends (pl-, sl-, br-, cr-, dr-, fr-, pr-, tr-, sc-, sm-, tw- ...) and final consonant blend (-lb,-ld,-lf,-lk,-lm,-ln,-lp,-lt,-ft,-nt,-pt,-xt,...).

PRESENT

- Teacher to show flash card with blend letters to learners.
- Teacher to write words on the board and demonstrate signing using the direct instruction model (I do we do you do).
- Teacher to ask learners to finger spell the blend letters.

PRACTICE.

- Learners to observe and finger spell the blend letters in pairs.

PRODUCE

- Individual learners to match words with their blend letter.



SUGGESTED TEACHING AND LEARNING MATERIALS: Flash cards and Letter cards.



ASSESSMENT: Learners to get a worksheet with mixed pictures and word boxes.

- Learners to match each picture to a word containing an initial blend.
- Learner to sign the blend and the word then write the word in their book.

For example,

PICTURE	WORD
1.ane (picture of a plane)	PLANE
2. ain (picture of train)	TRAIN
3. Bu...(picture of a bulb)	BULB
4. ate (picture of a plate)	PLATE

5. lk (picture of a piece of chalk)	CHALK
--	-------



SUMMARY:

- Learners to identify consonant blends in words.



LEARNING ACTIVITIES:

ACTIVITY 2: Reading words with consonant blends (plate, slow, brown ...) (bulb, half, left ...)

PRESENT

- Teacher to display cards with blend words.
- Teacher to discuss words with initial and final consonant blends.
- Teacher to demonstrate signing words with initial and final consonant blends (plate, slow, brown ...) bulb, half, left ...) using Direct Instruction Model.
- Teacher to write the words on the board.

PRACTICE

- Learners to observe and sign words in pairs.
- Learners to pick a card and write the initial blend of the word on the board,
- Learners to finger spell the words on cards in pairs.

PRODUCE

- Learners to read words with consonant blends.



SUGGESTED TEACHING AND LEARNING MATERIALS:

- Word cards and Letter cards.



EXPECTED STANDARD:

- Words with consonant blends read correctly.



ASSESSMENT: Teacher display bingo cards with pictures (brown, frog, left, twist ...)

- Teacher to sign out words; learners find and sign and/finger spell the word.



SUMMARY:

- Learners to identify words with consonant blends from given words.

TOPIC: 2.9 SENTENCES

INTRODUCTION: A sentence is a group of words that has a subject to expresses a complete thought or idea. Sentences are a building block to communication. The Topic sentences will cover the subtopic sight words.



GENERAL COMPETENCE:

1. COMMUNICATION

- Apply good observing, signing writing skills.

2. CREATIVITY AND INNOVATION

- Apply language in different situations.
- Construct simple sentences.



HOOK: Display two pictures for a child coming and another one reading.



KEY TERMS: COME, SOME, HERE, THERE, GO, NO, ONLY, YOUR.

COME – FORWARD MOVE

SOME – HALF/PART

HERE – PRO-PLACE

THERE – PRO-PLACE

GO – AWAY MOVE

NO – REFUSE/DENNY

ONLY – ONE (PEOPLE OTHER ZERO)

YOUR –PRO-you BELONG

MY – PRO-me BELONG

HAVE – PRO-me BELONG

LIVE – LIFE HAVE

GIVE – PRSON OTHER THING TRANSFER, HAND USE.

LITTLE – SMALL SMALL

DOWN – PLACE LOW

READ – WORD UNDERSTAND

BOOK – PAPER MANY TOGETHER BOUND

SUBTOPIC: 2.9.1 SIGHT WORDS

INTRODUCTION: Sight words are common words that are recognized by sight rather than signed. These words help learners to improving reading fluency, boosts confidence, builds vocabulary and strengthens connections between sign language and written words.



SPECIFIC COMPENCE: 2.9.1.1 Read sight words in sentences with automaticity.



LEARNING ACTIVITIES:

ACTIVITY 1: Recognizing sight words: (COME, GO, NO, ONLY, YOUR, ONE, MY, HAVE, LIVE, GIVE, LITTLE, DOWN...)

PRESENT

- Teacher to display flash cards with sight words..
- Teacher to write sight words on the board.
- Teacher to demonstrate signing sight words using the direct instruction model (I do we do you do).

- Teacher to ask learners to stick the flash cards against sight words on the board.

PRACTICE

- In pairs, one learners to pick a word card and the partner to read.
- Learners to match sight words to pictures.

PRODUCE

- Individual learners to read sight words.



SUGGESTED T/L MATERIALS: Word cards, sentence cards, picture cards and Flash cards.



ASSESSMENT:

- Individual learners to identify sight words.



SUMMARY:

- Learners to identify sight words.

ACTIVITY 2: Reading sight words

PRESENT

- Teacher to write sight words on the board.
- Teacher to demonstrate signing sight words using chaining method.
- Teacher to point to words randomly for learners to read.

PRACTICE

- Learners to read sight words together as a class.
- Learners in groups to practice reading words from a word chart.
- In pairs learners to read words on word cards.

PRODUCE

- Individual learners to read sight words on word cards.



SUGGESTED T/L MATERIALS: Word cards and Word chart,



ASSESSMENT: Individual learners to read sight words on word cards.



SUMMARY:

- Individual learners to read sight words on word cards.



LEARNING ACTIVITY:

ACTIVITY 3: Reading sight words in sentences with ZSL structure-SV,OV,SOV and OSV

- (Subject + verb (SV) MARY COME
- Object + Verb (OV) BOOK READ
- Subject + Object + Verb (SOV) MARY BOOK READ
- Object + Subject + Verb (OSV) BOOK MARY READ

PRESENT

- Teacher to display a chart showing sight words in sentences.
 - MARY COME
 - BOOK READ
 - MARY BOOK READ
 - BOOK MARY READ
- Teacher to demonstrate reading sentences using the Direct Instruction Model (I do We do You do).
- Teacher to give learners word cards for learners to arrange into sentences.

PRACTICE

- Learners to read sentences.
- Learners in pairs to arrange word cards into sentences.

WORD	SENTENCE
COME MARY BOOK READ	1. MARY BOOK READ
	2. BOOK MARY READ
	3. MARY COME

- Learners to make sentences using word cards in groups.

PRODUCE

- Individual learners to make sentences using sight words.



SUGGESTED T/L MATERIALS: Word chart, word cards, sentence chart.



ASSESSMENT:

- Learners to read simple sentences

MARY COME

BOOK READ

MARY BOOK READ

BOOK MARY READ



EXPECTED STANDARD: Sight words in sentences read with automaticity correctly.



SUMMARY:

- Learners to identify sight words.

COMPONENT: WRITING

TOPIC: TAILED WRITING

INTRODUCTION: Tailed writing is a handwriting style that is like curving writing where letters are connected with loops or tails to make writing faster and smoother. Tailed writing is taught to help learners to improve handwriting, speed and fluency. The topic handwriting will cover the subtopic copying.



GENERAL COMPEENCE:

1. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Analyse simple poems, songs, stories and texts
- Order words in sentences
- Order sentences in paragraphs

2. COMMUNICATION

- Apply good observing, signing writing skills.

3. CREATIVITY AND INNOVATION

- Apply language in different situations.
- Construct simple sentences.



HOOK: Teacher to ask learners to act moving like a snake.



KEY TERMS:

ASCEND: UP GO

DESCEND: DOWN COME

UPPER CASE: LETTER BIG

LOWER CASE: LETTER SMALL

SQUARE LETTERS: STRAIGHT LINE LETTER

SUBOPIC: 2.11.1 COPYING

INTRODUCTION: Copying is writing something exactly as it is seen. This is important because it builds the skill of handwriting, helps in learning spellings, punctuation and also improves attention.



SPECIFIC COMPETENCE: 2.11.1.1 Demonstrate legible formation of both lower- and uppercase letters.



LEARNING ACTIVITIES:

ACTIVITY 1: Practicing letter formation of lowercase letters - ascenders (b, d, l, f, h, k, t), descenders (g, j, p, q, y) and square letters (a, c, e, I, m, n, o, r, s, u, v, w, x)

TIP:

- Divide the alphabet into their three categories:
 - i) Ascenders (b, d, l, f, h, k, t)
 - ii) Descenders (g, j, p, q, y)
 - iii) Square letters (a, c, e, I, m, n, o, r, s, u, v, w, x)

PRESENT

- Teacher to display the alphabet chart.
- Teacher to ask learners to sign letters of the alphabet from the chart.
- Teacher to demonstrate writing lower case letters.
- Teacher to provide worksheet with lower-/upper case and square letters for learners to trace.
- Teacher to spread letter cards and ask learners to sort out according to category.

PRACTICE

- Learners in groups to identify letters on the chart.
- Learners in pairs to sign letters of the alphabet.
- Learners in pairs sort out cards.

- Learners to trace letters according to categories.

PRODUCE

- Individual learners to trace letters according to categories.



SUGGESTED T/L MATERIALS : Alphabet chart, and Letter cards.



ASSESSMENT: Learners to practice writing letters.



SUMMARY:

- Learners to sing the alphabet song.



LEARNING ACTIVITIES :

ACTIVITY 2: Practicing letter formation of uppercase letters – ascenders (A-Z)

PRESENT

- Teacher to display alphabet chart.
- Teacher to writing upper-case letters demonstrating correct stroke direction
- Teacher to highlight tall letters (ascenders) and correct spacing.

PRACTICE

- Learners in pairs to trace dotted upper-case letters on the board.
- Learners to copy the alphabet.
- Learners to make the alphabet chart.

PRODUCE

- Individual learners to fill in missing upper-case letters.



SUGGESTED T/L MATERIALS : Alphabet chart and Letter cards.



EXPETED STANDARD: Legible formation of both lower- and upper-case letters demonstrated correctly.



ASSESSMENT: Learners in pairs to point and sign upper-case letters.



SUMMARY:

- Learners tp sing alphabet song in ZSL.



SPECIFIC COMPEENCE: 2.11.1.2 Demonstrate legible writing of words.



LEARNING ACTIVITY:

ACTIVITY 1: Practicing writing words (decodable and sight carrying ascenders, descenders and square letters – BAG, BRIDGE, FLY...)

PRESENT

- Teacher to display word cards (BAG, BRIDGE, FLY...)
- Teacher to demonstrate reading words on cards using the direct instruction model (I do, we do, you do)
- Teacher to break words into letters and demonstrate writing on the board focusing on spacing.

PRACTICE

- Learners to write the words on the ground or in the air.
- Learners to read words in pairs.
- Learners in groups to copy words from word cards.

PRODUCE

- Individual learners to finger spell words from cards.
- Individual learners to write words from the cards.



SUGGESTED T/L MATERIALS : Word cards and Letter cards.



EXPETED STANDARD: Legible writing of words demonstrated correctly.



ASSESSMENT:

- Learners to write handwriting activity.
- Learners to pick letter cards and make words from the table below.

A	G	F
L	Y	B
R	D	E
I	H	C

For example;

1. BAG
2. BRIDGE
3. FLY



SUMMARY:

- Learners to practice writing words.



SPECIFIC CO MPETENCE: 2.11.1.3 Demonstrate legible writing of phrases.



LEARNING ACTIVITIES:

ACTIVITY 1: Practicing writing phrases (THREE BLUE BAG, CAT FAT...)

PRESENT

- Teacher to discuss words in phrases with learners.(THREE, BLUE, BAG, CAT, FAT...)

- Teacher to write phrases on the board (THREE BLUE BAG, CAT FAT...)
- Teacher to demonstrate spacing between words checking alignment on lines.

PRACTICE

- Learners in groups to discuss the words.
- Learners to copy phrases.
- Learners to write one new phrase in pairs (CAT FAT...)

PRODUCE

- In pairs learners make sentences using word cards.
- Learners to write the phrases in their books individually.



SUGGESTED T/L MATERIALS: Word cards.



ASSESSMENT: - Learners to fill in the blanks, example;

1. BLUE (BAG)
2. CAT (FAT)
3. ME.... BAG HAVE (THREE)



SUMMARY:

- Learners to read the phrases.



LEARNING ACTIVITY :

ACTIVITY 2: Drawing and labeling pictures depicting the phrases to be written (DOG HAPPY- picture, FISH BIG- picture...)

