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English Teachers' Guide

Class I

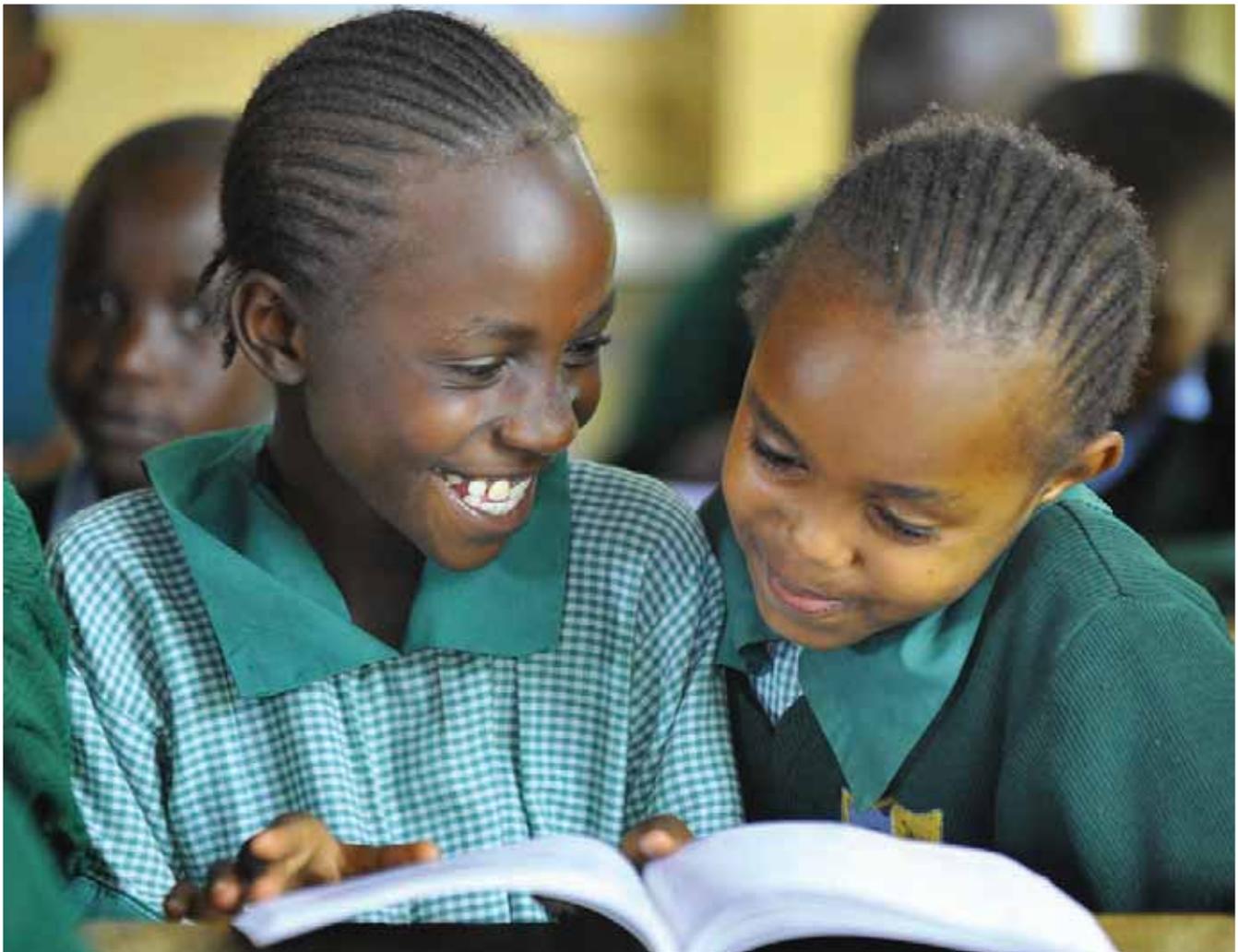


PHOTO: Alex Kamweru

Primary Math and Reading (PRIMR) Initiative

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Disclaimer

These materials are for research and evaluation purposes only and no usage of these materials is permitted outside of PRIMR-supported schools, except by express authority from the MoEST.

Introduction

This teachers' guide was created with the guidance of international and local reading and language experts in a carefully designed process. During an initial workshop with MOEST and KICD staff, a Scope and Sequence was designed that became the road map for lesson plan development. In the workshop, decisions were made about the order in which the letters will be taught in both languages, what specific activities would be used as part of the instructional methodology, and when to begin teaching English reading skills.

In Kiswahili, the scope and sequence is based on the frequency of letter sounds, teaching the most common letter sounds first so that learners could learn to read words and sentences by the end of the first two weeks of instruction. Stories were carefully crafted so that the majority of words contained only sounds learners have already been taught. The English scope and sequence focuses on the development of oral language in the first six weeks, based on the themes of the KICD syllabus and the vocabulary needed to understand words and stories, which are read in later weeks. These first six weeks' of instruction include vocabulary building and listening comprehension activities. No English reading skills will be taught until learners have learned the basic vocabulary necessary to make meaning. From week seven, the lessons follow a scope and sequence of teaching letter sounds and words similar to that of Kiswahili, but carefully designed to produce English stories that relate thematically to the KICD syllabus and give pupils ample practice with new sounds and words. The idea is that learners will be introduced to English letters from week seven onwards that they have already learned in Kiswahili. The letter sound lessons in English explicitly tell learners which sounds are the same in Kiswahili and English and which sounds are different, allowing for more efficient use of learner and teacher time.

Each lesson plan consists of several activities designed to teach learners the specific skills needed to be successful readers. The activities cover the four components of literacy (listening, speaking, reading and writing), as well as the five components of reading (phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension). These components cover the range of skills critical to early literacy. Lesson plans focus on the key ideas, that each letter represents a sound and these letters are put together to form words. Words have meaning. Words are put together to form simple sentences. Sentences make up a story. Each day learners learn and practise letters, words, story reading and comprehension. The fifth day of each week consists of review and assessment activities so that teachers can follow individual learner progress.

English Letter Sounds

Lower Case Letter	Capital Letter	Simplified Sound Symbols	Example
m	M	/m/	mat
t	T	/t/	tip
a	A	/a/	am
l	L	/l/	let
s	S	/s/	sat
e	E	/e/	met
p	P	/p/	pit
f	F	/f/	fit
i	I	/i/	sit
h	H	/h/	hot
n	N	/n/	nap
o	O	/o/	pot
b	B	/b/	bat
r	R	/r/	run
u	U	/u/	fun
g	G	/g/	gate
c	C	/c/	cat
d	D	/d/	dog
w	W	/w/	win
ck		/k/	duck
j	J	/j/	job
a_e		/ei/	make
i_e		/ai/	Bite
o_e		/ou/	Home
u_e		/iu/	Cute

Lower Case Letter	Capital Letter	Simplified Sound Symbols	Example
k	K	/k/	kite
g	G	/j/	age
c	C	/s/	city
sh	SH	/sh/	shop
ch	CH	/ch/	chop
v	V	/v/	vase
y	Y	/y/	yes
open syllable e		long /ii/	me
wh	WH	/w/	what
ee		long /ii/	seed
ea		long /ii/	read
ay		l /ei/	say
ai		/ei/	pail
oo			moon
Z	Z	/z/	zoo
ar		/aa/	car
ore		/oo/	more
ll			fell
ss			kiss
ng		/ng/	ring
oy		/oi/	boy
th	TH	voiced /th/	that
th	TH	unvoiced /th/	with
ow		/ou/	blow

English Teachers' Guide Time Table

Week 1 – 6 (Oral Language Development)

Activity	Day 1 -4	Day 5
Oral Language	15	15
Vocabulary/ Pre-Reading	5	
Story Reading	4	
Comprehension	6	
Make a Story		15
Total	30	30

Week 7 - 8 (Transition to Reading and Writing)

Activity	Day 1 and 3	Day 2 and 4	Day 5
Phonological Awareness	2	2	4
Letter Knowledge	2	2	4
First Teacher Read Aloud			
Story Reading	5	5	
Revise Oral Language			10
New words, Language Patterns & Grammar	5	5	
Get Ready for the Second Reading	3	3	
Tell a Story			8
Second Reading: Teacher Read Aloud			
Story Reading	4	4	
Comprehension	6	6	
Writing, Vocabulary & Homework	3	3	4
Total time	30	30	30

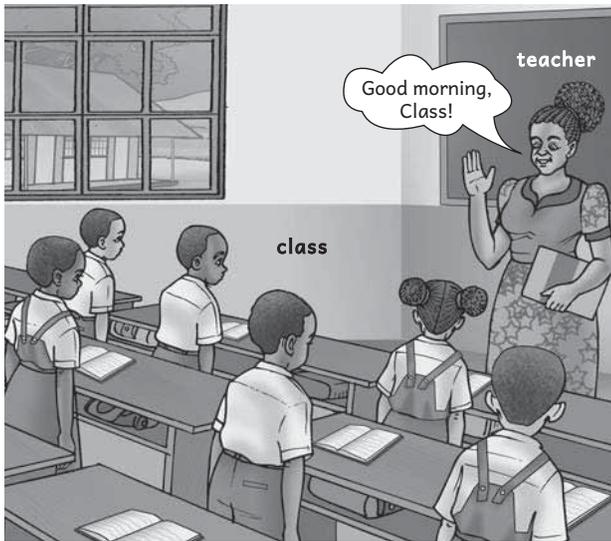
Week 9 – 30 (Reading and Writing English)

Activity	Day 1 and 3	Day 2 and 4	Day 5
Phonological Awareness	3	3	4
Letter Knowledge	3	3	4
Word Reading	3	3	5
Common Words & Grammar	4	2	3
Learner Story			
Before Reading	5	2	
Story Reading	4	2	6
After Reading	5		5
Writing and Homework	3	3	3
Teacher Read Aloud			
Vocabulary/ Grammar & Prediction		3	
Story Reading		4	
Comprehension		5	
Total time	30	30	30

Week 1: Day 1

Week 1 Day 1

Greetings



Teacher Asha's class

This is Teacher Asha's class. Teacher Asha says, "Good morning, class." All the boys and girls say, "Good morning, Teacher." Teacher Asha says, "How are you?" The class says, "Fine, thank you, Teacher." Teacher Asha reads a story. The boys and girls listen.

1

T: Today we will learn **how to greet someone. We greet people when we say hello.**

📖 First Story Reading

Let us read a story about 'Teacher Asha's class'. Open your book to page 1.

Listen to the story. Think about the people in the story. Look at the picture in your book.

🗣️ New words

Now, we will learn some of the new words in the story to help us understand the story better.

Nouns

T: The first word is **teacher**. (*Point to yourself.*) Say the word.

L: *Respond and point to teacher.*

T: I am a **teacher**. Who am I?

L: *Respond and point to teacher.*

T: The next word is **class** (*Point to pupils*). Say the word.

L: *Respond and point to the class.*

T: All of you are the **class**.

(Point to yourself and the **class** several times saying the words.)

T: *Now you say the words and point.*

L: Pupils say words and point.

Adjectives

🗣️ **New Word:** fine

T: The word is **fine**. What is the word?

L: **fine**

T: Who knows this word?

L: *Pupils raise hands (if most of pupils raise hands have 2-3 pupils tell what they think. Ask class if they agree or disagree with thumbs. Give feedback)*

T: **This word tells how you are doing. When someone asks, "How are you", you say, "fine", if you are feeling good.**

📖 Grammar

Let us practise some sentences using our new words.

I Do Step 1:

T: When I say, "Good morning, class". You say, "Good morning, teacher".

We Do Step 2:

T: Let us stand up and try it together.

T: Good Morning, Class.

L: Good Morning, Teacher.

Repeat three times.

I Do Step 3

T: When I say, "How are you?" You say, "We are fine, thank you, teacher. How are you?"

T: Repeat after me.

T: We are fine, thank you, teacher.

L: Respond

T: How are you?

L: Respond

T: We are fine, thank you teacher. How are you?

L: Respond

We Do Step 4

T: Let us try it together.

T: How are you?

L: We are fine, thank you, teacher. How are you?

Repeat three times.

Date: _____

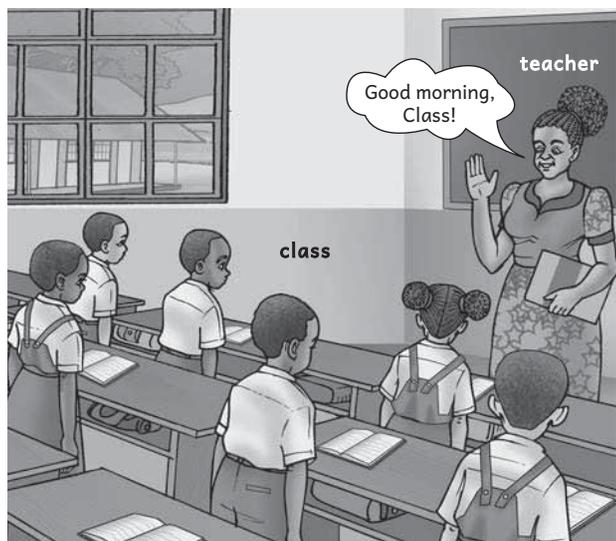
Duration: _____

Roll: _____

Week 1: Day 1

Week 1 Day 1

Greetings



Teacher Asha's class

This is Teacher Asha's class. Teacher Asha says, "Good morning, class." All the boys and girls say, "Good morning, Teacher." Teacher Asha says, "How are you?" The class says, "Fine, thank you, Teacher." Teacher Asha reads a story. The boys and girls listen.

1

Second Story Reading

Let us listen to our story again. When you hear our new words, **teacher** and **class**, show thumbs up. (*Demonstrate for pupils.*)

Questions

Comprehension

Now that we have read the story, we will practice answering questions to see if we understood what we read.

I Do Step 1

T: The first question is: **Who is in the story?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

T: **Teacher Asha and the class are in the story.**

We Do Step 2

T: The next question is: **What is Teacher Asha doing?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

T: **She is saying good morning and reading a story.**

Classwork

Now we are going to practise writing words and drawing their meaning. I will then give you homework.

I Do Step 1:

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **class**. (*Write the word on the board.*)

T: I can draw **my class**. (*Sketch a picture of all the children in their desks on the board and talk as you draw.*) Yes, that looks like **our class**.)

We Do Step 2:

T: Now, let's do it together.

T: The word is: '**class**'

T: Write the word down in your exercise book as I write it on the board.

T & L: *Write the word*

T: How does your **class** look like? Tell me:

T: *Let 3-4 pupils respond.*

T: Now let us draw our **class**. You draw in your exercise book. I will draw on the board.

T: & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the word '**class**' below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

You Do Step 3:

T: *Write the words **boy**, **teacher** and **girl** on the board.*

T: The words are **boy**, **teacher** and **girl**. Write the words in your exercise book.

Homework

T: For your homework, draw a picture of; A boy, a teacher, a girl.

T: Write the word below your picture.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 1 Day 1

Teacher tip

Teach at a reasonable pace during the first week. Not too fast nor too slow.

Date: _____

Duration: _____

Roll: _____



Tom goes home

Tom is outside his class. He wants to go home. Teacher Asha says, "Good afternoon Tom." Tom says, "Good afternoon, Teacher Asha." Teacher Asha says, "How will you go home, Tom?" Tom says, "My sister is here to take me home. Goodbye, Teacher Asha." Teacher Asha says, "Goodbye Tom."

2

T: Today we will learn more about how to greet someone. We greet people when we say 'hello'.

🗣️ Review Words

Words to revise: **teacher, class**

T: First let us revise some words we have learned. The word is teacher. Who can show/tell what it means?

Call on 2-3 pupils. Give appropriate feedback.

T: Tell your partner one sentence with the word.

Ask 2-3 pupils to share a sentence.

Repeat for each word

📖 First Story Reading

T: Let us read a story about 'Tom goes home'. Open your book to page 2.

Listen to the story. Look at the picture in your book.

I do: *Read the story to the class.*

🗣️ New words

Let us learn some of the words in the story to help us understand the story better.

T: Now we will learn more greeting words.

Nouns

T: The word is **morning**. When we start school it is **morning**. What is the word?

L: *Respond*

T: When we finish school it is **afternoon**. What is the word?

L: *Respond*

T: When we go to bed it is **evening**. What is the word?

L: *Respond*

T: *Ask pupils for the word that tells when we wake up; end school; go to bed; leave friends.*

(Ask at least 2 times each.)

L: *Respond*

📖 Grammar

Now let us practise some sentences using our new words.

Step 1: I Do

T: When we greet someone in the ____ we can say Good ____.
(Repeat for each **morning, afternoon, evening**)

Step 2: We Do

T: Greet your partner in the ____ *(Ask pupils to greet each other for each time of day.)*

(Repeat for each **morning, afternoon, evening**)

Step 3: I Do

T: The last word we will learn is **Goodbye**. We say this word when we leave. What is the word we say when we leave?

L: **Goodbye**

Step 4: We Do

T: Pretend you are leaving. Say goodbye to your partner.

L: **Goodbye**

T: *Practice different greetings with pupils, have them respond appropriately. Then ask them to practice with a partner.*

📖 Second Story Reading

Let us listen to our story again. When you hear our new words, **morning, afternoon, evening**, show thumbs up. (Demonstrate for pupils.)

📖 Questions

Now that we have read the story, we will practice answering questions to see if we understood what we read.

Week 1 Day 2
Greetings



Tom goes home

Tom is outside his class. He wants to go home. Teacher Asha says, "Good afternoon Tom." Tom says, "Good afternoon, Teacher Asha." Teacher Asha says, "How will you go home, Tom?" Tom says, "My sister is here to take me home. Goodbye, Teacher Asha." Teacher Asha says, "Goodbye Tom."

2

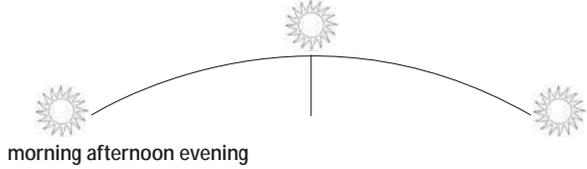
Step 2: We Do

- T: Now, let's do it together.
- T: The word is: **'afternoon'**
- T: Write the word down in your exercise book as I write it on the board.
- T & L: *Write the word*
- T: Now think **about what you do in the afternoon.** Tell me:
- T: *Let 3-4 pupils respond.*
- T: Now let us draw **what we do in the afternoon.** You draw in your exercise book. I will draw on the board.
- T: & L: *Draw the Picture. (Teacher draws after learners.)*
- T: Show your partner your picture.
- T: Let's write the word **'afternoon'** below the picture.

Remember to write the letters well.
Model writing the letters neatly below the picture.

Step 3: You Do

T: *Write the word on the board.* (draw an arc)



Words: **1) afternoon 2) morning 3) evening**
 T: Write the words in your exercise book.

Homework

- T: For your homework, draw where the sun will be in the: **1) afternoon 2) morning 3) evening**
- T: Write the words below your picture.
- T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 1 Day 2

Step 1: I Do

- T: The first question is: **Who is in the story?**
- T: Think about the story. When you remember the answer, raise your hand.
- T: *Call on 1 or 2 pupils to give the answer.*
- T: **Teacher Asha and Tom are in the story.**

Step 2: We Do

- T: The next question is: **What is Tom doing?**
- T: Think about the story. When you remember the answer, raise your hand.
- T: *Call on 1 or 2 pupils to give the answer.*
- T: **He is saying goodbye to teacher. He is going home.**

Classwork

Step 1:

- T: Watch me! I am going to write a word and then draw what the word is.
- T: My word is **afternoon.** (*Write the word on the board.*)
- T: I can draw **what we do in the afternoon.** (*Sketch a picture of the class doing something they do in the afternoon.*)

Date: _____
Duration: _____
Roll: _____

Week 1 Day 3

Classroom



Sit down, stand up, turn around

I am Mary. I am Tom. I am the teacher. Tom, stand up. Tom, turn around. Tom, sit down. Mary, stand up. Mary, turn around. Mary, sit down. Tom and Mary, stand up. Tom and Mary, turn around. Tom and Mary, sit down. We all stand up. We all turn around. We all sit down.

3

T: Today we will learn about our school and classroom. We will learn things in the classroom and what we do in the classroom.

🗣️ Review Words

Words to revise: **teacher, class, morning, afternoon, evening, goodbye**

T: First let us revise some words we have learned. The word is teacher. Who can show/tell what it means?

Call on 2-3 pupils. Give appropriate feedback.

T: Tell your partner one sentence with the word.

Ask 2-3 pupils to share a sentence.

Repeat for each word

📖 First Story Reading

I am going to read a story 'Sit down, stand up, turn around'. Open your book to page 3.

Listen to the story. Think about the people in the story. Look at the picture in your book.

🗣️ New words

I do: Write the new words on the blackboard. (**stand, turn,**

sit). Now, we will learn some of the new words in the story to help us understand the story better.

Verbs

T: The first word is **stand**. What is the word?

L: Stand

T: *Sit down*. Watch me. *Stand*. I stand.

T: Your turn. Stand.

L: *Respond*

T: Repeat after me. I stand.

L: I stand.

Repeat 3 times.

Repeat step 1 with the following: **sit** and **turn**

📖 Grammar

Now let us practise some sentences using our new words.

Step 1: I Do

T: *Sit down*. Watch me. *Stand up*. I stand up.

Repeat two times.

Repeat step 1 with the following: **sit down** and **turn around**

Step 2: We Do

T: Let's do it together. Stand up.

T&L: *Respond*

T: Repeat after me. I stand up.

T&L: I stand up.

Repeat three times.

Repeat step 2 with the following: **sit down** and **turn around**.

Step 3: You Do

T: Now let us practice. (*Tell pupils several times to **stand up, sit down, and turn around.***)

T: Now you and your partner take turns telling each other to stand up, sit down and turn around.

📖 Second Story Reading

Let us listen to our story again. When you hear our new words, **stand up, sit down, or turn around** show thumbs up. (*Demonstrate for pupils.*)

❖ Questions

Now that we have read the story, we will practice answering questions to see if we understood what we read.

Date: _____

Duration: _____

Roll: _____

Week 1 Day 3

Classroom



Sit down, stand up, turn around

I am Mary. I am Tom. I am the teacher. Tom, stand up. Tom, turn around. Tom, sit down. Mary, stand up. Mary, turn around. Mary, sit down. Tom and Mary, stand up. Tom and Mary, turn around. Tom and Mary, sit down. We all stand up. We all turn around. We all sit down.

3

Step 1: I Do

T: The first question is: **Who is in the story?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

T: **Mary, Tom and teacher are in the story.**

If pupils do not answer help them by explaining and giving answer. Have pupils repeat the answer.

Step 2: We Do

T: The next question is: **What are Tom and Mary doing?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

T: **Mary and Tom stand up, turn around and sit down.**

Classwork

Now we are going to practise writing words and telling their meaning. I will then give you homework.

Step 1: I Do

T: Watch me! I am going to write words and then draw what the words mean

T: My words are **stand up**. (*Write the word on the board*).

T: I can draw myself standing up. (*Sketch the picture on the board and talk as you draw*). Yes, that looks like I am **standing up**.)

Step 2: We Do

T: Now, let's do it together.

T: The words are: **stand up**

T: Write the words down in your exercise book as I write them on the board.

T&L: *Write the words*

T: Now think **about what you look like when you are standing up**. Tell me:

T: *Let 3-4 pupils respond.*

T: Now let us draw **ourselves standing up**. You draw in your exercise book. I will draw on the board.

T & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the words '**stand up**' below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

Step 3: You Do

T: *Write the words sit down and stand up on the board.*

T: These words are **sit down** and **stand up**. Write these words in your exercise book.

Homework

T: For your homework, draw a picture of **yourself sitting down**. Then draw a picture of yourself **standing up**.

T: Write the words below your picture.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

☐ Homework Book Class 1 – Week 1 Day 3

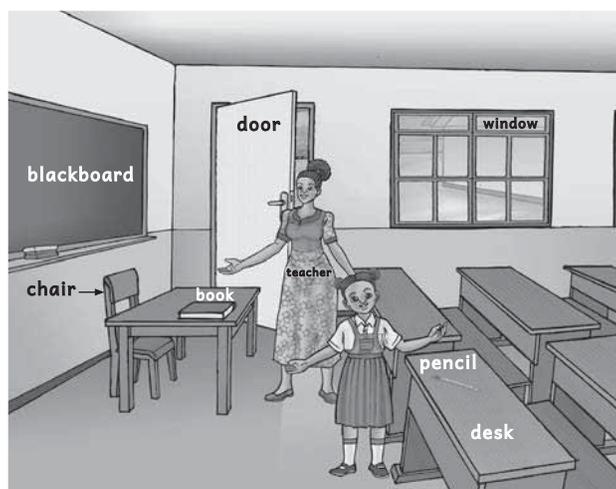
Date: _____

Duration: _____

Roll: _____

Week 1 Day 4

Classroom



In my classroom

In my classroom there is a **teacher**. In my classroom, there is a **chair** and a **desk**. In my classroom, there is a **door** and a **blackboard**. In my classroom there are **windows**. In my classroom, there are **pencils** and **books**. In my classroom, there is ... me!

4

🔊 Review Words

T: Today we will learn about things in the classroom.

Words to revise: **sit down, turn around, stand up, afternoon, evening**

T: First let us revise some words we have learned. The word is sit down. Who can show/tell what it means?

Call on 2-3 pupils. Give appropriate feedback.

T: Tell your partner one sentence with the word.

Ask 2-3 pupils to share a sentence.

Repeat for each word

📖 First Story Reading

Let us read a story about 'In my classroom'. Open your book to page 4.

Listen to the story. Think about the people in the story. Look at the picture in your book.

🔊 New words

Let us learn some of the words in the story to help us understand the story better.

Nouns: (**book, window, chair, door, blackboard, pencil, teacher**)

T: Today we will learn words for things in our classroom.

T: This is a ___ (Say each of the new words while you point to it; What is this?)

L: Respond

T: Point to each thing in the classroom and ask pupils to tell you its name at least 3 times.

L: Respond

T: Now tell your partner what is in your classroom.

L: Respond

📖 Grammar

Now let us practice some sentences using our new words.

Step 1: I do

T: *Hold and raise up a pencil.* This is a pencil.

Repeat two times.

Step 2: We do

T: Let's do it together. Hold your pencil.

T & L: Respond

T: Repeat after me. This is a pencil.

T & L: This is a pencil.

Repeat three times.

Repeat steps 1-2 with the following: book, window, chair, door, blackboard

Step 3: You do

T: Now let us practice. Say, "This is a" (**pencil, book, window, chair, door, blackboard**). Have the children touch the object.

T: Now you and your partner take turns telling each other to touch different things in the classroom.

📖 Second Story Reading

Let us listen to our story again. When you hear our new words, **pencil, book, window, chair, door, or blackboard** show thumbs up. (*Demonstrate for pupils.*)

💡 Questions

Now that we have read the story, we will practice answering questions to see if we understood what we read.

Step 1: I do

T: The first question is: **Who is in the story?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

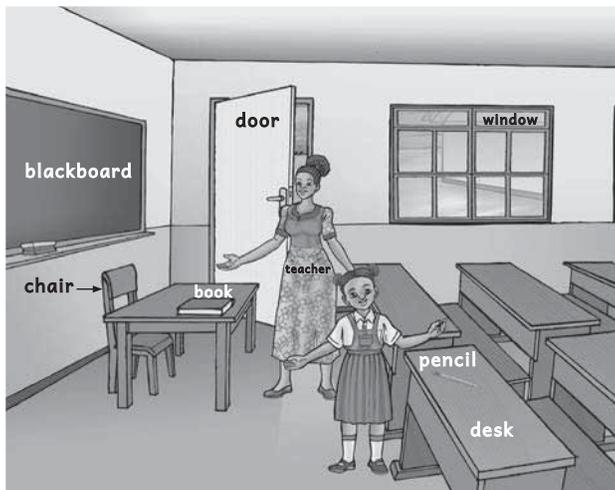
Date: _____

Duration: _____

Roll: _____

Week 1 Day 4

Classroom



In my classroom

In my classroom there is a teacher. In my classroom, there is a chair and a desk. In my classroom, there is a door and a blackboard. In my classroom there are windows. In my classroom, there are pencils and books. In my classroom, there is ... me!

4

T: *If pupils do not answer help them by explaining and giving the answer. Have pupils repeat the answer*

Step 2: We do

T.: The next question is: **What is in the classroom?**

T: Think about the story. When you remember the answer, raise your hand.

T: *Call on 1 or 2 pupils to give the answer.*

T: **In the classroom, there is a chair, door, blackboard, windows, pencils and books.**

Step 3: You do

T: **What is in your classroom?**

L: *Respond*

If pupils do not answer help them by explaining and giving the answer. Have pupils repeat the answer

Classwork

Now we are going to practise writing words and telling their meaning. I will then give you homework.

Step 1: I do

T: Watch me! I am going to write a word and then draw what

the word is.

T: My word is **book**. (*Write the word on the board*).

T: I can draw a **book**. (*Sketch the picture on the board and talk as you draw*). Yes, that looks like a **book**.)

Step 2: We do

T: Now, let's do it together.

T: The word is: **'book'**.

T: Write the word down in your exercise book as I write it on the board.

T & L: *Write the word*

T: Now think of what your **book** looks like. Tell me:

T: *Let 3-4 pupils respond.*

T: Now let us draw our **book**. You draw in your exercise book. I will draw on the board.

T & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the word **'book'** below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

Homework

Step 3:

T: *Write the word chair on the board.*

T: This word is **chair**. Write it in your exercise book.

T: For your homework, draw a picture of the word **chair**.

T: Write the word below your picture.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 1 Day 4

Date: _____

Duration: _____

Roll: _____

Week 1 Day 5
Revision

class

window

blackboard

door

book

desk

chair

stand up

sit down

teacher

T: Today we will revise the words we have learned and play a game to practice.

🗣️ Review Words

Revise: door, window, teacher, class, blackboard, stand up, sit down, chair

Write the review words on the blackboard

T: First we will revise the words we learned. Open your book to page 5. I will say a word and you will show me the picture of the word. *(Repeat several times.)*

T: *Say each word and wait for pupil response. If more than half the class does not know the word, show them the word and then ask the class again.*

T: *Point to pictures in the pupil book on page 5 and ask the pupils to give the word.*

📖 Grammar and Language Patterns

Step 1: I Do

T: Now let us make some sentences

T: We are going to play a game. **I will point to something. I will say "This is a..." and then you will tell me what it is.**

T: Point to a window. Use real objects where available.

T: This is a ...

L: window

Repeat with **book, door, chair, desk, blackboard, teacher, and pencil.**

Step 2: You Do

T: Now turn to your partner. Take turns pointing to things and saying **"This is a..."**

T: Walk around the classroom to make sure that pupils are working well with their partners.

🗨️ Talk About a Picture

Now we will make a story using a picture on page 5.

Step 1: I Do

T: We read stories about the classroom.

T: Watch me tell you a story about the classroom.

T: **I sit in my chair. I stand up. I turn around.** *(Act out the three sentences as you say them.)*

T: Repeat after me. I sit at my desk. I stand up. I turn around

L: *Respond*

Step 2: You Do

T: Now point to a picture on page 5 and to make sentences about that picture. Repeat with a different picture.

You can use the words **chair, book, pencil, turn around, stand up and sit down.**

L: *Respond*

T: *Walk around the room to help pupils make sentences with their partners. Call on 3 pairs to share their sentences.*

✍️ Classwork

Step 1: I Do

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **pencil**. *(Write the word on the board.)*

T: I can draw **pencil**. *(Sketch the picture on the board and talk as you draw) .Yes, that looks like a pencil.)*

Step 2: We Do

T: Now, let's do it together.

T: The word is: **'pencil'**

T: Write the word down in your exercise book as I write it on the board.

T & L: *Write the word*

T: Now think what your **pencil** looks like. Tell me:

Date: _____

Duration: _____

Roll: _____

Week 1 Day 5
Revision



class



window



blackboard



door



book



desk



chair



stand up



sit down



teacher

5

T: Let 3-4 pupils respond.

T: Now let us draw our **pencil**. You draw in your exercise book. I will draw on the board.

T & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the word '**pencil**' below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

Homework

T: *Write the words on the board. Read the words to the pupils.*

1) teacher 2) window 3) book

T: Read and copy these words in your exercise book.

T: For your homework, draw a picture of each word.

T: Write the word below your picture.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 1 Day 5

Date: _____

Duration: _____

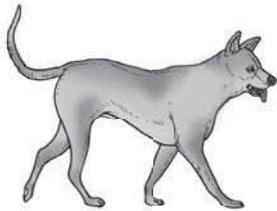
Roll: _____

Week 2 Day 1

Home



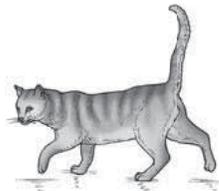
baby



dog



hen



cat

Who can walk?

Who can walk? I can walk. Who else can walk? The mother can walk. Who else can walk? That fat cat can walk. Who else can walk? That big dog can walk. Who else can walk? That fat hen can walk. Who else can walk? Can the baby walk? Stop, baby! You cannot walk. I can help you.

6

🎵 Song

Teacher sings song. Teacher and pupils sing.

(Tune of London's bridge is falling down)

My family is nice (very nice x2)
My family is nice with these people
Mother, father (sister, brother x3) x2
And our little baby

🗣️ Review Words

Words: teacher, morning, stand up, chair, class

I do/We do: Write the words for revision on the blackboard. Ask pupils to show or tell what each word means. Give feedback.

You Do: In pairs, pupils say each word and make a sentence with each word.

📖 First Story Reading

I do/We do: Read the title. **Who can walk?** Say: **What can you see in the picture?**

I do: Read the story to the class.

🗣️ New words and Language Patterns

Words: cat, dog, hen, baby

I do/We do: Turn to page 6. Point to the picture and say each new word. Say, **This is a.....**

You do: Ask pupils to show things in the learner book and say **This is.....**

📖 Grammar

Words: walk, stop

I do/We do: Use the word in a sentence. Show the meaning of the word. Say **_____ can walk/ stop.**

Pupils repeat actions and sentences with partners.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**walk, stop**) and show thumbs up when they hear any of the new words.

💡 Questions

Ask: **Who is in the story? What are they doing? Why should the baby stop? What else can walk?**

✍️ Writing Classwork

Blackboard: Pupils copy words and draw a picture of each.

Words:

1) cat 2) dog 3) baby 4) hen 5) mother

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – *Week 2 Day 1*

Teacher tip

When asking comprehension questions, ensure that the pupils go back and check if the answer is in the story before answering.

Date: _____

Duration: _____

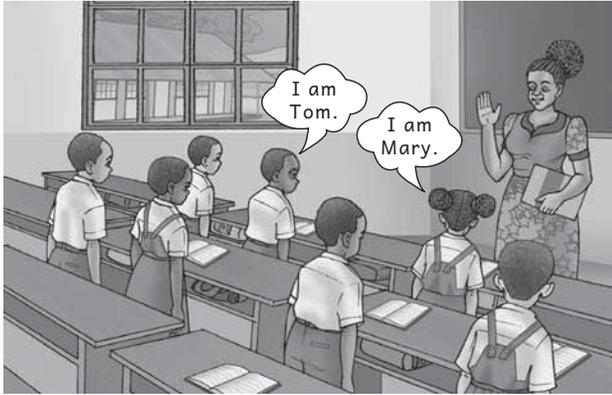
Roll: _____

Week 2 Day 2

Classroom



pick up your pencil



My class

I am Mary. This is Tom. Mary and Tom walk to school. The teacher walks to the blackboard. Mary says, "Tom, this is my book." Tom says, "Mary, this is my pencil." Tom says, "I can pick up my pencil". Mary says, "I can put down my book." Tom and Mary sit at the desk. The teacher opens the door. Tom and Mary close the books. They go out to play.

7

Song

Teacher sings song. Teacher and pupils sing.

(Tune of London's bridge is falling down)

My family is nice (very nice x2)

My family is nice with these people

Mother, father (sister, brother x3) x2

And our little baby

Review Words

Words: walk, sit down, afternoon, window, door.

I do: Write the words for revision on the blackboard one word at a time. Ask pupils to show or tell what each word means. Give feedback.

You do: In pairs, pupils say each word and make sentences.

First Story Reading

I do/We do: Read the title. **My class.** Say: **What can you see in the picture?**

I do: Read the story to the class.

New words and Language Patterns

Words: pick up, put down, open, close.

I/We do: Write the new words on the blackboard. Say each word and show what the word means.

I/We do: Use sentences to teach the words **I** and **my**.

Grammar

I/We do: Teach the words **I** and **my**. Practice making sentences using the new words: **I close my ____.** ; **I open the ____.** ; **I pick up the ____.** ; **I put down my ____.**

Second Story Reading

Teacher reads the story. Pupils listen for new words (**open, close**) and show thumbs up when they hear the new words.

Questions

Ask: **Who is in the story? What does Tom have? What does Mary have? Why do you think the teacher opens the door?**

Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw pictures for each word.

Words:

1) door 2) desk 3) pencil 4) book 5) Tom

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

Homework Book Class 1 – Week 2 Day 2

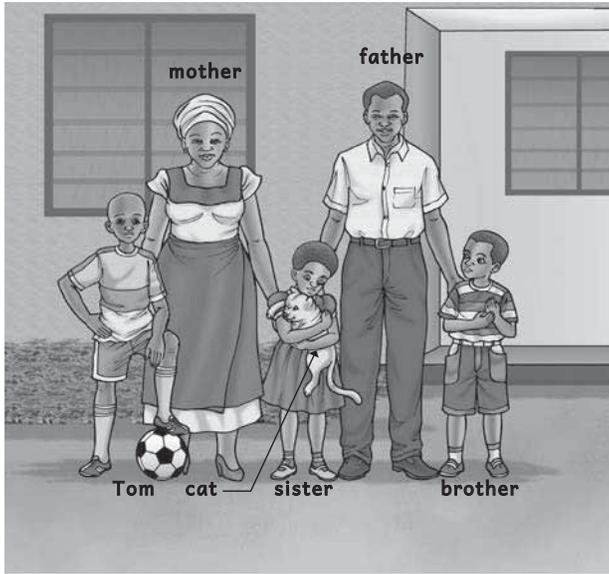
Date: _____

Duration: _____

Roll: _____

Week 2 Day 3

Family



Tom's family

This is Tom's family. This is Tom's mother. Her name is Rose. This is Tom's father. His name is Isaac. This is Tom's brother. He goes to school. This is Tom's sister. She has a fat cat. This is Tom. He plays football. Tom loves his family.

8

🎵 Song

Teacher sings song. Teacher and pupils sing.

(Tune of London's bridge is falling down)

My family is nice (very nice x2)

My family is nice with these people

Mother, father (sister, brother x3) x2

And our little baby

🗣️ Review Words

Words: cat, open, door, turn around, evening, goodbye.

I/We do: Write the words for revision on the blackboard one at a time. Ask pupils to show or tell the meaning of each word. Give feedback.

You do: In pairs, pupils say each word and make sentences.

👉 First Story Reading

I/We Do: Read the title. Tom's family. Say: What can you see in the picture?

I do: Read the story to the class.

📦 New words and Language Patterns

Words: family, mother, father, brother, sister.

I do: Write the new words on the blackboard one at a time. Say each word and show/ explain what the word means by using the picture in the pupil book..

You Do: With partners, pupils name people in their family.

📖 Grammar

I/We do: Point to and name each person in the picture. Say, This is _____.

You do: Pupils repeat the activity with partners.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**mother, father, brother, sister**) and point to the right image in the book.

💡 Questions

Ask: Who is in the story? Who has a fat cat? Who plays football?

✍️ Writing Classwork - (Homework Book 1 page 16)

Blackboard: Write the words on the board. Pupils copy words and draw a picture of each word.

Words:

- 1) father
- 2) mother
- 3) sister
- 4) brother
- 5) cat

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 2 Day 3

Teacher tip

When asking comprehension questions, ensure that the pupils go back and check if the answer is in the story before answering.

Date: _____

Duration: _____

Roll: _____

Week 2 Day 4

Family



Tom's family picture

Here is Tom's family picture. Can you see Tom's father?
Can you see Tom's mother? Can you see Tom's brother?
Can you see Tom's sister? Where is Tom's father? Where is
Tom's mother? Who has the bag? Who has the cat?

9

🎵 Song

Teacher sings song. Teacher and pupils sing.

(Tune of London's bridge is falling down)

My family is nice (very nice x2)

My family is nice with these people

Mother, father (sister, brother x3) x2

And our little baby)

🗣️ Review Words

Words: **mother, father, brother, sister.**

I do: Write the words for revision on the blackboard. Ask pupils to say something about each family member. Give feedback.

You do: In pairs, pupils say each word and make a sentence with each word.

📖 First Story Reading

I/We do: Read the title. **Tom's family picture.** Say: What can you see in the picture?

I do: Read the story to the class.

📄 New words and Language Patterns

Words: **who, where**

I do: Write the new words on the blackboard. Say each word. Ask a question starting with the word. Answer the question.

You do: In pairs, pupils ask questions about the picture using **who** and **where**.

📖 Grammar

I/We do: Practice asking questions from the picture using the new words. **Who has ____?** **Where is ____?** Pupils point to the correct illustration and answer.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**who, where**) and show thumbs up when they hear the new words.

💡 Questions

Ask: **Who is in the picture? Who has the bag? Where is Tom?**

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw a picture of each word.

Words:

1) sister 2) brother 3) family 4) ball 5) father

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 2 Day 4

Date: _____

Duration: _____

Roll: _____

Week 2 Day 5
Revision

father **mother** **sister** **brother** **baby**

stand up **cat** **desk** **door**

class **blackboard**

10

☞ Talk About Your family

I do: Write the words: **mother, father, brother, sister.** Make sentences about your family using the words.

You do: In pairs or groups, pupils talk about their family members. Give feedback.

✍ Writing Classwork

I do: Write words on the blackboard. Read the words to the pupils.

You do: Pupils read and copy words. Pupils draw a picture of each word.

Words:

- 1) desk 2) hen 3) sister 4) father 5) mother

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

☐ Homework Book Class 1 – *Week 2 Day 5*

🎵 Song

Teacher sings song. Teacher and pupils sing.

(Tune of London's bridge is falling down)

My family is nice (very nice x2)

My family is nice with these people

Mother, father (sister, brother x3) x2

And our little baby

🗣 Review Words

Words: **father, baby, blackboard, stand up, mother, sister, class, brother, desk, cat, door.**

I/We do: Write the words for revision on the blackboard Say each word.

You do: Say each word. Pupils point to the picture of the word in the pupil book on page 10. Give feedback.

📖 Grammar and Language Patterns

I do/We do: Ask questions using the question words: **Who, Where.** Say: **Where is _____?** (Pupil named _____ stands up); **Who has a pencil?** (Pupils show their pencils).

Repeat words with different questions.

Date: _____

Duration: _____

Roll: _____

Week 3 Day 1

Our body



Tom and Mary play

Here is Tom. Tom is a boy. Here is Mary. Mary is a girl. Mary says, "Tom, touch my ear. Touch my nose. Point to the window." Mary says, "Tom, touch your eye. Touch your nose. Point to your leg." Tom and Mary run. Tom and Mary stop. Tom and Mary sit down.

11

🎵 Song

Teacher sings song. Teacher and pupils sing.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, mouth and nose.

Hands and fingers, legs and hips

Legs and hips, legs and hips

Hands and fingers, legs and hips

Eyes, ears, mouth and nose.

🗣️ Review Words

Words: hop, door, window, walk, stop, sit down.

I do/We do: Write the review words. Ask pupils to show what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **Tom and Mary play.**

Pupil Book: Pupils look at the picture and say what they see.

Say: What can you see in the picture?

I do: Read the story to the class.

📦 New words and Language Patterns

New words: boy, girl, ear, leg, eye, nose.

I do/We do: Point to show what the word means. Say, **This is** _____

You do: Pupils show things in class and say **This is** _____

I do/We do: Teach the words **run, touch, and point.** Say each word. Show the meaning of the words.

🗨️ Grammar

I do/We do: Point and say, **This is my** _____ (ear, leg, eye, and nose). Pupils respond by pointing and providing the noun.

Repeat with **This is your** _____. Pupils respond by pointing to partners and provide the nouns.

You do: Pupils repeat actions and share sentences with partners.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**leg, ear, eye, nose**) and point to the part mentioned.

💡 Questions

Ask: **Who is in the story? What do Tom and Mary do? Why do they sit down?**

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words represent.

Words:

1) ear 2) leg 3) eye 4) girl 5) boy

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

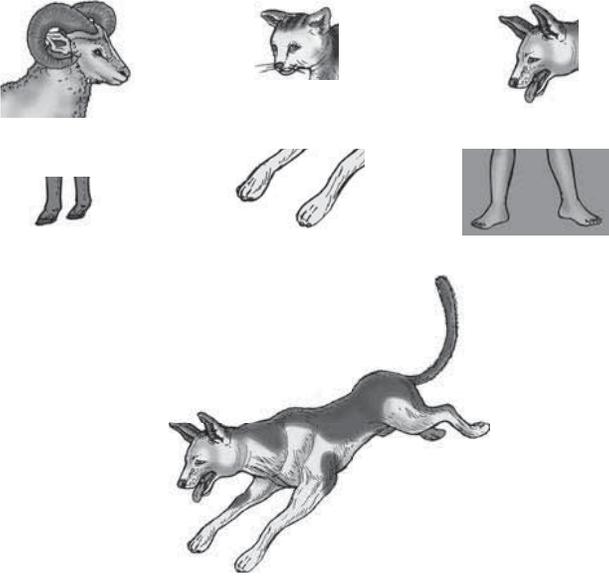
📖 Homework Book Class 1 – Week 3 Day 1

Date: _____

Duration: _____

Roll: _____

Week 3 Day 2 Our body



Who am I?

My legs are long. My paws which are like feet are short.
My ears are big. My eyes are small. My tongue is very long.
Who am I? I am not a girl. Who am I? I am not a boy. Who am I?
I am a dog!

12

🎵 Song

Teacher sings song. Teacher and pupils sing.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, mouth and nose.

Hands and fingers, legs and hips

Legs and hips, legs and hips

Hands and fingers, legs and hips

Eyes, ears, mouth and nose.

🗣️ Review Words

Words: boy, girl, dog, leg, ears, eyes.

I do: Write the review words Ask pupils to show or tell what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and point to show what it means.

📖 First Story Reading

I do/We do: Read the title of the story. **Who am I?**

Pupil Book: Pupils look at the picture and say what they see. Pupils discuss the picture. Say: **What can you see in the picture?**

I do: Read the story to the class.

📄 New words and Language Patterns

Words: tongue, hair, head, mouth.

I do/We do: Write the new words on the black board. Say each word and show what the word means.

This is my ____ (tongue, hair, head, mouth).

📖 Grammar

I do/We do: Practice making sentences using the parts of the body: She has a ____; He has a ____.

You do: Pupils make sentences using the new words.

Review: This is my ____; This is your ____;

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (feet, ears, eyes, tongue) and point to the part mentioned.

💡 Questions

Ask: What is long? What is small? Who is in the story?

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent:

Words:

- 1) eye
- 2) ear
- 3) mouth
- 4) nose
- 5) hair

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home. Ask pupils to practice the song on parts of the body.

