



Rwanda Education Board

English

Teacher's Guide

Primary Two



USAID
FROM THE AMERICAN PEOPLE



Learning
transforms
lives.

ENGLISH

Teacher's guide

Primary 2

Authors

Catherine Katuura
Maureen Mutesi
Mary Assumpta Kayirangwa

Advisors

Nehemiah Bacumuwenda
Emeritha Muhongwanseko

Desktop Publishers

Jean Pierre Twizeyimana
James Kalisa
Eric Sibomana

Editor

Agnes Mukagatete

Textbook Approval Committee (TAC)

Dr. Joyce Musabe
Dr. Jacques Kayigema
Mr François Rwambonera
Dr. Faustin Habineza

Others who attended the TAC session

Alexis Nshimiyimana
Abaganwa Gahongayire Immaculate

© 2015 Rwanda Education Board.

The Rwanda Education Board holds the copyright for the materials in this collection.

This publication is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Education Development Center (EDC) and do not necessarily reflect the views of USAID or the United States Government.

Table of Contents

| | |
|--|------------|
| Introduction | iv |
| Creating Positive Language Learning Experiences..... | iv |
| Games and puzzles | viii |
| Alphabetical Awareness – Games and activities | ix |
| Teaching vocabulary | x |
| What words do I teach? | xi |
| Low-cost teaching resources | xii |
| Fostering attitudes and values in Primary 2 | xiv |
| Integrating cross-cutting issues into teaching and learning | xv |
| Lesson planning and preparation | xvi |
| Lesson planning teaching reading fluency..... | xix |
| What is fluency and why is it important?..... | xxi |
| UNIT 1: GREETINGS, INTRODUCTIONS AND TALKING ABOUT SCHOOL..... | 1 |
| Attitudes and values: Appreciate how our school community helps us learn..... | 2 |
| Lesson 1 - 24 | 2-22 |
| Assessment Tasks | 23 |
| UNIT 2: SPORTS | 25 |
| Attitudes and values: Show concern for keeping our bodies healthy..... | 26 |
| Lesson 1 - 21..... | 27-43 |
| Assessment Tasks | 44 |
| UNIT 3: TELLING THE TIME | 46 |
| Attitudes and values: Demonstrate that keeping time is important in keeping daily routines | 47 |
| Lesson 1- 63..... | 48-63 |
| Assessment Tasks | 64 |
| UNIT 4: FOOD STUFFS | 66 |
| Attitudes and values: Respect others’ likes and dislikes even if they are different from our own | 67 |
| Lesson 1 - 17..... | 68-81 |
| Assessment Tasks | 82 |
| UNIT 5: STORY TELLING..... | 84 |
| Attitudes and values: Appreciate storytelling as a way to learn language | 85 |
| Lesson 1 - 93..... | 86-93 |
| UNIT 6: MY FAMILY. | 95 |
| Attitudes and values: Respect people at home | 96 |
| Lesson 1 - 22..... | 97-114 |
| Assessment Tasks | 115 |
| UNIT 7: WEATHER..... | 117 |
| Attitudes and values: Appreciate the role of the weather in our daily lives..... | 118 |
| Lesson 1 - 9..... | 119-126 |
| Assessment Tasks | 128 |
| UNIT 8: ANIMALS, BIRDS AND INSECTS. | 130 |
| Attitudes and values: Appreciate the Beauty and Uniqueness of Rwanda’s Flora and Fauna..... | 131 |
| Lesson 1 - 14..... | 132-142 |
| Assessment Tasks | 143 |
| UNIT 9: MATHEMATICS | 145 |
| Attitudes and values: Appreciate the value of working in groups and keeping time | 146 |
| Lesson 1 - 16..... | 147-159 |
| Assessment Task | 161 |
| UNIT 10: TALKING ABOUT EVENTS IN THE PAST & THE FUTURE | 163 |
| Attitudes and values: Respect everyone in the classroom | 164 |
| Lesson 1 - 9..... | 165-172 |
| Assessment Tasks | 173 |
| SONGS LYRICS | 175 |
| Phonological Awareness, Phonemic Awareness, Phonics and Phonetics | 180 |
| English Phonemic Chart | 183 |
| References..... | 184 |

Introduction

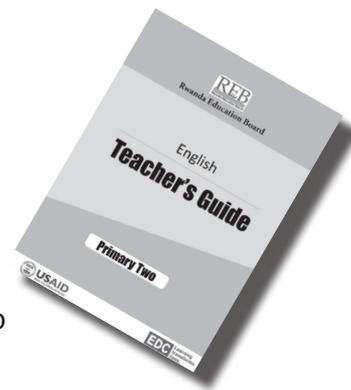
Primary 2 English Programme

The Rwanda Education Board (REB) has developed English print materials for Primary 2 pupils aligned to the Rwanda competence-based curriculum. These materials are designed to provide teachers with practical approaches and resources for delivering an effective English language and literacy programme. To deliver the Primary 2 English Programme, schools will receive the following:

- Primary 2 English Teacher's Guide
- Primary 2 English Pupil's Book

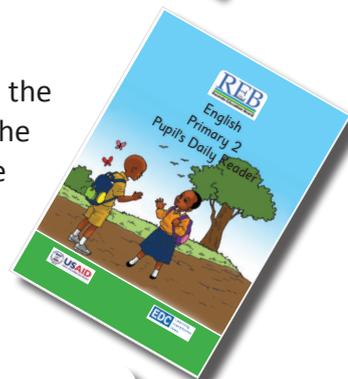
The Primary 2 Teacher's Guide

The Primary 2 Teacher's Guide contains guidelines that support lesson planning, including sample lesson plans. A teacher may teach the lessons exactly as written in the manual. However, this will depend on the size of the class, the level of the pupils, and the difficulty of the lesson. It is up to the teacher to plan each lesson, using the guide to develop lessons and activities as appropriate.



The Pupil's Book

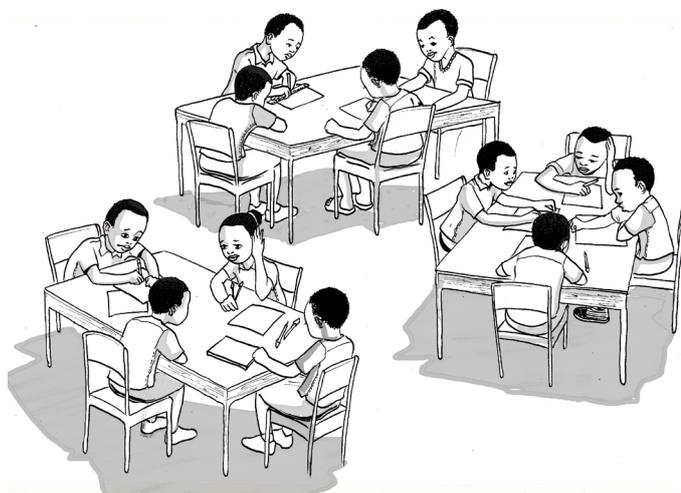
The Pupil's Book contains simple stories and exercises linked to the vocabulary and language structures in the Primary 2 curriculum. The Pupil's Book contains reading texts that pupils are expected to be able to read on their own, with some support from the teacher or from an adult or older sibling.



Creating Positive Language Learning Experiences

Classroom Organisation

Teaching a large group of pupils requires good organisation. Teachers need to be well prepared in order to enable them to monitor and help individual pupils and groups. A well-organised classroom is achieved through working together. Establishing rules and routines helps to ensure that activities such as independent reading and writing are positive experiences. The curriculum shows that it is the responsibility of each teacher to ensure that pupils' learning is fostered through a rich and varied process. Teachers are expected to provide different forms of classroom organisation that will complement the variety of learning the curriculum has to offer; this includes pupils working collaboratively in groups, working individually, and working as



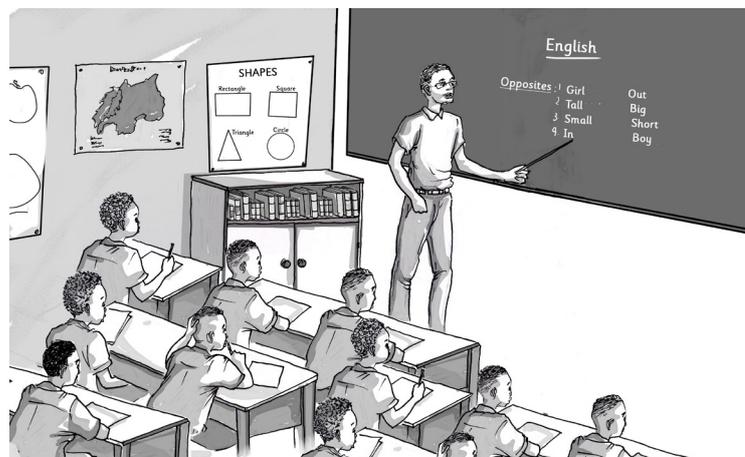
a class to achieve the learning goals. The teacher is a facilitator and guides pupils' learning. He/she assesses the needs of all pupils and responds appropriately by providing a range of effective learning experiences. Teachers are expected to bring a rich, imaginative and innovative range of teaching strategies and resources to the learning process.

Collaborative Learning

Pupils are motivated by hearing the ideas and opinions of others, and by having the opportunity to react to them. Experience of collaborative learning helps facilitate a child's social and personal development, and the practice of working with others brings pupils to an early appreciation of the benefits to be gained from cooperative effort. It also exposes pupils to different opinions and group problem-solving activities to create an interactive exchange that will help to broaden and deepen individual pupils' understanding.

Print-rich Environment

It is important that, from the first day at school, pupils are encouraged to see books and reading materials as exciting, pleasurable and interesting. The classroom should be organised in a way that facilitates interaction between pupils and books and develops the pupils' interest in literacy, language and learning. The regular use of word wall charts and posters in which



words, phrases or even sentences are changed very regularly will help to focus pupils' attention on the written words, phrases, sentences and will encourage them to respond appropriately. One important element of the print-rich environment is the regular display of the pupils' writing, whether on the classroom walls or as items in the classroom library. As such, it can become part of the pupils' reading materials and provide them stimulation for reading and encouragement for writing..

Independent Reading Time

Independent reading time – or sustained pupils' silent reading – is a critical component of a well-designed language programme. Teachers should provide at least fifteen minutes every day for learners to practise reading in a book they've selected. By doing this, learners not only develop their vocabulary, fluency, comprehension, word identification skills, and stamina (endurance), but they also develop a culture of reading.

Active Learning

Active learning is learning by doing. It includes games, role-play, project work, investigation and problem solving. Active learning helps motivate pupils and thus they develop a higher level of skills, understanding and a positive attitude to learning.

Gender Equality

Girls and boys have an equal right to quality education. It is important to choose boys and girls equally when asking questions, perhaps by asking a boy, then a girl, in turn. Teachers can promote gender equality in their classrooms by changing the sitting arrangement and groups regularly. They can also ask boys and girls to take responsibility for tasks in turn.



Homework

At the end of the lesson, write the homework clearly on the board and make sure that pupils have understood what they have to do and have copied it into their notebooks. Start the next lesson by reviewing the homework. Evaluate the previous lesson through the answers to the questions given for the homework. If there are common errors, a teacher may need to revise the lessons relating to these errors.

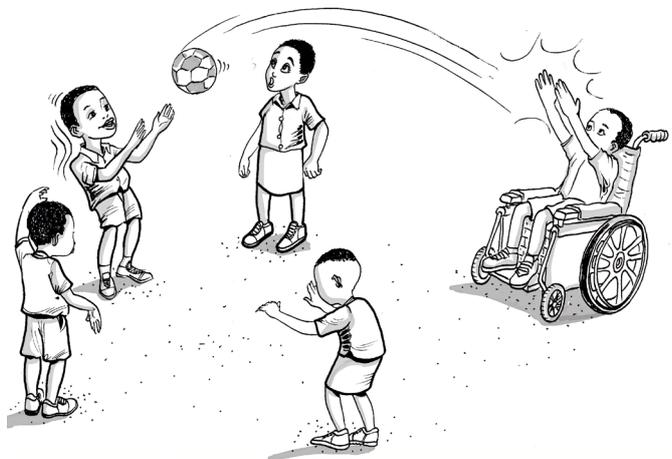


The Purpose and Benefits of Assessment

An effective literacy programme includes regular assessment of pupils' learning. One purpose is to identify competences that need to be reviewed. Assessment provides teachers with information on which skills pupils have or have not mastered. It helps teachers know the skill levels of their pupils, since pupils have varying experiences and knowledge. The second purpose is to monitor pupils' progress. The teacher can identify the pupils who need further review before covering additional content and the ones who are ready to move forward. The third purpose is to guide teacher instruction. Through regular assessment, a teacher can make informed decisions about appropriate instruction for each pupil. Additionally, the fourth purpose of assessment can provide teachers with information on how instruction can be improved. Keeping records of the assessments will help teachers identify individual problems. Records such as these should enable teachers identify where individual pupils need help.