PRESENT

- Teacher to display a chart.
- Teacher to ask learners to describe the pictures on the chart.
- Teacher to write the phrases on the board (DOG HAPPY, FISH BIG ...)

PRACTICE

- Learners in groups to describe the pictures on the chart.
- In pairs learners to stick phrases on the correct picture

PRODUCE

- Individual learners to draw one item from the chart and describe it.



SUGGESTED T/L MATERIALS : Chart, word cards, and Real objects.



EXPECTED STANDARD: Legible writing of phrases demonstrated correctly.



ASSESSMENT: Learners to match pictures to phrases.

Example;

PHRASE	PICTURE
1. DOG HAPPY	?
2. FISH BIG	?
3. -	?
4. -	?



SUMMARY: In pairs learners identify pictures for the given phrases.



SPECIFIC COMPEENCE: 2.11.1.4 Demonstrate correct writing of sentences.



LEARNING ACTIVITIES :

ACTIVITY 1:

Practicing writing sentences paying attention to capital letters, comma, spacing, full stop and question mark (PRO-she SPOON CARRY; NAME YOU WHAT? MARY PENCIL, PEN, RUBBER-BOOK BUY, ...).

PRESENT

- Teacher to display a chart of punctuation marks (capital letters, spacing, full stop and question mark).
- Teacher to discuss with the learners punctuation marks.
- Teacher to demonstrate writing sentences paying attention to given punctuation marks using the direct instruction model.

PRACTICE

- Learners in pairs to identify punctuation marks.
- In groups learners practice writing sentences (punctuation marks) on a chart.

PRODUCE

- Individual learners to identify punctuation marks.
- Individual learners to write sentences paying attention to given punctuation marks.



SUGGESTED T/L MATERIALS: Sentence cards and chart.



ASSESSMENT: Learners to write sentences paying attention to punctuation marks.



SUMMARY: Learners to write sentences paying attention to punctuation marks.



LEARNING ACTIVITY:

ACTIVITY 2: Drawing pictures depicting the sentences to be written.

PRESENT

- Teacher to display a chart showing different sentences (CUP SMALL, BOY TALL ...)
- Teacher to demonstrate reading sentences.
- Teacher to ask learners to draw pictures depicting sentences on the chart.

PRACTICE.

- Learners to read sentences on the chart.
- Learners to write sentences.
- Learners in pairs to draw pictures depicting sentences on the chart.

PRODUCE

- Individually, learners to draw pictures depicting sentences on the chart.



SUGGESTED T/L MATERIALS: Chart, Word cards, and Pictures.



ASSESSMENT: Learners to match pictures to sentences.



SUMMARY: Learners to read sentences.



LEARNING ACTIVITIES:

ACTIVITY 3: (LION SLEEP – picture of a lion sleeping, TREE BIG – picture of a big tree ...)

PRESENT

- Teacher to display pictures.
- Teacher ask learners to describe the pictures (LION SLEEP, TREE BIG...)

PRACTICE

- Learners to describe pictures..
- Learners in groups to match pictures to sentences.
- Learners in pairs to stick sentence cards to correct pictures on the chart.

PRODUCE

- Individual learners to pick a sentence card and draw a picture depicting a sentence given.



SUGGESTED TEACHING /LEARNING MATERIALS: Sentence cards, Chart and Pictures.



EXPETED STANDARD: Correct writing of sentences demonstrated accordingly.



ASSESSMENT:Learners to match sentences to pictures.



SUMMARY: Individual learners to match pictures to sentences



SPECIFIC COMPEENCE: 2.11.1.5 Demonstrate correct writing of paragraphs.



LEARNING ACTIVITIES:

ACTIVITY 1: Practice writing paragraphs with three to four sentences (DAY BEAUTIFUL. SUN SKY SHINE. BIRD TREE HAPPY SING ...)

PRESENT

- Teacher to write key words (DAY, BEAUTIFUL, SUN, SKY, SHINE, BIRD, TREE, HAPPY, SING).
- Teacher to demonstrate signing key words.
- Teacher to explain paragraph structure (more than two sentences put together).
- Teacher to display a chart showing a paragraph (DAY BEAUTIFUL. SUN SKY SHINE. BIRD TREE HAPPY SING ...)
- Teacher to ask learners to read the paragraph.
- Teacher to give picture cards to learners.
- Teacher to ask learners to tell what they see.

PRACTICE

- Learners in to sign key words.
- In groups learners to read the paragraph.
- Learners to make sentences of what they see on picture cards in pairs.
- Learners to practice writing paragraphs in groups.

PRODUCE

- Individual learners to write short paragraphs



ASSESSMENT: Learners write their own three to four sentence paragraphs from the given picture cards. (INSERT PICTURE – picture story)



SUGGESTED T/L MATERIALS: Picture cards, Word cards and Chart.



EXPETED STANDARD: Correct writing of paragraphs demonstrated accordingly.



SUMMARY:

- Learners to practice writing paragraphs in Zambian Sign Language

COMPONENT : WRITING

TOPIC : SENTENCE CONSTRUCTION

Introduction: Sentence construction means arranging words in order to make meaningful sentences. This topic highlights the importance of words, phrases and sentences to learners with hearing impairments. It helps learners communicate clearly, build confidence and connect words, signs and meanings. This topic will cover the subtopic words, phrases and sentences.



GENERAL COMPETENCE(S):

1. ANALYTICAL THINKING

- Analyse collected data in an orderly manner.
- Order words in sentences.
- Order sentences in paragraphs.

2. COMMUNICATION

- Apply good observing, signing and signing skills.
- Use appropriate language in different situations.
- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

3. CRITICAL THINKING

- Answer comprehension questions.
- Ask and respond to questions.
- Work in groups and engage in discussions.

4. CREATIVITY AND INNOVATION

- Apply language in different situations.
- Construct simple sentences.



Hook: teacher to ask learners to some words you know.



Key Terms:

➤ CAT, BLACK, BUS, ME, SEE

SUB-TOPIC 1- WORDS, PHRASES, AND SENTENCES

INTRODUCTION: Words add meaning and context, cultural insight, confidence and comprehension. Phrases are like the spice that blends in a recipe as they add flavor, context and depth to communication.



Specific Competences: Write words, phrases and simple sentences independently.



LEARNING ACTIVITIES:

Activity 1: Writing words independently (using a picture, real objects ...)

PRESENT

- Teacher to display picture/objects (CAT, BLACK BUS, BIG CUP).
- Teacher to write key words on the board.
- Teacher to demonstrate writing words using pictures of key words)
- The teacher uses the Direct Instruction Model to guide learners in practicing the correct tripod pencil grip.

PRACTICE

- Learners to discuss pictures/objects with the teacher.
- Learners in pairs to write words

PRODUCE

- Learners individually to write words using pictures.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, Picture, cards, Real objects.



ASSESSMENT: Learners to write words independently



SUMMARY:

- Learners to write words

ACTIVITY 2: Filling in crossword puzzles (cross and down words)

PRESENT

- Teacher to show a chart of a simple crossword puzzle.
- Teacher to demonstrate a simple crossword puzzle on the board using pictures as clues (point to across and show letters go left to right; point to down and show how letters go top to bottom).
- Teacher with learners to discuss how to fill in the puzzle.

PRACTICE

- Learners to observe.
- Learners to discuss how to fill in the puzzle with the teacher.

PRODUCE

- Individual learners to complete a crossword puzzle.



SUGGESTED TEACHING/LEARNING MATERIALS: Chart and Word cards.



ASSESSMENT: Learners to fill in a crossword puzzle.

For example,

Cross

1. BAG ____
2. YOU TOMORROW ____

B	L	A	C	K
U	M		A	
S	E	E	T	

Down

1. ME ____ HAVE
2. ____ ME WANT



SUMMARY:

- Learners to fill in a crossword puzzle.

ACTIVITY 3: Write phrases based on pictures and real objects independently (picture of big ball, picture of red dress. ...)

PRESENT

- Teacher to show pictures/real objects
- Teacher to demonstrate how to write phrases based on pictures and real objects

PRACTICE

- Learners in pairs to write phrases based on pictures and real objects.

PRODUCE

- Individual learners to write phrases based on the pictures and real objects.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures and Real objects.



ASSESSMENT: Learners to write phrases based on the pictures and real objects.

Example,

PICTURE	PHRASE
1. CAT	1. CAT BLACK
2. BUS	3. BUS BIG
2. DRESS	3. DRESS RED



SUMMARY:

- Learners to write phrases bases on the pictures and real objects.

ACTIVITY 4: Write sentences based on pictures such as conversation posters and picture strips independently (CAT BLACK. BUS ME SEE. ...)

PRESENT

- Teacher to show pictures, conversation posters and picture strips.
- Teacher to discuss with learners the pictures/ conversation posters and picture strips
- Teacher to demonstrate how to write sentences based pictures/ conversation posters and picture strips
- Teacher with learners to discuss how to write sentences based pictures/ conversation posters and picture strips

PRACTICE

- Learners to discuss pictures with the teacher
- Learners in groups to arrange word cards to make sentences

PRODUCE

- Individual learners to arrange word cards to make sentences



SUGGESTED TEACHING/LEARNING MATERIALS: Word cards, Conversation Posters and Picture strips.



ASSESSMENT: Learners to make sentences from conversation posters and pictures.



EXPECTED STANDARD: Words, phrases and simple sentences written independently



SUMMARY:

- Learners to make sentences.

COMPONENT: WRITING

TOPIC: ALPHABETICAL ORDER AND SEQUENCING

INTRODUCTION: Alphabetical order is arranging of words or items in the sequence of letters in the alphabet (A-Z). Sequencing is putting things in a specific order or manner. Learning alphabetical order and sequencing assists learners get organized, independent and confident in reading, writing and daily activities. This topic covers the two subtopics, alphabetical order and logical order: sentences.



GENERAL COMPETENCE(S):

1. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Order words in sentences
- Order sentences in paragraphs

2. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself clearly and effectively

3. CRITICAL THINKING

- Work in groups and engage in discussion
- Classify items according to their attributes

4. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences



Key Terms: CATCH, BEAN, FISH, FISHERMAN, HIPPO, MARKET, SELL

SUB-TOPIC: 2.13.1 ALPHABETICAL ORDER

INTRODUCTION: The alphabet is like the foundation of a house, it's the base for reading, writing and communicating. Alphabetical order assists to bring about good organization, efficiency and consistency in learning the language.



SPECIFIC COMPETENCES: 2.13.1.1 Sequence words according to alphabetical order.



LEARNING ACTIVITIES:

Arranging given words in the alphabetical order (SKY, HIPPO, PEAR, BEANS, ZEBRA ...)

PRESENT

- Teacher to display the chart for alphabet (A-Z).
- Teacher to discuss the key words with the learners.
- Teacher to write to key words on the board.
- Teacher to demonstrate how to arrange words in alphabetical order focusing on the first letter.

PRACTICE

- Learner to sign the key words with the teacher
- Learners to re-arrange jumbled words in groups

PRODUCE

- Learners to arrange given words in their books.



SUGGESTED TEACHING AND LEARNING MATERIALS: Letters of the alphabet, Word cards and letter card.



ASSESSMENT: Individual learners to arrange jumbled words in alphabetical order.

Example,

JUMBLD WORDS	ALPHABETICAL ORDER
1. SKY	1. BEANS
2. HIPPO	2. HIPPO

3. PEAR	3. ---?
4. BEANS	4. ---?
5. ZEBRA	5. ---?



Expected Standard- Words arranged in alphabetical order correctly.



SUMMARY: To arrange words in alphabetical order

SUB-TOPIC: LOGICAL ORDER

INTRODUCTION: Logical order is arranging things in a way that makes sense. It is important to use logical order in language learning for clarity, efficiency and problem solving by learners. For learners with hearing impairments, logical order is important because it makes communication clear. When ideas are well arranged, it is easier to follow and understand the message, whether one is reading, singing using pictures.



SPECIFIC COMPETENCES: 2.13.2.1 Sequence sentences logically.



LEARNING ACTIVITIES:

ACTIVITY1. Rearranging sentences logically;

1. FISH MARKET SELL.
2. BANDA FISH CATCH.
3. BANDA FISHERMAN.

PRESENT

- Teacher to display the chart for alphabet (A-Z).
- Teacher to discuss the key words with the learners.
- Teacher to write to key words on the board.
- Teacher to display a picture of fisherman catching fish and another of a market.

