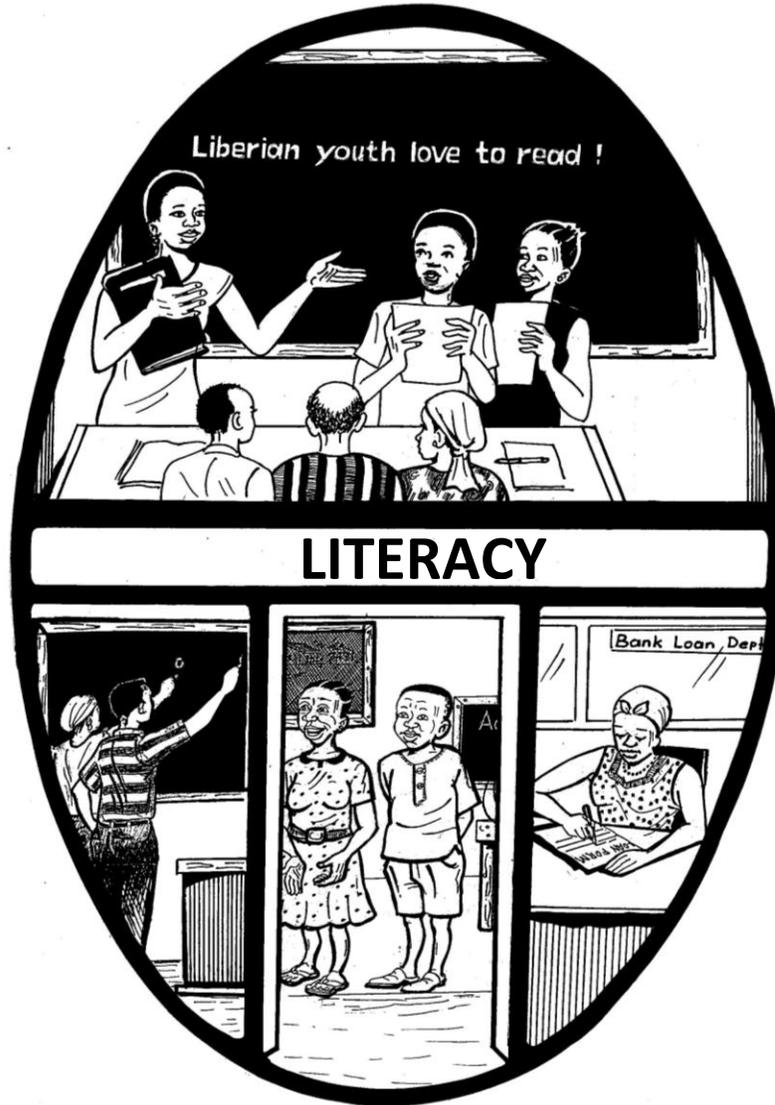




USAID
FROM THE AMERICAN PEOPLE



Alternative Basic Education Curriculum



Facilitator's Manual for Literacy Level 1, Semester 2

August 31, 2011

Ministry of Education, Government of Liberia

With support from the Core Education Skills for Liberian Youth (CESLY) Project, USAID

Contract # EDH-I-00-05-00031-00

Acknowledgements

Many thanks for the input and contributions of the following individuals in formulating, writing, reviewing, advising, shaping, illustrating, editing and otherwise contributing to the contents of the Alternative Basic Education curriculum.

Hon. E. Othello Gongar, Minister of Education
Hon. Mator Kpangbai, Deputy Minister for Instruction, Ministry of Education
Hon. Rex Dahn, Deputy Minister for Planning & Research, Ministry of Education
Hon. Matthew Zarzar, Deputy Minister for Administration, Ministry of Education
Mr. James Roberts, Former Deputy Minister for Planning & Research, Ministry of Education
Ms. Hester Williams Catakaw, Levi C. Williams School
Hon. Bill Twehway, Asst. Min. Curriculum Development and Textbook Research, Ministry of Education
Hon. Musu Dixon Badio, Asst. Min. Teacher Education and Certification, Ministry of Education
Hon. Yonton Kesselly, Asst. Min. Vocational and Technical Education, Ministry of Education
Hon. Keturah Seibu, Asst. Min. Primary Education, Ministry of Education
Hon. Felicia Doe-Somah, Asst. Min. Secondary Education, Ministry of Education
Mr. Alphonso Sheriff, Coordinator Accelerated Learning Unit, Ministry of Education (in memoriam)
Mr. Mohammed Sheriff, Bureau of Curriculum and Textbook Research, Ministry of Education
Mr. J. Ngaima Kawala, Division of Multilingual Education, Ministry of Education
Mr. Ono Richards, Ministry of Education
Mr. Paye Nuhaan, Director Adult Education, Ministry of Education
Hon. Josephine Travers-Porte, Asst. Min. Planning and Research, Ministry of Education
Mr. B. Diyo Harris, Ministry of Education
Mr. P. Tehneseo Brohdoryen, Religious Education, Ministry of Education
Mr. Henry Karto, Division of Adult Education, NOE
Mr. James White, Ministry of Education
Ms. Esther G. Mulbah, Bureau of Curriculum, Ministry of Education
Ms. Elizabeth Hope, School Health Division, Ministry of Education
Mr. J. Klayjue Tukon, Ministry of Education
Mr. Thomas N. Woart, DEO Todee, Ministry of Education
Mr. Peter M. Collins, Ministry of Education
Mr. Patrick Davies, ALP Unit, Ministry of Education
Ms. Hannah Johnson, Ministry of Education
Mr. James Lockeh, Ministry of Education
Mr. Charles Teh, Curriculum Bureau, Ministry of Education
Mr. Thomas Clarke, ALP Unit, Ministry of Education
Counselor Viama J. Blama, Peace and Civic Education, Ministry of Education
Ms. Elena Andreotti, U.S. Agency for International Development
Ms. Julie Richards, U.S. Agency for International Development
Ms. Mardea Nyumah, U.S. Agency for International Development
Mr. Martin Schulman, Core Education Skills for Liberian Youth Project, Education Development Center (EDC)
Ms. Katy Anis, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Pauline T. Browne, Core Education Skills for Liberian Youth Project, EDC
Ms. Tilay A. Kollie, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Esthella W. Miller, Core Education Skills for Liberian Youth Project, EDC
Mr. Dayugar Johnson, Core Education Skills for Liberian Youth Project, EDC
Ms. Andrea Hidalgo, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Yufung Chang, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Comfort Enders, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Moses Kwalula, Core Education Skills for Liberian Youth Project, Education Development Center

Ms. Allison Lide, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Fertiku Harris, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Barbara Garner, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Marilyn Gillespie, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Chrystal Holt, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Prince Lufadeju, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Lorien Frank, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Brenna Carmody, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. K. Sebastian Toe, Core Education Skills for Liberian Youth Project, EDC
Mr. Saah Millimono, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. David Rosen, Core Education Skills for Liberian Youth Project, Education Development Center
Ms. Brenda Bell, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Saye Dahn, Core Education Skills for Liberian Youth Project, Education Development Center
Mr. Stevenson Seidi, UNESCO, Liberia
Mr. Timothy Brown, Officer in Charge, UNESCO
Mr. Stanley Bedell, National Adult Education Association of Liberia
Ms. Jenny Hobbs, Concern World-Wide, Liberia
Rev. Emmanuel Giddings, Executive Director ALFALIT, Liberia
Pastor Jerome Williams, ALFALIT, Liberia
Ms. Eve Lotter, Coordinator EPAG Project, Ministry of Gender
Ms. Emily Weedon, World Bank
Mr. Peter Darvas, World Bank
Mr. Michael Ellenreider, ECSEL/Ministry of Education
Mr. Albert Dupigny, ECSEL/Ministry of Education
Ms. Amanda Sim, International Rescue Committee
Mr. Abu Macpherson, International Rescue Committee
Mr. Fred Magumba, Education program Officer, Norwegian Refugee Council
Ms. Else Oestergaard, IBIS
Ms. Avril Fortuin, Liberia Entrepreneur for Economic Development
Ms. Rosalind Hanson, IBIS
Mr. Johnson Odharo, Chief of Party, Liberia Teacher Training Program
Mr. Mannis Howard Barclay, LETCOM
Mr. Willie Benson Jr., LET
Mr. Alfred B. Goumorlor, Lutheran Community Liberian School System
Mr. C. Wiah James, IMANI House
Ms. Korto Williams, Action-Aid Liberia
Ms. Malay Taylor, Action-Aid Liberia
Mr. Patrick S. Toh, Ministry of Youth and Sports
Ms. Mona Sankoh, Office of Security Cooperation United States Embassy, Liberia/CEP
Ms. Lucy Page, Community Empowerment Program
Mr. D. Maxin Kumeh, Initiative for Poverty Change
Mr. Joseph Quoi, Ministry of Labor
Mr. Raymond Williams, LEED
Mr. T. Michael Weah, We-Care Liberia
Mr. James Dwalu, We-Care Liberia
Mr. James A. Howard, LEED
Ms. Mildred Dean, International Learning Institute
Ms. Patience Sieh, EGRA Assessment
Mr. Joseph Kpukuyou, Mother Pattern College of Health Science
Mr. S. Pee Vululleh, Montserrado Consolidated School System
Ms. Katheleen Ngenda, Grass Root Ministry
Ms. Rita Gbarker, MIA

Mr. Frido N. Kinkolenge, United Methodist Church
Ms. Medina Korda, Research Triangle Institute
Ms. Linda Platas, Research Triangle Institute
Ms. Marcia Davidson, Research Triangle Institute
Ms. Lisa Deyo, American Institutes for Research

Many others have offered their input and contributions and any omissions are unintentional. Additions should be forwarded to the USAID/CESLY project for inclusion in upcoming versions of the curriculum documentation.

This material was made possible by the support of the American people through funds from United States Agency for International Development, USAID/Core Education Skills for Liberian Youth (CESLY) Project, Contract No. EDH-I-00-05-00031-0. The contents are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

Non-formal Education Curriculum

Content Area: LITERACY

Table of Contents

MODULE D.....	8
Lesson 60: Initial consonant digraph /ch/.....	10
Lesson 61: Consonant digraph /ch/ in the middle and end of words.....	16
Lesson 62: Initial consonant digraph /ph/.....	21
Lesson 63: Consonant digraph /ph/ in the middle and end of words.....	26
Lesson 64: Initial consonant digraph /sh/.....	31
Lesson 65: Consonant digraph /sh/ in the middle and end of words.....	37
Lesson 66: Mid-Module Assessment.....	42
Lesson 67: Initial consonant digraph /th/.....	45
Lesson 68: Consonant digraph /th/ in the middle and end of words.....	51
Lesson 69: Initial consonant digraph /wh/.....	56
Lesson 70: Consonant digraph /wh/ in the middle and end of words.....	62
Lesson 71: End of Module Assessment.....	67
MODULE E.....	70
Lesson 72: L-blends: bl- in blue; cl- in class; fl- in flag; gl- in glad; sl- in slap.....	72
Lesson 73: L blends.....	78
Lesson 74: R-Blends: br- in brag; cr- in crack; dr- in drag; fr- in fritter; gr- in grass; pr- in press; tr- in trap.....	83
Lesson 75: R-Blends: br- in brag; cr- in crack; dr- in drag; fr- in fritter; gr- in grass; pr- in press; tr- in trap.....	88
Lesson 76: 2-letter S-Blends: sc- in scare; sm- in small; sn- in snake; sp- in speak; st- in stand; sw- in sweep; sk- in skirt.....	93
Lesson 77: 2-letter S-Blends: sc- in scare; sm- in small; sn- in snake; sp- in speak; st- in stand; sw- in sweep; sk- in skirt.....	98
Lesson 78: Mid-Module Assessment.....	103
Lesson 79: Initial 3-letter S-Blends: scr-, spr-, spl-, squ-, str-.....	107

Lesson 80: Initial 3-letter S-Blends scr-, spr-, spl-, squ-, str-	112
Lesson 81: W blends dw- in dwell, tw- in twelve	117
Lesson 82: W blends dw- in dwell, tw- in twelve	122
Lesson 83: Ending blends: -st in nest; -lk in talk; -nt in plant; -lt in salt; -nd in sand; -sk in ask; -pt kept; -ft in left; -ct in act.....	127
Lesson 84: Ending blends -st, -lk, -nt, -lt, -nd, -sk, -pt, -ft, -ct	132
Lesson 85: End of Module Evaluation	138
MODULE F	141
Lesson 86: Diphthongs –oi in soil, -oy in boy	144
Lesson 87: Diphthongs –oi in soil, -oy in boy	149
Lesson 88: Diphthongs -ou in house, -ow in town	153
Lesson 89: Diphthongs -ou in house, -ow in town	158
Lesson 90: Diphthongs –au in cause, aw in saw.....	162
Lesson 91: Diphthongs -au in cause, -aw in saw	166
Lesson 92: Double oo as in book (short) and school (long)	170
Lesson 93: Double oo as in book (short) and school (long)	175
Lesson 94: Double Letters	180
Lesson 95: Double Letters	185
Lesson 96: Mid-Module Assessment.....	190
Lesson 97: Silent Letters B, C, L, W.....	193
Lesson 98: Silent Letters T, K, U, D, N.....	198
Lesson 99: R-controlled vowels.....	203
Lesson 100: R-controlled vowels.....	207
Lesson 101: S as in /z/ praise, /zh/ asia, /sh/ sure	211
Lesson 102: S as in /z/ praise, /zh/ asia, /sh/ sure	215
Lesson 103: End of Module Evaluation	219
MODULE G.....	222
Lesson 104: Reviewing Punctuation and Capitalization	223
Lesson 105: Sonie’s Story	230
Lesson 106: Sight Words	236
Lesson 107: Review	239
Lesson 108: End of Module Assessment	241

Lesson 109: End of Year Final Assessment 242

Module D

Module D: Recognizing and Using Consonant Digraphs

By the end of the module, learners will be prepared to:

- Read and write words and simple sentences that contain the consonant digraphs ch,sh,ph,th,wh
- Read and write words and simple sentences that contain consonant blends
- Use prediction and inference to help with reading comprehension

Overview

With vowels mastered, students move on to the sounds that different combinations of consonants create (digraphs such as ch, sh, ph, th, wh). Who, what, when, where, why are introduced. With a growing sight word vocabulary and growing decoding skills, students read slightly more complex controlled vocabulary texts.

Links with other Modules: Building on Module D

Estimated Length of Module:

This module will be covered in 12 lessons over 4 weeks with the assumption that learners will attend 3 instructional days per week, with a 45 minutes class period.

List of Numbered Lesson Titles for Module D:

LESSON	MODULE D LESSON TITLES
60	Initial consonant digraphs /ch/
61	/ch/ words
62	Initial consonant digraphs /ph/
63	/ph/ words in sentences and story, example: Philip can use the phone to call me
64	Initial Consonant digraph /sh/ in shop
65	/sh/ words
66	Mid Module Assessment
67	Initial consonant digraph /th/
68	/th/ words
69	Initial consonant digraph /wh/
70	/wh/ words in sentences and story
71	End of Module Assessments

MODULE D

Lesson 60: Initial consonant digraph /ch/

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that begin with ch
- Identify the sound ch when they hear it
- Read sight words: **village, books, along, that**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **village, books, along, that**

Learning Points:

- A consonant digraph is when two consonants join together to produce a single sound. The most common consonant digraphs are ch-, sh-, th-, ph- and wh-. Digraphs can appear at the beginning, middle, or ending of a word.

Activities:

5 min **Review:**

1. **Ask:** What are some things good readers do to understand what they are reading? *(Take a variety of answers. They should include: make sure they understand the vocabulary, think about what the story/text might be about based on the title, stop and think about what they are reading as they read, connect what they are reading to their own lives).*

1 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have two letters that work together to make a single sound. This is the “ch” sound.

20 min **Reading Short Words with ch:**

1. **Write** on the board:
chin chat chip chop
2. Read the words aloud for the learners. Enunciate and exaggerate the “ch” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When “c” and “h” come together, they make one sound, “ch”.
5. **Ask:** What are some other words that start with “ch”? (**Write** them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 60. Have the learners work in pairs to practice reading the words listed there. Circulate (walk around the room) and help. Make sure they know the meaning of all the words.

chain	chair	chalk
chase	cheap	cheek
cheer	chew	chief
child	chapter	chicken

10 min Identifying /ch/:

1. **Say:** I am going to **read** a short paragraph. Listen very carefully for the “ch” sound. The first time I read, just listen. The second time, raise your hand when you hear /ch/ (*The **ch** words are underlined for you*).
2. **Read aloud**, slowly and clearly:

The Chief and the Child

The chief sat in a big chair. The child sat near him. They chatted. The child put his chin on the chief's knee. He rubbed his cheek on the chief's knee. “That tickles!” said the chief.

The child said, “I am the champ, chief. Cheer for me!”

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear the /ch/ sound.
4. **Read it aloud a third** time. Have the learners say the words with /ch/ just after you say them.
5. **Ask:** Are there any new words in the paragraph? If there are, write them on the board and explain them.
6. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

25 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the 17th chapter of Sonie’s Story. This chapter is called “The Reunion.”
2. Ask the learners to re-tell what has happened in Sonie’s story so far: what came first, then what, etc.
3. **Ask:** This chapter is called “The Reunion”. What do you think will happen?
4. Read **Chapter 17** aloud once, slowly and clearly.

Chapter 17 The Reunion

One day, at the corner of Gurley and Carey Streets, Deddeh and Sonie suddenly bumped into each other. Deddeh looked the other way and tried to brush past Sonie.

But telling herself to be brave, Sonie tapped her aunt’s shoulder and exclaimed, “Oh aunty Deddeh, dat you here?”

“Dat me o, Sonie,” Deddeh said, smiling.

“I happy to see you,” Sonie said.

“Where place you living now?” Deddeh asked.

“I living on Benson Street,” Sonie said.

“You living with your man now?” Deddeh asked, smiling.

“No o, aunty,” Sonie said. “Dat only me and my baby.”

“Then you doing well o,” Deddeh said. “The way you so fat. I say you real enjoying yah.”

They both burst out laughing.

When their laughter had subsided, Sonie said, “Leh go see my place, aunty.”

“All right,” Deddeh said, shrugging her shoulders.

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. How do you think Deddeh felt when Sonie stopped her?
 - b. What do you think made Sonie change her mind and talk to Deddeh?
 - c. How do you think Sonie felt when Deddeh seemed happy to talk with her?
 - d. Have you ever been so angry with a friend or family member that you stopped communication? If yes, did you start talking again? How?

10 min Sight Words:

1. **Say:** Today’s sight words are **village, books, along, that.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.

5. Have the learners add them to their lists in their notebooks.

3 min **Evaluation:**

1. **Point** to the words on the board and have the learners read them.

2. Display the **sight word flash cards** and have the learners read them.

**At
home** **Learners should:**

1. **Read** the words in their workbooks in Lesson 60.

2. **Study** their sight words.

MODULE D

Lesson 61: Consonant digraph /ch/ in the middle and end of words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain ch (in beginning, middle and end positions)
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **village, books, along, that**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: The Problem
- Sight word flashcards: **village, books, along, that**

Activities:

5 min **Review:**

1. Invite 5 learners to write words that begin with “ch” on the board.
2. Have learners read the words aloud as you point to them.
3. Use the **sight word flash cards** to have the learners review them.

2 min **Introduction:**

1. Explain that they are going to practice writing and reading words that have /ch/ in different positions.

20 min **Reading Short Words with ch:**

1. **Write** on the board:
lunch each teacher
2. Read the words aloud for the learners. Enunciate and exaggerate the “ch” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Ask:** What are some other words that have “ch” in or at the end of them? (Write them on the board as the learners say them).
5. **Ask** the learners to turn in their workbooks to Lesson 61. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

chimp	match	catch	watch
teach	teacher	each	reach
cheer	beach	chief	

child chapter archer
bench ditch rich

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 61.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate (walk around the room) and help as needed.**

The Problem

The chief of the village wants each child to read. The village is not rich. A teacher is not cheap. Books are not cheap. What can we do?

The chief thinks and thinks. He walks along the beach. At lunch, he chats with his wife. We need to teach the children to read. How can we do it?

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. What does the chief want?
 - b. Do we know why he wants the children to read?

- c. Do you think the chief can read?
- d. What are the challenges keeping the chief from succeeding?
- e. What do you think will happen?
- f. What advice would you give the chief and why?

8. Bring the groups back together and discuss the questions as a group.

15 min Reading and Writing:

1. Have the learners turn to the writing section in Lesson 61 in their workbooks.
2. Have the learners read and complete the sentences with the appropriate words, chosen from the list below the sentences.

SENTENCES

- a. The teacher needs the _____.
- b. The _____ ran on the road.
- c. He wants to see the soccer _____.
- d. At the match, the fans _____.
- e. His wife sat in the _____.
- f. We will eat _____.
- g. We want to go to the _____.
- h. The teacher reads a _____ of Sonie's Story

match beach cheer chalk chapter lunch child chair

(a. chalk, b. child, c. match, d. cheer, e. chair, f. lunch, g. beach, h. chapter)

3. **Circulate and help as needed.**
4. **After they have finished, ask** 7 volunteers to each write a sentence on the board. Ask 7 others to read them aloud. Have everyone check their work.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. Re-read "The Problem".
2. Re-read their sentences.
3. Study their sight words and ch words.

MODULE D

Lesson 62: Initial consonant digraph /ph/

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that begin with ph
- Identify the sound ph when they hear it
- Read sight words: **could, talk, some, just**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **village, books, along, that, could, talk, some, just**

Learning Points:

- A consonant digraph is when two consonants join together to produce a single sound. The most common consonant digraphs are ch-, sh-, th-, ph- and wh-. Digraphs can appear at the beginning, middle, or ending of a word.

Activities:

5 min Review:

1. Have 5 learners write /ch/ words on the board.
2. Have the other learners read them aloud.
3. Use the sight word flash cards to review **village, books, along, that.**

1 min Introduction:

1. **Say:** In this lesson, we will practice the sound /ph/.

15 min Reading Short Words with ph:

1. **Write** on the board:
phone, photo, phase
2. Read the words aloud for the learners. Enunciate and exaggerate the “ph” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When “p” and “h” come together, they make one sound, “ph”. It is the /f/ sound.
5. **Ask** the learners to turn in their workbooks to Lesson 62. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

pharmacy phase phone
photo phonics

10 min Identifying ph:

1. **Say:** I am going to **read** a short passage twice. Listen very carefully for the “ph” sound. The first time I read, just listen. The second time, raise your hand when you hear /ph/ (*The **ph** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

The Phone Call

Phil picked up the telephone. He wanted to phone his mother to tell her about the photographs. He had beautiful photos of dolphins and elephants.