Inclusive Education

All pupils, including pupils with special educational needs, have the right to an education that is appropriate to their needs. The aims of education for pupils with special educational needs are the same as those for all pupils. Education should be about enabling all pupils, in line with their abilities, to live full and independent lives so that they can contribute to the development of their communities, cooperate with other people, and continue to learn throughout their lives. Education is about supporting pupils in developing their spiritual, moral, cognitive,



emotional, imaginative, aesthetic, social and physical abilities. One of the most difficult tasks facing primary teachers is to find ways of meeting the learning needs of all the pupils in their class. In any class, there will be some pupils with learning difficulties and others who are more able or gifted. It is important that all pupils develop self-confidence and self-respect and enjoy learning.

Pupils with special educational needs are, first of all, children, and have much in common with other children of the same age. There are many aspects to a child's development that make up the whole child, including: personality, the ability to communicate (verbal and non-verbal), resilience and strength, the ability to appreciate and enjoy life, and the desire to learn. Each child has individual strengths, personality and experiences so particular disabilities will impact differently on individual pupils. A child's special educational need(s) should not define the whole child.

Successful strategies for teaching children.

Praise and encourage children for trying and when successful. Praise with words and through gestures. Try to link lessons with children's experiences and everyday life. Use group or paired work so that children can learn from their classmates. Read out what you have written on the board. Face the class when speaking. Speak clearly and loudly but don't shout. Try to ensure children practise their skills using different materials; for example, reading words on flashcards, writing and reading words in books. Assess the children's understanding before moving on to a new topic. Encourage children to watch and listen to their peers. Make sure you have the pupils' attention when teaching. Encourage children to use a pointer or their finger when reading to help them keep their place.



IMPROVE

Interest pupils by making lessons stimulating and enjoyable.

Motivate by giving positive help and praise.

Plan a variety of methods and activities that involve pupils in their own learning.

Reinforce learning by building on existing knowledge and understanding and linking to new knowledge.

Offer opportunities for success.

Verify how much pupils have learned by monitoring progress.

Evaluate your performance through observation and reflection.

Games and puzzles

Primary 2 Games and Puzzles

Games are fun learning activities that provide opportunities for the learners to practise their newly acquired language. Games also serve as a useful starter or as warm-up activities. The following games are included in the Primary 2 English programme:

Buzz

Write words or letters on the blackboard. Point to the words in random order. Pupils say the name of the word or letters as quickly as possible.

Complete the word

In each of these puzzles, there are two blanks. Fill in the blanks with letters to complete an English word. For example, use the letters “a” and “w” to make Kiny_r_anda = Kinyarwanda. This game reinforces vocabulary, knowledge of word structure, and spelling patterns.

I see

One pupil selects an object, such as a car, and says, “I see something that begins with the letter C.” The other pupils look around and try to guess what the object is. Pupils can use colours to describe the object, such as “I see something green.” This game aids young pupils in becoming familiar with the alphabet, vocabulary and also with observation. It can be played as a class or in small groups or pairs.

Role-play

Role-play is a form of drama where the learner takes on another person’s role to use language authentically in a situation similar to his/her real life – for example, shopping in the market, or going to visit the doctor.

Say and draw

This is a method of practising new vocabulary or assessing the vocabulary already learnt. The teacher says the name of an object and the learner quickly draws it.

Dictation

This is a way of practising listening skills or assessing the learners’ ability to understand the spoken language as well as writing skills. Dictation can be given in different ways. One way is for the teacher to say a letter, a word or sentence twice while the learners actively listen. The teacher then says the sentence once more and the learners write the sentence in their exercise books.

What is missing?

Write five numbers, letters or vocabulary words on the blackboard. Read the words with the class. Ask the pupils to close their eyes. Erase one of the words. Ask the pupils to read the words again. Ask the pupils, “What word is missing?” Pupils identify the word and help the teacher to spell the word on the board. Repeat, each time erasing a different word.

Simon says: A pupil or the teacher takes the role of “Simon” and issues instructions (usually physical actions such as “jump in the air”) to the class. The instructions should only be followed if prefaced with the phrase “Simon says”, for example, “Simon says, jump in the air”. Players are eliminated from the game by either following instructions that are not immediately preceded by the phrase, or by failing to follow an instruction which does include the phrase “Simon says”.

Leader game: The pupils work in small groups, one pupil gives instructions to the group, for example, “Go there” or “Come here.” The group members have to follow the instructions. When the teacher claps their hands, another pupil becomes the leader of the group.

Show me game: The teacher asks the pupils to show him/her different items. Pupils can also play this game in pairs or in small groups.

Alphabetical Awareness – Games and activities

There is a great deal to know about letters. Letters have shapes, direction and names, and they represent sounds. Learning the names and sounds of letters is an important first step, and learning about how letters make syllables helps pupils to view the writing system as a series of patterns that are organised at a syllable level.

What's next?

The teacher says a series of four or five letters and the pupils have to say which letter comes next. Example: D E F G? (H)

Clap clap

The teacher tells the pupils what they will be expected to do when the music stops; for example, *When the clapping stops, you will trace the letter a*. The teacher then starts clapping his/her hands. When the teacher stops clapping, he/she gives an instruction.

Pass the pencil

The teacher distributes five pencils around the room. The teacher then sings a song, or beats a drum, or plays music on the radio while the pupils pass the pencil amongst themselves. When the music stops, the pupils with a pencil in their hand must answer a question from the teacher.

Guess my sound

The teacher says several words that have a common sound (beginning, middle or end) and the pupils must identify the sound and say the letters that make it, and write the letters.

Change that letter

The teacher gives a word and asks the pupils to change a letter: either the first letter (cat = bat), the last letter (cat = cab), or the middle letter (cat = cut).

Letter picture match

The teacher chooses a key word that begins with a specific letter and the pupils match pictures of things that begin with that letter.

Example: the letter f as in fish: fork, foot, fire, fence, five, fan, four...

The elastic word

The pupils pretend they can stretch a word like a rubber band and segment each sound: Phoneme: mmmm – aaaa – tttt: mat.

Do this if you hear...

Ask the pupils to put their hand on their head if they hear a certain sound in a word, for example 's'. Slowly say the following words, and after each word, pupils confirm whether it has the 's' sound: bin, bet, cat, sit, sun, banana, Sam, sing.

Which two words begin with the same sound?: The pupils listen to or read words and tell the teacher which ones begin with the same sound.

Charades: a game in which players try to guess a word or phrase from the actions of another player who is not allowed to speak. It is a very useful game to play in the classroom.

Teaching vocabulary

Teaching vocabulary is complex. Teachers must consider important words for the pupils to know and in what context.

What is vocabulary?

Vocabulary refers to the words we must know to communicate effectively. Oral vocabulary refers to words that we use in speaking, or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read. Pupils use the words they have heard to make sense of the words they see in print. Vocabulary is also very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. As pupils learn to read more advanced texts, they must learn the meaning of new words that are not part of their oral vocabulary.

Fostering vocabulary development

A lot of vocabulary is learned indirectly, through conversation and book reading. Pupils learn the meaning of most words indirectly through everyday experiences with oral and written language

Indirect vocabulary learning



Teaching Tip

Pupils learn vocabulary indirectly when they hear and see words used in many different contexts, for example through talking with others, listening to a story being read, or reading on their own.

Direct vocabulary learning



Teaching Tip

Pupils learn vocabulary directly when they are explicitly taught both individual words and word learning strategies. Direct vocabulary instruction aids reading comprehension.

How can you help pupils learn words indirectly?

Reading aloud to pupils is an excellent way to develop vocabulary. Pupils of all ages can learn words from hearing texts read to them. Reading aloud works best when you discuss the selection before, during and after you read. Talk with pupils about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences. Independent reading also fosters learning of vocabulary. It is important to encourage pupils to read extensively on their own. Encourage pupils to read more outside of school.

Direct vocabulary learning - Specific word instruction

Some vocabulary must be directly taught. It is really important to teach those key words that pupils will need to comprehend texts. Words are taught through direct instruction of word meanings as well as through discussions about words, combined with a lot of reading. Teachers can explicitly teach word meanings to improve comprehension. However, to know a word means knowing it in all of the following dimensions:

- the ability to define a word
- the ability to recognize when to use that word
- knowledge of its multiple meanings
- the ability to decode and spell that word.

What words do I teach?

Teachers cannot directly teach all the unfamiliar words in a text. Teaching only a few new words per week thoroughly is more effective. Teachers need to extend pupils' encounters with these words over time. The following teaching strategies are useful:

Teaching specific words before reading helps both vocabulary learning and reading comprehension. Before pupils read a text, it is helpful to teach them specific words they will see or hear in the text. Teaching important vocabulary before reading can help pupils learn new words and comprehend the text.

Useful words: Teach words that pupils are likely to see and use again and again. The Dolch word list includes the most common 220 words and 95 nouns encountered in children's books. Dolch words, or sight words, are critical in early reading development because they represent high-frequency words and are difficult to sound out or to illustrate. The list makes up from 50 to 75 percent of all ordinary reading matter excluding proper names, if children can read these words they can read most materials.

Difficult words: Provide some instruction for words that are particularly difficult for your pupils. Repeated exposure to vocabulary in many contexts aids word learning. Pupils learn new words better when they encounter them often and in various contexts. The more pupils see, hear and work with specific words, the better they seem to learn them.

When children begin reading independently, they need to understand 95 percent of the words in a text in order to be able to make sense of it.



Word-learning strategies and activities

Learning lists of words out of context is of limited use. It is better to learn words in context, and it is important to provide learners with opportunities for purposeful communication, for example:

- pre-teaching words and phrases before starting a new topic
- flashcards with pictures and/or words
- definitions in the pupils' first language
- games and puzzles
- word or phrase of the day/week
- word walls.

Pupils need to learn the meaning of new words independently also. They need to develop effective word-learning strategies such as:

- How to use dictionaries to learn word meanings and deepen knowledge of word meanings.
- How to use context clues to determine words meanings.

Low-cost teaching resources

Teaching aids are an essential part of the learning process. It is important for pupils to have a variety of learning experiences. Providing materials that add interest to the lesson can help reinforce learning. Having a print-rich environment is important for developing pupils' language skills because they discover that there is another way to communicate through print. A print-rich environment helps foster skills needed for reading. Pupils begin to discover cues that help them figure out words they see, which lays the foundation for reading. A print-rich environment also spurs an interest in writing; pupils want to model what they see around them and communicate in written form. Carefully arranged environments alone do not teach. They provide the opportunity for pupils to engage in the use of language with each other; however, it takes the guidance of sensitive, knowledgeable teachers to realize the potential of teaching aids.



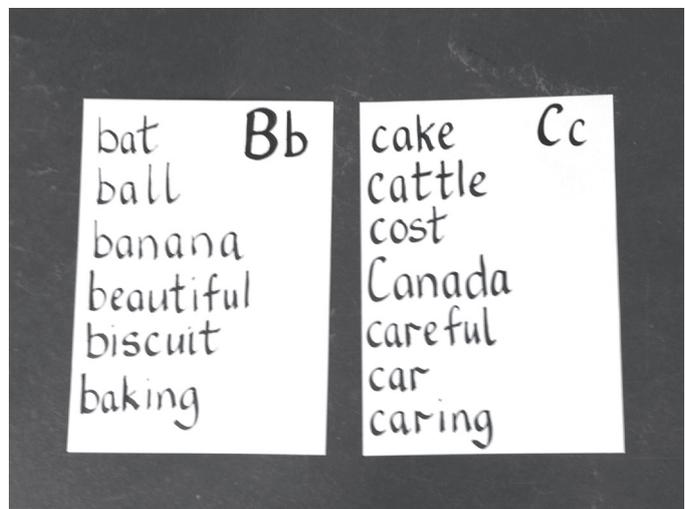
Some sample activities with flashcards

Flashcards are a useful teaching resources. They are easy to make and can be used in a variety of ways. These are a few examples:

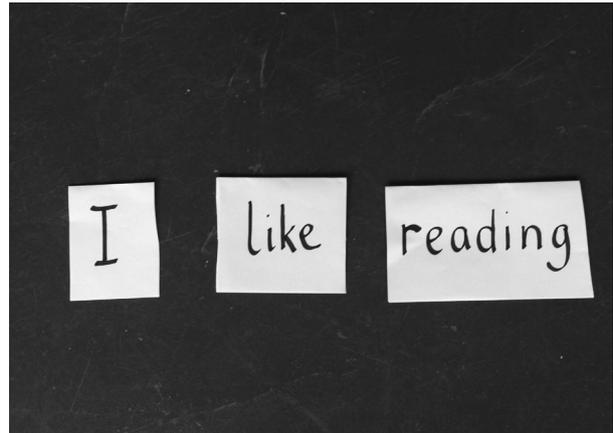
- putting words together to make sentences
- illustrating a word with a drawing to build vocabulary
- identifying the words that begin with the same letters
- identifying the words that end with the same letters
- identifying syllables that rhyme
- identifying syllables that begin with the same sound
- reading words as fast as you can in random order
- putting flashcards on objects; e.g. putting the word "window" on the window
- matching opposites.

Word walls

Each year, pupils must learn and use many new words. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills. Word wall activities encourage active pupil participation. Gestures, such as pointing at keywords during a lesson, offer visual reinforcement, which can be very helpful for pupils. Word wall activities engage pupils while they learn key vocabulary, whether it be learning to explain a word, to compare it to other key concepts, or to spell it. A word wall is a group of words that are displayed on a wall, bulletin board,



chalkboard, or whiteboard in a classroom. The words are printed in a large font so that they are easily visible from all areas of the classroom. The teacher and pupils refer to these words continually throughout a unit or term during a variety of activities.



