Lesson Details

Class Primary 1 (Uganda)
Topic Our Weather
Duration 60 minutes

Learning Objectives

By the end of the lesson, learners should be able to:
- Identify different types of weather.
- Read and recognise simple weather vocabulary words.
- Describe weather through drawings and discussion.
- Share ideas with a partner and the class.

Materials Needed

Flashcards/weather pictures
Weather word cards
Paper
Pencils/crayons
Tape/blu tack
Chalkboard/markers

Lesson Stage & Time	Teacher Activity	Learner Activity	Active Learning Strategy/rationale
1. Introduction (10 mins)	Ask: "What is the weather like today?" Give think time and guide sharing. Record responses on the board.	Think independently, discuss with a partner, then share with the class.	Think–Pair–Share
2. Brainstorm Weather Vocabulary (10 mins)	Show weather pictures and introduce words: Sunny, Rainy, Windy, Cloudy, Hot, Cold, Stormy, Foggy, Dry, Wet. Read words aloud together.	Repeat words aloud, clap syllables, point to matching pictures.	Brainstorming
	Brain Break Simon Says		
3. Weather Word Scavenger Hunt (20 mins)	Place weather words around the room. Instruct learners to find words and draw what the weather looks like or how the environment changes.	Walk around the room, read/find weather words, draw matching weather/environment pictures.	Scavenger Hunt / Movement-Based Learning
4. Gather and Share (15 mins)	Gather learners together and ask questions about their drawings and findings.	Show drawings, explain ideas, listen and respond to peers.	Collaborative Sharing
5. Conclusion (5 mins)	Review weather words using actions and ask exit question: "What weather do you like and why?"	Participate in actions and answer the exit question.	Whole-Class Reflection

Assessment

Teacher observes whether learners can:
- Identify weather vocabulary.
- Participate in partner discussions.
- Match drawings to weather words.
- Share ideas confidently with the class.

Adaptations for Large Classes

- Use groups instead of pairs where needed.
- Create scavenger hunt stations around the room.
- Reuse fewer word cards with rotating groups.
- Allow verbal responses if drawing materials are limited.

Lesson Details

Class Primary 5 (Uganda)
Topic Addition and Subtraction with Money
Duration 80 minutes

Learning Objectives

By the end of the lesson, learners should be able to:
- Add prices of items correctly.
- Subtract amounts to calculate change.
- Use money vocabulary confidently.
- Participate in a buying and selling role play.
- Work collaboratively in groups.

Materials Needed

Manila paper or scrap paper
Scissors
Markers/pencils/crayons
Prepared example price cards
Chalkboard
Rulers
Tape/glue (optional)

Lesson Stage & Time	Teacher Activity	Learner Activity	Active Learning Strategy
1. Introduction (10 mins)	Ask learners where they see buying and selling in daily life. Introduce the lesson focus: adding prices and giving change.	Discuss experiences at markets and shops. Share examples of buying items.	Discussion / Real-Life Connection/ Brainstorming
2. I Do – Teacher Modelling (15 mins)	Model addition and subtraction problems on the board using money examples. Example: "A book costs 5,000 UGX and a pen costs 2,000 UGX. How much altogether?" Then model giving change from 10,000 UGX.	Watch, listen, answer guided questions, copy worked examples.	I Do
3. We Do – Guided Practice (15 mins)	Solve examples together with the class. Invite learners to help calculate totals and change. Example shopping scenarios are written on the board.	Work together with teacher support to solve money problems orally and in books.	We Do
4. You Do – Independent Practice (10 mins)	Give learners simple money word problems to solve independently. Move around to support learners.	Solve addition and subtraction money problems individually.	You Do
5. Create Money and Shopping Goods (15 mins)	Organise learners into small groups. Instruct groups to create paper money and simple shop items (bread, sugar, soap, fruit, books, drinks, etc.) with prices.	Work collaboratively to design money notes and shopping goods using paper.	Hands-On Collaborative Learning
6. Market Role Play Activity (10 mins)	Explain role play expectations. Some learners become shopkeepers while others become buyers. Encourage learners to calculate totals and give correct change.	Buy and sell items using created money. Calculate totals and give change to classmates. Rotate roles if time allows.	Role Play / Experiential Learning
7. Conclusion and Reflection (5 mins)	Ask reflection questions: "What was easy?" "What was difficult?" "Why is giving correct change important?"	Share reflections and learning experiences.	Reflection

Assessment

Teacher observes whether learners can:
- Correctly add item prices.
- Correctly subtract to find change.
- Participate appropriately in role play.

Assessment

- Use money vocabulary confidently.
- Work cooperatively within groups.

Adaptations for Large Classes

- Use larger group shops instead of pairs.
- Reuse one set of class money between rotating groups.
- Assign group roles (cashier, buyer, recorder, shopkeeper).
- Allow stronger learners to support peers during calculations.