His mother works at a pharmacy. He called her there. “Mother!” he shouted into the telephone. “This phase of photography is wonderful. Wait till you see my dolphins and elephants.”

“I’m glad you’re so enthusiastic about your work, “his mother responded. “If only the pharmacy was so exciting.”

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear the /ph/ sound.
4. **Read it aloud a third** time. Have the learners say the words with /ph/ after you say them.
5. **Ask:** are there any new words in the paragraph? If there are, write them on the board and explain them.
6. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

25 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the first half of the 18th chapter of Sonie’s Story. This chapter is called “Reconciliation.”
2. Ask the learners what reconciliation means and what they think it might mean to Sonie and Deddeh.
3. Read **this part of Chapter 18** aloud once, slowly and clearly.

Chapter 18 (part 1) Reconciliation

Soon they were at Sonie’s house. Deddeh was surprised by how much Sonie owned. She had bought a video, a large mattress, lots of cooking utensils, and she had so many clothes they seemed to break the clothes rack. Also, her baby was fat and chubby and looked wonderful.

For a while they sat talking about one thing and another. Suddenly they fell silent. They were both hurt about how long they had avoided each other. But nobody wanted to be the first to apologize. That would make her look like she blamed herself for everything.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. Why was Deddeh surprised by Sonie’s possessions?
 - b. Why did they both fall silent?

c. What do you think will happen next?

7. If there is time, have the learners act out what they think will happen next.

10 min Sight Words:

1. **Say:** Today's sight words are **could, talk, some, just.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

3 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the **sight word flash cards** and have the learners read them.

At home Learners should:

1. **Read** the words in their workbooks in Lesson 62.
2. **Study** their sight words.

MODULE D

Lesson 63: Consonant digraph /ph/ in the middle and end of words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain ph
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **could, talk, some, just**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: What a Change
- Sight word flashcards: **could, talk, some, just**

Activities:

5 min Review:

1. Invite 2 learners to write words that begin with “ph” on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to review **could, talk, some, just**.

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have /ph/ in different positions.

20 min Reading Words with ph:

1. **Write** on the board:
elephant telephone dolphin
2. Read the words aloud for the learners. Enunciate and exaggerate the “ph” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Ask** the learners to turn in their workbooks to Lesson 63. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

phone	telephone	elephant
photo	photograph	graph
phase	pharmacy	dolphin
physical	orphan	alphabet

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 63.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

What a Change

In a land by the sea, dolphins and elephants could talk on the telephone, just like you and me. They could take photographs. They could go to the pharmacy and the market. They could cheer at soccer games and ride in cars.

Dolphins and elephants could read the alphabet. Some could teach. Some dolphins had mothers and fathers. Some were orphans.

Then everything changed. Now man and woman talk on the telephone, take photographs, go to the pharmacy, ride in cars. Dolphins swim in the sea, man and woman go to the beach. Elephants live in the wild.

What a change!

4. **Ask:** Are there any words you do not know or do not understand?
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

7. Discuss these questions:
 - a. What did elephants and dolphins do, in a land by the sea?
 - b. Is this true?
 - c. Have you been through any big changes in your life?

15 min Reading and Writing:

1. Have the learners turn to the writing section in Lesson 63 in their workbooks.
2. Have the learners read and complete the sentences with the appropriate words, chosen from the list below the sentences.

SENTENCES

- a. The child is an _____.
- b. We see _____ in the sea.
- c. You look nice in this _____.
- d. I hear the _____ ring.
- e. We know all the letters in the _____.
- f. His mother works in a _____.

alphabet dolphins photo pharmacy orphan phone

(a. orphan, b. dolphins, c. photo, d. phone, e. alphabet, f. pharmacy)

3. **Circulate and help as needed.**
4. **After they have finished, ask** volunteers to each write a sentence on the board. Ask others to read them aloud. Have everyone check their work.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** “What a Change”.
2. **Re-read** their sentences.
3. **Study** their sight words and ph words.

MODULE D

Lesson 64: Initial consonant digraph /sh/

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that begin with sh
- Identify the sound sh when they hear it
- Read sight words: **men, women, morning, tomorrow**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **could, talk, some, just, men, women, morning, tomorrow**

Learning Points:

- A consonant digraph is when two consonants join together to produce a single sound. The most common consonant digraphs are ch-, sh-, th-, ph- and wh-. Digraphs can appear at the beginning, middle, or ending of a word.

Activities:

5 min Review:

1. Have some learners write /ph/ words on the board.
2. Have the other learners read them aloud.
3. Use the sight word flash cards to review **could, talk, some, just**.

1 min Introduction:

1. **Say:** In this lesson, we will practice the sound /sh/.

15 min Reading Short Words with sh:

1. **Write** on the board:
she, ship, shop shell
2. Read the words aloud for the learners. Enunciate and exaggerate the “sh” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When “s” and “h” come together, they make one sound, “sh”.
5. **Ask:** What are some other words that start with “sh”? (Write them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 64. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words

she shade shine shoe shore
should shell shelf shop short
sheet shampoo shake shirt shut

10 min Identifying sh:

1. **Say:** I am going to **read** a short description twice. Listen very carefully for the “sh” sound. The first time I read, just listen. The second time, raise your hand when you hear /sh/ (*The **sh** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

The Shell Store

She sells shells by the seashore. She finds them, shakes the sand from them, shines them, then sells them in her store. Her store sits under the shade of a shady tree. She lays the shells out on a dark blue sheet. She has shelves and shelves of shells.

She sells them to tourists who come on a ship. They wear short skirts and funny shirts. Their hair smells of sweet shampoo. They shake the shells and hold them to their ears. They can hear the sound of the sea. At the end of the day, she shuts her shop. Tomorrow, she will search for shells once more.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard /sh/, ask them to identify the word.
4. **Ask:** are there any new words in the paragraph? If there are, write them on the board and explain them.
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

25 min Listening Comprehension, Vocabulary:

1. **Say:** Today you will hear the second half of the 18th chapter of Sonie’s Story. This chapter is called “Reconciliation.”
2. Ask the learners what happened in the beginning of the chapter.
3. Read **this part of Chapter 18** aloud once, slowly and clearly.

Chapter 18 (Part 2) Reconciliation

Finally, Sonie broke the silence. “Aunty, I’m sorry for what happened,” she said. “But to tell you deh true, I never stole your money. Somebody stole it from me. But the way you put me outside hurt me so much I did not want to talk to you anymore. But it’s good to forgive people because you never know when you will get into trouble with somebody else.”

“I hear you,” Deddeh said finally. “Myself, I have been trying not to talk to you, ever since you lost that money. But it’s time now we make peace. You are my niece, and I am your aunty. And there’s a saying that a family stick can bend but it can’t break. So let’s forget what happened between us.”

“Yes o, aunty,” Sonie said.

And then they embraced each other, weeping.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.

6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)
 - a. Why do you think Sonie “broke the silence” first?
 - b. Sonie says “But it’s good to forgive people because you never know when you will get into trouble with somebody else.” What does she mean by that? Do you agree? Why or why not?
 - c. Sonie tells Deddeh that the money was stolen from her. Deddeh responds: I have been trying not to talk to you, ever since you lost that money. Does Deddeh ever say she believes Sonie about the thief, or that she is sorry for throwing her out? Do you think she believes her?
 - d. What does “A family stick can bend but it can’t break” mean?
 - e. Could this be applied to other situations, besides families? If so, what kind of situations?

10 min Sight Words:

1. **Say:** Today’s sight words are **men, women, morning, tomorrow**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

3 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.

**At
home**

Learners should:

1. Read the words in their workbooks in Lesson 64.
2. Study their sight words.

MODULE D

Lesson 65: Consonant digraph /sh/ in the middle and end of words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain sh
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **men, women, morning, tomorrow**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Selling by the Sea
- Sight word flashcards: **men, women, morning, tomorrow**

Activities:

5 min Review:

1. Invite 5 learners to write words that begin with “sh” on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to review **men, women, morning, tomorrow.**

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have /sh/ in different positions.

20 min Reading Words with sh:

1. **Write** on the board:
wash crash fresh fish brush sunshine
2. Read the words aloud for the learners. Enunciate and exaggerate the “sh” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Ask** the learners to turn in their workbooks to Lesson 65. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

wash crash fresh fish brush
dish crush hush cash cashier
fashion cushion push pushing finish
selfish trash

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 65.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Selling by the Sea

Sheila has a shell shop on the beach. Each morning she and her child walk on the beach and look for shells. They take them to her shop, shake the sand from them, and wash and shine them.

Sheila sells shells to tourists who come on ships. The women wear short skirts. The men wear running shoes. They are hot. Their shirts are wet.

Sheila watches the tourists when they look at the shells. She can see if they want them. She asks a good price. When a tourist buys a shell, Sheila wraps it carefully. She says goodbye to the tourist and to the shell.

4. **Ask:** Are there any words you do not know or do not understand?
5. Have the learners read it aloud as a group.
6. **Ask** learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

7. Discuss these questions:
 - a. Where is Sheila's story?
 - b. What does she sell?
 - c. Who are her main customers?
 - d. Is it a good business? How do you know?
 - e. What do you think Sheila thinks about shells? How do you know this?

15 min Reading and Writing:

1. Have the learners turn to the writing section in Lesson 65 in their workbooks.
2. Have the learners read and complete the sentences with the appropriate words, chosen from the list below the sentences.

SENTENCES

- a. Ben loves to _____.
- b. _____ the door!
- c. Please _____ the _____.
- d. She works as a _____ in a bank.
- e. We love the _____.
- f. The tree gives _____.
- g. The car was in a _____.

cashier shade fish wash crash shut dishes sunshine

(a. fish, b. shut, c. wash dishes, d. cashier, e. sunshine, f. shade, g. crash)

3. **Circulate and help as needed.**
4. **After they have finished, ask** volunteers to each write a sentence on the board. Ask others to read them aloud. Have everyone check their work.

5 min **Evaluation:**

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** “Selling by the Sea”.
2. **Re-read** their sentences.
3. **Study** their sight words and sh words.

MODULE D

Lesson 66: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review what the assessment shows they have not mastered.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz. Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.

If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.

3. Correct the quiz together. After each question, stop and review the material.

MODULE D

Lesson 66: Mid-Module Assessment

1. Write your name.

2. As I say the following sounds, write them in your copy book.

ch ph sh

3. Listen as I read a list of words aloud. If the word has a ph in it, write the number of the word in your copybook.

1. phase 2. pays 3. alphabet 4. poem 5. phone

4. Listen as I read a list of words aloud. If the word has a sh in it, write the number of the word in your copybook.

1. when 2. shoe 3. wish 4. shine 5. sell 6. should

5. Listen as I read a list of words aloud. If the word has a ch in it, write the number of the word in your copybook.

1. choice 2. witch 3. China 4. cow 5. could 6. church

6. Copy these sentences into your copy book. Then fill in the blank with a word that makes sense. (Write the sentences and words on the board. Do not read them aloud. The learners must read them for themselves)

The tree gives _____.

I found a _____ on the _____.

He likes to take _____.

photos shell shade beach

MODULE D

Lesson 67: Initial consonant digraph /th/

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that begin with th
- Identify the sound th when they hear it
- Read sight words: **would, found, please, with**
- Check for comprehension as they read

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **men, women, morning, tomorrow, would, found, please, with**

Learning Points:

- A consonant digraph is when two consonants join together to produce a single sound. The most common consonant digraphs are ch-, sh-, th-, ph- and wh-. Digraphs can appear at the beginning, middle, or ending of a word.

Activities:

5 min Review:

1. Have some learners write /sh/ words on the board.
2. Have the other learners read them aloud.
3. Use the sight word flash cards to review **men, women, morning, tomorrow.**

1 min Introduction:

1. **Say:** In this lesson, we will practice the sound /th/.

15 min Reading Short Words with th:

1. **Write** on the board:
the that this three
2. Read the words aloud for the learners. Enunciate and exaggerate the “th” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When “t” and “h” come together, they make one sound, “th”.
5. **Ask:** What are some other words that start with “th”? (Write them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 67. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

the	they	three	this	that
those	then	them	thin	think

there their thing thirty third

7. Clarify the difference between their (belonging to them) and there (at or in that place).

10 min Identifying the th sound:

1. **Say:** I am going to **read** a short passage twice. Listen very carefully for the “th” sound. The first time I read, just listen. The second time, raise your hand when you hear /th/ (*The **th** words are underlined for you.*) Sometimes the /th/ is at the beginning, sometimes in the middle, sometimes at the end of a word.
2. **Read aloud**, slowly and clearly:

The Ending

The author thought hard. This was his third book. He had to think of an ending. He had thousands of readers. They were all waiting for this book. His father, his mother, his sister were all waiting for the third book.

With the other books, it was easy. He wrote without stopping. With the third, something was wrong.

The author thought and thought. There! An idea! The ending. He wrote quickly. The story was done.

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard /th/, ask them to identify the word.
4. **Ask:** are there any new words in the paragraph? If there are, write them on the board and explain them.

5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

25 min Listening Comprehension, Vocabulary

1. **Say:** Today you will hear the 19th chapter of Sonie’s Story. This chapter is called “To Nurse or Not”.
2. Ask the learners what they think the chapter will be about.
3. Read **Chapter 19** aloud once, slowly and clearly.

Chapter 19 To Nurse or Not?

By September, school had opened. But Sonie couldn’t afford to pay her school fees, even though she kept saving money at the local Susu club to do so. She began going to a class held by one of the local NGOs, which means a nongovernmental organization. At the class Sonie was taught a number of things, such as methods to help prevent malaria, diabetes, and even ways to help take care of her environment.

The class, held in a small, unfinished brick building, was often packed with women, most of them mothers who had not gone beyond high school. Yet they found the lessons worth learning and exciting, because what was taught in the classes helped the students with nearly everything they did each day.

During one of the classes, held on a Monday morning, the teacher, Mr. Fallah, asked a question about the best way to feed a baby.

- **Stop reading. Say:** As I’m reading, I’m thinking “Where is the connection to nursing? Now it says, Mr. Fallah asked about the best

way to feed a baby. There is the connection. I was wondering when that would come up.”

- Explain that it is always useful to check comprehension as you go along. Continue reading.

Kema, one of the older women in the class, raised her hand. “Yes, you can answer the question, Kema,” said Mr. Fallah.

“Me, I feed my baby with breast milk,” Kema said. “But some women them can feed their baby with milk they buy from the store. Sometimes I think those women them right. Because if you keep feeding your baby with breast milk, by the time you get five children your breast finish getting flat.”

The class laughed. Then Kema added, “And that’s the reason most of our men them can look for the small, small girls iron titis. If I look at it, I think it is time we stop this breast feeding biznes yah, so we can look young too.”

There was another outburst of laughter.

“That true Kema say,” said another woman, Finda. “These days our man them only have eyes for the small-small girls iron titis.”

Again the class fell into laughter.

Finally, when the class was quiet, Mr. Fallah asked, “Who agrees with Kema, and who does not agree with her?”

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.

6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)
- Where does the class take place?
 - Why is Sonie in an NGO school?
 - What kinds of topics does she learn about at her school?
 - Why is Kema questioning her decision to breastfeed?
 - What are some of the reasons to breastfeed a baby, or to not breastfeed a baby?

10 min Sight Words:

- Say:** Today's sight words are **would, found, please, with**
- Write** them on the board.
- Point** to each word, pronounce it, and have the learners repeat.
- Change** the sequence in which you point to the words. Have the learners say them.
- Have the learners add them to their lists in their notebooks.

3 min Evaluation:

- Point** to the words on the board and have the learners read them.
- Display** the sight word flash cards and have the learners read them.

At home Learners should:

- Read** the words in their workbooks in Lesson 67.
- Study** their sight words.

MODULE D

Lesson 68: Consonant digraph /th/ in the middle and end of words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain th
- Read and understand text using controlled vocabulary
- Check for comprehension as they read
- Write using controlled vocabulary
- Read sight words: **would, found, please, with**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Three on the List
- Sight word flashcards: **would, found, please, with**

Activities:

5 min Review:

1. Invite 5 learners to write words that begin with “th” on the board.
2. Have learners read the words aloud as you point to them.
3. Use flashcards to review sight words **would, found, please, with**

2 min Introduction:

1. **Explain** that they are going to practice writing and reading words that have /th/ in different positions.

20 min Reading Words with th:

1. **Write** on the board:
author bath south father
2. Read the words aloud for the learners. Enunciate and exaggerate the “th” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Ask** the learners to turn in their workbooks to Lesson 68. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

bath	bathtub	father	mother
brother	south	north	author
other	with	without	anything
nothing	weather	path	

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 68.
2. **Say**: Find a partner and read this story together, then take turns reading it aloud to each other. Remember to review for comprehension as you read.
3. **Circulate and help as needed.**

Three on the List

There are three things on the list. They could go get those things and be back in their houses before three thirty. That is what they would do.

They went on the path north and found one thing. They went on the path south and found another thing. Now they need the third.

They ask their mothers and fathers. Their families can give them nothing. They cannot return with nothing.

Then they ask their brothers. Their brothers have the third thing. This is good. They have their things. They will be back in their houses before three thirty.

4. **Ask**: Are there any words you do not know or do not understand?
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)

7. Discuss these questions:
 - a. What is this story about?
 - b. What is their plan?
 - c. How many characters are mentioned in the story?
 - d. What do we know about them?
 - e. Do we know what is on the list?
 - f. As you were reading, were you thinking about what they could be looking for? What ideas did you have?

15 min Reading and Writing:

1. Have the learners turn to the writing section in Lesson 68 in their workbooks.
2. Have the learners read and complete the sentences with the appropriate words, chosen from the list below the sentences.

SENTENCES

- a. Ben has _____ sisters.
- b. Ben has four _____.
- c. Please take the _____ one.
- d. Please stand over _____ .
- e. School ends at three _____.
- f. _____ tree gives shade.
- g. I want to take a _____.

other bath there the brothers three thirty

(a. three, b. brothers, c. other, d. there, e. thirty, f. The, g. bath)

3. **Circulate and help as needed.**
4. **After they have finished, ask** volunteers to each write a sentence on the board. Ask others to read them aloud. Have everyone check their work.

5 min **Evaluation:**

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** “Three on the List”.
2. **Re-read** their sentences.
3. **Study** their sight words and th words.

MODULE D

Lesson 69: Initial consonant digraph /wh/

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that begin with wh
- Identify the sound wh when they hear it
- Read sight words: **people, questions, write, each**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **people, questions, write, each, would, found, please, with**

Learning Points:

- A consonant digraph is when two consonants join together to produce a single sound. The most common consonant digraphs are ch-, sh-, th-, ph- and wh-. Digraphs can appear at the beginning, middle, or ending of a word.

Activities:

5 min Review:

1. Have some learners write /th/ words on the board.
2. Have the other learners read them aloud.
3. Use the sight word flash cards to review **would, found, please, with.**

1 min Introduction:

1. **Say:** In this lesson, we will practice the sound /wh/.

15 min Reading Short Words with wh:

1. **Write** on the board:
who what where when why
2. Read the words aloud for the learners. Enunciate and exaggerate the “wh” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When “w” and “h” come together, they make one sound, “wh”.
5. **Ask:** What are some other words that start with “wh”? (Write them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 69. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

who	what	when	where	why
white	wheel	whip	which	while

10 min Identifying the “wh” sound:

1. **Say:** I am going to **read** a short passage twice. Listen very carefully for the “wh” sound. The first time I read, just listen. The second time, raise your hand when you hear /wh/ (*The **wh** words are underlined for you.*)
2. **Read aloud**, slowly and clearly:

Whining

“Where are we going? When will we be back? Who will be there? What will I do while I’m there? Why do I have to go?” she whined.

“I would like to whip you,” said her mother. “You whine too much. You will go with us to see the white whales that are swimming off the beach. And that is that.”

3. **Read it aloud** a second time. When learners raise their hands to indicate they have heard /wh/, ask them to identify the word.
4. **Ask:** are there any new words in the paragraph? If there are, write them on the board and explain them.
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

25 min Listening Comprehension, Vocabulary

1. **Say:** Today you will hear the 20th chapter of *Sonie's Story*. This chapter is called "Pros and Cons".
2. **Say:** We can infer from the title that in this chapter, Sonie and her classmates will discuss the pros and cons of breastfeeding.
3. **Designate** three places in the classroom: breastfeed, bottle feed, undecided. Ask the learners to stand on the side of the room that represents their view at this point. They can stay there while you read.
4. Read **this part of Chapter 20** aloud once, slowly and clearly.

Chapter 20
Pros and Cons

Eleven of the women agreed with Kema, but the others said that it was best to feed their babies with breast milk.

"Why do you say that?" Mr. Fallah asked, pointing to Ma Lorpu, one of the women who did not agree with Kema.

Ma Lorpu said, "If my man na like me because I fini feed his children and don't look like a young girl iron titis, that his biznes. First, you gat to get money to buy milk for the baby, and dat everyday. Me, I a poor woman. The money I get for milk will go for the food, so I think it better to feed my baby with breast milk. "

Stop and say: Before I read too much, I should stop and make sure I understand.

Ask a learner to explain what Ma Lorpu thinks. Then continue reading.

“Ma Lorpu right,” said Grace, a slim woman who was sitting beside the class window. “That rich people can feed their baby them with milk. We the poor people don’t get the money. But even if you feed your baby with breast milk, the baby can still look fat, I lie?”

“You are right,” said Mr. Fallah. “And breast milk is healthier for the baby. Powdered milk has to be mixed with water, and the water has to be boiled. Sometimes the water is dirty. The baby can get sick. Breastfeeding is the best for every mother who has enough milk. Like Ma Lorpu and Grace said, milk costs money, and most people don’t have jobs and do not eat enough everyday. The money they get to buy milk could be used to start a small business that they can eat from while they take care of the baby.”

Then he added, “As for a man who leaves his child’s mother for a small girl with iron titis, I would say he’s just a foolish man. No sensible man could do such a thing.”

Again, the class roared with laughter

5. **Ask:** Which words are new? Explain the meaning.
6. **Read** the story aloud again.
7. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond).
 - a. What reason does Ma Lorpu give for breastfeeding?
 - b. What reason does Grace give for breastfeeding?
 - c. Mr. Fallah gives some other reasons. What are they?
 - d. After reading this, have you changed your mind at all about

whether to breastfeed or not? If so, move to that group. Explain why you moved.

10 min Sight Words:

1. **Say:** Today's sight words are **people, questions, write, each.**
2. **Write** them on the board.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

3 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.