📅 Homework Book Class 1 – Week 3 Day 2

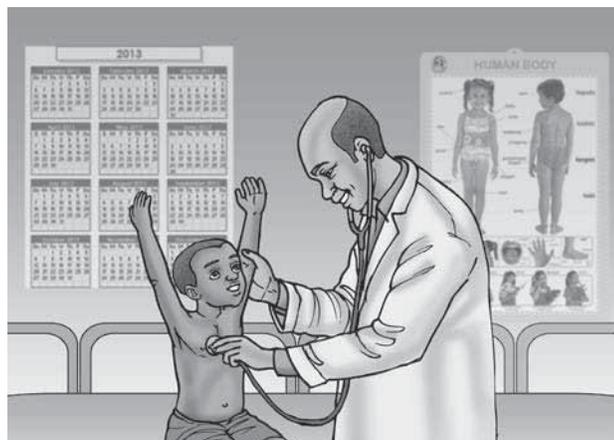
Date: _____

Duration: _____

Roll: _____

Week 3 Day 3

Our body



Tom goes to the doctor

The doctor says, "Raise your hands, Tom." I raise my hands. The doctor says, "Raise your legs, Tom." I raise my legs. The doctor says, "Where are your toes, Tom?" I point to my toes. The doctor says, "Close your eyes, Tom." I close my eyes. The doctor says, "Open your mouth, Tom." I open my mouth. The doctor puts a sweet in my mouth. I am happy.

13

🎵 Song

Teacher sings song. Teacher and pupils sing.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, mouth and nose.

Hands and fingers, legs and hips

Legs and hips, legs and hips

Hands and fingers, legs and hips

Eyes, ears, mouth and nose.

🗣️ Review Words

Leg, eye, girl, tongue, brother.

I do/We do: Write the review words on the black board. Ask pupils to show or tell what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **Tom goes to the doctor.**

Pupil Book: Pupils look at the picture and say what they see.

Say: What can you see in the picture?

I do: Read the story to the class.

📦 New words and Language Patterns

Hands, toes, eyes, legs, ears.

I do: Write the plural words on the black board, Point and say, **These are my _____.** **These are your _____.**

You do: With partners, pupils point and repeat sentences.

I do/We do: Teach the word **raise**. Say, **Raise your _____.** Pupils respond, **I raise my _____.**

🗨️ Grammar

I do/We do: Teach the words **his** and **her**. Call one boy and girl. Point to parts of the body and say, **This is his _____.** **This is her _____.**

You do: Pupils repeat the activity with partners.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**feet, toes, legs, hands**) and show or raise the body parts mentioned.

❓ Questions

Ask: Who is in the story? Where are Tom and the doctor? What does Tom do? Why is Tom happy?

✍️ Writing Classwork

Blackboard: Write the words on the board. Write the words on the board. Pupils copy words and draw the words.

Words:

1) hands 2) eyes 3) legs 4) pencil 5) book

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 3 Day 3

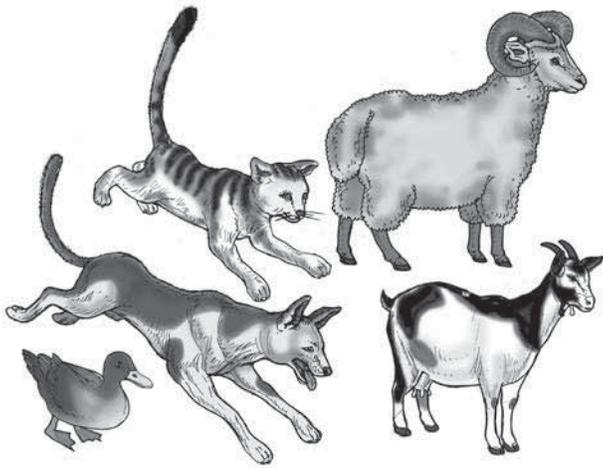
Date: _____

Duration: _____

Roll: _____

Week 3 Day 4

Our body



My animals

The **cat** has eyes. Where are your eyes? The **dog** has teeth. Where are your teeth? The **goat** has ears. Where are your ears? The **sheep** has a nose. Where is your nose? The **duck** has feet. Where are your feet? These are my feet. They took me to class today. Where are your feet? They will take you home today.

14

🎵 Song

Teacher sings song. Teacher and pupils sing.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, mouth and nose.

Hands and fingers, legs and hips

Legs and hips, legs and hips

Hands and fingers, legs and hips

Eyes, ears, mouth and nose.

🗣️ Review Words

I do: Write the review words on the black board. **eyes, cat, dog, ears, nose, feet.** Ask pupils to point to pictures on the page or show part of the body. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **My Animals.**

Pupil Book: Pupils look at the picture and say what they see.

Say: What can you see in the picture?

I do: Read the story to the class.

📄 New words and Language Patterns

Write the plural words on the black board, **hands, toes, fingers, legs, teeth.** Point and say **These are my _____.** **These are your _____.**

You do: With partners, pupils repeat sentences.

I do/We do: Teach the meaning of **sheep, goat.** Point to each picture and Say, **What is this?** Pupils respond.

You do: With partners, pupils repeat the activity.

📖 Grammar

I do/We do: Practice sentences and show the actions. **This is my ____? These are my ____? Point to ____.**

You Do: Pupils practice sentences with partners.

I do/We do: Continue with, **Raise one ____.** **Raise two ____.**

You do: Pupils practice sentences and actions in pairs.

📖 Second Story Reading

Teacher reads story. Pupils listen for new words (**sheep, cat, goat, dog**) and point to animal in the picture when they hear any of the new words.

💡 Questions

Ask: **What animals are in the story? Where are your teeth? Ears? Feet? How do you go home?**

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words represent.

Words:

- 1) sheep 2) cat 3) dog 4) hand 5) leg

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

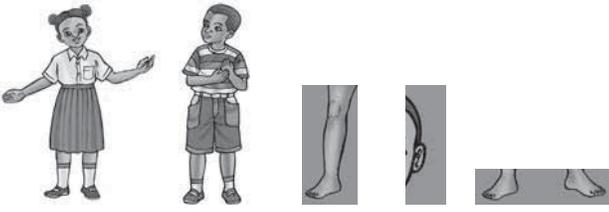
📖 Homework Book Class 1 – Week 3 Day 4

Date: _____

Duration: _____

Roll: _____

Week 3 Day 5 Our body



girl boy leg ear feet



cat sheep dog goat



raise



run

15

Hands, fingers, (legs and hips X3) X2
Eyes, ears, nose and mouth

Grammar and Language Patterns

I do/We do: Practice sentences and show the appropriate actions. **This is a___? This is my___. These are my___?**

You do: Pupils practice sentences with partners.

Talk about it

I do: Write the words: ear, nose, eyes, feet, tongue, hair, head, mouth, hands, fingers, teeth. Make sentences using the words.

You do: In pairs or groups, pupils talk about their body parts. Give appropriate feedback.

Writing Classwork

Blackboard: Write the words on the board. Pupils read and copy words. Pupils draw what the words represent.

Words:

- 1) head 2) teeth 3) fingers 4) toes 5) sheep

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – *Week 3 Day 5*

Song

Teacher sings song. Teacher and pupils sing.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, mouth and nose.

Hands and fingers, legs and hips

Legs and hips, legs and hips

Hands and fingers, legs and hips

Eyes, ears, mouth and nose.

Review Words

Words: boy, girl, ear, leg, run, raise, sheep, cat, goat, dog.

I do/We do: Write the review words on the black board Say each word.

Pupils Book: Pupils point to the picture that represents the word. Give appropriate feedback.

Revise Oral Language: Song

I do/We do: Sing with pupils. Pupils sing and point to parts of the body.

Head, shoulders, (knees and toes X3) X2

Ears, eyes, nose and mouth

Teacher tip

The English lesson is supposed to be 30 minutes long. Ensure that you move at a perky pace to finish the lesson within the set time.

Date: _____

Duration: _____

Roll: _____

Week 4 Day 1

World around us



Patricia, Sam, and the sheep

I am Patricia. I am a girl. This is Sam. He is a boy. I met Sam under a tree. I take care of sheep. Sheep eat grass. I carry a big stick. This is a big sheep. This is a small sheep. The big sheep sits under a big tree. The small sheep sits on Sam!

16

🎵 Song

Teacher sings song. Teacher and pupils sing.

Mr. Kamau had a farm, eeai! eeai! oh!

On his farm he had a cow, eeai! eeai! oh!

Here mow! There mow!

(Repeat : on his farm he had a cat, a goat, duck, etc)

🗣️ Review Words

I do/We do: Write the review words, **girl, boy, sheep, sit down, fingers**. Ask pupils to tell or show what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **Patricia, Sam and the sheep.**

Pupil Book: Pupils look at the picture. Say, **think of what happens to the small sheep.**

I do: Read the story to the class.

📌 New words and Language Patterns

I do/We do: Write the words on the board. (**sheep, tree,**

stick, grass). Point to show what the word means. Say, **This is a ____ (stick, tree, sheep, grass).**

Teacher says each word. Pupils point to pictures.

You do: Pupils repeat the activity with partners.

📖 Grammar

I do/We do: Use examples to teach the words **big** and **small**.

Say, **This is a big ____.** **This is a small ____.**

You do: Pupils point and name big and small things in the classroom.

📖 Get Ready to Read

I do/We do: Read the title **Patricia, Sam and the sheep.**

Pupil Book: Pupils look at the picture and say what they see.

Say: What can you see in the picture? Pupils say what they know about things in the picture.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**tree, stick, grass**) and point to the appropriate picture.

💡 Questions

Ask: **Who is in the story? Where are Patricia and Sam? Where does the small sheep sit?**

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words:

1) tree 2) sheep 3) grass 4) stick 5) dog

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – *Week 4 Day 1*

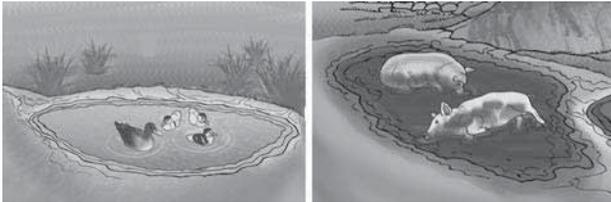
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Week 4 Day 2

World around us



Up and down

The hen picks up the stick. The duck goes down to the pond. The cat goes up the tree. The sheep goes up on the field. The goat goes down to the hill. The pig goes down in the mud. The children in the bus go up and down ... up ... and down ...

17

Song

Teacher sings song. Teacher and pupils sing.

Mr. Kamau had a farm, eeai! eeai! oh!

On his farm he had a cow, eeai! eeai! oh!

Here a mow! There a mow! Everywhere a mow mow.

(Repeat : On his farm he had a cat, a goat, duck, etc)

Review Words

Words: Pick up, stick, sheep, cat, tree, goat.

I do: Write the review words Ask pupils to show or tell what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

First Story Reading

I do/We do: Read the title. **Up and down.**

Pupil Book: Pupils look at the picture. Say, **think of what happens to the duck.**

I do: Read the story to the class.

New words and Language Patterns

hill, mud, pond, bus, duck, children.

I do/We do: Write the new words on the blackboard one at a time, Say each word. Tell or show what the word means. Say, **This is _____.**

Pupils say where they have seen this.

I do/We do: Teach the words **go** and **come**. Show or tell what the words mean. Use words in sentences.

Grammar

I do/We do: **Up, down.** Practice making sentences using the words. Show and say, I put **___ up**; I put **___ down**;

You do: Pupils make sentences and repeat activity.

Get Ready to Read

I do/We do: Read the title. **Up and down.**

Pupil Book: Pupils look at the picture and say what they see. Say: **What can you see in the picture?** Pupils say what they know about things in the picture.

Second Story Reading

Teacher reads the story. Pupils listen for the words (**up, down**) and point up or down as appropriate.

Questions

Ask: **Who is in the story? Where is the duck? Who is on the bus?**

Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words mean:

Words: 1) bus 2) hill 3) stick 4) hen 5) cat

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – *Week 4 Day 2*

Date: _____

Duration: _____

Roll: _____

Week 4 Day 3

World around us



The big duck

Mary has a big duck. She likes her duck. Tom has no duck. He takes Mary's duck. Mary says, "No! That is my duck!" Tom says, "No! This is my duck." Mary cries. Tom says, "Do not cry, Mary. This is your duck." Tom and Mary play with the duck. The duck swims and plays in the pond.

18

🎵 Song

Teacher sings song. Teacher and pupils sing.

Mr. Kamau had a farm, eeai! eeai! oh!

On his farm he had a cow, eeai! eeai! oh!

Here a mow! There a mow! Everywhere a mow mow.

(Repeat : On his farm he had a cat, a goat, duck, etc)

🗣️ Review Words

Words: Big, duck, my, your, walk, pond, mud.

I do/We do: Write the review words on the black board
Ask pupils to show or tell what each word means. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **The big duck.**

Pupil Book: Pupils look at the picture. Say, **think of what happens to the duck.**

I do: Read the story to the class.

📄 New words and Language Patterns

I do/We do: Teach the words **cry, play** and **swim**. Say each word. Tell or show the meaning of the words.

You do: With partners, pupils repeat activity.

📖 Grammar

I do/We do: Make sentences using the words **like, swim, play, cry**. Say, **I like to ____.** **He likes to ____.** **She likes to ____.**

You do: Pupils tell each other what they like to do.

📖 Get Ready to Read

I do/We do: Read the title. **The big duck.**

Pupil Book: Pupils look at the picture and say what they see. Say: **What can you see in the picture?** Pupils say what they know about things in the picture.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**cry, swim, play**) and show thumbs up when they hear the words.

💡 Questions

Ask: **Who has a big duck? What does Tom do? Where does the duck swim?**

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) duck 2) pond 3) sheep 4) pig 5) tree

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 **Homework Book Class 1 – Week 4 Day 3**

Date: _____

Duration: _____

Roll: _____

Week 4 Day 4

World around us



The night sky

It is night. The sheep are eating by the lake. Tom wants to take the sheep home now. Tom and the sheep walk on the road. He looks up in the sky. Tom can see the moon up in the sky. There are big and small stars in the sky. Tom says, "One day, I will go to the moon."

19

🎵 Song

Teacher sings song. Teacher and pupils sing.

Mr. Kamau had a farm, eeai! eeai! oh!

On his farm he had a cow, eeai! eeai! oh!

Here a mow! There a mow! Everywhere a mow mow.

(Repeat : On his farm he had a cat, a goat, duck, etc)

📖 Review Words

Words: **Big, small, sheep, walk.**

I do: Write the review words on the black board. Ask pupils to show or tell the meaning of the words. Give appropriate feedback.

You do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **The night sky.**

Pupil Book: Pupils look at the picture. Say, **think of what is in the sky.**

I do: Read the story to the class.

📖 New words and Language Patterns

Road, home, night, sky, moon, stars, sun.

I do/We do: Write the new words on the blackboard one at a time, Say each word. Tell or show the meaning. Use questions, **Where do you see ____?** Or **When do you ____?** Pupils respond.

📖 Grammar

I do/We do: Make sentences to show what is happening right now. Act out each word and say, **I am ____.** (**walking, running, sleeping, walking, crying, playing**)

You do: Pupils practice sentences and actions with partners.

📖 Get Ready to Read

I do/We do: Read the title. **The night sky.**

Pupil Book: Pupils look at the picture and say what they see. Say: **What can you see in the picture?** Pupils say what they know about things in the picture.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**night, sky, moon, stars**) and show thumbs up when they hear any of the new words.

💡 Questions

Ask: **Who is in the story? What is the time? What does Tom see in the sky?**

✍ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) moon 2) star 3) sheep 4) sun 5) grass

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – *Week 4 Day 4*

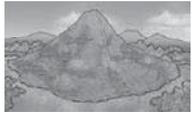
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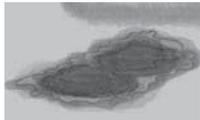
Roll: _____

Week 4 Day 5

World around us



hill



mud



cry



lake



sun



moon



pond



stars



stick



trees



swim



run



field

20

playing, eating, crying, walking, running, jumping)

You do: Pupils practice sentences and actions with partners.

Tell a Story

I do/We do: Make a story using the words taught. Make sentences using the words.

You do: In pairs or groups, make and connect sentences using the words taught.

Writing Classwork

Blackboard: Write the words on the board. Pupils read and copy words. Pupils draw what the words represent.

Words:

1) hill 2) tree 3) girl

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – *Week 4 Day 5*

Song

Teacher sings song. Teacher and pupils sing.

Mr. Kamau had a farm, eeai! eeai! oh!

On his farm he had a cow, eeai! eeai! oh!

Here a mow! There a mow! Everywhere a mow mow.

(Repeat : On his farm he had a cat, a goat, duck, etc)

Review Words

Words: **Stick, tree, hill, mud, pond, cry, swim, play, sun, moon, stars.**

I do/We do: Write the review words on the black board Say each word.

Pupils Book: Pupils point to the picture that represents the word. Give appropriate feedback.

Around the World: Say words. Pupils compete to point to and name pictures in the book.

Grammar

I do/We do: Make sentences to show what is happening right now. Act out each word and say, **I am_____.** (crying,

Date: _____

Duration: _____

Roll: _____

Week 5 Day 1

Numbers

•	one	1	•••••	six	6
••	two	2	••••••	seven	7
•••	three	3	•••••••	eight	8
••••	four	4	••••••••	nine	9
•••••	five	5	•••••••••	ten	10



I have, you have

Cheptoo says, "I have one book. You have two books, teacher. I have three pencils. You have four pencils, teacher. I have five stones. You have six stones, teacher. I have seven sticks. You have eight sticks, teacher. I have nine desks. You have ten desks, teacher. I have one ball. You have none, teacher. Do you want to play with my ball?"

21

🎵 Song

Teacher sings song. Teacher and pupils sing.

One like a stick X2. Stand, stand, stand.

Two like a duck X2. Quack, quack quack.

Three like a butterfly X2. Fly, fly fly.

Four like a chair X2. Sit, sit, sit.

Five like a cat X2. Miaw, miaw, miaw.

🗣️ Review Words

Words: book, teacher, pencils, sticks, desks

I do/We do: Write the review words, Ask pupils to tell or show what each word means. Give feedback.

You Do: In pairs, pupils say each word and make sentences.

📖 First Story Reading

I do/We do: Read the title. **I have, you have.**

Pupil Book: Pupils look at the picture. Say, **think about the people in the story.**

I do: Read the story to the class.

📄 New words and Language Patterns

This, these.

I do/We do: Use a real object or picture to show what the word means. Say, **This is a ____.** **These are.**

You Do: This is a ____ . These are ____ (ball, stones)

📖 Grammar

I do/We do: Use objects to teach the following.

Numbers one to ten: Use 10 objects to show number values as you count with pupils.

How many and I have: Say, **how many ____ do I have?**

Pupils respond, **You have ____.**

Repeat with, **how many ____ do you have?**

Pupils respond, **I have ____.**

You do: In pairs, Pupils count pencils and books. Pupils respond, **I have ____.** or **You have ____.**

📖 Get Ready to Read

I do/We do: Read the title. **I have, you have.**

Pupil Book: Pupils look at the picture and say what they see.

Say: **What can you see in the picture?** Pupils say what they have.

📖 Second Story Reading

Teacher reads story. Pupils listen for number words (1-10) and use their fingers to show the number mentioned.

💡 Questions

Ask: **How many books does the teacher have? How many pencils does Cheptoo have? Who has more balls?**

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) one pencil 2) two pencils 3) three pencils 4) four pencils 5) five pencils

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 5 Day 1

Teacher tip

When reading a story in "I do", teacher should make sure that they read it at their normal reading pace and not at pupils' reading pace to ensure there is comprehension.

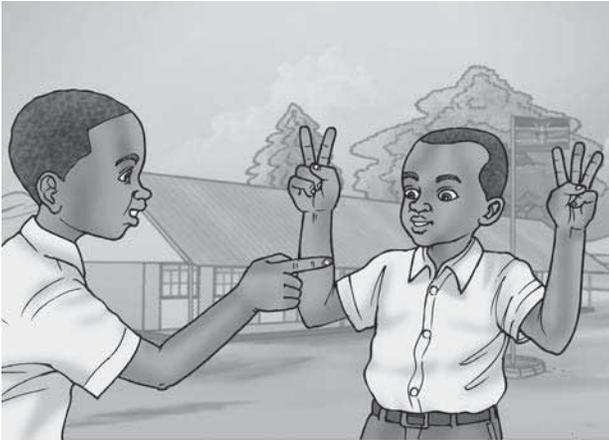
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Week 5 Day 2

Numbers



Tom and Mat add numbers

Tom and Mat are at school. They add numbers. Mat says, "I have two fingers. I add three fingers. How many fingers do you see now, Tom?" Tom counts, "one, two, three, four, five." Tom says, "I see five fingers." Tom says to Mat, "add four and five fingers." Tom asks you to add four and five fingers. How many are they?

22

🎵 Song

Teacher sings song. Teacher and pupils sing.

One like a stick X2. Stand, stand, stand.

Two like a duck X2. Quack, quack quack.

Three like a butterfly X2. Fly, fly fly.

Four like a chair X2. Sit, sit, sit.

Five like a cat X2. Miaw, miaw, miaw.

🗣️ Review Words

Words: Pick up, stick, sheep, cat, tree, and goat.

I do/We do: Write the review words Ask pupils to show or tell what each word means. Give feedback.

You do: In pairs, pupils use each word to make sentences.

📖 First Story Reading

I do/We do: Read the title. **Tam and Mat add numbers.**

Pupil Book: Pupils look at the picture. Say, **think about what the people in the story are doing.**

I do: Read the story to the class.

📄 New words and Language Patterns

Add

I do/We do: Write the word on the black board,. Say the word. Say, **the word 'add' means to put together.** Show action by adding sticks or stones.

Ask, **how many ___do you see?**

Pupils respond, **You have___.**

🗨 Grammar

I do/We do: Practice making sentences using the number words. Show and say, **I have ___fingers. I add ___.** **How many fingers do you see now?** Pupils respond.

You do: Pupils make repeat activity, adding things.

📖 Get Ready to Read

I do/We do: Read the title. **Tam and Mat add numbers.**

Pupil Book: Pupils look at the picture and say what they see. Say: **What can you see in the picture?** Pupils say what they know about adding things.

📖 Second Story Reading

Teacher reads the story. Pupils listen for number words (1-10) and use their fingers to show the numbers mentioned.

💡 Questions

Ask: **Who is in the story? What are Tom and Mat doing? How many fingers are 4 and 5?**

✍ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words mean:

Words:

1) four balls 2) five balls 3) six balls 4) seven balls 5) eight balls

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – *Week 5 Day 2*

Date: _____

Duration: _____

Roll: _____

Week 5 Day 3

Numbers



Who has more?

Tom has a dog. The dog has four legs. Tom has two legs.
The dog has more legs than Tom. Pat has a cat. Pat has two legs.
Her cat has four legs. Pat has less legs than her cat.
Tom and Pat add their legs. Now they have four legs!

23

🎵 Song

Teacher sings song. Teacher and pupils sing.

Six like a snake X2. Hiss, hiss, hiss.

Seven like a walking stick X2. Walk, walk, walk.

Eight like a fish X2. Swim, swim, swim.

Nine like a head and neck X2. Nod, nod, nod.

Ten like a stick and ball X2. Play, play, play.

🗣️ Review Words

Words: dog, legs, cat, add.

I do/We do: Write the review words on the black board Ask pupils to show or tell what each word means. Give feedback.

You do: In pairs, pupils use words to make sentences.

📖 First Story Reading

I do/We do: Read the title. **Who has more?**

Pupil Book: Pupils look at the picture. Say, **think about running.**

I do: Read the story to the class.

📄 New words and Language Patterns

Words: more, less.

I do/We do: Write the words on the board. Say each word. Use or draw objects. Count the objects to show more and less. Ask pupils which is more and which is less.

🗨️ Grammar

I do/We do: Make sentences using the new words.

More and less: Example: Give one child two pencils and another four pencils. Point and say, **(Pupil 1) has two pencils. (Pupil 2) has four pencils.** Four is more than two. Two is less than four.

You do: Pupils show each other objects in class and show more or less.

📖 Get Ready to Read

I do/We do: Read the title 'Who has more?'

Pupil Book: Pupils look at the picture and say what they see. Say: **What is more? What is less?** Pupils respond.

📖 Second Story Reading

Teacher reads the story. Pupils listen for new words (**more and less**) and show thumbs up when they hear the words.

💡 Questions

Ask: **Who is in the story? Who has less legs? Who has more legs?**

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words:

- 1) two books
- 2) four books
- 3) seven books
- 4) nine books
- 5) ten books

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to show which picture has more and which one has less, to someone at home.

📖 Homework Book Class 1 – Week 5 Day 3

Date: _____

Duration: _____

Roll: _____

Week 5 Day 4

Numbers



Coloured pencils

The children are counting pencils. Tom has two yellow pencils. Pat has one black pencil. Jim has nine pencils. Two are red, three are blue and four are green. Tom and Pat are sad. Jim has more pencils. Jim gives Tom two blue pencils. He gives Pat three green pencils. Now all the children have four pencils.

24

🎵 Song

Teacher sings song. Teacher and pupils sing.

Six like a snake X2. Hiss, hiss, hiss.

Seven like a walking stick X2. Walk, walk, walk.

Eight like a fish X2. Swim, swim, swim.

Nine like a head and neck X2. Nod, nod, nod.

Ten like a stick and ball X2. Play, play, play.

🗣️ Review Words

Words: pencils, numbers 1-10, less, more.

I do: Write the review words on the black board, Ask pupils to show or tell the meaning of the words. Give feedback.

You do: In pairs, pupils use each word to make sentences.

📖 First Story Reading

I do/We do: Read the title. Coloured pencils.

Pupil Book: Pupils look at the picture. Say, think about what the children have.

I do: Read the story to the class.

📦 New words and Language Patterns

Words: yellow, green, black, blue, red.

I do/We do: Write the new words on the blackboard one at a time, Say each word. Show something in class with that colour.

Ask, **What colour is this?** Pupils respond.

You do: Pupils point to things in class and say the colours.

📖 Grammar

I do/We do: Touch something with a given colour and say, This is a _____ (yellow, green, black, blue, red) _____ (book, bag, pencil, shoe, sock, book, etc.).

You do: Pupils practice sentences and actions with partners.

📖 Get Ready to Read

I do/We do: Read the title 'Coloured pencils'.

Pupil Book: Pupils look at the picture and say what they see. Pupils talk about the colours of the pencils in the picture.

📖 Second Story Reading

Teacher reads the story. Pupils listen for the words for a colour (yellow, green, black, blue, red) and point to the pencils with the colour they hear.

💡 Questions

Ask: **Who is in the story? Who has more pencils? What colours are the pencils?**

✍️ Writing Classwork

Blackboard: Write and read the words on the board. Pupils copy words and draw what the words represent.

Words: 1) nine sticks 2) five sticks 3) ten sticks 4) three sticks 5) one stick

📖 Writing Homework

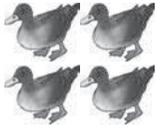
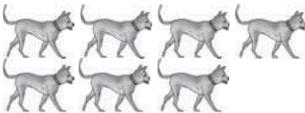
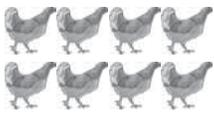
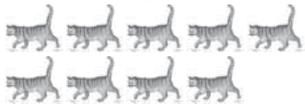
Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 5 Day 4

Date: _____

Duration: _____

Roll: _____

Week 5 Day 5	Numbers
<p>one sun</p> 	<p>two balls</p> 
<p>three trees</p> 	<p>four ducks</p> 
<p>five fingers</p> 	<p>six chairs</p> 
<p>seven dogs</p> 	<p>eight hens</p> 
<p>nine cats</p> 	<p>ten fish</p> 

25

🎵 Song

Teacher sings song. Teacher and pupils sing.

One like a stick X2. Stand, stand, stand.

Two like a duck X2. Quack, quack quack.

Three like a butterfly X2. Fly, fly fly.

Four like a chair X2. Sit, sit, sit.

Five like a cat X2. Miaw, miaw, miaw.

Six like a snake X2. Hiss, hiss, hiss.

Seven like a walking stick X2. Walk, walk, walk.

Eight like a fish X2. Swim, swim, swim.

Nine like a head and neck X2. Nod, nod, nod.

Ten like a stick and ball X2. Play, play, play.

🗣️ Review Words

Words: numbers 1-10, yellow, green, black, blue, red, stones, bus, fingers, stick.

I do/We do: Write the review words on the black board Say each word.

Pupils Book: Pupils point to the picture that represents the word on page 25. Give feedback.

📖 Grammar

I do/We do: Make sentences using the new words.

More and less: Example: Give one child three books and another five books. Point and say, **(Pupil 1) has three books. (Pupil 2) has five books.** Five is **more than** three. Three is **less than** five.

You do: Pupils repeat activity with different amounts of objects in class. Pupils respond with the words **more** or **less**.

🗨️ Talk About a Picture

I/We do: Point to a picture on page 25. Tell the pupils 1-2 sentences about the picture. Repeat with a different picture.

You do: In pairs or groups, ask pupils to point to a picture on page 25 and to make sentences about that picture. Give feedback

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils read and copy words. Pupils draw **balls that the numbers represent**.

Words:

- 1) four 2) seven 3) nine 4) five 5) ten

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📅 Homework Book Class 1 – *Week 5 Day 5*

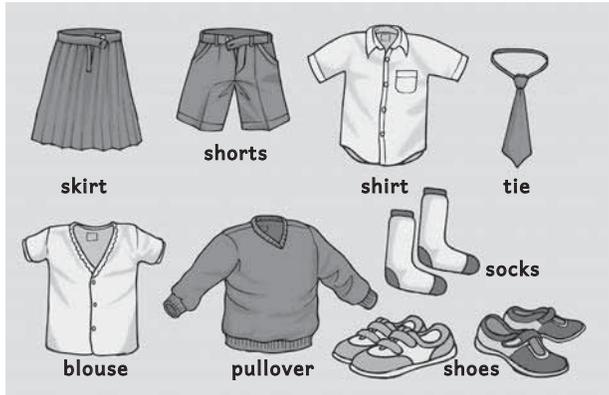
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Duration: _____

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Week 6 Day 1

Clothes



Dressing for school

Here is Tom.

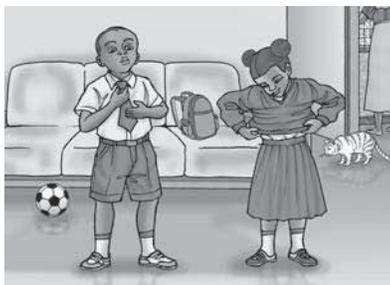
Here is Mary.

Tom wears a pair of shorts. Mary wears a skirt.

Tom wears a shirt and tie.

Mary wears a blouse and a pullover.

Both of them wear socks. Both of them wear shoes. Tom and Mary look smart in the morning!



26

Song

Teacher sings song. Teacher and pupils sing.

Monday morning, when I wake up,

I put on my uniform.

I put on my skirt (point to girls), my shorts (point to boys) and then I run to school.

Review Words

Words: morning, green, ball, less, stars.

I do/We do: Write the review words, Ask pupils to tell or show what each word means. Give feedback.

You do: In pairs, pupils use each word to make sentences.

First Story Reading

I do/We do: Read the title. Dressing for school.

Pupil Book: Pupils look at the picture. Say, think about what the people in the story are doing. Tell your partner what you think will happen in the story. Ask 2-3 pupils to share their prediction.

I do: Read the story to the class. Ask pupils if what they said happened.

New words and Language Patterns

Words: skirt, shirt, blouse, socks, sweater, tie, shoes.

I do/We do: Write the words on the board one at a time. Use a real object or picture to show what the word means. Say, This is a ____

You do: Pupils point to pictures and name the clothes. Give feedback.

I do: Teach the word 'wear'. Use 'wear' in a sentence and show what it means.

Grammar

I do/We do: Point to clothes in class or in the picture. Ask, What is this? Pupils point and respond, This is ____.

You do: In pairs, pupils make sentences and repeat actions.

Get Ready to Read

I do/We do: Read the title. Dressing for school.

Pupil Book: Pupils look at the picture and say what they see. Pupils point and say what they wear to school.

Second Story Reading

Teacher reads the story. Pupils listen for names of clothing (skirt, shirt, blouse, socks, sweater, tie, shoes) and point to the picture of the clothing mentioned.

Questions

Ask: What does Tom wear? What does Mary wear? How do Tom and Mary look in the morning?

Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) Shirt 2) skirt 3) shoes 4) dress 5) socks

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – Week 6 Day 1

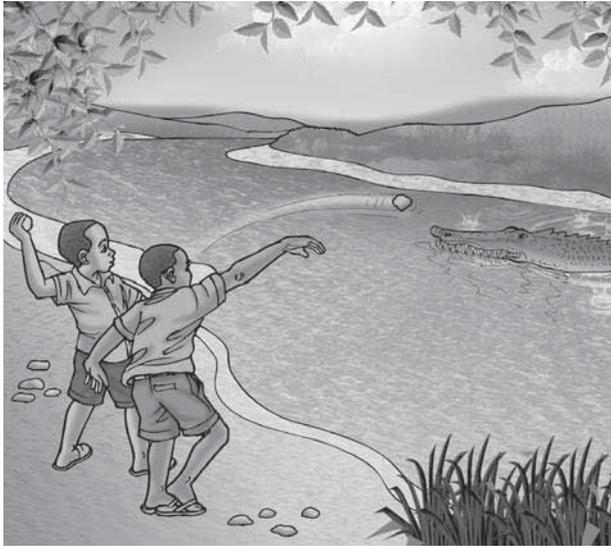
Date: _____

Duration: _____

Roll: _____

Week 6 Day 2

Clothes



Throwing stones

Tom and Mat **throw** stones into the river. Tom throws a stone. One stone Mat throws a stone. Two stones Tom throws another stone. Mat throws another stone. Four stones Tom throws another stone. Five stones Up comes a **crocodile**! His mouth is open!

27

🎵 Song

Teacher sings song. Teacher and pupils sing.

Tuesday morning, when I wake up,

I put on my uniform.

**I put on my blouse (point to girls), my shirt (point to boys)
and then I run to school.**

🗣️ Review Words

Words: **pick stones, mouth, open, numbers 1-4.**

I do/We do: Write the review words Ask pupils to show or tell what each word means. Give feedback.

You do: In pairs, pupils use each word to make sentences.

📖 First Story Reading

I do/We do: Read the title. **Throwing stones.**

Pupil Book: Pupils look at the picture. Say, **think about what the children are doing. Tell your partner what you think will happen in the story.** Ask 2-3 pupils to share their prediction.

I do: Read the story to the class. Ask pupils if what they said happened.

📄 New words and Language Patterns

Words: **crocodile, river.**

I do/We do: Use the picture to show what the word means. Say, **This is a ____.**

You do: Pupils point to the picture and say what it is.

🗨️ Grammar

I do/We do: Practice making sentences using the words **throw**. Demonstrate **throw**. Throw something and say, **I throw a ____.**

Call on different pupils to throw something outside. The Pupils respond, **I throw a ____.**

The class responds, **(Kerubo) throws a ____.**

📖 Get Ready to Read

I do/We do: Read the title. **Throwing stones.**

Pupil Book: Pupils look at the picture and say what they see. Pupils talk about when and why they throw stones. The teacher guides the class to talk about the crocodile.

📖 Second Story Reading

Teacher reads the story. Pupils listen for the word, **stone** and use their fingers to show the number of stones mentioned.

💡 Questions

Ask: **What are Tom and Mat doing? Where are they? What do you think the crocodile will do?**

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) stone 2) river 3) crocodile 4) dress 5) shorts

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📅 Homework Book Class 1 – Week 6 Day 2

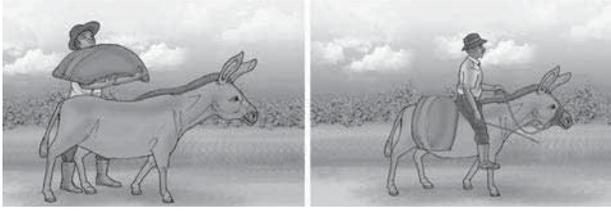
Date: _____

Duration: _____

Roll: _____

Week 6 Day 3

Farm



Father's grain

Father's grain is ready to be sold. He puts the grain in a big sack. Then Father puts the sack on a donkey. He rides on the donkey with the grain in the sack. Father gets off the donkey. Then he takes the big sack of grain off the donkey. Father puts the sack on a train.

28

Song

Teacher sings song. Teacher and pupils sing.

Wednesday morning, when I wake up,
I put on my uniform.
I put on my socks, my shoes, and then I run to school.

Review Words

Words: **big, father, river, skirt, black.**

I do/We do: Write the review words on the black board Ask pupils to show or tell what each word means. Give feedback.

You do: In pairs, pupils use words to make sentences.

First Story Reading

I do/We do: Read the title. **Father's grain.**

Pupil Book: Pupils look at the picture. Say, **think about what the man is doing. Tell your partner what you think will happen in the story.** Ask 2-3 pupils to share their prediction.

I do: Read the story to the class. Ask pupils if what they said happened.

New words and Language Patterns

Words: **grain, train, sack, donkey.**

I do/We do: Use picture or real objects to teach the words, Point and say, **This is a ____.**

You do: Pupils point to the picture and say what it is.

Use the picture on page 28 or 29 to teach the word ride. Explain or demonstrate the meaning of the word 'sold'.

Grammar

Words: **put on, put in, under, take off.**

I do/We do: Make sentences using the words, Use actions to show the meaning of the words.

Use two pupils to demonstrate the actions to show meaning of the new words.

Get Ready to Read

I do/We do: Read the title. **Father's grain.**

Pupil Book: Pupils look at the picture and say what they see. Teacher guides pupils to talk about what happens to grain when it is ready for harvest.

Second Story Reading

Teacher reads the story. Pupils listen for the words, **grain, train, donkey** and point to the correct picture when they hear the word.

Questions

Ask: **What is ready to be sold? What does father ride on? Which grain do you think is in the sack?**

Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) sack 2) train 3) donkey 4) woman 5) man

Writing Homework

Pupils Exercise Books: Ask pupils to show which picture has more and which one has less, to someone at home.

Homework Book Class 1 – Week 6 Day 3

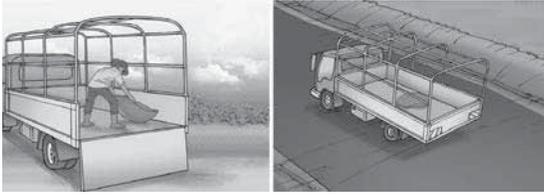
Date: _____

Duration: _____

Roll: _____

Week 6 Day 4

Farm



Father's grain goes to the shop

Today, Father's grain sack rides on the train. Then a man takes the grain off the train. He puts the grain on a lorry. The grain rides on the lorry. Then a man takes the grain off the lorry. Another man and woman put it in small sacks. Father's grain goes to the shop. Father's grain is now ready for cooking and eating.

29

Song

Teacher sings song. Teacher and pupils sing.

Thursday morning, when I wake up,

I put on my uniform.

I put on my tie, my belt, and then I run to school.

Review Words

Words: pencils, grain, train, sack, ball, throw, under.

I do: Write the review words on the black board, Ask pupils to show or tell the meaning of the words. Give feedback.

You do: In pairs, pupils use each word to make sentences.

First Story Reading

I do/We do: Read the title. **Father's grain goes to the shop.**

Pupil Book: Pupils look at the picture. Say, **think about how the grain gets to the shop.** Tell your partner what you think will happen in the story. Ask 2-3 pupils to share their prediction.

I do: Read the story to the class. Ask pupils if what they said happened.

New words and Language Patterns

Words: man, woman, lorry, shop.

I do/We do: Write the new words on the black board. Show or tell the meaning of the words.

You do: Pupils point to the picture and say what it is.

I do/We do: Use picture or actions to show the meaning of the words, **ride, taking, eating, cooking.**

Grammar

Words: put on, put in, under, take off.

I do/We do: Make sentences using the words, Use actions to show the meaning of the words.

Use two pupils to demonstrate the actions to show meaning of these words.

Get Ready to Read

I do/We do: Read the title. **Father's grain goes to the shop.**

Pupil Book: Pupils look at the picture and say what they see. Pupils talk about how the grain gets to the shop.

Second Story Reading

Teacher reads the story. Pupils listen for the words, **rides, sack, cooking and eating.** They show thumbs up when they hear any of these words.

Questions

Ask: **What does the grain ride on? Who puts the grain in small sacks? Who do you think will cook the grain?**

Writing Classwork

Blackboard: Write the words on the board. Pupils copy words and draw what the words represent.

Words: 1) lorry 2) grain 3) two sacks 4) train 5) shop

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – Week 6 Day 4

Teacher tip

Ensure that you motivate the pupils by praising them everytime they get something right.

Date: _____

Duration: _____

Roll: _____

Week 6 Day 5

Revision



30

🎵 Song

Teacher sings song. Teacher and pupils sing.

Friday morning, when I wake up,

I put on my uniform.

I put on my dress (point to girls), my sweater and then I run to school.

🗣️ Review Words

Words: man, woman, grain, train, lorry, sack, donkey, stones, sticks, skirt, shirt, blouse, socks, pullover, tie, shoes.

I do/We do: Write the review words on the black board Say each word.

Pupils Book: Pupils point to the picture that represents the word on page 30. Give feedback.

📖 Grammar

I do/We do: Make sentences using the words, **ride** and **wear**.

Give an incomplete sentence for pupils to complete.

Example:

I wear _____ (skirt, shirt, blouse, socks, sweater, tie, shoes).

I can ride on a _____ (train, donkey, lorry, bus, etc.)

You do: Pupils make sentences with the words, ride and wear.

🗨️ Talk About a Picture

I/We do: Point to a picture of clothing on page 30. Tell the pupils 1-2 sentences about clothes you wear. Repeat with a different picture.

You do: In pairs or groups, ask pupils to point to a picture of clothing on page 30 and to make sentences about that picture. Give feedback

✍️ Writing Classwork

Blackboard: Write the words on the board. Pupils read and copy words. Pupils draw what the words represent.

Words:

1) man 2) woman 3) tie 4) sweater 5) five balls

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📅 Homework Book Class 1 – Week 6 Day 5

Date: _____

Duration: _____

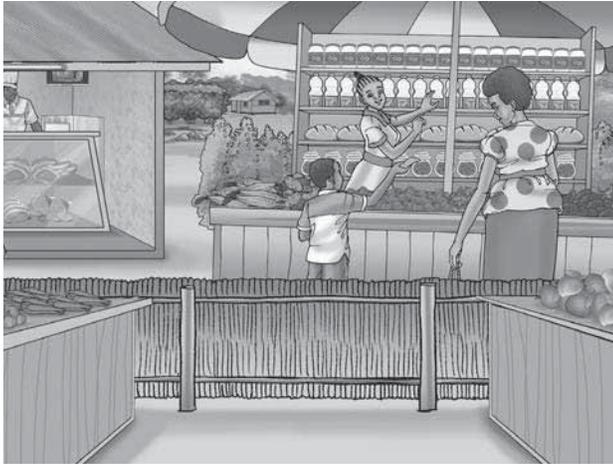
Roll: _____

Week 7 Day 1

Shopping

Practise reading the letter sounds.

■ M m



Going to the market

Mother and I go to the market to buy food for the stew. At the market, we buy three tomatoes and four small onions. We buy three big potatoes. Mother also wants to buy some meat for the stew. I put everything in a bag and Mother counts the money. When we are done, Mother says, "Let us go home and cook."

31

Thumbs Up/Down

T: We are going to practise our English sounds today. First, we will say the sound. Then, I will say words one at a time and you will tell me whether or not the word begins with the sound.

I do – Step 1

T: The sound is /m/

T: The first word is, 'mat'. The word begins with /m/ so I show thumbs up.

T: The next word is 'at'. The word does not begin with /m/, so I show thumbs down.

We do – Step 2

T: Let's try it together. The sound is /m/. What is the sound?

T & L: /m/

T: Now I will say a word. If it begins with /m/ show thumbs up. If it does not, thumbs down.

T: First word is **mat**.

T & L: Respond together

Continue with examples: at

You do – Step 3

T: Now you try. The sound is /m/

T: Show thumbs up if the word begins with /m/. If not, thumbs down.

T: First word is **mat**.

L: Thumbs up

Continue with examples: at, make, mother, market, cook, jam, bread, meat, potatoes

■ Naming Letters and Sounds

I do – Step 1

Put the small letter m on the board/pocket chart. Point to the letter and say,

T: The name of the first letter is **m**. It is the small letter **m**.

T: The sound of this letter is the same in English and Kiswahili. The sound is /m/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **m**

T: The sound of this letter is?

T & L: /m/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **m**

T: The sound of this letter is?

L: /m/

T: **Open your book to page 31. Point to the small letter 'm' on the page.**

📖 First Story Reading

T: Before we read we will talk about what the story is about.

T: Show pupils the title of the story and say,

T: The title of this story is _____.

T: Look at the picture. What is in the picture?

L: *2-3 pupils respond.*

T: The story is about _____. What do we already know about _____?

T & L: *Let 3-4 pupils answer the question.*

Tell your partner what you think will happen in the story.

Ask 2-3 pupils to share their prediction.

T: I am going to read the story to you. When you hear a word that starts with the sound /m/, show a thumbs up.

T: Read the story to the pupils showing thumbs up for each word that starts with /m/ sound.

T: At the beginning of the story, you told your partner what you thought would happen. Were you correct?

▣ New words and language patterns

T: We will learn some of the new words in the story to help us understand the story better.

New Words: money, stew, potatoes

T: Look at the picture. Who knows what this is?

L: *Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree with thumbs. Give feedback.*

T: It is a picture of a _____. What is it?

L: _____

Date: _____

Duration: _____

Roll: _____

Week 7 Day 1

Shopping

Practise reading the letter sounds.



M m



Going to the market

Mother and I go to the market to buy food for the stew. At the market, we buy three tomatoes and four small onions. We buy three big potatoes. Mother also wants to buy some meat for the stew. I put everything in a bag and Mother counts the money. When we are done, Mother says, "Let us go home and cook."

31

T: Give 1 or 2 characteristics. What do you know about ___?

L: 1-3 pupils give response

Repeat for each new word.

T: Now let's practice our words. Let us point to the word I say. (Say each word at least and have pupils point. Give feedback)

T: Now you try. Turn to your partner tell them a word and see if they can point to it.

New Words: buy

T: Look at the picture. Who knows what he/she is doing?

L: Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree with thumbs. Give feedback

T: It is a picture of a mother and her child buying food. The word is buy. What word?

L: Buy

T: When you buy something, you give someone money to get something.

Second Story Reading

T: I am going to read the story to you.

T: Look at the pictures and think about the people in the story.

T: Read the story to the pupils.

Questions

T: After we have read the story, we will practice answering

questions to see if we understood what we read.

I do – Step 1

T: Let us look at the first question. What does Mother want to make?

Model for pupils how to look for the answers in the text as you say,

I go back to the story and look for the answer.

T: Find the answer in the text. "Mother and I go to the market to buy food for the stew. Mother wants to make stew.

We do – Step 2

T: Next question. How many tomatoes did they buy?

Read the story again and ask pupils what the characters are doing?

If pupils do not answer help them by explaining and giving answer. Have pupils repeat the answer.