Extension Activity

Learners create their own word problems based on the classroom market and exchange them with another group to solve.

Lesson Details

Class Primary 1 (Uganda)
Topic Weather and Seasons
Duration 60 minutes

Learning Objectives

By the end of the lesson, learners should be able to:
- Identify different weather words.
- Describe how the environment changes in different weather.
- Identify suitable clothing for different weather conditions.
- Complete simple weather sentence starters.
- Work collaboratively and share ideas with others.

Materials Needed

Large paper/manila paper
Crayons/markers/pencils
Weather word cards
Pictures of weather and clothing
Tape/blu tack
Chalkboard

Lesson Stage & Time	Teacher Activity	Learner Activity	Active Learning Strategy
1. Introduction and Recap (10 mins)	Review previously learned weather words using flashcards and questions. Example words: Sunny, Rainy, Windy, Cloudy, Hot, Cold, Stormy, Foggy, Dry, Wet..	Respond to questions and repeat weather vocabulary aloud.	Whole-Class Discussion
2. Four Corners Activity (15 mins)	Label four corners of the room with weather words/pictures (Sunny, Rainy, Windy, Cloudy, Hot, Cold, Stormy, Foggy, Dry, Wet.). Ask learners to move to a corner based on the environment described/where to wear different items of clothing. In each corner, discuss: "What can we see in this weather?" and "What can we wear?"	Move to corners, discuss ideas with peers, and share clothing/environment responses.	Four Corners / Movement-Based Learning
3. Group Drawing Activity Introduction (5 mins)	Divide learners into small groups. Give each group one weather word. Explain task: draw the environment and suitable clothing for that weather on large paper.	Listen to instructions and organise into groups.	Collaborative Learning
4. Group Poster Creation (20 mins)	Support groups as they draw and complete sentence starters underneath their pictures: - "When it is _____ I can wear _____." - "When it is _____ I can see _____."	Work together to draw weather scenes, clothing, and complete sentence starters.	Creative Collaborative Task
5. Sharing with the Class (8 mins)	Invite groups to present their posters and read their sentences aloud. Ask simple follow-up questions.	Present drawings and read completed sentences to the class.	Group Presentation / Oral Language
6. Conclusion (2 mins)	Review weather words and clothing choices together. Praise teamwork and participation.	Respond to recap questions and participate in final discussion.	Reflection

Assessment

Teacher observes whether learners can:
- Identify weather vocabulary correctly.
- Match clothing to weather conditions.
- Describe environmental changes in different weather.
- Complete simple sentence starters.
- Work cooperatively within a group.

Adaptations for Large Classes

- Use larger groups with assigned roles (drawer, writer, speaker).
- Reuse fewer materials by rotating groups.
- Allow oral sentence completion for learners needing support.
- Display one example poster for guidance.

Extension Activity

Learners act out different weather conditions and appropriate clothing choices for the class to guess.

Lesson Details

Subject	Mathematics
Class	Primary 1
Topic	Counting and Addition to 20
Duration	60 Minutes
Teaching Approach	Learning Stations
Resources	Stones, sticks, bottle caps, leaves, number cards (handmade), chalkboard, exercise books

Lesson Objectives

- By the end of the lesson, learners should be able to:
- Count numbers from 1–20 correctly
- Represent numbers using manipulatives
- Add numbers within 20 using real objects
- Work cooperatively in groups

Lesson Procedure

Lesson Stage	Teacher Activities	Learner Activities	Time
Introduction / Warm-Up	Teacher sings a counting song while pointing to numbers on the board. Teacher asks students to count aloud from 1–20 together.	Learners sing, clap, and count aloud together.	10 mins
Explicit Teaching (I Do)	Teacher demonstrates counting stones/sticks into groups. Models simple addition using manipulatives (e.g. 5 stones + 3 stones = 8 stones).	Learners observe, answer questions, and count together.	10 mins
Guided Practice (We Do)	Teacher solves another addition problem with the class using bottle caps. Encourages students to help count aloud.	Learners help solve the problem and count objects together.	5 mins

Brain Break
Jump Counting

Learning Stations Activity

Station	Activity	Resources	Teacher Role
Station 1: Counting Station	Students count out groups of sticks or stones from 1–20.	Stones, sticks, leaves	Support accurate counting
Station 2: Addition Station	Students use bottle caps to solve simple addition sums to 20.	Bottle caps, number cards	Ask guiding questions
Station 3: Number Matching	Students match number cards to groups of objects.	Handmade number cards, objects	Observe and assist
Station 4: Write the Number	Students count objects and write the matching number in books.	Exercise books, pencils, objects	Check understanding