At home Learners should:

1. Read the words in their workbooks in Lesson 69.
2. Study their sight words: **people, questions, write, each.**

MODULE D

Lesson 70: Consonant digraph /wh/ in the middle and end of words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain wh
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Kumba's Job
- Sight word flashcards: **people, questions, write, each**

Learning Points:

- Compound words are words that consist of two or more words that can function independently.

Activities:

5 min Review:

1. Invite some learners to write words that begin with “wh” on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review **people, questions, write, each**

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have /wh/ in different positions.

20 min Reading Words with wh:

1. **Write** on the board:

anywhere somewhere awhile

2. Read the words aloud for the learners. Enunciate and exaggerate the “wh” sound.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. Explain that these are all compound words. Compound words are words that are made up of two words. When put together, they make a new word. (Write them like this on the board)

anywhere somewhere awhile
any where some where a while

5. **Ask** the learners to turn in their workbooks to Lesson 70. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

anywhere somewhere awhile
whale wheat nowhere

meanwhile elsewhere everywhere

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 70.
2. **Say**: Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Kumba's Job

Kumba writes for the newspaper. For each article, she needs to know who, what, when, where, why, and how. Who did it? What did they do? When did they do it? Where did they do it? And why did they do it?

Kumba loves her job. She is not afraid to go anywhere. She likes to meet people and ask questions. She likes to write.

When the story is sad, she feels sad for the men and women she talks to. But she must ask them hard questions. She says please, talk to me. I must ask just a few questions. I must write about what happened.

Tomorrow she will do a story. She will get up in the morning, she will go somewhere, she will ask questions. Meanwhile, somewhere else, another writer will also ask people who, what, when, where, how, and why.

4. **Ask**: What happens in this story? Are there any words you do not know or

do not understand?

5. **Which** words are put together from two other words (compound words)? (newspaper, anywhere, meanwhile, somewhere)
6. Have the learners read it aloud as a group.
7. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. Lead a discussion:
 - a. What is Kumba's job?
 - b. What does she do in her job?
 - c. What does she like about her job?
 - d. What is hard about her job?
 - e. What are the questions that a journalist must answer when writing a story?
 - f. Do you think you would like to be a journalist? Why or why not?

15 min Reading and Writing:

1. Have the learners turn to the writing section in Lesson 70 in their workbooks.
2. Have the learners read and complete the sentences with the appropriate words, chosen from the list below the sentences.

SENTENCES

- a. _____ will you be home?
- b. I do not know _____ the house is.
- c. Do you know _____ did it?
- d. I can not find him _____.
- e. _____ time is it?
- f. The car is _____.

when why where white anywhere who what

(a. When, b where c. who d. anywhere, e. What, f. white)

3. **Circulate and help as needed.**

4. **After they have finished, ask** volunteers to each write a sentence on the board. Ask others to read them aloud. Have everyone check their work.

5 min Evaluation:

1. **Ask:**

a. What did we do today?

b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** "Kumba's Job".

2. **Re-read** their sentences.

3. **Study** their sight words and wh words.

MODULE D

Lesson 71: End of Module Assessment

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded.

Steps:

- Tell learners that you will give them a test on Module D. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE D

Lesson 71: End of Module Assessment

1. Write your name.

2. As I say the following sounds, write them in your copy book. (5 points)

ch ph th wh sh

3. Listen as I read a list of words aloud. If the word has a wh in it, write the number of the word in your copybook. (3 points)

1) wheel 2) their 3) whiskey 4) phrase 5) wash 6) white

4. Listen as I read a list of words aloud. If the word has a sh in it, write the number of the word in your copybook. (3 points)

1) when 2) shoe 3) wish 4) shine 5) sell 6) should

5. Listen as I read a list of words aloud. If the word has a ch in it, write the number of the word in your copybook. (3 points)

1) choice 2) witch 3) China 4) cow 5) could
6) church

6. Listen as I read a list of words aloud. If the word has a th in it, write the number of the word in your copybook (2 points)

1) fat 2) that 3) ting 4) thing 5) tin

7. Copy these sentences into your copy book. Then fill in the blank with a WH word that makes sense. (Write the sentences on the board) (4 Points)

_____ is Hawa?

_____ will Hawa do?

_____ is Hawa in the market?

_____ will Hawa come?

where, when, what, why

MODULE E

MODULE E: Recognizing and Using Consonant Blends

By the end of the module, learners will be prepared to:

- Read and write words and sentences that contain consonant blends, of two and three letters
- Identify <'s> as a possessive
- Identify (hear) consonant blends of two and three letters
- Read and write ending consonant blends

Overview

In Module D, students learn to recognize and decode consonant blends and build their repertoire of strategies to use when decoding new words. They also learn and practice 's for possession. Reading passages focus on work, health and safety, and friendship, issues pertinent to the students' lives.

Links with other Modules: Building on Module D

Estimated Length of Module:

This module will be covered in 14 lessons over 4 weeks with the assumption that learners will attend 3 instructional days per week, with a 45 minutes class period.

List of Numbered Lesson Titles:

LESSON	MODULE E LESSON TITLES
72	L-blends: bl- in blue; cl- in class; fl- in flag; gl- in glad; sl- in slap
73	L-blends: bl- cl- fl- gl- sl-
74	R-Blends: br- in brag, cr- in crack, dr- in drag, fr- in fritter, gr- in grass, pr- in press, tr- in trap
75	R- blends br- cr- dr- fr- gr- pr- tr-
76	2-letter S-Blends sc- in scare, sm- in small, sn- in snake, sp- in speak, st- in stand, sw- in sweep, sk- in skirt
77	2-letter S-Blends sc- sk-, sm-, sn-, sp-, st-, sw-
78	Mid Module Assessment
79	Initial 3-letter S-Blends scr-, spr-, spl-, squ-, str-
80	Initial 3-letter S-blends scr-, spr-, spl-, squ-, str-
81	W blends dw- in dwell, tw- in twelve
82	W blends Dw- , tw-
83	Ending blends -st in nest, -lk in talk, -nt in plant, -lt in salt, -nd in sand, -sk in ask, -pt inept, -ft in left, -ct in act
84	Ending blends -st, -lk, -nt, -lt, -nd, -sk, -pt, -ft, -ct
85	End of module assessment

MODULE E

Lesson 72: L-blends: bl- in blue; cl- in class; fl- in flag; gl- in glad; sl- in slap

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with l blends
- Identify the sounds bl, cl, fl, gl, sl when they hear them
- Read sight words: **after, sign, important, boss**
- Explain that an apostrophe can show possession

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **after, sign, important, boss**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- An apostrophe followed by an s indicates possession.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The silent e on the end causes the ‘a’ to say its name.
- **LINKS with Work Readiness Module E Lessons 35-36**

Activities:

5 min **Review:**

1. **Ask:** What did we work on in the last module? (Consonant digraphs: ch, sh, ph, th, wh)
2. **Ask:** What are some words that have ch, sh, ph, th, or wh?
3. **Write** the words the learners generate on the board.
4. **Ask** the learners to read the words as you point to them.

1 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have two consonants that appear together and, unlike digraphs, each consonant is pronounced. These are blends. In this lesson and the next, we will work on 'l' blends.

20 min **Reading (Sounding out bl, cl, fl, gl, sl):**

1. **Write** on the board:
blue, class, flag, glad, slap
2. Read the words aloud for the learners. Enunciate and exaggerate the "l" blend.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When "b, c, f, g, or s" and "l" come together, we hear both letters, blended together. That is different from ch, th, wh, ph, sh, which make new sounds when they're together.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).

6. **Ask** the learners to turn in their workbooks to Lesson 72. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

blue	blame	bleed	bless
class	clip	clear	close
flag	flame	flash	flat
glad	glass	glue	glide
slap	sleep	sleeve	slid

10 min **Listening for blends:**

1. **Say:** I am going to **read** a short paragraph. Listen very carefully for the L blends. The first time I read, just listen. The second time, raise your hand when you hear bl, cl, fl, gl, or sl (*The **L blend words** are underlined for you*).
2. **Read aloud**, slowly and clearly:

Lami's Job

Lami flips on the light. He walks slowly so he will not slide on the slippery floor. He cleaned it last night. The blue and black tiles glow. Lami is glad to work. His family needs money. Every week Lami gets paid.

Lami does not like it when his boss glares at him. He does not like it when his boss blames him for a problem. Then he is glum. But that is rare. Lami does not slack off at work. His boss claims that Lami is clever.

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear an L blend. Have the learners say the words with

the I blend in them.

4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Lami's Job again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. **Ask** these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. Who is the main character in the story?
 - c. Is there another character in the story?
 - d. What do we know about Lami? (If groups have trouble answering, prompt them: Does he like to work? Why? What makes him unhappy? What kind of worker is he?)
 - e. What makes Lami glad?
 - f. What makes Lami glum?
 - g. What do you think Lami does that makes his boss angry? (If learners have trouble answering, prompt them: What if he's late to work? What if he talks on a cell phone during work? What if his friends come to visit?)
 - h. What sort of job does Lami have?
 - i. Do you think he can advance in his job?
 - j. Why or why not?

5 min Punctuation:

1. **Write** “Lami’s Job” on the board.
2. **Point** to the apostrophe in Lami’s.
3. **Explain:** An apostrophe followed by an **s** indicates possession, ownership. Here it means the job that Lami has.
4. Hold up your book and say “the teacher’s book”. Write it on the board.
5. **Write on the board and read:** It is the teacher’s.
6. **Ask:** What is the teacher’s? (It)
7. **Ask:** How do we know that “it” belongs to the teacher? (‘s)
8. **Explain:** You will practice this in a writing exercise in the next lesson.

5 min Sight Words:

1. **Say:** Today’s sight words are **after, sign, important, boss.**
2. **Write** them on the board. Make sure they know the meaning of each word.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.

2. **Display** the sight word flash cards and have the learners read them.
3. **Ask:** What can we use an apostrophe for?

**At
home**

Learners should:

1. **Read** the words in their workbooks in Lesson 72.
2. **Study** their sight words.

MODULE E

Lesson 73: L blends

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain L blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **after, sign, important, boss**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Safety on the Job
- Sight word flashcards: **after, sign, important, boss**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- An apostrophe followed by an s indicates possession.

Activities:

10 min Review:

1. Invite 5 learners to write words that begin with L blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to have the learners review them.
4. **Ask:** What is an apostrophe? What do we use it for?

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have L blends. They will also practice the apostrophe.

20 min Reading L blends , Writing, Apostrophe:

1. Have the learners turn to the writing section in Lesson 73 in their workbooks.
2. Say: In this exercise, you'll practice using the apostrophe. Let's do one together. Write on the board:
3. _____ is blue. (The book that belongs to Lami)
4. Read it aloud. Ask: How do we say "The book that belongs to Lami" using an apostrophe? (Lami's book).
5. Write Lami's book on the line on the board.
6. Have the learners read and complete the sentences.

SENTENCES

- a. He gave his _____ to his mother. (the glass that belongs to his father)
- b. My _____ is the name of the book. (the life that belongs to my wife)
- c. I am glad I walked to _____ (the farm that belongs to Hawa)
- d. The people clap when they hear _____. (the music that belongs to Ben)
- e. The flag is on his _____. (the home that belongs to his brother)

(a. father's glass, wife's life, Hawa's farm, Ben's music, brother's home)

7. Circulate and help as needed.
8. After they have finished, ask some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 73.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Safety on the Job

Lami cleans floors. That is his job. The floors he cleans are blue and black. They glow after he cleans them.

Before Lami washes floors, he puts up a sign. It shows a man slipping. When people see it, they stop. They do not walk on the wet floors. Lami does not want people to slip or slide. He does not want people to fall and bleed.

Lami's boss is glad to see Lami's sign. It is clear that safety is important to Lami. Lami's boss thinks safety is important, too.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. Why is this called "Safety on the Job"?
 - b. What does Lami do before he washes floors?
 - c. Why?
 - d. Why is Lami's boss happy with Lami?
 - e. What does safety on the job mean?
 - f. Why is it important?
8. Bring the groups back together and discuss the questions as a group.

10 min Free Writing:

1. Have the learners turn to the writing section in Lesson 73 in their workbooks.
2. Have the learners write about safety on the job. They can write about why it's important, why people get injured on the job, experiences their friends or family have had with unsafe workplaces, ways to keep safe

when working, anything related to safety on the job, OR they can use the model in their workbook.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min **Evaluation:**

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** "Safety on the Job".
2. **Re-read** their sentences and Safety on the Job writing.
3. **Study** their sight words and L Blend words.

MODULE E

Lesson 74: R-Blends: br- in brag; cr- in crack; dr- in drag; fr- in fritter; gr- in grass; pr- in press; tr- in trap

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with R blends
- Identify the sounds br, cr, dr, fr, gr, pr, tr when they hear them
- Read sight words: **other, trouble, their, school**
- Explain that an apostrophe can show possession

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **after, sign, important, boss, other, trouble, their, school**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- An apostrophe followed by an s indicates possession.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The silent e on the end causes the ‘a’ to say its name.

Activities:

5 min **Review:**

1. Invite 5 learners to write words that begin with L blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review after, sign, important, boss.

1 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have two consonants that appear together and, unlike digraphs, each consonant is pronounced. These are blends. In this lesson and the next, we will work on 'R' blends.

20 min **Reading (Sounding out br-, cr- dr-, fr-, gr-, pr-, tr-):**

1. **Write** on the board:

brag, crab, drug, frog, grass, press, trap

2. Read the words aloud for the learners. Enunciate and exaggerate the "R" blend.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When b or c or d or f or g or p or t and "r" come together, we hear both letters, blended together. That is different from ch, th, wh, ph, sh, which make new sounds when they're together.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).

6. **Ask** the learners to turn in their workbooks to Lesson 74. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words

brag	brake	brag	bride	brush	bread
crab	crane	crash	creep	crop	cry
frog	free	fresh	from	fruit	Friday
drop	drip	drug	drum	dream	dress
grass	grade	grand	grit	greet	grin
press	price	prize	pray	problem	
trade	train	trail	trap	trash	

10 min **Listening for blends:**

1. **Say:** I am going to **read** a short paragraph. Listen very carefully for the R blends. The first time I read, just listen. The second time, raise your hand when you hear br, cr, fr, dr, gr, pr, or tr (*The **R blend words** are underlined for you.*).
2. **Read aloud**, slowly and clearly:

Yatta's Dream

Yatta takes a brief break as the breeze flows through the trees. She tries not to cry. She feels trapped. She prays for a great idea.

Yatta's friend grows crops. She grows green vegetables. She sells them in the market. Yatta dreams of growing crops too. But she has no land. She has no free time. What can she do?

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear an R blend. Have the learners say the words with the R blend in them.

4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Yatta's Dream again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. Ask these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. What does the 's mean in the title?
 - c. What prediction can you make about the story from the title?
 - d. Who is the main character in the story?
 - e. Is there another character in the story?
 - f. What do we know about Yatta? (If learners have trouble answering, prompt them: Is she happy? Why or why not?)
 - g. Yatta is busy. What kinds of things do you think she does every day?
 - h. What is Yatta's dream?
 - i. Where did she get the idea?
 - j. What prevents her from reaching her dream?
 - k. Do you think her dream is a good idea? Why or why not?
 - l. Do you think she will ever achieve her dream?
 - m. If yes, how? If no, why not?

10 min Sight Words:

1. **Say:** Today's sight words are other, trouble, their, school
2. **Write** them on the board. Make sure they know the meaning of each word.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.
3. **Ask:** What can we use an apostrophe for?

**At
home Learners should:**

1. Read the words in their workbooks in Lesson 74.
2. Study their sight words: other, trouble, their, school.

MODULE E

Lesson 75: R-Blends: br- in brag; cr- in crack; dr- in drag; fr- in fritter; gr- in grass; pr- in press; tr- in trap

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain R blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **other, trouble, their, school**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Friends
- Sight word flashcards: **other, trouble, their, school**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.

Activities:

10 min Review:

1. Invite 5 learners to write words that begin with R blends on the board.
2. Have learners read the words aloud as you point to them.
3. **Use** the sight word flash cards to have the learners review other, trouble, their, school.
4. **Ask:** What is an apostrophe? What do we use it for?

1 min Introduction:

1. Explain that they are going to practice writing and reading words that have R blends.

20 min Reading R blends , Writing:

1. Have the learners turn to the writing section in Lesson 75 in their workbooks.
2. **Say:** In this exercise, you'll work in pairs to complete sentences. You can use as many words as you want. Let's do one together. (Write on the board and read aloud:

Ben's trip takes him _____ .)

3. Encourage the learners to be as creative as possible. Take suggestions from a few learners. Write each ending on the board (ask the learners to help you with the spelling.)
4. Have others read them aloud.
5. Have the learners find a partner and work together to complete the sentences below. They can use their books to look up words.

SENTENCES

- a. His grandfather dreams _____.
- b. His brother drank _____.
- c. On Friday, my friend will _____.
- d. Promise me you will _____.
- e. The price is _____.
- f. Do not cry, it _____.
- g. He traded his _____ for _____.

6. **Circulate and help** as needed.

7. After they have finished, **ask** some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 75.
2. **Say**: Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed**.

Friends

Friends are important. Friends are there for each other. A good friend takes pride in her friend. If her crop is good, she shares it with her friend. If she has trouble, her friend tries to help.

Friends come from many places. When a friend does not greet you, you feel glum. When a friend praises you, you

smile. A true friend is a prize.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. Why is this called “Friends”?
 - b. What does it say about friends?
 - c. Do you agree?
 - d. What do you think are the characteristics of good friends?
 - e. What role do friends play in your life?
8. Bring the groups back together and discuss the questions as a group.

15 min Free Writing:

1. Have the learners turn to the writing section in Lesson 75 in their workbooks.
2. Have the learners write about friends. They can use the guidelines in their workbook, or they can do it as a free writing exercise, writing whatever they want. For example, they can write about one of their friends, what makes a good friend, how they made a friend, anything about friends.

GUIDELINES FOR FRIENDS WRITING:

Answer these questions, and you will have a paragraph about your friend.

Title: My Friend _____ (put your friend’s name here)

What is the name of your friend?
How old is your friend?
Where does your friend live?
Describe your friend.
Write two things you like about your friend.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min **Evaluation:**

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. **Re-read** "Friends".
2. **Re-read their** sentences and the writing they did about Friends.
3. **Study** their sight words and R Blend words.

MODULE E

Lesson 76: 2-letter S-Blends: sc- in scare; sm- in small; sn- in snake; sp- in speak; st- in stand; sw- in sweep; sk- in skirt

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with 2-letter s blends
- Identify the sounds sc, sm, sn, sp, st, sw, sk when they hear them
- Read sight words: **together, money, work, new**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **other, trouble, their, school, together, money, work, new**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The e on the end lets us know that the ‘a’ will say its name.

Activities:

5 min Review:

1. Invite 5 learners to write words that begin with R blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review: other, trouble, their, school

1 min Introduction:

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have two consonants that appear together and each consonant is pronounced. These are blends. In this lesson and the next, we will work on 'S' blends.

20 min Reading (Sounding out sc-, sm- sn-, sp-, st-, sw-, sk-):

1. **Write** on the board:

scare, small, snake, speak, stand, sweep, skirt

2. **Read** the words aloud for the learners. Enunciate and exaggerate the "S" blend.
3. **Ask:** What do you notice about these? (*The S in these blends comes first. In the R and L blends, the other consonant came first.*)
4. Have the learners read the words aloud. (Make sure they know what each word means).
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 76. Have the learners work in pairs to practice reading the words listed there. Circulate

and help. Make sure they know the meaning of all the words.

scare	scale	scat	score
small	smell	smart	smile
snake	snap	snip	snore
speak	spit	spine	spell
stand	stare	stir	start
sweep	swell	swim	swine
skirt	skin	skip	skill

10 min Listening for blends:

1. **Say:** I am going to **read** a short passage. Listen very carefully for the S blends. The first time I read, just listen. The second time, raise your hand when you hear **sc- sm-, sn-, sp-, st-, sw-, sk** (*The S blend words are underlined for you.*).
2. **Read aloud**, slowly and clearly:

Dolo's Challenge

Dolo studies carpentry. He spends all his time learning new skills. He likes the carpentry shop. He never skips a day. He works hard, sweating as he saws and hammers. He forgets to snack. He stays until the sky gets dark. Then he stops.

He likes the carpentry shop but he does not like his teacher's cigarette smoke. He does not like the snakes and scorpions that live in the shop's woodpile. He does not like the mosquitoes that live there, either. They land on his skin. He smacks them and they scatter.

Dolo wants to speak up but he is scared. He wants to improve the environment. But he is scared his teacher will scowl. What should he do?

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear an S blend. Have the learners say the words with the S blend in them.
4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension).

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Dolo's Challenge again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. **Ask** these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. What does the 's mean in the title?
 - c. What does the title tell us about the story?
 - d. Who is the main character in the story?
 - e. Is there another character in the story?
 - f. What do we know about Dolo? (If learners have trouble answering, prompt them: Is he studying? What is he learning? Does he like it? Does he have any problems?)
 - g. What is Dolo's challenge?
 - h. Why is it dangerous to have standing pools of water? Do you have pools of water near your home? Do mosquitoes breed there? Could you do something about them?
 - i. Do you have snakes or scorpions in your woodpiles?
 - j. What is the problem with cigarette smoke? (It can cause cancer, even if it is from someone else's cigarette)

k. What do you think Dolo should do?

5. Ask for two volunteers to act out a situation between Dolo and his teacher.

10 min Sight Words:

1. **Say:** Today's sight words are: together, money, work, new.
2. **Write** them on the board. Make sure they know the meaning of each word.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.

At home Learners should:

1. **Read** the words in their workbooks in Lesson 76.
2. **Study** their sight words: together, money, work, new.

MODULE E

Lesson 77: 2-letter S-Blends: sc- in scare; sm- in small; sn- in snake; sp- in speak; st- in stand; sw- in sweep; sk- in skirt

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain S blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **together, money, work, new**
- Explain that the author is the writer of a story or a book

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: Fitting In At Work
- Sight word flashcards: **together, money, work, new**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- **LINKS** with Work Readiness Module A Lesson 9

Activities:

10 min Review:

1. **Invite** 5 learners to write words that begin with S blends on the board.
2. Have learners read the words aloud as you point to them.
3. **Use** the sight word flash cards to have the learners review: together, money, work, new.

1 min Introduction:

1. **Explain** that they are going to practice writing and reading words that have S blends.

20 min Reading S blends, Writing:

1. Have the learners turn to the writing section in Lesson 77 in their workbooks.
2. **Say:** In this exercise, you'll complete sentences. Choose words from the word bank below and complete the sentences in your notebooks. There is one word for each empty space.