Charts and posters

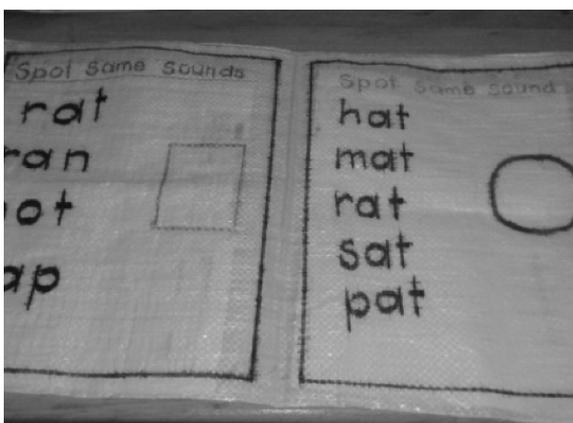
Charts and posters can provide an approach to meaningful teaching of vocabulary with an emphasis on pupils' engagement and higher level thinking skills. Charts can help:

- build vocabulary, thereby improve reading comprehension and writing style
- reinforce understanding of subject-specific terminology with a focus on pupils internalizing key concepts
- improve pupils' spelling and awareness of spelling patterns
- provide visual cues for pupils
- encourage increased pupils' independence when reading and writing.

Displaying pupils' writing

Displaying pupils' writing in the classroom conveys a message to pupils that their work and their learning are important. Pupils can share their writing in a number of ways. They may:

- give the writing to the teacher to respond to it;
- read it out loud in class or to another class;
- display it on the classroom wall;
- make it into a book for keeping in the class library.



Fostering attitudes and values in Primary 2

Teachers exemplify the values that lead to intellectual curiosity and learning, and can foster positive attitudes and values in the pupils in their classes. This can be achieved in a number of ways. How teachers interact with pupils can establish the classroom as a place that nurtures hard work, creativity, innovation, respect, and appreciation for the unique abilities of each learner. In making a classroom a positive and supportive learning environment that promotes key attitudes and values, teachers should ensure they do the following:

- **Treat all learners equally and encourage participation**

When teachers are fair in their treatment of pupils in their classes, pupils will understand that the school community cares about the success of each and every one of them. A teacher should call on girls as often as on boys. Effective communication involves listening, speaking and taking turns. A good teacher manages communication to be sure that all pupils have an opportunity to answer questions. A teacher should model and encourage active listening, in which pupils take responsibility for listening to and understanding what each other says. This is a vital part of the learning environment. Opinionated speaking is equally important, clearly stating thoughts and feelings without interfering with the rights of others.

Co-operation enables learners to work together, to share responsibilities, materials, roles and learning. Small groups of pupils can divide roles and share responsibilities between them. Co-operation must be practised if groups of pupils are to work independently.

Problem-solving and negotiation help learners to resolve conflicts and make decisions.

- **Establish structures for learning**

Pupils learn best when the learning is dynamic and active, and takes place in a context of order and stability. Teachers should create a chart of class jobs and responsibilities, to involve pupils in keeping their classrooms clean and organised. At the beginning of the school year, teachers should discuss rules for co-operation and working in small groups. It is important that pupils understand the classroom rules so they can adhere to them.

- **Act as a role-model to pupils**

Teachers should describe and demonstrate the behaviours that they expect from their classes. When teachers are confident and competent in presenting to their classes, they lay the foundation for effective learning. Teachers should prepare materials and review lessons in advance in order to ensure they have mastered the information and skills at the core of the activity.

- **Avoid negative communication**

Teachers should avoid negative and disrespectful communication with children as this destroys the environment that nurtures learning. When teachers are dismissive of incorrect or wrong answers, they discourage learners from responding again. It is important to teach pupils the importance of perseverance, hard work, and trying again when they do not succeed.

Integrating cross-cutting issues into teaching and learning

Cross-cutting issues are issues that touch a number of different aspects of the society. The curriculum reflects the significance of connections between different subject areas, integrating them across years and cycles. The cross-cutting issues, which have been integrated in the curriculum, are listed below:

- Comprehensive Sexuality Education
- Environment and Sustainability
- Financial Education
- Genocide Studies
- Gender
- Inclusive Education
- Peace and Values Education
- Standardisation Culture

How to integrate cross-cutting issues into teaching

When integrating cross-cutting issues into teaching, the teacher should:

1. Examine the syllabus and identify topics or areas where the different cross-cutting issues can be integrated.
2. Find the content of the cross-cutting issue which is to be integrated into the content of the selected topic.
3. State the core messages which the pupil will learn.
4. Choose the teaching and learning method which will help the pupils develop the intended knowledge, skills competences and attitudes.
5. Plan the lesson while integrating the subject matter content with the content of the cross-cutting issue.

Lesson planning and preparation

A lesson plan is the teacher's road map of what pupils need to learn and how that can be achieved effectively during class time. Before planning a lesson, the teacher will first need to identify the learning objectives for the class period. Then, he/she can design appropriate learning activities and develop strategies for gathering feedback on pupils' learning. Providing specific instructional objectives for pupils' learning will help teachers determine the kinds of teaching and learning and interdisciplinary issues to be addressed. When planning lessons, teachers must ensure that learners with special educational needs have equal access to learning. The teacher and learning activities outlined in the lesson plan will define how teachers assess whether the learning objectives have been accomplished. A successful lesson plan addresses and integrates the following three key components:

- objectives for pupils' learning
- teaching and learning activities
- strategies to assess pupils' understanding.

Sample Lesson Plan

| Term | Date | Subject | Class | Unit | Lesson Number | Duration | Class size |
|--|---|---------|--------|------|---------------|----------|------------|
| One | 10/02/16 | English | P2 (A) | 1 | 1 /25 | 40 min | 52 |
| Pupils with Special Education Needs | <ul style="list-style-type: none"> • Hearing impairment (1): Seat the pupils in front of the teacher so they can see the teacher speak and point to illustrations on the chalkboard. • Visual impairment (2): Seat the pupils in such a place that they can see the teacher pointing at the illustrations in the book and can see the teacher's facial expressions and gestures as she/he is reading. | | | | | | |
| Unit title | Unit 1: Greetings, introductions and talking about school. | | | | | | |
| Key unit competence | Use language in the context of the classroom. | | | | | | |
| Title | Good morning. Good afternoon. Good evening. | | | | | | |
| Plan for this class | The lesson will be taught in the classroom. The pupils will be seated in a horseshoe shape to enable them to view the pictures on the board. | | | | | | |
| Instructional objectives | Given pictures of a sunrise, full sun and sunset, learners will be able to greet each other appropriately according to the time of day. | | | | | | |
| Materials | Pupil's Book: Page 1. A picture of a sunrise, full sun and sunset | | | | | | |
| References | Rwanda National Curriculum Primary 2 <i>Collins Junior English Dictionary</i> | | | | | | |

| Timing | Description of teaching and learning activities | | Generic competences and cross-cutting issues to be addressed |
|--|---|---|--|
| | Teacher's activities | Learner's activities | |
| Introduction 5 minutes | <p>The teacher reviews the previous lesson by playing the 'Stand Up!' game. In this game, the teacher gives the instructions 'Stand up!' 'Sit down!' 'Repeat!' 'Listen!' and 'Clap!'</p> <p>The teacher asks the pupils to predict what today's lesson will be about.</p> <p>The teacher presents and displays the lesson objectives for today.</p> | <p>The pupils follow the classroom instructions to stand up, sit, down, repeat and clap when they hear the instructions.</p> <p>The pupils predict what today's lesson objectives will be.</p> <p>The pupils ask questions about the learning objectives.</p> | <p>Cross-cutting issues: Peace and values education: This lesson provides pupils with knowledge, skills and attitudes to create conditions conducive to peace, respect and living harmoniously.</p> |
| Development of the lesson 30 minutes | <p>The teacher introduces the lesson by waving and saying hello to the pupils. The teacher asks the pupils to greet their partners the same way.</p> <p>The teacher explains that there are other ways to greet someone and asks the pupils if they know other greetings.</p> <p>The teacher displays the morning picture (sunrise) for the pupils to see and asks the pupils to identify what they can see in the picture.</p> | <p>The pupils wave and say hello to the teacher.</p> <p>The pupils greet their partners by saying hello and shaking their partners' hands.</p> <p>The pupils identify other ways to greet people they know.</p> <p>The pupils look at the picture and identify things in the picture, such as a boy, a girl and the sun.</p> <p>The pupils say and repeat the word 'morning'.</p> | <p>Communication: During the presentation, the pupils communicate and convey information and ideas by speaking; learn about and use new vocabulary words: and listen to their classmates' ideas.</p> |

| | | | |
|--|---|---|--|
| | <p>The teacher explains to the class that we can greet people depending on the time of the day.</p> <p>The teacher models how to greet someone by saying 'Good morning.'</p> <p>The teacher asks the pupils to greet each other using the greeting 'Good morning', first in groups and then in pairs.</p> <p>The teacher repeats the activity with the phrases 'Good afternoon' and 'Good evening', showing the pictures of the full sun and sunset.</p> <p>The teacher sings the 'Good morning, good evening' song.</p> <p>The teacher points at the pictures, and the pupils say the greeting for that time/picture in English.</p> <p>The teacher invites some pupils to the front of the class and asks them to model the greetings 'Good morning,' 'Good afternoon,' and 'Good evening.'</p> | <p>The pupils say and repeat the words 'Good morning'.</p> <p>The pupils sing the Good morning, good evening song.</p> <p>The pupils say the greeting for that time of day.</p> <p>In pairs, the pupils practise greeting each other as they shake hands, saying Hello, Good morning, Good afternoon and Good evening.</p> <p>The pupils repeat the song and do the actions for the song.</p> | <p>Cooperation, interpersonal relations and life skills: The pupils have an opportunity to learn collaboratively with their peers; their homework provides an opportunity to connect with their family around their school work.</p> |
| <p>Conclusion 5 minutes</p> | <p>Summary The teacher asks pupils what they learned in that day's lesson. The teacher asks the pupils why it is important to greet people politely.</p> <p>Assessment The teacher points at the pictures of the sunrise (morning), full sun (afternoon) and sunset (evening). The pupils greet each other appropriately according to the time of day.</p> | <p>The pupils summarise what they have learned in that day's lesson. Some pupils present their ideas about greeting people politely.</p> <p>The pupils say the appropriate greeting for the time of day.</p> | |
| <p>Homework</p> | <p>The pupils greet their family members with the new phrases they learned.</p> | | |
| <p>Teacher self-evaluation</p> | | | |

Lesson planning Teaching reading fluency

This teacher guide is designed to aid teachers in the lesson-planning process. Teachers should carefully review the lesson material and select the teaching methods and activities that best meet the needs of their pupils. Teachers may choose to use all or part of the lesson suggestions, or they may adapt the suggested ideas to the needs and circumstances of their classes. Additional information on some of the activities contained in the guide is provided below.

Teaching reading fluency

Fluency refers to the ability to read a text quickly and accurately using the appropriate expression and intonation. Pupils develop fluency when they have the opportunity to reread texts. Fluency activities can take many forms. This program uses a scaffolding strategy that calls for teachers and pupils to read together. Teachers can implement the following activities in each reading lesson to develop reading fluency:

Choral reading

This strategy helps pupils become fluent, confident readers. Choral reading involves reading aloud in unison with a whole class or a group of pupils. Choral reading helps build pupils' fluency, self-confidence and motivation. Because pupils read aloud together, pupils who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Echo reading

This is another way to help pupils develop confidence and fluency. The teacher reads a line of text aloud and asks the class to read the same line. The class continues taking turns reading and rereading the same lines.

Paired reading

The paired reading technique allows pupils to take turns reading a sentence from a story to each other, with one pupil putting his or her finger under each word as the two pupils read the words together.

Independent reading

Independent reading involves pupils reading texts, such as books, magazines and newspapers, on their own with minimal to no assistance from adults. It can consist of reading in or out of school, including purely voluntary reading for enjoyment or assigned reading for homework.

Reading in turns

Teachers may provide opportunities for pupils to read aloud with some guidance and feedback. Reading in turns involves having individual pupils in a group take turns reading aloud from a text. In some classes, some pupils may not be able or motivated to read a literature passage or a chapter from their textbook by themselves. Reading in turns allows teachers to ensure that every pupil is reading, and if the pupils encounter difficult words or concepts, the teacher is available to provide support. Teachers must exercise caution when using this approach. The most obvious concern is that the requirement to read aloud to classmates can put pupils—especially those who struggle with reading—in an uncomfortable position. Teachers should encourage pupils to volunteer to read aloud in class or encourage pupils to choose a text they would like to read aloud to the class.