1. FISH MARKET SELL.
2. BANDA FISH CATCH.
3. BANDA FISHERMAN.

- Teacher to demonstrate how to sequence sentences in logical order.

PRACTICE

- Learner to sign the key words with the teacher
- Learners to sequence sentences in logical order.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, Word cards and Real objects.



ASSESSMENT: Learners to sequence/arrange the sentences logically. Example,

1. BANDA FISH CATCH. 2. FISH MARKET SELL. 3. BANDA FISHERMAN.



EXPECTED STANDARD: Sentences sequenced logically



SUMMARY: Rearranging sentences logically.

COMPONENT: WRITING

TOPIC: SPELLINGS

INTRODUCTION: Spelling means writing words with the correct letters in the correct order. Spelling correct helps other people to read and understand our writing easily. For learners with hearing impairments spellings helps them to connect what they see, sign and write. This Topic covers two subtopics, word spellings and dictation.



GENERAL COMPETENCE(S):

1. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Order words in sentences
- Order sentences in paragraphs

2. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself clearly and effectively

3. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences



Hook: Teacher to ask each learner to spell his/her name.



Key Terms: BIRD, DOG, GIRL, FLOWER, TRAIN, JOURNAL, FLOOR, TALL.....

- BIRD: ANIMAL WING HAVE, FLY CAN
- TRAIN: VEHICLE LONG, RAIL USE
- JOURNAL: BOOK IDEA WRITE
- DOG: ANIMAL PEOPLE KEEP
- BOY: MALE CHILD
- FLOWER: PLANT COLOUR PART
- MAN: MALE PERSON ADULT
- TALL: THING/PERSON HIGH
- GIRL: CHILD FEMALE
- FLOOR: ROOM SURFACE WALK
- SIT: BODY REST CHAIR/GROUND
- RED: BLOOD COLOR
- DICTATION: PERSON OTHER SAY OR SIGN, YOU WRITE

SUB-TOPIC: 2.14.1 WORD SPELLINGS

INTRODUCTION: A Word spelling is how letters are arranged to make a word. A Word spelling brings about clear communication, credibility and helps to reduce confusion.



SPECIFIC COMPETENCES: Demonstrate understanding of spelling rules.



LEARNING ACTIVITIES:

ACTIVITY 1. Completing given words by writing missing letters/graphemes (b—d - bird tr—n - train).

PRESENT

- Teacher to show a picture of a bird, train ...
- Teacher to discuss the picture with learners.
- Teacher to write key words on the board.
- Teacher to ask learners to finger spell the key words.
- Teacher to demonstrate signing key words.
- Teacher to remove some letters from key words.
- Teacher to ask learners to write the missing letters.

PRACTICE

- Learners to discuss pictures with the teacher.
- Learners to finger spell key words.
- Learners to sign the words.
- Learners to write the missing letters (b—d - bird tr—n - train)

PRODUCE

- Individual learners to complete the missing letters/grapheme in the given words.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, picture cards and Letter cards.



ASSESSMENT: Learners to complete the missing letters/grapheme in the given words.



EXPECTED STANDARD- Understanding of spelling rules demonstrated correctly



SUMMARY: Complete given words by writing missing letters/grapheme

ACTIVITY 2: Playing spelling games word building – learners use cards to build words that follow a specific word pattern....Playing spelling games

PRESENT

- Teacher to give learners letter cards and build words with – AT spelling pattern.
- Teacher to display letter cards and ask them to form words ending in AT. (B, H, M, C, R, S, F, AT)

PRACTICE

? AT	WORD
B _ _	BAT
C _ _	CAT
H _ _	HAT
M _ _	MAT
R _ _	RAT
F _ _	FAT

- Learners to build words using letter cards.
- Learners to sign built words from the letter cards.

PRODUCE

- Individual learners to build words following a specific pattern (AT)



SUGGESTED TEACHING/LEARNING MATERIALS: Letter cards, Word cards



ASSESSMENT: Learners to build words following a specific pattern (AT)



SUMMARY:

- Learners to play games with cards to build words.

ACTIVITY 3: Searching for words in a text (Learners search for words in a text that follow a certain spelling rule...)

PRESENT

- Teacher to display real objects (food, wood, spoon, tool, book...)
- Teacher to discuss the objects with learners.
- Teacher to explain the spelling rule (oo).
- Teacher to demonstrate how to search for words in a text.

PRACTICE

- Learners to discuss the objects with the teacher.
- Learners in groups to search for words in a text.
- Learners to read the words in pairs.

PRODUCE

- Individual learners to search for words by underlining.



SUGGESTED TEACHING/LEARNING MATERIALS: Words cards, Real objects, Charts, and Video.



ASSESSMENT: Learners to read words with a certain spelling pattern rule.



SUMMARY:

- Learners to search for words in text following a certain spelling rule.

ACTIVITY 4: Keeping a spelling journal – (learners keep journal where they write sentences or short paragraphs using their writing spelling journal).

PRESENT

- Teacher to show a spelling journal.
- Teacher to discuss what should be written in the spelling journal.
- Teacher to write a short paragraph on the board (BIRD FLY. BIG TREE SIT. FRUIT EAT)
- Teacher to ask learners to read the short paragraph.
- Teacher to demonstrate how to write sentences/short paragraph in a spelling journal.

PRACTICE

- Learners to discuss with the teacher.
- Learners to read the short paragraph on the board.
- Learners in groups to write a sentence on a chart.

PRODUCE

- Learners to write a sentence on a spelling journal.



SUGGESTED TEACHING/LEARNING MATERIALS: Chart, and Real objects.



ASSESSMENT: Learners to write a paragraph in their spelling journals.



EXPECTED STANDARD: Understanding of spelling rules demonstrated correctly.



SUMMARY:

- Learners to write and keep journal where they write sentences or short paragraphs using their writing spelling journal.

SUB-TOPIC: DICTATION

INTRODUCTION: Dictation is a teaching activity where a teacher presents words, phrases or sentences, and learners write them down. It is beneficial because it improves spelling, writing and memory skills.



GENERAL COMPETENCE(s) –

1. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Order words in sentences
- Order sentences in paragraphs

2. COMMUNICATION

- Apply good observing, signing and writing skills
- Express oneself clearly and effectively

3. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences



SPECIFIC COMPETENCES: 2.14.2.1 Write dictated words, phrases and sentences.



LEARNING ACTIVITIES:

ACTIVITY 1: Writing dictated words (DOG, CAT, BOY, CHURCH...)

PRESENT

- Teacher display pictures of the key words
- Teacher to write the words on the board
- Teacher demonstrates to finger spell the key words.
- Teacher to ask learners to finger spell the key words.

PRACTICE

- Learners to finger spell the key words
- Learners in pairs to sign the words from the word cards

PRODUCE

- Learners to finger spell dictated words.
- Learners to write from dictation.
- Learners to sign dictated words.



SUGGESTED TEACHING /LEARNING MATERIALS: Pictures, Word cards and Real objects.

CONSOLIDATION GAME: - In pairs, one learner signs a word, another finger spells it while the first learner shows the word card with the correct word. - In pairs, one learner to show a picture, another learner to finger spell what is in the picture.



ASSESSMENT: Teacher to sign a word, learners to write the word in the book.



SUMMARY:

- Learners to write words from dictation.



LEARNING ACTIVITIES:

Activity 2: Writing dictated phrases (FLOWER RED, MAN TALL...)

PRESENT:

- Teacher to display pictures.
- Teacher to analyse the pictures with the learners.
- Teacher to write the phrases on the board

FLOWER RED

MAN TALL

- Teacher to ask learners to read the phrases.
- Teacher to demonstrate how to write phrases from dictation.

PRACTICE

- Learners to analyse pictures with teacher.
- Learners to read the phrases.
- Learners in pairs to write phrases from dictation.

PRODUCE

- Individual learners to write phrases from dictation.



SUGGESTED TEACHING /LEARNING MATERIALS: Chart, Real objects, and Pictures.

CONSOLIDATION :In pairs one learner to sign a phrase, another learner to finger spell.



ASSESSMENT: Teacher to sign phrases, learners to write in their books.



SUMMARY:

- Learners to write dictated phrases.

ACTIVITY 3: Writing dictated sentences (GIRL FLOOR SIT...)

PRESENT:

- Teacher to display pictures.
- Teacher to discuss the pictures with the learners.
- Teacher to write the sentence on the board

GIRL FLOOR SIT

- Teacher to ask learners to read the sentence.
- Teacher to demonstrate how to write sentences from dictation.

PRACTICE

- Learners to discuss with teacher.
- Learners to read the sentences.
- Learners in pairs to write sentences from dictation.

PRODUCE

- Individual learners to write sentences from dictation.



SUGGESTED TEACHING /LEARNING MATERIALS: Chart, Real objects/Pictures.



ASSESSMENT: Teacher to sign sentences, learners to write in their books.



EXPECTED STANDARD: Dictated words, phrases and sentences written correctly.



SUMMARY:

- Learners to write sentences from dictation.

TERM TWO

COMPONENT: OBERSEVING AND SIGNING

SUB –TOPIC 2.1.7 EXPRESSING FEELINGS

INTRODUCTION: Expressing feelings is an important part of being human. It allows individuals to communicate their inner experiences, build meaningful relationships and understand themselves more deeply.



GENERAL COMPETENCE(S)

1. COMMUNICATION:

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations.
- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

2. EMOTIONAL INTELLIGENCE:

- Understand self- awareness and self- management
- Recognize personal emotions and that of others
- Cope with personal emotions and those of others.

3. PROBLEM SOLVING:

- Use language to solve real life problems.



KEY TERMS

- SAD: HAPPY NOT
- HAPPY: SAD NOT
- EXPRESS: FEEL SHOW
- FEELINGS: SAD/HAPPY/FEAR/LOVE/HATE



HOOK: Teacher to show an expression (SAD/ANGRY,).



SPECIFIC COMPETENCE(S): 2.1.7.1. Use appropriate language to express feelings.



LEARNING ACTIVITY:

ACTIVITY 1. : Discussing feelings expressed in given picture (SAD, HAPPY,...).

PRESENT

- Teacher to display a chart (pictures)
- Teacher to discuss the pictures with the learners.
- Teacher to demonstrate expressing feelings (SAD, HAPPY,...)
- Teacher to write the key words on the board.

PRACTICE

- Learners to observe the signing
- Learners to sign key words from the board
- Learners to discuss the feelings expressed on the chart.

PRODUCE

- In groups, learners to dramatize different feelings (SAD, HAPPY,...)



ASSESSMENT: Discuss expressed feelings on the pictures.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, ,Flash cards



SUMMARY:

- Learners to discuss expressed feelings.



LEARNING ACTIVITY:

ACTIVITY 2. Expressing feelings (PRO-ME HAPPY SEE YOU,...)

PRESENT

- Teacher to express feelings (PRO-ME HAPPY SEE YOU)
- Teacher to write key words on the board.
- Teacher to demonstrate the expressed feelings.

PRACTICE

- Learners to express different feelings.
- Learners in pairs to take turns express feelings.

PRODUCE

- Individual learners recognize feelings with different facial expressions.



ASSESSMENT: In pairs, learners to act out different feelings.



EXPECTED STANDARD: Appropriate language to express feelings used correctly



SUMMARY:

- Learners to express different feelings.

SUB-TOPIC: 2.1.8. EXPRESSING OPNIONS

INTRODUCTION: Expressing opinions means telling what you think or how you feel. Everyone has ideas, likes and dislikes. Sharing opinions help others understand us, make friends, solve problems and make good choices.



KEY TERMS: OUTSIDE,PLAY,ANIMAL,TELEVISION,WATCH,LIKE,NICE

- OUTSIDE: INSIDE NOT
- PLAY: ACTIVITY DO
- ANIMAL: THING LIFE HAVE
- TELEVISION: THING PICTURE MOVE SHOW
- WATCH: THING LOOK
- LIKE: HAPPY/ENJOY FEEL
- CARTOON: ANIMAL PICTURE TV SHOW
- NICE: GOOD FEEL



HOOK: Display a picture depicting different activities and expressions.