SENTENCES

- a. Ben wants to _____ a _____.
- b. Their home is small. It has no _____.
- c. You should not _____ school.
- d. She may be _____ but she is _____.
- e. She _____ the sky for _____.
- f. Fish _____ in the sea.
- g. He has not seen _____.
- h. Do not _____ your money on that. Save it!
- i. His _____ itches.

WORD BANK

skip scans snare smart snow skin space stars swim small spend snake

(a. snare snake b. space c. skip d. small, smart, e. scans stars, f. swim g. snow h. spend i. skin)

3. **Circulate and** help as needed.
4. After they have finished, **ask** some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 77.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Fitting In At Work

It is Sleju's first day at work. As the day ends, he stands up. He is tall. His skin shines. He smiles to himself. He has shown his skill today.

At home, Sleju speaks to his father. He tells him how the boss scolded and screamed at the other workers. But not at Sleju. Sleju worked hard.

His father spoke. I am glad the boss did not scold you. But be careful, Sleju. You want the boss to like you. But the other workers must like you, too. Spend time with the other workers.

Make friends. You will all sweat together.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Explain: The “author” is the person who wrote the story. Books have authors. Your workbook has an author.
8. Put the learners in small groups to discuss these questions:
 - a. Why is this called “Fitting In At Work”?
 - b. Who are the main characters?
 - c. Who else does the author refer to?
 - d. Why is this a special day for Sleju?
 - e. Do we know what kind of job he has? Does it matter to our understanding of the story?
 - f. How does he feel that the day went? How do we know?
 - g. What advice does his father give him?
 - h. What do you think of this advice?
 - i. What does “teamwork” mean?
 - j. Why is the idea of teamwork important at work?
9. Bring the groups back together and discuss the questions as a group.

15 min Free Writing:

1. Have the learners turn to the writing section in Lesson 77 in their workbooks.
2. Have the learners use the guidelines in their workbooks to write about

teamwork

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min **Evaluation:**

1. **Ask:**
 - a. What is an author?
 - b. What did we do today?
 - c. What was hard? What was easy? What was fun?

At home **Learners should:**

1. **Re-read** "Fitting in at Work".
2. **Re-read** their sentences and their writing about work.
3. **Study** their sight words and S Blend words.

MODULE E

Lesson 78: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review what the assessment shows they have not mastered.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz. Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.
3. If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.
4. Correct the quiz together. After each question, stop and review the material.

MODULE E

Lesson 78: Mid-Module Assessment

1. Write your name. Leave three spaces after your name (on the same line), then write “quiz.” (Write quiz on the board). **Now, show that it’s your quiz by making your name possessive of the word quiz.**

2. Copy these words in your copybooks. (Write these words on the board. DO NOT read them aloud.) **Circle the words with the s blends in them.** (Note: *shy is a digraph, not a blend. Sh makes a new sound*)

shy sly stone see sell spin snap

3. Copy these words in your copybooks. (Write these words on the board. DO NOT read them aloud.) **Circle the words with r blends in them.**

road pray rain free rice bread

4. Copy these words in your copybooks. (Write these words on the board. DO NOT read them aloud.) **Circle the words with l blends in them.**

black slit late flow lime lazy

5. Copy these numbers in your copybooks. (Write these numbers on the board, reading them aloud as you write).

1 2 3 4 5 6

Listen as I read a list of words. I will say a number, then read the word. Circle the number if the word has an r blend in it.

1. break 2. time 3. train 4. own 5. when 6. fry

6. Copy these numbers in your copybooks. (Write these numbers on the board, reading them aloud as you write).

1 2 3 4 5 6

Listen as I read a list of words. I will say a number, then read the word. Circle the number if the word has an L blend in it.

1. low 2. blow 3. close 4. one 5. glad 6. live

7. Copy these numbers in your copybooks. (Write these numbers on the board, reading them aloud as you write).

1 2 3 4 5 6

Listen as I read a list of words. I will say a number, then read the word. Circle the number if the word has an s blend in it.

1. small 2. sad 3. steal 4. sink 5. smell 6. street

8. Write these words in your copybook. (Read the words aloud, slowly, twice. DO NOT write them)

after boss their other

9. Write these phrases in your copybook. (Write them on the board. Do not read them aloud). Circle the phrases that show that something belongs to someone.

Dolo's bag

Hawa wants rice

Ben's farm

MODULE E

Lesson 79: Initial 3-letter S-Blends: scr-, spr-, spl-, squ-, str-

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with 3 letter s-blends
- Identify the sounds scr-, spr-, spl-, squ-, str-, when they hear them
- Read sight words: **busy, customers, earn, two**
- Explain that in English, “q” is almost always followed by u

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **together, money, work, new, busy, customers, earn, two**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The e on the end lets us know that the ‘a’ will say its name.

Activities:

5 min Review:

1. Invite 5 learners to write words that begin with R blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review: together, money, work, new.

1 min Introduction:

1. **Say:** In this lesson and the next, we will learn about recognizing, reading, and writing some words that have **three** consonants that appear together and each consonant is pronounced. These are blends. In this lesson and the next, we will work on **3 letter S blends**.

20 min Reading (Sounding out scr-, spr-, spl-, squ-, str-):

1. **Write** on the board:

scrub, spring, split, squeeze, street

2. **Draw** a line under the first three letters of each word.
3. **Read** the words aloud for the learners. Enunciate and exaggerate the “S” blend.
4. Have the learners read the words aloud. (Make sure they know what each word means).
5. **Ask:** What are some other words that start with one of these 3-letter blends? (**Write** them on the board as the learners say them).
6. **Point** to the “squ”. **Say:** In English, q is almost always followed by u. That will help you in spelling words with q.

7. **Ask** the learners to turn in their workbooks to Lesson 79. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words

scream	screen	scratch	scram
spring	spread	sprint	sprout
split	splash	splint	splendid
squeeze	squint	squid	squirt
street	strike	stress	stride

10 min **Listening for blends:**

1. **Say:** I am going to **read** a short passage. Listen very carefully for the 3-letter S blends. The first time I read, just listen. The second time, raise your hand when you hear **scr-**, **spr-**, **spl-**, **squ-**, **str-** (*The S blend words are underlined for you.*).
2. **Read aloud**, slowly and clearly:

Deegar's Business

Deegar sprints across the street to the car. He lifts his rag, squeezes it and splashes water onto the windshield. He strains to draw the rag in a straight line. He squeezes the water off. Not a streak! He feels a thrill. The driver smiles and hands him a coin. "Good job," the driver says.

Deegar is thrifty, strong, and kind. Other men squeeze their rags but they do not threaten him. When the men squabble, Deegar shrugs his shoulders and walks away.

Deegar sees a small boy with a scrape on his leg, a scratch on his face and a splint on his leg. The boy holds a scrap of fabric. The boy wants to work. Deegar squats in front of him. "Will you watch my bucket?" Deegar asks the boy. "Take good care of it and I will split my earnings with you. We will be a team," Deegar

says.

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear a 3-letter S blend. Have the learners say the words with the blends in them.
4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Deegar's Business again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. **Ask** these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. Who is the main character in the story?
 - c. Who are the other characters in the story?
 - d. What is Deegar's job?
 - e. Is he good at it? How do you know?
 - f. Is he an entrepreneur?
 - g. What investments does he have to make in his business?
 - h. What are the challenges in his business?
 - i. What does the boy want?
 - j. Do you think that cleaning car windows in traffic or in a parking lot is a good job for the boy? Why or why not?
 - k. What does Deegar say to the boy?
 - l. Why?

- m. What kind of man is Deegar? Do you admire him? Why?
- n. Do you think Deegar made a good choice?
- o. What could happen next?

10 min Sight Words:

1. **Say:** Today's sight words are: busy, customers, earn, two.
2. **Write** them on the board. Make sure they know the meaning of each word.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.
3. **Ask:** What letter is almost always found after 'q'?

At home Learners should:

1. **Read** the words in their workbooks in Lesson 79.
2. **Study** their sight words: busy, customers, earn, two.

MODULE E

Lesson 80: Initial 3-letter S-Blends scr-, spr-, spl-, squ-, str-

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain 3-letter S blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **busy, customers, earn, two**
- Explain that “u” almost always follows q

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: A Seller’s Uncertainty
- Sight word flashcards: **busy, customers, earn, two**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- **LINKS** to Work Readiness, Module D Lessons 26 -28

Activities:

10 min Review:

1. Invite 5 learners to write words that begin with 3-letter S blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to have the learners review: busy, customers, earn, two.

1 min Introduction:

1. Explain that they are going to practice writing and reading words that have 3-letter S blends.

20 min Reading S blends, Writing:

1. Have the learners turn to the writing section in Lesson 80 in their workbooks.
2. **Say:** In this exercise, you will complete sentences. Choose words from the word bank below and complete the sentences in your notebooks. There is one word for each empty space.

SENTENCES

- a. Ben wants to _____ ! He stepped on a _____ .
- b. The workers went on _____ and marched in the _____.
- c. In the _____ the new plants start to _____.
- d. The baby _____ in the water.
- e. What a _____ day.
- f. We put _____ on the windows to keep the mosquitoes out.
- g. He walks with long _____.

WORD BANK

spring strides splendid squid splashes screens strike scream street sprout

(a. scream, squid b. strike, street, c. spring, sprout, d. splashes, e. splendid, f. screens, g. strides)

3. **Circulate and** help as needed.
4. After they have finished, **ask** some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 80.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

A Seller's Uncertainty

Fanta squeezes into her stall at the market. She sells squid. She hears the other sellers screaming. The street is busy.

Fanta lays the squid out in straight lines and splashes water on them. They look splendid. She hopes she will have many customers today.

It is strange, she thinks. Some days are very busy. Some days are not. It is stressful, not knowing how much I will earn.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)

5. Point to the apostrophe in “Seller’s”. Ask: What belongs to the seller? (*uncertainty*). Explain that our feelings belong to us, too, and that is why we use an apostrophe here.
6. Have the learners read the story aloud together.
7. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. Explain: The “author” is the person who wrote the story. Books have authors. Your workbook has an author.
9. Put the learners in small groups to discuss these questions:
 - a. Why is this called “A Seller’s Uncertainty”?
 - b. Who are the main characters?
 - c. Who else does the author refer to?
 - d. How does Fanta earn a living?
 - e. Can you picture the scene? Describe it.
 - f. How does Fanta feel today?
 - g. What is stressful for Fanta?
 - h. Fanta is an entrepreneur. She has her own business. She only makes a profit if she sells her fish for more than it costs her to do business. What things do you think she might have to pay for, besides the squid?
 - i. What do you think is good about being an entrepreneur?
 - j. What do you think is challenging about being an entrepreneur?
10. Bring the groups back together and discuss the questions as a group.

15 min Free Writing:

1. Have the learners turn to the writing section in Lesson 80 in their workbooks.
2. Have the learners write about being an entrepreneur. They can free write if they want to, or they can use the guidelines in their workbooks to

create a paragraph about being an entrepreneur.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min Evaluation:

1. **Ask:**
 - a. What is an author?
 - b. What did we do today?
 - c. What was hard? What was easy? What was fun?

At home Learners should:

1. **Re-read** "A Seller's Uncertainty".
2. **Re-read** their sentences and their writing about work.
3. **Study** their sight words and 3 letter S Blend words.

MODULE E

Lesson 81: W blends dw- in dwell, tw- in twelve

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with w blends
- Identify the sounds dw, tw when they hear them
- Read sight words: **until, wait, one, married**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **busy, customers, earn, two, until, wait, one, married**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The e on the end lets us know that the ‘a’ will say its name.
- “Two” is NOT a W blend. It is an exception. The “w” in two is silent.

Activities:

5 min **Review:**

1. Invite 5 learners to write words that begin with 3 letter S blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review: busy, customers, earn, two.

1 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have **two** consonants that appear together and each consonant is pronounced. These are blends. In this lesson and the next, we will work on **W blends**.

20 min **Reading (Sounding out dw-, tw-):**

1. **Write** on the board:

dwell, dwarf, twelve, twin

2. **Read** the words aloud for the learners. Enunciate and exaggerate the “W” blend.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. Write “two” on the board. Point out the “tw”. Explain: two is an exception. The “w” is silent in “two” and the “o” is long.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them. There are not many, so they may not respond).

6. **Ask** the learners to turn in their workbooks to Lesson 81. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words

 dwell	 dwarf	 twelve
 twenty	 twin	 twice
 twist	 twig	 between

10 min Listening for blends:

1. **Say:** I am going to **read** a short passage. Listen very carefully for the W. The first time I read, just listen. The second time, raise your hand when you hear **dw** or **tw** (*The **W blend words** are underlined for you*).
2. **Read aloud**, slowly and clearly:

Dwe

Dwe has twelve brothers and sisters. One of his brothers is his twin. Dwe and his twin are special in many ways. They look alike. Only Dwe's mother can tell the two apart. They are dwarfs.

Dwe's family dwells in a crowded home in a village twenty kilometers from the nearest town. Dwe and his twin are learning to farm. They find that being small is a blessing. They can plant, weed, and harvest easily. The twins are strong and like to work hard. Their garden has twice the yield as their brothers' gardens.

Dwe and his twin have one problem. They hate going to town. In town, people stare at dwarfs. People stop, twist around, and stare when Dwe and his twin walk by. But they need to sell their crops. What should they do?

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear a W blend. Have the learners say the words with the blends in them.
4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension).

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Dwe again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. **Ask** these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. Who is the main character in the story?
 - c. Who are the other characters in the story?
 - d. Describe Dwe's family.
 - e. What business is Dwe learning?
 - f. Do you think he will be a successful farmer?
 - g. What challenge does he face?
 - h. How do you think he feels when he goes to town?
 - i. Why do people stare at dwarfs?
 - j. Dwe is experiencing prejudice (unfairness and injustice) because he is different. Have you experienced prejudice? If you have, how did it make you feel?
 - k. Have you ever discriminated against someone or made them feel bad because they were different? (Learners can think about the answer to this but do not have to share answers)
 - l. What suggestions do you have for Dwe and his twin?

10 min Sight Words:

1. **Say:** Today's sight words are: until, wait, one, married.
2. **Write** them on the board. Make sure they know the meaning of all the words.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Display** the sight word flash cards and have the learners read them.

At home Learners should:

1. **Read** the words in their workbooks in Lesson 81.
2. **Study** their sight words: until, wait, one, married.

MODULE E

Lesson 82: W blends dw- in dwell, tw- in twelve

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain W blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **until, wait, one, married**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip.
- Story Chart: Twenty, not Twelve.
- Sight word flashcards: **until, wait, one, married.**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.

Activities:

10 min Review:

1. Invite 5 learners to write words that begin with W blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to have the learners review: wait, until, one, married.

1 min Introduction:

1. Explain that they are going to practice writing and reading words that have W blends.

20 min Reading W blends, Writing:

1. Have the learners turn to the writing section in Lesson 82 in their workbooks.
2. **Say:** In this exercise, you'll complete sentences. Choose words from the word bank below and complete the sentences in your notebooks. There is one word for each empty space.

SENTENCES

- a. Those children look alike. They are _____ .
- b. If I have a dozen eggs, I have _____ eggs
- c. He is so short! He must be a _____.
- d. She walked _____ the two trees.
- e. I called you on your cell phone _____ this morning.
- f. She wants to get married when she is _____.

WORD BANK

twenty twins dwarf between twelve twice

(a. twins, b. twelve, c. dwarf, d. between e. twice f. twenty)

3. **Circulate and** help as needed.
4. After they have finished, **ask** some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 82.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Twenty, not Twelve

Dwe hears his parents talking about one of his sisters. They want her to get married. She is only twelve! But they cannot pay her school fees. The cost has gone up twice. With 13 children they have no extra money.

Dwe talks to his twin. We cannot let Dwede get married. She is only twelve. She should finish school. She should wait to marry until she is twenty.

Dwe's twin agrees. What can we do?

Dwe says, "I know. We hate the market, but between us," he says, "we can do it. We can take our crops to market ourselves. People will come to see the dwarfs. We will have many customers. They will see we have the best vegetables. We will earn money and pay Dwede's school fees.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read the story aloud together.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. Why is this called “Twenty, not Twelve”?
 - b. Who are the main characters?
 - c. Who else does the author refer to?
 - d. What is Dwe upset about?
 - e. Dwe and his twin do not like to go to the market. Why are they willing to go now?
 - f. Do you think this is a good idea? Why or why not?
 - g. Dwe’s parents want their daughter to marry at 12. Do you think that’s a good idea? Why or why not?
 - h. What age do you think is right for girls to marry? Why?
8. Bring the groups back together and discuss the questions as a group.

15 min Free Writing:

1. Have the learners turn to the writing section in Lesson 82 in their workbooks.
2. Have the learners write about marriage or helping someone else. They can do free writing, or they can answer the questions under guidelines to write a paragraph.

GUIDELINES

Title: Marriage
Are you a male or a female?
How old are you?

How old do you want to be when you get married?
Why would that be a good age for marriage?

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min **Evaluation:**

1. **Ask:**
 - a) What did we do today?
 - b) What was hard? What was easy? What was fun?

At home **Learners should:**

1. **Re-read** "Twelve or Twenty".
2. **Re-read** their sentences and their writing about marriage.
3. **Study** their sight words and W Blend words.

MODULE E

Lesson 83: Ending blends: -st in nest; -lk in talk; -nt in plant; -lt in salt; -nd in sand; -sk in ask; -pt kept; -ft in left; -ct in act

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with ending blends
- Identify the sounds -st, -lk, -t, -lt, -nd, -sk, -pt, -ft, -ct when they hear them
- Read sight words: **since, said, much**

Preparation and Materials:

- Chalkboard, chalk, eraser, alphabet strip
- Sight word flash cards: **until, wait, one, married, since, said, much**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.
- If learners are having trouble sounding out words, point out clues that will help them. For example, in “blue”, after the bl sounds, there are two vowels. When two vowels go walking, the first does the talking, so ue makes the long u sound. In “flame”, after the fl sounds, there is “ame”. The e on the end lets us know that the ‘a’ will say its name.

Activities:

5 min Review:

1. Invite 5 learners to write words that begin with W blends on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review: until, wait, one, married.

1 min Introduction:

1. **Say:** In this lesson and the next, we will learn about recognizing, reading and writing some words that have **two** consonants that appear together **at the end of words** and each consonant is pronounced.

20 min Reading (Sounding out -st, -lk, -nt, -lt, -nd, -sk, -pt, -ft, -ct):

1. **Write** on the board:

nest, talk, plant, salt, sand, ask, left, kept, act

2. **Read** the words aloud for the learners. Enunciate and exaggerate the ending blends.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Ask:** What are some other words that end with any of these blends? **Write** them on the board as the learners say them.
5. **Ask** the learners to turn in their workbooks to Lesson 83. Have the learners work in pairs to practice reading the words listed there. Circulate and help. Make sure they know the meaning of all the words.

nest	west	rest	most	cost
talk	walk	milk	bulk	
plant	aunt	went	want	sent
salt	halt	fault	adult	result
sand	bend	send	kind	blind
ask	mask	task	desk	risk
kept	wept	slept	swept	
left	theft	gift	swift	soft
act	fact	elect	subject	subtract

10 min Listening for blends:

1. **Say:** I am going to **read** a short passage. Listen very carefully for the ending blends. The first time I read, just listen. The second time, raise your hand when you hear **-st, -lk, -nt, -lt, -nd, -sk, -pt, -ft, -ct** (*The ending blend words are underlined for you.*).
2. **Read aloud**, slowly and clearly:

Nunia's Worries

Nunia walks with her friend past a shack. As they walk, they talk. Nunia is worried.

My brother drinks too much, Nunia says. I do not understand how he can act this way. At first, I thought he was sick. Second, I kept hoping his conduct would change. At last, I understand that he is an addict.

My father is very strict so my brother left home. Now he spends all his funds on drink. I did not think he would sink this low. He lost his job.

Nunia asks her friend, "What can I do? It is hard to have an effect on an addict."

3. **Read it aloud** a second time. This time, have the learners raise their hands when they hear one of the ending blends. Have the learners say the words with the blends in them.
4. **Ask:** Are there any new words? (If there are, write them on the board and explain them.)
5. **Ask** a volunteer to re-tell the paragraph in his or her own words. (Check for comprehension)

20 min Reading Comprehension, Vocabulary:

1. **Say:** I'm going to read Nuunia's Worries again and you will discuss it in small groups.
2. Put the learners in groups of 4 so they can discuss the questions together.
3. **Read** the story aloud again.
4. **Ask** these questions. After the groups discuss them, ask groups to respond.
 - a. What is the title of the story?
 - b. Is it a good title? Why or why not?
 - c. Who is the main character in the story?
 - d. Who are the other characters in the story?
 - e. Why is Nuunia worried?
 - f. What happened to Nuunia's brother?
 - g. What does she mean when she says "It is hard to have an effect on an addict?"
 - h. What can happen to people who drink too much? (They lose their ability to work, they spend all their money on liquor, it is bad for their health)
 - i. What responsibility does Nuunia have to her brother?
 - j. Do you know anyone who drinks too much?
 - k. What advice do you have for Nuunia?

5. **Ask** for volunteers to act out a scene between Nuunia and her brother.

10 min Sight Words:

1. **Say:** Today's sight words are: since, said, much.
2. **Write** them on the board. Make sure they know the meaning of all the words.
3. **Point** to each word, pronounce it, and have the learners repeat.
4. **Change** the sequence in which you point to the words. Have the learners say them.
5. Have the learners add them to their lists in their notebooks.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Display the sight word flash cards and have the learners read them.

At home Learners should:

1. Read the words in their workbooks in Lesson 83.
2. Study their sight words: since, said, much.

MODULE E

Lesson 84: Ending blends -st, -lk, -nt, -lt, -nd, -sk, -pt, -ft, -ct

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain ending blends
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **since, said, much**

Preparation and Materials:

- Chalkboard, chalk, eraser alphabet strip
- Story Chart: The Gift
- Sight word flashcards: **since, said, much**
- **Crumpled up paper, bean bag, or light ball (something that can be thrown)**

Learning Points:

- A consonant blend (sometimes known as a consonant cluster) is a group of consonants that appear together in a word without any vowels between them. When reading blends, each letter within the blend is pronounced individually.

Activities:

10 min Review:

1. Ask the learners to form a big circle (they can do this outdoors).
2. Explain the game: This is to review the ending blends they are studying: -**st in nest**, -**lk in talk**, -**nt in plant**, -**lt in salt**, -**nd in sand**, -**sk in ask**, -**pt in kept**, -**ft in left**, -**ct in act**.
3. Say: You will toss the ball to someone and say a word with an ending blend. The person who gets the ball has to say a different word with that blend, then throw the ball to someone else. This continues until someone throws the ball and says "CHANGE" and then says a word with a DIFFERENT ending blend. Then the person that catches the ball has to say a word with the new ending blend.
4. Play the game until everyone has had a chance to catch the ball and say at least one word.
5. Use the sight word flash cards to have the learners review: since, said, much.