Attitudes and values

Teachers can exemplify the values that lead to intellectual curiosity and learning and can foster those values in the pupils in their class. The ways in which teachers interact with pupils can establish the classroom as a place that nurtures investigation, experimentation, hard work and appreciation for each learners' unique abilities. The ways in which teachers create opportunities for pupils to interact also contribute to the daily creation of the learning environment. The teacher's role is to facilitate learning activities that channel and shape communication between pupils. Teachers should avoid putting pupils into competitive situations with each other and instead promote co-operation. Are pupils asked to support each other's learning, or are they asked to learn in isolation? Many factors should be considered when fostering attitudes and values in the classroom. This includes treating all learners equally, encouraging participation, calling on girls as often as boys and supporting pupils' answers with praise and guidance. At the beginning of the school year, teachers should explain their expectations that learners will focus on learning activities, that they will share information and that they will ask for help when needed. When learners behave in ways that promote learning, teachers should respond with support and encouragement, even when they encounter challenges and obstacles. Teachers may create a chart of class jobs and responsibilities to enlist pupils in keeping the classroom clean and organised. Teachers can post and discuss rules for co-operation and working in small groups while describing and demonstrating the behaviours expected from their class.

Homework

This teacher's guide contains recommended homework activities that teachers can adapt based on their pupils' learning needs. Teachers need to plan pupils' homework and the exercises they give very carefully based on the school's timetable. Teachers can plan to give short exercises related to the lesson that pupils can do quickly by themselves. These can be marked easily by the teacher or by the pupils. Teachers should also vary the type of homework given to the pupils, such as reading stories, writing short sentences, learning songs or poems or giving an exercise in which pupils find information for the next lesson. At the end of the lesson, write the homework clearly on the board. Make sure pupils understand what they have to do and ensure that they have written the homework in their notebooks.

How to assess fluency

Fluency is the ability to read words quickly with accuracy and expression. Fluency is important because it provides a bridge between word recognition and comprehension.

How do I assess fluency and monitor pupil progress?

Pupils' fluency should be measured regularly throughout the school year. It is important to monitor pupils' progress by assessing fluency on a regular but informal basis. These informal assessments help the teacher determine if pupils are reading texts at the appropriate level, if they are making progress in developing their fluency, and if the teacher needs to modify their instruction. At the end of each unit, there is a fluency assessment passage. The passage contains some of the target sounds and words taught in the unit as well as high frequency words.

How to administer a one-minute assessment

Materials

The teacher will need:

- Two copies of the assessment passage
- Watch
- Pencil

Procedure

- Tell the pupil to read the passage aloud. Begin timing when they begin reading. Tell the pupil that if she or he has trouble (struggling for more than 3 to 5 seconds), the teacher will say the word so she or he can keep reading. After one minute, say "Stop," and circle the last word read. As the pupil reads, mark words that are read incorrectly. For a word to be read correctly, it should be read correctly in context. Errors include:
 - Skipped words
 - Mispronounced words
 - Word substitutions
 - Words in the wrong order
 - Struggling that lasts for 3 to 5 seconds

During the reading, avoid correcting mistakes. If the pupil has extreme difficulty, stop the test. Reassure the pupil that she or he will redo the assessment after further reading practice.

The following are not considered misses:

- Varying pronunciation due to accent or speech impediment
- Self-correcting a mistake within three seconds; when a pupil corrects a mistake the word is scored as correct.

At the end of one minute, note the last word read. Count the number of words read correctly (WCPM).

UNIT 1: GREETINGS, INTRODUCTIONS AND TALKING ABOUT SCHOOL

Key competence: To use language learnt in the context of greetings, introductions and talking about school.
Topic area: Oral and Written Communication

Values: Appreciate how our school community helps us learn.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Lesson 10 |
|----------------------------|---|-----------------------------------|----------------------|-----------|--------------------------------------|-------------------------------------|-------------------|---------------|---------------------------------|---------------------------------|
| Lesson name | Hello, good morning, good afternoon, good evening | How are you? I am fine, thank you | Goodbye, good-night | Hi, Bye | Reading <i>The Bat and the Cat</i> | Reading <i>The Bat and the Cat</i> | Mr. Mrs, Miss | Mr. Mrs, Miss | Reading <i>Nan and the Van</i> | Reading <i>Nan and the Van</i> |
| Key content | Good morning Good afternoon Good evening Hello | How are you? Fine, thank you | Goodbye Goodnight | Hi Bye | Cat, hat, fat, sat, mat, bat, the, a | Cat, hat, fat, sat, bat, the, a, on | Mr Mrs Miss | Mr. Mrs. | can van ran fan pan | Can van ran fan pan |
| Language structures | Gg, Dd, Ff | | Hh, Jj, Kk, Ll, Mm | | Short /a/ | Words with _at | Tt | t | Words with _an | Words with _an |

| | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 |
|----------------------------|----------------------------------|---|---|--------------------------------------|-------------------------------|-------------------------------|---------------------------------|---------------------------------|--------------------------------------|--|
| Lesson name | What is your name? My name is | Can you tell me his/her name? This is | Can you tell me his/her name? | How old are you? I am... years old. | Where I live | Where I live | Reading: <i>Ben and his Hen</i> | Reading: <i>Ben and his Hen</i> | Instructions | Asking for permission |
| Key content | What is your name? My name is... | Can you tell me his/her name? This is ... | Can you tell me his/her name? This is ... | How old are you? I am ... years old. | Where do you live? I live in. | Where do you live? I live in. | Hen, men, ten, is, in, and | Hen, men, ten, is, in, and | Go! Come here, please. Listen! | May I come in please? May I leave the room? Yes. You may. No. You may not. |
| Language structures | Jj | Jj | Ww | Ww | Present simple tense | Present simple tense | | | Rr | Modals Ee |

| | Lesson 21 | Lesson 22 | Lesson 23 | Lesson 24 | Assessment | Review |
|----------------------------|---|---|--|-----------------------------|------------|--------|
| Lesson name | Talking about school subjects | Talking about school subjects | Review: Telling the time | Timetables | Assessment | Review |
| Key content | English, Kinyarwanda, mathematics, physical education, religious studies, social studies, art and music | English, Kinyarwanda, mathematics, physical education, religious studies, social studies, art and music | O'clock Half past Quarter past Watch Clock | We have mathematics at 9:00 | Assessment | Review |
| Language structures | Words with _an | Words with _an | Time phrases | Time phrases | | |

Attitudes and values:

Appreciate how our school community helps us learn.

As pupils learn together, they discover how the people and resources in their school community contribute to their learning. They gain experience in learning with partners and with groups, by learning from teachers and community visitors, and by learning from the books and materials in their classrooms. They learn that, with their peers, they achieve a goal, and that each person in the group has something unique to contribute. They also learn basic manners and develop empathy for others. These are skills that children need not only in school but also throughout life. This unit fosters the qualities and dispositions in the pupils that will help them to live and work with others and to act in socially responsible ways. They will learn to value not only each other, but also the textbooks, exercise books and classroom resources that contribute to their learning.

An example of a classroom project is provided to scaffold how, as part of their lessons, teachers can promote and foster attitudes and values in the pupils that embody the school community's contribution to their learning. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

Activity: The teacher introduces a question, 'What and who help me to learn?' In small groups, pupils investigate the question, identifying people and materials at their school that contribute to their learning. Pupils create a role-play, where they represent people in their school community who help them to learn, as well as materials that help them to learn.

| Observation criteria The pupil ... | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|--|---------------------------|---------------------------------------|--------------------------------------|
| Listens when the teacher is explaining a topic. | | | | |
| Works co-operatively with a partner, taking turns. | | | | |
| Shows respect for other points of view. | | | | |
| Stores her/his resources carefully in her/his bag. | | | | |
| Keeps her/his books and materials clean. | | | | |
| Thanks peers, teachers and other school personnel, and treats them with respect. | | | | |
| Identifies individuals and resources that contribute to their learning. | | | | |

Lesson 1 Hello, good morning, good afternoon, good evening

Learning objectives

- Identify words for greeting someone (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book, page 1.

Teaching tip

When introducing a new word or phrase, repeat it many times and also encourage the pupils to use it many times and in different ways.

Key content

Hello, Good morning
Good afternoon
Good evening
Gg, Dd and Ff

Introduction

- The class talks about how to greet people in the morning, in the afternoon and in the evening.
- The pupils demonstrate how they greet people.
- The class sings the *Good morning* song, Teacher's Guide, page 176.

Development of the lesson

- The teacher says a time of day and the pupils say the greeting for that time of day.
- In pairs, the pupils practise greeting each other as they shake hands: *Hello, Good morning, Good afternoon, Good evening*.
- The teacher writes the letter G on the board.
- The pupils identify the letter g name.
- The teacher introduces the sound /g/.
- The pupils sing the *Letter G* chant, Teacher's Guide, page 177.
- The teacher repeats the activity with the letters d and f.
- The teacher and pupils play the game *Which two words begin with the same sound*. The teacher says the words:
book, bag, pencil;
come, open, close;
pen, door, desk;
family, friend, house;
good, book, girl.
- The pupils identify the words that begin with the same sound.
- The teacher asks the pupils what sound the two chosen words begin with.

Additional activity

- The pupils look at their Pupil's Book and discuss what the people in the pictures are saying: Pupil's Book, Unit 1, page 1.

Assessment

- The teacher writes the words: *Good morning, Good afternoon* and *Good evening*. The pupils read the words and identify and underline the letters g, d and f in the words.

Homework

The pupils greet family members using *Good morning, Good afternoon* and *Good evening*.

Lesson 2 How are you? I am fine, thank you

Learning objectives

- Identify words for greeting someone (knowledge and understanding).
- Practise greeting each other (skills).

Materials

Pupil's Book, page 1.

Key content

How are you? I am fine, thank you.

Introduction

- The pupils sing the *Good morning* song, Teacher's Guide, page 176.
- The class talks about the three different greetings learned in the previous lesson.
- The pupils practise each greeting with their partner.

Development of the lesson

- The teacher presents the phrases: *How are you? I am fine, thank you.*
- The pupils repeat the phrases.
- The teacher models the phrases: *Good morning. How are you? I am fine, thank you.*
- The pupils repeat the phrases.
- The teacher invites a boy and a girl to the front of the class and asks them: *Good morning, how are you?*
- The pupils answer: *I am fine, thank you.*
- In groups, the pupils practise the dialogue: *Good afternoon, how are you? I am fine, thank you. How are you?*
- The teacher invites some groups to demonstrate in front of the class.

Additional activities

- The teacher writes the words on the board: *How are you? I am fine, thank you.*
- The pupils read the words with the teacher.
- The pupils draw a picture of themselves greeting a friend and write the words: *How are you? I am fine, thank you.*

Assessment

- In pairs, the pupils greet each other by saying: *How are you? I am fine, thank you.*
- In pairs, the pupils practice the dialogue in the Pupil's Book, page 1.

Homework

The pupils practise the greetings with family members using: *How are you? I am fine, thank you.*
The pupils read the greetings in their Pupil's Book, page 1.

Lesson 3 Goodbye, goodnight

Learning objectives

- Identify words for farewells (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book, page 1.

Teaching tip

Use print writing rather than cursive writing when teaching the letters' names and sounds.

Key content

Goodbye

Goodnight

H h, J j, K k, L l and M m

Introduction

- The class brainstorms all the greetings learned this week and the teacher writes them on the board.
- The pupils sing the *Good morning* song, Teacher's Guide, page 176.

Development of the lesson

- The teacher says a time of the day and asks the pupils to say the appropriate greeting.
- The teacher introduces and models the farewells: *Goodbye, Goodnight.*
- The pupils practise the farewells: *Goodbye, Goodnight.*
- In pairs, the pupils practise the dialogue: *Goodbye, Goodnight.*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher introduces the sound /h/ and writes the letter h on the board.
- The pupils sing the *Letter H* chant, Teacher's Guide, page 180.
- The teacher repeats the activity with the letters j, k, l and m.
- The teacher and pupils play *Which two words begin with the same sound;*

happy, hello, pen;
Jane, jump, table;
kick, sit, kid;
sit, listen, like;
morning, my, house.

- The teacher asks the pupils what sound the two chosen words begin with.

Additional activities

- The teacher writes the words on the board: *Goodbye, Goodnight*.
- The pupils read the words with the teacher.
- The pupils draw a picture of themselves saying goodbye to a friend and write the words: *Goodbye, Goodnight*.

Assessment

- The teacher asks the pupils when do they use *Goodnight* and *Goodbye*.
- In pairs, pupils practice the dialogue in the Pupil's Book. Page 1.

Homework

The pupils practise the farewells with family members.

Lesson 4 Hi, Bye

Learning objectives

- Greet friends informally (skills).
- Recognise and produce sounds in familiar and common words (skills).

Key content

Hi
Bye
A a
Short /a/

Teaching tip

When teaching *Hi* and *Bye*, explain that in informal situations, we shorten Goodbye to say Bye. We also shorten Hello to say Hi.

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.
- The pupils sing the *Letter G* and *Letter H* chants, Teacher's Guide, page 177.

Development

- The pupils sing the *Good morning, Good evening* song.
- The teacher says the time of day and the pupils say the appropriate greeting.
- The teacher explains the meaning of *Bye* and *Hi*.
- In pairs, the pupils practise the dialogue: *Hi. How are you? I am fine. How are you? I am fine. Bye. Bye.*
- The pupils discuss when is it appropriate to use *Hi* and *Bye*.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher introduces the sound /a/ and writes the letter *a* on the board.
- The pupils sing the *Letter A* chant, Teacher's Guide, page 177.
- The teacher introduces the game *Elastic word* using the words: *cat, mat, sat, fat, bat, rat*.
- The teacher discusses the meaning of the words with the class.
- The pupils pretend they can stretch the word and segment each sound, e.g c...a...t.

