



EC3 LESSON PLANS

TEACHER TEXT

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EC3 Lesson Plans Teacher Text
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Front Cover

The Starry Night, June 1889
Artist: Vincent van Gogh (1853-90)
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TRUTH 1

**GOD MADE
ALL THINGS
BEAUTIFUL**

UNITS 1-4



UNIT 1

WELCOME TO SCHOOL

This unit introduces a new theme, *God Made All Things Beautiful*. For the next several weeks, students will learn about our school, colors, shapes, and sizes.

STUDENT OBJECTIVES

- Associate the name Creator with God.
- Name common classroom objects.
- Explain how classroom objects are used.
- Follow directions for daily classroom routines.
- Sing, point to, and state the letters of the alphabet, upper and lower case.
- Explore the concept zero (0).
- Count aloud from 0-20.
- Count backward from 10.
- Create an AB color pattern.
- Recite weekly poem with clear pronunciation and phrasing.
- Practice national language vocabulary and skills.
- Participate in activities that develop fine motor skills.
- Participate in activities that develop large motor skills.
- Hear and talk about God's Word.

WORLDVIEW INTEGRATION

The Bible tells us in Genesis 1 that God created every part of the world—the heavens, the earth, light, dark, day, night, dry land, oceans, plants, animals, and people. And when God was finished, he pronounced Creation good and blessed it. God first created a place for his creatures to live; then he populated the places with beautiful, interesting plants and animals. And the most pleasing to God was his creation of man and woman. That he said was very good. If God loves order and beauty, then we please him when we do the same.

ESSENTIAL TRUTHS

- God created the world in beauty and in order.
- God teaches us about his character when we observe the created world.
- God is pleased when we are orderly.
- God is pleased when we are thankful.
- God is pleased when we are obedient.

WELCOME

WELCOME, WORSHIP, AND CALENDAR ROUTINE

Lead class in the EC3 Daily Calendar Script

100 DAYS OF SCHOOL PROJECT

This is an excellent and on-going activity to give students practice in rote counting and to help them understand the concept (size, amount) of 100. Each day, beginning with the first day of school, add one loop to the 100 DAYS OF SCHOOL PROJECT string of loops. To make the loops, cut colored paper into 3 x 15cm (1" x 6") inch strips. Write the numeral on each strip. Add one strip per day to help children understand just how many 100 represents. Use two colors of paper: one color will be for the 5s numerals (5, 10, 15, 20, 25, etc.) and the other color for the remaining numerals. As students become better at counting by 1s, count the different colored loops to give practice in counting by 5s. Also practice counting starting from numerals other than 1. As the weeks progress, count even numbers in a regular voice and odd numbers in a whisper.

Note: When the 100th Day of School arrives, have a celebration. Let children count out 100 pieces of cereal, like circle cereals, or 100 groundnuts; bring 100 small balloons or similar items to decorate the room; put 100 stickers on children or the classroom; beat a drum 100 times, etc.

Do as needed: Make announcements, assign helpers, and review behavioral expectations.

Expect by the end of the unit: Children will read and/or recite the first stanza of "All Things Bright and Beautiful" (below) and answer questions about it.

ALL THINGS BRIGHT AND BEAUTIFUL

by Cecil Frances Alexander

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.
Each little flower that opens,
Each little bird that sings,
He made their glowing colors,
He made their tiny wings.
The purple-headed mountain,

The river running by,
 The sunset, and the morning,
 That brightens up the sky;
 He gave us eyes to see them,
 And lips that we might tell,
 How great is God Almighty,
 Who has made all things well.

Biblical connection for this week's topic

Connect the topic, welcome to school, to a biblical story, truth, or verse. This week, emphasize that God made all things, including the materials that went into producing things in our school. A child may ask, Did God make this table/chair/desk? Respond; God did not cut the wood, hammer in the nails, and apply the finish; but, God DID create all the materials used for a carpenter to make this table. Without God's creation, men cannot make anything. When telling the first Bible story of the year, remind students that the Bible is God's Word and is always true and right. Consider ways the Rafiki Bible Study could connect with the topic, school. It may not always be possible to do so but be alert to these possibilities. Emphasize the biblical truth that God made all things, including the materials that went into producing things in our school, and that he did this for our benefit and enjoyment.



BIBLE

See the Rafiki Bible Study.