SPECIFIC COMPETENCES 2.1.8.1 Express personal opinions using appropriate language



LEARNING ACTIVITY

ACTIVITY 1: Discussing pictures depicting different activities and expressing which one they like and why (OUTSIDE PLAY, BOOK READ, FOOD, ANIMAL, COLOUR)

PRESENT

- Teacher to display chart of key words.
- Teacher to discuss pictures depicting different activities and expressing which one they like and why with learners.
- Teacher to write sentence on the board.

PRACTICE

- Learners discussing pictures.
- Learners to sign and express personal opinions.

PRODUCE

- Individual learners practice signing personal opinions.



ASSESSMENTS: In pairs, learners to pick a picture they like and explain why they like it.



SUGGESTED TEACHING AND LEARNING MATERIALS : Poster, Chart and

Flash cards.



SUMMARY:

- Learners to express personal opinions using appropriate language.

ACTIVITY 2: Expressing personal opinions and giving reasons why (TELEVISION LIKE WATCH, CARTOON NICE...)

PRESENT

- Teacher to display chart with different pictures.
- Teacher to analyse the pictures with learners.
- Teacher to ask learners to choose what they like and give reasons why.
- Teacher to write sentences on the board.
- Teacher to demonstrate reading the sentences using the direct instruction model (I do, we do, you do).

PRACTICE

- Learners analyse pictures.
- Learners work in pairs, ask each other to say what they like and why.
Example: PRO-YOU LIKE WHAT?
TELEVISION LIKE WATCH – CARTOON NICE.
- Learners to read sentences from the board.

PRODUCE

- Individual learners to draw something they like and write a simple sentence.



ASSESSMENT: Learners to match the picture, word and reason.

PICTURE	WORD	REASON
	TELEVISION	CARTOON NICE
	FOOD	ENERGY GIVE
	DRESS RED	BEULTIFUL



EXPECTED STANDARD: Personal opinions expressed accordingly



SUMMARY: Express personal opinions using appropriate language.

SUB-TOPIC: 2.1.9. WILD ANIMALS

INTRODUCTION: Wild animals are animals that live in natural (like forests, rivers, or bush) and are not kept or cared for by people. Teaching about wild animals helps learners to learn new words, communicate better, understand their environment and enjoy learning.



GENERAL COMPETENCE(S)

1. COMMUNICATION:

- Apply good observing, signing and writing skills
- Use appropriate language in different situations

2. CRITICAL THINKING

- Ask and respond to questions

- Work in groups and engages in discussion.
- Classify items according to their attributes.



KEY TERMS: MONKEY,RHINO,BUSH,DANGEROUS

- **MONKEY:** ANIMAL SMALL TREE LIVE BANANA LOVE
- **RHINO:** ANIMAL BIG NOSE HORN HAVE
- **BUSH:** TREE TREE MANY
- **DANGEROUS:** INJURY MAKE



HOOK: Display a chart



SPECIFIC COMPETENCE(S): 2.1.9.1 Describe wild animals using appropriate vocabulary.



LEARNING ACTIVITIES:

ACTIVITY 1: Naming wild animals using pictures (MONKEY, ZEBRA, LION, RHINO...)

PRESENT

- Teacher to display pictures showing different wild animals.
- Teacher to discuss the pictures with learners.
- Teacher to ask learners to sign the names of the wild animals.

PRACTICE

- Learners to discuss pictures with the teacher.
- Learners to sign names of wild animals.

PRODUCE

- Individual learners to sign names of the wild animals.

CONSOLIDATION: Learners to watch a video on different wild animals (Zambian sign language).



ASSESSMENT: Learners to match pictures of individual wild animals with words.

Example: Picture of Zebra – Name ZEBRA.



SUGGESTED TEACHING AND LEARNING MATERIALS: Posters, Charts, Pictures and Video.



SUMMARY: Learners to sign names of wild animals.

ACTIVITY 2: Discuss what the learners know about wild animals (ANIMAL OTHER BUSH LIVE, ANIMAL SIZE DIFFERENT HAVE, OTHER BIG, OTHER SMALL, ANIMAL OTHER GRASS EAT, ANIMAL OTHER DANGEROUS...)

PRESENT

- Teacher to display the pictures of different wild animals.
- Discuss what learners know about wild animals.

PRACTICE

- Learners to discuss with teacher.
- Learners in groups discuss what they know about wild animals.

PRODUCE

- Individual learners to sign what they know about wild animals.



ASSESSMENT: Learners to describe wild animals from the pictures or video shown.

Example, RHINO ANIMAL BIG, MONKEY ANIMAL SMALL, LION ANIMAL DANGEROUS



SUGGESTED TEACHING AND LEARNING MATERIALS: Picture, Posters and Video.



EXPECTED STANDARD: Wild animals described correctly.



SUMMARY:

- Learners to describe wild animals.

SUB-TOPIC 2.1.10 ETIQUETTE

INTRODUCTION: Etiquette is the set of accepted behavior and social norms that guide how individuals interact with one another in different settings. Its importance lies in the ability to promote harmony, build trust and demonstrate empathy. Etiquette makes social and professional environments more positive, respectful and effective for everyone involved.



SPECIFIC COMPETENCE(S): Demonstrate good manners and behavior.



LEARNING ACTIVITY:

ACTIVITY: 1. Discussing respect, honesty and empathy based on a text (identify honest, respect, empathetic characters from the text,...).

PRESENT

- Teacher to display a chart depicting good manners.
- Teacher to discuss the chart with learners.
- Teacher to write the words on the board RESPECT, HONESTY and EMPATHY.
- Teacher to demonstrate the words on the board.

PRACTICE

- Learners to discuss with the teacher on good manners.
- Learners to discuss the words on the board (RESPECT, HONESTY, EMPATHY).
- Learners to role-play on good manners.

PRODUCE

Learners in pairs identify characters portraying respect, honest and empathy from the text.



ASSESSMENT: Individual learners to identify characters portraying respect, honest and empathy from the text.



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart.



SUMMARY: Learners to identify respect honesty and empathy in a text.

ACTIVITY 2. Discussing good behavior (GREET, LANGUAGE GOOD USE, PLEASE, SORRY, ME EXCUSE, THANK-YOU,...).

PRESENT

- Teacher to discuss good behavior with the learners.
- Teacher to write key words on the board. (GREET, LANGUAGE GOOD USE, PLEASE, SORRY, ME EXCUSE, THANK-YOU,...).
- Teacher to demonstrate good behavior.

- Teacher

PRACTICE

- Learners to discuss with teacher on good behavior.
Teacher models simple situations and learners role-play:
 - Borrowing a pencil and say PLEASE
 - Receive help and say THANK YOU.
 - Make a mistake and say SORRY.
- In groups, learners to role-play the above situations.

PRODUCE

- Individually, learners to demonstrate good behavior.



ASSESSMENT: Learners to draw a picture showing good behavior.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, Posters and Flash cards.



EXPECTED STANDARD: Good manners and behavior demonstrated accordingly



SUMMARY:

- Learners to demonstrate good behavior.

OBSERVING AND SIGNING

TOPIC: STORIES

INTRODUCTION: Stories are short interesting narratives that help children understand the world around them. They can be told through pictures, written words and sign language. Stories helps to promote social and emotional development, develop language, thinking, confidence and communication skills. The topic stories cover the subtopic simple stories.



GENERAL COMPETENCE(s):

1. ANALYTICAL THINKING:

- Analyze collected data in an orderly manner.
- Analyze simple poems, songs, stories and text.
- Order words in sentences.

2. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations.
- Express oneself using different media and symbols.

3. CREATIVE AND INNOVATION

- Compose simple poems, stories, prayer and songs.



Hook: Ask learners to tell any simple story.

SUB-TOPIC : 2.2.1 SIMPLE STORIES

INTRODUCTION: Simple stories are short and easy to understand stories. Simple stories help learners to understand new words and ideas. They help learners learn how to communicate, think and express feelings.



SPECIFIC COMPETENCES: Analyse simple stories



LEARNING ACTIVITIES:

ACTIVITY 1: Observing signing of simple traditional stories on different themes (animals, legends...)

PRESENT

- Teacher to display a picture depicting a traditional story.
- Teacher to write key words on the board.
- Teacher to discuss the picture with learners.
- Teacher to demonstrate signing key words.

PRACTICE

- Learners to discuss key words with the teacher.
- Learners to dramatize the traditional story.

PRODUCE

- Individual learners to sign simple traditional story.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures, Chart and Story books.



ASSESSMENT: Learners to sign a simple story using pictures.



SUMMERY:

- Learners to sign simple stories.

ACTIVITY 2: Re-telling simple stories (animals, legends ...)

PRESENT.

- Teacher to write key words on the board.
- Teacher to demonstrate signing key words.
- Teacher to narrate a simple story using pictures.
- Teacher to discuss the story with learners.

PRACTICE

- Learners to sign key words.
- Learners to discuss the story with the teacher.
- In groups learners to re-tell the story.

PRODUCE

- Individual learners to re-tell the story.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures, Chart and Story books.



ASSESSMENT: Learners to re-tell the story in sequence.



SUMMARY:

- Learners to re-tell stories.

Activity 3: Answering questions based on the story (main character(s),

PRESENT

- Teacher to write key words on the board.
- Teacher to demonstrate signing key words.
- Teacher to narrate a simple story using pictures.
- Teacher to discuss the story with learners.
- Teacher to ask learners to mention main characters in the story. (STORY HOW?, PRO-YOU FEEL HOW? STORY NICE...TRUE? ...)

PRACTICE

- Learners to sign key words.
- Learners to discuss the story with the teacher.
- Learners to answer questions based on the story.
- Learners to mention main characters in the story.

PRODUCE

- Learners to dramatize the story in groups.



SUGGESTED TEACHING /LEARNING MATERIALS: Story books, Picture books, Pictures, Word cards and Videos.



ASSESSMENT: Learners to answer questions based on the story. Example –

✓ STORY HOW? PRO-YOU FEEL HOW? STORY NICE...TRUE? ...)



EXPECTED STANDARD- Simple stories analyzed correctly.



SUMMARY:

Learners to sign simple stories.

TOPIC: STORY READING

INTRODUCTION: Story reading is the act of reading or listening to a narrative (story) in order to understand, enjoy, and interpret events, characters and meaning. It is especially important in education because it helps to improve vocabulary and language skills, comprehension and critical thinking, creativity and emotional understanding. This topic covers two subtopics namely reading comprehension (Intensive reading) and supplementary reading (Extensive reading).



GENERAL COMPETENCE(S):

1. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively.

2. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Analyse simple poems, songs, stories and texts
- Order words in sentences
- Order sentences in paragraphs

3. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences
- Compose simple poems, stories, prayers and songs

4. PROBLEM SOLVING

- Use language to solve real life problems



Hook: Tell a story.



Key Terms: FOLKTALES: STORY LONG AGO, FABLES: STORY SHORT TEACH. FAIRLYTALES: STORY IMAGIN, HAPPY END.

SUB-TOPIC: 2.10.1 Reading Comprehension

INTRODUCTION: The ability to understand, interpret, and remember what is read. It helps in

understanding words, grasping the main ideas, remembering details and drawing conclusion.



SPECIFIC COMPETENCES: 2.10.1.1 Read text with understanding (Intensive reading).



LEARNING ACTIVITIES:

Activity 1: Reading simple stories (folk tales, fables, traditional stories, fairy tales...)

PRESENT

- Teacher to narrate a folk story using pictures. (“**Kalulu the hare and lion**”)
- Teacher to write key words on the board.
- Teacher to demonstrate signing key words.
- Teacher to ask learners to predict the story.
- Teacher to explain the story.

PRACTICE

- Learners to discuss key words with the teacher.
- Learners to sign the key words.
- Learners to predict the story.
- Learners in pairs to read the story.

PRODUCE

- Individual learners to narrate a simple story.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures, Chart, and Story books.



ASSESSMENT: Learners to read a simple story using pictures.



SUMMERY:

- Learners to read simple stories.

ACTIVITY 2: Re-telling simple stories (sequencing events in a story).

PRESENT

- Teacher to write key words on the board (first, next, and finally).
- Teacher to demonstrate signing key words.
- Teacher to narrate a simple story using pictures.
- Teacher models retelling a story (first, next, finally...)