Additional activities

- The teacher writes the letters *A* and *a* on the board and asks the pupils to say any words they know that begin with the letter *A a*.
- The teacher writes these words on the board under the letter *A a*.

Assessment

- The pupils fill in the letter *a* in the following words: c_t, m_t, f_t.
- The pupils draw pictures to illustrate the meaning of the new words.

Homework

The pupils practise the greetings *Hi* and *Bye*.

Lesson 5 Reading *The Bat and the Cat*

Learning objectives

- Decode the words: bat, cat, mat (skills).
- Recognise sight words (skills).
- Read the story *The Bat and the Cat* (skills).

Materials

Pupil's Book: *The Bat and the Cat*, page 7.
Pictures of a mat, cat, bat, rat, hat

Teaching tip

Allow time for the pupils to attempt to read the story. It is important because this is the first time the pupils have to read the story.

Key content

Bat, cat, fat, hat, mat, the, a

Introduction

- The class sing the *Alphabet Song*, Teacher's Guide, page 175.
- The class sing the *Letter A* chant, Teacher's Guide, page 180.
- The pupils recall words that have the sound /a/.

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the flashcards of a mat, bat, cat, rat etc.
- The teacher holds up each flashcard and elicits/teaches the words.
- The pupils repeat the words.
- The teacher writes the letters *at* on the board.
- The teacher reads the word with the pupils.
- The teacher holds up the flashcard with the picture of a mat and asks the pupils: *What new word can I make if I add the letter m to at?*
- The teacher adds the letter *m* to *_at* to make *mat*.
- The pupils read the word with the teacher.
- The class repeats the exercise with the letters *c, b, r, h* and the remaining flashcards.
- The teacher points at the word on the board and invites pupils to find the corresponding flashcard.
- Each time, the pupils read the words with the teacher.
- The teacher continues using the letters *f, s, p* and explains the meaning of *sat, pat* and *fat*.
- The teacher writes the words on the board: *the, on, a, and, The*.
- The class plays the *Buzz* game with the words: *the, on, a, and, The*.

Reading

- The teacher introduces the story: *The Bat and the Cat*.
- The class talks about the pictures in the story *The Bat and the Cat*.
- The teacher asks the pupils to point at the mat, the cat, the hat etc. and say the words.
- The pupils predict what might happen in the story based on what they see in the pictures.
- The teacher asks the pupils to point at the words hat, cat, mat and bat.
- The teacher model reads the story *The Bat and the Cat*.
- The class echo reads the story *The Bat and the Cat*.

After reading

- The teacher asks the pupils comprehension questions: *Who is in the story? What happens? Who sat on the cat?*
- The teacher asks the pupils to point at the words:
- In pairs, the pupils read the story *The Bat and the Cat*.

Additional activity

The teacher dictates the words from the story: *cat, hat, mat, sat, bat, fat*.

Assessment

In pairs, the pupils read the story and point to the words: cat, bat, hat and sat.

Homework

The pupils read the story *The Bat and the Cat* to a family member.

Lesson 6 Reading *The Bat and the Cat*

Learning objectives

- Decode the words: bat, cat, mat (skills).
- Recognise sight words (skills).
- Write about the story *The Bat and the Cat* (skills).

Materials

Pupil's Book: *The Bat and the Cat*, page 7.

Teaching tip

The teacher circulates around the class and helps the pupils as they work in pairs.

Key content

Cat, hat, fat, bat, the, a, is, on, are.

Introduction

- The class sing the *Alphabet Song*, Teacher's Guide, page 175.
- The teacher writes *_at* on the board.
- The pupils read the word.
- The teacher adds the consonants r, f, b, s and h (to form the words: *rat, fat, bat, sat, hat*).
- Each time, the pupils read the new word.
- The teacher asks the pupils to identify examples or pictures of the words in their Pupil's Book.

Development of the lesson

Pre-reading

- The teacher writes the words: *The, a, the, on* on the board.
- The pupils read the words.
- The class plays the *Buzz* game with the words: *The, a, the, on*
- The teacher writes the words on the board: *A cat, The cat, A hat, The hat, A bat, The bat*.
- The teacher points at each word and asks the pupils to read it.
- The pupils read each word as the teacher points at it.
- The class goes as quickly as possible.

Reading

- The teacher asks the pupils about the story they read yesterday: *Who can remember the name of the story? What animals are in the story? What happens in the story?*
- The teacher model reads the story.
- The pupils echo read the story *The Bat and the Cat*.

After reading

The teacher asks the pupils comprehension questions: *Where is the cat? Who has a hat? Who sat on the mat?*

What happened after the story?

Additional activities

- The pupils choral read the story *The Bat and the Cat*.
- The pupils take turns reading the story to each other.
- The teacher invites pupils to read the story in turns.

Assessment

The pupils write the sentences at the end of the story. The pupils write the missing words in the blank spaces, *Pupil's Book*, page 10.

Homework

- The pupils read the story *The Bat and the Cat* to a family member.
- The pupils answer comprehension questions about the story, *Pupil's Book*, page 10.

Lesson 7 Mr, Mrs, Miss

Learning objectives

- Address grown-ups appropriately using the correct title (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Teaching tip

When the pupils are listening, address your colleagues in English, as Mr, Mrs or Miss. This helps pupils understand the new words in context.

Materials

Pupil's Book: *The Bat and the Cat*, page 7.

Key content

Mr, Mrs, Miss

Introduction

- The pupils sing the *Good morning* song, Teacher's Guide, page 176.
- The pupils read the story *The Bat and the Cat*.

Development of the lesson

- The teacher practises greetings with the pupils by telling them a time of the day and asking the pupils to say the appropriate greeting.
- The teacher introduces and models the titles: *Mr, Mrs, and Miss*.
- The pupils give examples of when to use: *Mr, Mrs, and Miss*.
- The pupils practise the greetings but this time adding titles: *Good morning, Good afternoon, Good evening, Mr Kamanzi, Good night, Miss Mahoro*.
- The pupils match greetings to the time of day.
- The teacher introduces the sound /t/ and writes the letter t on the board.
- The pupils sing the *Letter T* chant, Teacher's Guide, page 181.
- The teacher and pupils play *Which two words begin with the same sound* with the words:
 - two, ten, four;*
 - at, with, we;*
 - yes, you, read;*
 - zip, house, zebra.*
- The teacher asks the pupils what sound the two chosen words begin with.

Additional activity

The class plays the game *Put your hand on your head if you hear the word that begins with the sound /t/* using the words: *teacher, take, to, name, tell, table, eyes, ten, two*.

Assessment

- In pairs, the pupils role-play greeting grown-ups: *Hello, Mr..., Miss..., Mrs..., How are you? I am fine, thank you. How are you? I am fine, Goodnight. Goodnight.*
- The pupils identify which words have the letter t and the sound /t/.

Homework

- The pupils read the story *The Bat and the Cat*.
- The pupils write the words in the story that have the letter t.

Lesson 8 Mr, Mrs, Miss

Learning objectives

- Address grown-ups appropriately using the correct title (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *The Bat and the Cat*, page 7

Pupil's Book, page 1.

Teaching tip

Guide pupils to pronounce the titles: Mr, Mrs, Miss correctly every time they use them.

Key content

Mr, Mrs, Miss

Introduction

- The class sings the *Letter T* chant, Teacher's Guide, page 178.
- The pupils read the story *The Bat and the Cat*.
- The pupils list the words learned this week (*Hello, Good morning, Good afternoon, Good evening, Goodbye, Goodnight*).
- The class discusses when to use each greeting or farewell.

Development of the lesson

- The teacher invites a male and female teacher to the classroom.
- The pupils greet them.
- In pairs, the pupils model the dialogue with one child taking the role of a teacher and the other taking the role of a pupil: *Good morning, Mr Kalisa Good morning, Mrs Mutesi*.
- The teacher writes the words on the board: *How are you? I am fine, thank you*.
- The pupils read the words with the teacher.
- The pupils draw a picture of themselves greeting a teacher and write the words: *Good morning, Mr Kalisa. Good morning, Mrs Mutesi, Good morning Miss Umurerwa*.

Additional activity

- Some pupils show their drawings, explaining what is happening in the picture.
- The pupils practise the dialogue in their Pupil's Book, page 1.

Assessment

In pairs, the pupils role-play greeting grown-ups.

Homework

- The pupils show their drawings to a family member.
- The pupils read the story *The Bat and the Cat*.

Lesson 9 Reading *Nan and the Van*

Learning objectives

- Decode the words: can, man, fan (knowledge and understanding).
- Recognise sight words (skills).
- Read the story *Nan and the Van* (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Pictures of a man, can, fan, pan, ran

Teaching tip

Allow the pupils a few minutes to look at the pictures of the story before reading it to them. Ask them to predict what the story is about.

Key content

Van, ran, fan, pan, and, to, the, stops, yes.

Introduction

The class sings the *Letter T* chant, Teacher's Guide, page 178.

Development of the lesson.

Pre-reading

- The teacher introduces the new vocabulary using the flashcards for a man, can, fan, pan, ran.
- The teacher holds up each flashcards and elicits/teaches the words.
- The pupils repeat the words.
- The teacher writes the letters *an* on the board.
- The teacher holds up the flashcard of a man and asks the pupils: *What letter do I add to an to make man?*
- The teacher adds the letter *m* to make *man* and reads the word *man*.
- The teacher repeats with the letters *v, n, r, f, d,* and *p* and the remaining flashcards.
- Each time, the pupils read the new word.
- The teacher writes the word on the board: *the, on, a, and, to, The.*
- The pupils read the words.
- The class plays the *Buzz* game with the words: *the, on, a, and, to, The.*
- The teacher introduces the story *Nan and the Van*.
- The class talks about the pictures in the story *Nan and the Van*.
- The pupils predict what might happen in the story based on what they see in the pictures.
- The teacher asks the pupils to point to the van, the man, Dan, Nan, the can, the fan. etc.

Reading

- The teacher model reads the story *Nan and the Van*.
- The class echo reads the story *Nan and the Van*.

After reading

- The teacher asks the pupils comprehension questions: *Who is in the story? What happens? Who ran after the van? What was on the van?*
- In pairs, the pupils read the story *Nan and the Van*.

Additional activity

The teacher dictates words from the story: *man, van, fan, Nan, Dan, pan*.

Assessment

In pairs, the pupils read the story *Nan and the Van*. The pupils write the words: *man, fan* and *pan*.

Homework

The pupils read the story *Nan and the Van* to a family member.

Lesson 10 Reading *Nan and the Van*

Learning objectives

- Read some three-letter words (knowledge and understanding).
- Recognise sight words (skills).
- Read the story *Nan and the Van* (skills).

Materials.

Pupil's Book: *Nan and the Van*, page 11.
Pictures of a man, can, fan, pan, ran, van.

Teaching tip

CVC = consonant-vowel-consonant: a common sequence of sounds in a single syllable (*hat*, for example)
CVC words are integral to any reading program as they are the first step from knowing the letter sounds to sounding out simple words.

Key content

Fan, pan, and, to, yes, stops, get, can, Nan, Dan.

Introduction

- The teacher writes *_an* on the board.
- The teacher writes the consonant *n* (to form *Nan*) and the pupils read the word.
- The class repeats with the consonants *r, f, d, v, p* and *c* (to form the words: *ran, fan, Dan, van, pan, can*).
- The teacher holds up pictures while pointing at and saying the word.

Development of the lesson

Pre-reading

- The teacher holds up the flashcards and the pupils identify the words.
- The class plays the game *What is missing?* The teacher places all the flashcards on the table, telling the pupils to close their eyes. Then, the teacher takes away one card and asks the pupils to open their eyes.
- The pupils identify the missing flashcard.
- The teacher continues the activity until all the vocabulary has been practiced.
- The teacher writes on the board the words: *A van, The van, A pan, The pan, A fan, The fan.*
- The teacher points at each word and asks the pupils to read it out loud.
- The teacher asks the pupils about the story *Nan and the Van*: *Who can remember the name? Who is in the story? What happens?*
- The pupils recall the story and summarise it in their own words.
- The teacher writes the words: *and, on, the, a, to* on the board.
- The pupils read the words and the class plays the *Buzz* game.

Reading

- The teacher model reads the story.
- The pupils echo read the story *Nan and the Van*.

After reading

- The teacher asks the pupils comprehension questions: *Who is in the story? What happens? Where was the van? Where did the van go? What did Nan do?*

Additional activities

- The pupils choral read the story *Nan and the Van*.
- The pupils answer comprehension questions on page 15 of the Pupil's Book.

Assessment

The pupils write the sentences at the end of the story and then write the missing words in the blank spaces. Pupil's Book, page 15.

Homework

The pupils read the story *Nan and the Van* to family members.

Lesson 11 > What is your name? My name is ...

Learning objectives

- Identify words for greetings (knowledge and understanding).
- Recognise and produce the sound /j/ (skills).