You do – Step 3

T: Next question. What else do they buy?

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is money. (Write the word on the board).

T: I can draw money. (Sketch the picture on the board and talk as you draw). Yes, that looks like money.

We do – Step 2

T: Now, let's do it together.

T: The word is: 'money'

T: Write the word down in your exercise book as I write it on the board.

T & L: Write the word

T: Now think what 'money' looks like. Tell me:

T: Let 3-4 pupils respond.

T: Now let us draw money. You draw in your exercise book. I will draw on the board.

T & L: Draw the Picture

T: Show your partner your picture.

T: Let's write the word 'money' below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

You do – Step 3

T: Write the word bread on the board.

T: This word is bread. Write it in your exercise book.

T: For your homework, draw a picture of bread.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 7 Day 1

Date: _____

Duration: _____

Roll: _____

Week 7 Day 2

Shopping

Practise reading the letter sounds.

■ M m



Selling at the market

Ruth and her father are going to the market. They will sell many things. They will bring three bags of rice, ten fish and six hens. When people buy their things, they will get money. Ruth helps her father. She works very hard. She sells all the fish and two bags of rice. Father is happy. He buys Ruth five sweets. Ruth is very happy.

32

🔊 Oral Blending

T: Today we will make words by joining sounds.

I do – Step 1

T: The sounds are: /m /, /a/, /t/. I join the sounds together. The word is **mat**.

We do – Step 2

T: Let's do it together. I first say the sounds /m /, /a/, /t/. What is the word?

T & L: **mat**.

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /m /, /a/, /t/. What is the word?

L: **mat**

Continue with examples: **man, met, mit**

■ Naming Letters and Sounds

I do – Step 1

Put the capital letter **M** on the board/pocket chart.

T: The name of the first letter is **M**. It is the capital letter **M**.

T: The sound of this letter is the same in English and Kiswahili. The sound is /m/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **m**

T: The sound of this letter is?

T & L: /m/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **m**

T: The sound of this letter is?

L: /m/

Repeat steps 1,2 and 3 with **small letter m**.

T: Open your book to page 32 . Put your finger on the square. Point to the capital letter **M**.

T: Point to the small letter **m**.

📖 First Story Reading

T: Before we read we will talk about what the story is about.

T: The title of this story is _____.

T: Look at the picture. What is in the picture?

L: 2-3 pupils respond.

T: The story is about _____. What do we already know about _____?

T & L: Let 3-4 pupils answer the question.

Tell your partner what you think will happen in the story.

Ask 2-3 pupils to share their prediction.

T: I am going to read the story to you. When you hear a word that starts with the sound /m/, show a thumbs up.

T: Read the story to the pupils showing thumbs up for each word that starts with a /m/ sound.

T: At the beginning of the story, you told your partner what you thought would happen. Were you correct?

■ New words and language patterns

T: We will learn some of the new words in the story to help us understand the story better.

New Words: fish, rice, milk, sweets, sell, bring

T: Look at the picture. Who knows what this is?

L: Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree with thumbs. Give feedback.

T: It is a picture of a _____. What is it?

T: Give 1 or 2 characteristics. What do you know about _____?

L: 1-3 pupils give response

Repeat for each new word.

T: Now let's practice our words. Let us point to the word I say. (Say each word at least and have pupils point. Give feedback)

T: Now you try. Turn to your partner tell them a word and see if they can point to it.

🔊 Grammar

I do – Step 1

Date: _____

Duration: _____

Roll: _____

Week 7 Day 2

Shopping

Practise reading the letter sounds.

■ M m



Selling at the market

Ruth and her father are going to the market. They will sell many things. They will bring three bags of rice, ten fish and six hens. When people buy their things, they will get money. Ruth helps her father. She works very hard. She sells all the fish and two bags of rice. Father is happy. He buys Ruth five sweets. Ruth is very happy.

32

T: *Get eight sticks, ten stones, and ten pencils. Use gestures to show children what you are doing.*

T: Watch me.

T: I bring ____ stones.

T: I bring ____ pencils.

T: I bring ____ sticks.

We do – Step 2

T: Let us do it together.

T: *Call on a student.*

T: ____ bring me four stones.

T & L: ____ bring me eight pencils.

T: ____ bring me six sticks.

Repeat with a different student, and then let students ask other students to bring things.

Second Story Reading

T: I am going to read the story to you.

T: Look at the pictures and think about the people in the story.

T: Read the story to the pupils.

Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do – Step 1

T: Let us look at the first question. **Where are Ruth and her father going?**

Model for pupils how to look for the answers in the text as you say,

I go back to the story and look for the answer.

T: Find the answer in the text. Ruth and her father are going to the market.

We do – Step 2

T: Next question. **What will they do there?**

Read the story again and ask pupils what the characters are doing?

If pupils do not answer help them by explaining and giving answer. Have pupils repeat the answer.

You do – Step 3

T: Next question. **How does Father make Ruth happy?**

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **sweets**. (*Write the word on the board*).

T: I can draw **sweets**. (*Sketch the picture on the board and talk as you draw*). Yes, that looks like **sweets**.

We do – Step 2

T: Now, let's do it together.

T: The word is: **'sweets'**

T: Write the word down in your exercise book as I write it on the board.

T & L: *Write the word*

T: Now think what **'sweets'** looks like. Tell me:

T: *Let 3-4 pupils respond.*

T: Now let us draw **sweets**. You draw in your exercise book. I will draw on the board.

T: & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the word **'sweets'** below the picture.

Remember to write the letters well.

Model writing the letters nearly below the picture.

You do – Step 3

T: *Write the word rice on the board.*

T: This word is **rice**. Write it in your exercise book.

T: For your homework, draw a picture of **someone eating rice**.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 7 Day 2

Date: _____

Duration: _____

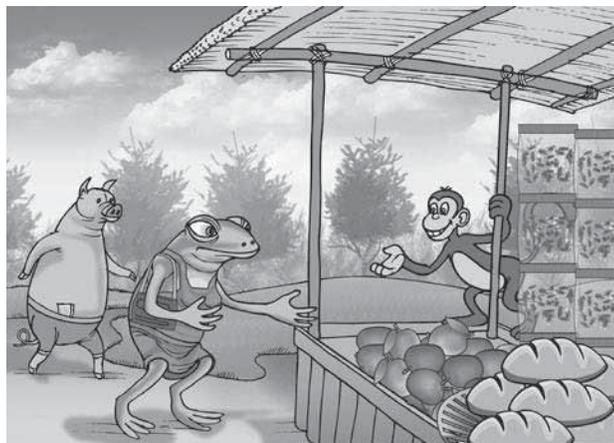
Roll: _____

Week 7 Day 3

Shopping

Practise reading the letter sounds.

■ A a M m



Mrs. Frog goes shopping

Mrs Frog is hungry, but she has no food. She goes shopping. Mrs Frog buys bread and flies. She puts them in her bag. The shopkeeper asks her for money. Mrs Frog has no money. What will she do? "I have some money. I can help," says Mr Pig. Mrs Frog is very happy. She goes home and eats her bread and flies. "What a good friend Mr Pig is!" said Mrs Frog.

33

Thumbs Up/Down

T: We are going to practise our English sounds today. First, we will say the sound. Then, I will say words one at a time and you will tell me whether or not the word begins with the sound.

I do – Step 1

T: The sound is /a/.

T: The first word is, 'at'. The word begins with /a/ so I show thumbs up.

T: The next word is 'it'. The word does not begin with /a/, so I show thumbs down.

We do – Step 2

T: Let's try it together. The sound is /a/. What is the sound?

T & L: /a/

T: Now I will say a word. If it begins with /a/ show thumbs up. If it does not, thumbs down.

T: First word is at.

T & L: Respond together

Continue with example: it

You do – Step 3

T: Now you try. The sound is /a/

T: Show thumbs up if the word begins with /a/. If not, thumbs down.

T: First word is at.

L: Thumbs up

Continue with examples: it, asks, ant, is, will, am

■ Naming Letters and Sounds

I do – Step 1

Put the small letter a on the board/pocket chart.

T: The name of the first letter is a. It is the small letter a.

T: The sound of this letter is the same in English and Kiswahili. The sound is /a/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: a

T: The sound of this letter is?

T & L: /a/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: a

T: The sound of this letter is?

L: /a/

Repeat steps 1-3 with the letter 'm'.

T: Now I will show you a letter card. If I say name, you tell me the name of the letter. If I say sound, you tell me the sound of the letter.

Review m, a

📖 First Story Reading

T: Before we read we will talk about what the story is about.

T: The title of this story is _____.

T: Look at the picture. What is in the picture?

L: 2-3 pupils respond.

T: The story is about _____. What do we already know about _____?

T & L: *Let 3-4 pupils answer the question.*

Tell your partner what you think will happen in the story.

Ask 2-3 pupils to share their prediction.

T: I am going to read the story to you. When you hear a word that starts with the sound /m/, show a thumbs up.

T: Read the story to the pupils showing thumbs up for each word that starts with a /m/ sound.

T: At the beginning of the story, you told your partner what you thought would happen. Were you correct?

▣ New words and language patterns

T: We will learn some of the new words in the story to help us understand the story better.

New Words: mango, shopkeeper, store, hungry

T: Look at the picture. Who knows what this is?

L: *Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree with thumbs. Give feedback.*

T: It is a picture of a _____. What is it?

Date: _____

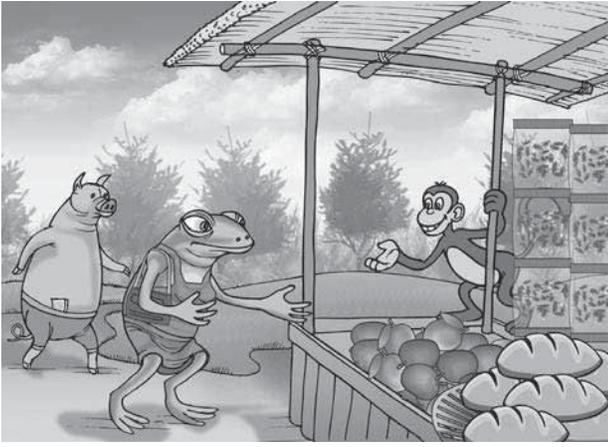
Duration: _____

Roll: _____

Week 7 Day 3
Shopping

Practise reading the letter sounds.

■ **A a** **M m**



Mrs. Frog goes shopping

Mrs Frog is hungry, but she has no food. She goes shopping. Mrs Frog buys bread and flies. She puts them in her bag. The shopkeeper asks her for money. Mrs Frog has no money. What will she do? "I have some money. I can help," says Mr Pig. Mrs Frog is very happy. She goes home and eats her bread and flies. "What a good friend Mr Pig is!" said Mrs Frog.

33

T: Give 1 or 2 characteristics. What do you know about ___?

L: 1-3 pupils give response

Repeat for each new word.

T: Now let practice our words. Let us point to the word I say. (Say each word at least once and have pupils point.)

T: Now you try. Turn to your partner tell them a word and see if they can point to it.

Grammar

I do – Step 1

T: Now let us make some sentences. When I want to talk to adults it is important to use respectful titles. When I talk about a man I say Mr. and when I talk about a woman I say Mrs.

- Mr. Abdi buys dinner at the market.
- Mrs. Kimani will make dinner for her family.
- Mrs. Ole Tolu is a good teacher.

We do – Step 2

T: Now turn to your partner and make a sentence using our new words. You can say...

Mr. or Mrs.

Make a sentence telling what the people do.

T: Walk around the classroom to help the pupil make sentences with their partners.

T: Have 2-3 pupils share their sentences

Second Story Reading

T: I am going to read the story to you.
 T: Look at the pictures and think about the people in the story.
 T: Read the story to the pupils.

Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do – Step 1

T: Let us look at the first question. **Why does Mrs. Frog go shopping?**

We do – Step 2

T: Next question. **What does she want to buy?**
 Read the story again and ask pupils what the characters are doing?
 If pupils do not answer help them by explaining and giving answer. Have pupils repeat the answer.

You do – Step 3

T: The next questions are: **Who helps Mrs. Frog? How does Mrs. Frog feel?**

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **pig**. (Write the word on the board).

T: I can draw **pig**. (Sketch the picture on the board and talk as you draw). Yes, that looks like **pig**.

We do – Step 2

T: Now, let's do it together.

T: The word is: '**pig**'

T: Write the word down in your exercise book as I write it on the board.

T & L: Write the word

T: Now think what '**a pig**' looks like. Tell me:

T: Now let us draw **a pig**. You draw in your exercise book. I will draw on the board.

T: Show your partner your picture.

T: Let's write the word '**pig**' below the picture. Remember to write the letters well.

You do – Step 3

T: Write the word **frog** on the board.

T: This word is **frog**. Write it in your exercise book.

T: For your homework, draw a picture of **a frog**.

T: Remember to show your picture to someone at home. Tell someone at home about the picture and the word.

Homework Book Class 1 – Week 7 Day 3

Date: _____ Duration: _____ Roll: _____

Week 7 Day 4

Shopping

Practise reading the letter sounds.

■ **A a M m**



Making stew

Mother is home from the store. "It is time to make the stew," says Mother. "I have brought the tomatoes, onions, potatoes, and meat from the store. Jim, you chop the onions. Tom, you peel the potatoes. Mary, you chop the tomatoes. I will cut the meat." Everyone is happy to help. Mother says "Mary, put the tomatoes in the pot. Tom, put the potatoes in the pot. Pat, put the onions in the pot. I will put the meat in the pot." The pot is very hot. The stew cooks slowly. The children are hungry. When the stew is ready, Mother puts the stew in the bowls and everyone eats.

34

🔊 Oral Blending

T: Today we will make words by joining sounds.

I do – Step 1

T: The sounds are: /a/, /m/. I join the sounds together. The word is **am**.

We do – Step 2

T: Let's do it together. I first say the sounds /a/, /m/. What is the word?

T & L: **am**

Continue practise with the words: mat

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /a /, /m/. What is the word?

L: **am**

Continue with examples: mat, sat

■ Naming Letters and Sounds

I do – Step 1

Put the capital letter A on the board/pocket chart.

T: The name of the first letter is **A**. It is the capital letter **A**.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /a/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **A**

T: The sound of this letter is?

T & L: /A/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **A**

T: The sound of this letter is?

L: /a/

Repeat steps 1,2 and 3 with capital letter M, small letter m and small letter a.

T: **Open your book to page 34. Point to the capital letter A.**

T: **Point to the small letter a.**

T: *Repeat with capital and small M.*

📖 First Story Reading

T: Before we read we will talk about what the story is about.

T: The title of this story is _____.

T: Look at the picture. What is in the picture?

T: The story is about _____. What do we already know about _____?

Tell your partner what you think will happen in the story.

T: I am going to read the story to you. When you hear a word that starts with the sound /m/, show a thumbs up.

T: At the beginning of the story, you told your partner what you thought would happen. Were you correct?

● Blending Silently

T: Now we are going to practise reading words.

I do – Step 1

Put the word am on the board/pocket chart. Put your finger under the first letter of the word and say,

T: Watch me. /a/ /m/

Bob your head once for each letter. Sweep your finger under the letters while reading:

T: The word is **am**.

We do – Step 2

T: Now we will do it together. Remember to say the sound of each letter silently when I point at it.

T & L: *Make sure children bob their heads for each sound as they read the sounds /a/ /m/*

T: What is the word?

T & L: **am**

You do – Step 3

T: Now you try it. *Point to each letter, and then sweep your finger under it.*

Date: _____

Duration: _____

Roll: _____

Week 7 Day 4

Shopping

Practise reading the letter sounds.

■ **A a M m**



Making stew

Mother is home from the store. "It is time to make the stew," says Mother. "I have brought the tomatoes, onions, potatoes, and meat from the store. Jim, you chop the onions. Tom, you peel the potatoes. Mary, you chop the tomatoes. I will cut the meat." Everyone is happy to help. Mother says "Mary, put the tomatoes in the pot. Tom, put the potatoes in the pot. Pat, put the onions in the pot. I will put the meat in the pot." The pot is very hot. The stew cooks slowly. The children are hungry. When the stew is ready, Mother puts the stew in the bowls and everyone eats.

34

L: Bob their heads for each sound and read /a/ /m/

T: What is the word?

L: am

□ New words and language patterns

T: We will learn some of the new words in the story to help us understand the story better.

New Words: pot, bowl

T: Look at the picture. Who knows what this is?

L: Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree with thumbs. Give feedback.

T: It is a picture of a _____. What is it?

T: Give 1 or 2 characteristics. What do you know about ____?

Repeat for each new word.

T: Now let practice our words. Let us point to the word I say. (Say each word at least and have pupils point. Give feedback)

T: Now you try. Turn to your partner tell them a word and see if they can point to it.

New Words: peel, chop, cut

T: Look at the picture. Who knows what he/she is doing?

L: Pupils raise hands If most of pupils raise hands, have 2-3 pupils tell what they think. Ask class to agree or disagree

with thumbs. Give feedback

T: It is a picture of _____.

T: _____ means to _____.

(Repeat for each word.)

▲ Grammar Game

T: We are going to play a game. I will tell you a story about cooking and we will do the actions together.

T: We are hungry. (Teacher rubs belly. Pupils do the same).

T: We are cooking. (Teacher pretends to be stirring. Pupils do the same).

T: We peel 3 mangos. (Teacher counts imaginary mangoes. Pupils do the same).

T: We are chopping tomatoes. (Teacher pretends to chop. Pupils do the same).

T: We put them in the pot. (Teacher pretends to put them in the pot. Pupils do the same).

T: We are peeling onions. (Teacher pretends to peel onions. Pupils do the same).

T: We put them in the pot. (Teacher pretends to put them in the pot. Pupils do the same).

📖 Second Story Reading

T: I am going to read the story to you.

T: Look at the pictures and think about the people in the story.

T: Read the story to the pupils.

◇ Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do – Step 1

T: Let us look at the first question. **Where did Mother go?**

We do – Step 2

T: Next question. **What did she bring?**

Read the story again and ask pupils what the characters are doing?

If pupils do not answer help them by explaining and giving answer. Have pupils repeat the answer.

You do – Step 3

T: Next question. **Who will chop the onions?**

✍️ Classwork

Have pupils draw a 'pot' and write the word below it.

🏠 Homework

Have children draw a 'bowl' and write the word below it.

📖 Homework Book Class 1 – Week 7 Day 4

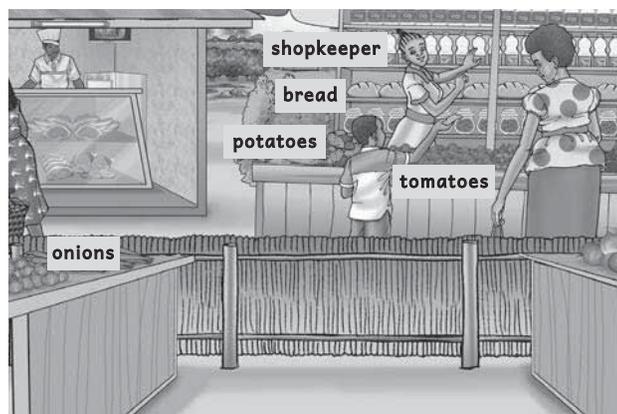
Date: _____

Duration: _____

Roll: _____

Week 7 Day 5

Shopping



fish



rice



pot



bowl

35

Oral Blending

T: Today we will make words by joining sounds. The words we will make we learned yesterday.

I do – Step 1

T: The sounds are: /a/, /m/. I join the sounds together. The word is **am**.

We do – Step 2

T: Let's do it together. I first say the sounds /a/, /m/. What is the word?

T & L: **am**

Continue practise with the words: mat

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /a /, /m/. What is the word?

L: **am**

Continue with examples: mat, sat

Naming Letters and Sounds

I do – Step 1

Put the capital letter M on the board/pocket chart. Point to the letter and say,

T: The name of the first letter is **M**. It is the capital letter **M**.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /m/.

T: Now I write the letter while I say the sound.

T: *Write the letter on the board and say the sound.*

You do – Step 2

T: Now you do it alone. The name of this letter is?

L: **M**

T: The sound of this letter is?

L: /m/

T: Open your exercise book. Now I will say a sound and you will write the letter while you say the sound.

T: *Say sound of each letter twice while pupils write.*

Use the following letters : a, M.

Grammar Game

T: Now we will revise the words we learned in our stories this week. Open your book to page 35. I will say a word and you will show me a picture of the word. *(Repeat several times.)*

Say each word and wait for pupil response. If more than half the class does not know the word, show them the word and then ask the class again.

Words to revise: market, bread, tomatoes, onions, potatoes, fish, rice, shopkeeper, pot, bowl

Grammar Game

T: We are going to play a game. **I will tell you a story about cooking and we will do the actions together.**

T: We are hungry. *(Teacher rubs belly. Pupils do the same).*

T: We are cooking. *(Teacher pretends to be stirring. Pupils do the same).*

T: We peel 3 mangos. *(Teacher counts imaginary mangoes. Pupils do the same).*

T: We are chopping tomatoes. *(Teacher pretends to chop. Pupils do the same).*

T: We put them in the pot. *(Teacher pretends to put them in the pot. Pupils do the same).*

T: We are peeling onions. *(Teacher pretends to peel onions. Pupils do the same).*

T: We put them in the pot. *(Teacher pretends to put them in the pot. Pupils do the same).*

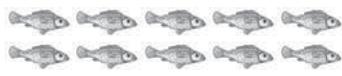
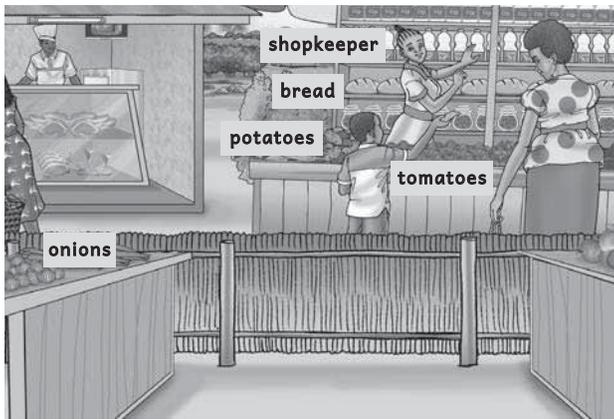
Date: _____

Duration: _____

Roll: _____

Week 7 Day 5

Shopping



fish



rice



pot



bowl

35

▲ Grammar Game

T: We will make a story using our words.

T: We will make stories about the market

T: I am going to tell you a story about **going to the market**.

T: I like to go the market. I buy rice. I give the shopkeeper money.

T: Repeat after me. **I like to go the market. I buy rice. I give the shopkeeper money.**

T: Now tell your partner about going to the market. You can use any of the words we have learned.

L: *Respond*

T: *Walk around the room to help pupils make sentences with their partners. Call on 3 pairs to share their sentences*

✍ Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **potatoes**. (*Write the word on the board*).

T: I can draw **potatoes**. (*Sketch the picture on the board and talk as you draw*). Yes, that looks like **potatoes**.

We do – Step 2

T: Now, let's do it together.

T: The word is: '**potatoes**'

T: Write the word down in your exercise book as I write it on the board.

T & L: *Write the word*

T: Now think what '**potatoes**' look like. Tell me:

T: *Let 3-4 pupils respond.*

T: Now let us draw **potatoes**. You draw in your exercise book. I will draw on the board.

T: & L: *Draw the Picture*

T: Show your partner your picture.

T: Let's write the word '**potatoes**' below the picture. Remember to write the letters well.

Model writing the letters neatly below the picture.

You do – Step 3

T: *Write the word **shopkeeper** on the board.*

T: This word is **shopkeeper**. Write it in your exercise book.

T: For your homework, draw a picture of a **shopkeeper**.

T: Show the picture to someone at home.

Homework Book Class 1 – *Week 7 Day 5*

Date: _____

Duration: _____

Roll: _____

Week 8 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ t a m

Read the sounds. Read the words.

● m a t a m T a m a t

mat am Tam at

Practise reading the common words.

▲ here is

Day 2

Practise reading the letter sounds.

■ T A M

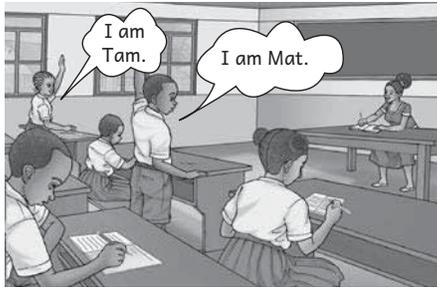
Read the sounds. Read the words.

● m a t a m a t T a m

mat am at Tam

Tam and Mat

Tam is here.
Mat is here.
Is Tam here?
Is Mat here?



36

Thumbs Up/Down

T: Today we are going to practise our sounds. I will say the sound. Then, I will say words. You will show thumbs up if the word begins with the sound. Show thumbs down if the word doesn't begin with the sound.

I do:

T: The sound is 't'.

T: The first word is, 'Tam'. The word begins with /t/ so I show thumbs up.

T: The next word is 'am'. The word does not begin with /t/, so I show thumbs down.

We do words: Tam, am

You do words: Tam, am, tomatoes

Repeat with the sound /a/ and the words am and mat, then the sound /m/ and the words mat, at, met.

Naming Letters and Sounds

I do:

Put the small letter t on the board/pocket chart.

Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

We do/You do: t /t/, a /a/, m /m/

Pupil book: Have pupils point to letters and tell names and sounds to partners on page 36.

Blending

I do:

Put the word mat on the board/pocket chart.

Say each sound in the word. Blend the sounds. Say the word.

We do/You do: /m//a//t/ mat, /a//m/ am, /t//a//m/ tam, /a//t/ at

Grammar

I do: Put the word here on the board/ pocket chart.

Read the word 2 times slowly while sweeping finger under the word.

Make a gesture to show the meaning of the word here. Use the word in a sentence, e.g. *I am here and you are there.*

We do: Read the words 'here, is'

Make sentences with the pupils using the words 'here' and 'is'.

You do: Have pupils make sentences using the words 'here' and 'is'.

Get Ready to Read

Have pupils open to page 36.

Read the story title; 'Tam and Mat'.

Let pupils look at the picture. Let them tell their partner what they see in the picture. Call 2-3 pupils to share what they see in the picture.

Let pupils tell their partners what they think will happen in the story. Monitor and help pupils.

Pupil Story

I do: Read the story.

We do: Read the story with the pupils.

You do: Pupils read the story. Monitor as pupils read.

Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do: Let's now answer questions from our story.

Date: _____

Duration: _____

Roll: _____

Week 8 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ t a m

Read the sounds. Read the words.

● m a t a m T a m a t

mat am Tam at

Practise reading the common words.

▲ here is

Day 2

Practise reading the letter sounds.

■ T A M

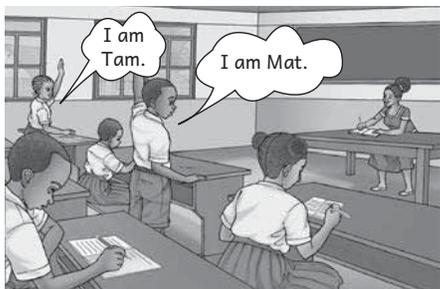
Read the sounds. Read the words.

● m a t a m a t T a m

mat am at Tam

Tam and Mat

Tam is here.
Mat is here.
Is Tam here?
Is Mat here?



36

I do – Step 1

T: Today we will write three words: **Mat, Tam, is**. First you will watch me write these words on the board.

T: Now I will read all three words. Listen carefully.

We do – Step 2

T: Now open your exercise book. We are going to copy these words. You will write them in your exercise book. Copy what I have written on the board.

You do – Step 3

T: For your homework, copy these words twice. Read them to someone at home. You will have a test on Friday.

Homework Book Class 1 – *Week 8 Day 1*

T: The first question is: What is the name of the girl?

T: I go back to the story and look for the answer.

T: Oh! I found the answer in the story.

Show children where the answer appears.

T: Let me read it for you.

Read the sentence with the answer.

We do: Let's answer another question together

What is the name of the boy?

Read the question to pupils. Model answering the question with pupils using thumbs up/down to find if the answer is in the story.

You do: Where is Mat?

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

Teacher tip

When asking comprehension questions, ensure that the pupils go back and check if the answer is in the story before answering.

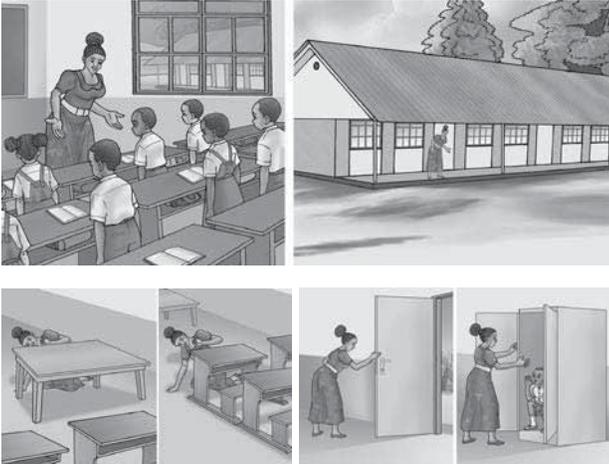
Date: _____

Duration: _____

Roll: _____

Week 8 Day 2

School



Matthew hides

Tamara and Matthew went to school together. Matthew is not in class. The teacher looks for Matthew. She looks outside but Matthew is not there. She looks behind the door but Matthew is not there. She looks under the table but Matthew is not there. She looks under the desk but Matthew is not there. She looks in the cupboard. "Booh," Matthew says. "I am here!" The teacher is not happy with Matthew. She says, "Matthew, that was bad!"

37

Oral Blending

T: Today we will make words by joining sounds.

I do – Step 1

T: The sounds are: /m /, /a/, /t/. I join the sounds together. The word is **mat**.

We do – Step 2

T: Let's do it together. I first say the sounds /m /, /a/, /t/. What is the word?

T & L: **mat**.

Continue practise with the words: am

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /m /, /a/, /t/. What is the word?

L: **mat**

■ Naming Letters and Sounds

I do – Step 1

Put the capital letter T on the board/pocket chart.

T: The name of the first letter is **T**. It is the capital letter **T**.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /t/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **T**

T: The sound of this letter is?

T & L: /t/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **T**

T: The sound of this letter is?

L: /t/

T: Now I will show you a letter card. If I say name, you tell me the name of the letter. If I say sound, you tell me the sound of the letter.

Repeat steps 1,2 and 3 with capital letters M and A.

● Blending

T: Now we are going to practise reading words.

I do – Step 1

*Put the word **Mat** on the board/pocket chart.*

T: Watch me. /M/ /a//t/

Bob your head once for each letter. Sweep your finger under the letters while reading:

T: The word is **Mat**.

We do – Step 2

T: Now we will do it together. Remember to say the sound of each letter silently when I point at it.

T & L: *Make sure children bob their heads for each sound as they read the sounds /M//a//t/*

T: What is the word?

T & L: **Mat**

You do – Step 3

T: Now you try it. Point to each letter, and then sweep your finger under it.

L: Bob their heads for each sound and read /M//a//t/

T: What is the word?

L: **Mat**

Continue practise with the words: am, at, Tam

T: Now open your books on p. **36**. Put your finger on the **circle**. Say the sounds of each word, then read the whole word to your partner

📖 Pupil Story

Now we will read again the story we read yesterday.

We do – Step 1

T: Open your books on page **36**. Let us read the story together.

You do – Step 2

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

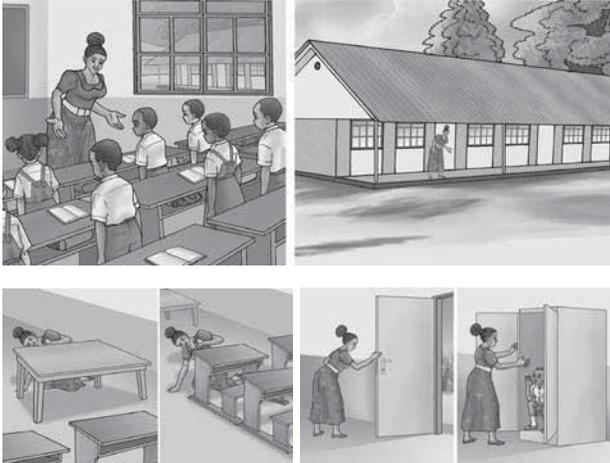
Date: _____

Duration: _____

Roll: _____

Week 8 Day 2

School



Matthew hides

Tamara and Matthew went to school together. Matthew is not in class. The teacher looks for Matthew. She looks outside but Matthew is not there. She looks behind the door but Matthew is not there. She looks under the table but Matthew is not there. She looks under the desk but Matthew is not there. She looks in the cupboard. "Booh," Matthew says. "I am here!" The teacher is not happy with Matthew. She says, "Matthew, that was bad!"

37

Vocabulary

T: Before I read a story for you, we are going to talk about some of the words in the story.

T: The first word is **cupboard**.

T: How many of you have heard about **cupboard**?

T: How many you know what a **cupboard** is?

If more than half of the pupils raise their hands, ask 2 children to say or demonstrate what it means. If not show the meaning: use gestures, objects or pictures.

Repeat with: **table, desk, door**

Get Ready to Read

T: Before I read you the new story we are going to talk about what the story is about.

T: Open your book on **37**. Let's look at the title of the story. The story is called **Matthew hides**. What do you know about **hiding from someone**?

T: Now let's look at the picture. What can you see in the picture?

T: Close your books. Think about what will happen. Turn to your partner and tell them one thing you think will happen in the story.

T: Open your books. Follow along, as I read.

Read the story, then have pupils discuss with partner if their prediction came true. Call on 2-4 pairs to share their prediction and ask if the predictions were true.

Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do – Step 1

T: Now close your books and let us see what we can remember from what we read.

T: Let's look at the first question. The first question is: **Who is hiding?**

We do – Step 2

T: Now we will try to remember together. The next question is: **Where was Matthew hiding?**

You do – Step 3

T: Let us try another question: **Why is the teacher not happy with Matthew?** The story did not tell this. We need to think about what we know about **why the teacher would not be happy** and how that can help us answer the question.

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **Tam**. (*Write the word on the board*).

T: I can draw **Tam**. (*Sketch the picture on the board and talk as you draw*). First I draw her head, the legs, the arms, the skirt and the shirt. Yes, that looks like **Tam**!

We do – Step 2

T: Now, let's do it together.

T: The word is: '**Tam**'.

T: Write the word down in your exercise book as I write it on the board.

T: Now let's think what **Tam** looks like. Tell me:

T: Show your partner your picture.

T: Let's write the word '**Tam**' below the picture. Remember to write the letters well.

You do – Step 3

T: For your homework, draw a picture for each of this word. Write the word below your picture.

T: Remember to show your pictures to someone at home. Tell someone at home about the pictures and the words.

1) Mat

Homework Book Class 1 – *Week 8 Day 2*

Date: _____

Duration: _____

Roll: _____

Week 8 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ e a t m

Read the sounds. Read the words.

● m e t a m T a m m a t

met am Tam mat

Practise reading the common words.

▲ met I am

Day 4

Practise reading the letter sounds.

■ E M T A

Read the sounds. Read the words.

● m e t a m T a m m a t

met am Tam mat

Mat met Tam

Mat met Tam.

I am Tam.

I am here.

I am Mat.

I am here.



38

Thumbs Up/Down

Today we are going to practise our sounds. First, I will say the sound. Then, I will say words. You will show thumbs up if the word starts with the sound. Show thumbs down if the word doesn't begin with the sound.

I do:

T: The sound is /e/.

T: The first word is, 'met'. The word has /e/ so I show thumbs up.

T: The next word is 'mat'. The word does not have /e/, so I show thumbs down.

We do words: met mat

You do words: mat, met, hot, net

Naming letters and Sounds

I do – Step 1

Put the small letter e on the board/pocket chart.

Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

We do/You do: e /e/, a /a/, t /t/, m /m/

Pupil book: Have pupils point to the letters and tell names and sounds to partners on page 38.

● Blending

I do: Put the word *met* on the board/pocket chart. Say each sound in the word. Blend the sounds. Say the word.

We do/You do: /m//e//t/ met, /a//m/ am, /t//a//m/ tam, /m//a//t/ mat.

Pupil Book: Have pupils blend and read the words on page 38.

ρ Grammar

I do: Put the word *met* on the board/pocket chart.

Read 2 times slowly while sweeping finger under the word.

Use the word in a sentence, e.g. *I met my friend at church.*

We do: Read the words 'met, here, I'

Make sentences with pupils using the words 'met, here, I'

You do: Have pupils make sentences using the words *met, here, I*

☞ Get Ready to Read

Have pupils open to page 38.

Read the story title; 'Mat met Tam'.

Let pupils look at the picture. Let them tell their partners what they see in the picture. Call 2-3 pupils to share. Let pupils tell partners what they think will happen in the story. Monitor and help pupils.

📖 Pupil Story

I do: Read the story.

We do: Read the story with the pupils.

You do: Pupils read the story aloud. Monitor as pupils read.

◇ Questions

After we have read the story, we will practice answering questions to see if we understood what we read.

Date: _____

Duration: _____

Roll: _____

Week 8 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ e a t m

Read the sounds. Read the words.

● m e t a m T a m m a t

met am Tam mat

Practise reading the common words.

▲ met I am

Day 4

Practise reading the letter sounds.

■ E M T A

Read the sounds. Read the words.

● m e t a m T a m m a t

met am Tam mat

Mat met Tam

Mat met Tam.

I am Tam.

I am here.

I am Mat.

I am here.



38

T: Now I will read all three words. Listen carefully.

We do – Step 2

T: Now open your exercise book. We are going to copy these words. You will write them in your exercise book. Copy what I have written on the board.

You do – Step 3

T: For your homework, copy these words twice. Read them to someone at home. You will have a test on Friday.

☐ Homework Book Class 1 – Week 8 Day 3

I do: Let's now answer questions from the story. The first question is: **What is the name of the girl?**

T: I go back to the story and look for the answer.

T: Oh! I found the answer in the story.

Show children where the answer appears.

We do: Read the question to pupils. Model answering question with pupils using thumbs up/down to find if the answer is in the story.

Question: **What is the name of the boy?**

You do: Where is Tam?

✍ Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Today we will write three words: **Mat, am, met**. First you will watch me write these words on the board.

Teacher tip

When pupils can't answer comprehension questions correctly, give them hints. Do not just give them the correct answer right away.

Date: _____

Duration: _____

Roll: _____

Week 8 Day 4

Home



The rat

One day a rat came to our house. He wore a big hat, and he talked! The rat in the hat said, "I can run fast! Can you?" "We can run fast!" we said. And we did. The rat said, "I can jump rope! Can you?" "We can jump rope!" we said. And we did. The rat in the hat said, "I can cook! Can you?" "We can cook!" we said. Out jumped the rat. Then mother came home. The rat was gone.

39

🔊 Oral Blending

T: Today we will make words by joining sounds.

I do – Step 1

T: The sounds are: /m//e//t/. I join the sounds together. The word is **met**.

We do – Step 2

T: Let's do it together. I first say the sounds /m//e//t/. What is the word?

T & L: **met**

Continue practise with the words: mat

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /m //e//t/. What is the word?

L: **met**

Continue with examples: mat, am, at

■ Naming Letters and Sounds

I do – Step 1

Put the capital letter E on the board/pocket chart.

T: The name of the first letter is **E**. It is the capital letter **E**.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /e/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **E**

T: The sound of this letter is?

T & L: /e/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **E**

T: The sound of this letter is?

L: /e/

Repeat steps 1,2 and 3 with capital letter M, T and A.

● Blending Silently

T: Now we are going to practise reading words.

I do – Step 1

Put the word met on the board/pocket chart.

T: Watch me. /m//e//t/

Bob your head once for each letter. Sweep your finger under the letters while reading:

T: The word is **met**.

We do – Step 2

T: Now we will do it together. Remember to say the sound of each letter silently when I point at it.

T & L: *Make sure children bob their heads for each sound as they read the sounds /m//e//t/*

T: What is the word?

T & L: **met**

You do – Step 3

T: Now you try it. Point to each letter, and then sweep your finger under it.

L: Bob their heads for each sound and read /m//e//t/

T: What is the word?

L: **met**

Repeat steps 1-3 with /a//m//am, /t//a//m/ tam, and /m//a//t/m at.

T: Now open your books on p. 38. Put your finger on the circle. Say the sounds of each word, then read the whole word to your partner.

📖 Pupil Story

Now we will read again the story we read yesterday.

We do – Step 1

T: Open your books on page 38. Let us read the story together.

Date: _____

Duration: _____

Roll: _____

Week 8 Day 4

Home



The rat

One day a rat came to our house. He wore a big hat, and he talked! The rat in the hat said, "I can run fast! Can you?" "We can run fast!" we said. And we did. The rat said, "I can jump rope! Can you?" "We can jump rope!" we said. And we did. The rat in the hat said, "I can cook! Can you?" "We can cook!" we said. Out jumped the rat. Then mother came home. The rat was gone.

39

T & L: *Read Story*

You do – Step 2

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Vocabulary

T: Before I read a story for you, we are going to talk about some of the words in the story.

T: The first word is **rat**.

T: How many of you have heard about **rats**?

T: How many you know what a **rat** is?

If more than half of the pupils raise their hands, ask 2 children to say or demonstrate what it means. If not show the meaning: use gestures, objects or pictures.

*Repeat with: **jump rope***

Get Ready to Read

T: Before I read you the new story we are going to talk about what the story is about.

T: Open your book on **39**. Let's look at the title of the story. The story is called **The Rat**. What do you know about **rats**?

T: Now let's look at the picture. What can you see in the picture?

T: Close your books. Think about what will happen in the story. Turn to your partner and tell them one thing you think will happen in the story.

T: Open your books. Follow along, as I read.

Read the story, then have pupils discuss with partner if their prediction came true. Call on 2-4 pairs to share their prediction and ask if the predictions were true.

Questions

T: After we have read the story, we will practice answering questions to see if we understood what we read.

I do – Step 1

T: Now close your books and let us see what we can remember from what we read.

T: Let's look at the first question. The first question is: **What did the rat wear?**

We do – Step 2

T: Now we will try to remember together. The next question is: **What did the rat say?**

You do – Step 3

T: Let us try another question: **Where did the rat come from?** We need to think about what we know about **where the rat lives** and how that can help us answer the question.

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: Watch me! I am going to write a word and then draw what the word is.

T: My word is **rat**. (*Write the word on the board*).

T: I can draw a **rat**. (*Sketch the picture on the board and talk as you draw*). **Rat**

We do – Step 2

T: Now, let's do it together.

T: The word is: '**rat**'.

T: Write the word down in your exercise book as I write it on the board.

T: Now let's think what a **rat** looks like. Tell me:

T: *Let 3-4 pupils respond.* Now let us draw a **rat**.

T: Show your partner your picture.

T: Let's write the word '**Rat**' below the picture. Remember to write the letters well.

You do – Step 3

T: For your homework, draw a picture of the words. Write the words below your picture.

T: Remember to show your pictures to someone at home.

1) **Jump rope**

Homework Book Class 1 – *Week 8 Day 4*

Date: _____

Duration: _____

Roll: _____

Week 8 Day 5

School

Day 5

Practise reading the letter sounds.

■ M m T t A a E e

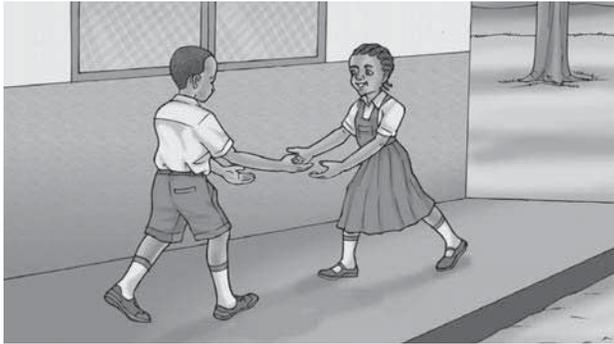
Read the sounds. Read the words.

● m a t m e t a t T a m

mat met at Tam

Practise reading the common words.

▲ I am said



Is Mat here?

Tam said, "Is Mat here?"

Mat said, "I am here."

Tam met Mat.

40

○ Segmenting

Today, we are going to say the sounds in words. First, I will say a word, and you will say all of the sounds of the word.

I do – Step 1

T: The word is 'met'.

T: I say all of the sounds /m /, /e/, /t/

We do – Step 2

T: Let's do it together. The word is 'met'.

T & L: Say /m /, /e/, /t/.

Continue practising with the words: at, am, mat

You do – Step 3

T: Now I will say the word, and you will say all of the sounds.

T: The word is 'met'

L: /m /, /e/, /t/.

Continue practising with the words: at, am, mat

■ Naming Letters and Sounds

Now we will practise saying the names and sounds of the English letters we have learned.

I do – Step 1

Put the letter m on the board/pocket chart. Point to the

letter and say,

T: The name of the first letter is 'm'.

T: The sound of this letter is the same in English and Kiswahili. It is /m/

T: Now I write the letter while I say the sound.

T: Write the letter on the board and say the sound.

We do/You do – Step 2

T: Now you do it alone. The name of this letter is?

L: 'm'

T: The sound of this letter is?

L: /m/.

T: Open your exercise book. Now I will say a sound and you will write the letter while you say the sound.

T: Say sound of each letter twice while pupils write.

Use the following letters : t, a, e

T: Now open your books on p. 40. Point to the circle Look at the letters. Say the sounds to your partner.

● Blending

Now we are going to practise reading the words we learned this week.

I do – Step 1

Use the pocket chart and flashcards for this activity. Put your finger under the first letter of a word and say,

T: Watch me. Say each sound in the word then say the whole word: mat.

T: Erase the second letter of the word and say:

T: Now we have the letters m and t'. If I add the letter 'e' to the middle it says 'met'.

We do – Step 2

T: Now we will do it together.

T: Teacher points to each letter of the word and say: the sounds are: / m / / a / / t / . The word is...

T & L: mat.

Erase/remove the second letter of the word, say:

T: Now we have the letters...

T & L: -'m and t.

T: If I add the letter e in the middle it says

T & L: 'met'.

You do – Step 3

T: Now you try it. Write the word 'mat' on the board. Point to each letter, and then sweep your finger under it.

T: This word is...

L: 'mat.'

Erase the second letter of the word, say:

Date: _____

Duration: _____

Roll: _____

Week 8 Day 5

School

Day 5

Practise reading the letter sounds.

■ M m T t A a E e

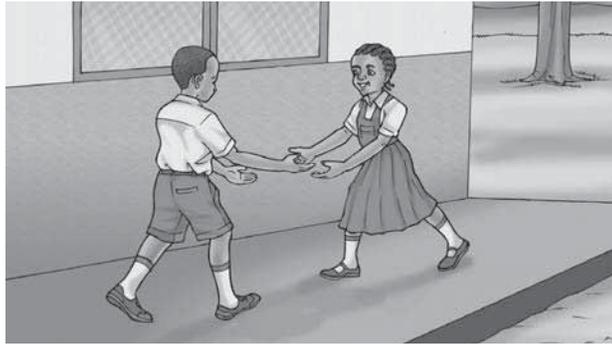
Read the sounds. Read the words.

● m a t m e t a t T a m

mat met at Tam

Practise reading the common words.

▲ I am said



Is Mat here?

Tam said, "Is Mat here?"

Mat said, "I am here."

Tam met Mat.

40

T: Now we have the letters...