Lesson Stage	Teacher Activities	Learner Activities	Time
Rotation Through Stations	Teacher explains rotation expectations and timing. Monitors groups and supports learners.	Learners rotate through stations in groups, completing tasks collaboratively.	20 mins
Conclusion / Reflection	Teacher gathers learners together. Asks questions: "What did we learn today?" "How did the objects help us count?" Reviews counting to 20 together.	Learners share responses and count together one final time.	5 mins

Assessment

- Observe learners counting accurately
- Check ability to represent numbers with objects
- Listen to learners explaining addition answers
- Review written numbers in exercise books

Differentiation

- Support struggling learners with smaller numbers first
- Pair confident learners with learners needing support
- Extension: Ask advanced learners to create their own addition problems

Low-Resource Adaptations

- Use natural materials from outside (stones, sticks, leaves)
- Draw number cards by hand
- Use the ground/chalkboard if paper is limited
- Share manipulatives in groups

Teacher Reflection

- Were learners actively engaged at each station?
- Which manipulatives supported understanding best?
- Did learners successfully count and add to 20?
- How could the stations be improved next lesson?

Lesson Details

Class	Upper Primary (Uganda)
Subject	Science
Topic	Life Cycle of Plants
Duration	80 minutes
Teaching Approach	Active Learning / Collaborative Learning

Learning Objectives

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

- Identify the stages in the life cycle of a plant.
- Describe what happens at each stage of plant growth.
- Create quiz questions based on lesson content.
- Test a peer's understanding using their quiz.
- Participate in a Total Physical Response (TPR) review activity.

Materials Needed

Chalkboard/markers

Pictures or diagrams of plant life cycles

Paper/books

Pencils

Flashcards (optional)

Lesson Stage & Time	Teacher Activity	Learner Activity	Active Learning Strategy
1. Introduction (10 mins)	Ask learners: "How does a seed become a plant?" Show a simple plant life cycle diagram and introduce stages: seed, germination, seedling, mature plant, flower/fruit, seed dispersal.	Share prior knowledge and observe diagrams.	Discussion / Inquiry Learning
2. Teacher Explanation (15 mins)	Explain each stage of the plant life cycle using drawings and examples from local plants. Ask guiding questions throughout.	Listen, answer questions, and take notes/draw diagrams.	Interactive Teaching
3. Pair Discussion (10 mins)	Ask learners to discuss with a partner: "What does a plant need to grow?" and "Which stage is most important?"	Discuss ideas and share responses with class.	Think–Pair–Share
4. Create-a-Quiz Activity (20 mins)	Divide learners into pairs or small groups. Instruct them to create 5 quiz questions about the life cycle of plants. Encourage different question types (short answer, true/false, acting/drawing clues).	Collaboratively create quiz questions and answers.	Student-Created Assessment
5. Peer Quiz Exchange (10 mins)	Ask groups to swap quizzes with another group and complete them. Move around supporting discussion and correcting misconceptions.	Complete another group's quiz and discuss answers together.	Peer Teaching / Collaborative Learning
6. Total Physical Response (TPR) Recap Quiz (10 mins)	Conduct a movement-based recap quiz. Example instructions: - "Jump if this stage is germination!" - "Stretch tall like a mature plant!" - "Crouch like a seed underground!" - "Wave your arms if plants need sunlight!"	Respond physically to quiz prompts and demonstrate understanding through movement.	Total Physical Response (TPR)
7. Conclusion (5 mins)	Review the stages of the life cycle together and praise learner participation. Ask: "Why are plants important?"	Share reflections and final ideas.	Reflection

Assessment

Teacher observes whether learners can:

- Correctly identify plant life cycle stages.
- Explain plant growth processes.
- Create accurate quiz questions.
- Participate actively in peer quizzes and TPR activities.

Adaptations for Large Classes

- Use larger groups for quiz creation.
- Assign group roles (writer, reader, presenter).
- Conduct TPR responses in sections of the class.
- Display one example quiz question format on the board.

Extension Activity

Learners draw and label the life cycle of a local Ugandan plant such as maize or beans and explain its stages to a partner.