PRACTICE

- Learners to sign key words.
- Learners in groups to arrange pictures in order.

PRODUCE

- Individual learners to re-tell the story.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures, Chart and Story books.

ASSESSMENT: Learners to re-tell the story in sequence.



SUMMERY:

- Learners to re-tell simple stories.

ACTIVITY 3: Answering questions based on the story (main character(s),

PRESENT

- Teacher to write key words on the board. (character, setting, important event).
- Teacher to demonstrate signing key words.

- Teacher to narrate a simple story using pictures.
- Teacher to discuss the story with learners.
- Teacher to ask learners to mention main characters in the story. (STORY IMPORTANT WHO?, STORY HAPPEN WHERE? FIRST HAPPEN WHAT? END HAPPEN WHAT?...)

PRACTICE

- Learners to sign key words.
- Learners to discuss the story with the teacher.
- Learners to answer questions based on the story.

PRODUCE

- Learners to answer question individually.



SUGGESTED TEACHING /LEARNING MATERIALS: Story books, Picture books, Pictures and Videos.



ASSESSMENT: Learners to answer questions based on the story. Example –
STORY IMPORTANT WHO?, STORY HAPPEN WHERE? FIRST HAPPEN WHAT? END HAPPEN WHAT?...)



Expected Standard- Text read with comprehension appropriately.



SUMMARY:

- Learners to narrate simple stories.
- Learners to answer questions based on the story.

TOPIC: WORD RELATIONSHIP

INTRODUCTION: Refers to the way in which two or more words are connected in meaning, function, or usage. Understanding word relationships helps with vocabulary, reading comprehension and analogies. This topic covers two subtopics, namely synonyms and antonyms.



GENERAL COMPETENCE(S): \

1. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations

2. ANALYTICAL THINKING

- Analyse collected data in an orderly manner
- Order words in sentences



Hook: Teacher to display a chart.



Key Terms:

- LARGE: SIZE BIG
- BIG: SMALL NOT
- SMALL: BIG NOT
- LITTLE: SIZE SMALL
- FAR: DISTANCE LONG
- DISTANT: PLACE FAR

- NEAR: FAR NOT
- HUGE: BIG MORE MORE
- GIANT: THING BIG MORE MORE
- FINE: GOOD
- DIFFICULT: THING HARD
- THIN: THICK NOT

SUB-TOPIC: 2.15.1 SYNONYMS

INTRODUCTION: Synonyms are words that have the same or nearly the same meaning. These words can be used in place of each other. They are important because they help to understand words better, improve reading skills and vocabulary.



Specific Competences: 2.15.1.1 Demonstrate word relationships in synonyms.



LEARNING ACTIVITIES:

ACTIVITY 1: Mapping given words with their synonyms (LARGE – BIG, SMALL-LITTLE...)

PRESENT

- Teacher to display a chart of synonyms
- Teacher to write the key words on the board.
- Teacher to explain the key words to learners
- Teacher to demonstrate mapping of synonyms to learners
- Teacher to ask learners to map the synonyms.

PRACTICE

- Learners to discuss the key words with the teacher.
- Learners to sign the key words.
- Learner in pairs to map synonyms.

PRODUCE

- Individually, learners to map synonyms.



SUGGESTED TEACHING/LEARNING: Chart and Word cards.



ASSESSMENT: Learners individually draw lines to connect synonyms.



SUMMARY: To map words with synonyms

ACTIVITY 2: Matching words with similar meanings (FAR –DISTANT).

PRESENT

- Teacher to display a chart of synonyms
- Teacher to write the key words on the board.
- Teacher to explain the key words to learners
- Teacher to demonstrate matching of synonyms to learners
- Teacher to ask learners to match the synonyms.

PRACTICE

- Learners to discuss the key words with the teacher.
- Learners to sign the key words.
- Learner in groups to match synonyms.

PRODUCE

- Individually, learners to match synonyms.



SUGGESTED TEACHING/LEARNING: Word cards and Chart.



ASSESSMENT: Learners to complete a matching exercise individually.

Example,

FAR	DISTANT
GOOD	?
HARD	?



EXPECTED STANDARD- Word relationship in synonyms demonstrated appropriately.



SUMMARY: To match synonyms.

ACTIVITY: 3. Sorting words into categories of synonyms. (BIG, LARGE, HUGE, GIANT,...)

PRESENT

- Teacher to display a chart of synonyms
- Teacher to write the key words on the board.
- Teacher to explain the key words to learners
- Teacher to demonstrate sort categories of synonyms to learners
- Teacher to ask learners to sort out the synonyms.

PRACTICE

- Learners to discuss the key words with the teacher.
- Learners to sign the key words.
- Learner in groups to sort out synonyms using word cards.

PRODUCE

- Individually, learners to sort out categories synonyms using word cards.



SUGGESTED TEACHING/LEARNING: Word cards and Chart.



ASSESSMENT: Individual learners to sort out synonyms.



EXPECTED STANDARD- Word relationship in synonyms demonstrated appropriately.



SUMMARY:

- Learners to sort out categories of synonyms.

SUBTOPIC: 2.1.5.2 ANTONYMS

INTRODUCTION: Antonyms are words that have opposite meanings. They are like pairs that are total opposites.



SPECIFIC COMPETENCE(S): 2.1.5.2.1 Demonstrate word relationships in antonyms.



LEARNING ACTIVITIES:

ACTIVITY 1: Mapping given words with their antonyms (LARGE – SMALL, THIN – FAT ...)

PRESENT

- Teacher to discuss key words with learners.
- Teacher to show word cards and pictures.
- Teacher writes pairs on the board.
- Teacher to demonstrate mapping of antonyms.
- Teacher to ask learners to map antonyms.

PRACTICE

- Learners to observe and discuss.
- Learners to draw lines to map words with their antonyms.
- Learners work in pairs to map antonyms using word cards.

PRODUCE

- Individual learners to identify antonyms on word cards.
- Learners to map words with their antonyms individually.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, Chart and Pictures.



ASSESSMENT: Map words with their antonyms (FAR – NEAR, THIN – FAT, SMALL – LARGE...)



SUMMARY: Identify and map antonyms.



Activity 2: Matching words with opposite meanings (FAR – NEAR, HOT – COLD...)

PRESENT

- Teacher to explain opposite meanings with examples.
- Teacher to display mixed word cards.
- Teacher to displays a worksheet matching antonyms.
- Teacher to demonstrate matching antonyms.
- Teacher to ask learners to match antonyms.

PRACTICE

- Learners in groups to match words with their opposites.
- Learners in pairs to complete a worksheet matching antonyms.

PRODUCE

- Individual learners to circle correct pairs of antonyms on the board.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, Worksheet and Pictures.



ASSESSMENT: Matching quiz – Learners to match antonym picture cards. Example – One learner picks a word card, another one searches for the pair and sign.



SUMMARY:

- Learners to match words with opposite meanings.

ACTIVITY 3: Sorting words into categories of antonyms (LARGE – SMALL, LARGE – LITTLE, THIN – FAT)

PRESENT

- Teacher to display a chart of antonyms.
- Teacher to write the key words on the board (LARGE – SMALL, LARGE – LITTLE, THIN – FAT).
- Teacher to explain the key words to learners
- Teacher to demonstrate sort categories of antonyms to learners.
- Teacher to ask learners to sort out the antonyms.

PRACTICE

- Learners to discuss the key words with the teacher.
- Learners to sign the key words.

- Learner in groups to sort out antonyms using word cards.

PRODUCE

- Individually, learners to sort out categories antonyms using word cards.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, Word cards and Charts.



ASSESSMENT: Learners to identify and sign antonyms.



SUMMARY:

- Learners to identify and sort words into categories of antonyms.

ACTIVITY 4: Drawing pictures to show antonyms (BIG BALL – SMALL DISH ...)

PRESENT

- Teacher to display objects showing antonyms.
- Teacher to ask learners to name the objects.
- Teacher to write key words (BIG BALL – SMALL DISH ...)
- Teacher to demonstrate signing key words using direct instruction model (I do, we do, you do)
- Teacher to show simple drawings.
- Teacher to ask learners to draw antonyms.

PRACTICE

- Learners to name the objects.
- Learners to sign key words.
- Learners to draw pictures showing opposite meanings in groups.

PRODUCE

- Individual learners to draw antonyms.



SUGGESTED TEACHING AND LEARNING MATERIALS: Objects, Pictures and Word cards.



ASSESSMENT: Learners to draw antonyms.



EXPECTED STANDARD: Word relationships in antonyms demonstrated appropriately.



SUMMARY: Drawing pictures of antonyms.

COMPONENT: WRITING

TOPIC: GRAMMATICAL CATEGORIES

INTRODUCTION: Grammatical categories are classes of words or phrases that share similar characteristics, functions or behaviors in a language. They help learners in making language more accessible, grasp sentence structure and meaning enabling clear expression. The topic grammatical categories will cover the subtopics nouns, verbs, prepositions, conjunctions and possessive pronouns.



GENERAL COMPETENCE(S):

1. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations.

2. CRITICAL THINKING

- Work in groups and engage in discussion.
- Classify items according to their attributes.

3. PROBLEM SOLVING

- Use language to solve real life problems.



HOOK: Display different objects and ask learners to mention their names.



KEY TERMS:

- NOUN: THING NAME
- LUSAKA: CITY CAPITAL ZAMBIA
- JOHN: NAME BOY CHILD
- SCHOOL: PLACE LEARN
- PENCIL: TOOL WRITE/DRAW USE
- RULLER: TOOL DRAW LINE STRAIGHT USE
- JUMP: UP DOWN DO
- RABBIT: ANIMAL SMALL, EAR LONG.
- HOP: FEET ONE JUMP

SUBTOPIC: 2.16.1 NOUNS

INTRODUCTION: A noun is a part of speech that names a person, place, thing or idea. It acts as a foundation building block for language. Nouns will help learners to acquire clear

communication.



SPECIFIC COMPETENCE(S): 2.16.1.1 Apply knowledge of using nouns.



LEARNING ACTIVITIES:

ACTIVITY 1: Circling proper nouns from a list of words (JOHN, LUSAKA, BOY, SCHOOL, BOOK...)

PRESENT

- Teacher to display a chart.
- Teacher to write words on the board (JOHN, LUSAKA, BOY, SCHOOL, BOOK...)
- Teacher to demonstrate signing key words using the instruction model.
- Teacher to ask learners to identify proper nouns from the given list.

PRACTICE

- Learners in groups identify and sort proper nouns.
- Learners to circle proper nouns.
- Learners to sign proper nouns.

PRODUCE

- Individual learners to identify and circle proper nouns.
- Individual learners to write their name.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word/name cards

Pictures and Chart.



ASSESSMENT: Learners to copy and circle proper nouns from the board.



SUMMARY: To identify and circle proper nouns.

ACTIVITY 2: Writing two or three nouns found in the classroom (BOOK, PENCIL, RULER ...)

PRESENT

- Teacher to display real objects.
- Using examples, teacher to explain what a noun is.
- Teacher to ask learners to sort out nouns found in the classroom from other items.
- Teacher to write name of the nouns on the board.
- Teacher to use direct instruction model to demonstrate signing nouns found in the classroom.

PRACTICE

- Learners to sort out nouns found in the classroom.
- Learners in pairs to finger spell words on the board.
- Learners in groups to sign the nouns found in the classroom.
- Individual learners to write two nouns found in the classroom.

PRODUCE

- Individual learners to write two or three nouns found in the classroom.



SUGGESTED TEACHING AND LEARNING MATERIALS: Real objects and Word cards.



ASSESSMENT: Learners to identify and write nouns found in the classroom.



SUMMARY: Write nouns found in the classroom.

ACTIVITY 3: Creating a list of nouns found in a picture.

PRESENT

- Teacher to show a big picture (Tomato, sugar, onion, bread...)
- Teacher to ask learners to identify nouns from the picture.
- Teacher to ask learners to list nouns from the picture.
- Teacher to write nouns on the board.
- Teacher to demonstrate signing the words.
- Teacher to ask learners to sign the nouns.

PRACTICE

- Learners to identify nouns in groups.
- Learners to list nouns from the picture or real objects.