L: 'm and t'.

T: If I add the letter 'e' at the beginning it says:

L: 'met'.

p Grammar

T: Now we are going to revise the Common words we learned by reading and writing them in our exercise books.

I do – Step 1

Write the word 'here' on the board/ pocket chart. Put your finger under the first letter of the word and say:

T: 'here'.

T: Read the word 2 times, slowly

We do – Step 2

T: Open your exercise books. Now let's write the word 'here' together. You write it in your exercise book. I will write on the board.

T: The word is?

T & L: here.

T: Now, let us write the word

T & L: Write the word.

You do – Step 3

T: Now you try it.

T: First say the word

L: 'here'

T: Write the word in your exercise book.

L: write the word

Continue practicing with words: I, am, said

Pupil Story

Now you are going to practise reading a short story with a partner. You and your partner will read the story together then you will take turns reading to each other. When you are finished we will practice retelling the story.

I/We do – Step 1

T: Open your books on 40 and look at the story and the picture.

T: Read the story together with your partner.

As they are reading walk around the room and listen to them read. When finished reading, ask:

T: Who is the story about?

You do – Step 2

T: Now take turns reading to each other. Listen carefully when your partner is reading for you.

L: Read for each other.

T: Who was the story about?

T: Tell your partner the answer

Call on 1 or 2 pupils and give feedback.

Writing Classwork and Homework

T: Now we are going to practise writing words from memory. I will then give you homework.

I do – Step 1

T: Today we are going to remember how to write the four words of the week (met, Tam, Mat, am). I will say a word and you will write it neatly and correctly.

T: Let me show you. I say the word Tam.

Then I write it on the board. I have to listen to the sounds and remember how to write the letters.

We do – Step 2

T: Now, let's do it together. I will say the word twice then we will write it. You will write in your exercise book. I will write in my book too.

T: The first word is Tam. Tam. Let us write

T & L: Write the word. Follow this pattern until all four/five words are written then say:

You do – Step 3

T: Now I say the word twice then we will write it. You will write in your exercise book.

Homework Book Class 1 – Week 8 Day 5

Date: _____

Duration: _____

Roll: _____

Week 9 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ t a m e

Read the sounds. Read the words.

● a m T a m m e t a t
am Tam met at

Practise reading the common words.

▲ play is and

Day 2

Practise reading the letter sounds.

■ A M T E

Read the sounds. Read the words.

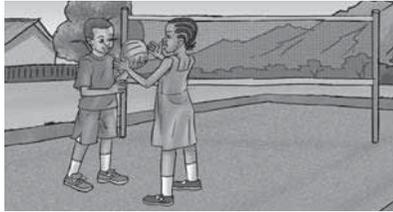
● a m a t T a m m e t
am at Tam met

Practise reading the common words.

▲ play is and

Play

Is Tam here?
Is Mat here?
Tam met Mat.
Tam and Mat play.



41

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning of the word.

I/We/You Do: /t/ tam am; /a/ am, at, met; /m/ mat, at, met

Naming Letters and Sounds

Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We Do: t, /t/ a /a/; m /m/

You do: Pupil Book. Have pupils point to letters on page 41 and tell names and sounds to partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /m//a//t/ mat

We/You Do: /m//a//t/ mat, /a//m/ am, /t//a//m/ Tam

Pupil Book: Have pupils say the letter sounds, and then read the words on page 41 to their partners.

Grammar

Blackboard: Write the words on the board. Say the word. Give the pupils a sentence with the word. Pupils make a sentence.

Word: play, is, and

Get Ready to Read

Write the names **Tam** and **Mat**. Ask pupils to point to the picture of **Tam** (girl) and **Mat** (boy) in the pupil's book.

Read the story title, **Play** on page 41. Read the title with pupils. Pupils talk about playing. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Teacher reads with class. Pupils read.

Questions

I do: What is the name of the girl?

We do: What is the name of the boy?

You do: What are Tam and Mat doing?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) Mat 2) met 3) at 4) Tam 5) and

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 9 Day 1

Date: _____

Duration: _____

Roll: _____

Week 9 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ t a m e

Read the sounds. Read the words.

● a m T a m m e t a t

am Tam met at

Practise reading the common words.

▲ play is and

Day 2

Practise reading the letter sounds.

■ A M T E

Read the sounds. Read the words.

● a m a t T a m m e t

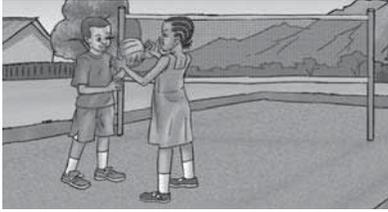
am at Tam met

Practise reading the common words.

▲ play is and

Play

Is Tam here?
Is Mat here?
Tam met Mat.
Tam and Mat play.



41

Week 9 Day 2

School



Going to school

Yesterday it was raining. Janice went to school by bus. Joseph and Kioko walked to school. Kioko jumped into a puddle on the way to school. He got his shoes wet, so he hopped on one foot to school. Agnes ran to school. She was late. She woke up late. She said to the teacher, "I am sorry teacher. I am late."

42

🗣 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /m//a//t/. mat.

We/You do: /m//a//t/ mat. /a//m/ am. /a//t/ at.

/m//e//t/ met.

■ Naming Letters and Sounds

Write the capital letter. Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We do: A /a/

You do: A /a/ M /m/, T /t/

Pupil Book: Pupils point to letters on page 41 and tell name and sound to partners.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I do: /m//a//t/ mat

We/You do: /m//a//t/ mat, /a//m/ am, /a//t/at, /t//a//m/ Tam, /m//e//t/ met

Pupil Book: Pupils silently say each sound in the words and read words on page 41 to partners

📖 Grammar

Blackboard: Write the words on the board. Say the word.

Give the pupils a sentence with the word. Pupils make a sentence.

Word: play, is, and

📖 Pupil Story

Class reads. Pupils read to partners.

🗣 Vocabulary

Blackboard: Say the word. Show or use the word in a sentence to show the meaning. Ask pupils to make sentences with the words.

Words: hopped, puddle, late

📖 Get Ready to Read

Open your books to page 42. Read the title of the story.

Pupils look at the picture.

Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen. Ask pupils if what they said happened.

❖ Questions

I do: **Who is going to school?**

We do: **Why did Agnes run to school?**

You do: **Why do you think Kioko hopped to school?**

✍ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean: Words: 1) bus 2) shoes 3) rain 4) shoes 5) socks

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 9 Day 2

Week 9 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ t e m a

Read the sounds. Read the words.

● m e t a m m a t a t

met am mat at

Practise reading the common words.

▲ and play sit

Day 4

Practise reading the letter sounds.

■ T M A E

Read the sounds. Read the words.

● m e t a m a t m a t

met am at Mat

Sit

Tam is here.
Mat is here.
Tam and Mat play.
Tam and Mat sit.



43

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /e/ in the middle of the word.

I/We do: /e/ met, wet, mat

You do: /e/ met, wet, mat. tam, ash

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: t /t/, a /a/, e /e/, m /m/

Pupil book page 43: Have pupils point to letter and tell name and sound to their partner.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We/You Do: /t//a//m/ Tam, /m//e//t/ met, /a//m/ am, /m/ /a//t/ mat

Pupil Book: Have pupils say the sounds, and read the words to their partners.

p Grammar

Blackboard: Write the words on the board. Say the word. Give the pupils a sentence with the word or use actions to show the meaning. Pupils make a sentence. Pupils find the words in the text.

Words: and, play, sit

📖 Get Ready to Read

Open your books to page 43. Read the title of the story. Pupils look at the picture. **Say: What can you see in the picture?** Pupils talk about sitting.

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said happened.

💡 Questions

I do: What is the name of the girl?

We do: What is the name of the boy?

You do: Look at the picture, what are they doing?

✍ Writing Classwork

Dictation: Pupils say the letter sounds as they write the words.

Words: 1) Mat 2) Tam 3) is 4) at 5) met

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 9 Day 3

Date: _____

Duration: _____

Roll: _____

Week 9 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ t e m a

Read the sounds. Read the words.

● m e t a m m a t a t

met am mat at

Practise reading the common words.

▲ and play sit

Day 4

Practise reading the letter sounds.

■ T M A E

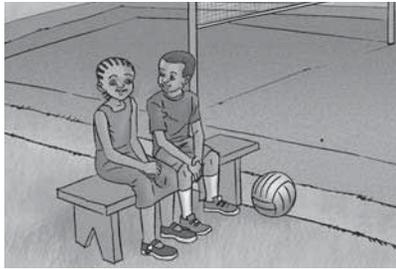
Read the sounds. Read the words.

● m e t a m a t m a t

met am at Mat

Sit

Tam is here.
Mat is here.
Tam and Mat play.
Tam and Mat sit.



43

Week 9 Day 4

School



The class race

The class is having a race today! The Red team is playing against the Blue team. Tom is in the Red team. Tom hops to the tree. His team gets one point. Mary is in the Blue team. Mary runs to the tree. Her team gets one point, too. What is the score? Let us take a look!

44

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /T//a//m/. Tam

We/You Do: Tam, am, at, met, mat

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: T /t/

You do: T /t/, M /m/, A /a/, E /e/

Pupil Book: Pupils point to letters on page 43 and tell name and sound to partners.

● Blending Silently

Pocket Chart: Silently say each sound in the word while you nod your head. Blend the sounds. Say the word.

Pupil Book: Pupils read words on page 43 to partners.

I do: /m//e//t/ met

We/You do: /m//e//t/ met, /a//m/ am, /a//t/at, /t//a//m/Tam, /m//a//t/ mat

📖 Pupil Story

Class reads. Pupils read to partners.

🗨️ Vocabulary

Blackboard: Say the word. Use word in sentence to show the meaning. Ask pupils to make sentences with the words.

Words: team, point, score

📖 Get Ready to Read

Open your books to page 42. Read the title of the story.

Pupils talk about racing. Pupils look at the picture. Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen and look at the picture. Ask pupils if what they said happened.

💡 Questions

I do: Who is having a race?

We do: What teams are in the race?

You do: Who do you think won the race?

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean: Words: 1) tree 2) boy 3) girl 4) duck 5) dog.

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📖 Homework Book Class 1 – Week 9 Day 4

Week 9 Day 5

School

Day 5

Practise reading the letter sounds.

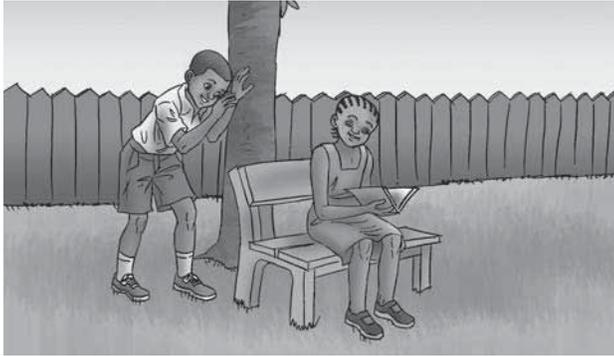
■ M m T t A a E e

Read the sounds. Read the words.

● a m m a t a t T a m
am mat at Tam

Practise reading the common words.

▲ said sit is and



Mat sits

Tam said, "Is Mat here?"
Mat said, "I am here."
Tam said, "Mat, sit."

45

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: Tam. /t//a//m/

We/You do: Tam, at, am, mat, met

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I do: /m/

You do: /m//t//a//e/

Exercise book: Say the sounds. Pupils write the letters.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the middle letter in the word. Say the word. Add a new letter. Say the new word.

I Do/We Do/You do: mat, met

⌘ Grammar

Blackboard: Say the word. Exercise book: Pupils write the word.

I do/We do: said

You do: said, sit is, and, play

📖 Pupil Story

Pupils read together. Pupils read to partners.

💡 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write the words.

Words:

1) met 2) Tam 3) Mat 4) am 5) is

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 9 Day 5

Teacher tip

When writing sounds or syllables on the board, do not write them like this: /e/ or /sh/ instead, write them like this: e or sh.

Date: _____

Duration: _____

Roll: _____

Week 10: Day 1

Week 10 Days 1 and 2
School

Day 1

Practise reading the letter sounds.

■ s e m t a

Read the sounds. Read the words.

● s a t s e t m e t

sat set met

Practise reading the common words.

▲ he said here

Day 2

Practise reading the letter sounds.

■ S M A T E

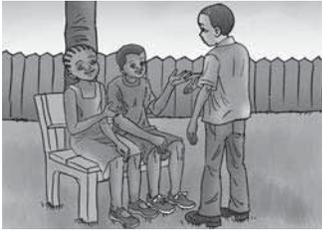
Read the sounds. Read the words.

● s e t s a t m a t

set sat mat

Sam is here

Mat met Tam.
 Tam said, "Is Sam here?"
 Mat said, "He is here."
 Tam sat. Mat sat. Sam sat.



46

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /s/ at the beginning of the word.

I/We do: /s/ sat, mat

You do: /s/ sat, mat, Sam;

Repeat with /m/ met, sat, mat; and /e/ let, met, mat.

■ Naming Letters and Sounds

Write the letters. Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: s /s/, e /e/, m /m/, t /t/, a /a/

You do: Pupil Book: Have pupils point to letters on page 46 and tell names and sounds to partner.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s//a//t/ sat

We/You do: /s//a//t/ sat, /s//e//t/ set, /m//e//t/ met.

Pupil Book: Have pupils say the letter sounds, and then read the words on page 46 to their partners.

p Grammar

Blackboard: Say the word. Give the pupils a sentence with the word. Pupils make a sentence with the word.

Word: he, said

🗨 Vocabulary

Write the words **met, sat**. Ask pupils the meaning. Show meaning. Pupils use word in sentence.

📖 Get Ready to Read

Open your books to page 46. Read the title of the story. Pupils look at the picture. **Say:** What can you see in the picture?

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Teacher reads. Teacher reads with class. Pupils read alone. Ask the pupils if what they said happened.

💎 Questions

I do: Who met Tam?

We do: Who met Tam? What did Tam ask?

You do: What did Mat, Tam and Sam do?

✍ Writing Classwork

Blackboard: Pupils copy words.

Words: 1) Sam 2) sat 3) met 4) set 5) mat

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📖 **Homework Book Class 1 – Week 10 Day 1**

Date: _____ Duration: _____ Roll: _____

Week 10 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ s e m t a

Read the sounds. Read the words.

● s a t s e t m e t

sat set met

Practise reading the common words.

▲ he said here

Day 2

Practise reading the letter sounds.

■ S M A T E

Read the sounds. Read the words.

● s e t s a t m a t

set sat mat

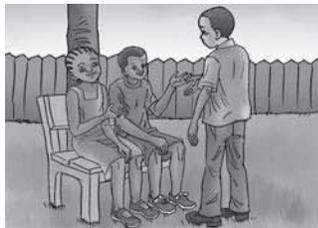
Sam is here

Mat met Tam.

Tam said, "Is Sam here?"

Mat said, "He is here."

Tam sat. Mat sat. Sam sat.



46

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I Do/ We: /m//e//t/ met. /s//e//t/ set.

You Do: met, set, sat, mat, at

■ Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: S /s/

You do: S /s/, M /m/, A/a/, T /t/, E /e/

Pupil Book: Pupils point to letters on page 46 and tell the name and sound to partners.

● Blending Silently

Pocket Chart: Blend the sounds silently by nodding your head for each sound. Say the word.

I do: /s//e//t/ set

We Do/You do: /s//e//t/ set, /w//e//t/ wet, /m//e//t/ met, /s//a//t/ sat, /a//m/ am, m//a//t/ mat

Pupil Book: Pupils silently say each sound in the words and read words on page 46 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗣️ Vocabulary

Blackboard: Say the word. Show or use the word in a sentence to show the meaning. Ask pupils to make sentences with the words.

Words: library, cupboard, table

🌀 Get Ready to Read

Open your books to page 47. Read the title of the story. Pupils look at the picture.

Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud

Teacher reads. Pupils listen to the story while looking at the picture. Ask pupils if what they said happened.

💡 Questions

I do: Where are Tamara and Mathew?

We do: What happened to the big red story book?

You do: What do you think the teacher did with the book?

✍️ Writing Classwork

Blackboard: Pupils copy words and draw a picture of each word.

Words: 1) book 2) table 3) boy 4) girl 5) ball

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📅 Homework Book Class 1 – Week 10 Day 2

Week 10 Day 2

School



The big red story book

Tamara and Matthew are at school. They go to the library. Tamara asks, "Teacher Mutiso, Where is the big red story book?" Teacher Mutiso says, "It is in the cupboard." "I like that book," says Matthew. The teacher puts the big red story book on the table. Matthew and Tamara read the book.

Tamara takes a cup of water to drink. She puts it on the table. Matthew quickly takes the book and all the water pours on the big red story book. "We are sorry, teacher," said Tamara and Matthew.

47

Date: _____

Duration: _____

Roll: _____

Week 10 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ e s l m t a

Read the sounds. Read the words.

● l e t S a m s a t m e t M a t
let Sam sat met Mat

Practise reading the common words.

▲ play said met

Day 4

Practise reading the letter sounds.

■ E S L M T A

Read the sounds. Read the words.

● l e t S a m s a t m e t M a t
let Sam sat met Mat

Let Sam play

Sam met Mat. Sam met Tam.
Mat said, "Let Sam play."
Tam said, "Let Sam play."
Sam, Mat, and Tam play.



48

Thumbs Up/Thumbs Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning or middle of the word. Pupils show thumbs down, if they do not hear the sound in the word.

I/We do: /l/ lets, sat

You do: /l/ lets, sat; /s/ mat, set, sat, met; /e/ let, met, mat.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: l /l/, s /s/, e /e/

You do: l /l/, s /s/, e /e/, m /m/, t /t/, a /a/

Pupil book page 48: Have pupils point to letter and tell the name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s/ /a//t/ sat

We/You do: /s/ /a//t/ sat; /l//e//t/ let; /s//e//t/ set, /m//e//t/ met

Pupil Book page 48: Have pupils say the sounds, and read the words to their partners.

Grammar

Blackboard: Say the word. Give the pupils a sentence with the word or use actions to show the meaning. Pupils make a sentence with the word.

Words: play, said, met

Get Ready to Read

Open your books to page 48. Read the title of the story. Pupils look at the picture. **Say:** What can you see in the picture? Pupils talk about playing.

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said happened.

Questions

I do: Who met in the story?

We do: Who met in the story? What did Mat and Tam say?

You do: What did Tam, Mat and Sam do?

Writing Classwork

Pupils say the letter sounds as they write the words.

Words: 1) Sam 2) let 3) sat 4) set 5) am

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

Homework Book Class 1 – Week 10 Day 3

Date: _____

Duration: _____

Roll: _____

Week 10 Days 3 and 4
School

Day 3

Practise reading the letter sounds.

■ e s l m t a

Read the sounds. Read the words.

● l e t S a m s a t m e t M a t

let Sam sat met Mat

Practise reading the common words.

▲ play said met

Day 4

Practise reading the letter sounds.

■ E S L M T A

Read the sounds. Read the words.

● l e t S a m s a t m e t M a t

let Sam sat met Mat

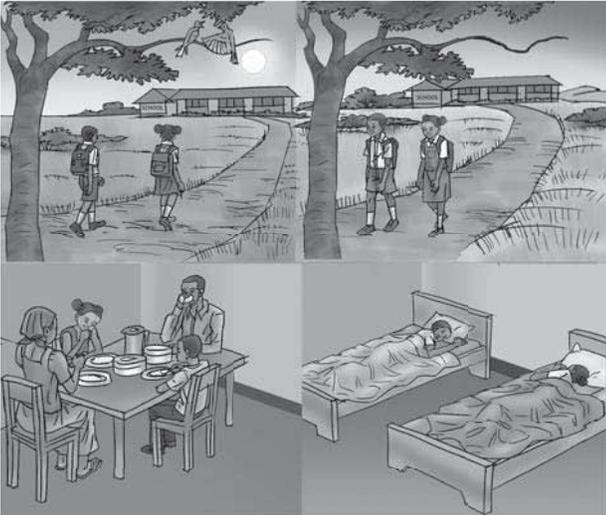
Let Sam play

Sam met Mat. Sam met Tam.
Mat said, "Let Sam play."
Tam said, "Let Sam play."
Sam, Mat, and Tam play.



48

Week 10 Day 4
Revision



My day

Early in the morning, the sun rises. Early in the morning, we walk to school. We work hard in class. At noon, the sun is up in the sky. In the afternoon, we eat lunch and play. Then we walk home from school. In the evening, the sun goes down in the sky. It gets dark. We eat supper. We all go to sleep. Goodnight!

49

🗣 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /l//e//t/ let

We/You do: /l//e//t/ let /m//e//t/ met /s//e//t/ set /s//a//t/ sat /m//a//t/ mat

■ Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: L /l/

You do: L/l/ S /s/, E /e/, M /m/, A /a/, T /t/

Pupil Book: Pupils point to letters on page 48 and tell the name and sound to partners.

● Blending Silently

Pocket Chart: Silently say each sound in the word, nodding your head for each sound. Blend the sounds. Say the word.

I do: /l//e//t/ let

We/You do: /l//e//t/ let, /s//e//t/ set, /m//e//t/ met, /a//m/ am, /m//a//t/ mat

Pupil Book: Pupils silently say each sound in the word, then blend the sounds to read the words on page 48 to their partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗣 Vocabulary

Blackboard: Say the word. Use the word in a sentence to show the meaning. Ask pupils to make sentences with the words.

Words: early, morning, afternoon, evening, play, dark, sleep.

📖 Get Ready to Read

Open your books to page 49. Read the title of the story. Ask pupils to talk about what they do at different times of the day. Pupils look at the picture. **Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud. Teacher reads. Pupils listen to the story and look at the picture. Ask pupils if what they said happened.

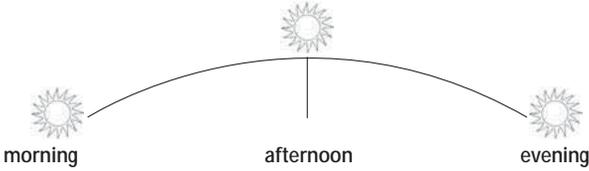
❖ Questions

I do: What does the sun do early in the morning?

We do: Where is the sun at noon?

You do: What time do people go to sleep?

Blackboard: Pupils copy words. Pupil copy the arc and draw where the sun will be in the:



Words: 1) evening 2) morning 3) afternoon

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 10 Day 4

Week 10 Day 5
Revision

Day 5

Practise reading the letter sounds.

■ S s L l M m T t A a E e

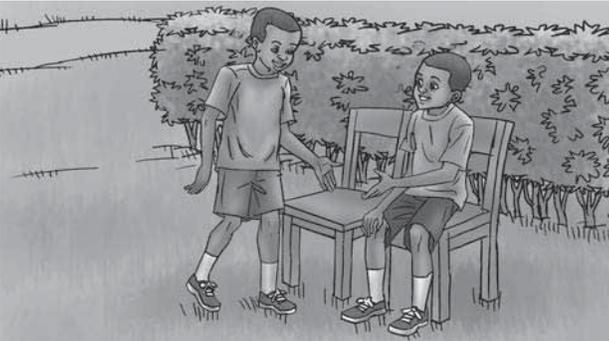
Read the sounds. Read the words.

● S a m s a t l e t m e t

Sam sat let met

Practise reading the common words.

▲ here is he said



Is Mat here?

Sam met Tam.
 Sam said, "Is Mat here?"
 Tam said, "He is here."
 Tam sat.

50

○ Segmenting

Oral: Say the word. Say each sound in the word.
I do: mat /m//a//t/
We/You do: mat /m//a//t/ am /a//m/
 let /l//e//t/ set /s//e//t/ met /m//e//t/ sat /s//a//t/

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.
I do: m. /m/
You do: t. /t/, a. /a/, s. /s/, l. /l/, e. /e/

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Add or change the first letter. Blend the new sounds. Say the new word.
I Do/We Do/You do: at, mat, sat; let, met, set.

✎ Write Sight Words

Blackboard: Say the word. Exercise book: Pupils write the words.

I do/We do: here
You do: here, is, he, said

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words:

- 1) Sam 2) sat 3) met 4) Tam 5) Mat 6) is

🏠 Writing Homework:

Pupils Exercise Books: Ask pupils to copy the words two times and read them to someone at home.

📅 **Homework Book Class 1 – Week 10 Day 5**

Teacher tip

When teaching sounds the teacher is not supposed to write the sounds on the board. This is an oral activity.

Date: _____
Duration: _____
Roll: _____

Week 11: Day 1

Week 11 Days 1 and 2

Revision

Day 1

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s i t s a t s e t m a t
sit sat set mat

Practise reading the common words.

▲ said met here

Day 2

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t l e t m a t l i t
sat set let mat lit

Practise reading the common words.

▲ said met here

Mat and Tam sit

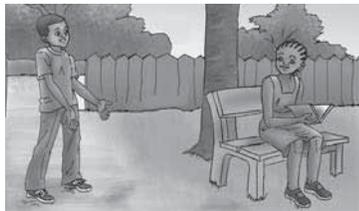
Mat met Tam.

Tam said, "Sit, Mat."

Mat said, "Sit, Tam."

Tam sat.

Mat sat.



51

Thumbs Up/Down

I do – Step 1

T: The sound is /i/

T: The first word is, **sit**. The word has the /i/, so I show thumbs up.

T: The next word is **mat**. The word does not have the /i/, so I show thumbs down.

We do – Step 2

T: Let's try it together. The sound is /i/. What is the sound?

T & L: /i/

T: Now I will say a word. If it has the /i/, show thumbs up. If it does not, thumbs down.

T: First word is **sit**.

T & L: Respond together

Continue with examples: **mat**

You do – Step 3

T: Now you try. The sound is /i/

T: Show thumbs up if the word has the /i/. If not, thumbs down.

T: First word is **sit**.

L: Thumbs up

Continue with examples: **mit, set, lit, met**

Repeat steps 1-3 with the following:

/m/: **met, sat, mat**

/e/: **let, met, mat**

■ Naming Letters and Sounds

I do – Step 1

board/pocket chart. Point to the letter and say,

T: The name of the first letter is **i**. It is the small letter **i**.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /i/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: **i**

T: The sound of this letter is?

T & L: /i/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: **i**

T: The sound of this letter is?

L: /i/

Repeat steps 1-3 with the letter **l, s, t and a**.

T: I will show you a letter card. If I say name, you tell me the name of the letter. If I say sound, you tell me the sound of the letter.

Review **m, t, a, s, l, e, i**

T: Now open your books on p. 51. Point to the letters. Tell the names and sounds to your partner.

● Blending

I do – Step 1

Put the word **get** on the board/pocket chart.

T: Watch me, /s/ /i/ /t/

T: The word is **sit**.

We do – Step 2

T: We say the sound of the letters as I point to each one. Then we say the whole word.

T & L: /s/ /i/ /t/

T: The word is ...

T & L: **sit**.

Continue practising with: **set, sat**

You do – Step 3

T: Your turn. Sweep your finger under each letter as the pupils say:

L: /s/ /i/ /t/

T: The word is...

L: **sit**.

Continue practising with: **set, sat**

T: Now open your books on p. 51. Put your finger on the circle. Say the sounds of each word, then read the whole word to your partner.

Date: _____

Duration: _____

Roll: _____

Week 11 Days 1 and 2

Revision

Day 1

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s i t s a t s e t m a t
sit sat set mat

Practise reading the common words.

▲ said met here

Day 2

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t l e t m a t l i t
sat set let mat lit

Practise reading the common words.

▲ said met here

Mat and Tam sit

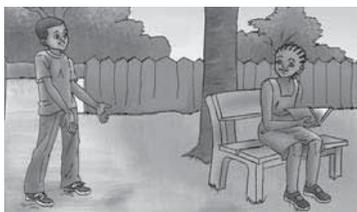
Mat met Tam.

Tam said, "Sit, Mat."

Mat said, "Sit, Tam."

Tam sat.

Mat sat.



51

Vocabulary

New Words: said

I do – Step 1

Put the word **said** on the board/pocket chart.

T: The word is **said**. Read 2 times slowly.

T: Use the word in a sentence. **The teacher said, "Well done."**

We/You do – Step 2

T: What is the word?

T: & L: **said**

T: Make a sentence using the word **said**. **The teacher said, "Sit down."**

T: Your turn. Make a sentence using the word **said**.

Repeat steps 1-2 with the words **sat** and **met**.

Get Ready to Read

T: The title of this story is _____.

T: Look at the picture. What is in the picture?

L: 2-3 pupils respond.

T: The story is about _____. What do we already know about _____?

T & L: Let 3-4 pupils answer the question.

Tell your partner what you think will happen in the story.

Ask 2-3 pupils to share their prediction.

Pupil Story

I do – Step 1

T: I am going to read the story to you.

We do – Step 2

T: We will read the story once together.

T & L: Read story

You do – Step 3

T: Now it's your turn read the story.

L: Read the story out loud while teacher monitors

Questions

I do – Step 1

T: Write this question on the board: **Who met Tam?**

T: The first question is: Who met Tam?

T: I go back to the story and look for the answer.

T: I found the answer in the story. It is here. *Show children the line of the story where the answer appears.* Let me read it for you. **Mat met Tam.**

We do – Step 2

T: Write this question on the board: **What did Tam say?**

T: Read question. Let us see if the answer is in the story.

T: & L: Look for the answer in the story.

T: Is the answer in the story? If it is, we show 'thumbs up', if it is not, we show 'thumbs down'.

T & L: Thumbs up.

T: The answer is in the story. *Show children the line of the story where the answer appears.* Let's read the answer.

You do – Step 3

T: Now you will answer one more question from the story.

Write this question on the board: **What did Mat do?**

T: Raise your hand when you find the answer. *Call on 2 pupils.*

T: Is the answer in the story?

L: Answer.

T: Who can show us the answer? Let 3-4 pupils answer.

T: Give feedback.

Writing Classwork and Homework

I do – Step 1

T: Today we will write three words: **Tam, sit, met**. First you will watch me write these words on the board.

T: Now I will read all three words. Listen carefully.

T: Read the words, while pointing to each one of them.

We do – Step 2

T: Now open your exercise book. Copy what I have written on the board.

You do – Step 3

T: For your homework, copy these words twice. Read them to someone at home. You will have a test on Friday.

Homework Book Class 1 – Week 11 Day 1

Date: _____

Duration: _____

Roll: _____

Week 11: Day 2

Week 11 Days 1 and 2

Revision

Day 1

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s i t s a t s e t m a t

sit sat set mat

Practise reading the common words.

▲ said met here

Day 2

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t l e t m a t l i t

sat set let mat lit

Practise reading the common words.

▲ said met here

Mat and Tam sit

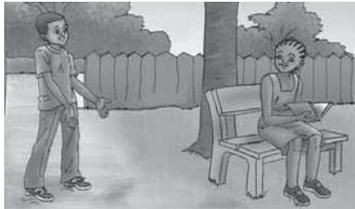
Mat met Tam.

Tam said, "Sit, Mat."

Mat said, "Sit, Tam."

Tam sat.

Mat sat.



51

Oral Blending

I do – Step 1

T: The sounds are: /l/, /i/, /t/. I join the sounds together.
The word is lit.

We do – Step 2

T: Let's do it together. I first say the sounds /l/, /i/, /t/.
What is the word?

T & L: lit

Continue practise with the words: sit

You do – Step 3

T: Now I will say the sounds and you will say the word.

T: /l/, /i/, /t/. What is the word?

L: Word. lit

Continue with examples: sit

Repeat steps 1-3 with examples below.

set, met, at

Naming Letters and Sounds

I do – Step 1

Put the capital letter L on the board/pocket chart.

T: The name of the first letter is L. It is the capital letter L.

T: The sound is /l/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: L

T: The sound of this letter is?

T & L: /l/.

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: L

T: The sound of this letter is?

L: /l/.

Repeat steps 1-3 with examples below.

S, L, M, A, T, E A.

Blending

T: Now we are going to practise reading words.

I do – Step 1

Put the word sit on the board/pocket chart.

T: Watch me. /s/ /i/ /t/

Bob your head once for each letter. Sweep your finger under the letters while reading:

T: The word is sit.

We do – Step 2

T: Now we will do it together.

T & L: Make sure children bob their heads for each sound as they read the sounds /s/ /i/ /t/

T: What is the word?

T & L: sit

Continue practise with the words: let, set

You do – Step 3

T: Now you try it.

L: Bob their heads for each sound and read /s/ /i/ /t/

T: What is the word?

L: sit

Continue practise with the words: let, sat, am, mat.

Pupil Story

We do – Step 1

T: Open your books on page 52. Let us read the story together.

Date: _____

Duration: _____

Roll: _____

Week 11 Day 2

Revision



Where am I?

Where is the zebra? Over there, eating the grass. Where is the hippo? Over there, standing in the lake. Where is the lion? Over there, standing on a big stone. Where is the giraffe? Over here, eating leaves from the tree. Where is the snake? Over there, sleeping by the river. Where am I? I am here, sitting in the matatu.

52

Vocabulary

T: The first word is: **zebra**.

T: How many of you have heard the word **zebra**?

T: How many of you know what it means?

If more than half of the pupils raise their hands, ask 2 children to say or demonstrate what it means. If not show the meaning: use gestures, objects or pictures.

Repeat with: lion, hippo, giraffe, snake

Get Ready to Read

T: Before I read you the new story we are going to talk about what the story is about.

T: Open your book on **52**. Let's look at the title of the story. The story is called **Where am I?** What do you know about **wild animals**?

T: Now let's look at the picture. What can you see in the picture?

T: Close your books. Think about what will happen in the story. Turn to your partner and tell them one thing you think will happen in the story.

Read the story, then have pupils discuss with partner if their prediction came true. Call on 2-4 pairs to share their prediction and ask if the predictions were true.

You do – Step 2

T: Now it is your turn to read. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

Questions

I do – Step 1

T: Let's look at the first question. The first question is: **Where is the zebra?**

We do – Step 2

T: Now we will try to remember together. The next question is: **Where is the hippo?**

You do – Step 3

T: Let us try another question: **Why is the person sitting in the matatu?** The story did not tell this. We need to think about what we know about why wild animals and how that can help us answer the question.

Writing Classwork and Homework

T: Now we are going to practise writing words and telling their meaning. I will then give you homework.

I do – Step 1

T: First, I will write some words on the board. I will then use the words to make a sentence.

T: The words are: **'here', 'Tam', 'is'**.

(Think aloud). What sentence could these words make? Let me try: **Here Tam is; Tam is here.**

We do – Step 2

T: Now, let's do it together. I will change one word. Now the words are: **'here', 'Sam', 'is'**

T & L: Now let's think what sentences this can make.

T: *Let the children give options. For each option say:*

T: Show thumbs up if the sentence is correct. Show thumbs down if it is not correct.

T & L: Respond with thumbs

T: I will write on the board. You will write them in your exercise book.

You do – Step 3

T: As homework I give you these words (**Mat, here, is**). Make one or two sentences with these words. Write the sentences in your exercise book. Then read them to someone at home.

Homework Book Class 1 – Week 11 Day 2

Date: _____

Duration: _____

Roll: _____

Week 11 Days 3 and 4

Revision

Day 3

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s a t s e t s i t m e t
sat **set** **sit** **met**
 l e t l i t a m a t
let **lit** **am** **at**

Day 4

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t m e t l i t a m
sat **set** **met** **lit** **am**

Let Sam sit

Sam met Mat. Sam met Tam.

Mat said, "Let Sam sit."

Tam said, "Let Sam sit."

Sam, Mat and Tam sat.



53

Thumbs Up/Down

T: **I do** – Step 1

T: The sound is /l/

T: The first word is, let. The word begins with /l/ so I show thumbs up.

T: The next word is sat. The word does not begin with /l/, so I show thumbs down.

We do – Step 2

T: Let's try it together. The sound is /l/. What is the sound?

T & L: /l/

T: Now I will say a word. If it begins with /l/ show thumbs up. If it does not, thumbs down.

T: First word is let.

T & L: Respond together

Continue with examples: sat

You do – Step 3

T: Now you try. The sound is /l/

T: Show thumbs up if the word begins with /l/. If not, thumbs down.

T: First word is sat.

L: Thumbs up

Repeat Steps 1-3 with:

/s/: mat, set, sat, met

/l/: lit, sit, mat

■ Naming Letters and Sounds

I do – Step 1

Put the small letter l on the board/pocket chart.

T: The name of the first letter is l. It is the small letter l.

T: The sound of this letter is the **same** in English and Kiswahili. The sound is /l/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: l

T: The sound of this letter is?

T & L: /l/

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: l

T: The sound of this letter is?

L: /l/

Repeat steps 1-3 with the letter s, m, l, t, a

T: Now I will show you a letter card. If I say name, you tell me the name of the letter. If I say sound, you tell me the sound of the letter.

T: Now open your books on p. 53. Put your finger on the square. Point to the letters. Tell the names and sounds to your partner.

● Blending

I do – Step 1

Put the word get on the board/pocket chart.

T: Watch me, /s/ /a/ /t/

T: The word is **sat**.

We do – Step 2

T: We say the sound of the letters as I point to each one. Then we say the word.

T & L: /s/ /a/ /t/

T: The word is ...

T & L: **sat**

Continue practising with: let, set, lit

You do – Step 3

T: Now you try it.

T: *Sweep your finger under each letter as the pupils say:*

L: /s/ /a/ /t/

T: The word is...

L: **sat**.

Continue practising with: let, set, lit

T: Now open your books on p. 53. Put your finger on the **circle**. Say the sounds of each word, then read the whole word to your partner.

Date: _____

Duration: _____

Roll: _____

Week 11 Days 3 and 4

Revision

Day 3

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s a t s e t s i t m e t
sat set sit met
 l e t l i t a m a t
let lit am at

Day 4

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t m e t l i t a m
sat set met lit am

Let Sam sit

Sam met Mat. Sam met Tam.

Mat said, "Let Sam sit."

Tam said, "Let Sam sit."

Sam, Mat and Tam sat.



53

Vocabulary

T: We will learn some of the new words in the story.

New Words: let, met

I do – Step 1 Put the word *let* on the board/pocket chart.

T: The word is *let*. Read 2 times slowly.

T: Use the word in a sentence, e.g. **Let the boy have a mandazi. Let the girl play with you**

We do – Step 2

T: What is the word?

T: & L: *let*

T: I can make a sentence using the word *let*. **Let us go outside. Let your sister play with the ball.**

T: Your turn. Make a sentence using the word *let*.

Repeat with the word met.

Get Ready to Read

T: Open to page 53. Show pupils the title of the story.

T: The title of this story is _____. Look at the picture. What is in the picture? *2-3 pupils respond.*

T: The story is about _____. What do we already know about _____? *Let 3-4 pupils answer the question.*

Tell your partner what you think will happen in the story.

Ask 2-3 pupils to share their prediction.

Pupil Story

I do – Step 1

T: I am going to read the story to you.

We do – Step 2

T: We will read the story once together.

T & L: *Read story*

You do – Step 3

T: Now it's your turn read the story.

L: *Read the story out loud while teacher monitors*

Questions

I do – Step 1

T: Write this question on the board: **Who met Tam?**

T: Let's look at the first question. **Who met Tam?**

T: I go back to the story and look for the answer.

T: *Show children the line of the story where the answer appears.*

T: Let me read it for you. **Mat met Tam**

We do – Step 2

T: Write this question on the board: **What did Tam say?**

T: Read question to pupils.

T: Let us see if the answer is in the story.

T: & L: Look for the answer in the story.

T: Is the answer in the story? If it is, we show 'thumbs up', if it is not, we show 'thumbs down'.

T & L: *Thumbs up.*

T: The answer is in the story.

T: The answer is here. Show children the line of the story where the answer appears.

T: Let's read the answer together.

You do – Step 3

Write: What did Mat, Sam and Tam do? Read the question.

T: Go back and look for the answer. When you find the answer, raise your hand. *Call on 1 or 2 pupils*

T: Is the answer in the story?

L: *Answer.*

T: Who can show us the answer? Let 3-4 pupils give answers. Give *feedback.*

Writing Classwork and Homework

I do – Step 1

T: Today we will write three words: **Tam, sit, let.** First you will watch me write these words on the board.

T: Now I will read all three words. Listen carefully.

We do – Step 2

T: Now open your exercise book. Copy what I have written on the board. *Walk around and see how they are writing.*

You do – Step 3

T: For your homework, copy these words twice. Read them to someone at home. You will have a test on Friday.

Homework Book Class 1 – Week 11 Day 3

Date: _____

Duration: _____

Roll: _____

Week 11 Days 3 and 4

Revision

Day 3

Practise reading the letter sounds.

■ i l s m t a e

Read the sounds. Read the words.

● s a t s e t s i t m e t
sat **set** **sit** **met**
 l e t l i t a m a t
let **lit** **am** **at**

Day 4

Practise reading the letter sounds.

■ I L S M T A E

Read the sounds. Read the words.

● s a t s e t m e t l i t a m
sat **set** **met** **lit** **am**

Let Sam sit

Sam met Mat. Sam met Tam.

Mat said, "Let Sam sit."

Tam said, "Let Sam sit."

Sam, Mat and Tam sat.



53

🔊 Oral Blending

I do – Step 1

T: The sounds are: /l/, /i/, /t/. I join the sounds together. The word is **lit**.

We do – Step 2

T: Let's do it together. I first say the sounds /l/, /i/, /t/. What is the word?

T & L: **lit**.

Continue practise with the words: met, set

You do – Step 3

T: /l/, /i/, /t/. What is the word?

L: Word. **lit**

Continue with examples: met, set, sat, mat, at

■ Naming Letters and Sounds

I do – Step 1

Put the capital letter L on the *board/pocket chart*.

T: The name of the letter is L. It is the capital letter L.

T: The sound is /l/.

■ Naming Letters and Sounds

I do – Step 1 Put the capital letter L on the *board/pocket chart*.

T: The name of the letter is L. It is the capital letter L.

T: The sound is /l/.

We do – Step 2

T: Let's do it together. The name of this letter is?

T & L: L

T: The sound of this letter is?

T & L: /l/.

You do – Step 3

T: Now you do it alone. The name of this letter is?

L: L

T: The sound of this letter is?

L: /l/.

Repeat steps 1-3 with examples below.

I, S, E, M, A, T

● Blending

I do – Step 1

T: Watch me. /s//e//t/

Bob your head once for each letter. Sweep your finger under the letters while reading:

T: The word is **set**.

We do – Step 2

T: Now we will do it together. Remember to say the sound of each letter silently when I point at it.

T & L: *Make sure children bob their heads for each sound as they read the sounds /s//e//t/*

T: What is the word?

T&L: **set**

Continue practise with the words: lit, met, sat

You do – Step 3

T: *Point to each letter, and then sweep your finger under it.*

L: Bob their heads for each sound and read /s//e//t/

T: What is the word?

L: set

Continue practise with the words: lit, met, sat, am, mat.

📖 Pupil Story

We do – Step 1

T: Open to page 53. Let us read the story together.

T & L: *Read Story*

You do – Step 2

T: It is your turn. Turn to your partner and read the story to them. Then listen as your partner reads the story to you.

🗣️ Vocabulary

T: The first word is: **pen**.

T: How many of you have heard the word **pen**?

L: Raise hands.

T: How many you know what it means?

Date: _____

Duration: _____

Roll: _____

Week 11 Day 4

Revision



Counting chicks

My father asked me to count his chicks. Help me count. How many chicks are under the tree? I count, one, two, three, four, five. How many chicks are in the pen? I count, one, two. How many chicks are on the road? I count one, two, three, four, five, six, seven, eight. Oh- no! One chick is missing. Can you find it?

54

T: I remember that there was a teacher and a library. I think it was at school.

L: Raise hands.

If more than half of the pupils raise their hands, ask 2 children to say or demonstrate what it means. If not show the meaning: use gestures, objects or pictures.

Repeat with: find, missing

Get Ready to Read

T: Open your book on 54. Let's look at the title of the story. The story is called **Counting Chicks**. What do you know about **counting**? *Let 3-4 pupils answer.*

T: Now let's look at the picture. What can you see in the picture? *Let 3-4 pupils answer.*

T: Close your books. Make a prediction. Turn to your partner and tell them one thing you think will happen in the story.

T: Open your books. Follow along, as I read.

Read the story, then have pupils discuss with partner if their prediction came true. Call on 2-4 pairs to share their prediction and ask if the predictions were true.

Questions

I do – Step 1

T: Close your books. We will remember from what we read.

T: The first question is: **What are they counting?**

T: Aha! Now I remember. Gives the answer: **Chicks**

We do – Step 2

T: Now we will try together. **How many are missing?**

T: Who can remember what the story said about this?

T: & L: Think and try to remember.

T: *Insert yes/no question here that prompt the children to remember. (e.g. Is one chick missing? Are two chicks missing? Are three chicks missing?)*

T & L: Show thumbs up for 'yes' and thumbs down for 'no'.

T & L: Respond with thumbs.

T: We can remember that one chick is still missing. Yes, we have remembered, the answer is in the story. *Gives the answer: One chick is missing.*

You do – Step 3

T: Now you will answer one more question from the story.

Write: **How many chicks are under the tree?**

T: Go back and look for the answer. When you find the answer, raise your hand. *Call on 1 or 2 pupils to answer.*

T: Is the answer in the story?

L: *Answer.*

T: Who can show us the answer? *Let 3-4 pupils answer.*

T: Give feedback.

Writing Classwork and Homework

I do – Step 1

T: I will write words. I will use the words to make a sentence.

T: The words are: 'sit', 'Tam', 'Let'.

What sentence could these words make? Let me try: **Let Tam sit**. That looks good. Let me now write it in the right order.

Tam is here.

We do – Step 2

T: Now, let's do it together. I will change one word. Now the words are: 'sit', 'Sam', 'let'

T & L: Think what sentences this can make. You help me.

T: *Let the children give options. For each of the options they give say:*

T: Show thumbs up if the sentence is correct. Show thumbs down if it is not correct. *Respond with thumbs*

T: Now let us write the sentences. I will write on the board. You will write them in your exercise book.

You do – Step 3

T: As homework I give you these words (**Mat, sit, Let**). Make one or two sentences with these words. Write the sentences in your exercise book. Then read them to someone at home.

Homework Book Class 1 – Week 11 Day 4

Date: _____

Duration: _____

Roll: _____

Week 11 Day 5

Revision

Day 5

Practise reading the letter sounds.

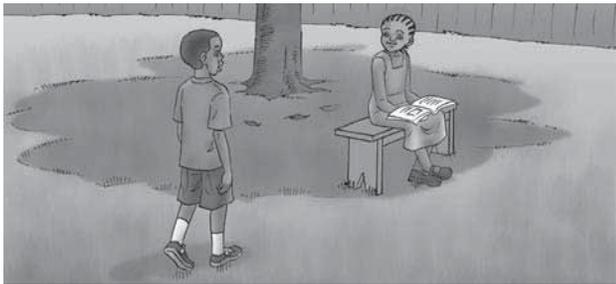
■ M m T t A a E e I i S s L l

Read the sounds. Read the words.

● a m	s a t	l i t	s a t
am	sat	lit	sat
m a t	m e t	l e t	s i t
mat	set	let	sit

Practise reading the common words.

▲ said here is I



Tam sit here

Mat said, "Tam sit here."

Sam said, "Tam sit here."

Tam said, "Mat and Sam, sit."

55

○ Segmenting

I do – Step 1

T: The word is 'mat'.