1 min Introduction:

1. Explain that they are going to practice writing and reading words that have ending consonant blends.

20 min Reading ending consonant blends, writing:

1. Have the learners turn to the writing section in Lesson 84 in their workbooks.
2. **Say:** In this exercise, you'll use two (or three) words to complete each sentence. The words are already in pairs. Find the pair that makes each sentence make sense, and write the words in the blanks (hint: the words in the pairs may be in the wrong order for the sentence)

SENTENCES

- a. The _____ was in the _____.
- b. She likes to _____ and _____ with her _____.
- c. The _____ man is very _____.
- d. She was so sad, she _____ as she _____.
- e. To _____, you must memorize your math _____.
- f. They _____ the _____ on the table
- g. Please _____ an _____.
- h. Sit at the _____ to do the _____.
- i. This _____ is the _____ difficult.
- j. If we _____ we can stop the _____.

WORD PAIRS

gift left
slept wept
fast act theft
subject most
blind kind
send adult
walk talk child
task desk
nest west
fast subtract facts

(a. nest west, b. walk, talk, child. c. blind, kind d. wept slept, e. subtract fast, facts f. left gift g. send adult h. desk task i. subject most j. act fast theft

3. **Circulate and** help as needed.

4. After they have finished, **ask** some learners to write their sentences on the board. Ask others to read them aloud. Have everyone check their work.

20 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 84.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

The Gift

Mangadur wept. She had not slept since her boyfriend rejected her. But she did not want him back.

After he left, she went to the clinic. She was afraid she was pregnant. The woman behind the desk was very kind. She told Mangadur that the nurse wanted to talk to her. The woman sent Mangadur to the nurse.

The nurse said, I have something to ask. Did you have sex without a condom? Mangadur hung her head. It was a fact.

You took a risk, said the nurse. The risk had a big impact. The good news is you are not pregnant. The bad news is that you are HIV positive. We will send you to the HIV clinic. They will do more tests to see if you should go on medicine now. They will talk to you about how to live a healthy life. HIV is a lifelong disease but you can live a long life with it. The nurse's voice was soft.

Mangadur wept. Her boyfriend cost her so much. He left her with a gift she did not ask for.

4. **Ask:** Are there any words you do not know or do not understand?

(Explain them)

5. Have the learners read the story aloud together.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. Why is this called “The Gift”?
 - b. Who are the main characters?
 - c. Who else does the author refer to?
 - d. What is Mangadur upset about?
 - e. Why did Mangadur go to the clinic?
 - f. What did she find out?
 - g. What does the nurse tell her she must do now?
 - h. What does “her boyfriend cost her so much” mean?
 - i. What can we learn from this story?
8. Bring the groups back together and discuss the questions as a group.

15 min Free Writing:

1. Have the learners turn to the writing section in Lesson 84 in their workbooks.
2. Have the learners write about HIV/AIDS. They can free write or use the guidelines in their workbook.
3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another’s work.

5 min **Evaluation:**

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. Re-read "The Gift".
2. Re-read their sentences and their writing about work.
3. Study their sight words and ending blend words.

MODULE E

Lesson 85: End of Module Evaluation

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded.

Steps:

- Tell learners that you will give them a test on Module E. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE E

Lesson 85: End of Module Evaluation

1. Write your name.

2. As I say the following sight words, write them in your copybook. (4 points)

last from hand stop

3. Listen as I read a list of words aloud. If the word has a 3 letter s blend in it, write the number of the word in your copybook. (3 points)

1. splash 2. sun 3. sail 4. street 5. say 6. screen

4. Listen as I read a list of words aloud. If the word has an ending blend in it, write the number of the word in your copybook. (3 points)

1. first 2. wine 3. bag 4. walk 5. left 6. live

5. Listen as I read a list of words aloud. If the word has a dw or tw in it, write the number of the word in your copybook. (2 points)

1. tiny 2. twin 3. tell 4. twenty 5. thirty 6. drill

6. Copy these words into your copybooks. (Write these words on the board. DO NOT read them aloud.) Circle the words with 3 letter s blends in them. (3 points)

spring scout squash shall scream scale

7. **Copy these words into your copybooks.** (Write these words on the board. DO NOT read them aloud). **Circle the words with ending blends in them. (3 points)**

duck sick sleep slept slim

8. **Copy and complete these sentences. Remember to use a capital letter at the beginning and a period at the end. Choose the right word from the word bank. (Write this on the board. DO NOT read it aloud). (2 points – give a point only if everything in the sentence is correct.)**

She has not _____.

They look like _____.

twins slept

MODULE F

MODULE F: Recognizing and using adjacent letters and their sounds at the Initial, Middle, and Ending Positions in Listening, Speaking, Reading, and Writing

By the end of the module, learners will be prepared to:

- Recognize and read 36 sight words
- Demonstrate familiarity with concepts of print
- Identify sounds made by adjacent letters: diphthongs, vowel diagraphs, silent letters and /zh/ sound.
- Write simple texts; poems, song, complete a story etc.
- Recall prior knowledge to assist in understanding.

Overview

By Module F, students have a sight word vocabulary of more than 120 words. They learn about other consonant combinations such as double letters and r-controlled vowels. Their repertoire of decoding and comprehension strategies, combined with a considerable sight word vocabulary, has prepared them to read most simple texts and to write short sentences independently. Their enjoyment of *Sonie's Story* has proved to the students that reading can be a source of pleasure as well as a way to gain information and communicate about the mundane aspects of life. They have a strong foundation upon which to build more advanced reading and writing skills.

Learning Objectives: The learner who successfully completes Module F should be able to:

- Read short sight words with some fluency and appropriate pronunciation.
- Read and write words that contain diphthongs.
- Read and write words that contain vowel diagraphs
- Read and write words that contains double letters
- Read and write words that contain silent letters
- Read and write words with r controlled vowel
- Read and interpret and write a daily schedule
- Put words in alphabetical order
- Answer comprehension questions that give details on story heard.
- Write simple short texts such as poems, songs, ending of a story,

Links with other Modules:

- Life skill topics on Understanding Self and Rolls.
- Work Readiness Goals.
- Literacy modules A-E

Estimated Length of Module: Five weeks for 14 lessons. 75 minutes class time per lesson.

List of Numbered Lesson Titles:

LESSON	MODULE F LESSON TITLES
Lesson 86	Diphthongs -oi- in soil, -oy in boy
Lesson 87	Diphthongs oi oy
Lesson 88	Diphthongs ou in house, ow in town
Lesson 89	Diphthongs ou, ou
Lesson 90	Diphthongs au, aw
Lesson 91	Diphthongs au, aw
Lesson 92	Short /oo/ in book, long /oo/ in school
Lesson 93	Short /oo/ in book, long /oo/ in school
Lesson 94	Double letters
Lesson 95	Double letters
Lesson 96	Mid Module Assessment
Lesson 97	Silent letters B, C, L, W
Lesson 98	Silent letters T, K, U, D, N
Lesson 99	R-controlled vowels
Lesson 100	R-controlled vowels
Lesson 101	S: as /z/ in praise, as /zh/ in Asia, as /sh/ in sure
Lesson 102	S: as /z/ in praise, as /zh/ in Asia, as /sh/ in sure
Lesson 103:	End of Module Evaluation

MODULE F

Lesson 86: Diphthongs –oi in soil, -oy in boy

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with diphthongs oi or oy
- Define and use in a sentence words with oi or oy
- Identify the sound oi/oy when they hear it
- Write sentences including oi/oy words
- Read sight words: **never, every, going**

Preparation and Materials:

- Chalkboard, chalk, eraser
- Sight word flash cards: **never, ever, going**

Learning Points:

- A diphthong is a speech sound, often called a glide, which occurs when **two adjacent vowels within a syllable are sounded**, as in oi in boil, oy in boy.

Activities

3 min **Review:**

1. **Ask:** What did we work on in the last module? (Consonant blends)
2. **Ask:** What is important to remember about consonant blends? (two consonants together, both sounds are heard).

2 min **Introduction:**

1. **Say:** In this lesson and the next, we will learn a kind of vowel blend. This is when two vowels appear together and you can hear each one. The technical name for this is a diphthong.
2. In this lesson and the next, we will work on the two different combinations of 2 vowels that together make the sound oy as in boy.

15 min **Reading (Sounding out oy, oi):**

1. **Write** on the board:
boy, boil
2. Read the words aloud for the learners. Enunciate and exaggerate the oy and oi blends.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When o-y or o-i are together in a word, we hear both letters, blended together.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 86. Have the learners work in pairs to practice reading the words listed there. Circulate and help.

boy	toy	joy	
loyal	enjoy	destroy	annoy
boil	toil	oil	soil
coin	joint	avoid	point
spoil	toilet	noise	appointment
voice	choice	join	point

25 min Vocabulary, Writing:

1. Ask the learners to look at the word list they just practiced again.
2. Ask the learners which words they DO NOT know. If any learners DO know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
3. **Say:** Your task is to choose five words that are new to you. You will write one sentence for each word. In the sentence, use the word in a way that shows you know what it means. We will do one together first.
4. **Ask:** What does “boy” mean? (A male child). What is a sentence with “boy” that shows what it means? (Write a couple of responses on the board. If no one can answer, write “A boy is a male child.” and “Hawa has two girls and one boy.”)
5. Circulate and help
6. After 15 minutes, have the learners share their sentences aloud. Students who haven’t completed the work should do it for homework.

10 min Listening for diphthongs:

1. **Say:** I am going to read a short passage that has many oi/oy sounds.
2. **Say:** The first time I read, just listen.
3. **Say:** The second time I read this, listen very carefully for the oi/oy

diphthongs. Raise your hand when you hear them (*The **oi/oy words** are underlined for you.*).

4. **Read aloud**, slowly and clearly:

The boy took a coin and bought a toy. He enjoys his toy. The toy makes a noise. The toy annoys his mother. She avoids the noise of the toy. She wants to destroy the toy. She wants to throw it down the toilet.

One day, she joins the boy. She plays with the toy. She enjoys the toy! She says, "If you can't beat them, join them."

5. **Read it aloud** a third time. This time. Have the learners say the words with the oy/oi blend in them.

6. **Ask** a learner to retell the story in his or her own words (listening comprehension).

15 min **Sight Words, Writing, Reading:**

1. **Say:** Today's sight words are: never, every, going.

2. **Write** them on the board. Make sure they know the meaning of each word.

3. **Say:** Their task is to write (in their notebooks) the sight word and what the word means. Remind them to write carefully so others can read their handwriting.

4. **Ask** the learners to hand their sentences to the person to the left of them. Each person now reads their neighbor's sentences to themselves.

5. **Ask** each learner to read one sentence aloud.

5 min **Evaluation:**

1. **Point** to the words on the board and have the learners read them.

2. **Display** the sight word flash cards and have the learners read them.

**At
home**

Learners should:

1. **Complete** their vocabulary if necessary.
2. **Read** the words in their workbooks in Lesson 86.
3. **Study** their sight words.

MODULE E

Lesson 87: Diphthongs –oi in soil, -oy in boy

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain oi/oy diphthongs
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary
- Read sight words: **never, every, going**

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: A Choice
- Sight word flashcards: **never, every, going**

Learning Points:

- A diphthong is a speech sound, often called a glide, which occurs when **two adjacent vowels within a syllable are sounded**, as in oi in boil, oy in boy.
- A paragraph is a section of writing, often in a longer piece of writing, that deals with one main idea.

Activities

10 min Review:

1. Invite 5 learners to write words that contain oi or oy on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flash cards to have the learners review never, every, and going.

2 min Introduction:

1. Explain that they are going to practice writing and reading words that contain oi or oy.

25 min Reading

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 87.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

A Choice

Joyce never had a choice. She was born to toil. Every day, she wakes up before the sun rises. She boils water, she cooks breakfast, she cares for her family. She cannot read or write. She does not travel.

Joyce enjoys her life. She joins the other women at the river to wash clothes. She loves her boys and girls. The noise they make

when they play does not annoy her. It brings her joy. She knows she is a good wife and mother.

But Joyce wants her children to have a voice. She wants them to read and write. She wants them to have a choice. That is why she has an appointment with the school director. That is why she saves every coin she can. Her boys and girls are going to school.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read “A Choice” aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - g. Why is this called “A Choice”?
 - h. Why isn’t it called “The Choice”?
 - i. Describe Joyce.
 - j. What do you see when you think of her? Where does she live? What does her community look like?
 - k. What does she like about her life?
 - l. What does she want for her children?
 - m. Do you think she will make it happen? Why or why not?
8. Bring the groups back together and discuss the questions as a group.

25 min Writing:

1. **Say:** Turn to the writing section in Lesson 87 in their workbooks.
2. **Say:** Use the guidelines there to write a short paragraph about choices. A paragraph is a section of writing that deals with one main idea.

GUIDELINES

Title: My Choices

My name is _____.

I am about _____ years old.

I have (few, some, many) choices to make in my life.

I can choose _____.

Before I make a choice, I talk to _____.

Before I make a choice, I think about _____.

Making choices is _____.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

At home

Learners should:

1. **Re-read** "A Choice".
2. **Re-read** their paragraphs about "My Choices".
3. **Study** their sight words and oi/oy words.

MODULE F

Lesson 88: Diphthongs -ou in house, -ow in town

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with diphthongs ou or ow
- Define and use in a sentence words with ou or ow
- Identify the sound ou/ow when they hear it
- Write sentences including ou/ow words
- Explain what a poem is

Preparation and Materials:

- Chalkboard, chalk, eraser

Learning Points:

- A diphthong is a speech sound, often called a glide, which occurs when **two adjacent vowels within a syllable are sounded**, as in oi in boil, oy in boy, ou in house, ow in town (the sounds are vowel sounds, so even though “w” is not a vowel, it creates a diphthong)
- A poem is a piece of writing that is designed to convey experiences, ideas, or emotions in a vivid and imaginative way. Often it rhymes, but it does not have to.

Activities

10 min Review:

1. Invite 5 learners to write words that have oi or oy in them on the board.
2. Have learners read the words aloud as you point to them.
3. Use the sight word flashcards to review never, every, going.

2 min Introduction:

1. **Say:** In this lesson and the next, we will learn another vowel blend. This is when two vowels appear together and you can hear each one. In these lessons we will work on two combinations of vowels that make the sound ow like in town.

20 min Reading (Sounding out ou, ow):

1. **Write** on the board:
town, crown, house, round
2. Read the words aloud for the learners. Enunciate and exaggerate the ou and ow blends.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When o-w or o-u come together, we hear both letters, blended together.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 88. Have the learners work in pairs to practice reading the words listed there. Circulate and help.

bow	cow	town	
how	brown	flower	
found	noun	house	round
our	hour	mouth	south

30 min Vocabulary, Writing:

1. **Ask** the learners to look at the word list they just practiced again.
2. Ask the learners which words they **DO NOT** know. If any learners **DO** know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
3. **Say:** Your task is to choose five words that are new to you. You will write one sentence for each word. In the sentence, use the word in a way that shows you know what it means. We will do one together first.
4. Ask: What does “bow” mean? (To bend the head or at the waist in greeting, or the forward part of a boat). What is a sentence with “bow” that shows what it means? (Write a couple of responses on the board. If no one can answer, write “Ben bent his head to bow.” Or “The man bowed to the king.” Or “Bowling means to bend the head in greeting.” Or “The bow is the front part of a boat.”).
5. **Circulate and help.**
6. After 15 minutes, have the learners share their work aloud. Students who haven’t completed the work can do it for homework.

15 min Listening for diphthongs:

1. **Say:** I am going to **read** a poem that has lots of oy/oi sounds and ou/ow sounds. A poem is a piece of writing that is designed to convey experiences, ideas, or emotions in a vivid and imaginative way. Often it rhymes, but it does not have to. This poem rhymes. It is also a little silly.

2. The first time I read, just listen.
3. The second time I read this, listen very carefully for the ou/ow and oi/oy diphthongs. Raise your hand when you hear them (*The oi/oy/ou/ow words are underlined for you*).
4. **Read aloud**, slowly and clearly:

Nowa

Nowa sells toys in the market in town.
She sells toys to girls and boys.
The children point to toys, then count their coins.
The toys bring joy to the girls and boys.

Nowa always wears a frown.
When she leaves her house, her mouth goes down.
“Smile!” Nowa hears the children shout.
They do not understand what the frown’s about.

One day Nowa saw a hound.
Each day the hound came around.
The hound acted like a clown.
Fast away went Nowa’s frown.

Now Nowa joins the girls and boys.
Nowa smiles beside the toys.
From her mouth comes a new sound.
Nowa laughs when she sees her hound.

5. **Read it aloud** a third time. This time. Have the learners say the words with the oy/oi or ou/ow diphthongs in them.

6. **Explain** that they will read it themselves in the next lesson, and talk about it then.

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. **Ask:** what is a poem?

At home Learners should:

1. **Complete** their vocabulary sentences if necessary.
2. **Read** the words in their workbooks in Lesson 88.
3. **Study** all their sight words.

MODULE F

Lesson 89: Diphthongs -ou in house, -ow in town

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain ow/ou diphthong
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: Nowa.

Learning Points:

- A diphthong is a speech sound, often called a glide, which occurs when **two adjacent vowels within a syllable are sounded**, as in oi in boil, oy in boy ((the sounds are vowel sounds, so even though “w” is not a vowel, it creates a diphthong).
- A poem is a piece of writing that is designed to convey experiences, ideas, or emotions in a vivid and imaginative way. Often it rhymes, but it does not have to.

Activities:

10 min Review:

1. Invite 5 learners to write words that contain ou or ow on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have ou or ow.

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 89.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Nowa

Nowa sells toys in the market in town.
She sells toys to girls and boys.
The children point to toys, then count their coins.
The toys bring joy to the girls and boys.

Nowa always wears a frown.
When she leaves her house, her mouth goes down.
“Smile!” Nowa hears the children shout.
They do not understand what the frown’s about.

One day Nowa saw a hound.
Each day the hound came around.
The hound acted like a clown.
Fast away went Nowa's frown.

Now Nowa joins the girls and boys.
Nowa smiles beside the toys.
From her mouth comes a new sound.
Nowa laughs when she sees her hound.

4. **Ask:** Are there any words you do not know or do not understand? (Explain them.)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. What does Nowa sell? Where?
 - b. Who buys from her?
 - c. How would you describe Nowa at the beginning of the poem?
 - d. Do you expect someone who sells toys to wear a frown? Why or why not?
 - e. What do you think might be the cause of her frown?
 - f. What do the children think of the frown?
 - g. What causes Nowa to smile?
 - h. Why do you think a hound might make Nowa smile?
8. Bring the groups back together and discuss the questions as a group.

25 min Writing:

1. Have the learners turn to the writing section in Lesson 89 in their workbooks.
2. **Say:** Use the guidelines there to write a short paragraph about customer relations. Customer relations means the way a worker in a business treats the customer. This can be very important. If a customer is treated badly, he or she might not go to that business anymore. He or she might tell friends not to go there either.

GUIDELINES

Title: If I Had A Store

If I had a store, I would sell _____.
My main customers would be (men, women, young, old).
When they come into my store, I would _____.
If they had a question I would _____.
I would try to make them happy by _____.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?

At home

Learners should:

1. **Re-read** "Nowa".
2. **Re-read** their paragraphs, If I Had a Store.
3. **Study** their sight words and ou/ow words.

MODULE F

Lesson 90: Diphthongs –au in cause, aw in saw

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with diphthongs au or aw
- Define and use in a sentence words with au or aw
- Identify the sound au/aw when they hear it
- Write sentences including au/aw words

Preparation and Materials:

- Chalkboard, chalk, eraser

Activities:

10 min Review:

1. Invite 5 learners to write words that have ou or ow in them on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Say:** In this lesson and the next, we will learn combinations of vowels that make the sound aw like in saw.

20 min Reading (Sounding out au, aw)

1. **Write** on the board:
saw, pause, cause
2. Read the words aloud for the learners. Enunciate and exaggerate the au and aw blends.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** When a-u or a-w come together, we hear both letters, blended together.
5. **Ask:** What are some other words that start with one of these blends? (**Write** them on the board as the learners say them).
6. **Ask** the learners to turn in their workbooks to Lesson 90. Have the learners work in pairs to practice reading the words listed there. Circulate and help.

awful	dawn	yawn
law	saw	raw
cause	pause	lawn

August laundry audience

30 min Vocabulary, Writing:

1. **Ask** the learners to look at the word list they just practiced again.
2. Ask the learners which words they DO NOT know. If any learners DO know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
3. **Say:** Your task is to choose five words that are new to you. You will write one sentence for each word. In the sentence, use the word in a way that shows you know what it means. We will do one together first.
4. Ask: What does “awful” mean? (very bad). What is a sentence with “awful” that shows what it means? (Write a couple of responses on the board. If no one can answer, write “Something that is awful is terrible.” Or “The taste of the meat was awful.”)
5. **Circulate and help**
6. After 15 minutes, have the learners share their sentences aloud. Students who haven’t completed the work should do it for homework.

10 min Listening for Diphthongs:

1. **Say:** I am going to read a very short poem that has au/aw sounds.
2. The first time I read it, just listen.
3. The second time I read this, listen very carefully for the sound au. Raise your hand when you hear them (*The au/aw words are underlined for you.*).
4. **Read aloud**, slowly and clearly:

DAWN

I pause

The cause?

It's dawn

I yawn.

5. **Read it aloud** a third time. This time. Have the learners say the words with the au/aw sound in them.
6. **Ask:** What does this poem tell us? Can you envision the person in the poem? Do you have a picture of where he or she is and what he or she is doing? How does he or she feel?

5 min Evaluation:

1. **Point** to the words on the board and have the learners read them.
2. Ask: what is a poem?

At home Learners should:

1. Complete their vocabulary sentences if necessary.
2. Read the words in their workbooks in Lesson 90.

MODULE F

Lesson 91: Diphthongs -au in cause, -aw in saw

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain au/aw diphthong
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: Zaye Pauses

Learning Points:

- **A diphthong is a speech sound, often called a glide, which occurs when two next to each other vowels within a syllable are sounded, au in cause or aw in saw.**

Activities:

10 min Review:

1. Invite 5 learners to write words that contain au or aw on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have the sounds au in cause or aw in saw.