SHARED STORY BOOK ACTIVITY

Do this daily:

- Introduce this activity by having children remain seated on the rug while you sit near them on a low chair.
- Read aloud one book.
- Explain what behavior is expected from children during shared storybook reading (sitting with legs folded, hands in lap, eyes looking toward teacher, quiet mouths).
- Use the pictures in the books to reinforce and teach vocabulary words and concepts.
- Be very explicit in relating the book to the theme, school.
- As children become familiar with words and pictures in the book, call on individual children to identify pictures in the book.
- Use books that fit the Welcome to School theme.



LANGUAGE AND COGNITIVE DEVELOPMENT

KEY VOCABULARY:

absent	dining shed	latrine	rubbish pit
bag	door	latrine or restroom	ruler
bell	duster	library	sit
bench	duty teacher	mat	stand
blackboard	fence	office	store
book	field	pen	table
box	flag	pencil	teacher
boy	floor	picture	time-table
broom	flower	piece of chalk	tree
chair	flower beds	playground	uniform
class	games	present	urinal
class monitor	girl	pupil	wall

class register	go	pupils	window
class teacher	head teacher	read	write
come	house	register	table
cupboard	jump	restroom	
desk	kitchen	roof	

Vocabulary Note: You will not be able to teach all the vocabulary for this week. Very likely, children will come to school the first week knowing some or many of these words. Select words that you think children in your class will need instruction on.

Learners at different stages: Each early childhood level three class will quite likely have both beginning English speakers and more advanced English speakers. Therefore, teaching suggestions for varying levels of English proficiency are provided in this curriculum. Choose the activities which are most appropriate for your class. For example, on one day, you may show just one object to some children and have them name it in a sentence; whereas you may show two objects to other children in your class and have them name the objects using the word *and* in a sentence. Do not segregate different levels of English speakers but alternate what tasks you present for them in an informal and inclusive way.

Activity 1. Present each item and ask who knows what it is named. Encourage and reinforce children if they raise their hands and wait for you to call on them. (Early in the year, gently correct children who have not yet learned this rule.) Encourage children to name the objects in a sentence. (*This is a marker. These are slates.*) If children are proficient at this, extend the activity by including adjectives. (*This is a red marker. This is a small roll of tape.*) After teaching four to five objects, have children close their eyes while you hide small objects. Have children uncover their eyes and point to the object you name. When children correctly point to the object, acknowledge this by repeating the name of the object in a sentence (*Great Timo, you are right. That is the cupboard/wall/whiteboard/calendar*).

Activity 2. Repeat the previous activity using the same objects. Introduce new objects if children can name all of the previous objects. Make sure the children know the names of all objects and encourage them to use complete sentences when naming them. Extend the language activity by asking children yes or no questions about the objects. For example, hold a ruler in your hand and ask questions such as *Is this a ruler?* Encourage one child at a time or all children in a group to answer in a sentence. (*Yes, that is a ruler.*) Also, ask questions which will elicit a negative response, such as *Is this a roll of tape?* One child or all children should respond with *No, that is not a roll of tape or No, that is a ruler.*

Activity 3. Continue to teach the names of objects used in the classroom. Today, focus on small items that can be put in a basket (slate, marker, pencil, etc.). Hold the basket slightly over the head of each child and ask them to draw out one item and name it. Encourage children to use complete sentences. Repeat as time allows.

Activity 4. Continue to teach the names of objects used in the classroom. Today, focus on larger items, e.g., whiteboard, rubbish bin, sink, door, rug, partition, pillows, etc. Before class, place small stickers on these items. Use different stickers for each item (If stickers are not available, cut small unique shapes from colored paper). Show children a matching sticker (e.g., red square on light switch, red square you display) and ask them to find another one like it in the room. When they have done so, ask them to tell you where the sticker is, using complete sentences.

Activity 5. Extend the language activity by holding up two objects and asking what they are. The correct answer will include the word *and*, as in the sentence *Those are a pencil and a wiper*. Play a game with the children in which one of them asks the question, and you or another child answers.

Activity 6. Repeat Activity 3, focusing on small objects. Extend this activity by asking children to talk about what you do with the objects. Hold up one object at a time, review what it is called, and then discuss what it is used for. For example, ask questions such as *What do we call this? That's right; it is a slate. Who knows what we do with a slate?* Call on one child to answer and reply, *Yes, that's correct. We draw or write on a slate.* If no one answers, model for them. Continue with other objects. Reinforce children for using complete sentences in describing the functions of the objects (e.g., *This is a pencil. We write with a pencil.*)

Activity 7. Review names of small objects taught in previous lesson(s). Without letting the children observe you, place one small object in a Feely Bag which is a small solid-colored bag. Have one child feel inside the bag and name the object inside. Have the child remove the object and see if they were correct in identifying it. Encourage children to use complete sentences when identifying the object. For children with more advanced English, ask them to tell why they think the object is what they said before removing it from the bag.