PRODUCE

- Individual learners to identify and create a list of nouns from a picture.
- Individual learners to sign nouns identified.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, word cards



ASSESSMENT: Individual learners to identify and create a list of nouns from a picture.



SUMMARY: List nouns from the given picture/objects.

ACTIVITY 4: Drawing pictures next to appropriate nouns to illustrate the meaning.

PRESENT

- Teacher to display chart showing pictures/objects of nouns.
- Teacher to ask learners to mention nouns seen on the chart.
- Teacher to write nouns on the board.
- Teacher demonstrates signing the nouns using Direct Instruction Model.
- Teacher to ask learners to draw simple pictures next to the words.

PRACTICE

- Learners in groups to list nouns from the chart.
- In pairs learners to read the words on the board.
- Learners to match given nouns with correct picture cards.

PRODUCE

- Learners in pairs to draw simple pictures next to given nouns.



SUGGESTED TEACHING AND LEARNING MATERIALS: Real objects, Charts, Pictures and Videos.



ASSESSMENT: Individual learners to draw picture next to given nouns: Book, Pencil Ruler.



SUMMARY:

- Learners to draw picture next to given noun.

ACTIVITY 5: Writing a short story using at least two to three different nouns and underline them.

PRESENT

- Teacher to show a chart of nouns.
- Teacher to ask learners to identify nouns from the chart.
- Teacher to write nouns on the board.
- Teacher to demonstrate reading nouns using chaining method.
- Teacher to write a short story on the board (BOY DOG HAS. DOG SCHOOL RUN).
- Teacher to ask learners to underline nouns in the story.
- Teacher to give learners picture cards or a list of simple nouns.

PRACTICE

- Learners to read a short story in pairs.
- Learners to underline the nouns.
- Learners to make short stories using given nouns in groups.

PRODUCE

- Individual learners to write own short story.
- Individual learners to underline nouns in the story.



SUGGESTED TEACHING AND LEARNING MATERIALS: Picture cards, Chart, Word cards, Real objects and Short video clips.



ASSESSMENT: Learners to identify and underline nouns in a given story.



SUMMARY:

- Learners to underline nouns in the story.

ACTIVITY 6: Using duplication to show plural nouns (CAT: CAT – CAT, DOG: DOG – DOG ...)

PRESENT

- Teacher to show pictures/chart of animals and objects.
- Teacher to ask learners to mention what they see from the chart/picture.
- Teacher to write the words on the board. (CAT, DOG...)
- Teacher to get two or more objects and demonstrate the concept of duplication.
- Teacher to write examples of plurals on the board (CAT: CAT – CAT).

PRACTICE

- Learners to identify and sign the things they see from the chart.
- Learners to read the plural words in groups.
- Learners to copy examples of duplicated nouns from the board.

PRODUCE

- Individual learners to write the duplicated nouns into their books.

Example:

1. DOG: DOG –DOG
2. CAT: CAT – CAT
3. TREE: TREE-TREE



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart/pictures, Real objects and Word cards.



ASSESSMENT: Using duplication, learners to show plural nouns.



EXPECTED STANDARD: Knowledge of nouns applied accordingly.



SUMMARY:

- Learners to use duplication to show plural nouns.

SUBTOPIC: 2.16.2 VERBS

INTRODUCTION: Verbs are action words that show what is happening. Verbs help to see the meaning of sentences and makes writing and signing more dynamic.



SPECIFIC COMPETENCE(S): 2.16.1.1 Apply knowledge of using verbs.



LEARNING ACTIVITIES:

ACTIVITY 1: Identify verbs depicted in pictures on different animals (BIRD FLY, CAT JUMP, RABBIT HOP...)

PRESENT

- Teacher to display a chart/picture of animals performing some actions. (CAT JUMP, BIRD FLY, RABBIT HOP ...)
- Teacher to discuss with the learners the pictures on the chart.
- Teacher to discuss key words with learners.
- Teacher to demonstrate signing key words.
- Teachers ask learners to sign key words.

PRACTICE

- Learners to discuss the chart.
- Learners to sign key words.
- Learners in groups role-play the actions done by different animals.
- Learners in pairs match picture cards with word cards.

PRODUCE

- Individual learners to identify the correct verb for each animal picture.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, and Pictures/chart.



ASSESSMENT: Learners to write exercise by filling in missing words (Write the action for the given animals)CAT ____ (JUMP) BIRD ____ (FLY)RABBIT ____ (HOP)



SUMMARY:

- learnersto identify verbs from given words.

ACTIVITY 2: Writing sentences with action words represented in a picture (JOHN FLOOR SWEEP or FLOOR JOHN SWEEP; BOY BALL KICK or BALL BOY KICK ...)

PRESENT

- Teacher to write key words on the board.
- Teacher to discuss key words with learners.
- Teacher to ask learners to act out key words.
- Teacher to demonstrate how to make simple sentences using pictures.

PRACTICE

- Learners to discuss key words with the teacher.

- Learners to act out key words in groups.
- In pairs, learners arrange word cards to form meaningful action sentences.

PRODUCE

- Individual learners to copy simple sentences.



SUGGESTED TEACHING AND LEARNING MATERIALS: Pictures, Real objects and Word cards



ASSESSMENT: Learners to write sentences.



EXPECTED STANDARD: Knowledge of verbs applied correctly.



SMMARY:

- Learners to write sentences with action words/verbs.

TERM THREE

TOPIC: 2.3 DRAMA

INTRODUCTION: Drama is acting out stories, emotions or ideas. It gives learners the opportunity to express themselves through movement, facial expressions, gestures and sign language. Drama helps build confidence, develop creativity and imagination, understand emotions and how to express them. This topic covers one sub-topic, simple plays.



GENERAL COMPETENCES

1. COMMUNICATION

- Apply good observation, signing and writing skills.
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively.

2. CREATIVITY AND INNOVATION

- Apply language in different situation
- Construct simple sentences
- Compose simple poems, stories, prayer and songs.

3. EMOTIONAL INTELLIGENCE

- Understand self-awareness and self- management
- Recognize personal emotions and that of others
- Cope with personal emotions and those of others

4. PROBLEM SOLVING

- Use language to solve real life problem



KEY TERMS

➤ **DRAMA: STORY ACT**

- STAGE: ACT PLACE
- MOVEMENT: BODY MOVE
- CONFIDENCE: FEAR NOT
- PLOT: STORY HAPPEN WHAT
- PARAMETERS: RULE GUIDE
- PLAY: ACT OUT STORY



HOOK: Play a short video clip (Cartoon).

SUB-TOPIC : 2.3.1 SIMPLE PLAY

INTRODUCTION: Simple plays are short and easy stories that learners act out using basic actions, gestures, facial expressions and simple signs. help us become good communication. They help us express ourselves clearly using our bodies and faces.



LEARNING ACTIVITIES:

ACTIVITY 1. Dramatizing simple plays (observing parameter of the sign, stage movement, signing, confident,...).

PRESENT

- Teacher to show a short video clip to the learners.
- Teacher to explain the video clip to the learners.
- Teacher to demonstrate how to observe parameter of a sign, stage movement, signing and to be confident.
- Teacher to ask learners demonstrate observing parameters of a sign, stage movement, signing and to be confident.

PRACTICE

- Learners to watch the video clip.
- Learners to discuss with teacher the video clip.
- Learners to role-play while observing parameters of a sign, stage movement, signing and to be confident.

PRODUCE

- In groups, learners to dramatize a simple play observing parameters of a sign, stage movement, signing and confidence.



ASSESSMENT : In groups, learners to dramatize a simple play observing parameters of a sign, stage movement, signing and confidence.



SUGGESTED TEACHING AND LEARNING MATERIALS: Video



SUMMARY:

- Learners to dramatize simple plays.

ACTIVITY 2. Answering questions based on the play (theme, plot, setting, characterization)

PRESENT

- Teacher to explain theme, plot, setting and characterization from the video clip.
- Teacher to demonstrate theme, plot, setting and characterization.
- Teacher to ask questions based on the play from the video shown. (STORY HAPPEN WHERE? IMPORTANT PERSON WHO?, STORY HAPPEN WHAT? STORY TITLE WHAT?).

PRACTICE

- Learners to discuss with the teacher on the theme, plot, setting and characterization
- Learners to respond to questions based on the play.

PRODUCE

- Individual learners answer simple questions based on the play.



ASSESSMENT : Answering questions based on the play in pairs.



SUGGESTED TEACHING AND LEARNING MATERIALS: Video



SUMMARY: Learners to answer questions based on the play.

ACTIVITY 3. : Recording simple plays in playful situations

PRESENT

- Teacher to discuss to record simple plays in a playful situation.
- Teacher to demonstrate how to record simple plays in playful situation.
- Teacher ask learner to record simple plays.

PRACTICE

- Learners to discuss with the teacher how to record simple plays in a playful situation.
- Learners in groups take turn to record simple plays in a playful situation.

PRODUCE

- Individual learners take turns to record simple plays in a playful situation.



ASSESEMNT: Teacher to ask learners to record simple plays in a playful situation.



SUGGESTED LEARNING AND TEACHING MATERIALS: Video Camera, Cell phone, Television, Laptop/computer.



EXPECTED STANDARD: Element of simple plays depicted appropriately



SUMMARY:

- Learners to record simple plays in a playful situation.

TOPIC: 2.4 POETRY

INTRODUCTION: Poetry is a special way of using words, signs, actions, and expressions to share ideas, feelings, and stories. Poems are usually short and can be fun with rhythm, repetition. Poetry helps us understand ourselves and others it helps us think and imagine. This topic covers one sub-topic; simple poems.



GENERAL COMPETENCES

1. COMMUNICATION

- Apply good observing, signing and writing skills
- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively.

2. CREATIVITY AND INNOVATION

- Apply language in different situation
- Construct simple sentences
- Compose simple poems, stories, prayers and songs



KEY TERMS:

- CHOLERA: FOOD/WATER DIRTY SICK
- ENVIRONMENT: THING AROUND PEOPLE
- CLEAN KEEP: DIRTY NOT



HOOK: To display a simple poem on a chart.

SUB-TOPIC 2.4.1 SIMPLE POEMS

INTRODUCTION: A simple poem is a special way to use words. Simple poems are usually short. Poems are very important for learners with hearing impairment because they help them learn in visual, expressive and meaningful ways.



SPECIFIC COMPETENCE(S) 2.4.1.1 SIGN SIMPLE POEMS



LEARNING ACTIVITY:

ACTIVITY 1: Signing simple poems (poems on cross cutting issues; cholera, good practices in the community- ENVIRONMENT CLEAN KEEP...)

PRESENT

- Teacher to write key words on the board.
- Teacher to sign key words with learners.
- Teacher to discuss the poem displayed.
- Teacher to demonstrate signing key words.

PRACTICE

- Learners to sign the key words.
- Learners in groups to take turns in signing simple poems.

PRODUCE

- Learners in pairs to sign simple poems.



ASSESEMNT: Individual learners to sign simple poems.



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart, Video clip.



EXPECTED STANDARD: Poems signed correctly



SUMMARY:

- Learners to sign simple poems.

TOPIC: 2.5 SONGS

INRODUCTION: A song is special kind of music. Songs have words and tunes. The words tell a story or share feelings. Songs are important because they help us remember things and also bring people together. This topic covers one sub-topic; simple songs.



GENERAL COMPETENCES(S)

1. ANALYTICAL THINKING

- Analyze simple poems, songs, stories and text
- Order words in sentences
- Order sentences in paragraphs

2. COMMUNICATIONS

- Apply good observing, signing and writing skills

- Use appropriate language in different situations
- Express oneself using different media and symbols
- Express oneself clearly and effectively

3. CREATIVITY AND INNOVATION

- Apply language in different situation
- Construct simple sentences
- Compose simple poems, stories, prayers and songs.

4. COLLABORATION

- Complete shared tasks in pairs or groups



KEY TERMS: SING



HOOK: To sing a simple song. (HEAD, SHOULDERS, KNEES, TOES).

SUB-TOPIC 2.5.1 SIMPLE SONG

INTRODUCTION: Simple songs are easy to sing and easy to sign. They help work together as a class and remember information easily. Singing helps to capture attention in learners, develop memory through repetition, and improves communication skills.



SPECIFIC COMPETENCE 2.5.1.1 SING SIMPLE SIGN LANGUAGE SONGS.