T: I say all of the sounds /m /, /a /, /t /

T: Let's do it together. The word is 'mat'.

T & L: Say /m /, /a /, /t /.

Continue practising with the words: it, am, let, set, met, sit

You do – Step 3

T: Now I will say the word, and you will say all of the sounds.

T: The word is 'mat'

L: /m /, /a /, /t /.

Continue practising with the words: it, am, let, set, met, sit

■ Naming Letters and Sounds

Now we will practise saying the names and sounds of the English letters we have learned.

I do – Step 1

Put the letter **m** on the board/pocket chart. Point to the letter and say,

T: The name of the first letter is 'm'.

T: The sound of this letter is the same in English and Kiswahili. It is / m /

T: Now I write the letter while I say the sound.

T: Write the letter on the board and say the sound.

You do – Step 2

T: Now you do it alone. The name of this letter is?

L: 'm'

T: The sound of this letter is?

L: / m /.

T: Open your exercise book. Now I will say a sound and you will write the letter while you say the sound.

T: Say sound of each letter twice while pupils write.

Use the following letters: i, t, a, s, l, e

T: Now open your books on p. 55. Point to the letters and say the sounds to your partner.

● Blending

Now we are going to practise reading the words we learned this week.

I do – Step 1

Use the pocket chart and flashcards for this activity. Put your finger under the first letter of a word and say,

T: Watch me. Say each sound in the word then say the whole word: mat.

T: Erase the first letter of the word and say:

T: Now this says 'at'. If I add the letter 's' at the beginning it says 'sat'.

We do – Step 2

T: Now we will do it together.

T: Teacher points to each letter of the word and say: the sounds are: / m / / a / / t /. The word is...

T & L: mat.

Erase/remove the first letter of the word, say:

T: Now this says

T & L: -' at'.

T: If I add the letter s at the beginning it says

T & L: 'sat'.

Continue with: let (met, set)

You do – Step 3

T: Now you try it. Write the word 'mat' on the board. Point to each letter, and then sweep your finger under it.

T: This word is...

L: 'mat.'

Erase the first letter of the word, say:

T: Now this says...

L: 'at'.

T: If I add the letter 's' at the beginning it says:

L: 'sat'.

Continue with: let (met, set) and (lit, sit)

T: Now we will read the words we learned this week. Open your books on 55. Put your finger on the circle. Remember to say the sounds first. Then say the whole word.

Date: _____

Duration: _____

Roll: _____

Week 11 Day 5

Revision

Day 5

Practise reading the letter sounds.

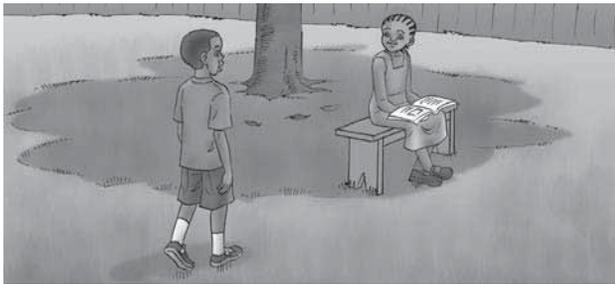
■ M m T t A a E e I i S s L l

Read the sounds. Read the words.

● a m s a t l i t s a t
am sat lit sat
 m a t m e t l e t s i t
mat set let sit

Practise reading the common words.

▲ said here is I



Tam sit here

Mat said, "Tam sit here."

Sam said, "Tam sit here."

Tam said, "Mat and Sam, sit."

55

Grammar

T: Now we are going to revise the Common words we learned by reading and writing them in our exercise books.

I do – Step 1

Write the word 'here' on the board/pocket chart.

T: 'here'.

T: Read the word 2 times, slowly.

We do – Step 2

T: Now let's write the word 'here' together. You write it in your exercise book. I will write on the board.

T: The word is?

T & L: here.

T: Now, let us write the word

T & L: Write the word.

You do – Step 3

T: Now you try it.

T: First say the word

L: 'here'

T: Write the word in your exercise book.

L: Write the word

Continue practicing with words: let, said

Pupil Story

Now you are going to practise reading a short story with a

partner. You and your partner will read the story together then you will take turns reading to each other. When you are finished we will practice retelling the story.

I do – Step 1

T: Open your books on 55 and look at the story and the picture.

T: Read the story together with your partner.

As they are reading walk around the room and listen to them read. When finished reading, ask:

T: Who is the story about? What happens?

We do – Step 2

T: Now take turns reading to each other. Listen carefully when your partner is reading for you.

L: Read for each other.

T: Who was the about?

T: Tell your partner the answer

Call on 1 or 2 pupils and give feedback.

T: What happens in the story?

T: Tell your partner the answer.

Call on 1 or 2 pupils and give feedback.

You do – Step 3

T: Now you will practise retelling the story on your own.

L: Tell the story to each other.

T: Do you and your partner agree on what happens in the story?

L: Answer

T: Ask 1-2 pairs of pupils to retell the story to the whole class.

Give feedback as necessary.

Writing Classwork and Homework

I do – Step 1

T: Today we are going to remember how to write the six words of the week (Sam, sit, let, Tam, Mat, is. I will say a word and you will write it neatly and correctly.

T: Let me show you. I say the word **Sam**.

Then I write it on the board. I have to listen to the sounds and remember how to write the letters.

We do – Step 2

T: I will say the word twice then we will write it. You will write in your exercise book. I will write in my book too.

T: The first word is **Sam**. Let us write

T: & L: Write the word. Follow this pattern until all four/five words are written.

You do – Step 3

T: Now I say the word twice then we will write it. You will write in your exercise book.

T: Make one or two sentences with these words. Then read the sentences to someone at home.

Homework Book Class 1 – Week 11 Day 5

Date: _____

Duration: _____

Roll: _____

Week 12: Day 1

Week 12 Days 1 and 2
Numbers

Day 1

Practise reading the letter sounds.

■ **p f i**

Read the sounds. Read the words.

● p e t	p a t	f a t	s i t
pet	pat	fat	sit

Practise reading the common words.

▲ has	a	said	he
-------	---	------	----

Day 2

Practise reading the letter sounds.

■ **P F I**

Read the sounds. Read the words.

● p e t	p a t	f a t	s i t
pet	pat	fat	sit

Practise reading the common words.

▲ has	said	he	
-------	------	----	--

Sit Sam, sit Pat

Sam has a mat.
 Pat has a fat pet.
 Sam said, "Pat, sit here."
 Pat said, "Sam, sit here."
 Sam sat.
 Sam said, "Pat, sit here."
 Pat sat.



56

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning of the word. They show thumbs down if they don't.

I/We/You do: /p/ pet, fat; /f/ fat, pat, fit; /i/ it, sit, sat.

■ **Naming Letters and Sounds**

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/You do: p, f, i

Pupil book: Have pupils point to letters on page 56 and tell names and sounds to partner.

● **Blending**

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /p//e//t/ pet
 We/You do: /p//e//t/ pet, /p//a//t/ pat, /s//i//t/ sit, /f//a//t/ fat.

Pupil book: Have pupils say the letter sounds, and then read the words on page 56 to their partners.

🗣️ **Vocabulary**

Blackboard: Say the words. Show the meaning of the words.

Ask the meaning.
 Word: pet, fat

📖 **Get Ready to Read**

Open your books to page 56. Read the title of the story. Pupils talk about Sam and Pat. Pupils look at the picture. Say: **What can you see in the picture?**

📖 **Pupil Story**

Teacher reads. Class reads. Pupils read.

💡 **Questions**

- I do: What does Pat have?
- We do: What does Sam have?
- You do: What does Sam say to Pat?

✍️ **Writing Class work**

Blackboard: Pupils copy words.
 Words: 1) Pat 2) fat 3) has 4) pet 5) fit

🏠 **Writing Homework**

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📅 **Homework Book Class 1 – Week 12 Day 1**

Date: _____
Duration: _____
Roll: _____

Week 12 Days 1 and 2

Numbers

Day 1

Practise reading the letter sounds.

■ p f i

Read the sounds. Read the words.

● p e t p a t f a t s i t
pet **pat** **fat** **sit**

Practise reading the common words.

▲ has a said he

Day 2

Practise reading the letter sounds.

■ P F I

Read the sounds. Read the words.

● p e t p a t f a t s i t
pet **pat** **fat** **sit**

Practise reading the common words.

▲ has said he

Sit Sam, sit Pat

Sam has a mat.

Pat has a fat pet.

Sam said, "Pat, sit here."

Pat said, "Sam, sit here."

Sam sat.

Sam said, "Pat, sit here."

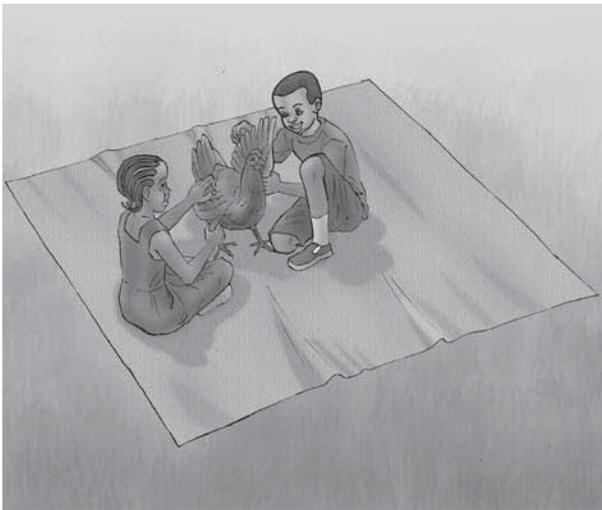
Pat sat.



56

Week 12 Day 2

Numbers



The funny pet hen

Mutua has a funny pet hen. Mutua says, "Ngina, My pet hen has one eye, two wings, and three legs." Ngina says, "Yes, it is a funny hen."

Ngina asks, "How many feathers does the funny hen have?" Then Ngina and Mutua count the feathers. They count again and again. They cannot count all the feathers. Can you count the feathers of a hen?

57

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /f/a//t/fat

We/You do: fat, pet, fit, sit, let

Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I do: P

We/You do: P, F and I

Pupil book: Pupils point to letters on page 56 and tell name and sound to partners.

Blending Silently

Pocket Chart: Blend the sounds. Say the word.

Pupil book: Pupils silently say each sound in the words and read words on page 56 to partners.

I do: pet

We/You do: pet, pat, sit, fat

Pupil Story

Class reads. Pupils read to partners.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: wing, feathers, count, funny

Get Ready to Read

Open your books to page 57. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Teacher Read Aloud.

Teacher reads. Pupils listen

Ask a pupil if what they said will happen was correct.

Questions

I do: What does Mutua have?

We do: What are Ngina and Mutua trying to count?

You do: Why do you think the story is called "The funny hen?"

Writing Class work

Blackboard: Pupils copy words and draw what the words mean: Words: 1) hen 2) feather 3) eye 4) mat 5) snake

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show pictures they drew to someone at home.

Homework Book Class 1 – Week 12 Day 2

Week 12 Days 3 and 4 World around us

Day 3

Practise reading the letter sounds.

■ h n o

Read the sounds. Read the words.

● h e n p e n h o t p o t n e t n a p
h e n p e n h o t p o t n e t n a p

Practise reading the common words.

▲ s h e t h e h a s

Day 4

Practise reading the letter sounds.

■ H N O

Read the sounds. Read the words.

● h e n p e n h o t p o t n e t n a p
h e n p e n h o t p o t n e t n a p

Practise reading the common words.

▲ s h e h a s

The hen in the pot

Mat has a hen.
The hen is fat.
Tam has a pot.
The pot is hot.
Mat said, "Tam, is the hen here?"
Tam said, "The hen is here.
Is it in the pot?"



58

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning or middle of the word.

I/We do/ You do:

Beginning sound: /n/ net, pet, nap; /h/ hen, hot, pot;

Middle sound: /o/ pot, not, man.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: n, h, o, p, f, i

Pupil book page 58: Have pupils point to letter and tell name and sound to their partner.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

Pupil book: Have pupils say the sounds and read the words to their partners.

I do: hen

We/You do: hen, pen, pot, hot, net, nap

⌋ Grammar

Write the words on the board.

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: she, has

🗨 Vocabulary

Blackboard: Say the words. Ask the meaning. Show the meaning of the words.

Words: hen, pot

📖 Get Ready to Read

Read the title with pupils. Pupils look at the picture. Say: What can you see in the picture? Pupils talk about playing.

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

💡 Questions

I do: What does Mat have?

We do: What does Tam have?

You do: Where is the hen?

✍ Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) pet 2) fat 3) hen 4) pot 5) the

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 12 Day 3

Date: _____

Duration: _____

Roll: _____

Week 12 Days 3 and 4 World around us

Day 3

Practise reading the letter sounds.

■ h n o

Read the sounds. Read the words.

● h e n p e n h o t p o t n e t n a p
 hen pen hot pot net nap

Practise reading the common words.

▲ she the has

Day 4

Practise reading the letter sounds.

■ H N O

Read the sounds. Read the words.

● h e n p e n h o t p o t n e t n a p
 hen pen hot pot net nap

Practise reading the common words.

▲ she has

The hen in the pot

Mat has a hen.
 The hen is fat.
 Tam has a pot.
 The pot is hot.
 Mat said, "Tam, is the hen here?"
 Tam said, "The hen is here.
 Is it in the pot?"



58

Week 12 Day 4

Numbers



Sam sleeps in class

It is a hot day. Samuel and Pamela are at school. They sit at their desk. The teacher has a pot with many things. The class counts: one, two, three, four.....eighteen, nineteen, twenty. Samuel closes his eyes and falls asleep. The teacher asks, "Samuel, how many things did we count?" Samuel opens his eyes and says, "one hundred."

The children laugh. The teacher says, "Samuel, wake up." Then the bell rings and all the children go out for break.

59

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: not

We/You do: not, pot, pen, hot

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: N

You do: N, H, O, S, L, I

Pupil Book: Pupils point to the letter and tell the name and the sound to their partner on page 58.

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

I do: hen

We/You do: hen, pen, pot, hot, net, nap

Pupil book: Pupils read words on page 58 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: she, has

🗣️ Vocabulary

Blackboard: Say the word. Show the meaning of the word. Ask the meaning.

Words: fall asleep, wake up, break

📖 Get Ready to Read

Open your books to page 59. Read the title of the story. Sam sleeps in class. Pupils look at the picture.

Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask a pupil if what they said will happen was correct.

💡 Questions

I do: Who is at school?

We do: What does the teacher ask Samuel to do?

You do: Why do you think Samuel was sleepy?

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) six books 2) three pencils 3) one boy 4) two chairs 5) one pot

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 12 Day 4

Week 12 Day 5

Numbers

Day 5

Practise reading the letter sounds.

■ p f i h n o P F I H N O

Read the sounds. Read the words.

● p o t	n o t	h o t
pot	not	hot
f i t	s i t	p i t
fit	sit	pit

Practise reading the common words.

▲ she a has

The fat hen

Tam has a pot.
She has a fat hen.
Tam said, "Fat hen, sit in the pot."
The fat hen is in the pot.



60

You do: Pupils share sentences with partners using the words, Words: **has, she**

You do: Say each word. Exercise book: Pupils write the word.

Pupil Story

Pupil read. Pupils read to partners.

Questions

Ask: **Who is in the story? What happens in the story?**

Writing & Homework

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) pet 2) fat 3) has 4) hen 5) pot

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

Homework Book Class 1 – *Week 12 Day 5*

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: pet /p//e//t/

We/You do: pet, fat, hot, hen, pot, sit, pen

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I do: /n/

You do: n/, /p/, /f/, /o/, /h/, /i/

Exercise book: Say the sounds. Pupils write the letters.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the middle or beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: pot, not, hot; fit, sit, pit; let, set, met.

p Grammar

Write the words on the board.

I do/We do: Make sentences with each word.

Teacher tip

Make sure you practice the sounds you are going to teach before the lesson so that you can teach them right.

Date: _____

Duration: _____

Roll: _____

Week 13 Days 1 and 2
Farm animals

Day 1

Practise reading the letter sounds.

■ **b r u**

Read the sounds. Read the words.

● r u n b a t f u n B e n

run bat fun Ben

Practise reading the common words.

▲ can cannot

Day 2

Practise reading the letter sounds.

■ **B R U**

Read the sounds. Read the words.

● r u n b a t f u n B e n

run bat fun Ben

Practise reading the common words.

▲ can cannot

Ben has fun

Ben has a bat.
But the bat is not here.
Ben is fit.
He can run.
He has fun.
Ben has a pet.
But the pet is fat.
It cannot run.
The pet is sad.



61

👍 Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the word. Pupils show thumbs down if they do not hear the sound in the word.

I/We/ You do:

Beginning sounds: /b/ bat, hat, bun;
/r/ run, met, rat

Middle sound: /u/ bun, run, ban

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: b, r, u

Pupil book: Have pupils point to letters and tell names and sounds to partner on page 61.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /r//u//n/. run, /f//u//n/. fun, /b//a//t/. bat, /B//e//n/. Ben.

Pupil book: Have pupils say the sounds, then read the words to their partners on page 61.

🗨 Grammar

Write the words on the board.

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Words: **can, cannot**

🗨 Vocabulary

Blackboard: Say the words. Ask the meaning. Show/tell the meaning of the words.

Ask pupils to use the word in a sentence.

Words: **bat, fun**

📖 Get Ready to Read

Open your books to page 61. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

💡 Questions

I do: Who has a bat?

We do: Who has a bat? Who can run?

You do: Why can the pet not run?

✍ Writing Classwork

Blackboard: Pupils copy words.

Words: 1) Ben 2)run 3) can 4) fit 5) pet

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📅 **Homework Book Class 1 – Week 13 Day 1**

Week 13 Days 1 and 2

Farm animals

Day 1

Practise reading the letter sounds.

■ b r u

Read the sounds. Read the words.

● r u n b a t f u n B e n
run bat fun Ben

Practise reading the common words.

▲ can cannot

Day 2

Practise reading the letter sounds.

■ B R U

Read the sounds. Read the words.

● r u n b a t f u n B e n
run bat fun Ben

Practise reading the common words.

▲ can cannot

Ben has fun

Ben has a bat.
But the bat is not here.
Ben is fit.
He can run.
He has fun.
Ben has a pet.
But the pet is fat.
It cannot run.
The pet is sad.



61

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /r//u//n/. run

We/You do: /r//u//n/ run, /f//u//n/ fun, /b//a//t/ bat, /p//e//t/ pet

Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds.

Tell if the sound is the same or different in Kiswahili.

I do: B

We/You do: B, R and U

Pupil book: Pupils point to letters on page 61 and tell the letter name and sound to their partners.

Blending Silently

Pocket Chart: Blend the sounds silently, nodding your head for each sound. Say the word.

I do: /b//a//t/ bat

We/You do: /b//a//t/ bat, /r//u//n/ run, /f//u//n/ fun, /B//e//n/ Ben

Pupil book: Pupils silently say each sound in the words and read words on page 61 to partners.

Pupil Story

Class reads. Pupils read to partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: can, cannot

Vocabulary

Blackboard: Say the words. Show/tell the meaning of the words. Ask the meaning.

Words: eggs, milk, sheep, bird

Get Ready to Read the Teacher Read Aloud

Open your books to page 62. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Teacher Read Aloud.

Teacher reads. Pupils listen to the story and look at the picture. Ask a pupil if what they said would happen was correct.

Questions

I do: Who is at the farm?

We do: Who is at the farm? What animals do they see?

You do: Why does the cat want to catch the bird?

Writing Classwork

Blackboard: Pupils copy words and draw a picture of each word.

1) cow 2) cat 3) egg 4) bird 5) sheep

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

Homework Book Class 1 – Week 13 Day 2

Week 13 Day 2

Farm animals

Kamau saves a bird



Kamau and Simiyu are at the farm. They walk around and see the animals. They see sheep and goats. They see hens and a cow. Then, the boys play with a bat.

After playing, it is time for a break. They sit under a tree. Kamau eats eggs. Simiyu drinks a cup of milk. Something falls into Simiyu's milk. Simiyu says, "Something has fallen into my milk. Look!" Kamau and Simiyu look up at the tree. They

see a bird and a cat. The cat tries to catch the bird. The feathers keep falling down.

Kamau climbs up the tree. The cat cries, "miaow, miaow!" Kamau gets the bird from the cat. The cat runs away. Kamau and Simiyu are happy. They saved the bird.

62

Date: _____

Duration: _____

Roll: _____

Week 13 Days 3 and 4

Farm animals

Day 3

Practise reading the letter sounds.

■ g c b n u

Read the sounds. Read the words.

● g o t c a t b i g p i g
got cat big pig

Practise reading the common words.

▲ can cannot eat you

Day 4

Practise reading the letter sounds.

■ G C B N U

Read the sounds. Read the words.

● g o t c a t b i g p i g
got cat big pig

Practise reading the common words.

▲ eat you

The big fat cat

A big fat cat met a hen.

The cat said, "I can eat you."

"You cannot!" said the hen, and she ran.

The big fat cat then met a pig.

The cat said, "I can eat you."

"You cannot!" said the pig. The pig hit the big fat cat.

The big fat cat ran, and ran, and ran. It got mad.



63

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning of the word. Pupils show a thumb down, if they do not hear the sound at the beginning of the word.

I/We do/ You do: /k/ can, bag, cup, sheep bird; /g/ got, hot, gap, tree, get.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: g, c, b, n, u

Pupil book page 63: Have pupils point to letter and tell the letter name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /g//o//t/ got

We/You do: /g//o//t/ got, /c//a//t/ cat, /b//i//g/ big
/p//i//g/ pig

Pupil book: Have pupils say the sounds and read the words to their partners on page 63.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Review: can, cannot

Words: eat, you.

Vocabulary

Blackboard: Say the words. Show/tell/demonstrate the meaning of the words. Ask the meaning.

Words: cat, pig, mad

Get Ready to Read

Open your books to page 63. Read the title of the story. Pupils look at the picture Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask a pupil if what they said will happen was correct.

Questions

I do: Who did the big fat cat meet first?

We do: Who did the big fat cat meet second?

You do: What did the pig do to the cat?

Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) cat 2) pig 3) eat 4) bat 5) run

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

Homework Book Class 1 – Week 13 Day 3

Date: _____

Duration: _____

Roll: _____

Week 13 Days 3 and 4

Farm animals

Day 3

Practise reading the letter sounds.

■ g c b n u

Read the sounds. Read the words.

● got cat big pig
got cat big pig

Practise reading the common words.

▲ can cannot eat you

Day 4

Practise reading the letter sounds.

■ G C B N U

Read the sounds. Read the words.

● got cat big pig
got cat big pig

Practise reading the common words.

▲ eat you

The big fat cat

A big fat cat met a hen.

The cat said, "I can eat you."

"You cannot!" said the hen, and she ran.

The big fat cat then met a pig.

The cat said, "I can eat you."

"You cannot!" said the pig. The pig hit the big fat cat.

The big fat cat ran, and ran, and ran. It got mad.



63

Week 13 Day 4

Farm animals



The big fat pig

Once upon a time, there was a big fat pig. He was hungry all the time. He wanted to eat, eat and eat. He ate everything. His stomach was big.

The big fat pig met a sheep and said, "I am hungry, I can eat you!" "You cannot," said the sheep, and she ran away. The big fat pig met a goat, a cow, a hen, a bird, and a dog. They all ran away. The big fat pig could not run. This made the big fat pig very angry.

64

👂 Oral Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /c//u//p/. cup

We/You do: /c//u//p/cup, /c//a//t/ cat, /g//o//t/ got, /b//i//g/big

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: C

You do: C, G, B, N, U

Pupil Book: Pupils point to the letter and tell the name and the sound to their partner on page 63.

● Blending Silently

Pocket Chart: Silently say each sound in the word while nodding your head. Blend the sounds. Say the word.

I do: /g//o//t/ got

We/You do: got, cat, big, pig

Pupil book: Pupils silently say each sound in the word while nodding their head, then read the words to their partners on page 63.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: eat, you.

🗣️ Vocabulary

Blackboard: Say the word. Ask the meaning. Show the meaning of the word.

Words: pig, hungry, stomach.

👂 Get Ready to Read

Open your books to page 64. Read the title of the story. Say:

What do you know about pigs? Pupils look at the picture.

Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen to the story and look at the picture.

Ask a pupil if what they said will happen was correct.

💡 Questions

I do: What did the big fat pig want to do all the time?

We do: What animals did the pig meet?

You do: Why do you think the big fat pig could not run?

✍️ Writing

Blackboard: Pupils copy the words and draw pictures of each word. Words: 1) pig 2) dog 3) cow 4) hen 5) goat

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 13 Day 4

Date: _____

Duration: _____

Roll: _____

Week 13 Day 5

Farm animals

Day 5

Practise reading the letter sounds.

■ b r u g c B R U G C

Read the sounds. Read the words.

● f u n r u n b u n g u n
 fun run bun gun
 b i n p i n k i n t i n
 bin pin kin tin

Practise reading the common words.

▲ c a n c a n n o t y o u e a t

The fit hen



Ben has a cat.
 The cat is fat.
 The cat can see the hen.
 The hen is fit.
 The hen can run.
 Ben said, "Cat, you cannot eat the hen."

65

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: cup. /c//u//p.

We/You do: cup. /c//u//p. sit. /s//i//t/.

run. /r//u//n/. bat. /b//a//t/. big. /b//i//g/.

got. /g//o//t/.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I do: /b/

You do: /b/, /r/, /u/, /g/, /c/

Exercise book: Say the sounds. Pupils write the letters.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new sounds. Say the new word.

I do/We/You do: fun, run, bun, gun; bin, pin, tin.

⌘ Grammar

Write words on the blackboard.

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, Words: is, said, here.

You do: Say each word. Exercise book: Pupils write the word.

Words: can, cannot, you, eat

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing & Homework

Dictation. Say the words. Pupils say the letter sounds as they write the words.

Words: 1) rat 2) big 3) go 4) cat 5) fun.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) p_g 2) r_n 3) b_t 4) s_t 5) m_n

📅 Homework Book Class 1 – Week 13 Day 5

Week 14 Days 1 and 2

Weather

Day 1

Practise reading the letter sounds.

■ w d

Read the sounds. Read the words.

● w e t d o g f e d r e d
 wet dog fed red

Practise reading the common words.

▲ today then

Day 2

Practise reading the letter sounds.

■ W D

Read the sounds. Read the words.

● w e t d o g f e d r e d
 wet dog fed red

Practise reading the common words.

▲ today then

Ben and the dog

It is hot today. Ben has a wet dog. Ben runs in the sun. The sun is hot. The wet dog runs in the sun. The wet dog is sad. Ben and his dog will sit on a red mat.



66

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning of the word. Pupils show thumbs down, if they do not hear the sound at the beginning of the word.

I/We/You do: /d/ dog, red, dug; /w/ win, got, fed, wet

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: d, w

Pupil book: Have pupils point to letters and tell names and sounds to partner on page 66.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /w//e//t/ wet, /d//o//g/ dog, /f//e//d/ fed, /r//e//d/ red

Pupil book: Have pupils say the sounds, and then read the words to their partners on page 66.

Grammar

Write the words on the board.

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: today, then.

Vocabulary

Blackboard: Say the words. Show/tell the meaning of the words. Ask the pupils to use the word in a sentence.

Words: wet, hot, red

Get Ready to Read

Open your books to page 66. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Pupil Story

Teacher reads. Class reads with teacher. Pupils read.

Questions

I do: Who has a dog?

We do: Who has a dog? Who can run?

You do: Why do you think the dog is wet?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) wet 2) dog 3) red 4) hot 5)run

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 14 Day 1

Date: _____

Duration: _____

Roll: _____

Week 14 Days 1 and 2

Weather

Day 1

Practise reading the letter sounds.

■ w d

Read the sounds. Read the words.

● w e t d o g f e d r e d
 wet dog fed red

Practise reading the common words.

▲ today then

Day 2

Practise reading the letter sounds.

■ W D

Read the sounds. Read the words.

● w e t d o g f e d r e d
 wet dog fed red

Practise reading the common words.

▲ today then

Ben and the dog

It is hot today. Ben has a wet dog. Ben runs in the sun. The sun is hot. The wet dog runs in the sun. The wet dog is sad. Ben and his dog will sit on a red mat.



66

Week 14 Day 2

Weather



A rainy day

It is a cloudy day. Maina and Cherop are walking home from school. Cherop looks up and says, "It will rain today. Let us run home." Maina says, "Yes, let us run. I do not want to get wet." Cherop says, "I do not want to get mud on my shoes." The children run to Maina's home.

When they get home, it starts to rain. Maina's mother gives them some food. They eat and sit by the window. Maina and Cherop sing to the rain, "Rain! Rain! Go away. Come back another day. Little children want to play, football!"

67

Oral Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /w//e//t/ wet

We/You do: /w//e//t/wet, /w//i//n/ win, /r//e//d/ red, /f//e//d/ fed, /d//o//g/ dog

Naming Letters and Sounds

Write the capital letter. Name the letter. Name the sound.

Tell if the sound is the same or different in Kiswahili.

I do: D

We/You do: D and W

Pupil book: Pupils point to letters and tell letter name and sound to partners on page 66.

Blending Silently

Pocket Chart: Say the sounds silently, nodding your head for each sound. Say the word.

I do: /w//e//t/ wet

We/You do: /w//e//t/ wet, /r//e//d/ red, /f//e//d/ fed, /d//o//g/ dog

Pupil book: Pupils nod their head for each sound and read the words on page 66 to partners.

Pupil Story

Class reads. Pupils read to partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: today, then.

Vocabulary

Blackboard: Say the words. Show/tell/demonstrate the meaning of the words. Ask the meaning.

Words: cloudy, today, mud

Get Ready to Read

Open your books to page 67. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Teacher Read Aloud.

Teacher reads. Pupils listen to the story and look at the picture. Ask a pupil if what they said would happen was correct.

Questions

I do: Who are walking home from school?

We do: What happens when the children get home?

You do: How do Maina and Cherop feel about the rain?

Writing Classwork

Blackboard: Pupils copy words and draw what the words mean: Words: 1) dog 2) rain 3) bag 4) pig 5) sun

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

Homework Book Class 1 – Week 14 Day 2

Week 14 Days 3 and 4
Weather

Day 3

Practise reading the letter sounds.

■ j	d	w	ck
-----	---	---	----

Read the sounds. Read the words.

● J a ck	j a m	l i ck	s i ck
Jack	jam	lick	sick

Practise reading the common words.

▲ now	friend	today	then
-------	--------	-------	------

Day 4

Practise reading the letter sounds.

■ J	D	W	CK
-----	---	---	----

Read the sounds. Read the words.

● J a ck	j a m	l i ck	s i ck
Jack	jam	lick	sick

Practise reading the common words.

▲ now	friend		
-------	--------	--	--

The sick dog

Today, Jack has a red bag on his back. In it he has jam. Jack has a sick dog. Then, Jack lets the sick dog lick the jam. Now, the dog is his friend. Jack and the pet dog run in the sun.



68

👍 Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the word. Pupils show a thumb down if they do not hear the sound in the word.

I/We do/ You do:

Beginning sound: /j/ jam, dog, job, jab, run, jump;

End sound: /k/ luck, bag, duck, jack, let, sick.

■ Naming Letters and Sounds

Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We/You do: j, ck, d, w.

Pupil book page 67: Have pupils point to the letter and tell the letter name and sound to their partner.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /j//a//k/ jack

We/You do: /j//a//k/ jack, /j//a//m/jam, /l//i//k/ lick,

/s//i//k/ sick

Pupil book: Have pupils say the sounds, then read the words to their partners on page 67.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Words: now, friend

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning. Words: sick, jam, lick

📖 Get Ready to Read

Open your books to page 68. Read the title of the story. Say: What do you know about these words?

Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

Ask a pupil if what they said will happen was correct.

💡 Questions

I do: What is the colour of Jack's bag?

We do: What is the colour of Jack's bag? What is in Jack's bag?

You do: Why is the dog Jack's friend?

✍ Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) jam 2) sick 3) friend 4) job 5) back

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 14 Day 3

Week 14 Days 3 and 4

Weather

Day 3

Practise reading the letter sounds.

■ j d w ck

Read the sounds. Read the words.

● J a ck j a m l i ck s i ck
Jack jam lick sick

Practise reading the common words.

▲ now friend today then

Day 4

Practise reading the letter sounds.

■ J D W CK

Read the sounds. Read the words.

● J a ck j a m l i ck s i ck
Jack jam lick sick

Practise reading the common words.

▲ now friend

The sick dog

Today, Jack has a red bag on his back. In it he has jam. Jack has a sick dog. Then, Jack lets the sick dog lick the jam. Now, the dog is his friend. Jack and the pet dog run in the sun.



68

🗣 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /s//i//k/ sick

We/You do: /s//i//k/ sick /l//i//k/ lick, /j//a//k/ jack, /j//a//m/ jam

■ Naming Letters and Sounds

Capital letters. Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We do: J

You do: J, CK, W, D

Pupil Book: Pupils point to the letter and tell the name and the sound to their partner on page 67.

● Blending Silently

Pocket Chart: Silently say each sound in the word, nodding your head for each sound. Blend the sounds. Say the word.

I do: /j//a//k//jack

We/You do: /j//a//k// jack, /l//i//k// lick, /s//i//k// sick, /j//a//m// jam

Pupil book: Pupils silently say each sound in the word, nodding their heads for each sound. Then they read the words on page 68 to their partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: now, friend

🗣 Vocabulary

Blackboard: Say the word. Show/tell the meaning of the word.

Ask the pupils to use the word in a sentence.

Words: weather, bike, hole, fast.

📖 Get Ready to Read

Open your books to page 69. Read the title of the story. Say:

What do you know about bikes? Pupils look at the picture.

Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen to the story as they look at the picture. Ask a pupil what they said would happen was correct.

💡 Questions

I do: What day is it in the story?

We do: What does mother say to Otieno?

You do: What do you think mother is going to say to Otieno when he gets home?

✍ Writing Classroom

Blackboard: Pupils re-arrange the words to write a correct sentence. Words: 1) The sick is dog. 2) hen The sick is.

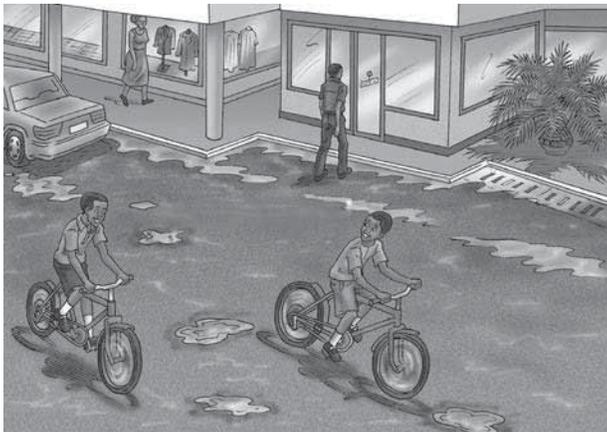
📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

📖 Homework Book Class 1 – Week 14 Day 4

Week 14 Day 4

Weather



Otieno and his bike

It is Saturday. The weather is windy. Otieno and his friend play with his cute white dog. Mother says, "Otieno, I need more jam. Here is some money. Can you take your bike and get some jam from the shop?"

Otieno puts the money in his hand. He gets on his bike and rides to the shop. He rides as fast as the wind. He goes very, very fast.

He hits a hole in the road and falls down. He hurts his arm and legs. The bike is broken. Otieno looks at his hand, but the money is lost. Otieno walks home crying.

69

Date: _____

Duration: _____

Roll: _____

Day 5

Practise reading the letter sounds.

■ d w j ck

D W J

Read the sounds. Read the words.

● l i ck	s i ck	k i ck	t i ck
lick	sick	kick	tick
l o ck	s o ck	c o ck	r o ck
lock	sock	cock	rock

Practise reading the common words.

▲ then now friend today

Pat cannot lick the jam



Today, Jack has a bag on his back. He has red jam in the bag. Jack let the dog lick the jam. The dog got sick. Then, he met his friend Pat. Jack said, "I cannot let Pat lick the jam. She can get sick."

70

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: lick /l//i//k

We/You do: lick /l//i//k duck /d//u//k/,

wet /w//e//t/ jam /j//a//m/ dig /d//i//g

■ Naming Letters and Sounds

Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I do: /d/

You do: /d/, /w/, /j/, /k/

Exercise book: Say the sounds. Pupils write the letters.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the letter in the beginning of the word. Say the word. Add a new letter. Say the new sounds. Say the new word.

I do/We/You do: lick, sick, kick;

We/You do: lock, sock, rock;

You do: dig, dog, dug; win, won; jam, jab

□ Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, Words: **friend, then, today, now.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

◇ Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing classwork

Dictation: Say the words. Pupils say the letter sounds as they write words.

Words: 1) jam 2) sick 3) friend 4) wet 5) fed

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) d_g 2) w_n 3) b_g 4) l_ck 5) j_m

📅 Homework Book Class 1 – Week 14 Day 5

Week 15 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ -ate -ake -ite

Read the sounds. Read the words.

● mat	can	bit	kit
mate	cane	bite	kite
rat	gate	bike	Mike
rate	name	game	Jane

Practise reading the common words.

▲ and eat friend then

Day 2

Read the sounds. Read the words.

● mat	can	bit	kit
mate	cane	bite	kite
gate	bike	Mike	rat
name	game	Jane	rate

Practise reading the common words.

▲ and eat

A mate is a friend

A mate is a friend. Jane is Pam's mate. Jane has a bike, a mat, and a cake. Pam and Jane sit on the mat to eat the cake. But then, a rat bites Pam. Jane gets a cane and hits the rat.



71

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the middle of the word. Pupils show a thumbs down, if they do not hear the sound in the middle of the word.

I/We/You do: /ei/ rate, rat, mate, mat
/ai/ bite, bit, kite, kit

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /m//a//t/ mat, /m//ei//t/ mate; /b//i//t/ bit, /b//ai//t/ bite

We/You do: mat, mate, rat, rate, can, cane, gate, name, game, Jane; bit, bite, kit, kite, bike, Mike.

Pupil book: Have pupils say the letter sounds, and then read the words on page 71 to their partners.

p Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Words: and, eat, friend, then

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: mate, cane

📖 Get Ready to Read

Open your books to page 71. Read the title of the story. Pupils talk about what friends do. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who is Pam's mate?

We do: Who is Pam's mate? What does Jane have?

You do: Why does Jane hit the rat with a cane?

✍ Writing Classwork

Blackboard: Pupils say the sounds as they write the words.

Words: 1) mate 2) cane 3)bike 4)eat 5) rat

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📅 Homework Book Class 1 – Week 15 Day 1

Date: _____

Duration: _____

Roll: _____

Week 15 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ -ate -ake -ite

Read the sounds. Read the words.

● mat	can	bit	kit
mate	cane	bite	kite
rat	gate	bike	Mike
rate	name	game	Jane

Practise reading the common words.

▲ and eat friend then

Day 2

Read the sounds. Read the words.

● mat	can	bit	kit
mate	cane	bite	kite
gate	bike	Mike	rat
name	game	Jane	rate

Practise reading the common words.

▲ and eat

A mate is a friend

A mate is a friend. Jane is Pam's mate. Jane has a bike, a mat, and a cake. Pam and Jane sit on the mat to eat the cake. But then, a rat bites Pam. Jane gets a cane and hits the rat.



71

Week 15 Day 2

Travel



Mwende rides a bike

Katana and Mwende are friends. Katana rides a bike to school. Mwende rides a bus to school. On Sunday, Mwende and Katana play with the bike. Katana and Mwende ride to the gate. Katana and Mwende ride to the road. They see a fast car and a bus on the road. Then a man runs with a cart near Mwende. She falls on the road. She hurts her leg.

Katana says, "Sorry Mwende. You will now walk with a cane." Mwende is sad.

72

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /m//a//t/ mat, /m//ei//t/ mate, /r//a//t/ rat, /r//ei//t/ rate, /b//i//t/ bit, /b//ai//t/ bite

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /m//a//t/ mat, /m//ei//t/ mate; /b//i//t/ bit, /b//ai//t/ bite

We/You do: /m//a//t/ mat, /m//ei//t/ mate; /b//i//t/ bit, /b//ai//t/ bite; /r//a//t/ rat, /r//ei//t/ rate, /c//a//n/ can, /c//ei//n/ cane, /k//i//t/ kit, kite

Pupil book: Have pupils say the letter sounds, and then read the words on page 71 to their partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗉 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: and, eat

🗉 Vocabulary

Blackboard: Say the words. Say or show the meaning of the words. Ask the meaning.

Words: cane, ride, bike, road

📖 Get Ready to Read

Open your books to page 72. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen to the story while looking at the picture. Ask pupils if what they said will happen was correct.

💡 Questions

I do: What does Katana have?

We do: What do Katana and Mwende do on Sunday?

You do: Why do you think Mwende is sad?

✍ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean. Words: 1) bike 2) rat 3) cake 4) bit 5) like

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show the pictures they drew to someone at home.

📖 Homework Book Class 1 – Week 15 Day 2

Week 15 Days 3 and 4

Farm animals

Day 3

Practise reading the letter sounds.

■ -ote	-ope	-ube	-ute
Read the sounds. Read the words.			
● cut	cub	not	hop
cute	cube	note	hope
June	tune	rose	nose
hole	pole	rope	

Practise reading the common words.

▲ run to too

Day 4

Practise reading the letter sounds.

■ -ote	-ope	-ube	-ute
Read the sounds. Read the words.			
● cut	tub	not	hop
cute	tube	note	hope
June	tune	rose	nose
hole	pole	rope	

Practise reading the common words.

▲ run to too

The cute cat

Today, Jane is at home. Her dog is home, too. Mike and his cute cat run to Jane. But then, the dog bites the cute cat. The cute cat has a cut on her nose! Mike is sad. Mike and his cute cat run home.



73

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the middle of the word. Pupils show a thumb down if they do not hear the sound in the middle of the word.

I/We/ You do: /ou/ note, not, hop, hope,

Repeat with /iu/ cute, cut, tube, tub, cub, cube.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /c//u//t/ cut, /c//iu//t/ cute; /n//o//t/ not, /n//ou//t/ note

We/You do: /c//u//t/ cut, /c//iu//t/ cute; /n//o//t/ not, /n//ou//t/ note, /c//u//b/ cub, /c//iu//b/cube, /h//o//p/ hop, /h//ou//p/ hope, /j//iu//n/ June, /iu//n/ tune, /r//ou//s/ rose, /n//ou//s/ nose, /h//ou//l/hole, /p//ou//l/pole, /r//ou//p/rope

Pupil book: Have pupils say the letter sounds, and then read the words on page 73 to their partners.

p Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: run to, too

🗣 Vocabulary

Blackboard: Say the words. Say or show the meaning of the words. Ask the meaning.

Words: cut, cute, nose

📖 Get Ready to Read

Open your books to page 73. Read the title of the story. Say:

What do you know about cute cats?

Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who is at home?

We do: Who is at home? What does Mike have?

You do: Why do Mike and his cat run home?

✍ Writing classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) nose 2) cute 3) run to 4) bite 5) cut

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 15 Day 3

Date: _____

Duration: _____

Roll: _____

Week 15 Days 3 and 4

Farm animals

Day 3

Practise reading the letter sounds.

■ -ote	-ope	-ube	-ute
● cut	cub	not	hop
cute	cube	note	hope
June	tune	rose	nose
hole	pole	rope	

Practise reading the common words.

▲ run to	too
----------	-----

Day 4

Practise reading the letter sounds.

■ -ote	-ope	-ube	-ute
● cut	tub	not	hop
cute	tube	note	hope
June	tune	rose	nose
hole	pole	rope	

Practise reading the common words.

▲ run to	too
----------	-----

The cute cat

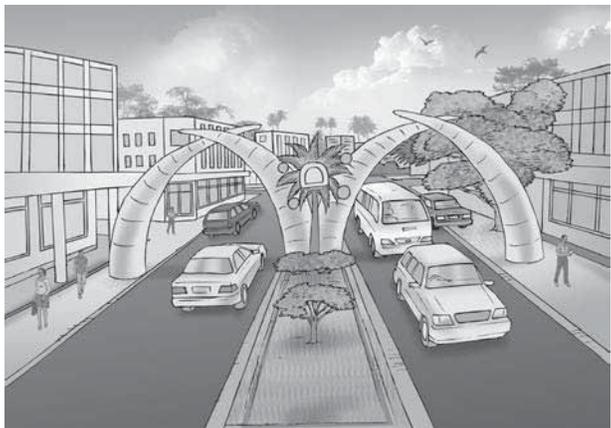
Today, Jane is at home. Her dog is home, too. Mike and his cute cat run to Jane. But then, the dog bites the cute cat. The cute cat has a cut on her nose! Mike is sad. Mike and his cute cat run home.



73

Week 15 Day 4

Travel



A trip to Mombasa

Mother, father, Jane and Thomas live in Kericho. They want to go to Mombasa. Mombasa is a nice city near the ocean. But it is very far. Thomas asks, "Father, how will we go to Mombasa?" Father says, "We can go by train, by bus or by aeroplane." "I want to go by train," Mother says. "Then I can see many things on the road.

So Mother, Father, Jane and Thomas go to Mombasa by train. In Mombasa, they see the ocean. Jane and Thomas play in the water. They see a big ship. The ship has a big bell. "Look!" Thomas says, "That ship is bigger than a house." Mother, Father, Jane and Thomas have a nice time.

74

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /h//o//p/hop, /h//ou//p/ hope, /c//u//t/ cut,

We/You do: /h//o//p/ hop, /h//ou//p/ hope /c//u//t/ cut, /c//ui//t/ cute, /n//o//t/not, /n//ou//t/note, /t//u//b/ tub,

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: //h//o//p/ hop, /h//ou//p/ hope, c//u//t/ cut, /c//iu//t/ cute;

We/You do: /h//o//p/ hop, /h//ou//p/ hope, c//u//t/ cut, /c//iu//t/ cute; /c//u//b/ cub, /c//ui//b/ cube,

/n//o//t/ not, /n//ou//t/note /t//u//b/, /t//iu//b/ tube

Pupil book: Have pupils say the letter sounds, and then read the words on page 73 to their partners

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: run to, too

🗣️ Vocabulary

Blackboard: Say the word. Say or show the meaning of the word. Ask the meaning.

Words: ship, aeroplane, train, city, ocean.

📖 Get Ready to Read

Open your books to page 74. Read the title of the story. Say: **What do you know about going to Mombasa?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who want to go to Mombasa?

We do: How do Father, Mother, Jane and Thomas go to Mombasa?

You do: What do you think they see on the road?

✍️ Writing

Blackboard: Pupils copy words and write a correct sentence. Words: 1) cat A is cute. 2) I bike a ride.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

📅 Homework Book Class 1 – Week 15 Day 4

Week 15 Day 5

World around us

Day 5

Practise reading the letter sounds.

■ -ike -ake -ole -ose -une -ube

Read the sounds. Read the words.

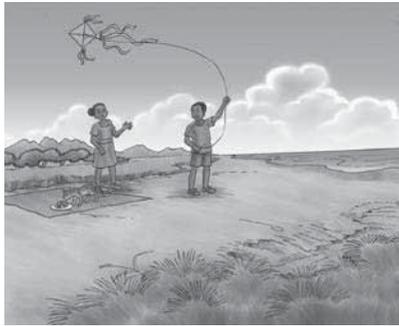
● bike	Mike	like
make	cake	lake
hole	pole	mole
June	tune	tube

Practise reading the common words.