Activity 8. Today you may focus on the names of larger items in the classroom, such as the dust bin, sink, door, rug, etc. Give instructions, such as *We have been learning the names of things we use at school. Yesterday we talked about what you do with these things. Today, I'm going to describe something by how I would use it, and I want you to guess what that thing is. Get ready to listen and think. I am thinking*

of something that I can write on and is on the wall. What is it? Yes, that's correct. The object is the whiteboard. Continue with other objects and discuss how sometimes more than one object may fit the description.



READING

Objective Practice singing, pointing to, and stating the names of the letters of the alphabet, upper and lower case, in and out of order.

Procedure Remind children what you will be doing and why it is important. You may say, *Boys and girls, you are going to learn the letters of the alphabet. Some of you already know some of the letters. By the end of the year, everyone will know all the letters of the alphabet. This is very important because knowing the letters of the alphabet will help you learn to read.* Follow this sequence throughout the term:

1. Begin by teaching the children to sing the letters of the alphabet. As children learn the song and sing along with you, point to the letters of the alphabet (printed on a poster 45 x 60cm or 18" x 24") as he/she leads the class in singing them. If children are not familiar with letters of the alphabet, it may be difficult for them to learn all the letters at once. Break the alphabet into smaller segments. You may want to begin by singing only A – D. When children are confident at this stage, extend it to A – G; then A – I, etc., until they can sing all the letters.
2. Once children are fluent in singing the song, give each of them a card (20 x 30cm or 8" x 11") on which the letters are printed. Have the children point to each letter as you sing the song.
3. Once children are fluent at this, say individual letters out of sequence, and have children point to that letter on their card. Model on the large poster by pointing to the letter you have stated.
4. When children are fluent at step #3, point to letters in random order and have children state the name of that letter. Do this as a whole group and also by calling on individual children. When children can quickly name all letters in any order, move to the next step.

5. Have children name the letter that comes after the one you state (Say letters in random order). Questions such as *What letter comes after t?* Children may look at their individual letter cards or at posters in the room but encourage them to use their memory. Children should be able to quickly name the subsequent letters for all letters of the alphabet.
6. Have children tell you what letter comes before the one you state. (Again, say letters in random order)

NOTE: It may take several weeks before children reach step 6. Do not rush children; move from one step to the next only when they are fluent (meaning fast and accurate) at the current step. Take note of which children seem confident and which ones are still insecure.

Time 10 minutes **EVERY DAY**

Materials letter poster, individual letter cards

PHONOLOGICAL AWARENESS AND PRINT AWARENESS

Objective Develop and strengthen critical phonological skills such as rhyming, segmenting words, blending words, identifying onset rimes [first syllables]. This week, children will identify same and different sounds and imitate a rhythm on a musical instrument.

Procedure Explain to the children that they are going to be learning how to listen and how to play with sounds.

MONDAY and **TUESDAY** Give directions, such as *We are going to learn how to use our ears to listen carefully to sounds around us. Some of these sounds you make with things like drums, and some of these sounds you make with your mouth when you talk. First, you will learn to tell if two sounds are the same or different. Listen to these two sounds. They are the same [alike].* Use a xylophone, a keyboard, a thumb organ, or any other instrument that produces more than one pitch. Play two notes that are identical and tell students again that they are the same. Then explain that you will play two sounds that are different. Play two very different tones. Repeat several times, making this into a game and helping the children become familiar with the concepts of *same* and *different* as they apply to sounds. Be sure to put the instrument you are using behind a partition so that children cannot see you hitting different notes and must, therefore, rely on what they hear.

If there is time and interest, have children watch and listen to you play two notes (same and different) and then let one child at a time imitate or reproduce the sounds. Encourage them to say whether the sounds are the same or different.

WEDNESDAY and **THURSDAY** Explain again that the children are learning to listen carefully to sounds around them. Today children will listen as you play a simple rhythm, and then they will play it back. Begin with very simple patterns such as two slow beats one second apart, followed by a long pause and then two more slow beats one second apart. Have children play the pattern back to you. As children become more proficient, make the patterns more complex (three quick beats, one pause, two slow beats; two slow beats, three fast, one slow; etc.). If rhythm instruments are not available or feasible, this activity can easily be done with clapping.