Materials.

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Encourage the pupils to raise their hands quietly to answer a question; this will give everyone an equal chance.

Key content

What is your name?

My name is ...

Jj

Introduction

- The class choral reads the text of *Nan and the Van*.
- The class plays the *Buzz* game with the words: *the, in, a, is, and*.

Development of the lesson

- The teacher writes the letters J and j on the board.
- The pupils identify the names of the letters on the board.
- The teacher asks the pupils what sounds the letters make.
- The class sings the *Letter J* chant, Teacher's Guide, page 178.

- The teacher writes words on the board with the /j/ sound: jump, jog, Jane.
- The teacher reads the words out loud and the pupils repeat the words.
- The teacher invites a boy and a girl to the front of the class and asks them: *What is your name?*
- In pairs, the pupils practise asking and answering the question.
- The teacher walks around the class and makes sure that all the pupils are participating.
- The teacher writes the words on the board: *My name is*
- The pupils read the words with the teacher.
- The pupils draw a picture of themselves and write the words: *My name is ...* and write their name.

Additional activity

The pupils practise writing the letter J and j and draw pictures of words that begin with j.

Assessment

The teacher asks the pupils: *What is your name?* The pupils answer.

Homework

- The pupils practise asking their family members: *What is your name?*
- The pupils read the story *Nan and the Van*.

Lesson 12 Can you tell me his/her name? This is...

Learning objectives

- Identify words for greetings (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Encourage the pupils to decode words rather than just memorise them.

Key content

Can you tell me her/his name?
This is ...

Introduction

- The class sings the *Hello* song, Teacher's Guide, page 175.
- In pairs, the pupils read the text of *Nan and the Van*.

Development of the lesson

- The teacher reviews the letters J and j and the letter sound /j/.
- The pupils identify that the letter j makes the /j/ sound.
- The teacher models how to write the letter j and how to make the /j/ sound.
- The pupils sing the *Letter J* chant, Teacher's Guide, page 178.
- The pupils play *Put your hands on your heads* if the word begins with the /j/ sound.
- The teacher says the following words: *Jack, John, up, down, jog, desk, class, teacher*.
- The pupils respond by putting their hands on their heads when they hear the /j/ sound.
- Using the pictures of Nan and Dan, the teacher introduces the phrases: *Can you tell me her/his name? This is ...* (Insert the name).
- The pupils repeat the phrases.
- The teacher invites a boy and a girl to the front of the class.
- The teacher asks the boy *Can you tell me her name?* And the boy responds: *This is*
- Then, the teacher asks the girl *Can you tell me his name?* And the girl responds: *This is*
- In pairs, the pupils continue the activity.
- The teacher walks around the class and makes sure all the pupils are participating.
- The pupils draw a picture of their friend.
- The teacher writes the sentence: *This is....*
- The pupils complete the sentence using their friend's name.

Additional activity

The teacher selects boys and girls from the class and asks: *Can you tell me her name?*
Can you tell me his name?

Assessment

The teacher points at a boy and girl in the class and asks: *Can you tell me her name?*
Can you tell me his name? The class say the name.

Homework

- The pupils practise asking people their names.
- The pupils read the story *Nan and the Van*.

Lesson 13 > **Can you tell me her/his name? His/her name is...****Learning objectives**

- Identify words for greetings (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Always remember to praise correct answers and good effort. Mistakes are excellent learning tools if you straight away encourage children to try again.

Key content

Can you tell me her/his name?
Her/his name is ...
Ww

Introduction

- The class sings the *Hello* song, Teacher's Guide, page 175.
- The pupils read the text of *Nan and the Van* silently.

Development of the lesson

- The teacher greets the pupils and introduces himself/herself.
- The teacher asks pupils to introduce themselves.
- The teacher reviews the phrases: *Can you tell me his/her name? Her/his name is ...* (insert the name). The teacher points at the pictures of Nan and Dan in the book asking *Can you tell me her/his name?*
- The teacher calls a pupil to the front of the class.
- The teacher asks the class, while pointing at the pupil at the front of the class: *Can you tell me his/her name?* Individual pupils answer: *His/her name is*
- In pairs, the pupils practise the dialogue, including changing roles.
- The teacher asks the pupils: *What is the first sound in the word wet?*
- The pupils say the first sound in the word *wet* is /w/.
- The teacher asks the pupils what letter makes the /w/ sound.
- The pupils identify the letter *W* makes the /w/ sound.

Additional activities

- The pupils identify words that begin with *w*.
- The pupils sing the *Letter W* chant, Teacher's Guide, page 178.

Assessment

- The pupils draw a family member and write: *His name is ... Her name is...*
- The pupils read the story *Nan and the Van*.

Homework

The pupils draw a picture of their family and write: *His name is ... Her name is ...*

Lesson 14 How old are you? I am ...

Learning objectives

Identify words for asking and telling age (knowledge and understanding).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Good teachers monitor the pupils to make sure that all the pupils are taking part and help those who need help.

Key content

How old are you?
I am ... years old.

Introduction

- The pupils echo read the story *Nan and the Van*.
- The pupils sing the *Hello* song, Teacher's Guide, page 175.

Development of the lesson

- The teacher writes the number 1 to 20 on the board.
- The pupils count the numbers forwards and backwards.
- The teacher introduces the phrases: *How old are you? I am ... years old.*
- The teacher invites a boy and a girl to come to the front of the class and asks each of them in turn: *How old are you?* The pupils respond: *I am ... years old.*
- In pairs, the class continues the activity.
- The teacher walks around the class and makes sure all the pupils are participating.
- The pupils complete the exercise in the Pupil's Book.

Additional activity

The pupils play the *Buzz* game with the words: *men, ten, pen, hen, den, Ben.*

Assessment

- In Pairs, The Pupils Practise The Dialogue: *What Is Your Name? My Name Is ... How Old Are You? I Am ... Years Old.*

Homework

The Pupils read the story *Nan and the Van*.

Lesson 15 Where I live

Learning objectives

- Identify words with the sound "en" (knowledge and understanding).
- Say where they live (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

In this lesson, the pupils may require help writing the names of where they live. Try to encourage the children to guess how a word is spelled first.

Vocabulary

Where do you live?
I live in...

Introduction

The pupils choral read the story *Nan and the Van*.

Development of the lesson

- The teacher reviews the phrases: *What is your name? My name is ...*, *How old are you? I am ...years old*.
- The teacher introduces the question: *Where do you live?* And the answer: *I live in ...*
- The teacher asks a pupil to come to the front of the class.
- The teacher asks the pupil to introduce himself/herself and to say where he/she lives.
- The teacher asks another pupil to come to the front of the class and introduce herself/himself and to say where she/he lives.
- In pairs, the pupils ask their partners to introduce themselves and to say where they live.
- The teacher circulates around the class and helps any pupils with difficulties.
- The teacher writes the letters *en* on the board and asks the pupils to read the word *en*.
- The teacher adds the letter *h* before *en*.
- The pupils read the word *hen*.
- The teacher repeats the activity with *p* and then *t* to make *pen* and *ten*.
- The pupils read the words.
- The teacher shows the pupils pictures of a pen, a hen and the number ten.
- The teacher says the words: *men, hen, ten* and the pupils write the words.

Additional activities

- The teacher writes the sentence on the board: *I live in...*
- The pupils complete the sentence and draw a picture of where they live.

Assessment

The pupils complete the exercise in their Pupil's Book, page 3.

Homework

The pupils write words with *en* and read them to a family member.

Lesson 16 > Where I live

Learning objectives

Say where they live (skills).

Teaching tip

Try to use the pupils' names as much as possible. It creates a positive learning environment and models good communication skills.

Materials

Pupil's Book: *Nan and the Van*, page 11.

Key content

Where do you live?
I live in..., Where, What

Introduction

- The pupils choral read the story *Nan and the Van*.
- The class practises asking each other: *How old are you?*

Development of the lesson

- The teacher writes the words on the board: *is, a, the, and, in*.
- The pupils read the words.
- The class plays the *Buzz* game with the words.
- The class reviews the phrases: *Where do you live?* And answers *I live in....*
- The teacher asks a boy and a girl to come to the front of the class.
- The teacher then helps them to ask and then answer where they live.
- The teacher repeats the exercise with another boy and girl.
- In pairs, the pupils ask the question: *Where do you live?* And answer *I live in....*

- The teacher writes the following on the board:
 - (a) My name is _____.
 - (b) I am _____ years old.
 - (c) I live in _____.

Additional activity

Some pupils read their writing for the class.

Assessment

The teacher asks the pupils: *Where do you live?* And the pupils answer *I live in...*

Homework

The pupils practise introducing themselves and asking people where they live.

Lesson 17 Reading Ben

Learning objectives

- Decode the words: pen, Ben, ten, men, hen (knowledge and understanding).
- Recognise sight words (skills).
- Read the story *Ben* (skills).

Materials

Pupil's Book: *Ben and his Hen*, page 16.
Pictures of a pen, hen, ten, men

Teaching tip

Explain to pupils that the words they see a lot are very important to know. Knowing words like *the, in, a, and, is* help us to read better.

Key content

Hen, pen, men, ten, is, in, is, this, a, in, and, friends, draw, wet

Introduction

The pupils sing the *Hello Song*, Teacher's Guide, page 175.

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the flashcards of a pen, hen, men. etc.
- The teacher holds up each flashcards and elicits / teaches the words.
- The pupils repeat the words.
- The teacher writes the letters *en* on the board.
- The teacher reads the letters *en* with the pupils.
- The teacher holds up the flashcard with men and asks the pupils: What letter do I add to *en* to make *men*.
- The teacher adds the letter *m* to make *men* and reads the word *men* with the pupils.
- The teacher repeats with the letters p, h, t, b, k, d and the remaining flashcards.
- Each time, the pupils read the words.
- The teacher writes the words on the board: *the, in, a, and, is* and reads the words with the pupils.
- The pupils play the *Buzz* game with the words: *the, in, a, and, is*.
- The class talks about the pictures in the story *Ben*.
- The pupils predict what might happen in the story based on what they see in the pictures.
- The teacher asks the pupils to point at the pen, Ben, the hen, the men. etc.
- The pupils identify the words they can read in the story. The teacher explains the meaning of the words *draws, friend and feeds*.
- **Reading**
- The teacher model reads the story *Ben and his Hen*.
- The class choral reads the story *Ben and his Hen*.

After reading

- The teacher asks the pupils comprehension questions: *Name the boy in the story? How many hens has Ben? How many hens are in the den?*
- In pairs, the pupils read the story *Ben and his Hen*.
- The teacher dictates the words from the story: *ten, hen, Ben*.

Assessment

In pairs, the pupils read the story *Ben and his Hen*. The teacher says the words: *ten*, and *hen*. The pupils find the words in the text.

Homework

The pupils read the story *Ben and his Hen* to a family member.
The pupils answer comprehension questions in the Pupil's Book, page 18.

Lesson 18 Reading *Ben and his Hen*

Learning objectives

- Decode the words formed by consonant + vowel + consonant; for example, *men* (knowledge and understanding).
- Recognise sight words (skills).
- Read the story *Ben and his Hen* (skills).

Materials.

Pupil's Book: *Ben and his Hen*, page 16.

Teaching tip

When asking comprehension questions, take care to use simple sentences and key vocabulary from the text they just read.

Key content

Hen, pen, men, ten, is, a, in, and, friends

Introduction

- The teacher writes *_en* on the board.
- The teacher writes the consonant *t* (to form the word *ten*).
- The pupils read the word out loud and show examples of the word in their Pupil's Book.
- The class repeats the exercise with the consonants *b*, *d*, *m*, *p* and *k* (to form the words: *Ben*, *den*, *men*, *pen* and *Ken*).

Development of the lesson

Pre-reading

- The teacher writes the words: *is*, *a*, *in*, *and*, *the* on the board.
- The pupils read the words.
- The class plays the *Buzz* game with the words: *is*, *a*, *in*, *and*, *the*.
- The teacher writes the words on the board: *A hen*, *The hen*, *A pen*, *The pen*, *A den*, *The den*
- The teacher points at each word and asks the pupils to read it together with the teacher.
- The pupils read each word as the teacher points at it.
- The pupils go as quickly as possible.
- The teacher asks the pupils about the story *Ben and his Hen*: *Who can remember the name? Who is in the story? What happens? How many hens does Ben have?*

Reading

- The teacher model reads the story.
- The pupils echo read the story *Ben*.

After reading

- The teacher asks comprehension questions: *How many hens? Why is Ben in the den? What does Ben draw?*
- The pupils choral read the story *Ben*.
- The pupils take turns reading the story.

Assessment

The pupils copy the sentences at the end of the story and then write the missing words in the blank spaces. Pupil's Book, page 19.

Homework

The pupils read the story *Ben and his Hen* to a family member.

Lesson 19 Giving and following instructions

Learning objectives

- Identify words for instructions (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *Ben and his Hen*, page 16.

Teaching tip

Rhyming games can help pupils identify sounds and letters that are the same, which can lead to more accurate spelling.

Key content

Go! Sit down.
Come here, please. Work in pairs.
Listen!

Introduction

- The pupils sing the *Letter R* chant, Teacher's Guide, page 178.
- The class choral reads the story *Ben and his Hen*.