▲ run to too and

At the lake

Mike and Jane ride to the lake. Mike has his cute cat. Jane has a cake and a kite. Mike has fun. He can run with the kite. Jane has fun. She can ride the bike. The cat has fun. She can eat the cake!



75

You do: Say each word. Exercise book: Pupils write a sentence with each word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing classwork

Dictation. Say the words. Pupils say the letter sounds as they write the words.

Words: 1) mate 2) like 3) home 4) cube 5) eat

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) t_be 2) b_te 3) n_me 4) n_se 5) t_ke

📅 Homework Book Class 1 – *Week 15 Day 5*

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: can/c//a//n/, cane/c//ei//n/

We/You do: can /c//a//n/, cane /c//ei//n/,

bit/b//i//t/, bite/b//ei//t/, tub/t//u//b/, tube /t//ui//b/

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: bike, Mike, like; make, cake, take; hole, pole, mole; rose, hose, nose; tune, June; cube, tube.

Pupil book: Have pupils say the letter sounds, and then read the words on page 75 to their partners.

📖 Grammar

I do/We do: Make sentences with the word eat.

You do: Pupils share sentences with partners using the words, eat, and, run, too.

Teacher tip

Ensure you are prepared before class. Prepare and arrange all the letters that you are going to use for the lesson in your pocket chart. This is going to save time when teaching.

Date: _____

Duration: _____

Roll: _____

Week 16 Days 1 and 2 World around us

Day 1

Practise reading the letter sounds.

■ k K

Read the sounds. Read the words.

● kite Kate lake Mike

Practise reading the common words.

▲ too say run to there

Day 2

Practise reading the letter sounds.

■ k d w j

Read the sounds. Read the words.

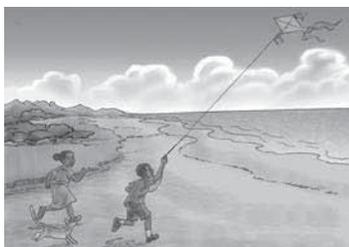
● kite Kate lake Mike

Practise reading the common words.

▲ too say run to there

Mike has a kite

Jane has a kite. She runs to the lake. Her friend Mike is there too. Mike has a pet. Mike says, "Can I run with the kite?" Jane takes the Pet. Mike takes the kite. The pet likes Jane and they have fun.



76

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /k/ at the beginning of the word.

I/We/You do: kite, dog, kids, key, leg, kick

Naming Letters and Sounds

Write the small letter. Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We do: k /k/

You do: Pupil book: Have pupils point to letters on page 76 and tell the letter names and sounds to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /k//ai//t/ kite

We/You do: /k//ai//t/ kite /l//ei//k/ lake, /m//ai//k/ Mike, /k//ei//t/, kate

Pupil book: Have pupils say the letter sounds, and then read the words on page 76 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: run to, too, there, say

Vocabulary

Blackboard: Say the words. Show/tell the meaning of the words. Ask the meaning.

Words: kite, lake, back.

Get Ready to Read

Open your books to page 76. Read the title of the story. Pupils talk about kites. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said will happen was correct.

Questions

I do: What does Mike have?

We do: What does Mike have? Who is on Mike's friend?

You do: Who does Kate like? Where did they run to?

Writing Classwork

Blackboard: Pupils say the sounds as they write the words.

Words: 1) kite 2) lake 3) say 4) back 5) Jane

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 16 Day 1

Date: _____

Duration: _____

Roll: _____

Week 16 Days 1 and 2 World around us

Day 1

Practise reading the letter sounds.

■ k K

Read the sounds. Read the words.

● kite Kate lake Mike

Practise reading the common words.

▲ too say run to there

Day 2

Practise reading the letter sounds.

■ k d w j

Read the sounds. Read the words.

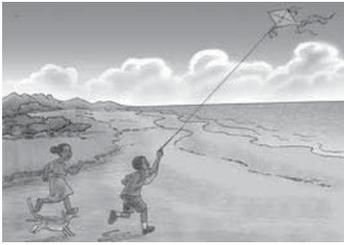
● kite Kate lake Mike

Practise reading the common words.

▲ too say run to there

Mike has a kite

Jane has a kite. She runs to the lake. Her friend Mike is there too. Mike has a pet. Mike says, "Can I run with the kite?" Jane takes the Pet. Mike takes the kite. The pet likes Jane and they have fun.



76

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /k//ai//t/kite, /l//ei//k/ lake, /m//ai//k/ Mike, /h//ou//m/ home

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: k /k/, d /d/, w /w/, j /j/.

Pupil book: Have pupils point to letters and tell names and sounds to partner on page 76.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /k//ai//t/ kite

We/You do: /k//ai//t/ kite /k//ei//t/ Kate, /l//ei//k/ lake, /m//ai//k/ Mike

Pupil book: Have pupils say the letter sounds, and then read the words on page 76 to their partners.

Pupil Story

Class reads. Pupils read to partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: **there, say**

Vocabulary

Blackboard: Say the word. Say or show the meaning of the word. Ask the meaning.

Words: **tomorrow, eight o'clock, twelve o'clock.**

Get Ready to Read

Open your books to page 77. Read the title of the story.

Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Teacher Read Aloud.

Teacher reads. Pupils look at the picture while listening to the story. Ask a pupil if what they said will happen was correct.

Questions

I do: **Who has a birthday?**

We do: **What time does Nasike put the cake on the table?**

You do: **Why do you think the cake could not be eaten?**

Writing Classwork

Blackboard: Pupils copy names and put a capital letter at the beginning of each name:

Words: 1) kate 2) mike 3) jane 4) ben 5) sam

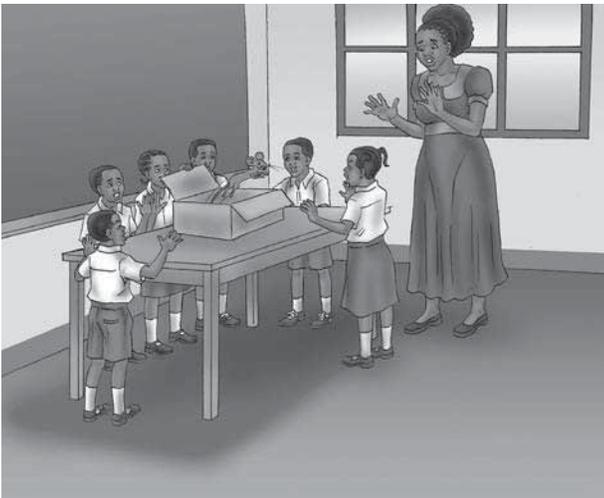
Writing Homework

Pupils Exercise Books: Ask pupils to copy the names twice and read the words to someone at home.

Homework Book Class 1 – *Week 16 Day 2*

Week 16 Day 2

Time



The birthday cake

Tomorrow is Nasike's birthday. Mother has baked a cake for her. At eight o'clock Nasike goes to school. She takes the cake to school."

Nasike tells the teacher it is her birthday cake. Finally it is 12 o'clock. It is time to eat the cake. The teacher tells Nasike to put the cake on the table. Nasike opens the box. Out jumps a rat. Nasike screams. The class screams. The rat runs away. The cake looks bad. Now there will be no birthday cake for Nasike.

77

Date: _____

Duration: _____

Roll: _____

Week 16 Days 3 and 4 World around us

Day 3

Practise reading the letter sounds.

■ -ge -ce

Read the sounds. Read the words.

● huge ice age
page face rice

Practise reading the common words.

▲ cold your

Day 4

Read the sounds. Read the words.

● huge page face rice

Practise reading the common words.

▲ when cold

The fat ape

One cold day, a fat ape met a huge cat. The huge cat had red jam on its face. The fat ape said, "Can I lick the jam on your face?" The cat said, "No, you cannot lick the jam on my face." Then the ape said, "I will lick the jam on your face!" The huge cat got mad and ran home.



78

Thumbs Up/Down

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the end of the word.

I/We do/ You do: /j/ age, home, huge, page
/s/ face, kite, rice, nice

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /r//ai//s/ rice, /h//iu//j/ huge

We/You do: /r//ai//s/ rice, /f//ai//s/ face, /ai//s/ ice, /h//iu//j/ huge, /ei//j/ age, /p//ei//j/ page.

Pupil book: Have pupils say the letter sounds, and then read the words on page 78 to their partners.

p Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: cold, your

🗨 Vocabulary

Blackboard: Say the word. Say or show/tell/demonstrate the meaning of the word. Ask the pupils to use the word in a sentence.

Words: huge, lick, mad

📖 Get Ready to Read

Open your books to page 78. Read the title of the story. Say: What do you know about apes? Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said will happen was correct.

❖ Questions

I do: What did the huge cat have?

We do: What did the huge cat have?

Why did the ape want to lick the cat's face?

You do: Why do you think the cat ran home?

✍ Writing classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) huge 2) face 3) your 4) rice 5) bite

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 Homework Book Class 1 – *Week 16 Day 3*

Date: _____

Duration: _____

Roll: _____

Week 16 Days 3 and 4 World around us

Day 3

Practise reading the letter sounds.

■ -ge -ce

Read the sounds. Read the words.

● huge ice age
page face rice

Practise reading the common words.

▲ cold your

Day 4

Read the sounds. Read the words.

● huge page face rice

Practise reading the common words.

▲ when cold

The fat ape

One cold day, a fat ape met a huge cat. The huge cat had red jam on its face. The fat ape said, "Can I lick the jam on your face?" The cat said, "No, you cannot lick the jam on my face." Then the ape said, "I will lick the jam on your face!" The huge cat got mad and ran home.



78

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /h//iu//j/ huge

We/You do: /h//iu//j/ huge, /p//ei//j/ page, /f//ei//s/ face, /r//ai//s/ rice.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /h//iu//j/ huge

We/You do: /h//iu//j/ huge, /p//ei//j/ page, /f//ei//s/ face, /r//ai//s/ rice.

Pupil book: Have pupils say the letter sounds, and then read the words on page 78 to their partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗨 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: cold, when

🗨 Vocabulary

Blackboard: Say the word. Say or show the meaning of the word. Ask the pupils to use the word in a sentence.

Words: evening, half past seven.

👂 Get Ready to Read

Open your books to page 79. Read the title of the story. Say: What do you know about cats? Pupils look at the picture.

Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen. Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who went to the big city?

We do: What did the white cat see in the drum?

You do: Why do you think the cat did not go back to the city?

✍ Writing classwork

Blackboard: Pupils rearrange the words in order to make a correct sentence.

Words: 1) huge The rat ran. 2) like your face I.

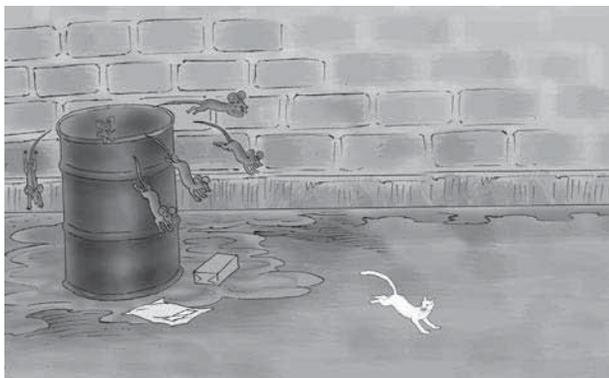
🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

📖 Homework Book Class 1 – Week 16 Day 4

Week 16 Day 4

Time



The little white cat

A little white cat went to the big city. She walked and walked. At half past seven in the evening, she was cold and tired. She wanted to eat and go home. But the poor cat could not find her way home. She was lost.

After half an hour, she saw a drum with food. The little white cat jumped into the drum. There she saw very huge rats. The rats ran to the cat. The little cat jumped out of the drum and ran and ran and ran. She saw a house and lay down in front of it.

The little white cat felt very sad. She was lost and hungry. Then a nice boy saw her. He picked her up and took her home. He gave the cat rice and some milk. Now the little white cat was happy again.

79

Week 16 Day 5

World around us

Day 5

Practise reading the letter sounds.

■ k -ce -ge

Read the sounds. Read the words.

● kite Kate lake Mike
page huge face rice

Practise reading the common words.

▲ there when cold say

Kate and the ape

It is hot today. Kate says, "I am hot. I can race to the lake." Kate runs to the lake. There is a huge ape at the lake. Kate likes the ape. She says, "I like your face." Then it is time to go home. Kate and the ape run home. The ape is her mate now.



80

○ Segmenting

Oral: Say the word. Say each sound in the word.

I do: kite. /k//ai//t/

We/You do: kite /k//ai//t/, rice /r//ai//s/, Kate /k//ei//t/, huge /h//iu//j/

■ Naming Letters and Sounds

Say the sounds and pupils write the letters. Tell if the sound is the same or different in Kiswahili.

I/We /You/do: /k/, /n/, /d/, /w/, /j/

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I do/We/You do: kite /k//ai//t/, rice/r//ai//s/,
huge /h//iu//j/, home /h//ou//m/, lake /l//ei//k/,
page /p//ei//j/, face /f//ei//s/

Pupil book: Have pupils say the letter sounds and then read the words on page 80 to their partners.

□ Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, Words: **there, when, say.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

◇ Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing classwork

Dictation. Say the words. Pupils say the letter sounds as they write the words.

Words: 1) lake 2) huge 3) face 4) there 5) rice

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) p_ge 2) n_ce 3) h_me 4) h_le 5) _ge

📅 Homework Book Class 1 – Week 16 Day 5

Date: _____

Duration: _____

Roll: _____

Week 17 Days 1 and 2

Food

Day 1

Practise reading the letter sounds.

■ sh ch

Read the sounds. Read the words.

● sh o p f i sh ch o p ch a t
shop fish chop chat

Practise reading the common words.

▲ want have say your

Day 2

Practise reading the letter sounds.

■ Sh Ch

Read the sounds. Read the words.

● sh o p f i sh ch o p ch a t
shop fish chop chat

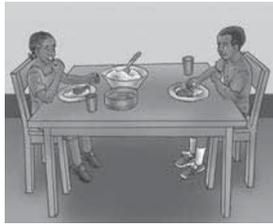
Practise reading the common words.

▲ want have

Rice and fish

Pat and Sam want to eat. They like fish and rice. They get the rice and fish at the shop.

At home, Sam chops the fish. Pat makes the rice. "I like your rice," says Sam. "I like your fish," says Pat. Then they eat and chat. They have a nice time.



81

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the beginning of the word.

I/We/You do: /sh/ shop, cap, shape, shade,
/ch/ chop, sick, chat

Naming Letters and Sounds

Write the small letter. Name the letter. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We/You do: s and h /sh/ c and h /ch/

You do: Pupil book: Have pupils point to letters on page 81 and tell names and sounds to partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

Pupil book: Have pupils say the letter sounds and then read the words on page 81 to their partners.

I do: shop

We/You do: shop, fish, chop, chat

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: want, have.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: chat, chops, shop

Get Ready to Read

Open your books to page 81. Read the title of the story. Pupils talk about eating rice and fish. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said will happen was correct.

Questions

I do: Who wants to eat?

We do: What do Sam and Pat get at the shop?

You do: Why do Sam and Pat have a nice time?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) chat 2) shop 3) fish 4) rice 5) want

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 17 Day 1

Date: _____

Duration: _____

Roll: _____

Week 17 Days 1 and 2

Food

Day 1

Practise reading the letter sounds.

■ sh ch

Read the sounds. Read the words.

● sh o p f i sh ch o p ch a t
shop fish chop chat

Practise reading the common words.

▲ want have say your

Day 2

Practise reading the letter sounds.

■ Sh Ch

Read the sounds. Read the words.

● sh o p f i sh ch o p ch a t
shop fish chop chat

Practise reading the common words.

▲ want have

Rice and fish

Pat and Sam want to eat. They like fish and rice. They get the rice and fish at the shop.

At home, Sam chops the fish. Pat makes the rice. "I like your rice," says Sam. "I like your fish," says Pat. Then they eat and chat. They have a nice time.



81

Week 17 Day 2

Food



The monkeys steal food

Nafula and Kache are good friends. Today they go to the park. Nafula has some yams, fish and two oranges. Kache has some bread, beans and some milk. They put their food under a tree and play.

They have fun playing.

Now it is time to eat. Nafula and Kache sit to eat. Nafula opens her bag, "Did someone steal my food?" she asks. Kache looks up the tree. She says, "Look up! The monkeys have your food!" Nafula and Kache share bread, beans and milk.

82

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: shop, fish, chop, chat

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: Sh /sh/, Ch/ch/

Pupil book: Have pupils point to letters and tell names and sounds to partner on page 81.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

Pupil book: Pupils silently say each sound in the words and read words on page 81 to partners.

I/We do/ You do: chat, shop, chop, fish

📖 Pupil Story

Class reads. Pupils read to partners.

🗨 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: want, have

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: yam, oranges, bread.

📖 Get Ready to Read

Open your books to page 82. Read the title of the story. Pupils talk about stealing. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen. Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who are the two friends in the story?

We do: Where did they put their food?

You do: Why do you think the monkeys stole the food?

✍ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) orange 2) fish 3) bread 4) monkey 5) tree

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📅 Homework Book Class 1 – Week 17 Day 2

Week 17 Days 3 and 4

Food

Day 3

Practise reading the letter sounds.

■ y v sh ch f i

Read the sounds. Read the words.

● y a m y e s v a n v e t
yam yes van vet

Practise reading the common words.

▲ good will want have

Day 4

Practise reading the letter sounds.

■ Y V

Read the sounds. Read the words.

● y a m y e s v a n v e t
yam yes van vet

Practise reading the common words.

▲ good will want have

The sick cat

Tam and Ben have fish and yams. They put the food in the van. Then, Ben says, "Is the cat in the van?" Tam says, "Yes, it is." "Oh," Ben says. "It will eat the fish."

The cat eats the fish and gets sick. They take the cat to the vet. Ben says, "It is good we did not eat the fish!"



83

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound at the end of the word.

I/We do/ You do: /y/ yam, five, yes
/v/ van, vet, shop

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We do: y /y/, v /v/

You do: y /y/, v /v/, sh /sh/, ch /ch/, f /f/, i /i/

Pupil book page 83: Have pupils point to letter and tell name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: yam

We/You do: yam, yes, van, vet

Pupil book: Have pupils say the letter sounds, and then read the words on page 83 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: good, will

Vocabulary

Blackboard: Say the words. Show/demonstrate/tell the meaning of the words. Ask the meaning.

Words: sick, vet

Get Ready to Read

Open your books to page 83. Read the title of the story. Say: **What do you know about being sick?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read. Ask pupils if what they said will happen was correct.

Questions

I do: **What do Tam and Ben have?**

We do: **Who ate the fish?**

You do: **Why is it good that Tam and Ben did not eat the fish?**

Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) yes 2) vet 3) good 4) sick 5) yam

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

Homework Book Class 1 – Week 17 Day 3

Date: _____

Duration: _____

Roll: _____

Week 17 Days 3 and 4

Food

Day 3

Practise reading the letter sounds.

■ y v sh ch f i

Read the sounds. Read the words.

● y a m y e s v a n v e t
yam yes van vet

Practise reading the common words.

▲ good will want have

Day 4

Practise reading the letter sounds.

■ Y V

Read the sounds. Read the words.

● y a m y e s v a n v e t
yam yes van vet

Practise reading the common words.

▲ good will want have

The sick cat

Tam and Ben have fish and yams. They put the food in the van. Then, Ben says, "Is the cat in the van?" Tam says, "Yes, it is." "Oh," Ben says. "It will eat the fish."

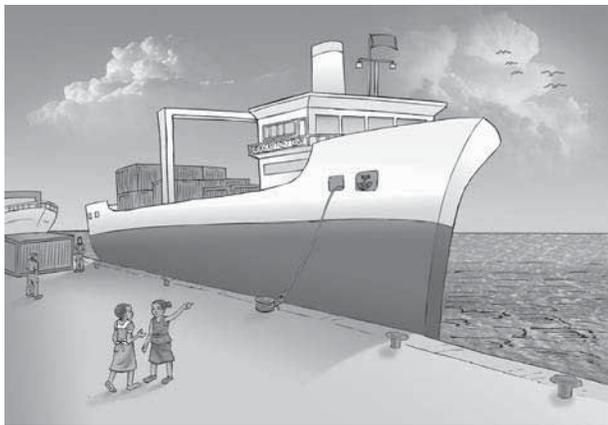
The cat eats the fish and gets sick. They take the cat to the vet. Ben says, "It is good we did not eat the fish!"



83

Week 17 Day 4

Food



Our good food

Charo and Dama live in Mombasa. They see a huge ship in the ocean.

Dama asks, "Charo, who is on that ship?"

Charo says, "The ship has visitors. They will see our country and eat our good food."

Dama asks again, "Charo, what food do you think they like?"

Charo says, "I think they like the sweet potatoes, yams, arrow roots, cassava, potatoes, beans and pumpkins."

Dama asks, "Do you think they like maize, carrots, bananas and cabbage?"

Charo says, "Yes they like all our food."

84

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: vet

We/You do: vet, yam, yes, van.

Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds.

Tell if the sound is the same or different in Kiswahili.

I/We do: Y /y/

You do: Y /y/, V /v/

Pupil book: Pupils point to letters on page 83 and tell name and sound to partners.

Blending Silently

Pocket Chart: Blend sounds. Say the word.

I/We do/ You do: vet, van, yes, yam.

Pupil book: Pupils Silently say each sound in the words and read words on page 83 to partners.

Pupil Story

Class reads. Pupils read to partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: good, will

Vocabulary

Blackboard: Say the word. Show/tell the meaning of the word. Ask the meaning.

Words: sweet potato, cassava, pumpkin.

Get Ready to Read

Open your books to page 84. Read the title of the story. Say:

What do you know about good food? Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

Questions

I do: Where do Charo and Dama live?

We do: What did the visitors on the ship come to do?

You do: What food do you like to eat?

Writing Classwork

Blackboard: Pupils copy words and write a good sentence.

Words: 1) cat The fish ate. 2) like food good I.

Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

Homework Book Class 1 – Week 17 Day 4

Week 17 Day 5

Food

Day 5

Practise reading the letter sounds.

■ sh ch v y Sh Ch V Y

Read the sounds. Read the words.

● v e t	p e t	l e t	y e t
vet	pet	let	yet
sh i p	ch i p	h i p	t i p
ship	chip	hip	tip

Practise reading the common words.

▲ good will want have

Pam and Sam get sick



Pam and Sam are in the van. They go to the fish shop. They want to have five fish and a yam. Pam makes nice fish. Sam makes nice yams. They will have rice, fish, and a yam to eat. They will eat and chat in the van.

But they eat too much fish and get sick. Will they have to go to the doctor?

85

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: van /v//a//n/

You do: van, yes, vet, yam, shop, chop, fish.

■ Naming Letters and Sounds

Say the sounds and pupils write the letters. Tell if the sound is the same or different in Kiswahili.

I/We do: /v/, /y/, /sh/, /ch/

Pupil Book: Pupils point to the letter on page 85 and tell the name and the sound to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: vet, pet, let, ship, chip, hip, tip

Pupil book: Have pupils say the letter sounds, and then read the words on page 85 to their partners.

⌘ Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words. Words: **good, will, have, want.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing & Homework

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) chat 2) van 3) yes 4) fish 5) want

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) sh_p 2) y_m 3) ch_p 4) v_n 5) g_od

📅 Homework Book Class 1 – Week 17 Day 5

Week 18 Days 1 and 2

Home

Day 1

Read the sounds. Read the words.

● he she we bee

Practise reading the common words.

▲ are out

Day 2

Read the sounds. Read the words.

● he she we me bee

Practise reading the common words.

▲ are out

Jack and the bee

Jane and her friend Jack are at home. Jane has red jam. She says, "Oh, there is a bee in the jam!" She opens the jam. She gets the bee out of the jam. The bee falls on Jack, on his leg. "Iiiii," he says. Jane picks up the bee. She takes it out. "You are a good friend," Jack says.



86

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /il/ at the end of the word.

I/We/ You do: /ii/ me, red, she, he, yes, we

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /h//ii/ he

We/You do: she, we, bee

Pupil book: Have pupils say the letter sounds, and then read the words on page 86 to their partners.

p Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: out, are.

📖 Get Ready to Read

Open your books to page 86. Read the title of the story. Pupils talk about bees. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

Ask a pupil if what they said will happen was correct.

💡 Questions

I do: What is the name of Jane's friend?

We do: Where does the bee fall?

You do: Why does Jack say Jane is a good friend?

✍️ Writing Classwork

Blackboard: Pupils copy words.

Words: 1) he 2) me 3) we 4) bee 5) out

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📖 Homework Book Class 1 – Week 18 Day 1

Teacher tip

Follow along with your finger as you read sounds that make a word on the board.

Date: _____

Duration: _____

Roll: _____

Week 18 Days 1 and 2

Home

Day 1

Read the sounds. Read the words.

● he she we bee

Practise reading the common words.

▲ are out

Day 2

Read the sounds. Read the words.

● he she we me bee

Practise reading the common words.

▲ are out

Jack and the bee

Jane and her friend Jack are at home. Jane has red jam. She says, "Oh, there is a bee in the jam!" She opens the jam. She gets the bee out of the jam. The bee falls on Jack, on his leg. "Iiiii," he says. Jane picks up the bee. She takes it out. "You are a good friend," Jack says.



86

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: he, she, we, bee.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /h//ii/ he

We/You do: she, we, bee

Pupil book: Have pupils say the letter sounds, and then read the words on page 86 to their partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🔗 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: out, are.

🗨️ Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Review: knife, peel

📖 Get Ready to Read

Open your books to page 87. Read the title of the story. Pupils talk about eating oranges. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

❖ Questions

I do: Who are in the story?

We do: What does Njeri bring? What is in the sufuria?

You do: Why do they feel safe at the end of the story?

What drops from the roof?

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) orange 2) knife 3) sufuria 4) chair 5) bee

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

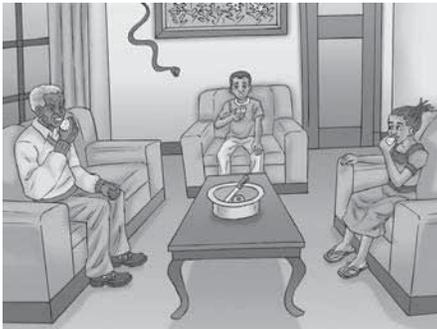
📅 Homework Book Class 1 – Week 18 Day 2

Week 18 Day 2

Home

Grandfather and the snake

Tamara and Matthew are home today. Grandfather is coming to visit. There are three huge oranges in the sufuria. The sufuria is on the table. Grandfather comes in. He is feeling good. Grandfather says, "What is in the sufuria?" Tamara says, "Those are oranges, Grandfather." Grandfather wants to eat an orange. Matthew says, "There are seeds in the orange, Grandfather. You must peel it first and take out the seeds. Give it to me. I will help you peel it using a knife." Grandfather sits on a chair. Matthew peels the orange. He gives it to Grandfather. As Grandfather opens his mouth to eat the orange, a snake drops from the roof onto the wall. Grandfather is old and he cannot move fast. Tamara and Matthew run out of the house. They get a stick and kill the snake. They now feel safe. They all eat the oranges.



87

Date: _____

Duration: _____

Roll: _____

Week 18 Days 3 and 4

Home

Day 3

Practise reading the letter sounds.

■ wh

Read the sounds. Read the words.

● what when why where who

Day 4

Practise reading the letter sounds.

■ Wh

Read the sounds. Read the words.

● what when why where who

Mike and Jane chat

Mike and Jane sit to chat.

Mike asks, "What can you do, Jane?"

Jane says, "I can ride a bike." Mike asks, "Why do you like to ride?"

Jane says, "It is fun."

Mike asks, "Who will ride with you?"

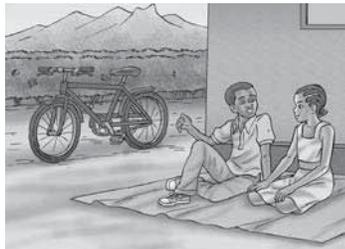
Jane says, "You."

Mike asks, "When can we ride?"

Jane says, "When we get home."

Mike asks, "Where can we ride to?"

Jane says, "To the lake."



88

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /w/ at the beginning of the word.

I/We do/ You do: **what, fish, why, who, bike, when**

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/ You do: **w** and **h** /w/

Pupil book page 88: Have pupils point to letter and tell name and sound to their partner.

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /w//a//t/ **what**

We/You do: **what, when**

Pupil book: Have pupils say the letter sounds, and then read the words on page 88 to their partners.

p Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: **what, when, who, where, why.**

📖 Get Ready to Read

Teach the words, who, why and where. Open your books to page 88. Read the title of the story. Say: **What do you know about talking?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

❖ Questions

I do: What are Jane and Mike doing?

We do: Why does Jane like to ride the bicycle?

You do: Where can Jane and Mike ride to?

✍ Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) **what** 2) **who** 3) **where** 4) **when** 5) **why.**

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

📅 **Homework Book Class 1 – Week 18 Day 3**

Date: _____

Duration: _____

Roll: _____

Week 18 Days 3 and 4

Home

Day 3

Practise reading the letter sounds.

■ wh

Read the sounds. Read the words.

● what when why where who

Day 4

Practise reading the letter sounds.

■ Wh

Read the sounds. Read the words.

● what when why where who

Mike and Jane chat

Mike and Jane sit to chat.

Mike asks, "What can you do, Jane?"

Jane says, "I can ride a bike." Mike asks, "Why do you like to ride?"

Jane says, "It is fun."

Mike asks, "Who will ride with you?"

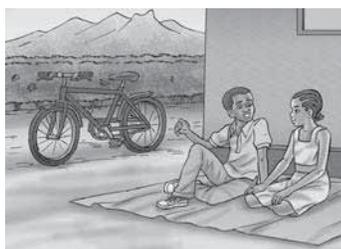
Jane says, "You."

Mike asks, "When can we ride?"

Jane says, "When we get home."

Mike asks, "Where can we ride to?"

Jane says, "To the lake."



88

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: what

We/You do: what, when, where, why

■ Naming Letters and Sounds

Write the capital letters. Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: Wh /w/

You do: Pupil book: Pupils point to letters on page 88 and tell name and sound to partners.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: what, when, why, where

Pupil book: Pupils silently say each sound in the words and read words on page 88 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: what, when, who, why, where

🗨️ Vocabulary

Blackboard: Say the words. Show/tell the meaning of the words. Ask the meaning.

Words: flowers, spoon, fence

📖 Get Ready to Read

Open your books to page 89. Read the title of the story. Say: What do you know about planting? Pupils look at the picture. Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: What does Sam like?

We do: Why does Sam want the flower seeds?

You do: Why do you think Sam puts water on the seeds?

✍️ Writing Classwork

Blackboard: Pupils copy words and write a good question.

Words: 1) what this is? 2) Sam where is?

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the questions they wrote to someone at home.

📖 Homework Book Class 1 – Week 18 Day 4

Week 18 Day 4

Home

Sam plants seeds



Sam likes flowers. He wants to plant flower seeds. Sam takes a sufuria with water.

Then he asks, "Mother, where are some flower seeds?"

Mother asks, "Why do you want seeds?"

Sam says, "I want to see flowers near the fence."

Mother gives Sam some seeds in a bottle. Sam puts some seeds in a

little cup. He goes to the fence. He gets a spoon and digs holes. Then he puts the seeds in the holes. He takes the water in the sufuria and waters the seeds. After one week, the seeds grow. The fence looks beautiful. Sam is happy.

89

Date: _____

Duration: _____

Roll: _____

Week 18 Day 5

Home

Day 5

Read the words.

● he be me she
what when who why where

Practise reading the common words.

▲ out are good will

Jane and Jack lick jam



Jack has jam. He likes jam. Jane sees a bee in the jam. She says, "What is that?" Jack says, "It is a bee! Can we get the bee out of the jam?" Jane opens the pot. She gets the bee out. She says to Jack, "When can we eat the jam?" Then they lick the jam out of the pot. Is that good?

90

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/We do: me /m//ii/

You do: me, she, we, what, when.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I do/ We/You do: what, when

Pupil book: Have pupils read the words on page 90 to their partners.

p Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, Words: **what, when, out, are.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil read. Pupils read to partners.

🔍 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) he 2) out 3) bee 4) what 5) when

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) m_ 2) w_ 3) se_4) wh_re 5)c_p

📅 Homework Book Class 1 – Week 18 Day 5

Date: _____

Duration: _____

Roll: _____

Week 19 Days 1 and 2 Farm animals and tools

Day 1

Practise reading the letter sounds.

■ ee ea wh ch

Read the sounds. Read the words.

● sh ee p w ee d ea t m ea t

sheep weed eat meat

Practise reading the common words.

▲ have eat what when

Day 2

Read the sounds. Read the words.

● sh ee p w ee d ea t m ea t

sheep weed eat meat

Practise reading the common words.

▲ have eats

Pat's sheep

Pat is at the lake. She sees a sheep. Pat takes the sheep home. Sam asks, "Pat, what will the sheep eat?" Pat says, "Sheep can eat weeds and beans." Sam says, "Pat, can sheep eat meat?" "Sheep cannot eat meat," says Pat. Pat and Sam get weeds and beans. The sheep eats the weeds and the beans.



91

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /ii/ in the middle of the word.

I/We/ You do: /ii/ sheep, what, feed, seed, bean, meal.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/ You do: ee and ea say /ii/, w and h say /w/. c and h say /ch/

Pupil book page 91: Have pupils point to letter and tell name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /sh//ii/ /p/ sheep

We/You do: weed, eat, meat

Pupil book: Have pupils say the letter sounds, and then read the words on page 91 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: have, eat.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: weed, beans, meat.

Get Ready to Read

Open your books to page 91. Read the title of the story. Pupils talk about sheep. Pupils look at the picture. Say: What can you see in the picture?

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who is at the lake?

We do: What does Pat take home?

You do: What will happen if the sheep eats meat?

Class work

Blackboard: Pupils copy words.

Words: 1) sheep 2) weed 3) meat 4) eat 5) bean

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 19 Day 1

Week 19 Days 1 and 2 Farm animals and tools

Day 1

Practise reading the letter sounds.

■ ee ea wh ch

Read the sounds. Read the words.

● sh ee p w ee d ea t m ea t
sheep weed eat meat

Practise reading the common words.

▲ have eat what when

Day 2

Read the sounds. Read the words.

● sh ee p w ee d ea t m ea t
sheep weed eat meat

Practise reading the common words.

▲ have eats

Pat's sheep

Pat is at the lake. She sees a sheep. Pat takes the sheep home. Sam asks, "Pat, what will the sheep eat?" Pat says, "Sheep can eat weeds and beans." Sam says, "Pat, can sheep eat meat?"



"Sheep cannot eat meat," says Pat. Pat and Sam get weeds and beans. The sheep eats the weeds and the beans.

91

Week 19 Day 2 Farm animals and tools



The big frog

Father has a fish pond. He has many fish in the pond. Ochieng and Atieno have planted flowers round the fish pond. They use a hoe and spade when they plant flower seeds. The fish pond looks very good.

At night, mother lets them play with the dog and the duck. Father says, "Before you go to play, feed the dogs, then feed the fish." When Ochieng and Atieno feed the fish, they see a big frog jumping in the fish pond. Ochieng says, "The big frog can eat the fish". What will they do?

92

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: sheep, eat, weed, meat, seed

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

I do: sheep

We/You do: sheep, weed, eat, meat

Pupil book: Pupils read words on page 91 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: have, eats

🧠 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: spade, hoe, frog

📖 Get Ready to Read

Open your books to page 92. Read the title of the story. Pupils talk about frogs. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who has a fish pond?

We do: What do Ochieng and Atieno use when they plant flower seeds?

You do: Why do you think they will do to the frog?

✍️ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) spade 2) hoe 3) flower 4) sheep 5) dog

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

📖 Homework Book Class 1 – *Week 19 Day 2*

Week 19 Days 3 and 4 Farm animals and tools

Day 3

Practise reading the letter sounds.

■ ai ay

Read the sounds. Read the words.

● s ay w ay p ai n n ai l
say way pain nail

Practise reading the common words.

▲ under down have eats

Day 4

Practise reading the letter sounds.

■ ai ay

Read the sounds. Read the words.

● s ay w ay p ai n n ai l
say way pain nail

Practise reading the common words.

▲ under down

Ben and the nail

The sun is hot. Ben is on the way home. He looks at the pig and the sheep. They are under the tree. They eat bean peels. At home Ben says to his mother, "I want to read." He gets his book. He sits down under a tree. But then he feels a lot of pain. There is a nail in his leg. It was under the tree. Ben hops home.



93

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /ei/ in the middle of the word.

I/We do/ You do: say, sheep, way, may, bee, mail, pain.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/ You do: a and y say /ei/; a and i say /ei/

Pupil book page 93: Have pupils point to letter and tell name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s//ei/ say

We/You do: way, pain, /n//ei//l/ nail

Pupil book: Have pupils say the letter sounds, and then read the words on page 93 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: under, down.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: nail, way, pain.

Get Ready to Read

Open your books to page 93. Read the title of the story. Say: **What do you know about nails?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Where is Ben?

We do: What are the pig and sheep doing?

You do: What will happen when Ben gets home?

Writing Classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) say 2) pain 3) under 4) nail 5) pay

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words two times and read the words to someone at home.

Homework Book Class 1 – Week 19 Day 3

Date: _____

Duration: _____

Roll: _____

Week 19 Days 3 and 4 Farm animals and tools

Day 3

Practise reading the letter sounds.

■ ai ay

Read the sounds. Read the words.

● s ay w ay p ai n n ai l
say way pain nail

Practise reading the common words.

▲ under down have eats

Day 4

Practise reading the letter sounds.

■ ai ay

Read the sounds. Read the words.

● s ay w ay p ai n n ai l
say way pain nail

Practise reading the common words.

▲ under down

Ben and the nail

The sun is hot. Ben is on the way home. He looks at the pig and the sheep. They are under the tree. They eat bean peels. At home Ben says to his mother, "I want to read." He gets his book. He sits down under a tree. But then he feels a lot of pain. There is a nail in his leg. It was under the tree. Ben hops home.



93

Week 19 Day 4 Farm animals and tools

Sanaipei is hungry



Sanaipei wants food to eat. He says, "Mother, I am hungry. Can I have some rice and meat?" Mother says, "I am sorry child. We have no food to eat." Sanaipei says, "Mother, can I have some money to buy bread and milk?" Mother says, "Sorry child, we have no money."

Sanaipei starts to cry. He is

very hungry. Just then, someone knocks on the door. It is Grandmother. She lives on a big farm with cows, sheep, goats, ducks, hens and cocks. Grandmother has a very big bag. There is meat and milk in the bag. Sanaipei is happy. Mother quickly cooks the food and they have a nice meal together.

94

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: say

We/You do: say, way, pain, nail.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/ You do: a and y say /ei/; a and i say /ei/

Pupil book page 93: Have pupils point to letter and tell name and sound to their partner.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/ You do: say, way, pain, nail

Pupil book: Pupils silently say each sound in the words and read words on page 93 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: under, down.

🗨️ Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: cock, milk.

📖 Get Ready to Read

Open your books to page 94. Read the title of the story. Say: What do you know about a hungry child?

Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: What does Sanaipei want?

We do: Why can Sanaipei not buy bread and milk?

You do: Why do you think Sanaipei is happy to see grandmother?

✍️ Writing Classwork

Blackboard: Pupils copy words and write a good sentence.

Words: 1) is sheep this a. 2) under Mike is the tree.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

📅 Homework Book Class 1 – Week 19 Day 4

Week 19 Day 5

Farm animals and tools

Day 5

Practise reading the letter sounds.

■ ee ea ai ay

Read the sounds. Read the words.

● m ea t b ea t sh ee p w ee d

meat beat sheep weed

n ai l m ai l s ay d ay

nail mail say day

Practise reading the common words.

▲ under down have eats

Pat and the sheep

It is a hot day. Pat is at the lake. She sees a sheep. She takes the sheep home. The sheep wants to eat. It eats weeds. But there is a nail in the weeds. The sheep eats it and gets sick. It has a lot of pain. Father gets the vet. The vet looks at the sheep. He takes the nail out. Now the sheep can eat again.



95

Pupil Story

Pupil Read. Pupils read to partners.

Questions

Ask: **Who is in the story? What happens in the story?**

Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) say 2) pain 3) under 4) chat 5) fish.

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) che_t 2) t_il 3) se_t 4) she_p 5) h_n

Homework Book Class 1 – *Week 19 Day 5*

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/We do: sheep /sh//ii//p/

You do: sheep weed, eat, say, way, nail.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: meat, beat, heat, seat; bee, see; nail, mail, fail, pail; say, way, day, lay,

Pupil book: Have pupils say the letter sounds, and then read the words on page 95 to their partners.

p Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, Words: **under, have, down, eats.**

You do: Say each word. Exercise book: Pupils write the word.

Teacher tip

Make sure you follow "I do", "We do", "You do" when teaching.

Date: _____

Duration: _____

Roll: _____

Week 20 Day 1

Revision

Day 1

Practise reading the letter sounds.

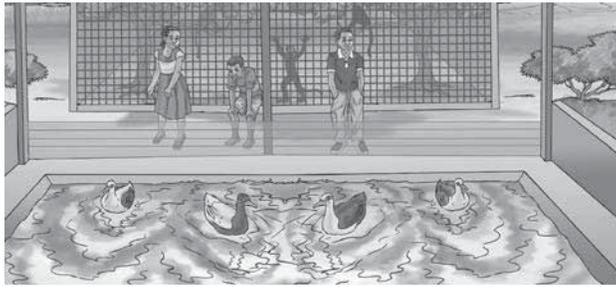
■ oo Z z

Read the sounds. Read the words.

● p oo l z oo r oo m t oo
pool zoo room too

Practise reading the common words.

▲ with laugh under down



To the zoo

Zara and Mat are in a van. They want to go to the zoo. Zara says, "There is room in the van. Can we take Sam with us?" Mat says, "Yes! We can take Cherop, too." Then they go to the zoo. At the end of the day, they go into the pool with the ducks. They laugh. They have fun!

96

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the word.

I/We/ You do:

(Middle sound) /uu/ pool, sheep, moon, food.

(Beginning sound) /z/ zip, zoo, run, zebra

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. I/We/ You do: oo say /uu /; z says /z/.

Pupil book page 96: Have pupils point to letter and tell name and sound to their partner.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /p//uu/ /l/ pool

We/You do: pool, room, zoo, too

Pupil book: Have pupils say the letter sounds, and then read the words on page 96 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: with, laugh, under, down

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: zoo, wild animals (giraffe, zebra, elephant, lion, cheetah).

Get Ready to Read

Open your books to page 96. Read the title of the story. Pupils talk about wild animals. Pupils look at the picture. Say: What can you see in the picture?

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who are in the van?

We do: Where do they go?

You do: What do you think makes the boys laugh?

Writing Classwork

Pupils copy words.

Words: 1) pool 2) zoo 3) with 4) day 5) moon

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 20 Day 1

Date: _____

Duration: _____

Roll: _____

Week 20 Day 2

Revision

Day 2

Practise reading the letter sounds.

o z e t m p
s l ch f b w

Read the sounds. Read the words.

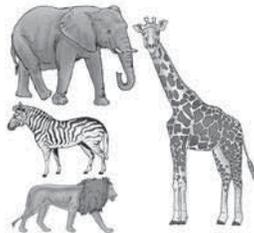
z oo p oo l r oo m t oo b oo k
zoo pool room too book
z i p p a t c h a t m e t s e t
zip pat chat met set

Practise reading the common words.

with laugh under down

The ride home

Zara, Mat, Cherop and Sam go home. They ride in the van. It was fun at the zoo. The ducks were fun. The games were fun too. Zara says, "I like the pool with the ducks." Mat says, "Me too. I have a story book in my bag. We can read on the way home." They read a story about the zoo.



97

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound in the word.

I/We/You do:

Middle sound: /oo/ pool, get, room;

Beginning sound: /z/ zoo, chat, zip, zebra

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: z, oo

You do: o, z, e, t, m, p, s, ch, f, b, l, w

Pupil book: Have pupils point to letters on page 97 and tell names and sounds to partner.

Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I/We /You/ do: oo- too, zoo, pool; at- pat, fat; et- met, set, Pupil book: Have pupils say the letter sounds, and then read the words on page 97 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: **with, laugh, under, down**

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: **storybook, game.**

Get Ready to Read

Open your books to page 97. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read to partners.

Questions

I do: Where are the children going?

We do: What do they ride in?

You do: What animals do you think they saw at the zoo?

Writing Class work

Blackboard: Pupils copy words and draw what the words mean: Words: 1) book 2) van 3) duck 4) lion 5) zebra

Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Homework Book Class 1 – Week 20 Day 2

Date: _____

Duration: _____

Roll: _____

Week 20 Day 3

Revision

Day 3

Practise reading the letter sounds.

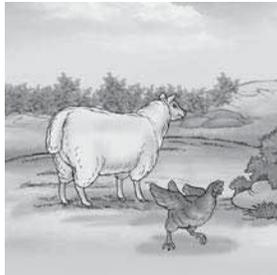
■ i	e	t	o	p	s
h	sh	f	b	d	g

Read the sounds. Read the words.

● p i t	f i t	h i t	b i t
pit	fit	hit	bit
g o t	p o t	n o t	d o t
got	pot	not	dot
c u t	h u t	n u t	b u t
cut	hut	nut	but

A fun game

Tam and Pat are at home. They are under a shade. They play a game. Pat says, "It has 4 legs. It has wool on its back. What is it?" Tam says, "A sheep!" Then Tam says, "It has 2 legs. It has 2 wings. It is a pet. What is it?" Pat says, "A hen!" "This is a fun game," Tam says. "I like it too," Pat says.



98

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: a

You do: a, i, e, t, o, p, s, h, sh, f, b, d, g

Pupil book: Have pupils point to letters on page 98 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I/We do: it- pit, hit; ot- got, not; ut- cut, but.

You do: Ask pupils to say the sounds and write the words, pit, sit, dot, hot, cut.

Pupil book: Have pupils say the letter sounds, and then read the words on page 98 to their partners.

🗣️ Vocabulary

Blackboard: Say the words. Show the meaning of the words.

Ask the meaning.

Word: wool, back, wings.

📖 Get Ready to Read

Open your books to page 98. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

📖 Pupil Story

Teacher reads. Class reads. Pupils read to partners.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍️ Writing Classwork

Blackboard: Pupils copy words.

Words: 1) but 2) chop 3) fig 4) back 5) wool.

📖 Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

📅 Homework Book Class 1 – Week 20 Day 3

Date: _____

Duration: _____

Roll: _____

Week 20 Day 4

Revision

Day 4

Read the sounds. Read the words.

● cut	tub		
cute	tube	tune	June
not	hop		
note	hope	nose	hole
say	way	wait	pain

Pat and Mat play

Mat and Pat meet at home. The pet sheep is at home, too. Mat says, "Do you want to play, Pat?" Pat asks, "Which game can we play?" Mat says, "I have a rope, a big kite, and a new bike. You may play with the big kite.

You can ride my new bike, too." Pat says, "I want to play with the rope and my pet sheep." Mat says, "Can I play with you?" Mat, Pat, and the pet sheep have fun.