FRIDAY Repeat either the Musical Instruments Activity or the Rhythm Activity, depending on which skill your class needs to practice more.

Time 10 minutes

Materials Musical instruments

NOTE: Teachers may do activities on two consecutive days or may alternate days depending on how the class responds.

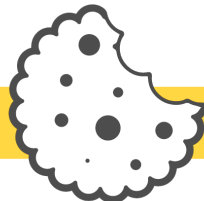


HANDWRITING

Teach Cursive Entry Line SLIDES, Teacher Manual Appendix D.



RECESS



SNACK AND RESTROOM BREAK, BOOK EXPLORATION



FINE MOTOR

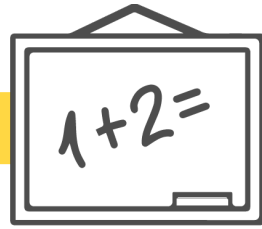
Do this daily: Work on activities that will strengthen and refine children’s fine motor control. Plan activities that will reinforce the vocabulary being taught and cognitive skills, such as sequencing, planning, and organizing. Below are some activities you might use:

Cutting with Scissors. Give each child a pair of child-sized scissors and let them begin by cutting old newspapers any way they wish. As children become more practiced at holding and manipulating the scissors, draw lines on old newspaper (use pages that are mostly print and have few pictures) with a red or green marker. Begin with straight lines and transition to curved, angled, and zig-zag lines as children become more proficient. Provide individual assistance as needed.

Play Dough. Give each child two or three lumps of play dough. Model for them how to roll, pinch, and shape it.

Choice Day. Provide children with several types of fine-motor activities, such as peg boards, lacing cards, stringing beads, etc. Encourage children to share the different activities at their small tables.

Treasure Hunt. Give each child a copy of **Unit 1 Worksheet A** and have them get out their crayons or colored pencils. Take a few minutes to talk about what they see and what the children are doing in the picture. Have them name as many things as they can. Once all items in the picture have been noticed, begin instructing them to circle items with a specific color. For example, Circle the broom with red. Circle the eraser or duster with blue. Draw a green box around the teacher’s book. Color the boy’s book purple. Color the girl’s book orange. Continue on until children have found most of the objects or actions in the picture. Items to look for: blackboard, teacher, eraser, chalk, books, teacher, student, backpack, pencil, raised hand, broom, waste basket/rubbish bin, desk, chair, glasses, clock, bell, blocks. Repeat the same activity with **Unit 1 Worksheet B** if you have time or later in the week.



MATHS

Objective Develop and strengthen pre-numeracy and maths skills. This week, children will explore the idea of nothing and that it has a numeral, just like all other values. They will also review rote counting to 20, learn to count backward from 10, and create an AB color pattern.

Procedure **MONDAY** Teacher, ask: *How many days have we been in school before today?* Let 3-4 children answer and encourage them to say why that is their answer. Some may say *one (1)* because they are in school today. Others may try to count the school days from last year. Perhaps some will answer, *None*. That is the answer you are looking for. We have not been in school any days this year. Invite children to tell you another way to say none: *nothing, not any, don't have any*. Now show the class several examples of nothing/none: empty hands, an empty pencil box, and empty tea cup, and empty box, the empty white board (be sure all writing has been erased). Finally, ask children: *Do you think we need a symbol for nothing/none?* Listen to several answers. Then have them tell you the symbol/numerals for numerals 1-10. If these have numerals, shouldn't there be a numeral for none/nothing? Yes! Now write that numeral on the board and beside it write its number word, zero.

0 zero

Point to the numeral as you say its name. Have the children repeat several times. Ask for a volunteer to tell you the name of the numeral that stands for nothing. Then ask for several children to try to give examples of zero/nothing.

From this time forward, when you count the numbers in order aloud with children, always begin with zero. They may not yet understand it, but they will quickly memorize it and then have the foundation from which an understanding will grow.

Children should have learned to count to 20 in Early Childhood 2. So, close out the lesson by reviewing how to count to 20 beginning with zero. Point to the number chart or class number line as you count, if possible.

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.