LEARNING ACTIVITY:

ACTIVITY: 1. Observing and signing simple songs.

PRESENT

- Teacher to display a chart of a simple song (HEAD, SHOULDERS, KNEES, TOES).
- Teachers to write the key words on the board from the song.
- Teacher to demonstrate signing the song to the learners.
- Teacher to ask learners to sign the song.

PRACTICE

- Learners to discuss with the teacher the key words.
- Learners to demonstrate signing the simple song after observing the teacher.
- Learners to sign the simple song (HEAD, SHOULDER, KNEE, TOE).

PRODUCE

- Learners in groups sign different simple songs

Example,

1. HEAD, SHOULDER, KNEE, TOE (Group 1)
2. ALPHABET SONG (Group 2)
3. FIVE LITTLE MONKEY, BED JUMP (Group 3)
4. PRO-YOU HAPPY KNOW, CLAP CLAP (Group 4)



ASSESSMENT: Learners to observe and sign simple songs



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart, Picture and Video.



SUMMARY:

- Learners observe and sign simple songs.

ACTIVITY 2. Answering questions based on the song.

PRESENT

- Teacher to display a chart of a simple song (ROAD SAFE SONG).
- Teachers to write the key words on the board from the song.
- Teacher to demonstrate signing the song to the learners.
- Teacher to ask learners to sign the song.
- Teacher to ask learners questions based on the song.

Example,

1. BEFORE ROAD CROSS, IMPORTANT LOOK LEFT, LOOK RIGHT WHY?
2. PRO-YOU HAND HOLD...WITH WHO?
3. ROAD WALK, SIGN STOP MEANING WHAT?
4. CHILDREN ROAD RAN GOOD . TRUE?

PRACTICE

- Learners to discuss with the teacher the key words.
- Learners to demonstrate signing the simple song after observing the teacher.
- Learners to sign the simple song (ROAD SAFE SONG).
- Learners to respond to questions based on the simple song.

PRODUCE

- Learners in pairs to take turns to ask and respond to questions based on the simple song.



ASSESSMENT: Individually, Learners answer questions based on a simple song



SUGGESTED LEARNING/TEACHING MATERIALS: Posters, Video, and Road signs.



EXPECTED STANDARD: Simple sign language songs sang accordingly.



SUMMARY:

- Learners to answer questions based on a simple songs.

TOPIC: 2.6. DESCRIPTIONS

INTRODUCTION : Description is a way of explaining or showing what something is like by using words, signs, images, or other details. It enables answer questions such as: what does it look like?, How does it feel ?, What is happening?. Description helps build a clear picture or understanding of a person, object, place or idea. Description enhances language development, improves understanding, improves imagination and visualization, aids academic learning and encourages participation and confidence in learners. This topic covers a sub-topic; describing people.



GENERAL COMPETENCES:

1. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations

- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

2. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences

3. COLLABORATION

- Complete shared tasks in pairs or groups.



HOOK: Display chart or poster depicting different people in society..



KEY TERMS: TALL: PERSON/THING HIGH, SHORT: PERSON/THING HIGH NOT, FAT: BODY SIZE BIG, SLIM:FAT NOT

SUB-TOPIC: 2.6.1 DESCRIBING PEOPLE

INTRODUCTION: Describing people means explaining what a person is like so that others can understand or picture them clearly. We can describe different people by their unique features as fat, slim, tall and thin.



SPECIFIC COMPETENCE(S): .6.1.1 Use appropriate vocabulary to describe people.



LEARNING ACTIVITY:

ACTIVITY 1: Describing people using appropriate adjectives (TALL, SHORT, FAT, SLIM...)

PRESENT

- Display the poster showing different people in society.
- Teacher to discuss the posters with the learners.
- Teacher to write key words on the board.

- Teacher to demonstrate signing key words using the Direct instruction model (I do, we do, you do).
- Teacher to ask learners describe people using the poster.

PRACTICE

- Learners to observe and sign.
- Learners to describe people.
- Learners to copy the key words in their books.
- In pairs, learners to take turns to describe each other.

PRODUCE

- Using the poster/pictures, individual learners to describe people using adjectives.

CONSOLIDATION: In groups , learners take turns to describe each other using adjectives.

- Example,

1. PRO-YOU FAT, PRO-YOU SLIM, PETER TALL, MARY SHORT



SUGGESTED TEACHING AND LEARNING MATERIALS: Charts, Posters and Word cards.



ASSESSMENT: Learners to describe people using adjectives.



EXPECTED STANDARD: People described appropriately.



SUMMARY:

- Learners to describe people using adjectives.

TOPIC: 2.7 GAMES

INTRODUCTION: Games are fun activities with rules that people play for enjoyment, learning, or competition. They can be physical (like sports), mental (like puzzles), or visual (like matching or picture games). In education, games are very cardinal as they help improve understanding, supports language development, encourages communication and builds social skills. This topic cover the sub-topic; language games.



GENERAL COMPETENCES

1. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations
- Express oneself clearly and effectively.

2. CREATIVITY AND INNOVATION

- Apply language in different situations
- Construct simple sentences
- Compose simple poems, stories, plays and songs.

3. COLLABORATION

- Complete shared tasks in pairs or groups



HOOK: To show learners a short video clip of a game.

SUB-TOPIC: 2.7.1 LANGUAGE GAMES

INTRODUCTION: Language games are fun activities that help people learn and practice a language. They involve using words, signs, letters, or sentences in an enjoyable manner. Games can involve matching, story telling, spelling games or sign-based activities. Language games helps improve language skills, makes learning enjoyable, and encourages active participation.



SPECIFIC COMPETENCE(S): 2.7.1.1 Use appropriate language in playing games



LEARNING ACTIVITY:

ACTIVITY 1: Playing language games (Simon Says, story chain, I spy, what am I ...).

PRESENT

- Teachers to show a video clip/poster or actual language game.
- Teacher to explain the language game to the learners (Simon Says)
- Teacher to demonstrate signing key words using the Direct instruction model (I do, we do, you do).
- Teacher to ask learners to follow instructions/rules of the game (Simon Says... SIT, Simon Says...DANCE, Simon Says....LAUGH,...).

PRACTICE

- Learners to observe and sign.
- Learners to copy the key words from the board.
- Learners to demonstrate sign the language game in groups.
- Learners to follow the rules of the game and to do as teacher says.
- In groups learners to play different language games.

Example, 1. Story chain (group 1) 2. What am I (group 2)

PRODUCE

- Individual learners to play different language games.



SUGGESTED TEACHING AND LEARNING MATERIALS: Charts, Posters, Word, cards, Letter cards and Video clips.



EXPECTED STANDARD: Appropriate language in games used correctly.



SUMMARY :

- Learners to play language games.

SUB-TOPIC 2.10.2 SUPPLEMENTARY READING (Extensive Reading)

INTRODUCTION: Supplementary reading refers to extra reading materials provided in addition to the main textbook to help learners understand a subject better.



SPECIFIC COMPETENCES: 2.10.2.1 Explore a variety of reading materials.

ACTIVITY 1. Carrying out book-reviews (re-telling, identify characters of the story)

PRESENT

- Teacher to read or tell a story from a book.
- Teacher to demonstrate key words from the story.
- Teacher models retelling a story (first, next, finally...)
- Teachers learners to re-tell a story.

PRACTICE

- Learners to sign key words.
- Learners to re-tell a story from a book.
- In pairs, learners to retell a story by taking turns.
- Learners to identify characters of the story.

PRODUCE

- Individual learners to re-tell a story.



SUGGESTED TEACHING/LEARNING MATERIALS: Pictures, Chart and Story books.



ASSESSMENT: Learners to re-tell the story in sequence.



SUMMARY: Re-telling simple stories.

TOPIC: 2.17 PUNCTUATION MARKS

INTRODUCTION: Punctuation marks are symbols used in writing to organize sentences and make meaning clear. They show pauses, stops, and emphasis when reading. Punctuation marks clarify meaning, show pause and stops, avoids confusion and improves communication and support reading skills. The topic reading covers the sub-topic comma and question marks.



GENERAL COMPETENCE(s):

1. ANALYTICAL THINKING:

- Analyze collected data in an orderly manner.
- Analyze simple poems, songs, stories and text.
- Order words in sentences.

2. COMMUNICATION

- Apply good observing, signing and writing skills.
- Use appropriate language in different situations.
- Express oneself using different media and symbols.

3. CREATIVE AND INNOVATION

- Compose simple poems, stories, prayer and songs.



HOOK: To display a chat showing punctuation marks.



KEY TERMS: COMMA, CAPITAL LETTER, FULL STOP, QUESTION MARK

SUBTOPIC: 2.8.1 COMMA AND QUESTION MARKS

INTRODUCTION: A comma is a punctuation mark used to show a short pause in a sentence. It helps separate words or ideas. A question mark is used at the end of a sentence that asks a question.



SPECIFIC COMPETENCE(S) : 2.17.1.1 Use punctuation marks in sentences.



LEARNING ACTIVITIES:

ACTIVITY 1: Punctuating a list of items with a comma (BANANA, APPLE, MANGO ...)

PRESENT

- Teacher to display a chart showing punctuation marks.
- Teacher to discuss the punctuation marks with the learners.
- Teacher to demonstrate signing the key words.
- Teacher to demonstrate punctuating a list of items with a comma. (BANANA, APPLE, MANGO ...).
- Teacher to write key words on the board.

PRACTICE

- Learners to discuss with the teacher.
- Learners to copy and sign key words from the board.
- In groups, learners to punctuate a list of items with a comma.

PRODUCE

- Learners to in pairs to punctuate a list of items with a comma.



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart, Punctuation mark cards.



ASSESSMENT: Individual learners to punctuate a list of items with a comma in their books.



SUMMARY :

- Learners to punctuate a list of items with a comma.

ACTIVITY 2: Adding question marks to interrogative statements (YOUR NAME WHAT? YOU LIVE WHERE?) *wh-q* PRO-your NAME WHAT *wh-q* PRO-you LIVE WHERE).

PRESENT

- Teacher to display a chart showing question marks.
- Teacher to discuss the question marks with the learners.
- Teacher to demonstrate signing the key words.
- Teacher to demonstrate adding of question marks to interrogative statements.
- Teacher to write key words on the board (YOUR NAME WHAT? YOU LIVE WHERE?) *wh-q* PRO-your NAME WHAT *wh-q* PRO-you LIVE WHERE).

PRACTICE

- Learners to discuss with the teacher using the chart.
- Learners to copy and sign key words from the board.
- Learners to add question marks to interrogative statements given.

PRODUCE

- Learners to in pairs to add question mark to interrogative statements. Example, learners take turns to ask each other questions as shown below;

1. YOUR NAME WHAT?, 2. PRO-LIVE WHERE?, 3. PRO-YOU SICK?, 4. PRO-YOU FOOD LOVE?, 5. COLOUR LOVE WHAT?



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart, punctuation mark cards.



ASSESSMENT: Individual learners to add a question mark to interrogative statements given.



SUMMARY:

- Learners to add a question mark to interrogative statements.

ACTIVITY 3 : Using punctuation marks in given text (capital letter, full stop, spacing, question mark Comma).

PRESENT

- Teacher to display the chart.
- Teacher to discuss the key words with the learners.
- Teacher to write key words from the board. (capital letter, full stop, spacing, question mark Comma).
- Teacher to demonstrate signing the key words.
- Teacher to demonstrate using punctuation marks in given text (capital letter, full stop, spacing, question mark and Comma).

PRACTICE

- Learners to discuss with the teacher using the chart.
- Learners to copy and sign key words from the board.
- Learners to use punctuation marks in given text (capital letter, full stop, spacing, question mark and Comma).

PRODUCE

- In groups learners to use punctuation marks in given text (capital letter, full stop, spacing, question mark and comma).



SUGGESTED TEACHING AND LEARNING MATERIALS: Chart, punctuation mark cards.



EXPECTED STANDARD: Punctuation marks in sentences used correctly.



ASSESSMENT: Individual learner to use punctuation marks in given text (capital letter, full stop, spacing, question mark and comma).

Example, 1. BANANA, MANGO, APPLE. 2. YOUR NAME WHAT?



SUMMARY:

- Learners to use punctuation marks.