99

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/ We do: /c//u//t/ cut, /c//iu//t/ cute;

Repeat with: /n//o//t/ not, /n//ou//t/ note.

/s//ei//y/ say, /p//ei//n/ pain

Pupil book: Have pupils say the letter sounds, and then read the words on page 99 to their partners.

You do: Ask pupils to say the sounds and write the words, **hop, hope, tune, tub, way.**

🗣 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Word: **play, kite.**

📖 Get Ready to Read

Open your books to page 99. Read the title of the story. Pupils look at the

picture. Say: **What can you see in the picture?**

📖 Pupil Story

Class reads. Pupils read to partners.

💡 Questions

Ask: **Where did Pat and Mat meet?**

What play things does Mat have?

What do you think Mat and Pat play?

✍ Writing Classwork

Blackboard: Pupils copy words. Ask pupils to write a good sentence.

Sentences: **1) has wings it two. 2) rope have I a.**

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

📅 Homework Book Class 1 – Week 20 Day 4

Date: _____

Duration: _____

Roll: _____

Week 20 Day 5

Revision

Day 5

Read the sounds. Read the words.

● mat	rat			
mate	rate	make	lake	name
kit	lit			
kite	lite	rice	like	bike
sh ee p	f ee d	b ea n	m ea t	
sheep	feed	bean	meat	

Fish and chips

Mat and Sam want to eat. Sam says, "I want a cake and a Coke." Mat says, "There is no cake. There is rice and fish. If you wait, Pat will make chips and beans." Sam says, "I like fish and chips!" "Me too!" says Mat. They eat fish and chips and take Coke.



100

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I/ We do: /m//a//t/ mat, /m//ei//t/ mate;

Repeat with: /k//i//t/ kit, /k//ai//t/ kite.

/sh//ii//p/ sheep, /b//ii//n/ bean

Pupil book: Have pupils say the letter sounds, and then read the words on page 100 to their partners.

You do: Ask pupils to say the sounds and write the words, lake, mat, rice, pit, meat.

👉 Get Ready to Read

Teach the meaning of the words, **chips** and **Coke**. Open your books to page 100. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

🔍 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) say 2) pain 3) seat 4) game 5) with

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) l_ke 2) w_it 3) sh_p 4) f_sh 5) p_y

📅 Homework Book Class 1 – *Week 20 Day 5*

Date: _____

Duration: _____

Roll: _____

Week 21 Day 1
Revision

Day 1

Practise reading the letter sounds.

■ b	l	d	f	w	o
u	i	e	ck	sh	ch

Read the sounds. Read the words.

● b a c k	s a c k	p a c k
back	sack	pack
<hr/>		
s i c k	l i c k	ch i c k
sick	lick	chick
<hr/>		
l u c k	d u c k	c l u c k
luck	duck	cluck

Tam and her bike

Tam has a new red bike. She wants to see Sam. He is sick. She takes her hen. She puts it on the back of her bike. Then she rides to see Sam. The hen clucks and Tam laughs. They have fun.



Sam laughs when he sees them. It is fun to see Tam with her hen on the bike.

101

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils say the sounds and write the letters.

I/We do: b

You do: a, l, d, f, w, o, u, i, e, ck, sh, ch.

Pupil book: Have pupils point to letters on page 101 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I/We do: back, pack

You do: Ask pupils to say the sounds and write the words, **lick, chick, sick.**

Pupil book: Have pupils say the letter sounds, and then read the words on page 101 to their partners.

📖 Get Ready to Read

Open your books to page 101. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils copy words and draw what the words mean:

Words: 1) bike 2) chick 3) sack 4) fish 5) kite

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and show pictures they drew to someone at home.

📅 Homework Book Class 1 – Week 21 Day 1

Date: _____

Duration: _____

Roll: _____

Week 21 Day 2
Revision

Day 2

Practise reading the letter sounds.

■ k t m l n h p d

Read the sounds. Read the words.

● lake	take	make
like	bike	Mike
kite	bite	site
late	date	Kate

The bike hits a rock

Kate likes her bike. Mike likes his kite. They go to the lake. Mike takes his kite. Kate takes her bike. Kate runs with Mike's kite. Mike rides on Kate's bike. They have fun. But then, Mike hits a rock with the bike. He falls. He has a lot of pain. Kate and Mike go home. They are sad.



102

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: k

You do: k, t, m, l, n, h, p, d.

Pupil book: Have pupils point to letters on page 102 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I/We do: lake, take, make; like, bike, Mike; kite, bite, site; late, date, Kate.

You do: Ask pupils to say the sounds and write the words, like, make, kite, site, wake.

Pupil book: Have pupils say the letter sounds, and then read the words on page 102 to their partners.

📖 Get Ready to Read

Open your books to page 102. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils write dictation words:

Words: 1) kite 2) make 3) site 4) bean 5) note

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to copy words two times and read the words to someone at home.

📅 Homework Book Class 1 – Week 21 Day 2

Teacher tip

Make sure that the pupils share and check prediction among themselves before calling a few to share with the class.

Week 21 Day 3

Revision

Day 3

Practise reading the letter sounds.

■ l m s p r f z

Read the sounds. Read the words.

● f e e d	s e e d	w e e d	n e e d
feed	seed	weed	need
b e a t	m e a t	s e a t	ch e a t
beat	meat	seat	cheat
s a y	w a y	p a y	d a y
say	way	pay	day
f o o d	h o o d	w o o d	m o o d
food	hood	wood	mood

Mat is in a bad mood

Tam and Mat meet at home. Mat is in a bad mood. He says, "I need food." Tam looks at him. He is in a very bad mood. She gives him a seat. She gets meat and rice. Mat eats the food. He feels better again. It is not nice to be in a bad mood!



103

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: l

You do: l, m, s, p, r, f, z

Pupil book: Have pupils point to letters on page 103 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I/We do: feed, seed, weed, need; beat, meat, seat, cheat; say, way, pay, day; food, hood, wood, mood.

You do: Ask pupils to say the sounds and write the words, need, beat, say, food.

Pupil book: Have pupils say the letter sounds, and then read the words on page 103 to their partners.

📖 Get Ready to Read

Teach the meaning of the word, **mood**. Open your books to page 103. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils copy words. Ask pupils to circle the word that does not sound the same.

Words: 1) feed, wool, seed

2) say, vet, day

3) mood, meat, food

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words to someone at home.

📅 Homework Book Class 1 – *Week 21 Day 3*

Date: _____

Duration: _____

Roll: _____

Week 21 Day 4
Revision

Day 4

Practise reading the letter sounds.

■ w	wh	
------------	-----------	--

Read the sounds. Read the words.

● w i n	w o n	w i s h
win	won	wish
<hr/>	<hr/>	<hr/>
w e e k	w e e d	w o o l
week	weed	wool
<hr/>	<hr/>	<hr/>
when	what	where
<hr/>	<hr/>	<hr/>
white	wide	

The sheep with red wool

Tam has a sheep. It has white wool. Tam says to Mat, "I wish my sheep had red wool." Mat asks, "Why?" Tam says, "I like red wool. I like red." Then Tam gets red paint and paints her sheep red. When Mat sees her sheep, he laughs, "Ha! The sheep has red wool now." But the sheep is sad. It likes to have white wool!



104

Tell your partner one thing you think will happen in the story.

Pupil Story

Class reads. Pupils read to partners.
Ask pupils if what they said will happen was correct.

Questions

Ask: **Who is in the story? What happens in the story?**

Writing Classwork

Blackboard: Pupils copy words. Ask pupils to write a good sentence.

Sentences: 1) sheep has the wool red. 2) sheep has the white wool.

Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home.

Homework Book Class 1 – Week 21 Day 4

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: w

You do: w, wh.

Pupil book: Have pupils point to letters on page 104 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I/We do: week, weed, wool, when, what, white, wide.

You do: Ask pupils to say the sounds and write the words, **week, when, white, wish.**

Pupil book: Have pupils say the letter sounds, and then read the words on page 104 to their partners.

Get Ready to Read

Open your books to page 104. Read the title of the story. Say: **What do you know about sheep wool?** Pupils look at the picture. Say: **What can you see in the picture?**

Date: _____ Duration: _____ Roll: _____

Week 21 Day 5

Revision

Day 5

Practise reading the letter sounds.

■ v	y	z
Read the sounds. Read the words.		
● v a s e	v o t e	v i s i t
vase	vote	visit
y e s	y e a r	y e l l
yes	year	yell
z i p	z o o	z o o m
zip	zoo	zoom

The zebra eats yam

Mat and Tam visit the zoo. They like the zoo. They sit in the shade. They eat yams. They see a zebra. Tam gets near the zebra. Then it eats Tam's yam. Tam yells, "The zebra has eaten my yam!" Mat laughs.



He says, "The zebra likes your yam! Can I give you my yam, Tam?" Then, Tam eats the yam.

105

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili. Exercise book: Say the sounds. Pupils write the letters.

I/We do: v

You do: v, y, z.

Pupil book: Have pupils point to letters on page 105 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I/We do: vase, vote, visit, yam, year, zip, zoom.

You do: Ask pupils to say the sounds and write the words, yes, zoo, yam.

Pupil book: Have pupils say the letter sounds, and then read the words on page 105 to their partners.

👉 Get Ready to Read

Open your books to page 105. Read the title of the story. Say:

What do you know about zebras? Pupils look at the picture.

Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing classwork

Dictation. Say each word. Pupils say the letter sounds as they write the words.

Words: 1) van 2) year 3) zebra 4) zoo 5) vase.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) v_t 2) w_n 3) y_m 4) z_p 5) v_n

📅 Homework Book Class 1 – *Week 21 Day 5*

Date: _____

Duration: _____

Roll: _____

Week 22 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ -ar

Read the sounds. Read the words.

● c ar f ar t ar b ar
car far tar bar

Day 2

Read the sounds. Read the words.

● c ar f ar t ar b ar
car far tar bar

The toy car on the tarmac

Sam and Mat want to play.

Sam says, "Let us go to the new tar and play."

Mat and Sam take their toy cars with them.

They go to the new tar.

They play with their cars. Their cars cannot go far on the tar.

They have fun.

They laugh a lot.



106

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /aa/ at the end of the word.

I/We/ You do: car, toy, far, play, bar.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: a and r say /aa/

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /k//aa/ car.

We/You do: car, far, tar, bar.

Pupil book: Have pupils say each sound in the word, and then read the words on page 106 to their partners.

Grammar

Word: play, my.

I do: Write the words on the board. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Vocabulary

Blackboard: Write the words on the blackboard. Say the words. Show the meaning of the words. Ask the meaning.

Words: tarmac, tar, far

Get Ready to Read

Open your books to page 106. Read the title of the story. Say, **What you know about tarmac?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who want to play?

We do: What do Sam and Mat play with?

You do: Where do you think they are?

Writing Classwork

Blackboard: Pupils write dictation words.

Words: 1) car 2) far 3) play 4) tar 5) bus

Writing Homework

Pupils Exercise Books: Ask pupils to copy the dictation words twice and read them to someone at home.

Homework Book Class 1 – Week 22 Day 1

Date: _____

Duration: _____

Roll: _____

Week 22 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ -ar

Read the sounds. Read the words.

● c ar f ar t ar b ar
car **far** **tar** **bar**

Day 2

Read the sounds. Read the words.

● c ar f ar t ar b ar
car **far** **tar** **bar**

The toy car on the tarmac

Sam and Mat want to play.

Sam says, "Let us go to the new tar and play."

Mat and Sam take their toy cars with them.

They go to the new tar.

They play with their cars. Their cars cannot go far on the tar.

They have fun.

They laugh a lot.



106

Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /c//aa/car. /b//aa/bar. /f//aa/far. /t//aa/tar.

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

Pupil book: Pupils read words on page 106 to partners.

I do: far

We/You do: far, car, bar, tar

📖 Pupil Story

Class reads. Pupils read to partners.

🔗 Grammar

Word: play, my.

I do: Write the words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

🗣️ Vocabulary

Blackboard: Write the words on the board. Say the words. Show the meaning of the words. Ask the meaning.

New Words: cars, buses, lorries, donkey, drive.

📖 Get Ready to Read

Open your books to page 107. Read the title of the story. Pupils talk about tar. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who lives near the road?

We do: What is happening on the road?

You do: Why do you think the men put new tar on the road?

✍️ Writing Classwork

Blackboard: Pupils copy words and fill in the blanks using each of the letters given: c, t, f, b, z:

Words: 1) _ar 2) _ar 3) _ar 4) _ar 5) _ip

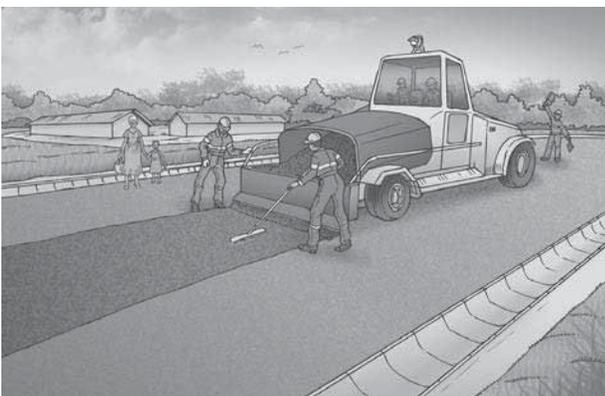
📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

📖 Homework Book Class 1 – Week 22 Day 2

Week 22 Day 2

Travel



New tar on the road

Patricia lives near the road. There are men making the road today. She likes looking at them doing their work. One man stops the cars, buses, and lorries. Then he helps them drive slowly past the men. Today, the men put something black on the road. Patricia asks, "Mother, what is that? It is very black." Mother says, "That is tar, Pat. It will make the stones stick on the road." Patricia asks, "Can a car drive on the road now?" "No, Pat, the car will stick on the tar. The tar needs to dry first," Mother says.

Then, they see a donkey walk on the tar. It gets stuck in the tar. The men have to free the donkey.

Poor donkey.

107

Date: _____

Duration: _____

Roll: _____

Week 22 Days 3 and 4

Travel

Day 3

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● m ore t ore w ore sh ore
more tore wore shore

Day 4

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● m ore t ore w ore sh ore
more tore wore shore

At the lake shore

Mat and Tom went to play at the lake shore. Mat wore his new socks. Tom wore his red cap. Mike and Sam were there, too. Mike had his new bike. Mat asked, "Mike, can I ride your new bike?" Mike said, "Yes." Mat rode on the new bike. The bike tore his new socks. Mat was sad.



108

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /or/ at the end of the word.

I/We/ You do: more, tore, bat, shore, make.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

Say the letters o, r, and e say /o/

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

Pupil book: Have pupils say the letter sounds, and then read the words on page 108 to their partners.

I do: /m//or/ more

We/You do: more, tore, wore, shore

Grammar

Review words: play, my.

New words: were, went.

I do: Write words in the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Vocabulary

Blackboard: Write words in the blackboard. Say the words. Show the meaning of the words. Ask the meaning.

Words: tore, wore

Get Ready to Read

Open your books to page 108. Read the title of the story. Say: **What do you know about the lake shore?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who went to play at the lake shore?

We do: What did Mike have?

You do: What do you think Mat's mother said to him?

Writing classwork

Classwork: Pupils copy words for the Friday dictation.

Words: 1) more 2) shore 3) went 4) tore 5) socks

Writing Homework

Pupils Exercise Books: Ask pupils to copy the dictation words two times and read the words to someone at home.

Homework Book Class 1 – Week 22 Day 3

Date: _____

Duration: _____

Roll: _____

Week 22 Days 3 and 4

Travel

Day 3

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● m ore	t ore	w ore	sh ore
more	tore	wore	shore

Day 4

Practise reading the letter sounds.

■ -ore

Read the sounds. Read the words.

● m ore	t ore	w ore	sh ore
more	tore	wore	shore

At the lake shore

Mat and Tom went to play at the lake shore. Mat wore his new socks. Tom wore his red cap. Mike and Sam were there, too. Mike had his new bike. Mat asked, "Mike, can I ride your new bike?" Mike said, "Yes." Mat rode on the new bike. The bike tore his new socks. Mat was sad.



108

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /m//or/ more

We/You do: more, tore, wore, shore.

■ Naming Letters and Sounds

Name the letters. Name the sound. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: the letters o, r and e say /o/.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

Pupil book: Pupils silently say each sound in the words and read words on page 108 to partners.

I/We do/You do: more, tore, wore, shore.

📖 Pupil Story

Class reads. Pupils read to partners.

🔗 Grammar

Review words: were, went, play, my.

I do: Write words on the board. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

🗣️ Vocabulary

Blackboard: Write the words on the blackboard. Say the word. Show the meaning of the word. Ask the meaning.

Words: boat, ship, captain, motorbike.

👉 Get Ready to Read

Open your books to page 109. Read the title of the story. Say:

What do you know about boats? Pupils look at the picture.

Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who are walking to the lake shore?

We do: Why do you think people use a boat taxi?

You do: Where would you travel to on a ship?

✍️ Writing classwork

Blackboard: Pupils copy words and write a good sentence.

Words: 1) Pat socks wore. 2)wore Sam a cap.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the sentences they wrote to someone at home

📅 Homework Book Class 1 – Week 22 Day 4

Week 22 Day 4

Travel



The boat taxi

The sun is shining today. Sam and Mathew walk to the lake shore. It is a very busy day, at the shore. They see a boat taxi arrive at the lake shore.

The boat has people and goods from the islands in the lake. There is a captain driving the boat. Many people get off the boat. But there is also a donkey and motorbike in the boat. Some men carry the donkey up and put it on the shore. Then they carry the motorbike too.

Sam says, "One day I will be a captain of a very big boat." Mathew says, "A big boat is called a ship. It can travel to many places on water. You will be the captain of a very big ship. I will travel with you to many nice places."

109

Date: _____

Duration: _____

Roll: _____

Week 22 Day 5

Travel

Day 5

Practise reading the letter sounds.

■ -ar -ore

Read the sounds. Read the words.

● c ar	f ar	t ar	b ar
car	far	tar	bar
sh ore	m ore	w ore	t ore
shore	more	wore	tore

The ferry

One day, Sam and Tam went to the lake shore. Far out on the lake, they saw a ship. The big ship came to the shore. Tam said, "That is a big ship. It will take the cars far away." Sam said, "That ship is a ferry. I want to go on the ferry one day." "Me too," said Tam. Then it was time to go home.



110

Pupil Story

Pupil Read. Pupils read to partners.

Questions

Ask: Who is in the story? What happens in the story?

Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write the words.

Words: bore, tore, pore, tar, car.

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Words: 1) sh_re 2) w_nt 3) m_re 4) f_r 5) c_r

Homework Book Class 1 – Week 22 Day 5

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: car /c//aa/

You do: car, tar, more, tore, far, shore.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: car, far, bar; shore, more, wore, tore.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 110 to their partners.

p Grammar

Words: were, went, play, my.

Blackboard: Write the words on the board.

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, You do: Say each word. Exercise book: Pupils write the word.

Teacher tip

When pupils can't answer comprehension questions correctly, give them hints. Do not just give them the correct answer right away.

Date: _____

Duration: _____

Roll: _____

Week 23 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ ll ar

Read the sounds. Read the words.

● b e ll t e ll sh e ll w e ll
bell tell shell well

Day 2

Practise reading the letter sounds.

■ ar ll

Read the sounds. Read the words.

● b e ll t e ll sh e ll w e ll
bell tell shell well

Pat and the shell

Pat and her friends are at school.

When the bell rings, they run to play with the ball.

Pat runs to the ball.

Then, she sees a shell.

It is a nice white shell.

But then, Ben takes the shell.

The teacher tells Ben, "Give it back to Pat."

Ben gives Pat the shell.

Pat laughs. She likes the shell.



111

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /l/ at the end of the word.

I/We/ You do: bell, went, shell, fell, big

(Review) You do: /oo/ more, tore, it, shore

/aa/ tar, far, wool

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: l and I say /l/; a and r say /aa/;

c and h say /ch/

Pupil book: Have pupils practice reading letter sounds on page 111 to their partners.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /b//e/ /l/ bell.

We/You do: bell, tell, shell, well.

Pupil book: Have pupils say each sound in the word, and then read the words on page 111 to their partners.

Grammar

Word: school, teacher.

I do: Write the words on the board. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: shell, tells, nice.

Get Ready to Read

Open your books to page 111. Read the title of the story. Say, What do you know about shells? Pupils look at the picture.

Say: What can you see in the picture?

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads with the teacher. Pupils read. Ask pupils if what they said will happen was correct.

Questions

I do: Who is at school?

We do: What do Pat and her friends play with?

You do: Does the story happen at the weekend or during the week?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) bell 2) shell 3) teacher 4) well 5) were.

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 23 Day 1

Date: _____

Duration: _____

Roll: _____

Week 23 Days 1 and 2

School

Day 1

Practise reading the letter sounds.

■ ll ar

Read the sounds. Read the words.

● b e ll t e ll sh e ll w e ll
bell tell shell well

Day 2

Practise reading the letter sounds.

■ ar ll

Read the sounds. Read the words.

● b e ll t e ll sh e ll w e ll
bell tell shell well

Pat and the shell

Pat and her friends are at school.

When the bell rings, they run to play with the ball.

Pat runs to the ball.

Then, she sees a shell.

It is a nice white shell.

But then, Ben takes the shell.

The teacher tells Ben, "Give it back to Pat."

Ben gives Pat the shell.

Pat laughs. She likes the shell.



111

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /b//e//l/ bell, tell, shell, well.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: l and l say /l/; a and r say /aa/;
s and h say /sh/

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

Pupil book: Pupils read words on page 111 to partners.

I do: well

We/You do: well, tell, bell, shell

📖 Pupil Story

Class reads. Pupils read to partners.

🔗 Grammar

Word: school, teacher.

I do: Write the words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

🗣️ Vocabulary

Blackboard: Write the words on the board. Say the words. Show the meaning of the words. Ask the meaning.

Words: school uniform, head teacher.

📖 Get Ready to Read

Open your books to page 112. Read the title of the story. Pupils talk about school uniforms. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: What does Rose wear to school?

We do: What do you wear to school?

You do: What would you do if you cannot find your school uniform?

✍️ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) ellw 2) file 3) llet 4) rca 5) reom

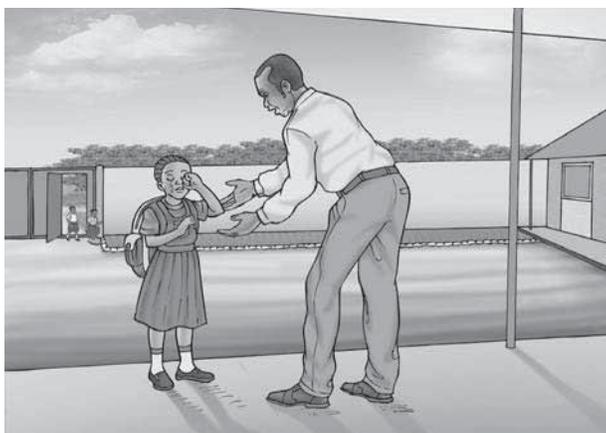
🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

📅 Homework Book Class 1 – Week 23 Day 2

Week 23 Day 2

School



Rose's school uniform

Rose goes to school. She likes the school uniform. She wears a black blouse, a blue skirt, and blue and white socks. Rose likes her teacher and her friends at school.

But one morning, Rose cannot find her black blouse. She looks and looks but she cannot find it. Mother tells her to put on a T-shirt and wear it to school.

The head teacher sees Rose sweeping the floor. He asks her, "Rose, where is your black blouse?" Rose cries.

When she goes home, Rose is sad. Her mother tells her, "Look! Here is your black blouse. It was in the blanket." Rose is very happy.

112

Date: _____

Duration: _____

Roll: _____

Week 23 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ ss ll

Read the sounds. Read the words.

● m e ss t o ss l e ss m i ss
mess toss less miss

Day 4

Practise reading the letter sounds.

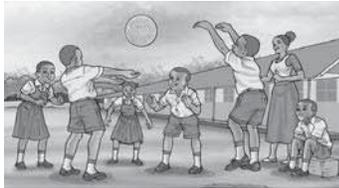
■ ss ll

Read the sounds. Read the words.

● m e ss t o ss l e ss m i ss
mess toss less miss

Toss the ball

Sam and Mat are in school. They are outside. The teacher tells them to play a game. They have to toss a ball to each other. When they miss the ball, they are out of the game. Sam is good



at the game. He gets the ball each time. Mat is not good at the game. He misses the ball each time. Soon he is out of the game. But he and Sam laugh. It was a fun game.

113

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /s/ at the end of the word.

I/We/ You do: mess, more, toss, far, less.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and s say /s/; l and l say /l/;

Pupil book: Have pupils name the letters and sounds on page 113 to their partners.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

Pupil book: Have pupils say the letter sounds, and then read the words on page 113 to their partners.

I do: /m//e//s/ mess.

We/You do: mess, toss, less, miss.

Grammar

Word: each other, outside.

I do: Write words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Vocabulary

Blackboard: Write the words on the blackboard. Say the words. Show the meaning of the words. Ask the meaning.

Words: toss, miss, soon

Get Ready to Read

Open your books to page 113. Read the title of the story. Say: **What do you know about the tossing a ball?** Pupils look at the picture. Say: What can you see in the picture?

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who are at school?

We do: What do they do with the ball?

You do: Why do you think it is a fun game?

Writing Classwork

Classwork: Fill in the blanks using the letters: o, e, a

Words: 1) m_ss 2)t_ss 3) b_ss 4)l_ss 5) t_r

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Homework Book Class 1 – Week 23 Day 3

Date: _____

Duration: _____

Roll: _____

Week 23 Days 3 and 4

School

Day 3

Practise reading the letter sounds.

■ ss ll

Read the sounds. Read the words.

● m e ss t o ss l e ss m i ss
mess toss less miss

Day 4

Practise reading the letter sounds.

■ ss ll

Read the sounds. Read the words.

● m e ss t o ss l e ss m i ss
mess toss less miss

Toss the ball

Sam and Mat are in school. They are outside. The teacher tells them to play a game. They have to toss a ball to each other. When they miss the ball, they are out of the game. Sam is good at the game. He gets the ball each time. Mat is not good at the game. He misses the ball each time. Soon he is out of the game. But he and Sam laugh. It was a fun game.



113

Week 23 Day 4

School



Nyakio and the snake

Today the head teacher came to our class. He had a story book from the library. He read it to the class.

“A long time ago, there lived a girl called Nyakio. She had a small doll with a red dress. Nyakio liked to play with her doll in the grass. One day, she saw a glass jar in the grass. As she picked up the glass jar, she heard a snake hiss. Nyakio cried, ‘Help!’ A man was passing by. The man took a stick and hit the snake. The snake died. ‘Do not play in the grass,’ the man told Nyakio.”

The head teacher closed the book. We all clapped.

114

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /m//i//s miss

We/You do: miss, mess, toss, less, more, far, car.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and s say /s/; l and l say /l/

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

Pupil book: Pupils silently say each sound in the words and read words on page 113 to partners.

I/We do/You do: miss, less, toss, mess.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

Word: each other, outside.

I do: Write words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

🗣️ Vocabulary

Blackboard: Say the word. Show the meaning of the word. Ask the meaning.

New Words: head teacher, library, glass jar

📖 Get Ready to Read

Open your books to page 114. Read the title of the story. Say: **What do you know about stories?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who came to class?

We do: What do you think Nyakio wanted to do with the glass jar?

You do: Why is it not good to play in the grass?

✍️ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words could include: boss, mess, less, toss, miss, hiss, bet, met, hot, hit, home, bit, let, lit.

b	o	l
ss	e	m
h	t	i

📖 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

📖 Homework Book Class 1 – Week 23 Day 4

Date: _____

Duration: _____

Roll: _____

Week 23 Day 5

School

Day 5

Practise reading the letter sounds.

■ ll ss

Read the sounds. Read the words.

● b e ll	t e ll	sh e ll	w e ll
bell	tell	shell	well
t o ss	l o ss	m o ss	b o ss
toss	loss	moss	boss

Mat is not the boss

Pat and Tam are at school. Tam has a big white ball. They toss the ball to each other. They are good at the game. Then Mat comes. He says, "I am the boss. I will take the ball." But then the teacher says, "No, Mat. You are not the boss. You can play with each other with the ball." Then, Mat, Tam and Pat toss the ball at one another. They are all good at the game.



115

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: bell /b//e//l/

You do: bell, tell, shell, well, toss, loss, moss, boss.

■ Naming Letters and Sounds

Name the letters. Name the sounds. ss and ll. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and s say /s/; l and l say /l/

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: bell, tell, shell, well; toss, loss, moss, boss.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 115 to their partners.

p Grammar

Blackboard: Write the words on the blackboard.

I do/We do: Make sentence with the word.

You do: Pupils share sentences with partners using the word each other.

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) tell 2) fell 3) school 4) miss 5) boss.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks in the sentences. Then read the sentences to someone at home.

1. It is a nice _____. (is, shell).
2. Pat can _____ the ball. (toss, and)
3. I can ring the _____. (up, bell)

📅 Homework Book Class 1 – Week 23 Day 5

Date: _____

Duration: _____

Roll: _____

Week 24 Days 1 and 2 Days of the week

Day 1

Practise reading the sound.

■ ng ss ll sh

Read the sounds. Read the words.

● s i n g r i n g s o n g l o n g w i n g
sing ring song long wing

Day 2

Practise reading the sound.

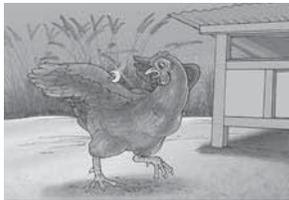
■ Sh ng ll ss

Read the sounds. Read the words.

● s i n g r i n g s o n g l o n g w i n g
sing ring song long wing
m o s s b o s s l e s s m e s s t o s s
moss boss less mess toss

The funny hen song

Pat and Tam like to sing. They sing at home. They sing on the way to school. They sing at school. They sing on the way home. They sing all the time. They like to make new songs. Today they sing a long song. It is about a hen who had a ring on its wing. But the ring made it fall all the time. Pat and Tam are funny when they sing.



116

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /ng/ at the end of the word.

I/We/ You do: ring, car, song, sing, king, ball.

Naming Letters and Sounds

Name the letters. Name the sounds. ng, ss, ll and sh. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: n and g say /ng/; s and s say /s/; l and l say /l/; s and h say /sh/

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s//i/ /ng/ sing.

We/You do: sing, ring, song, long, wing.

Pupil book: Have pupils say each sound in the word, and then read the words on page 116 to their partners.

Grammar

Words: about, funny.

I do: Write words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Vocabulary

Blackboard: Write the words on the blackboard. Say the words. Show the meaning of the words. Ask the meaning. Words: sing, song, long.

Get Ready to Read

Open your books to page 116. Read the title of the story. Say, **What you know about songs?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who likes to sing?

We do: What is the long song about?

You do: What do you think Pat and Tam do when they sing?

Writing Classwork

Blackboard: Pupils write dictation words.

Words: 1) sing 2) wing 3) funny 4) shell 5) long

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Homework Book Class 1 – Week 24 Day 1

Date: _____

Duration: _____

Roll: _____

Week 24 Days 1 and 2 Days of the week

Day 1

Practise reading the sound.

■ **ng** **ss** **ll** **sh**

Read the sounds. Read the words.

● **s i n g** **r i n g** **s o n g** **l o n g** **w i n g**
sing **ring** **song** **long** **wing**

Day 2

Practise reading the sound.

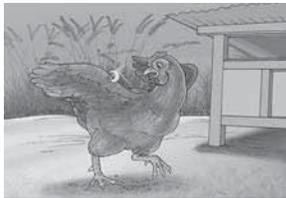
■ **Sh** **ng** **ll** **ss**

Read the sounds. Read the words.

● **s i n g** **r i n g** **s o n g** **l o n g** **w i n g**
sing **ring** **song** **long** **wing**
m o s s **b o s s** **l e s s** **m e s s** **t o s s**
moss **boss** **less** **mess** **toss**

The funny hen song

Pat and Tam like to sing. They sing at home. They sing on the way to school. They sing at school. They sing on the way home. They sing all the time. They like to make new songs. Today they sing a long song. It is about a hen who had a ring on its wing. But the ring made it fall all the time. Pat and Tam are funny when they sing.



👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: /s//i//ng/ sing, ring, song, long, wing.

■ Naming Letters and Sounds

Name the letters. Name the sounds. **ng, ss, ll and sh.** Tell if the sound is the same or different in Kiswahili.

I/We/ You do: n and g say /ng/; s and s say /s/; l and l say /l/; s and h say /sh/

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

Pupil book: Pupils read words on page 116 to partners.

I do: /r//i//ng/ ring

We/You do: ring, sing, song, long, wing; moss, boss, less, mess, toss.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

Words: **about, funny.**

I do: Write the words on the blackboard. Make a sentence with each word.

We do: Make sentences with the children using the words given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

🗨️ Vocabulary

Write the words on the blackboard. Say the words. Show the meaning of the words. Ask the meaning.

Words: **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**

📖 Get Ready to Read

Open your books to page 117. Read the title of the story. Pupils name the days of the week. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: What did the teacher tell the class?

We do: What do you do with your friends on Saturday?

You do: Why do you think the children liked the song?

✍️ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

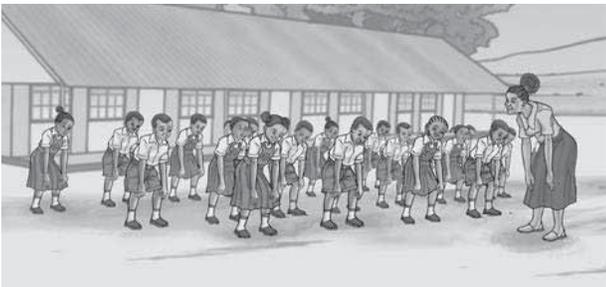
Words: 1) ongs 2) oInng3) irng 4) wngi 5) llet

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home

📅 Homework Book Class 1 – Week 24 Day 2

Week 24 Day 2 Days of the week



Days of the week

“Gong! Gong!” the bell rang. The teacher came to class and said, “Now we shall go outside and sing a song about the days of the week.” As the children went out, they said the days of the week, “Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday!”

Then the teacher taught them a new song:

Enjoy your family on Sunday.

Clap your hands on Monday.

Stamp your feet on Tuesday.

Wipe your nose on Wednesday.

Nod your head on Thursday.

Read your book on Friday.

Play with your friends on Saturday.

The children liked the song. They sang until the bell rang, “Gong! Gong!” They all ran to class singing.

Week 24 Days 3 and 4 Days of the week

Day 3

Practise reading the sound.

■ **oy** **ng**

Read the sounds. Read the words.

● **b oy** **t oy** **j oy**
boy **toy** **joy**

Practise reading the common words.

▲ **do not** **together**

Day 4

Practise reading the sound.

■ **oy** **ng**

Read the sounds. Read the words.

● **b oy** **t oy** **s ing** **r ing** **j oy**
boy **toy** **sing** **ring** **joy**

Practise reading the common words.

▲ **do not** **together**

Joy and Sam play together

Joy has a new toy. It is a doll with long legs. The doll looks funny. Sam wants to play with the doll. Joy says, "You cannot play with my doll. You are a boy. Boys do not play with dolls."



Sam says, "But your doll is funny. It has long legs!" "Okay," says Joy. "It is a funny doll. Can I play with your toy car?" Then Joy and Sam play together. They laugh together. They have fun.

118

👍 Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /oi/ at the end of the word.

I/We/ You do: boy, mat, toy, ball, joy, less.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: o and y say /oi/; n and g say /ng/;

● Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /b//oi/ boy.

We/You do: boy, toy, joy.

Pupil book: Have pupils say the letter sounds, and then read the words on page 118 to their partners.

Ⓟ Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils share what their partner said.
 New words: do not, together.

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: toy

📖 Get Ready to Read

Open your books to page 118. Read the title of the story. Say: **What do you know about playing together?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: What does Joy have?

We do: Why does Joy think that Sam can't play with the doll?

You do: Do you think both boys and girls can play with dolls?

✍ Writing Classwork

Classwork: Pupils copy words and fill in the blanks.

Words: 1) b_y 2) t_y 3) J_y 4) l_ng 5) s_ng

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

📅 Homework Book Class 1 – Week 24 Day 3

Week 24 Days 3 and 4 Days of the week

Day 3

Practise reading the sound.

■ oy ng

Read the sounds. Read the words.

● boy toy joy

Practise reading the common words.

▲ do not together

Day 4

Practise reading the sound.

■ oy ng

Read the sounds. Read the words.

● boy toy sing ring joy

Practise reading the common words.

▲ do not together

Joy and Sam play together

Joy has a new toy. It is a doll with long legs. The doll looks funny. Sam wants to play with the doll. Joy says, "You cannot play with my doll. You are a boy. Boys do not play with dolls." Sam says, "But your doll is funny. It has long legs!" "Okay," says Joy. "It is a funny doll. Can I play with your toy car?" Then Joy and Sam play together. They laugh together. They have fun.



118

Week 24 Day 4 Days of the week



Joy has a holiday

Joy has a holiday. There is no school this week. Each day of the week Joy does something nice.

- On Monday, she goes to the market.
 - On Tuesday, she helps Mother in the field.
 - On Wednesday, she plays with Kate and Mat.
 - On Thursday, she goes and helps her grandmother.
 - On Friday, she goes to the library to read a book.
 - On Saturday, she helps Mother to clean clothes.
 - On Sunday, she goes to Sunday school and sings with her friend.
- What do you do when you have a holiday?

119

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: boy

We/You do: boy, toy, joy, sing, ring.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: o and y say /oi/; n and g say /ng/;

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: boy, toy, joy, sing, ring.

Pupil book: Pupils Silently say each sound in the words and read words on page 118 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

New words: do not, together.

🗨 Vocabulary

Blackboard: Say the word. Show the meaning of the word. Ask the meaning.

Words: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

📖 Get Ready to Read

Open your books to page 119. Read the title of the story.

Say: **What do you know about holidays?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Why is Joy not in school?

We do: What do you think Joy does at the market?

You do: What do you do when you have a holiday?

✍ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words may include: sing, song, toy, boy, ring, go, rob, etc.

t	b	j
o	s	y
ng	l	r

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

📖 Homework Book Class 1 – Week 24 Day 4

Week 24 Day 5

Days of the week

Day 5

Practise reading the letter sounds.

■ ng oy

Read the sounds. Read the words.

● s i n g	r i n g	w i n g
sing	ring	wing
j o y	b o y	t o y
joy	boy	toy

Practise reading the common words.

▲ do not	together
about	funny

The funny song

Kate and Ben are friends. They like to sing together. They sing a lot together. They made a new song about a boy. It is a funny song. The boy in the song has two wings. He puts them on his back. He wants to be a duck, but a real duck wants to be his friend.



Kate and Ben laugh. The song is so funny that they cannot sing any more.

120

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: ring /r//i//ng/

You do: ring, toy, long, sing, boy, wing, song.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: o and y say /oi/; n and g say /ng/;

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: sing, ring, wing; joy, boy, toy.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 120 to their partners.

⌘ Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, **do not, about, funny, together.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💠 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) sing 2) wing 3) funny 4) boy 5) toy

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks in the sentences. Then read the dictation words and sentences to someone at home.

1. Sam is a good _____. (go, boy).
2. Pat has a _____ car. (toy, sit)
3. Tamara can _____. (up, sing)

📅 Homework Book Class 1 – Week 24 Day 5

Week 25 Days 1 and 2

The weather

Day 1

Practise reading the letter sounds.

■ th sh ng

Read the sounds. Read the words.

● b a th th i ng th i ck p a th
bath thing thick path

Practise reading the common words.

▲ very fast

Day 2

Practise reading the letter sounds.

■ th sh ng

Read the sounds. Read the words.

● b a th th i ng th i ck p a th
bath thing thick path

Practise reading the common words.

▲ very fast do not together

Sam needs a bath

Sam and Mat need to go to school. There is a ball game at school. They are late.

They run very fast together. They run down the path to school. Then Sam falls. He falls in a big mud pool. Now he has to go home. He needs to have a bath. Sam will miss the game but Mat plays and wins. He is good at ball games.



121

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /th/ at the beginning of the word.

I/We/ You do: thing, bath, thin, thick, path, with.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: t and h say /th/; s and h say /sh/;
n and g say /ng/;

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /b//a/ /th/ bath.

We/You do: bath, thing, path, thin, thick.

Pupil book: Have pupils say each sound in the word, and then read the words on page 121 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: fast, very.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: bath, late, path.

Get Ready to Read

Open your books to page 121. Read the title of the story. Say, **What do you know about a bath?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who needs to go to school?

We do: What is Mat good at?

You do: Why do you think Sam needs a bath?

Writing Classwork

Blackboard: Pupils write copy words.

Words: 1) thing 2) path 3) fast 4) with 5) song

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 25 Days 1 and 2

The weather

Day 1

Practise reading the letter sounds.

■ **th** **sh** **ng**

Read the sounds. Read the words.

● **b a th** **th i ng** **th i ck** **p a th**
bath **thing** **thick** **path**

Practise reading the common words.

▲ **very** **fast**

Day 2

Practise reading the letter sounds.

■ **th** **sh** **ng**

Read the sounds. Read the words.

● **b a th** **th i ng** **th i ck** **p a th**
bath **thing** **thick** **path**

Practise reading the common words.

▲ **very** **fast** **do not** **together**

Sam needs a bath

Sam and Mat need to go to school. There is a ball game at school. They are late.

They run very fast together. They run down the path to school. Then Sam falls. He falls in a big mud pool. Now he has to go home. He needs to have a bath. Sam will miss the game but Mat plays and wins. He is good at ball games.



121

Week 25 Day 2

The weather



What do I see?

Kenneth and Beth are playing a game. The game is about the weather. Kenneth says, "It is sunny. What do I see?" Beth answers, "You see the sun." Then Beth says, "It is raining. What do I see?" Kenneth answers, "You see clouds." Beth asks, "What do I also see?" Kenneth answers, "You see rain." Then Kenneth asks, "It is windy. What do I see?" "You see the wind," says Beth. "You cannot see the wind, Beth," says Kenneth. "But I feel cold when it is windy!" Beth answers. "You are right, Beth. You feel cold and you see trees sway in the wind. You can see what the wind does, but you cannot see the wind," Kenneth says. Beth thinks that is very interesting. It was a good game.

122

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: bath, thing, path, thin, thick.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: t and h say /th/; s and h say /sh/;
n and g say /ng/;

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

Pupil book: Pupils read words on page 121 to partners.

I do: thin

We/You do: thin, path, thick, thing, bath.

📖 Pupil Story

Class reads. Pupils read to partners.

🗨 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: fast, very.

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: sunny, raining, clouds, wind.

📖 Get Ready to Read

Open your books to page 122. Read the title of the story. Pupils name things they see in the sky. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who are playing a game?

We do: What do you see when it is windy?

You do: What happens when it is raining?

✍ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) athb 2) ngthi 3) ptha 4) thni 5) astf

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

Week 25 Days 3 and 4

The weather

Day 3

Practise reading the letter sound.

■ -ow th

Read the sounds. Read the words.

● s ow r ow l ow b ow
sow row low bow

Practise reading the common words.

▲ know stop

Day 4

Practise reading the letter sound.

■ -ow th

Read the sounds. Read the words.

● s ow r ow l ow b ow
sow row low bow

Practise reading the common words.

▲ know stop very fast

Ben sows seeds

Ben is outside. It is cold. He knows it will rain soon. He runs home. He says to his mother, "It will rain soon." Mother says, "After the rain, it is good to sow seeds." Ben and Mother wait till the rain stops. Then they put on their warm coats and hats and go outside. They make rows and sow seeds. They feel good.



123

Thumbs Up

Oral: Say the sound. Say the word. Pupils show thumbs up if they hear the sound /ou/ at the end of the word.

I/We/ You do: sow, bell, bow, row, sing, low.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: o and w say /ou/; t and h say /th/;

Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /s//ou/ sow.

We/You do: sow, row, low, bow.

Pupil book: Have pupils say the letter sounds, and then read the words on page 123 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words

given.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: know, stop.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: sow, row, seeds.

Get Ready to Read

Open your books to page 123. Read the title of the story. Say: **What do you know about sowing seeds?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: What is the name of the boy in the story?

We do: How do Ben and Mother sow seeds?

You do: Why do Ben and Mother put on their warm coats and hats?

Writing Classwork

Classwork: Pupils copy words and fill in the blanks

Words: 1) b_w 2)kn_w 3) s_w 4)t_w 5) r_w

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 25 Days 3 and 4

The weather

Day 3

Practise reading the letter sound.

■ -ow th

Read the sounds. Read the words.

● s ow r ow l ow b ow
 sow row low bow

Practise reading the common words.

▲ know stop

Day 4

Practise reading the letter sound.

■ -ow th

Read the sounds. Read the words.

● s ow r ow l ow b ow
 sow row low bow

Practise reading the common words.

▲ know stop very fast

Ben sows seeds

Ben is outside. It is cold. He knows it will rain soon. He runs home. He says to his mother, "It will rain soon."

Mother says, "After the rain, it is good to sow seeds." Ben and Mother wait till the rain stops. Then they put on their warm coats and hats and go outside. They make rows and sow seeds. They feel good.



123

Week 25 Day 4

The weather



Getting home before the rain!

It is a sunny day. Kate and Ben are outside. They want to play. Kate waits for Ben to bring his ball. They throw the ball to each other. They have fun in the sun.

Suddenly sky has dark clouds. It starts to rain. One drop falls then many big drops are falling on their heads. Kate and Ben run to Kate's house together. Their clothes are wet. Mother tells them to take off the wet clothes and put on dry ones. She makes them hot tea. Kate and Ben sit by the fire and take tea. Mother says, "You should look at the sky and come home before it starts to rain."

124

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: sow

We/You do: sow, row, low, bow, thin, path.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: o and w say /ou/; t and h say /th/;

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: sow, row, low, bow.

Pupil book: Pupils silently say each sound in the words and read words on page 123 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📐 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: know, stop, very, fast

🗨️ Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: wait, sky, rain, drop, dry, clothes

📖 Get Ready to Read

Open your books to page 124. Read the title of the story.

Say: **Have you ever gone home when it is raining? How was it?** Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who is outside?

We do: What happens to Kate and Ben?

You do: How do you know when it will start to rain?

✍️ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words: bow, sow, row, path, bath, etc.

w	b	r
a	s	i
th	p	o

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Week 25 Day 5

The weather

Day 5

Practise reading the letter sounds.

■ **th** **-ow**

Read the sounds. Read the words.

● b a th	th i ng	p a th	w i th
bath	thing	path	with
l ow	s ow	r ow	b ow
low	sow	row	bow

Practise reading the common words.

▲ **know** **stop** **very** **fast**

Rain is good for seeds

Kate is outside with her mother. They have made rows together. They put seeds in the soil. Mother looks up and sees that it will rain. She says, "Kate, I know it will rain. Let us stop and go home." Mother and Kate run home very fast. When they get home, it rains a lot. Mother says, "This is good. Rain is good for the seeds."



125

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: **with**

You do: **path, thing, bath, low, bow, sow, row.**

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: **t** and **h** say /th/; **o** and **w** say /ou/.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/We/You do: **low, bow, row, sow; path, bath.**

Pupil book: Have pupils say the sounds in each word, and then read the words on page 125 to their partners.

p Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the word:

know, stop, very, fast.