TUESDAY Briefly review counting from 0 to 20 by having children count as a group and individually, being sure each child has the chance to count out loud. Introduce counting backward, first from 5, with the rhyme **“Five Little Monkeys”** (see below). Have children do the motions with you as you say it and as they learn it. After saying it several times, review the sequence of 5 – 4 – 3 – 2 – 1. Have children practice just saying and holding up fingers for 5 – 4 – 3 – 2 – 1. End by having children count forward 1 – 5 and backward 5-1.

FIVE LITTLE MONKEYS
 Five little monkeys jumping on the bed
 One fell off and bumped his head
 Momma called the doctor and the doctor said
 No more monkeys jumping on the bed!
 Four little monkeys jumping on the bed - REPEAT FIRST VERSE
 Three little monkeys jumping on the bed - REPEAT FIRST VERSE
 Two little monkeys jumping on the bed - REPEAT FIRST VERSE
 One little monkey jumping on the bed
 He fell off and bumped his head
 Momma called the doctor and the doctor said
 No more monkeys jumping on the bed!

WEDNESDAY Review zero and count to ten beginning with zero.

Invite children discover and create an AB pattern. To do this, children must first recognize the concept—for example, red ball, blue ball, red ball, blue ball, — and then apply it. Do this first with real objects. You might say something like this: *Boys and girls, watch as I put these circles out on the table. First a red circle, now a blue circle, now a red circle, now a blue circle. What color circle should I put out next? That’s right – a red circle. Now what? Yes! Now it’s time for a blue circle.* Repeat with other colors, objects, shapes, etc. In a large group, have children help create a pattern. Show children a collection containing objects or pictures that differ in only one way (e.g., cats and dogs; squares and circles; yellow and green crayons, etc.) Identify with children what the pictures are and explain that they will make a pattern with them. You may say, *Here are many pictures of cats and many pictures of dogs. Let’s make a pattern with them. First, Timothy you put a dog at the end of the table. Now, Peter you put a cat. Anna, you put a picture of a dog next.*

We have dog – cat – dog. What should go next? Right, Ruth, a picture of a cat. Will you put one there? Continue as a large group with other examples. Give children **Unit 1 Worksheet 1** and have them follow along as you direct them how to color the first three in each row: *Look at the top row. There are many flowers. Color the first flower red; color only this one flower. Now, let's color the next flower yellow. Look at my page – does your page look like this? Great. Now the next flower, color red. What color should the next flower be? Right, it should be yellow. Color the last 2 flowers, and then we will talk about what color they were.* Continue with the other examples on the page.

THURSDAY Briefly review counting to 20 and counting backward from 5 to 1. Review making an AB pattern with two objects. Demonstrate this for the class, using two types of dried beans, two colors of bottle caps, or two pieces of silverware, etc. Give children a length of string and two types or colors of things to string. This might be pieces of colored macaroni, beads, buttons, or different colored straws cut into pieces. Be sure to limit stringing items to two kinds. Demonstrate for children how to make a necklace with an AB pattern.

FRIDAY Review counting to 20 and backward from 5. Build on this by adding one number at a time, counting backward from 6 to 1, then 7 to 1, etc. Make this fun by having children tap their toes as they count, move their hands upward as they count up to 6, then move their hands downward as they immediately count backward to 1, or by having children do other actions.



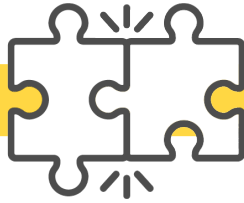
PHYSICAL EDUCATION

Rafiki Schools: See the Rafiki PE curriculum.



NATIONAL OR SECOND LANGUAGE

See local curriculum guides.



MATHS AND LANGUAGE CENTERS

Determine according to class needs.



CLOSING

Teacher Note: In EC3 Student Worksheets, each unit has a Parent Home Page that outlines skills children will be developing and topics, ideas, and biblical connections they will discuss during class time. SEND THIS HOME WITH EACH CHILD ON THE FIRST DAY OF THE UNIT. Place it in their backpack, book bag, or take-home folder. On the next day, during closing, ask children to share any comments or questions their parents had.

ASSESSMENTS

- Are the children growing in interest and comprehension of Bible stories and truths?
- Are the children's comprehension and language skills improving?
- Can the children explain something learned about how classroom objects are used?
- Can the children recite the weekly poem with clear pronunciation and phrasing?
- Can the children sing, point to, and state the letters of the alphabet?
- Can children describe sounds using the terms *same* and *different*?
- Can children create an AB pattern?
- Can the children count backwards from 10?