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 91.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Zaye Pauses

It was dawn and Zaye had to yawn. It was time to wake up. All she saw were her sisters. They were sitting on the lawn in the yard. Zaye paused. She wanted to solve the problem.

Zaye is the oldest. Her mother was dead from AIDS. Her father was away. It was awful.

Zaye has to haul water, cook food, keep house. All her sisters help her because they are good. Zaye wants them to go to school. She does not want them to sit on the lawn in the yard. She wants to go to school, too, but she is too busy. She knows

the cause of her problem. But how can she solve it?

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
7. Put the learners in small groups to discuss these questions:
 - a. When does the story take place? What time of day, what time of year?
 - b. Who is the main character?
 - c. Do we know how many sisters Zaye has or how old they are?
 - d. What can we infer from the story about how many sisters she may have?
 - e. Do we know if she has brothers?
 - f. What can we infer from the story about how old Zaye may be?
 - g. What responsibilities does Zaye have? Why?
 - h. Does Zaye feel like she has control over her life? Why or why not?
 - i. What would she like to do?
 - j. Do you know anyone in this situation in your family?
 - k. What would you do if this was you?
8. Bring the groups back together and discuss the questions as a group.

25 min Writing:

1. Have the learners turn to the writing section in Lesson 91 in their workbooks.
2. **Say:** Use the guidelines there to write a short paragraph about your responsibilities.

GUIDELINES

Title: My Responsibilities

I am the (oldest, youngest, second, third, etc.) in my family.

I have (no, some, many) responsibilities.

One of my responsibilities is _____.

I do this (every day, once a week, etc).

Another responsibility I have is _____.

A responsibility I have that I do NOT like is _____.

I do not like to do this because _____.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish**, have them find others who are finished and read one another's work.

5 min Evaluation:

1. Ask:

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

At home

Learners should:

1. **Re-read** "Zaye Pauses".
2. **Re-read** their paragraph "My Responsibilities".
3. **Study** their sight words and au/aw words.

MODULE F

Lesson 92: Double oo as in book (short) and school (long)

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with double oo
- Define and use in a sentence words with oo
- Identify the 2 sounds for oo when they hear them (long u, short o)
- Write sentences including oo words
- Explain the difference between too, to, and two

Preparation and Materials:

- Chalkboard, chalk, eraser
- Flashcards with double oo words:
 - Long U sound:** school, too, tool, proof, cool, pool, noon, loose, tooth, moom, boot, booth, shoot, coop,
 - Short:** book, good, wood, hook, look, foot, root, hoof, cook

Note: if you do not have flashcards, you can make them by writing them yourself, on bits of paper, or by writing these words on the board and having the learners make them.

Learning Points:

- Most of the time, oo makes one of two sounds: a long o, like in the words cool and school; or a short o, as in the words cook and book. The easiest way for beginning readers to decide how to pronounce an oo word is to sound it out and think “does that sound right”? Once readers learn the words, they remember the pronunciation.
- Too, to, and two are homonyms: they have the same pronunciation but different spellings and meanings. Too means also. To means many things, including in a direction towards, or composing. It is also used before a verb to indicate the infinitive. Two is a number equaling 1 + 1.

Activities:

10 min Review:

1. Invite 5 learners to write words that have au or aw in them on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Say:** This lesson and the next are about the two pronunciations of oo.

20 min Reading (Sounding out oo words):

1. **Write** on the board:
cook, book, school, cool
2. **Read** the words aloud for the learners. Enunciate and exaggerate the 2 different oo sounds.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** Most of the time, oo makes one of two sounds: a long sound, like a long u, like in the words cool and school; or a short o, as in the words cook and book.
5. **Ask:** What are some other words that have the oo of book in them? (**Write** them on the board as the learners say them).
6. **Ask:** What are some other words that have the oo of cool in them? (**Write** them on the board as the learners say them).
7. **Ask** the learners to turn in their workbooks to Lesson 92.
8. **Explain:** Unless the word is a sight word, or one that you recognize immediately, the best way to know whether to use a short or long oo

sound is to try one and think, is that a word? Eventually, you will know them automatically.

9. **Have** the learners work in pairs to practice reading the words listed there. Circulate and help.

boot	food	tool	stool
room	zoom	broom	bloom
spoon	soon	moon	noon
boot	food	shook	took
wood	good	stood	foot

20 min **Vocabulary, writing, too, two, to:**

1. **Ask** the learners to look at the word list they just practiced again.
2. Ask the learners which words they DO NOT know. If any learners DO know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
3. Write on the board:
too, to, two
4. Ask the learners to read them aloud.
5. **Ask:** What do each of these mean?
6. **Remind** the learners that these are homophones: they sound the same, but are spelled differently and mean different things. It is important to memorize the spelling of each of them.
7. Have the learners complete these sentences in their notebooks, using the correct form of “to”.

Complete the sentences

- a. I want to go, _____.
- b. When are you going _____ market?
- c. I am taking _____ of my children with me.
- d. Can the _____ of us go _____ Monrovia, _____?

Now, write three sentences of your own. One sentence should contain “to”. One sentence should contain “too”. One sentence should contain “two.” Make sure you’re using them correctly.

(Answers: a. too b. to c. two d. two, to, too)

8. When the learners have finished, go over them as a class. Have learners read their sentences aloud.

10 min Listening for oo and oo:

1. **Say:** I am going to read a short passage that has lots of book (oo) and school (oo) sounds.
2. The first time I read it, just listen.
3. The second time I read this, listen very carefully for the two different sounds. Raise your hand when you hear them (*The **oo words** are underlined for you*).
4. **Read aloud**, slowly and clearly:

In the Light of the Moon

Yamah stood, holding her broom, in the light of the moon. Her mood was good. She walked into the room and grabbed the wooden stool. She looked for the tool she needed. There! Near the boot. She found her book, too.

5. **Read it aloud** a third time. This time. Have the learners say the double oo words.

10 min Evaluation:

1. **Designate** one side of the room “short oo as in book”. Designate the other side of the room “long oo as in school”. **Hand out** one oo flash card to each student. **Ask** the students to read their flashcard to themselves. If their oo word has a short sign, go to the book side; if their flashcard has the long oo sound, go to the school side.

Once the learners are in place, have each learner display their flashcard and the others read it aloud (If you don't have flashcards, you can make them by writing on bits of paper)

2. **Write** on the board: **too, two, to.**
3. **Ask:** Which too means “also”? Which to means “going in a direction? Which two is a number?

At home

Learners should:

1. Read the words in their workbooks in Lesson 92.
2. Review too, two, to.

MODULE F

Lesson 93: Double oo as in book (short) and school (long)

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain long and short oo
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: The Bite; Fire Safety; Dirty Water

Learning Points:

- Most of the time, oo makes one of two sounds: a long o, like in the words cool and school; or a short o, as in the words cook and book. The easiest way for beginning readers to decide how to pronounce an oo word is to sound it out and think “does that sound right”? Once readers learn the words, they remember the pronunciation.

Activities:

10 min Review:

1. **Invite** 5 learners to write words that contain oo on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Explain** that they are going to practice writing and reading words that have short and long oo.

35 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 93.
2. **Say:** Explain that the reading passages in this lesson contain many ou, oi, oy, ow, as well as short oo and long oo words in them.
3. **Divide** the learners into three groups. Assign each group one of the stories.
4. **Say:** Each group will read a different story. In your group, before you start reading, talk about the title. Predict what the story might be about. Talk about what you already know about the topic. Then everyone read silently. As you read, stop and think what might happen next. Think about whether you have similar experiences.
5. **Say:** After you have read it once through, come back together as a group to read it aloud, each person reading one sentence.
6. Circulate and help with vocabulary as needed (Ask each group if there are any words they do not know.)
7. After the groups have read their stories through twice, ask each group to

discuss about their story:

- a. What is the problem in the story?
 - b. Is it a problem in your neighborhood?
 - c. If so, or if it was, what could you do about it?
8. Ask each group to prepare to share their story with the others. They can tell the story in their own words, or act it out.
 9. Have each group present to the others.

The Bite

Kollie jumped up. A mosquito bit him.

Kollie shouted to his good friend Kebbeh. Kebbeh was cleaning her house.

Look!" Kollie called. "Mosquitoes all around your house. You should do what they told us in school."

"What did they tell you?" Kebbeh asked.

"Mosquitoes like wet." He showed her his book. "See the pool of water on the ground? See the puddle? Get your broom. Sweep it away. Mosquitoes grow in still water. See the well? Cover it. Keep mosquitoes out."

"What about bed nets?" Kebbeh asked.

"You have bed nets in your room?" Kollie's voice grew loud. "Good! Bed nets keep mosquitoes away when you sleep. And even if you cook outside, stay in at dusk. You can avoid malaria if you know how."

Fire Safety

Kebbeh's mother stood outside the house. Her mother is cooking. The water is boiling in the pan. The pan is on the fire. The fire is on the ground. "I have to go get four dishes," says her mother.

Kebbeh joins Kellie. Kellie makes toys. They will go to market. They will sell Kebbeh's toys.

Kebbeh's mother shouts. "Kebbeh! Get the baby!"

Kebbeh frowns. The baby is on the ground. The baby is too close to the fire!

Dirty Water

Kellie keeps cows on his father's farm. He takes the cows to the brook to drink. The cows stand in the water and drink. The cows pee and poop in the water.

A girl is down stream from Kellie and the cows. The girl cleans dishes in the brook. She gets a pan of water to take to her house. A small boy joins her. He drinks the water.

Kellie looks. He frowns, "This is not good. The cows are in the water. They pee and poop in the water. The boy drinks the water. The water is not clean. What can I do?"

15 min **Writing:**

1. **Divide** the learners into groups of three.

2. Have each group make a poster in their notebooks with words and pictures to teach others about 1 of the topics they read about: fire safety, clean water, or how to avoid malaria.
3. **Circulate** and help as need.
4. **Ask** learners to display their “posters” (copybooks) on the desks so everyone can walk around and see them.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?

At home Learners should:

1. **Re-read** all the stories from Lesson 93.

MODULE F

Lesson 94: Double Letters

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words with double letters
- Identify double letter sounds when they hear them
- Write a poem based on the letters in someone's name
- Explain that alphabetizing is putting words in the order they appear in the alphabet, based on the first letter of each word

Preparation and Materials:

- Chalkboard, chalk, eraser.
- Flashcards with double letter words: **all ball call doll ebb fell gull hill ill jolly kitten loss miss nutty odd pill quitter roll sunny tally upper village will yell zipper** (PREPARE by mixing them up so they are NOT in alphabetical order. If you do not have flashcards, make them, or write the words on the board and ask the learners to make them).

Learning Points:

- In words with double letters, like ball or kettle, we see the letter twice but it is pronounced only once.
- Alphabetizing is putting things in the order they appear in the alphabet. It is useful to know how to alphabetize to be able to use a dictionary.

Activities:

10 min Review:

1. **Invite** 5 learners to write words that have long oo words in them and 5 others to write words that have short oo words in them on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Say:** This lesson and the next are on double letters. Those are letters that we see twice but only pronounce once.

25 min Reading (Sounding out double letter words), Alphabetizing:

1. **Write** on the board:
ball, class, sunny, kettle
2. Read the words aloud for the learners.
3. Have the learners read the words aloud. (Make sure they know what each word means).
4. **Say:** In words with double letters, like ball or kettle, we see the letter twice but hear it once.
5. **Ask:** What are some other double letter words? (**Write** them on the board as the learners say them).
6. **Explain:** They are going to play a game to practice reading double letters and also to practice alphabetizing. **Alphabetizing is putting words in the order they appear in the alphabet, based on the first letter of each word.** So if you have two words, one that starts with A and one with Z, the word that starts with A would go before the word that starts with Z if you were alphabetizing the words.

7. **Say:** I am going to hand each of you a flashcard with a double letter word on it. When you get it, read it to yourself. Then, stand up, make a line starting here (indicate a place in the room). The person holding the flashcard with a word that starts with “a” word should stand here. The person with a flashcard that starts with a word that starts with “b” stands next in line, etc. Find where your word belongs in alphabetical order and stand there. Make a line, holding your card so we can see it.
8. When everyone is in line, ask the learners to each read their cards aloud, going in alphabetical order. Then have different learners read other learner’s cards.
9. Ask the learners which words they DO NOT know. If any learners DO know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.

20 min Writing Name Poems:

1. **Write** Sonie at the top of the board and S, O, N, I, E down the side of the board (one letter under the other) so it looks like this:

SONIE

S
O
N
I
E

2. **Ask:** What is a description of Sonie that starts with an “S”? Is she smart, sensitive, silly, sweet, sad, sunny? Have the learners choose a word. Write it on the board next to the S, with the s forming the first letter in the s word.
3. **Ask:** What is a description of Sonie that starts with an “o”? Is she original, old, outrageous, ordinary, ornery? Have the learners choose a word. Write it on the board next to the O.

4. **Ask:** What is a description of Sonie that starts with “N”? Is she nice, nervous, nutty, naïve? Have the learners choose a word. Write it on the board next to the N.
5. **Ask:** What is a description of Sonie that starts with I? Is she interesting, impossible, intelligent, intense, impressive? Have the learners choose a word. Write it on the board next to the I.
6. **Ask:** What is a description of Sonie that starts with E? Is she excellent, elegant, evil, entertaining, exceptional? Have the learners choose a word. Write it on the board next to the E.
7. **Read** the final result aloud. (Read “Sonie” as the title of the poem, then the 5 words.)
8. **Explain:** This is a “first letter” poem. You are going to write some.
9. **Say:** Choose the person you want to write about. It might be easiest to start with yourself, because you know how to spell your name.
10. **Say:** Write your name, or the person’s name that you have chosen, down the side of a piece of your notebook paper.
11. **Say:** Think of a word that starts with the first letter in their name that describes them. Write it next to their name, like we did with Sonie. Don’t worry about spelling, I will come around and help you.
12. Circulate and help as needed.
13. When the learners have finished, have learners read their poems aloud.

10 min Evaluation:

1. **Use** the double letter flash cards to review double letter words.

2. **Ask:** What does it mean to alphabetize something?

**At
home**

Learners should:

1. Reread their first letter poems.

MODULE F

Lesson 95: Double Letters

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain double letters
- Alphabetize words
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Flashcards with double letter words: **all ball call doll ebb fell gull hill ill jolly kitten loss miss nutty odd pill quitter roll sunny tally upper village will yell zipper**. PREPARE by mixing them up, so the letters are not in sequence, and then dividing the flashcards into two groups so that each of the two sets has some cards from across the alphabet, not just a-m, n-z)

Learning Points:

- In words with double letters, like ball or kettle, we see the letter twice but it is pronounced only once.

Activities:

10 min Review:

1. **Invite** 5 learners to write words that contain double letters on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. Explain that they are going to practice writing and reading words that have double letters.

35 min Reading and Alphabetizing:

1. **Divide** the class into two teams.
2. **Say:** Each team is going to get a set of flashcards. Each person on a team should take one card without looking at it. When I say go, your team's task is to put itself in alphabetical order. The team that puts itself into alphabetical order correctly first and can also read all its cards aloud correctly, wins.
3. **Show** each team where you want them to line up (point out where the letter closest to A should be, and where the letter closest to Z should be, for each team.)
4. **Distribute** the cards. Remind learners NOT to look at them.
5. When everyone is ready, **say "Go!"**
6. **Watch** to see which team lines up first. Have the other team check whether they are in the right order. Then have each person read his or her card aloud.
7. If they are in the wrong order or someone reads incorrectly, give the other team a chance.

8. If you have time, reshuffle the cards and play again.

35 min Reading and Writing:

1. Designate one side of the room “The Bite, another side “Fire Safety”, and the third side “Dirty Water.”
2. Explain that today they will read, discuss, and write about one of the stories they did NOT read in Lesson 93. Ask the learners to choose one of the two stories and go to that part of the room.
3. Once everyone is situated, ask the learners to turn to Lesson 93 in their workbooks.
4. Ask them to read the story by themselves, then with a partner.
5. Have them discuss in their groups the questions under their stories, then write the answer to them.

The Bite

Kollie jumped up. A mosquito bit him.

Kollie shouted to his good friend Kebbeh. Kebbeh was cleaning her house.

Look!” Kollie called. “Mosquitoes all around your house. You should do what they told us in school.”

“What did they tell you?” Kebbeh asked.

“Mosquitoes like wet.” He showed her his book. “See the pool of water on the ground? See the puddle? Get your broom. Sweep it away. Mosquitoes grow in still water. See the well? Cover it. Keep mosquitoes out.”

“What about bed nets?” Kebbeh asked.

“You have bed nets in your room?” Kollie’s voice grew loud. “Good! Bed nets keep mosquitoes away when you sleep. And even if you cook outside, stay in at dusk. You can avoid malaria if you know how.”

- a. What is the problem in this story?
- b. Some solutions are provided. What are they?
- c. Who provides them? How does he know how to prevent malaria?
- d. Why doesn’t Kebbeh know this?

Fire Safety

Kebbeh’s mother stood outside the house. Her mother is cooking. The water is boiling in the pan. The pan is on the fire. The fire is on the ground. “I have to go get four dishes,” says her mother.

Kebbeh joins Kellie. Kellie makes toys. They will go to market. They will sell Kebbeh’s toys.

Kebbeh’s mother shouts. “Kebbeh! Get the baby!”

Kebbeh frowns. The baby is on the ground. The baby is too close to the fire!

- a. What is the problem in this story?
- b. Is this a problem at your house or at the house of a friend?
- c. What can we do to keep children safe from cooking fires?

Dirty Water

Kellie keeps cows on his father's farm. He takes the cows to the brook to drink. The cows stand in the water and drink. The cows pee and poop in the water.

A girl in is down stream from Kellie and the cows. The girl cleans dishes in the brook. She gets a pan of water to take to her house. A small boy joins her. He drinks the water.

Kellie looks. He frowns, "This is not good. The cows are in the water. They pee and poop in the water. The boy drinks the water. The water is not clean. What can I do?"

- a. What is the problem in this story?
- b. Is this a problem where you live?
- c. What can we do to keep water clean for everyone?

5 min **Evaluation:**

1. **Ask:**

- a. What did we do today?
- b. What was hard? What was easy? What was fun?

**At
home**

Learners should:

1. Re-read the story they read and read the other stories from Lesson 93 (The Bite; Fire Safety; Dirty Water).

MODULE F

Lesson 96: Mid-Module Assessment

During this review session you will check learners' understanding of what has been taught so far in this module. This short assessment is not graded. The purpose is to help you and the learners know how well they understand the concepts. When learners have finished the assessment and you have discussed the answers, review what the assessment shows they have not mastered.

Suggested plan for this session:

1. Tell learners that you will give them a short quiz to check their understanding. The quiz will not be graded. The purpose is to help them understand how much they have learned and what they still need to work on. Ask them to work alone and encourage them to do their best.
2. Conduct the quiz. Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their copy books.
3. If you see someone who is having trouble, please talk to her or him so you can figure out how to help in the future. Give learners adequate time to complete the work.
4. Correct the quiz together. After each question, stop and review the material.

MODULE F

Lesson 96: Mid-Module Assessment

1. Write your name.
2. Copy these words in your copybooks. (Write these words on the board. DO NOT read them aloud.) Circle the words with these sounds in them: oi/oy (like in boy) or ou/ow like in sour, in them.

boss boil bag
toy too try
cow come can
help hold hour

3. Listen carefully then write these words in your copybooks. (Read them aloud, slowly, exaggerating the diphthong).

oil, boy, how, our

4. (Write these words on the board) Write “school” on one side of your paper. Write “book” on the other side. Look at these words. Write the words that rhyme with school on the side of your paper where it says school. Write the words that rhyme with “book” under book;

book school pool cool cook look nook wool fool tool

5. Write these words in your copybooks in alphabetical order. (Write these words on the board.)

help could and down boss each

6. (Write the words and sentences below on the board) **Read these sentences and the words below to yourself. Choose the word that completes the phrase. Copy the phrase, with the missing word added, into your copybook.**

1) Hawa is _____.

2) Massa likes to _____.

3) Ben _____ his teacher.

4) He came to the _____.

eat house little thanks

MODULE F

Lesson 97: Silent Letters B, C, L, W

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain silent letters B, C, L, W
- Write words that contain silent letters B, C, L, W
- Explain that sometimes you have to pronounce a silent letter to discover it should not be sounded

Preparation and Materials:

- Chalkboard, chalk, eraser
- Flash cards:
 - Silent b: thumb, crumb, lamb, comb, climbing, debt, doubt, dumb, numb, womb
 - Silent c: science, scent, muscle, scissors
 - Silent l: calf, half, talk, walk, yolk, folk, chalk
 - Silent w: wrench, wrist, wrote, write, wrap, wrong, whole, wrinkle, wreck, two

Learning Points:

- Silent letters are letters that are not pronounced.
- B is silent before a “t” and after an “m”.
- C is usually silent before an L.
- W is usually silent before an r.
- L is usually silent before an f or a k.
- Sometimes you have to pronounce a silent letter to discover it should not be sounded.

Activities:

5 min **Review:**

1. Invite 5 learners to write words that double letters in them.
2. Have learners read the words aloud as you point to them.

2 min **Introduction:**

1. **Say:** This lesson and the next are on silent letters. Those are letters that we see but do not hear or pronounce.

20 min **Reading (Sounding out silent letter words):**

1. **Write** on the board:
doubt, debt, dumb, thumb
2. Read the words aloud for the learners. Have the learners read the words aloud. (Make sure they know what each word means).
3. **Say:** When b is before a “t” or after an “m” it is silent.
4. **Hold up** the silent b flashcards and have the learners read them. Make sure they know what each word means. (If you do not have flashcards, write the words on the board and point to them. They are listed under preparation.)
5. **Write** on the board:
muscle, science
6. **Read the** words aloud. Have the learners read the words aloud. Make sure they know what each word means.
7. **Say:** C is usually silent before an “L”.
8. **Hold up** the silent c flashcards and have the learners read them. Make

sure they know what each word means. (If you do not have flashcards, write the words on the board. They are listed under preparation.)

9. **Write** on the board:

calf, walk, talk

10. **Read** the words aloud. Have the learners read them aloud. Make sure they know what each word means.

11. **Say:** l is usually silent before f or k

12. Hold up the silent L flashcards and have the learners read them. Make sure they know what each word means. (If you don't have flashcards, write the words on the board and point to them. They are listed under preparation.)

13. **Write** on the board:

write wrote whole

14. **Read** the words aloud. **Have** the learners read the words aloud. Make sure they know what each word means.

15. **Say:** w is usually silent before an r.

16. **Hold** up silent W flashcards and have the learners read them. Make sure they know what each word means. (If you don't have flashcards, write the words on the board and point to them. They are listed under preparation.)