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

❖ Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) **thing** 2) **with** 3) **fast** 4) **sow** 5) **row.**

🏠 Writing Homework:

Pupils Exercise Books: Ask pupils to fill in the blanks in the sentences. Then read the dictation words and sentences to someone at home.

1. Ben needs a _____. (**is, bath**).
2. Pat can _____ seeds. (**sow, let**)
3. I can ring the _____. (**book, bell**)

Teacher tip

The teacher should practice pronouncing words correctly so that they can lead the pupils in doing so.

Date: _____

Duration: _____

Roll: _____

Week 26 Days 1 and 2

Our body

Day 1

Practise reading the letter sounds.

■ cl sl

Read the sounds. Read the words.

● s l a p c l e a n c l a y s l i p
slap clean clay slip

Practise reading the common words.

▲ dirty wash know stop

Day 2

Practise reading the letter sounds.

■ cl sl ow

Read the sounds. Read the words.

● s l a p c l e a n c l a y s l i p
slap clean clay slip

b o w r o w s o w
bow row sow

Practise reading the common words.

▲ dirty wash

Tam plays with clay

Tam is very dirty. Her face is dirty. Her ears are dirty. Her neck is dirty. Her nose is dirty. Her legs are dirty. Tam is very dirty! When Mother sees Tam, she says, "Tam, what did you do?" Tam looks down. She says, "I was outside. I saw mud and made clay. It was nice to play with the mud." Mother says, "You are very dirty, Tam. Go, wash and get clean!"



126

Thumbs Up

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds at the beginning of the word.

I/We/ You do: /s//l//slap, sow, slip, slow.

/k//l// clean, neck, clay, clap

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: s and I say /s/; c and I say /k/

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s//l//a//p/ slap.

We/You do: slap, slip, clay, clean.

Pupil book: Have pupils say each sound in the word, and then read the words on page 126 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: dirty, wash

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: clay, clean

Get Ready to Read

Open your books to page 126. Read the title of the story. Say, **What you know about playing with clay?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: Who is very dirty?

We do: What did mother say to Tam?

You do: How did Tam get dirty?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) slip 2) clean 3) dirty 4) clip 5) slow.

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 26 Days 1 and 2

Our body

Day 1

Practise reading the letter sounds.

■ cl sl

Read the sounds. Read the words.

● s l a p c l e a n c l a y s l i p
 slap clean clay slip

Practise reading the common words.

▲ dirty wash know stop

Day 2

Practise reading the letter sounds.

■ cl sl ow

Read the sounds. Read the words.

● s l a p c l e a n c l a y s l i p
 slap clean clay slip
 b o w r o w s o w
 bow row sow

Practise reading the common words.

▲ dirty wash

Tam plays with clay

Tam is very dirty. Her face is dirty. Her ears are dirty. Her neck is dirty. Her nose is dirty. Her legs are dirty. Tam is very dirty! When Mother sees Tam, she says, "Tam, what did you do?" Tam looks down. She says, "I was outside. I saw mud and made clay. It was nice to play with the mud." Mother says, "You are very dirty, Tam. Go, wash and get clean!"



126

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: slap, slim, clean, clay

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: s and I say /s/; c and I say /k/:

o and w say /ou/;

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

Pupil book: Pupils read words on page 126 to partners.

I do: clean /k//l//ii//n/

We/You do: clean, clay, slap, slip, row, sow, bow.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: dirty, wash.

🗨️ Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

New Words: strangers, teeth, eyes, ears

📖 Get Ready to Read

Open your books to page 127. Read the title of the story. Say, **what do you know about talking to strangers?** Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: **Who was the little girl going to visit?**

We do: **Why do you think the story was called, 'Do not talk to strangers'?**

You do: **What do you think the hyena wanted to do?**

✍️ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) slpa 2) yacl 3) cnea 4) pisl 5) thete

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

Week 26 Day 2

Our body

Do not talk to strangers



Once upon time, a little girl went to visit her sick grandmother. Her mother had told her not to talk to strangers on the road. The little girl met a big bad hyena. The big bad hyena asked, "Where are you going, my little girl?" She

answered, "To see my sick grandmother."

The big bad hyena ran to grandmother's house. It locked grandmother in the cupboard. Then the hyena put on grandmother's clothes and lay on grandmother's bed.

When the little girl got to grandmother's house, she went to grandmother's bed. She looked and said, "Grandmother, what big eyes you have!"

The hyena said, "The better to see you with, my dear." The little girl said, "Grandmother, what big ears you have!" The hyena said, "The better to hear you with, my dear." The little girl said, "Oh! Grandmother, what big teeth you have." The hyena jumped up and said, "The better to eat you with!" The little girl screamed. The villagers came and chased the hyena with sticks and stones. Grandmother was saved from the cupboard. Grandmother hugged the little girl. The big bad hyena ran away, never to be seen again.

127

Date: _____

Duration: _____

Roll: _____

Week 26 Days 3 and 4

Our body

Day 3

Practise reading the letter sounds.

■ fl bl pl gl

Read the sounds. Read the words.

● f l o w	f l a t	f l o c k	b l o w
flow	flat	flock	blow
b l a c k	b l e s s	g l o w	g l a d
black	bless	glow	glad
g l o s s	p l a y	p l a n	
gloss	play	plan	

Day 4

Practise reading the letter sounds.

■ fl bl pl gl

Read the sounds. Read the words.

● f l o w	f l a t	b l o w	b l a c k
flow	flat	blow	black
b l e s s	g l o w	g l a d	p l a y
bless	glow	glad	play
p l a n e			
plane			

Kate and the smoke

Today, Kate wants to make nice food. There is a fire in the hut, but the fire is slow. Mat blows and blows to make the fire glow. The smoke blows in Kate's face. That is not good. Her eyes hurt. Her mother washes her face. Then Kate and Mother cook food. Mother, Mat, and Kate eat it with their hands. It is very nice!



128

Thumbs Up

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds at the beginning of the word.

I/We/ You do: /b//l/ blow, bell, black, bless; /f//l/ flat, fat, flow; /g//l/ glad, nose, glow, gloss; /p//l/ play, make, plan, plus

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: g and I say /gl/; b and I say /bl/; f and I say /fl/; p and I say /pl/;

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /f//l//ow/ flow, /b//l//a//k/ black, /g//l//a//d/ glad; /pl//ei/ play

We/You do: flow, flat; blow, black; glad, glow; play, plan

Pupil book: Have pupils say the letter sounds and then read the words on page 128 to their partners.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: blow, washes, glow.

Get Ready to Read

Open your books to page 128. Read the title of the story. Say: **What do you know about smoke?** Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: What does Kate want to make?

We do: Why does Mat blow in the fire?

You do: What kind of food do you think mother, Kate and Mat are eating?

Writing Classwork

Classwork: Pupils copy words and fill in the blanks

Words: 1) bl_w 2) fl_w 3) gl_w 4) pl_y 5) bl_ck

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Week 26 Days 3 and 4

Our body

Day 3

Practise reading the letter sounds.

■ fl bl pl gl

Read the sounds. Read the words.

● f l o w	f l a t	f l o c k	b l o w
flow	flat	flock	blow
b l a c k	b l e s s	g l o w	g l a d
black	bless	glow	glad
g l o s s	p l a y	p l a n	
gloss	play	plan	

Day 4

Practise reading the letter sounds.

■ fl bl pl gl

Read the sounds. Read the words.

● f l o w	f l a t	b l o w	b l a c k
flow	flat	blow	black
b l e s s	g l o w	g l a d	p l a y
bless	glow	glad	play
p l a n e			
plane			

Kate and the smoke

Today, Kate wants to make nice food. There is a fire in the hut, but the fire is slow. Mat blows and blows to make the fire glow. The smoke blows in Kate's face. That is not good. Her eyes hurt. Her mother washes her face. Then Kate and Mother cook food. Mother, Mat, and Kate eat it with their hands. It is very nice!



128

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: play

We/You do: play, flow, glad, black.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: g and I say /gl/; b and I say /bl/;

f and I say /fl/; p and I say /pl/

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: play, blow, flat, black, glow, flow, glad.

Pupil book: Pupils Silently say each sound in the words and read words on page 128 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗨️ Vocabulary

Blackboard: Say each word. Show the meaning of each word. Ask the meaning.

New Words: doctor, knee, chest, finger.

📖 Get Ready to Read

Open your books to page 129. Read the title of the story. Say: **What do you know about doctors?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who visits the class today?

We do: Why is it good to wash hands before eating?

You do: What do you want to be when you grow up?

✍️ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words could include: **blow, flow, plan, plow, glow, etc.**

f	b	a
g	l	n
w	p	o

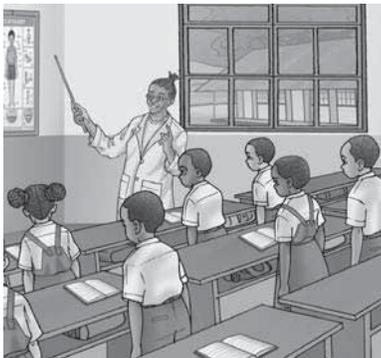
🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Week 26 Day 4

Our body

Doctor Patricia visits class



Today there is a doctor in our class. She has a clean white coat. She says, "Good morning children." We all say, "Good morning doctor." She says, "I am Doctor Patricia. I will talk to you about your body."

I will first teach you a song about body parts." We sing: "Head, shoulders, knees and toes, knees and toes." We point to our body parts as we sing. Doctor Patricia tells us, "It is good to wash our hands before eating. It is also good to keep our ears and eyes clean. We should brush our teeth after every meal."

Then she shows us a big picture of the body. She points to the body parts and we name them. We name the eye, mouth, chest, finger, knee and arm. Then we sing the song again. We have fun. I think I want to become a doctor.

129

Date: _____

Duration: _____

Roll: _____

Week 26 Day 5

Revision

Day 5

Practise reading the letter sounds.

■ **bl** **fl** **gl** **cl** **sl**

Read the sounds. Read the words.

● **b l o w** **f l o w** **s l o w** **g l o w**
blow **flow** **slow** **glow**
c l e a n **c l a p** **c l o c k** **b l a c k**
clean **clap** **clock** **black**

Practise reading the common words.

▲ **h u r t** **t h e i r** **d i r t y** **w a s h**

Sam is dirty

Kate and Sam are at home. Kate looks at Sam and laughs. She says, "Sam, you are dirty! What did you do?" Sam says, "I ran very slowly and then very fast. Then I fell!" Kate asks, "Did it hurt?" Sam says, "It did not hurt." Then Sam went to wash his face, his neck, and his legs. He washed until he was clean again.



130

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/We do: **glow** /g//l//ow/

You do: **glow, flat, bless, glad, plan.**

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: **g** and I say /g/; **b** and I say /b/;
f and I say /f/; **p** and I say /p/;

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word. Erase the beginning letter in the word. Say the word. Add a new letter. Say the new word.

I do/ We/You do: **blow, flow, slow, glow;**

Pupil book: Have pupils say the sounds in each word, and then read the words on page 130 to their partners.

Ⓟ Grammar

Blackboard:

I do /We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, **hurt, their, dirty, wash.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) **slow** 2) **clean** 3) **dirty** 4) **glad** 5) **black.**

🏠 Writing Homework:

Pupils Exercise Books: Ask pupils to fill in the blanks in the sentences. Then read the dictation words and sentences to someone at home.

1. Sam is _____. (**we, dirty**)
2. We wash our _____. (**face, has**)
3. The car is _____. (**on, slow**)

Week 27 Days 1 and 2

Clothes

Day 1

Practise reading the letter sounds.

■ **sp** **st**

Read the sounds. Read the words.

● **s p o t** **s p i t** **s t o n e** **s t i c k**
spot **spit** **stone** **stick**

Practise reading the common words.

▲ **does** **away** **hurt** **their**

Day 2

Practise reading the letter sounds.

■ **sp** **st**

Read the sounds. Read the words.

● **s p o t** **s p i t** **s t o n e** **s t i c k**
spot **spit** **stone** **stick**

Practise reading the common words.

▲ **does** **away**

Sam and the dirty shorts

Sam sits on a stone. There is a big black spot on his shorts. He spits on the spot, but the spot does not go away. The big black spot is stuck on his shorts. Mother looks at his shorts. She says, "You have to wash your shorts." But Sam says, "I do not like to wash my shorts." Mother laughs at Sam. "Go and wash your shorts, my son, then they will look like new again."



131

Thumbs Up

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds at the beginning of the word.

I/We/ You do: /s//t/star, boy, stick, stone.

/s//p/ spit, spot, shirt, spoon.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and t say /st/; s and p say /sp/.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /s//p//o//t/ spot.

We/You do: spot, spit, stone, stick.

Pupil book: Have pupils say each sound in the word, and then read the words on page 131 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners. Call on 2-3 pupils to share what their partner said.

Word: does, away.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

Words: stone, spot, spit.

Get Ready to Read

Open your books to page 131. Read the title of the story. **Say, What you know about dirty shorts?** Pupils look at the picture. **Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said would happen was correct.

Questions

I do: Where does Sam sit?

We do: What does Sam do to take away the big black spot?

You do: How will Sam wash his shorts to get the spot out?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) spot 2) stone 3) dirty 4) spit 5) stuck.

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 27 Days 1 and 2

Clothes

Day 1

Practise reading the letter sounds.

■ **sp** **st**

Read the sounds. Read the words.

● **s p o t** **s p i t** **s t o n e** **s t i c k**
spot **spit** **stone** **stick**

Practise reading the common words.

▲ **does** **away** **hurt** **their**

Day 2

Practise reading the letter sounds.

■ **sp** **st**

Read the sounds. Read the words.

● **s p o t** **s p i t** **s t o n e** **s t i c k**
spot **spit** **stone** **stick**

Practise reading the common words.

▲ **does** **away**

Sam and the dirty shorts

Sam sits on a stone. There is a big black spot on his shorts. He spits on the spot, but the spot does not go away. The big black spot is stuck on his shorts. Mother looks at his shorts. She says, "You have to wash your shorts." But Sam says, "I do not like to wash my shorts." Mother laughs at Sam. "Go and wash your shorts, my son, then they will look like new again."



131

Week 27 Day 2

Clothes

Wanjiku wants earrings



Aunty Ruth is getting married. Wanjiku is happy. She will go to the wedding. Mother said she will get a new dress and a new scarf. But Wanjiku wants earrings too. She wants to be smart on the wedding day.

Mother says she must have a hole in each ear. A woman pierces Wanjiku's ears. It hurts very much. But Wanjiku wants to be smart.

On the wedding day, Wanjiku is very happy. She has a new purple and white dress, a purple scarf and yellow earrings. She feels like a big girl. But if she has to say the truth, her ears hurt a bit.

132

🗣 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: **spot, spit, stone, stick.**

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and t say /st/; s and p say /sp/.

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

I do: **spot /s//p//o//t/**

We/You do: **spot, spit, stone, stick, clean, blow, clap.**

Pupil book: Pupils read words on page 131 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

🗨 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: **does, away.**

🗨 Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning. Make sentences.

New Words: **dress, earrings, hole, pierce.**

📖 Get Ready to Read

Open your books to page 132. Read the title of the story. **Say, what do you know about getting earrings?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: **Who is getting married?**

We do: **Why does Wanjiku want earrings?**

You do: **What do you wear when going to a wedding?**

✍ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) spto 2) ostne 3) cksti 4) itsp 5) oesd

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

Week 27 Days 3 and 4

Clothes

Day 3

Practise reading the letter sounds.

■ sk sc

Read the sounds. Read the words.

● s c ar s c ore s k i p s k i n
scar score skip skin

Practise reading the common words.

▲ much better does in turns

Day 4

Practise reading the letter sounds.

■ sk sc

Read the sounds. Read the words.

● s c ar s c ore s k i p s k i n
scar score skip skin

Tam and Jane skip rope

Tam has a new skirt. She likes her skirt very much. Jane sees Tam. Jane has a rope. Tam and Jane play with the rope. When Tam skips, her new skirt skips with her. They skip in turns.

Tam skips from one to ten. Then Jane skips to five. Tam scores five more than Jane. But the rope hits Jane on the face. Her skin is red. Now Jane will have a scar.



133

Thumbs Up

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds /sk/ at the beginning of the word.

I/We/ You do: scar, sit, stone, skip, skin, mat

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: s and k say /sk/; s and c say /sk/.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /sk//aa/ scar, /s//k//i//n/ skin

We/You do: scar, skip, skin, score

Pupil book: Have pupils say the letter sounds, and then read the words on page 133 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said

New words: **much, in turns.**

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

New Words: skip, rope, skirt, score.

Get Ready to Read

Open your books to page 133. Read the title of the story. Say: **What do you know about skipping rope?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said would happen was correct.

Questions

I do: Who has a new skirt?

We do: What game are Tam and Jane playing?

You do: What game do you like playing in turns?

Writing Classwork

Classwork: Pupils copy words and fill in the blanks

Words: 1) sc_r 2) sk_n 3) sc_re 4) sk_p 5) r_pe

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Week 27 Days 3 and 4

Clothes

Day 3

Practise reading the letter sounds.

■ sk sc

Read the sounds. Read the words.

● s c ar s c ore s k i p s k i n
scar score skip skin

Practise reading the common words.

▲ much better does in turns

Day 4

Practise reading the letter sounds.

■ sk sc

Read the sounds. Read the words.

● s c ar s c ore s k i p s k i n
scar score skip skin

Tam and Jane skip rope

Tam has a new skirt. She likes her skirt very much. Jane sees Tam. Jane has a rope. Tam and Jane play with the rope. When Tam skips, her new skirt spins with her. They skip in turns.



Tam skips from one to ten. Then Jane skips to five. Tam scores five more than Jane. But the rope hits Jane on the face. Her skin is red. Now Jane will have a scar.

133

Week 27 Day 4

School



Two friends

Chemtai and Nafula are good friends. They do everything together. Today, Chemtai and Nafula play a nice game. They have five stones each.

To win the game, one has to score ten points. Omondi and Kim watch the girls play. Chemtai scores three points. Nafula scores six points. Then the bell rings. The girls put the stones in their pockets and run to class.

As they run, the girls fall. The skin on their knees hurts. They cannot run to class. Now they skip and hop to class. The two friends do everything together. They even fall down together.

134

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: skip

We/You do: skip, skin, score, scar

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: s and k say /sk/; s and c say /sk/.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: skip, skin, scar, score.

Pupil book: Pupils silently say each sound in the words and read words on page 133 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said

Review words: much, in turns.

🗨 Vocabulary

Blackboard: Say each word. Show the meaning of each word. Ask the meaning. Make sentences.

New Words: everything, points.

📖 Get Ready to Read

Open your books to page 134. Read the title of the story. Say: **What do you know about friends?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Who are the good friends?

We do: What other things do you think the friends do together?

You do: What do you think made the two friends to fall down together?

✍ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words: spot, skip, skin, spit, scar, spin, etc.

sk	sp	o
r	i	a
sc	t	n

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Week 27 Day 5

Revision

Day 5

Practise reading the letter sounds.

■ sp st sc sk

Read the sounds. Read the words.

● s t o n e s t i n g s p o t s p i t
stone sting spot spit
 s c a r s c a r e d s k i n s k i p
scar scared skin skip

The big black dog

Pam sits on a stone and plays with a stick. The stick is big and black. Pam is scared. Mat sees her and says, "Why are you scared?" Pam says, "I am scared of that big black dog. It likes to bite." "But Pam, this is my dog! It will not bite you," says Mat. Now Pam is not scared.



135

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: stone /s//t//ou//n/

You do: stone sting, spot, spit, scar, skin, skip.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: s and t say /st/; s and p say /sp/
 s and k say /sk/; s and c say /sk/.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I do/ We/You do: stone, sting, spot, spit, scar, score, skin

Pupil book: Have pupils say the sounds in each word, and then read the words on page 135 to their partners.

p Grammar

I do /We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words, **much, better, does, away.**

You do: Say each word. Exercise book: Pupils write the word.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: Who is in the story? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: spot, stone, does, score, skin.

🏠 Writing Homework:

Pupils Exercise Books: Ask pupils to fill in the blanks in the sentences. Then read the dictation words and sentences to someone at home.

1. Her _____ is red. (skin, my)
2. This is a big _____. (look, stone)
3. Jane has a new _____. (on, skirt)

Teacher tip

Make sure you follow "I do", "We do", "You do" when teaching.

Date: _____

Duration: _____

Roll: _____

Week 28 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ tr gr

Read the sounds. Read the words.

● t r a i n g r a i n t r i p g r e e t

train grain trip greet

Practise reading the common words.

▲ would great does away

Day 2

Practise reading the letter sounds.

■ tr gr

Read the sounds. Read the words.

● t r a i n g r a i n t r i p g r e e t

train grain trip greet

Practise reading the common words.

▲ would great

The grain on the train

Sam and father are looking at the grain. Father says, "I will sell the grain soon. I will take the sacks of grain on the train." Sam asks, "Can I ride with the grain on the train, father? That would be fun." Father laughs. "Yes, a trip on the train would be great. But do I need to tell you, my son? No, one day we will make a trip on the train together."



136

Thumbs Up/Down

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds at the beginning of the word.

I/We/ You do: /t//r/train, time, trip, tree, dog, tip.

/g//r/ grain, good, grey, great.

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: t and r say /tr/; g and r say /gr/.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /t//r//ei//n/ train.

We/You do: train, grain, trip, greet.

Pupil book: Have pupils say each sound in the word, and then read the words on page 136 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Word: would, great.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning. Make sentences with pupils.

Word: grain

Get Ready to Read

Open your books to page 136. Read the title of the story.

Say, What you know about grain? Pupils look at the picture.

Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said will happen was correct.

Questions

I do: What are Father and Sam looking at?

We do: Why does Sam want to take a trip on the train?

You do: Where do you think Father and Sam will go with the train?

Writing Classwork

Blackboard: Pupils copy words.

Words: 1) greet 2) train 3) would 4) grain 5) trip.

Writing Homework

Pupils Exercise Books: Ask pupils to copy the words twice and read them to someone at home.

Week 28 Days 1 and 2

Travel

Day 1

Practise reading the letter sounds.

■ tr gr

Read the sounds. Read the words.

● t r a i n g r a i n t r i p g r e e t

train grain trip greet

Practise reading the common words.

▲ would great does away

Day 2

Practise reading the letter sounds.

■ tr gr

Read the sounds. Read the words.

● t r a i n g r a i n t r i p g r e e t

train grain trip greet

Practise reading the common words.

▲ would great

The grain on the train

Sam and father are looking at the grain. Father says, "I will sell the grain soon. I will take the sacks of grain on the train." Sam asks, "Can I ride with the grain on the train, father? That would be fun." Father laughs. "Yes, a trip on the train would be great. But do I need to tell you, my son? No, one day we will make a trip on the train together."



136

Week 28 Day 2

Travel

Atieno goes on a trip



In the morning, Atieno and mother will go on a trip. They will visit grandfather. Atieno asks, "Mother, how will we get to grandfather's farm." "Mother says, "We will first go on a bicycle taxi, then a small van, then a train. Then we will walk to grandfather's house." Atieno is happy. Atieno asks, "What will I see at grandfather's farm?" Mother says, "You will see many things

on grandfather's farm. There are cows, sheep, goats, pigs, and chicken. There are crops in the field and lots of grain in the store." Mother says, "Go to sleep, Atieno. It will be a long trip." "Goodnight, mother." Atieno says goodnight and goes to sleep.

137

🔊 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I/We/You do: greet, grain, train, trip, great.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: t and r say /tr/; g and r say /gr/.

● Blending Silently

Pocket Chart: Silently say each sound in the word. Blend the sounds. Say the word.

I do: train

We/You do: train, grain, trip, greet, skin, spot, scar.

Pupil book: Pupils read words on page 136 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review: great, would.

🗣️ Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning.

New Words: bicycle taxi, small van, train.

📖 Get Ready to Read

Open your books to page 137. Read the title of the story. Say, what do you know about getting going on a trip? Pupils look at the picture. Say: What can you see in the picture? Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said will happen was correct.

💡 Questions

I do: Where are Atieno and Mother going?

We do: How will they travel to grandfather's home?

You do: How do you like to travel?

✍️ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) naitr 2) grnai 3) ptri 4) etegr 5) ouldw

📖 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

Week 28 Days 3 and 4

Travel

Day 3

Practise reading the letter sounds.

■ dr fr

Read the sounds. Read the words.

● d r o p d r a w f r e e f r o g

drop draw free frog

Practise reading the common words.

▲ after some would great

Day 4

Practise reading the letter sounds.

■ dr fr

Read the sounds. Read the words.

● d r o p d r a w f r e e f r o g

drop draw free frog

Practise reading the common words.

▲ after some

A frog in the bag

Sam and Father are going on a day trip. They go in a white van. After some time, Sam sees a thing in his bag. The thing moves. Father opens the bag. Out comes a frog! The frog wants to get out of the van. It wants to be free. Father opens the door. The frog drops out of the van. Sam is happy now. He does not like frogs in his bag. Do you?



138

Thumbs Up

Oral: Say the sounds. Say the word. Pupils show thumbs up if they hear the sounds at the beginning of the word.

I/We/You do: /d//r/ drop, van, drum, drip, dog
/f//r/ from, bag, frog, free, fish

Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/You do: d and r say /dr/; f and r say /fr/.

Blending

Pocket Chart: Say each sound in the word. Blend the sounds. Say the word.

I do: /d//r//o//p/ drop, /f//r//ii/ free

We/You do: drop, draw, free, frog.

Pupil book: Have pupils say the letter sounds, and then read the words on page 138 to their partners.

Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Words: after, some.

Vocabulary

Blackboard: Say the words. Show the meaning of the words. Ask the meaning. Make sentences.

Words: day trip, free, drop.

Get Ready to Read

Open your books to page 138. Read the title of the story. Say: **What do you know about frogs?** Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think would happen in the story.**

Pupil Story

Teacher reads. Class reads. Pupils read.

Ask pupils if what they said would happen was correct.

Questions

I do: Where are Sam and Father going?

We do: What does Sam see in her bag?

You do: How do you think the frog got in the bag?

Writing Classwork

Classwork: Pupils copy words and fill in the blanks.

Words: 1) dr_p 2) dr_w 3) s_me 4) fr_g 5) fr_e

Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Week 28 Days 3 and 4
Travel

Day 3

Practise reading the letter sounds.

■ **dr** **fr**

Read the sounds. Read the words.

● **d r o p** **d r a w** **f r e e** **f r o g**

drop **draw** **free** **frog**

Practise reading the common words.

▲ **after** **some** **would** **great**

Day 4

Practise reading the letter sounds.

■ **dr** **fr**

Read the sounds. Read the words.

● **d r o p** **d r a w** **f r e e** **f r o g**

drop **draw** **free** **frog**

Practise reading the common words.

▲ **after** **some**

A frog in the bag

Sam and Father are going on a day trip. They go in a white van. After some time, Sam sees a thing in his bag. The thing moves. Father opens the bag. Out comes a frog! The frog wants to get out of the van. It wants to be free. Father opens the door. The frog drops out of the van. Sam is happy now. He does not like frogs in his bag. Do you?



138

Week 28 Day 4
Travel



In the tuktuk

It is raining today. Mueni is walking to school in the rain. She is wearing a rain coat. Rain water drips into her shoes.

On the road, Mueni sees cars, a lorry, bicycles and a donkey. Then a small tuktuk stops near her. Mueni wants to run. She is scared.

Then she hears her name, "Mueni! Mueni!" She looks around, then she hears her name again, "Mueni! Mueni!" She looks and sees Katana's face. Katana is in the tuktuk. Katana says, "Do you want a ride to school? This is my uncle John. He takes me to school." Mueni steps into the tuktuk. "Brrrrrooom, broooooommm," off they go.

139

👂 Oral Blending

Say each sound in the word. Blend the sounds. Say the word.

I do: /d//r//o//p/ **drop**

We/You do: drop, draw, free, frog, train, trip, grain, greet.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: d and r say /dr/; f and r say /fr/.

● Blending Silently

Pocket Chart: Blend the sounds. Say the word.

I/We do/You do: frog, free, draw, drop.

Pupil book: Pupils silently say each sound in the words and read words on page 138 to partners.

📖 Pupil Story

Class reads. Pupils read to partners.

📖 Grammar

I do: Make a sentence with each word.

We do: Make sentences with the children using the words.

You do: Have pupils make sentences with their partners.

Call on 2-3 pupils to share what their partner said.

Review Words: **after, some.**

🗣 Vocabulary

Blackboard: Say each word. Show the meaning of each word. Ask the meaning. Make sentences.

New Words: tuktuk, lorry.

📖 Get Ready to Read

Open your books to page 139. Read the title of the story. Say: **What do you know about a tuktuk?** Pupils look at the picture. Say: **What can you see in the picture?** Tell your partner one thing you think will happen in the story.

📖 Teacher Read Aloud.

Teacher reads. Pupils listen.

Ask pupils if what they said would happen was correct.

💡 Questions

I do: What is the weather like?

We do: Who is walking in the rain?

You do: Why do you think Mueni is scared?

✍ Writing classwork

Blackboard: Pupils make words from the letter box.

Words: drip, drop, frog, draw, grow, grip, grain, etc.

fr	o	w
p	a	dr
gr	n	i

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Week 28 Day 5

Travel

Day 5

Practise reading the letter sounds.

■ fr dr gr tr

Read the sounds. Read the words.

● f r e e f r o g g r a i n g r e e t
free frog grain greet
 t r a i n t r i p d r o p d r i p
train trip drop drip

Practise reading the common words.

▲ after some would great

Sam is dirty

There is a lot of rain today. Sam is in the school van. He has some food and a drink. He takes the drink. But then the van stops, the drink slips, and it puts a great big spot on Sam's shirt. Ben laughs, but Sam says, "This is not funny! I am dirty now." Ben says, "Take a bath when you are home, then you will feel much better, Sam."



140

○ Segmenting

Oral: Say the word. Say each sound in the word.

I/ We do: free /f//r//ii//

You do: frog, grain, greet, train, trip, drop, drip.

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We/ You do: d and r say /dr/; f and r say /fr/
 t and r say /tr/; g and r say /gr/.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I do/ We/You do: trip, drip, drop, train, grain, greet, frog, free.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 140 to their partners.

p Grammar

I do/We do: Make sentences with each word.

You do: Pupils share sentences with partners using the words.

You do: Say each word. Exercise book: Pupils write the word.

Words: great, world, after, some.

📖 Pupil Story

Pupil Read. Pupils read to partners.

💡 Questions

Ask: Where is Sam? What happens in the story?

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: 1) greet 2) train 3) would 4) drop 5) free.

🏠 Writing Homework

Ask pupils to fill in the blanks in the sentences. Then read the dictation words and sentences to someone at home.

1. Tam has a _____ in her bag. (frog, skip rope).
2. It is fun to ride on a _____. (it, train)
3. Father will sell the _____. (grain, they)

Date: _____

Duration: _____

Roll: _____

Week 29 Day 1

Revision

Day 1

Practise reading the letter sounds.

■ -ar -ore

Read the sounds. Read the words.

● c ar	f ar	j ar
car	far	jar
s t ar	t ar	b ar
star	tar	bar
m ore	t ore	w ore
more	tore	wore
b ore	s c ore	s ore
bore	score	sore

Tam and Pat eat together

It is time to eat. Tam and Pat are together. They want to eat their food. Tam has rice and beans. Pat has yams and fish.

Pat says, "Do you like yams?"

Tam says, "Yes, I like yams. Do you like beans?"

Pat says, "Yes, I like beans."

Tam says, "Let us share our food." They place their food on the mat. Then a dog runs to the food. What will the dog do?



141

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are a and r. Together they say /aa/.

These letters are o, r and e. Together they say /o/.

You do: Say the sounds of letters: a and r, o and e.

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 141 and tell the names and sounds to partner.

● Blending

Blackboard: Draw the letter box. Make words from the letters in the box. Say each sound in the word as you write the word.

Blend the sounds. Say the word.

f	st	j	ore
w	t	b	s
c	ar	m	sc

I /We do: jar, score

You do: Pupils make more words. Ask pupils to say the sounds and write the words:

Pupil book: Have pupils say the sounds in each word, and then read the words on page 141 to their partners.

🔗 Get Ready to Read

Open your books to page 141. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

💡 Questions

Ask: **What do Tam and Pat want to do? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils copy dictation words.

Words: 1) tore 2) scar 3) bore 4) tar 5) jar

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words they wrote to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 29 Day 2

Revision

Day 2

Practise reading the letter sounds.

■ L l H h E e Y y K k I i
 ell ill

Read the sounds. Read the words.

● s e ll f e ll y e ll
sell **fell** **yell**

b i ll f i ll h i ll
bill **fill** **hill**

Mat and Sam play together



Mat and Sam play together. Mat has a toy car. Sam has a toy bell. Mat put the toy bell on the toy car. Mat rolls the toy car to Sam. The toy bell rings, "Ding, dong, ding, dong." Then Sam rolls the

toy car to Mat. The toy bell rings again, "Ding, dong, ding, dong."

Mother says, "Stop it. You will wake the baby."

Sam says, "We will wait for the baby to wake up and then play."

142

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are I and I. Together they say /I/

You do: Say the sounds of letters: I, s, e, a, k, i.

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 142 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I /We do: sell, fell, bill, fill, hill.

You do: Ask pupils to say the sounds and write the words, bell, tell, will, gill.

Pupil book: Have pupils say the sounds in the each word, and then read the words on page 142 to their partners.

📖 Get Ready to Read

Open your books to page 142. Read the title of the story.

Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

💡 Questions

Ask: **Who has a toy car? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils copy words and write them correctly:

Words: 1) ellb 2) flle 3) ihll 4) llbi 5) wllle

🏠 Writing Home Work

Pupils Exercise Books: Ask pupils to fill in the blanks and read the sentences to someone at home.

1) This is a big _____. (**stick, come**)

2) We _____ a good song. (**hole, sing**)

3) Sam has a big _____. (**scar, here**)

Teacher tip

The most important thing at PRI MR is to ensure that the pupils can read fluently by the end of the year. Have you achieved this goal?

Date: _____

Duration: _____

Roll: _____

Week 29 Day 3

Revision

Day 3

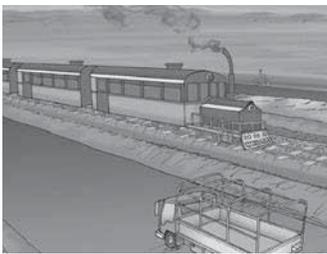
Practise reading the letter sounds.

■ H h	R r	K k	B b
-ang	-ing		

Read the sounds. Read the words.

● b a ng	h a ng	r a ng	s a ng
bang	hang	rang	sang
b r i ng	s i ng	w i ng	th i ng
bring	sing	wing	thing

The train trip



Father and Mike are on a trip. They want to see Sam. Sam is at a school far away. They have to take the train. The train is huge. It says, "Brrrrrooom, pssst, brrrrrooom, pssst." Then it stops. Father helps Mike to get on the train.

The train does not go very fast. They have some food for Sam. Mike likes to see Sam. Sam is his mate and his very good friend.

143

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are **n** and **g**. Together they say **/ng/**

You do: Say the sounds of letter: **ng, h, r, k, br.**

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 143 and tell names and sounds to partner.

● Blending

Blackboard: Draw the letter box. Make words from the letters in the box. Write the words. Blend the sounds. Say the word.

r	w	th
a	ng	br
s	i	h

I/We do: ring, hang

You do: Pupils make more words. Ask pupils to say the sounds and write the words:

Pupil book: Have pupils say the sounds in each word, and then read the words on page 143 to their partners.

Get Ready to Read

Open your books to page 143. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

Questions

Ask: **Who is in the story? What happens in the story?**

Writing Classwork

Classwork: Pupils copy words and fill in the blanks

Words: 1) s_ng 2) b_ng 3) r_ng 4) k_ng 5) th_ng

Writing Home Work

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 29 Day 4

Revision

Day 4

Practise reading the letter sounds.

■ -ow D d S s W w Y y

Read the sounds. Read the words.

● me he she be
bow slow sow row



Mike has fun

Mike needs to feed the sheep. The pet dog is with him. The sheep likes grass. Mike has some grass in his hands. The sheep wants to eat the grass from Mike's hand. Then his pet dog wants to play with the sheep. It licks the sheep. But the sheep runs away. Mike drops the grass. He runs with the dog and sheep. They play together. They have fun!

144

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are **o** and **w**. Together they say **/ou/**

You do: Say the sounds of letter: **t, d, s, w, y, b**

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 144 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I /We do: me, he, bow, row.

You do: Ask pupils to say the sounds and write the words, **me, we, sow, bow.**

Pupil book: Have pupils say the sounds in the each word, and then read the words on page 144 to their partners.

📖 Get Ready to Read

Open your books to page 144. Read the title of the story. Say:

What do you know about sheep wool? Pupils look at the

picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

❖ Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words: **me, we, he, she, row, bow, sow, show, etc.**

e	s	r
w	m	b
h	sh	o

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 29 Day 5

Revision

Day 5

Practise reading the letter sounds.

■ -ss oo

Read the sounds. Read the words.

● m e s s	m i s s	t o s s	l e s s
mess	miss	toss	less
b o o k	z o o	l o o k	c o o k
book	zoo	look	cook

A rat in the class

There is a big rat in the class. It is hiding under Sam's bag. Now Sam wants to kill it. He has a long stick. He pokes under the bag. The big rat jumps up. It gets on Mat's head. Sam hits it with a book. It then runs to the door.



Sam hits it with the stick. The rat runs outside. Sam looks at Mat. Mat's head hurts, because Sam hit it with a book. Then Mat laughs. "That was funny," he said.

145

■ Naming Letters and Sounds

Name the letters. Name the sounds. Exercise book: Say the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are s and s. Together they say /s/

These letters are o and o Together they say /uu/

You do: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 145 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds.

Say the word. Erase the beginning letter in the word.

Say the word. Add a new letter. Say the new word.

I /We do: mess, less, toss, loss, miss, hiss; book, look, zoo, too.

You do: Ask pupils to say the sounds and write the words,

Pass, boss, too, room

Pupil book: Have pupils say the sounds in each word, and then read the words on page 145 to their partners.

📖 Get Ready to Read

Open your books to page 145. Read the title of the story. Say: **What do you know about rats?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: **toss, hiss, less, zoom, root.**

🏠 Writing Homework:

Pupils Exercise Books: Ask pupils to fill in the blanks and read the sentences to someone at home.

- 1) Sam and Mat _____ to play. (**more, like**)
- 2) There is a big ____ in the class. (**rat, room**)
- 3) Sam has a big _____. (**book, skin**)

Week 30 Day 1

Revision

Day 1

Practise reading the letter sounds.

■ P p K k U u
D d cl bl

Read the sounds. Read the words.

● c l a p c l i p c l o c k
clap clip clock
b l a c k b l o w b l o c k
black blow block

Very nice food

Mat likes to cook. Mother says, "I have meat, rice, and black beans. What can we cook with that?"

Mat says, "We can cook a nice meal!" Mother chops the meat. Mat cleans the rice and black beans.

Then Mother says, "Let us bake a cake, too." Mat is very happy. He likes cake very much. Then they eat together. It is all very nice. Mat says to Mother,

"The food was very nice. We are good cooks!"



146

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are c and l. Together they make the sound /kl/.

These letters are b and l. Together they make the sound /bl/.

You do: Say the sounds of letters: s, p, k, l, u, d.

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 146 and tell the names and sounds to a partner.

● Blending

Blackboard: Draw the letter box. Make words from the letters in the box. Write the word. Blend the sounds. Say the word.

e	i	bl
cl	a	w
ck	o	p

I/We do: clap, blow

You do: Pupils make more words. Ask pupils to say the sounds and write the words.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 146 to their partners.

📖 Get Ready to Read

Open your books to page 146. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture? Tell your partner one thing you think will happen in the story.**

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils copy dictation words.

Words: class, clip, bless, claw, blow.

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to read the words and pictures they drew to someone at home.

Date: _____

Duration: _____

Roll: _____

Week 30 Day 2

Revision

Day 2

Practise reading the letter sounds.

st	sc	sk
s t a r	s t i c k	s t o n e
star	stick	stone
s c a r	s c o r e	
scar	score	
s k i p	s k i l l	s k i t
skip	skill	skit

Hop, skip and sing

Tam and her friends like to sing songs.

They like to dance while they sing.

They like to hop while they sing.

They like to skip while they sing.

They like to jump while they sing.

They like to clap while they sing.

They like to have fun together.

What do you like to do when you sing?

Can you show us?



147

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are s and t. Together they make the sound /st/.

These letters are s and c. Together they make the sound /sk/.

These letters are s and k. Together they make the sound /sk/.

You do: Say the sounds of the letters, sc, st, sk, l, s, e, a, k, i.

Exercise book: Pupils say the sounds and write the letters.
Pupil book: Have pupils point to letters on page 147 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I /We do: star, stick, scar, skin, skill.

You do: Ask pupils to say the sounds and write the words, stone, scar, skip, skit.

Pupil book: Have pupils say the sounds in each word, and then read the words on page 147 to their partners.

📖 Get Ready to Read

Open your books to page 147. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Class work

Blackboard: Pupils copy words and write them correctly:

Words: 1) skni 2) pski 3) rsca 4) llisk 5) screo

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the sentences to someone at home.

1) Tam and Pat _____ the ball. (eat, toss)

2) I like my class _____. (hole, room)

3) Tam likes to _____. (sing, walking)

Week 30 Day 3

Revision

Day 3

Practise reading the letter sounds.

■ tr gr br cr

Read the sounds. Read the words.

● t r i p t r a y g r i p g r a i n

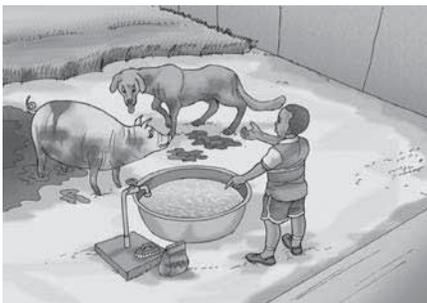
trip tray grip grain

b r i n g b r u s h c r o p c r i b

bring brush crop crib

A nice book

Pat and Mike are in class. The teacher gave them a book to read. It is a good book. It tells of a boy who has a pet dog and a pet pig. They all play together. But the dog and pig



get very dirty. The boy wants to give them a bath. But the dog and pig don't like that. They like to be dirty.

What do you think the dog and pig will do?

148

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are t and r. Together they make the sound /tr/.

These letters are g and r. Together they make the sound /gr/.

These letters are b and r. Together they make the sound /br/.

These letters are c and r. Together they make the sound /cr/.

You do: Say the sounds of the letters, tr, gr, br, cr.

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 148 and tell the names and sounds to their partner.

● Blending

Blackboard: Draw the letter box. Make words from the letters in the box. Write the word. Blend the sounds. Say the word.

a	tr	gr	n
o	cr	i	e
p	b	br	d

I/We do: crib, trip, grain, bread.

You do: Pupils make more words. Ask pupils to say the sounds and write the words:

Pupil book: Have pupils say the sounds in each word, and then read the words on page 148 to their partners.

📖 Get Ready to Read

Open your books to page 148. Read the title of the story. Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said would happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

📖 Writing Classwork

Classwork: Pupils copy words and fill in the blanks

Words: 1) cr_b 2) tr_p 3) gr_p 4) br_ad 5) br_sh

📖 Writing Homework

Pupils Exercise Books: Ask pupils to fill in the blanks and read the words to someone at home.

Week 30 Day 4

Revision

Day 4

Practise reading the letter sounds.

■ sp m i I ea

Read the sounds. Read the words.

● sp it sp at sp in sp ot

spit spat spin spot

spade speak spoke spear

spade speak spoke spear

A sick cat

Kate and her cat were at the lake. The cat ate five fish at the lake. Now the cat is very sick. Father takes the cat to the vet.

The vet looks at the cat and says, "The cat is very sick. I will have to give it some pills." The cat takes the pills and then they go home. Kate feels sad. She likes her cat. She does not want it to be sick.



149

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are s and p. Together they make the sound /sp/.

You do: Say the sounds.

Exercise book: Pupils say the sounds and write the letters.

Pupil book: Have pupils point to letters on page 149 and tell names and sounds to partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I /We do: spin, spot, spade, speak.

You do: Ask pupils to say the sounds and write the words correctly, spit, spoke, spin.

Pupil book: Have pupils say the letter sounds, and then read the words on page 149 to their partners.

🐞 Get Ready to Read

Open your books to page 149. Read the title of the story.

Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Blackboard: Pupils make words from the letter box.

Words: spin, spot, speak, spat, spade, spoke, etc.

t	i	d
k	sp	o
a	n	e

🏠 Writing Homework

Pupils Exercise Books: Ask pupils to write the words they made and read the words they wrote to someone at home.

Week 30 Day 5

Revision

Day 5

Practise reading the letter sounds.

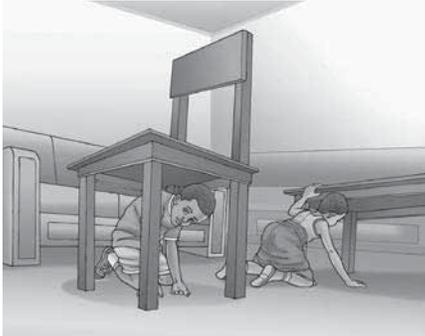
■ th wh

Read the sounds. Read the words.

● think thing bath path
what who why when

The hide-and-peek game

Tamara and Mat like to play a game. They like the hide-and-peek game very much. Mat hides in the big room. Tamara looks under the table but Mat is not there. Tamara looks on the bed but Mat is not there. Tamara looks under the mat but Mat is not there. Tamara does not see Mat.



Do you see where Mat is? Can you tell Tamara?

Say it, "Tamara, Mat is under the!"

150

■ Naming Letters and Sounds

Name the letters. Name the sounds. Tell if the sound is the same or different in Kiswahili.

I/We do: These letters are t and h. Together they make the sound /th/.

These letters are w and h. Together they make the sound /w/.

Pupil book: Have pupils point to letters on page 150 and tell the names and sounds to their partner.

● Blending

Blackboard: Say each sound in the word. Blend the sounds. Say the word.

I/We do: bath, thing, what, when.

You do: Ask pupils to say the sounds and write the words, path, with, thing, teeth.

Pupil book: Have pupils say the sounds in the each word, and then read the words on page 150 to their partners.

📖 Get Ready to Read

Open your books to page 150. Read the title of the story. Say: **What do you know about hide and seek?** Pupils look at the picture. Say: **What can you see in the picture?**

Tell your partner one thing you think will happen in the story.

📖 Pupil Story

Class reads. Pupils read to partners.

Ask pupils if what they said will happen was correct.

💡 Questions

Ask: **Who is in the story? What happens in the story?**

✍ Writing Classwork

Dictation. Say the words. Pupils say the letter sounds as they write words.

Words: **thin, thick, bath, when, both.**

📖 Writing Homework:

Pupils Exercise Books: Ask pupils to fill in the blanks and read the sentences to someone at home.

- 1) Sam will take a _____. (bath, speak)
- 2) ____ is this? (Then, What)
- 3) Pat has white _____. (bus, teeth)

Teacher tip

The most important thing at PRIMR is to ensure that the pupils can read fluently by the end of the year. Have you achieved this goal?

Date: _____

Duration: _____

Roll: _____

English Teachers' Guide

Class I