Upper Primary Quiz Questions – Plant Life Cycle
Multiple Choice Questions

1. What is the first stage in the life cycle of most plants?
   a) Flower
   b) Fruit
   c) Seed
   d) Leaf

2. What does a seed need to begin growing?
   a) Plastic
   b) Water, air, and warmth
   c) Only sunlight
   d) Sand only

3. What is the process called when a seed begins to grow?
   a) Pollination
   b) Germination
   c) Reproduction
   d) Harvesting

4. Which part of the plant absorbs water from the soil?
   a) Stem
   b) Flower
   c) Roots
   d) Leaves

5. What is the main job of leaves?
   a) Hold the plant in the soil
   b) Make food for the plant
   c) Carry seeds
   d) Absorb water

6. Which stage comes after germination?
   a) Seedling
   b) Fruit
   c) Pollination
   d) Flowering

7. Why are flowers important in a plant's life cycle?
   a) They make the plant taller
   b) They help produce seeds
   c) They absorb water
   d) They grow underground

8. Which of these helps pollination occur?
   a) Rocks
   b) Insects and wind
   c) Shoes
   d) Sand

Short Answer Questions

9. Name the stages of a plant life cycle in order.

10. Explain what germination means.

11. List two things plants need to grow well.

12. What happens after a flower is pollinated?

13. Why are roots important to plants?

14. How do seeds spread from one place to another? Give two examples.

True or False

15. Plants do not need sunlight to grow.
    (True / False)

16. Seeds can be spread by animals and wind.
    (True / False)

17. Flowers are part of plant reproduction.
    (True / False)

18. Germination happens before a seed is planted.
    (True / False)

Practical / Discussion Questions

19. Draw and label the life cycle of a plant.

20. Explain how you would grow a healthy plant at home or school.

Lesson Details	
Subject	Science / Health Education / Mathematics Integration
Class	Primary 4
Topic	Healthy Eating and Nutrition
Sub-topic	Investigating Healthy Food Choices
Duration	80–90 Minutes (or 2 shorter lessons)
Teaching Strategy	Project-Based Learning (PBL)
Resources	Chalkboard, exercise books, pencils, rulers, coloured pencils/crayons, local food examples/pictures, chart paper (if available)

Lesson Objectives

- By the end of the lesson, learners should be able to:
- Identify healthy and unhealthy foods
- Gather and record simple class food data
- Create a simple graph using collected data
- Explain the importance of healthy eating
- Design a poster encouraging healthy food choices and growing healthy foods

Lesson Procedure

Lesson Stage	Teacher Activities	Learner Activities	Time
Introduction / Brainstorming	Teacher asks: "What foods do we eat at home?" "Which foods are healthy?" "Why do our bodies need healthy food?" Teacher records responses on the board.	Learners share ideas and discuss foods they commonly eat.	10 mins
Explicit Teaching	Teacher explains healthy vs unhealthy foods and discusses nutrients from fruits, vegetables, grains, proteins, and water. Discusses foods that can be grown locally.	Learners listen, answer questions, and contribute examples from their community.	15 mins
Project Introduction	Teacher explains that learners will investigate the class's food intake and create graphs and posters to encourage healthy eating.	Learners listen and ask questions.	5 mins

Project Activity – Food Survey & Graphing

Teacher Activities	Learner Activities	Time
Teacher helps learners create a simple survey question such as: "What healthy food did you eat yesterday?" or "What is your favourite fruit or vegetable?" Teacher models tallying responses on the board.	Learners move around the classroom asking classmates the survey question and recording answers using tally marks.	15 mins
Teacher demonstrates how to turn tally results into a simple bar graph in exercise books. Teacher guides discussion about the results by asking questions such as: "Which food was eaten the most?" "Which healthy food was eaten the least?" "What foods should we eat more often?"	Learners create their own graphs in books using rulers and pencils.	15 mins

Poster Creation Project

Teacher Activities	Learner Activities	Time
Teacher explains that learners should use information from their graphs to help design their healthy eating posters. Teacher encourages learners to focus on foods the class may need to eat more often. Example: if the graph shows few students eat vegetables, posters should encourage eating and growing more vegetables.	Learners use graph findings to decide on key healthy eating messages. Learners create posters including: healthy foods, benefits of healthy eating, foods the class should eat more often, and ways to grow healthy foods at home or school.	20 mins

Lesson Stage	Teacher Activities	Learner Activities	Time
Sharing / Gallery Walk	Teacher invites learners to display posters and walk around observing each other's work. Leads discussion on healthy choices.	Learners observe, discuss, and explain their posters.	5 mins
Conclusion / Reflection	Teacher asks: "Why is healthy eating important?" "What healthy foods can we grow at home?"	Learners reflect and answer questions.	5 mins

Assessment

- Observe participation in survey collection

- Check accuracy of tallying and graphing
- Assess understanding shown in posters
- Listen to learner explanations during sharing

Differentiation

- Support learners with graph templates if needed
- Pair stronger learners with learners needing support
- Extension: learners write healthy eating slogans or additional nutrition facts

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Low-Resource Adaptations

- Use exercise books instead of large poster paper
- Draw graphs and posters with pencils/chalk only
- Use local food examples from the community
- Conduct verbal surveys if paper is limited

Teacher Reflection

- Were learners able to collect and organise data successfully?
- Did learners connect healthy eating to real life?
- How effectively did the project integrate maths and health learning?
- What improvements could be made for future project-based lessons?