Development

- The teacher reviews the instructions: *Open your book, Close your book, and Stand up, Sit down.*
- The class follow the instructions.
- The class go outside and line up for the teacher.
- The teacher introduces the phrase: *Come here, please.*
- The pupils guess what the phrase means.
- The teacher explains why it is important to say the word *please*.
- The teacher gives the instruction to the class: *Come here, please.*
- The pupils follow the instruction.
- The teacher invites a boy and girl to model the instruction.
- In pairs, the pupils practise asking and responding to the phrase: *Come here, please.*
- The class play the game *Simon says* using the classroom instructions. The teacher repeats the activity with the instructions.
- The class goes inside.

Additional activities

- The teacher writes the words on the board: *Come here, please.*
- The pupils read the words with the teacher.
- The pupils identify the letters *r* and *l* from the words: *Come here, please.*
- The pupils draw a picture of themselves giving instructions and write the words: *Come here, please.*
- The teacher gives an instruction and the pupils mime it: *Go! Sit down! Listen! Work in pairs! Come here, please.*

Assessment

The teacher asks the pupils what do you say when you need someone to come to you? The pupils identify the phrase: *Come here, please.*

Homework

The pupils teach their family members classroom instructions.

Lesson 20 Asking for permission

Learning objectives

- Identify words for instructions (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *Ben and his Hen*, page 16.

Teaching tip

As the pupils begin to read, play games with the letters, such as putting the letters together to make words.

Key content

Come here, please.
May I leave the room?
May I come in, please?
Yes, you may.
No, you may not.

Introduction

- The pupils sing the *Letter E* chant, Teacher's Guide, page 177.
- The pupils silent read the story *Ben and his Hen*.

Development of the lesson

- The teacher reviews the instructions: *Come here, please*.
- The teacher introduces the dialogue: *May I leave the room? Yes, you may*.
- The pupils guess when they might use the phrase.
- The class practise the question and answer.
- The teacher invites some pupils to ask the question: *May I leave the room?*
- The pupils ask: *May I leave the room?*
- The teacher responds: *Yes, you may* or *No, you may not*. Depending on the answer, the pupil may leave the room.
- The teacher asks the pupil to return using: *Come here, please*.
- The teacher writes the words on the board: *May I leave the room?*
- The pupils read the words with the teacher.
- The teacher writes the words on the board: *Yes, you may. No, you may not*.
- The teacher repeats the activity with *May I come in, please?*
- The pupils draw a picture of a teacher and a pupil in class. The pupils write the words: *May I leave the room? Yes, you may* or *No, you may not*.

Additional activities

- The teacher gives an instruction and the pupils mime it: *Go! Sit down! Listen! Work in pairs! Come here, please*.
- In pairs, pupils practise using the expressions: *May I come in, please? Yes you may. No you may not. May I leave the room? Yes you may. No you may not*.

Assessment

The teacher asks the pupils what they say when they need to leave the room or when they need to come in the room. The pupils answer with the appropriate phrase.

Homework

- The pupils teach their family members: *May I leave the room? Yes, you may* or *No, you may not*.
- The pupils read the story *Ben and his Hen*.

Lesson 21 Talking about school subjects

Learning objectives

- Identify words for school subjects (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Examples of textbooks from other subject areas.

Teaching tip

When introducing a new word or phrase, repeat it many times and also encourage the pupils to use it many times and in different ways.

Key content

English, Kinyarwanda, science
mathematics, physical education
religion, social studies
art and music

Introduction

The class plays the game *Simon says* using classroom instructions.

Development of the lesson

- The teacher asks the pupils to think about what they learn in school every day.
- The class brainstorms what they learn.
- The teacher writes their ideas on the board.

- The teacher introduces the word: *subject*. The teacher explains that in Primary 2 children learn eight subjects.
- In pairs, the pupils try to guess the name of the eight subjects.
- The pupils share their ideas with the class.
- The teacher writes the subjects on the board: *English, Kinyarwanda, science, mathematics, religion, social studies, art and music*.
- The teacher mimes an activity for each subject; for example, English: The teacher reads from the English textbook, and asks the class what subject he/she is learning.
- The pupils guess the subject.
- The teacher introduces the phrase: *I learn English at school*.
- The pupils repeat the phrase.
- The teacher continues to mime the subjects, by doing the following activities, each time introducing the phrase: *I learn... at school*.
- Kinyarwanda: The teacher reads from the Kinyarwanda textbook.
- The teacher repeats the activity, and each time the pupils identify the subject.
- Mathematics: The teacher completes addition on the chalkboard.
- Art: The teacher draws a picture.
- Music: The teacher sings a song.
- Social studies: The teacher reads from the social studies textbook.
- Science: The teacher reads from the science textbook.
- The teacher asks the pupils: *What do you learn at school?*
- The pupils answer: *I learn at school*.

Additional activities

- The teacher reads the subject names with the pupils.
- The pupils play the *Buzz* game with the school subjects.

Assessment

The teacher mimes an activity for each subject.
The pupils identify the name of the subject.

Homework

The pupils teach their family members the names of school subjects.

Lesson 22 Talking about school subjects

Learning objectives

- Identify words for school subjects (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Examples of textbooks from other subject areas.

Teaching tip

Charades: a game in which players try to guess a word or phrase from the actions of another player who is not allowed to speak. It is a very useful game to play in the classroom.

Key content

English, Kinyarwanda, science
mathematics, physical education
religion, social studies, art and music

Introduction

- The pupils list the names of school subjects.
- The teacher writes them on the board.
- The class plays *Buzz* with the words.

Development of the lesson

- The teacher explains to the pupils how to play the game *Charades*.
- The teacher mimes an activity for each subject; for example, English: The teacher reads from the

English textbook, and asks the class what subject he/she is learning.

- The pupils guess the subject.
- The teacher invites a boy and a girl to play the game for the class.
- The teacher whispers the name of the subject to the pupil and checks if they understand.
- The boy and girl pretend they are learning that subject using actions and role-play.
- The pupil guess the name of the subject.
- The teacher says the phrase: *We learn... at school.*
- The pupils repeat.
- The teacher continues to play the game with a different boy and girl until all the subjects have been covered in the game.
- The teacher explains that the letters a e i o u are sounds.
- The pupils complete the exercise in their activity book.

Additional activities

- The teacher writes the sentence: *We learn ... at school.*
- The pupils read the sentence with the teacher.
- The pupils draw pictures of the class learning at school and write the sentence: *We learn ... at school.*

Assessment

The teacher asks the pupils to name the school subjects. The pupils name the school subjects.

Homework

- The pupils read the story *Ben and his Hen*, Pupil's Book, page 16.
- The pupils show their drawing and their writing to a family member.

Lesson 23 Review telling the time

Learning objectives

- Recognise the use of o' clock time (knowledge and understanding).
- Telling the time (skills).

Materials

A clock
A wristwatch

Teaching tip

It is good to review the numbers 1 to 12 with the class before teaching the time.

Key content

O'clock, half past, quarter past, watch, clock.

Introduction

The pupils echo read the story: *Ben and his Hen*, Pupil's Book, page 16.

Development of the lesson

- The teacher shows the pupils a picture of a clock and a wristwatch.
- The pupils identify what they are and what they are used for.
- The teacher points at the watch and clock and says the words: *a watch, a clock.*
- The teacher moves the hand to the 1 o'clock position and models the phrases: *What time is it? It is one o'clock.*
- The pupils repeat the phrases.
- The teacher repeats the activity for 2 o'clock, 3 o'clock, quarter past, half past, etc.
- The teacher introduces the game: *What time is it?* The teacher moves the hands of the clock to 3 o'clock.
- The pupils identify the time.
- The teacher repeats the activity.

Additional activities

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: When the teacher points at the clock, the pupils say the correct time.

Assessment

Pointing at different times on the clock, the teacher asks the children: *What time is it?* The pupils say the time: *It is ... o'clock.*

Homework

The pupils practise telling the time at home with their family members.

Lesson 24 Timetables

Learning objectives

- Identify clock time (knowledge and understanding).
- Describe the school timetable orally (skills).

Materials.

A clock
A wristwatch
A class timetable

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

We have mathematics at 9 o'clock

Introduction

The pupils pair read the story: *Ben and his Hen*, Pupil's Book, page 16.

Development of the lesson

- The teacher writes the school timetable for the day on the board.
- In pairs, the pupils read the timetable.
- The teacher asks the following questions: *What can you see? What is this type of information called? Who has a school timetable?*
- The pupils answer the questions.
- The teacher asks the pupils to read the times on the timetable.
- The class reads the times together.
- The class repeats the activity with the names of the school subjects.
- The teacher asks the pupils: *When do we have science?*
- The pupils answer.
- The teacher repeats the activity with the other subjects on the timetable.
- The teacher repeats the activity with different times.

Additional activity

The teacher erases the names of the subjects from the board. The pupils identify the subjects' names.

Assessment

Pointing at different subjects on the timetable, the teacher asks the pupils: *When do we have ...?* The pupils say the time.

Homework

The pupils practise telling the time at home with their family members.

Assessment Tasks

Unit 1: Greetings, introductions and talking about school
 Invite pupils one by one to do the assessment.

Assessment task 1: Greetings

The teacher greets the pupil using the following greetings and notes his/her responses.

1. Good morning.
2. Good afternoon.
3. Good evening.
4. Hello.
5. How are you?
6. The teacher asks the pupil what he/she says to greet someone in the morning/afternoon/evening.

| ☹ | ☺ | 😊 |
|-------------------------------------|--|---|
| Did not say any greeting correctly. | Said fewer than 3 greetings correctly. | Said 3 or more greetings correctly and identified when they should be used. |

Assessment task 2: Introduce oneself

The teacher asks the pupil the questions and notes his/her responses.

1. How are you?
2. What is your name?
3. How old are you?
4. Where do you live?
5. What subject do you like?

| ☹ | ☺ | 😊 |
|--|--|--------------------------------------|
| Did not answer any question correctly. | Answered fewer than 3 questions correctly. | Answered 3 to 5 questions correctly. |

Assessment task 3: Recognise common words and spelling patterns

Ask the pupil to read these words aloud.

Record how many words he/she reads correctly in a minute.

cat mat hat bat met men bet can pet hen
 pen net sit hit fat rat pig big van fit

| ☹ | ☺ | 😊 |
|---------------------------|------------------------------|----------------------|
| Read fewer than 10 words. | Read between 10 to 15 words. | Read 16 to 20 words. |

Assessment task 4: What subjects do you learn?

The teacher asks the pupil the following questions and notes his/her responses:

What subjects do you learn at school?

| ☹ | ☺ | 😊 |
|---|--|--|
| Identified fewer than 2 subjects correctly. | Identified between 2 and 4 subjects correctly. | Identified 5 or more subjects correctly. |

Assessment task 5: What subjects do you like? The teacher asks the pupils the following questions and notes his/her responses.

What subjects do you like? Why do you like the subject?

What subjects don't you like? Why don't you like that subject?

What is your favourite subject? Why is it your favourite subject?

| ☹ | 😊 |
|--|--|
| The pupil could not identify a subject he or she likes or dislikes or a favourite subject. | The pupil identified a subject he or she likes and dislikes and a favourite subject and explain why. |

Unit 1 Fluency Passage: At school

Materials: Fluency passage and stopwatch

How to administer a one minute fluency reading: Start the stopwatch when the pupil begins the first word of the passage. Tell the pupil that if she or he has trouble (struggling for more than 3 to 5 seconds), you will say the word so she or he can keep reading. After one minute, say "Stop," stop the stopwatch, and note the last word read. During the reading, resist the urge to correct mistakes. Mistakes and self-correction will be accounted for in the score. If the pupil has extreme difficulty, stop the test. Follow along on your copy word by word with your pencil. Make a slash (/) through any words the pupil misses or cannot read without help. Mark a dash (_) above words skipped. Errors include:

- Skipped words or mispronounced words
- Word substitutions, including incorrect forms of the word
- Words in the wrong order; both or all words are counted as wrong
- Struggling that lasts for 3 to 5 seconds, or more

The following are not considered misses:

- Added words or varying pronunciation due to accent, dialect, or speech impediment

| | |
|---------------------------|----|
| Hello. | 1 |
| My name is Ann. | 5 |
| I live in Zaza. | 9 |
| I am in Primary 2. | 13 |
| I go to school. | 17 |
| I like my school. | 21 |
| I have friends at school. | 26 |
| We like school. | 29 |

Number of Errors

| | | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| <input type="text"/> |

UNIT 2: SPORTS

Key competence: To use language learnt in the context of sports.