20 min Reading silent letter words, vocabulary practice:

(If you wrote the words on the board, assign the students to make flashcards, one or two apiece, on notebook paper. Then collect them and use them for this activity)

1. **Say:** I am going to hand each of you a flashcard with a silent letter word

on it. When you get it, read it to yourself. Then, stand up, make a line starting here (indicate a place in the room), with the “a” word, and find where your word belongs in alphabetical order. Make a line, holding your card so we can see it.

2. When everyone is in line, ask the learners to each read their cards and say what their word means. Then have different learners read other learner’s cards.
3. Collect the flashcards. Shuffle them together.
4. Say: Now we’re going to make 4 lines, one for each of the silent letters we are studying (B, C, L, W). **Show the learners** where each line should start.
5. Hand out a new flashcard to each learner. Ask them to read their card to themselves, and get in the correct line.
6. When everyone is in line, ask each learner to read the word on his or her card aloud and explain what it means.

15 min Writing silent letter words:

1. Ask the learners to turn to lesson 97 in their workbooks. Their task is to complete the sentences with the appropriate word.
2. When the learners have finished, go over them as a class. Have learners read their sentences aloud.

SENTENCES

- a. He cut his _____ with the _____.
- b. I will _____ a letter to my friend.
- c. _____ means two different things: not smart or can not _____.
- d. I do not want to get it _____.
- e. There is not a _____ of food left.
- f. The yellow of the egg is called the _____.
- g. I am strong. See my _____.

WORD BANK: yolk dumb crumb wrong write talk scissors thumb

(**ANSWERS:** a. thumb scissors, b. write c. Dumb d. wrong e. crumb f. yolk g. muscle)

10 min Evaluation:

1. **Use** the double letter flash cards to review double letter words.

At home Learners :

1. Review the silent letter words in their workbooks in lesson 97.

- Silent b: thumb, crumb, lamb, comb, climbing, debt, doubt, dumb, numb, womb
- Silent c: science, scent, muscle, scissors
- Silent l: calf, half, talk, walk, yolk, folk, chalk,
- Silent w: wrench, wrist, wrote, write, wrap, wrong, whole, wrinkle, wreck, two

MODULE F

Lesson 98: Silent Letters T, K, U, D, N

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain silent letters T, K, U, D, N
- Read and understand text using controlled vocabulary that contains silent letters
- Explain that sometimes you have to pronounce a silent letter to discover it should not be sounded

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: Trokon's Debt
- Flashcards:
 - Silent t: watch, butcher, listen, match, Christmas, often, witch, fasten
 - Silent k: knife, knee, knot, know, knock, knew, knit, knack
 - Silent U: guest, guess, guitar, guard, building, guilty, biscuit, tongue
 - Silent D: edge, Wednesday, handsome, badge, handkerchief.
 - Silent N: autumn, hymn, column
 - Silent b: thumb, crumb, lamb, comb, climbing, debt, doubt, dumb, numb, womb
 - Silent c: science, scent, muscle, scissors
 - Silent l: calf, half, talk, walk, yolk, folk, chalk
 - Silent w: wrench, wrist, wrote, write, wrap, wrong, whole, wrinkle, wreck, two

Learning Points:

- K is usually silent before an N.
- U is usually silent after G.
- N is usually silent after M.
- Sometimes you have to pronounce a silent letter to discover it should be silent.

Activities:

15 min Review:

1. **Ask:** What silent letters did we learn last class? (b c l w)
2. Ask 5 students to write silent letter words on the board; have the other learners read them. Or, using the b c l w silent letter flashcards, play a **review game:** Divide the class into two teams, and have each team make a line. Explain that you will hold up a flashcard. The first person in each line has to read the flash card aloud. The person that reads it first correctly wins a point for his or her team, then goes to the end of his or her team's line.

2 min Introduction:

1. Explain that they are going to learn 5 more letters that sometimes are silent.

25 min Reading (Sounding out silent letter words):

1. **Write** on the board:
watch, listen
2. Read the words aloud for the learners. Have the learners read the words aloud. (Make sure they know what each word means).
3. **Explain that sometimes T is silent.** The easiest way to find out if it is silent is to read it WITH the t and see if it is a real word. (Re-read watch

and listen, pronouncing the T and exaggerating it).

4. **Hold up** the silent T flashcards (or write the words on the board) and have the learners read them.
5. **Write** on the board:
knife, know
6. **Read the** words aloud. Have the learners read the words aloud. Make sure they know what each word means.
7. **Say:** K is usually silent before an “n”.
8. **Hold up** the silent K flashcards (or write the words on the board) and have the learners read them. Make sure they know what each word means.
9. **Write** on the board:
guest, guess
10. **Read** the words aloud. Have the learners read them aloud. Make sure they know what each word means.
11. **Say:** U is usually silent after G
12. Hold up the silent U flashcards (or write the words on the board) and have the learners read them. Make sure they know what each word means.
13. **Write** on the board:
edge Wednesday
14. **Read** the words aloud. **Have** the learners read the words aloud. Make sure they know what each word means.
15. **Say:** D is often silent. You have to test it out. Like you have to test the T. (Re-read edge and Wednesday, pronouncing and exaggerating the D)

16. **Hold up** silent D flashcards (or write them on the board) and have the learners read them. Make sure they know what each word means.

17. Write on the board:

autumn, hymn

18. **Read** the words aloud. Have the learners read the words aloud. Make sure they know what each word means.

19. **Say N** is usually silent when it comes after an M.

20. **Hold up** silent N flashcards (or write them on the board) and have the learners read them. Make sure they know what each word means.

30 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 98.

2. **Say:** It helps you understand what you are reading if you think about the story ahead of time. This story is called Trokon's Debt. What is debt (owing someone money). What do you know about debt? (Take some answers).

3. **Say:** Now that we have thought about debt, you're ready to read on your own. Find a partner and read this story together, then take turns reading it aloud to each other.

4. **Circulate and help as needed.**

Trokon's Debt

It was a Wednesday in autumn. Trokon felt numb. Trokon felt guilty. He knew he borrowed money too often. There was no doubt, he was in debt. His whole life was a wreck.

Trokon wanted to talk to his girlfriend. But he knew she would not listen. She would say “How can you be so calm? You think you can walk in and pay those folks half what you owe them?”

She was right. He was wrong.

5. **Ask:** Are there any words you do not know or do not understand? (Explain them)
6. Have the learners read it aloud as a group.
7. Ask learners to read aloud, one sentence per learner. Chose learners from different places in the room so no one knows who will be chosen next. (Have the learners read it through only twice.)
8. Put the learners in small groups to discuss these questions:
 - a. When did this take place?
 - b. How does Trokon feel?
 - c. Why?
 - d. Who does Trokon want to talk to?
 - e. Why won't he go talk to her?
 - f. Do people get into debt in your community?
 - g. What happens?
 - h. Is debt always a problem?
9. Bring the groups back together and discuss the questions as a group.

10 min Evaluation:

1. Use the flashcards or point to the words on the board and review all the silent words.

At home Learners should:

1. Re-read Trokon's Debt, lesson 98.

MODULE F

Lesson 99: R-controlled vowels

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that have r-controlled vowels in them
- Define and use in a sentence words with r-controlled vowels
- Explain what a poem is.
- Read sight words: **never, every, going.**

Preparation and Materials:

- Chalkboard, chalk, eraser.
- Flash cards:
 - R-controlled A : are, part, cart, bark, dark, arm, art.
 - R-controlled E: germ, teacher, soccer, hotter, faster, water, paper.
 - R-controlled I: first, bird, skirt, sir, girl, dirt.
 - R-controlled O: sport, short, shirt, port, torn, horn.
 - R-Controlled U: hurt, burn, burst, church, nurse.

Learning Points:

- When a vowel precedes R, the sound of the R is what is usually heard. The R is often called the bossy r, and the vowels are called r-controlled vowels.

Activities:

10 min Review:

1. Invite 5 learners to write silent letter words on the board and the others to read them, or play a review game using all the silent letter flashcards: Divide the class into two teams, and have the team members make two lines. The first person in each line has to read the flash card. The person that reads it first correctly wins a point for his or her team then goes to the end of his or her team's line.

2 min Introduction:

1. **Say:** In this lesson and the next, we will learn about R-Controlled vowels. When a vowel comes before an R, the sound of the R is what is usually heard. The R is often called the bossy r, and the vowels are called r-controlled vowels

20 min Reading (Sounding out R-controlled vowels):

1. Have the learners turn in their workbooks to lesson 99.

pat	part	cat	cart
back	bark	am	arm
at	art	gem	germ
fist	first	bid	bird
skit	skirt	pot	port
spot	sport	shot	short
hut	hurt	bun	burn
bust	burst		

2. **Read** the first pair aloud yourself. Exaggerate the short “a” in pat, then read “part.” Ask: Do you hear the short a in part? (Not really). Explain: This is because the R “controls” or “bosses” the vowel “A” in this word. We can hardly hear the “a”.
3. **Ask** a learner to read “cat/cart” aloud.

4. Have the learners **read** the other pairs aloud quietly to themselves. After they are done, have them read the pairs aloud, choosing a different learner to read each pair.
5. **Review** the meaning of each word.

30 min Vocabulary, Writing:

1. **Ask** the learners to look at the next word list in lesson 99.
2. Call on learners to read the list aloud (Tip: Choose random learners so they do not know which word they will be responsible for).

are, part, cart, bark, dark, arm, art,
germ, teacher, soccer, hotter, faster, water, paper
first, bird, skirt, sir, girl, dirt,
sport, short, shirt, port, torn, horn,
hurt, burn, burst, church, nurse

3. Ask the learners which words they **DO NOT** know. If any learners **DO** know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
4. **Say:** Your task is to choose five words that are new to you. You will write one sentence for each word. In the sentence, use the word in a way that shows you know what it means. We will do one together first.
5. **Ask:** What does “are” mean? (to exist, a form of the verb “to be”, to take place). What is a sentence with “are” that shows what it means? (Write a couple of responses on the board. If no one can answer, write “We are means we exist.” Or “Are you there?”)
6. **Circulate and help.**
7. After 20 minutes, have the learners read their sentences aloud. Students who haven’t completed the work can do it for homework

15 min Evaluation:

1. Divide the class into 4 groups.
2. **Mix** the R-Controlled Vowel flash cards together and give each group 7 or 8 flashcards. Their job is to choose one person in each group to hold up the flashcards, the others read them. (If you do not have flashcards, ask the students to make them.)
3. Have the groups switch sets of flashcards and switch who is holding up the flashcards, until each group has practiced reading all the flashcards.

At home

Learners should :

1. **Complete** their vocabulary sentences if necessary.
2. Re-read the words in Lesson 99.

MODULE F

Lesson 100: R-controlled vowels

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain r-controlled vowels
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: The First

Learning Points:

- When a vowel precedes R, the sound of the R is what is usually heard. The R is often called the bossy r, and the vowels are called r-controlled vowels.

Activities:

10 min Review:

1. **Invite** 5 learners to write words that contain R-controlled vowels on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Explain** that they are going to continue practicing reading words that contain R-controlled vowels.

25 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 100.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

The First

The nurse burst into the church. "Sir," she said, seeing the teacher. "Who is hurt?" she asked.

The teacher spoke. "This girl," he said. "The one with the dirt on her shirt."

"Oh, look," said the nurse. "Her shirt is torn."

"Where does it hurt?" she asked the girl.

The girl said, "On my arm. This part."

The nurse said, "We must clean it. You do not want germs to get into the cut."

The nurse asked the teacher, "Is there any clean water? We must wash her arm."

The teacher sighed. "Football. Someone always gets hurt. This year, this girl is the first"

4. **Ask:** Are there any words you do not know or do not understand? (Explain them)
5. Have the learners read it aloud as a group.
6. Choose one learner to be the teacher, one to be the girl, and one to be the nurse. Ask learners to act out the story.
7. Put the learners in small groups to discuss these questions:
 - a. Where does this take place?
 - b. Why is it called "The First?"
 - c. Why is the nurse there?
 - d. How did the girl get hurt?
 - e. What does the nurse do for her?
 - f. Why is it important to wash injuries that break the skin?
 - g. What does the teacher feel about sports? Why?
8. Bring the groups back together and discuss the questions as a group.

25 min Writing:

1. Have the learners turn to the writing section in Lesson 100 in their workbooks.

2. **Say:** Use the guidelines there to write a short paragraph about cleaning cuts.

First Aid

When someone gets a cut, you must _____.
Use _____ and _____ when you wash a cut.
This keeps the _____.
This helps prevent _____.

3. **Circulate** and help as needed. Learners can use their books to look up words.
4. **When learners finish,** have them find others who are finished and read one another's work.

5 min Evaluation:

1. **Ask:**
 - a. What did we do today?
 - b. What was hard? What was easy? What was fun?

At home

Learners should:

1. **Re-read** "The First".
2. **Re-read** their paragraph The First.
3. **Review** their R-controlled vowel words.

MODULE F

Lesson 101: S as in /z/ praise, /zh/ asia, /sh/ sure

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that have s sounding as /z/, /zh/ or /sh/
- Define and write in a sentence words have s sounding as /z/, /zh/ or /sh/
- Identify the sounds s sounding as /z/, /zh/ or /sh/ in words

Preparation and Materials:

- Chalkboard, chalk, eraser
- Flash cards:
 - z : has, as, his, use, does, praise, raise, phase, ways, days, stays, busy
 - zh: treasure, casual, measure, leisure, pleasure, television
 - sh:, sure, sugar, issue, tissue, insure, insurance

(Make them if they are not available)

Learning Points:

- S sometimes sounds like z, zh, or sh. Often s followed by u sounds like sh or zh.

Activities:

10 min Review:

1. **Invite** 5 learners to write words with R-controlled vowels on the board.
2. **Ask** other learners to read the words.
3. **Ask:** What is special about an R-controlled vowel? (We barely hear the vowel, just the R sound).

2 min Introduction:

1. **Say:** In this lesson and the next, we will learn other sounds of S.

20 min Reading (Sounding out R-controlled vowels):

1. **Write** on the board:
 has measure sugar
2. **Read** each word, exaggerating the s sound.
3. **Ask:** What different sounds do you hear for s? (z, zh, sh).
4. **Say:** S can sound like z, zh, or sh, as well as the soft z. Often s followed by u sounds like sh or zh. It's hard to hear the difference between the zh and sh sounds. Let's practice.
5. **Divide** the class into three groups. Assign each group one sound to listen for (z, zh, or sh).
6. **Say:** I will read a word. Raise your hand if you hear your sound in the word.
7. **Mix the s flashcards up and read the words on the flash cards aloud.** Correct the learners if learners in the wrong group raise their hands.

8. Review the sounds, then drill the learners by showing them the flashcards again. Help them sound out the words.

30 min Vocabulary, Writing:

1. **Ask** the learners to look at the word list in lesson 101.
2. **Call** on learners to read the list aloud (Tip: Choose random learners so they do not know which word they will be responsible for).

**has, as, his, use, does, praise, raise, phase, ways, days, stays, busy
treasure, casual, measure, leisure, pleasure, television,
sure, sugar, issue, tissue, insure, insurance**

3. **Ask** the learners which words they DO NOT know. If any learners DO know the definitions for those words, have the learners provide it. If no one knows, provide it yourself. Make sure they hear an English definition, as well as a translation if needed.
4. **Say:** Your task is to choose five words that are new to you. You will write one sentence for each word. In the sentence, use the word in a way that shows you know what it means. We will do one together first.
5. Ask: What does “has” mean? (to possess, a form of “have”). What is a sentence with “has” that shows what it means? (Write a couple of responses on the board. If no one can answer, write “If he has something, he possesses it.” Or “He has a television.”)
6. **Circulate and help.**
7. After 20 minutes, have the learners read their sentences aloud. Students who haven’t completed the work can do it for homework.

15 min Evaluation:

1. Divide the class into 3 groups.

2. Mix the s sound flash cards together and give each group 7 or 8 flashcards. Their job is to choose one person in each group to hold up the flashcards, the others read them.
3. Have the groups switch sets of flashcards and switch who is holding up the flashcards, until each group has practiced reading all the flashcards

**At
home**

Learners should:

1. Complete their vocabulary sentences if necessary.
2. Re-Read the words in Lesson 101.

MODULE F

Lesson 102: S as in /z/ praise, /zh/ asia, /sh/ sure

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read words that contain words with S that sounds like /z/, /zh/, or /sh/
- Read and understand text using controlled vocabulary
- Write using controlled vocabulary

Preparation and Materials:

- Chalkboard, chalk, eraser
- Story Chart: Just Praise?
- Flash cards:
 - z : has, as, his, use, does, praise, raise, phase, ways, days, stays, busy
 - zh: treasure, casual, measure, leisure, pleasure, television
 - sh: sure, sugar, issue, tissue, insure, insurance

Learning Points:

- S sometimes sounds like z, zh, or sh. Often s followed by u sounds like sh or zh.

Activities:

10 min Review:

1. **Invite** 5 learners to write words that contain S that sound like z, zh, or sh on the board.
2. Have learners read the words aloud as you point to them.

2 min Introduction:

1. **Explain** that they are going to continue practicing reading words that contain words with S that sounds like /z/, /sh/ or /zh/.

30 min Reading:

1. **Post** the story chart. Ask the learners to find the story in their workbooks, in Lesson 102.
2. **Say:** Find a partner and read this story together, then take turns reading it aloud to each other.
3. **Circulate and help as needed.**

Just Praise?

Sumo works in the sugar fields. He knows how to raise sugar cane. He uses his hands and his brains when he works.

Sumo's days are busy. He often stays late to be sure all the work is done. His boss never has an issue with him.

Sumo gets praise from his boss. His boss wishes all the workers had Sumo's ways. It is a pleasure to work with you, his boss tells Sumo.

Hearing this gives Sumo pleasure. He does like to receive praise.
But what he really would like is a raise!

4. **Ask:** Are there any words you do not know or do not understand?
(Explain them)
5. Have the learners read it aloud as a group.
6. Put the learners in small groups to discuss these questions:
 - a. Who is the main character in this story?
 - b. What work does he do?
 - c. How would you describe him?
 - d. Who is the other character?"
 - e. What is their relationship?
 - f. Why is this called "Just Praise?"
 - g. Do you have any advise for Somo?
7. Bring the groups back together and discuss the questions as a group.

20 min Writing:

1. Have the learners turn to the writing section in Lesson 102 in their workbooks.
2. Ask the learners to complete each sentence with a word from the list below the sentences. Review as a class.

SENTENCES

- a. Zaye _____ her sister do the dishes.
- b. Trokon wants a _____ .
- c. Ben eats too much _____.
- d. Mr. Fallah is _____ name.
- e. Which _____ will she help?

WORD BANK

has, his, sugar, days, television

ANSWERS

(a. has, b. television, c. sugar, d. his, e. days)

5 min Evaluation:

1. **Ask: What** other sounds can “s” have besides soft s? (z, zh, sh).
2. **Use** the s word flash cards to review the z, zh, sh words.

At home**Learners should:**

1. **Re-read** “Just Praise?”
2. **Re-read** the sentences they completed.
3. **Review** their words that have S that sounds like z, zh, or sh.

MODULE F

Lesson 103: End of Module Evaluation

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded. Each numbered section is worth 20 points.

Steps:

- Tell learners that you will give them a test on Module F. The test will be graded. Ask them to work alone and encourage them to do their best.
- Conduct the assessment (below). Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write in their note books.
- When learners have finished, collect their note books for grading.
- Discuss each of the assessment activities and answer learners' questions. Ask learners how they felt about the test. Was it difficult? Easy?

MODULE F

Lesson 103: End of Module Evaluation

1. Write your name.

2. Listen as I read a list of words aloud. If the word has a bossy r (R-controlled vowel) in it, write the number of the word in your copybook. *(TESTS ABILITY TO IDENTIFY R-CONTROLLED VOWEL SOUND) (4 points)*

1. pat 2. germ 3. bid 4. bird 5. short 6. gem 7. shot
8. part

3. Listen as I read a list of words aloud. If the word has an “s” that makes the sound “z”, write the number of the word in your copybook. *(TESTS ABILITY TO IDENTIFY Z SOUND) (3 points)*

1. hat 2. has 3. don't 4. do 5. does 6. say 7. says

4. Listen as I read a list of words aloud. If the word has an “s” that makes the sound “sh”, write the number of the word in your copy book. *(TESTS ABILITY TO IDENTIFY SH SOUND) (3 points)*

1. sure 2. store 3. same 4. sugar 5. test 6. tissue,

5. (Write these sentences on the board. DO NOT read them aloud.) **Copy these sentences into your copybooks. Pay attention to capital letters and punctuation. Complete the sentences using the words listed below them. (TESTS ABILITY TO READ AND UNDERSTAND SENTENCES WRITTEN WITH Controlled vocabulary) (5 points)**

1. Zaye _____ her sister do the dishes.
2. Trokon had an _____ boss.
3. Ben told me he came to the market _____ I was in the market.
4. Do we have two bags of _____ in the house?
5. She said, "Get the _____."

WORD BANK: salt, saw, ball, awful, because

6. (Write these words on the board. DO NOT read them aloud.) **Copy these words into your copybooks. Then circle the ones that have silent letters in them, and write the letter that is silent below the word. (5 points)**

often awful thumb the debt write want walk

MODULE G

MODULE G

By the end of this module, learners will be able to:

- Recognize and use punctuation marks
- Review and use sight words
- Review Sonie’s story

Overview:

Module G is all about review and preparing for the year end exam. Students review punctuation, capitalization and sight words. Reading for pleasure is also emphasized, with an additional chapter of Sonie’s Story to discuss.

Links with other Modules: Building on Module A-F

Estimated Length of Module:

This module will be covered in 4 lessons over 1.5 weeks with the assumption that learners will attend 3 instructional days per week, with a 45 minutes class period.

List of Numbered Lesson Titles:

LESSON	MODULE G LESSON TITLES
104	Punctuation
105	Sonie’s Story
106	Reviewing Sight Words
107	Review
108	End of Level ASSESSMENT

MODULE G

Lesson 104: Reviewing Punctuation and Capitalization

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Correctly use periods, question marks, and exclamation points
- Explain what quotation marks are
- Explain where to put periods, questions marks, and exclamation points when using quotation marks
- Explain that capital letters go at the beginning of sentences, proper names, cities, and countries

Preparation and Materials:

- Chalkboard, chalk, eraser

Learning Points:

- Punctuation is the use of standard marks to separate sentences, clauses, and phrases in order to clarify meaning. Punctuation can also mean the marks themselves.
- Punctuation appears inside quotes. If a sentence is a question, the question mark is used. But if a sentence would take a period, and it comes before the part of the sentence which tells who is talking, a comma is used and the period is used at the very end of the sentence. If a sentence ends at the end of the quote, and it takes a period, the period is used

Activities:

2 min Introduction:

1. **Say:** We've completed the phonics work for this year. Today, we'll be reviewing punctuation.