TOPIC: 2.16 GRAMMATICAL CATEGORIES

INTRODUCING: Grammatical categories are classes of words or phrases that share similar characteristics, functions or behaviors in a language. They help learners in making language more accessible, grasp sentence structure and meaning enabling clear expression. The topic grammatical categories will cover the subtopics nouns, verbs, prepositions, conjunctions and possessive pronouns.



GENERAL COMPETENCE(S)

1. COLLABORATION

- Complete shared tasks in pairs or groups.

2. COMMUNICATION

- Apply good observing, signing and writing skills.
- Express oneself using different media and symbols.
- Express oneself clearly and effectively.

3. Critical Thinking

- Answer comprehension questions.
- Ask and respond to questions.

-Classify items according to attributes.

SUBTOPIC: PREPOSITIONS

INTRODUCTION: Prepositions are words that show the relationship between a noun or pronoun and another word in a sentence. They often tell about place, position, direction, time or movement. Prepositions are essential building blocks of language. They are important because they help learners to understand, construct and communicate ideas more effectively.



SPECIFIC COMPETENCE(S): Apply knowledge of prepositions.



LEARNING ACTIVITIES:

Activity 1: Identifying prepositions (positions of things) in given sentences (IN, ON, UNDER, AT, NEXT, BEHIND, FRONT...)

PRESENT

- Teacher to write key words on the board.
- Teacher to discuss key words with learners.
- Teacher to display real pictures/objects depicting the concept of IN, ON, UNDER, AT, NEXT, BEHIND, FRONT ...
- Teacher to discuss the pictures/objects with learners.
- Teacher to write sentences on the board.
- Teacher to ask learners to underline prepositions in sentences on the board.

PRACTICE

- Learners to discuss key words with the teacher.
- Learners to discuss pictures/objects with the teacher.
- In pairs, learners to underline prepositions in sentences on the board.
- Learners act out prepositions in groups.

PRODUCE

- Individual learners to identify prepositions in sentences.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, real objects, pictures.



ASSESSMENT: Individual learners to identify and circle correct preposition in given sentences.



SUMMARY:

- Learners to identify correct preposition in simple sentences.

ACTIVITY 2: Using prepositions in simple sentences (BALL TABLE UNDER, BOOK TABLE ON...)

PRESENT

- Teacher to write key words on the board.
- Teacher to discuss key words with learners.
- Teacher to display a chart showing prepositions in sentences
 - BALL TABLE UNDER
 - BOOK TABLE ON
- Teacher to ask learners to underline prepositions on the chart.
- Teacher to display word cards.
- Teacher to ask learners to make sentences using word cards.

PRACTICE

- Learners to discuss key words with the teacher.
- Learners to underline prepositions on the chart in pairs.

- Learners in groups to arrange word cards to form sentences.

PRODUCE

- Individual learners to write simple preposition sentences using pictures.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, Pictures, Chart, Real objects.



EXPECTED STANDARD: Knowledge of prepositions applied appropriately.



ASSESSMENT: Individual learners to identify correct preposition in simple sentences.

1. BALL _____ TABLE (UNDER)
2. BOOK _____ TABLE (ON)



SUMMARY:

- Learners to use prepositions in simple sentences.

SUB-TOPIC: CONJUNCTIONS

INTRODUCTION: Conjunctions are words that join or connect words, phrases, or sentences. They help ideas flow together smoothly.



SPECIFIC COMPETENCE(S): Apply knowledge of conjunctions.



LEARNING ACTIVITIES

Activity 1: Identifying conjunctions in given sentences (but, and)

PRESENT

- Teacher to write key words on the board.
- Teacher to explain conjunctions 'AND, BUT.'
- Teacher to discuss key words with learners.
- Teacher to write simple sentences on the board.
- Teacher to demonstrate signing the sentences on the board.
- Teacher to ask learners to circle conjunctions in sentences on the board.

PRACTICE

- Learners to discuss key words with the teacher.
- Learners to sign sentences on the board in pairs.
- In groups, learners to circle conjunctions in given sentences.

PRODUCE

- Individual learners to identify conjunctions from mixed word cards.



SUGGESTED TEACHING AND LEARNING MATERIALS: Flash cards, charts, pictures.



ASSESSMENT: Learners to identify conjunctions in given sentences.



SUMMARY:

- Learners to identify conjunctions in given sentences.

Activity 2: Writing two simple sentences and join them using 'but' or 'and' (ME FOOTBALL PLAY BUT BROTHER MY BASKETBALL PLAY LIKE; BANANA AND ORANGE ME EAT...)

PRESENT

- Teacher to display a chart showing sentences.

ME FOOTBALL PLAY

BROTHER MY BASKETBALL PLAY LIKE

- Teacher to discuss the sentences with learners.
- Teacher to demonstrate how to join sentences using conjunctions.
- Teacher to ask learners to underline conjunctions in sentences.
- Teacher to ask learners to use word cards to construct sentences.

PRACTICE

- Learners to discuss the sentences with the teacher.
- In pairs, learners to underline conjunctions in sentences.
- Learners in groups to construct sentences using word cards.

PRODUCE

- Individual learners to write two simple sentences joined together with AND/BUT.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, chart, sentence cards.



EXPECTED STANDARD: Knowledge of conjunctions applied accordingly.



ASSESSMENT: Learners to fill in the blank spaces using conjunctions AND/BUT.

ME FOOTBALL PLAY _____ BROTHER MY BASKETBALL PLAY LIKE

BANANA _____ ORANGE ME EAT.



SUMMARY:

- To write two simple sentences and join them using conjunctions.

SUBTOPIC: POSSESSIVE PRONOUNS

INTRODUCTION: Possessive pronouns are words used to show ownership or belonging

without repeating the noun. These words are important because they improve communication, sentence building, and understanding of language.



SPECIFIC COMPETENCE(S): Apply knowledge of possessive pronouns.

Activity 1: Identifying possessive pronouns in given sentences (MY, MINE, YOUR ...)

PRESENT

- Teacher to display chart/different objects.
- Teacher to explain possessive pronouns (MY, MINE, YOUR...) using real objects.
- Teacher to discuss key words with learners.
- Teacher to ask learners to act out conjunctions using real objects.

PRACTICE

- Learners to discuss key words with teacher.
- Learners in pairs to finger spell key words.
- Learners to sign key words.
- In group, learners to act out conjunctions using real objects.

PRODUCE

- Individual learners to identify possessive pronouns in given sentences.



SUGGESTED TEACHING AND LEARNING MATERIALS: Word cards, real objects, pictures.



ASSESSMENT: Individual learners to underline possessive pronouns in sentences.

1. BAG YOUR, 2. BOOK MY, 3. PENCIL MINE



SUMMARY: Identifying possessive pronouns in given sentences.

Activity 2: Using correct pronouns to fill in blank spaces in given sentences MY, MINE, YOUR

(NAME POSS-my John; BOOK POSS-my; BAG POSS-your ...) NAME PRO-me JOHN
BOOK MINE BAG YOUR

PRESENT

- Teacher to display chart showing sentences.
- Teacher to ask learners to act out conjunctions on the chart.
- Teacher to write sentences on the board leaving blank spaces.
- Teacher to demonstrate filling in the blank spaces using possessive pronouns.

PRACTICE

- Learners in groups to role-play given conjunctions.
- In pairs, learners to fill in the blank spaces using possessive pronouns.

PRODUCE

- Learners to fill in the blank spaces in given sentences.



SUGGESTED TEACHING/LEARNING MATERIALS: Word cards, real objects, pictures.



ASSESSMENT: Individual learners to fill in blank spaces in given sentences.

1. BAG ____.
2. BOOK ____.
3. PENCIL ____.



EXPECTED STANDARD: Possessive pronouns used appropriately.



SUMMARY:

- Learners to use correct pronouns to fill in blank spaces in given sentences.

SAMPLE OF A LESSON PLAN

LESSON PLAN

SCHOOL: Kaminzekenzeke Special Unit

NAME OF TEACHER: VIOLET NAMONDA

DATE: 26 TH MARCH, 2026.

CLASS: Grade 2 (HI)

DURATION: 60 Min

TIME: 08:00 – 09:00

TOTAL NO. OF PUPILS: 8

SUBJECT: Zambian Sign Language

TOPIC: 2. 1 Conversation

SUBTOPIC: 2.1.1 Family

GENERAL COMPETENCES: Communication, Creativity and Innovation, Collaboration

SPECIFIC COMPETENCES: 2.1.1.1 Use appropriate vocabulary to discuss composition of an extended family.

LESSON GOAL: By the end of the day, learners should be able to sign (discuss) the composition of an extended family.

RATIONALE: This lesson is about family. Learners will acquire knowledge of the vocabulary related to the extended family and how to use these words in conversation. The topic will help learners understand family relationships, improve communication skills, build confidence and promote social skill. Discussion, Question and Answer, group work and demonstration will be used to deliver this lesson. This is the first lesson in the series of two lessons planned.

PRIOR KNOWLEDGE: Learners already have the knowledge of family.

REFERENCES: Zambian Sign Language Syllabus, Zambian Sign Language Teaching module..

LEARNING ENVIRONMENT:

NATURAL:

ARTIFICIAL: Classroom

TECHNOLOGICAL:

TEACHING AND LEARNING MATERIALS: Pictures, poster, word cards.

EXPECTED STANDARD: Composition of an extended family discussed correctly.

LESSON PROGRESSION

STAGES	TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESEMENT CRITERIA
INTRODUCTION	- Display a poster of an extended family.	- Observe	
LESSON	- Write key words	- Observe	

DEVELOPMENT	<ul style="list-style-type: none"> on the board. - Demonstrates signing key words using Direct instruction model (I do, we do, you do) - Explain key words (AUNT, UNCLE, COUSIN, GRANDMOTHER, GRANDFATHER) - Ask learners to identify members of an extended family on the poster. - Displays word cards showing key words. - Ask learners to sign key word on word cards. - Ask learners to role-play members of an extended family in groups. 	<ul style="list-style-type: none"> - Sign key words - Pay attention. - Identify members of an extended family (COUSIN, UNCLE, AUNT, GRANDMOTHER, GRANDFATHER) - Observe - Sign words on key word. - Role-play different roles of an extended family in groups. 	<ul style="list-style-type: none"> - Ability to sign words correctly -Use of correct parameters of sign language -correct identification of members of the extended family. -ability to use of correct signs -ability to portray correct roles of family members
EXERCISE/ASSESSMENT	<ul style="list-style-type: none"> - Ask learners to take turns: pick a word card, sign and then stick it on the correct extended family member. 	<ul style="list-style-type: none"> - Identify words and sign. 	<ul style="list-style-type: none"> -use of correct signs
HOME WORK	<ul style="list-style-type: none"> - Ask learners to draw one/two/three member(s) of an extended family. 	<ul style="list-style-type: none"> - Draw members of extended families. 	<ul style="list-style-type: none"> -Demonstrating artistic ability -Demonstrating knowledge of members of the

			extended family.
CONCLUSION	- Ask learners in pairs to identify members of an extended family from the poster.	- Identify members of an extended family in pairs.	-Ability to correctly identify family members

EVALUATION:

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LESSON PLAN

SCHOOL: KAMINZEKENZEKE SECONDARY SCHOOL

NAME OF TEACHER:..... DATE:

CLASS: DURATION:

TIME: TOTAL NO. OF PUPILS:

SUBJECT:

TOPIC: *(This must come from the syllabus with its serial number)*

SUB-TOPIC: *(This must come from the syllabus with its serial number)*

GENERAL COMPETENCES: Critical thinking, Collaboration, Creativity Innovation, and Communication

SPECIFIC COMPETENCES: 1.....*(This must come from the syllabus with its serial number)*

LESSON GOAL:

RATIONALE:

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PRIOR KNOWLEDGE:

REFERENCES:

LEARNING ENVIRONMENT

Natural environment:

Artificial environment:

Technological environment:

TEACHING AND LEARNING MATERIALS/RESOURCES

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EXPECTED STANDARD:*(This must come from the syllabus as it is)*

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITIES	LEARNERS' ACTIVITIES	ASSESSMENT CRITERIA
INTRODUCTION			
LESSON DEVELOPMENT			
EXERCISE/ASSESSMENT			
HOMEWORK			
CONCLUSION			

LESSON EVALUATION:

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