20 min Period, Question Mark, Exclamation Mark:

1. **Ask:** What is punctuation? Why do we use it? (*Punctuation is the use of standard marks to separate sentences, clauses, and phrases in order to clarify meaning. Punctuation can also mean the marks themselves*)
2. **Ask:** What punctuation have we learned this year? (. ? ! " ")
3. **Ask:** When do we use a period? (*The period is used to end a sentence that is not a question and is not expressing strong emotion.*)
4. **Ask:** When do we use a question mark? (*A question mark is used to end a sentence that asks a question.*)
5. **Ask:** When do we use an exclamation mark? (*An exclamation mark is used to end a sentence that expresses strong emotion.*)
6. **Ask:** Which of the three do we use the most? (*Period*)
7. Have the learners turn to lesson 104 in their workbooks. Explain that their task is to read the sentences and put the proper punctuation at the end. Explain that the sentences a-f are a dialogue between 2 people. Sentences g-l are also a dialogue.

SENTENCES

- a. What is your name
- b. My name is Estelle
- c. My goodness, my names is Estelle too
- d. It is a small world
- e. Why do you say that

f. I mean that it is a surprise that we have the same name

- g. What a nice day
- h. Do you think so
- i. Well, it may rain
- j. Look at those clouds
- k. Oh no
- l. What
- m. I just felt a raindrop

(ANSWERS: a. ? /b. ./ c. ! /d. ./ e. ? /f. . /g. ./h. ?/i. ./j. ! or ./k. 1/l. ?/ m. .)

- 8. After they have finished, go over the answers together.
- 9. **Ask** two learners to volunteer to be Estelle and her friend. Have them act out the discussion, exaggerating so it is clear which sentences are questions and which are exclamations.
- 10. **Ask** two learners to be the characters in the second dialogue. Have them act out the discussion, exaggerating so it is clear which sentences are questions and which are exclamations.
- 11. **Have** another pair re-read the second dialogue, changing the exclamations marks to periods. After they have acted out the dialogue, ask the learners to compare the two. Explain that punctuation can help the writer convey meaning to the reader.

25 min Quotation Marks

- 1. **Ask:** What punctuation do you use when you want to show that someone is talking? (quotation marks)
- 2. **Ask:** What do they look like? (""") (You may want to ask a learner to draw them on the board.)

3. Explain: The first quotation mark is the “open” quotation mark. The second, which shows that the talking has ended, is the “close” quotation mark.
4. Explain: There are some things to remember about where to put punctuation --- . ? ! ---- when you are using quotation marks.
5. Ask the learners to turn to their books lesson 104 again. Ask them to look at the sentences with quotation marks there.

“Hello, fine girl,” the man said, looking out the window and smiling.

“Hello yah,” Sonie said, smiling back.

“What’s your name?” the man asked.

“My name is Sonie,” she answered.

“Well my name is Johnson,” the man said. “I want you to be my girlfriend, Sonie.”

6. **Ask:** What do you notice about the punctuation and quotation marks? (Take some responses. Make sure these points are covered: *Punctuation appears inside quotes. If a sentence is a question, the question mark is used. But if a sentence would take a period, and it comes before the part of the sentence which tells who is talking, a comma is used and the period is used at the very end of the sentence. If a sentence ends at the end of the quote, and it takes a period, the period is used.*)

Say: Do you notice how inside the quotation you see Liberian English as that is exactly what the two people said. But outside the quotation marks you will never see Liberian English. Only standard English is used to write the story. You speak in Liberian English. But you should never write in Liberian English. You should write in standard English.

7. **Say:** Let’s do some sentences together and we can see how it works.

8. **Write** on the board:
What is your name she said

9. **Ask:** What punctuation do I use? Where do I put it? Why? (*“What is your name?” she said. It is a question so we put it inside the close quotes, even though the part about who is talking comes after that.*)

10. **Write** on the board:
My name is Jane she said

11. **Ask:** What punctuation do I use? Where do I put it? Why? (*“My name is Jane,” she said. Put a comma, not a period, because the part about who said it comes next.*)

12. **Write** on the board:
I will be late she said Do not wait for me

13. **Ask:** What punctuation do I use? Where do I put it? Why? (*“I will be late,” she said. “Do not wait for me.” Comma inside first close quote, because it’s a sentence that would have a period. Period after “said”. We know it’s the end of the sentence because the “D” in Do has a capital letter.)*

14. **Ask** the learners to turn back to their books. Read the dialogue aloud. Explain that the learners’ task is to put the punctuation --- quotation marks, periods, commas, question marks, exclamation marks, --- in the sentences they find there.

EXERCISE

I get belly o Johnson she said

And dat who deh belly for Johnson said.

Deh belly for you she cried

Looka dis foolish girl Johnson said You fini get yor belly from different man den you come bring it to me! Look, move from my house

ANSWER

“I get belly o Johnson,” she said.

“And dat who deh belly for?” Johnson said.

“Deh belly for you!” she cried.

“Looka dis foolish girl,” Johnson said. “You fini get yor belly from different man den you come bring it to me! Look, move from my house!”

15. Circulate and help

16. Check answers as a class. Answer questions.

20 min Capital Letter Review:

1. **Ask:** When do we use capital letters? (*Beginning of sentences, proper names, names of cities, names of countries, I*)
2. **Write** on the board:
sonie went to monrovia.
3. **Ask:** What would you capitalize in that sentence? Why? (*Sonie= proper name, Monrovia= name of a city*)
4. **Write** on the board:
he and i will meet hawa in sierra leone
5. **Ask:** What would you capitalize in that sentence? Why? (*He = first word in the sentence, I = always capitalized when it means “me”, Hawa = proper name, Sierra Leone = country.*)
6. **Have** the learners turn to Lesson 104 and complete the capitalizing exercise.
 - a. we will drive to guinea.

- b. it is not far.
- c. ben and i will come back to monrovia after that.
- d. the author lives in the united states.
- e. her name is mrs. kwhitee.

ANSWERS

- a. We will drive to Guinea.
- b. It is not far.
- c. Ben and I will come back to Monrovia after that.
- d. The author lives in the United States.
- e. Her name is Mrs. Kwhitee.

7. After they have finished, review the exercise together. Answer questions.

5 min Evaluation:

- 1. **Ask:** When do we use a period? An exclamation mark? A question mark?
- 2. **Ask:** Where do we put quotation marks? What do they show us? What do we do with end of sentence punctuation when using quotation marks?
- 3. **Ask:** What kinds of words do we capitalize?

At home Learners :

- 1. Review the exercises they did.

MODULE G

Lesson 105: Sonie's Story

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Understand a story read to them.
- Describe two strategies that help readers understand what they are reading

Preparation and Materials:

- Chalkboard, chalk, eraser

Activities:

10 min Review:

1. **Ask:** When do we use a period? An exclamation mark? A question mark?
2. **Ask:** Where do we put quotation marks? What do they show us? What do we do with end of sentence punctuation when using quotation marks?
3. **Ask:** What kinds of words do we capitalize?

15 min Introduction:

1. Explain that they are going to hear and talk about two more chapters of Sonie's story.
2. Say: Before we start, what are some things to do to help us understand what we are reading? (Think about the title and what the story might be about before we read; stop while reading and reflect on what we are reading; stop while we are reading and think about how the story relates to our life; create mental pictures of the characters, the place, the events)
3. Ask: Who can summarize Sonie's story? What happened first, then what, then what? Use words like that to help us know when things are happening. Listen to your friends because I am going to stop the person talking and ask for someone else to continue.

30 min Reading Comprehension

1. **Say:** I am going to read chapter 21. It is called “Bed Nets or Spray.”
2. **Ask:** What do you think it will be about? What do you know about bed nets versus spray?
3. Read **this part of Chapter 21** of Sonie’s Story aloud once, slowly and clearly.

Chapter 21 Bed Nets or Spray?

In one of the classes, Mr. Fallah showed the women mosquito nets and spray. He asked them which was better to use in the house.

“Me, I agree with the spray,” Sonie said.

“Why do you say that?” Mr. Fallah asked.

“The spray kills the mosquitoes, but the net doesn’t kill the mosquitoes,” she said. “And if the net tears, the mosquitoes can still bite you. But if you spray your room just before you sleep and keep the door and windows closed, you will never suffer from mosquitoes.”

- **STOP and say:** Let’s make sure we understand before we get too far. You should do this when you are reading on your own. What reasons has Sonie given for using spray? Do you agree or disagree with her? Why? (Take some responses. Then continue reading.)

“Who agrees with Sonie, and who disagrees with her?” Mr. Fallah asked. About five of the women agreed with Sonie, but

the rest of the class disagreed.

“Why would you use a mosquito net instead of the mosquito spray?” Mr. Fallah asked Thelma, one of the women who did not agree with Sonie.

“It is a question about money business, the same way it is about buying milk for a baby,” Thelma said. “If you have money, you can buy a mosquito spray everyday. But most of us are poor, and cannot buy mosquito spray everyday. So, it is good to use the net. If you buy the net and take care of it, it can last for up to one year, and the net is not expensive. But if you use a spray you will spend more money.”

- **STOP. Say: Here are some reasons for spray. What are they? (Take some answers, then continue reading.)**

“Yes, of course,” said Mr. Fallah. “So it is better to use a mosquito net instead of a spray, if you cannot buy mosquito spray everyday.”

“Also,” said Mr. Fallah, “some sprays can hurt people and animals, not just mosquitoes. Especially if the spray gets in your mouth or eyes.”

The class agreed. They were ready to use nets. Even Sonie. Finally, the classes came to an end, and the women were glad for what they had learned.

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)

- a. At the beginning of the chapter, which does Sonie prefer, bed nets or spray? Why?
- b. What are her reasons for preferring spray?
- c. What do you think about those reasons?
- d. Why does Thelma prefer bed nets?
- e. What does Mr. Fallah say about sprays?
- f. Which, if either, do you use? Why?
- g. If you do not use bed nets or spray to prevent mosquito bites, why? Which would you use?

30 min Reading Comprehension

1. **Say:** I am going to read chapter 22. It is called “Like Breeze.”
2. **Ask:** What does “Like Breeze” mean to you? (Take some answers.) Say: Let’s see if it means the same in this story.
3. Read **this part of Chapter 22** of Sonie’s Story aloud once, slowly and clearly.

Chapter 22 Like Breeze

One day, as Sonie and Thelma met at the hand pump to draw water, Thelma said, “Those NGO people taught us plenty things o, Sonie. Sometimes when I think about all the things I learned I feel like I am a doctor.”

Sonie laughed. Then she said, “Yes, but the hard part is to practice what you learn. Most of us who went to that class will soon start doing our own things or running to the medicine men and the doctors them to eat our money for things we can do ourselves.”

“That true you say,” said Thelma. “Most of the things they told us will just pass behind our ears, like breeze.”

4. **Ask:** Which words are new? Explain the meaning.
5. **Read** the story aloud again.
6. **Ask** these questions (put the learners in groups so they can discuss the questions together, then ask different groups to respond)
 - a. Where does this chapter take place?
 - b. Who is in this chapter?
 - c. What does Thelma mean when she says “Sometimes when I think about all the things I learned I feel like I am a doctor.”
 - d. What does Sonie mean when she says: “the doctors them to eat our money for things we can do ourselves?”
 - e. What does Thelma mean when she says: “Most of the things they told us will just pass behind our ears, like breeze”?
 - f. Do you agree with Thelma and Sonie?
 - g. Why or why not?
 - h. What about what you are learning in school, will it pass behind our ears, like breeze? Why or why not

5 min **Evaluation:**

1. **Ask:** What did we do today? What did we learn from Sonie?

At home **Learners should:**

1. Review their sight words.

MODULE G

Lesson 106: Sight Words

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Read and understand 120 sight words

Preparation and Materials:

- Chalkboard, chalk, eraser
- All sight word flash cards

Activities:

10 min Introduction:

1. **Ask:** What is a sight word? (Take some responses. If the correct answer does not emerge, clarify: *A sight word is a word that a reader knows 'by sight'. This means the reader does not have to sound it out, the reader knows it immediately*)
2. **Ask:** Why is it useful to know lots of words “by sight”? (Take some responses. If the correct answer does not emerge, clarify: *The more words we can read by sight, without having to sound out, the easier it is for us to understand what we are reading.*)
3. **Ask:** What kind of words have we learned as “sight words”? (Take some responses. If the correct answer does not emerge, clarify: *The sight words we learned are words that appear often in things we read in our books, and things we will read in daily life*)

30 min Sight Word Practice:

1. **Divide** the learners into 6 teams. Give each team 20 sight word flash cards (there are 120 sight words).
2. **Ask** each team to choose a “flasher”, the person who will display the flash cards.
3. Explain the task: Each team will practice the words on their flash cards. They should both read then and make sure they know what they mean. The “flasher” will display the card to the group, and the group will read it aloud and define it. Then on to the next card.
4. After each group has been through their 20 cards, have all the groups exchange cards with a different group. Each group should now pick a different “flasher” and continue practicing.
5. Switch cards and flashers again until each group has practiced with each set of cards.

6. Congratulate the winning team.

**At
home**

Learners should:

1. Re-read stories from their books to prepare for the end of year assessment.

MODULE G

Lesson 107: Review

Estimated Length of Lesson: 75 minutes

Lesson Learning Objectives:

Learners will be able to:

- Master the topics that they found most challenging during literacy

Preparation and Materials:

- Chalkboard, chalk, eraser
- All sight word flash cards
- Story charts
- Workbooks

Activities:

10 min Introduction:

Ask the class to identify the topics that they found most challenging over the course of the year. Let each person in the room have the opportunity to mention the topics where they feel they need review. Write the list of topics on the board.

Then systematically begin to go through and clarify topics that were difficult for learners. Start with topics that the most people found difficult.

If the learners are having trouble identifying issues or topics, then take their workbook. Look over the workbook and see where the learners made errors or left items blank. Use those particular topics for the review session.

MODULE G

Lesson 108: End of Module Assessment

During this session you will assess learners' understanding of the lessons taught in this module. This assessment will be graded. The points for each question are written at the end of the instructions. Multiply by two for the total out of 100.

Steps:

- Tell learners that you will give them a test on the whole year's work. If they have been to class and done their homework, they should do fine.
- Explain that the test will be graded. It will be part of their final grade. Ask them to work alone and encourage them to do their best.
- Distribute the test papers. Explain that because it is the first time they have real printed tests, you will read the instructions for them, the way you have on all the other tests.
- Read the directions aloud, speaking clearly. Repeat the directions twice. Learners should write on their test papers.
- Ask everyone if they are ready before you move on to the next question.
- When learners have finished, collect their tests for grading.

MODULE G

End of Level Final Assessment TEACHER'S VERSION

	Points	
1	1	Write your name. (1 point if they capitalize the first letter, 0 if they fail to)
2	5	As I say the sounds for the following letters, write the letter next to number 2 on your test. Write the upper case form and the lower case form. (Repeat the sound 2 or 3 times, with some time in between the repetitions. Give students time to form the letter.) (5 points = ½ point for each correct letter) Q q G g H h F f N n
3	3	Read the sentence on your test and write the answer in a full sentence. (3 points = ½ point for each word spelled correctly –My name is. ½ point for capital “My”. ½ point for capitalized name. ½ point for . at the end) What is your name?
4	5	Read the story on your test. Choose a word that makes sense from the word bank below to complete the sentences that are missing words. Write the words in the correct spaces. You can only use each word from the word bank once. (5 points = 1 point for each word. – ½ if word is spelled incorrectly) Tinizi and the Pig Tinizi has a big _____. The name _____ the pig is Silly. Silly _____ Tinizi’s friend.

		<p>Tinzi _____ Silly to go in the car. A pig in a car? That is silly. Silly is _____ big for the car.</p> <p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">wants too of pig is</p>
5	5	<p>Read this paragraph. Answer the questions. (5 points = 2 ½ for each answer)</p> <p>Uncle Buster and the Ducks</p> <p>Uncle Buster is unhappy. The duck is under the hut. The ducklings are under the hut. His wife will come home soon.</p> <p>“Come, ducks, come!” says Uncle Buster. “This is unlucky,” he says.</p> <p>a. How does Uncle Buster feel?</p> <p>_____</p> <p>b. Why?</p> <p>_____</p>
6	5	<p>Read these sentences. Choose the correct word from the word bank below to complete each of them. (5 points)</p> <ol style="list-style-type: none"> Zaye _____ her sister do the dishes. Trokon had an _____ boss. Ben told me he came to the market _____ I was in the market. Do we have two bags of _____ in the house? She said, “Get the _____.”

		WORD BANK: salt, saw, ball, awful, because
7	6	<p>Read and complete the sentences below by choosing the appropriate word from the word bank and writing it in the blank, and adding the right punctuation at the end. You can only use each word once. Don't forget capitalization. (6 points = ½ for correct word, ½ for capitalization, ½ for question mark)</p> <p>_____ is Hawa</p> <p>_____ will Hawa do</p> <p>_____ is Hawa in the market</p> <p>_____ will Hawa come</p> <p>WORD BANK: where, when, what, why</p>
8	1 ½	<p>Read the words below to yourself. If the word has an "s" that makes the sound "z", circle the word. (1 1/2 points = 1/2 for each word circled correctly)</p> <p>a. has b. hat c. do d. does e. say f. says</p>
9	1 ½	<p>Read the words below to yourself. If the word has an "s" that makes the sound "sh", circle the word. (1 1/2 points = 1/2 for each word circled correctly)</p> <p>a. sure b. store c. same d. sugar e. test f. tissue,</p>
10	6	<p>Circle the words with silent letters in them, and write the letter that is silent below the word. (6 points = ½ for each correct word, ½ for each correct letter)</p> <p>sites twice two climb giant child</p> <p>guess knee kind science Christmas Christ</p>

11	5	<p>Read this paragraph. Answer the questions below. (5 points= 2 ½ points for each answer)</p> <p style="text-align: center;">June and the Mule</p> <p>June wants to use her mule to go market. She needs the mule. June earns money by selling fruit at the market. The mule should help her. But the mule does not like the market. And, the mule knows when they are going to market. The mule does not like the market. The mule stops on the road.</p> <p>How does June earn money?</p> <hr/> <p>Why does the mule stop on the road to the market?</p> <hr/>
12	6	<p>Read this story. Answer the questions below. (6 points = 2 points for each answer.)</p> <p style="text-align: center;"><u>We Vote</u></p> <p>Joe is home. But it is time to go. "I must go," he thinks. "It's time to vote."</p> <p>Joe and his wife go to get his mother and brother. "I am too old to vote," says his mother.</p> <p>"Mother," he says. "You are never too old to vote. It is our responsibility. Come on."</p> <p>They walk down the road to the voting place. It is close to the market. Joe knows the names of the people he likes. They wait and wait. Then, he votes, his wife votes, his brother votes, his mother votes.</p>

	<p>Liberians vote.</p> <p>Where is Joe going?</p> <hr/> <p>Who does Joe and his wife go to get?</p> <hr/> <p>Why do they get them?</p> <hr/>
--	--

LESSON 109 END OF YEAR ASSESSMENT

1	Write your name _____
2	
3	Read the sentence write the answer in a full sentence. What is your name? _____
4	<p>Read the story. Choose a word that makes sense from the word bank below to complete the sentences that are missing words. Write the words in the correct spaces. You can only use each word from the word bank once.</p> <p style="text-align: center;">Tinizi and the Pig</p> <p>Tinizi has a big _____. The name _____ the pig is Silly. Silly _____ Tinizi's friend.</p> <p>Tinizi _____ Silly to go in the car. A pig in a car? That is silly. Silly is _____ big for the car.</p> <p style="text-align: center;">WORD BANK</p> <p style="text-align: center;">wants too of pig is</p>
5	<p>Read this paragraph. Answer the questions.</p> <p style="text-align: center;">Uncle Buster and the Ducks</p> <p>Uncle Buster is unhappy. The duck is under the hut. The ducklings are under the hut. His wife will come home soon.</p>

	<p>“Come, ducks, come!” says Uncle Buster. “This is unlucky,” he says.</p> <p>a. How does Uncle Buster feel?</p> <p>_____</p> <p>b. Why?</p> <p>_____</p>
6	<p>Read these sentences. Choose the correct word from the word bank below to complete each of them.</p> <p>1. Zaye _____ her sister do the dishes.</p> <p>2. Trokon had an _____ boss.</p> <p>3. Ben told me he came to the market _____ I was in the market.</p> <p>4. Do we have two bags of _____ in the house?</p> <p>5. She said, “Get the _____.”</p> <p>WORD BANK: salt, saw, ball, awful, because</p>
7	<p>Read and complete the sentences below by choosing the appropriate word from the word bank and writing it in the blank, and adding the right punctuation at the end. You can only use each word once.</p> <p>_____ is Hawa</p> <p>_____ will Hawa do</p> <p>_____ is Hawa in the market</p> <p>_____ will Hawa come</p>

	WORD BANK: where, when, what, why
8	<p>Read the words below to yourself. If the word has an “s” that makes the sound “z,” circle the word.</p> <p>a. has b. hat c. do d. does e. say f. says</p>
9	<p>Read the words below to yourself.. If the word has an “s” that makes the sound “sh”, circle the word.</p> <p>a. sure b. store c. same d. sugar e. test f. tissue</p>
10	<p>Circle the words with silent letters in them, and write the letter that is silent below the word.</p> <p>sites twice two climb giant child</p> <p>guess knee kind science Christmas Christ</p>
11	<p>Read this paragraph. Answer the questions below.</p> <p style="text-align: center;">June and the Mule</p> <p>June wants to use her mule to go market. She needs the mule. June earns money by selling fruit at the market. The mule should help her. But the mule does not like the market. And, the mule knows when they are going to market. The mule does not like the market. The mule stops on the road.</p> <p>How does June earn money?</p> <hr/> <p>Why does the mule stop on the road to the market?</p> <hr/>

12 Read this story. Answer the questions below.

We Vote

Joe is home. But it is time to go. "I must go," he thinks. "It's time to vote."

Joe and his wife go to get his mother and brother. "I am too old to vote," says his mother.

"Mother," he says. "You are never too old to vote. It is our responsibility. Come on."

They walk down the road to the voting place. It is close to the market. Joe knows the names of the people he likes. They wait and wait. Then, he votes, his wife votes, his brother votes, his mother votes. Liberians vote.

Where is Joe going?

Who does Joe and his wife get?

Why do they get them?