Topic area: Oral and Written Communication

Values: Show concern for keeping our bodies healthy.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|----------------------------|--|---|--|---|--|---|---|--|
| Lesson name | Games I like | Games we like to play | What sports do you like? | Sports we like | Reading: We Like to Play | Games I can't play | Games we can't play | Reading: <i>Zet and the Net</i> |
| Vocabulary | I like to dance. I like to clap. I like to throw. I like to catch. I like to skip. | We like to dance. We like to clap. We like to throw. We like to catch. We like to skip. | Do you like....? Yes I do, swim, ride | Does he/ she like? Yes, he does, No, he doesn't, Yes, she does, No, she doesn't. | We, like, games, play, football, swim, hide-and-seek, hopscotch, run | I can't play football. I can't play volleyball. | We can't play football. they can't play football. | Net, pet, vet, wet, get, no, have, and, the, this. |
| Language structures | The present simple tense | The present simple tense | The present simple tense | Does he/she like ...? | | Can / can't | Can / can't | Words with -et |

| | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 |
|----------------------------|--|---|---|---|---|---|---|--------------------------------|
| Lesson name | Reading: <i>Zet and the Net</i> | Games I like | Games we like | Games I don't like like | Class survey: Our favourite sports | Reading <i>In the Bin</i> | Reading <i>In the Bin</i> | Reading <i>The Big Pig</i> |
| Vocabulary | Net, pet, vet, wet, get, no, have, and, the, this. | Skipping, playing, clapping, throwing, catching, riding, swimming | Skipping, playing, clapping, throwing, catching, riding, swimming | Skipping, playing, clapping, throwing, catching, riding, swimming | Favourite sport | Tin, bin, win, big, in, the, on, in, this | Tin, bin, win, big, in, the, in, on, this | Will, Bill, pig, dig, he, what |
| Language structures | Words with -et | Like +ing | Like +ing | Do not / don't | Which games don't you like? I don't like.... | Words with -in. | Words with -in | Short /i/ |

| | Lesson 17 | Lesson 18 | Lesson 19 | Lesson 20 | Lesson 21 | Assessment | Review |
|----------------------------|--------------------------------|-----------------------------|-----------------------------|---------------------------------|---------------------------------|------------|--------|
| Lesson name | Reading <i>The Big Pig</i> | Reading <i>Dot Can Hop</i> | Reading <i>Dot Can Hop</i> | Reading <i>A Frog and a Dog</i> | Reading <i>A Frog and a Dog</i> | Assessment | Review |
| Vocabulary | Will, Bill, pig, dig, he, what | Pot, hot, hop, mop, do, put | Pot, hot, hop, mop, do, put | Jog, dog, log, hog | Jog, dog, log, hog | Assessment | Review |
| Language structures | Short /i/ | Short /o/ | Short /o/ | Short /o/ | Short /o/ | Assessment | Review |

Attitudes and values: Show concern for keeping our bodies healthy

Pupils who care for and respect themselves are more likely to treat their own bodies with dignity and to be more particular about their lifestyle choices now and in the future. In this unit, pupils learn the appropriate terms for the parts of the body and clothing items. Although the teaching and learning activities focus on the context of games and sports with careful planning, teachers can deliver key messages to the class as part of their daily interactions/routine, such as listing reasons and demonstrating to the pupils the importance of play, playing fairly and taking part in activities. Examples of learning and teaching activities are provided below so teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teachers assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The pupils participate in pair and group activities.
- The pupils describe what pupils they do in sports activities and games.
- The pupils roleplay playing games and being part of a team.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

| Observation criteria | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|---|----------------------------------|------------------------|---------------------------------|--------------------------------|
| The pupil... | | | | |
| Demonstrates awareness of the importance of keeping their bodies healthy through play and games | | | | |
| Works cooperatively with partner, taking turns, listening and responding at appropriate times | | | | |
| Includes others in their play-time and games | | | | |

Lesson 1 Games I like

Learning objectives

- Identify vocabulary about games (knowledge and understanding).
- Describe the games they like to play (skills).

Materials

Pupil's Book: *The Bat and the Cat*, page 7.
Pupil's Book, pages 21-22.

Teaching tip

Encourage the pupils to do or to mime the actions while saying the verb.

Key content

I like to dance. I like to clap.
I like to throw. I like to catch.
I like to skip.

Introduction

- The pupils sing the *Alphabet song*, Teacher's Guide, page 175.
- The teacher reviews the actions: *eat, drink, walk, cook, jump, read*.
- The class plays the *Simon says game* with the actions: *eat, drink, walk, cook, jump, read*.
- The class choral reads the story *The Bat and the Cat*.
- The pupils mime the actions.

Development of the lesson

- The teacher presents the phrase and mimes: *I like to (run, skip, clap, dance, throw, catch)*.
- The class repeats the phrase and mimes the actions.
- The teacher asks different pupils what games they like to play.
- The pupils answer: *I like to jump, I like to clap, I like to skip*.
- The teacher writes the answers on the board.
- The pupils read the sentences with the teacher.
- The class plays the *Pass the pencil game* with: *I like to (run, skip, clap, dance, throw and catch)*.
- In pairs, the pupils practise telling each other what games they like: *I like to (run, skip, clap, dance, throw, catch)*.
- The pupils look in their Pupil's Book, pages 21 and identify what the pupils are doing.

Additional activity

- The class plays the game *Simon Says* with: *run, skip, eat, drink, sweep, cook, jump, read, clap, dance, throw and catch*.
- The teacher invites some pupils to read the story *The Bat and The Cat*.

Assessment

The pupils name three games they like to play.

Homework

- The pupils read the sentences in the Pupil's Book, pages 21.
- The pupils read the story *The Bat and the Cat* in the Pupil's Book, page 7.

Lesson 2 Games we like to play

Learning objectives

- Identify words used for games (knowledge and understanding).
- Talk about the games they like (skills).

Materials

Pupil's Book: *The Bat and the Cat*, page 7.

Teaching tip

Make a word wall of all the games the pupils like.

Key content

We like to dance.
We like to throw.
We like to skip.
We like to clap.
We like to catch.

Introduction

- The pupils sing *The Alphabet song*, Teacher's Guide, page 175.
- The pupils mime the actions: *clap, skip, dance, throw* and *catch*.
- The class echo reads the story. *The Bat and the Cat*.

Development of the lesson

- The class practises the names of the games they like to play: *I like to (clap, skip, dance, throw, catch)*.
- The teacher introduces the phrases: *We like to (clap, skip, dance, throw, catch)*.
- The teacher pretends to be throwing something and says: *We like to throw*.
- The teacher asks the pupils to work in groups and to mime the action and repeat the phrases: *We like to... throw, dance, skip, clap*.
- The class repeats the activity with the words: *catch, clap, skip, dance*.
- The teacher writes the answers on the board.
- The pupils read the sentences.
- The class plays *Pass the pencil* with: *What games do you like?*
- The pupil with the pencil does the action and says: *We like to (dance, clap, skip, clap, catch, throw)*.
- The teacher asks different pupils to come to the front of the class and to mime an action; for example, *throw*.
- The pupils repeat the action and say: *We like to throw*.
- The teacher repeats the activity with different pupils and different actions.

Additional activity

The class plays the *Simon says* game with: *dance, clap, skip, clap, catch, throw*.

Assessment

- The teacher calls a pupil to the front of the class. The pupil does an action and says *I like to (skip)*.
- The class then do the same action and says *We like to (skip)*.
- The class repeats the activity with: *throw, jump, clap, catch*.

Homework

The pupils write three sentences about the games they like to play and then read their sentences to family members.

Lesson 3 What sports do you like?

Learning objectives

- Answer the question *Do you like...?* (knowledge and understanding).
- Talk about the sports they can do and like (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Encourage pupils to nod their heads when answering yes and to shake their heads when answering no.

Key content

Do you like...?
Yes, I do, swim, ride.

Introduction

- The pupils sing the *Alphabet* song, Teacher's Guide, page 175.
- In pairs, the pupils read the story *Nan and the Van*, page 11.

Development of the lesson

- In pairs, the pupils look at their Pupil's Book, page 22 and identify the sports the children are doing in the picture.
- The teacher says the name of a sport and the pupils point to the sport and say the name.
- The teacher introduces the dialogue: *Do you like...? Yes, I do or No, I don't. (Football, volleyball, hopscotch, running, skipping)*.

- The class brainstorms and discusses the games they like playing: *football, volleyball, hopscotch, running, skipping, swimming, riding*).
- The class practises the dialogue: *Do you like...? Yes, I do. (Football, volleyball, hopscotch, running, skipping, swimming, riding)*.
- The teacher asks two pupils to come to the front of the class.
- The teacher asks the two pupils to practise the dialogue: *Do you like...? Yes, I do. (Football, volleyball, hopscotch, running, skipping, swimming, riding)*.
- The class repeats the activity with two more pairs.
- A pupil comes to the front of the class, the teacher asks the pupil *Do you like football?* The pupil says *Yes, I do* or *No, I don't*.
- Another pupil then comes to the front of the class and the class repeats the activity.

Assessment

The teacher writes the questions: *Do you like football? Do you like swimming?* The pupils write their answers in their notebooks.

Homework

- The pupils list the games they like to play.
- The pupils read the story *Nan and the Van*.

Lesson 4 Does he like? Does she like?

Learning objectives

- Answer the question *Does he like...? Does he like...?* (knowledge and understanding).
- Talk about the sports they like and dislike (skills).

Materials

Pupil's Book: *Nan and the Van*, page 11.

Teaching tip

Encourage pupils to nod their heads when answering yes and to shake their heads when answering no.

Key content

Does he/she like...?

Yes, she/he does. No, she doesn't, Swim, ride.

Introduction

- The class sings the *Short vowel* chant, Teacher's Guide, page 176.
- The teacher writes the letter a on the board. The teacher explains that a makes the sound a. The pupils identify any words they know that have the /a/ sound.
- The teacher writes the words under the letter a.
- In pairs, the pupils read the story *Nan and the Van*.

Development of the lesson

- The teacher introduces the dialogue: *Does he/she like... (football, volleyball, hopscotch, running, skipping)? Yes, he does. No, he doesn't.*
- The class brainstorm and discusses the games they play: *football, volleyball, hopscotch, running, skipping, swimming, riding*).
- The class practises the dialogue: *Does he/she like... (football, volleyball, hopscotch, running, skipping)? Yes, he/she does. No, he/she doesn't.*
- The teacher asks two pupils to come to the front of the class.
- The teacher asks the two pupils to practise the dialogue: *Do you like (football, volleyball, hopscotch, running, skipping, swimming, riding)? Yes, I do. Does he/she like (football, volleyball, hopscotch, running, skipping, swimming, riding)? No, he/she doesn't.*
- The teacher repeats the activity with the other pupils.
- Two pupils come to the front of the class, the teacher asks the girl pupil first *Do you like football?* The pupil says *Yes, I do*. The teacher then asks another pupil *Does she like football?* The teacher guides the pupil to answer *Yes, she does* or *No, she doesn't*. The teacher then asks the class: *Does she like football?* and the pupils answer *Yes, she does*. Or *No, she doesn't*. The teacher then repeats the exercise with the boy child.

- In groups, the pupils practise the activity using: *volleyball, hopscotch, running, skipping*.
- The teacher writes the sentence starters on the board: *She likes... He likes...*
- The pupils draw a picture of their friends playing games and complete the sentences.

Assessment

The teacher writes the questions: *Does she like volleyball? Does she like hopscotch?* and the pupils write the answers in their notebooks.

Homework

The pupils list the games they like to play.

Lesson 5 Reading *We Like to Play*

Learning objectives

- Recognise the words: is, in, on, the, we like, to, play (skills).
- Read the story: *We Like to Play* (skills).

Materials

Pupil's Book: *We Like to Play*, page 24.

Teaching tip

Allow the pupils time to view the story, look at the pictures and predict what the story is about.

Key content

We, like, games, play, on, he, is, in, to, hide and seek, sports.

Introduction

- The class reviews the games and sports they like and play.
- The teacher writes the words on the board and the pupils read them out loud.

Development of the lesson

Pre-reading

- The teacher writes the sentence on the board: *We like to play games*. The pupils read the words out loud.
- The class plays *Buzz* with the words: *on, he, is, in, like*.
- The pupils turn to the story *We Like to Play*.
- The teacher asks the pre-reading questions: *What can you see in the pictures? What are the children doing? What do you think the story is about?*

Reading

- The teacher model reads the story *We Like to Play*.
- The class echo reads the story *We Like to Play*.

After reading

- The teacher asks the comprehension questions: *What games do the children like to play? Would you like to play with the children?*
- The teacher and pupils discuss the meanings of some words of their choice.
- In pairs, the pupils read the story *We Like to Play*.

Additional activities

- The teacher names a game or a sport and the pupils have to find the picture in their Pupil's Book that depicts that game or sport, then they find the words relating to that game or sport.
- The pupils answer the questions in their Pupil's Book, page 28.

Assessment

- The teacher writes the words on the board: *We like to play games*. The pupils read the words out loud.
- The teacher writes the words on the board and the pupils read them.

Homework

The pupils read the story *We Like to Play* to a family member.

Lesson 6

Games I can't play

Learning objectives

- Explain vocabulary about games (knowledge and understanding).
- Talk about the games they can't play (skills).

Materials

Pupil's Book: *We Like to Play*, page 24.

Teaching tip

Play games with movement to help pupils remember vocabulary; for example, *Simon says and Mime the Action*. Always encourage pupils to describe what they are doing; for example, *I am playing volleyball*.

Key content

I can't play football.
I can't play volleyball.

Introduction

The class plays the *Simon says* game with the actions; *dance, clap, skip, throw, catch, eat, drink, cook, sweep*.

Development of the lesson

- The class choral reads the story *We Like to Play*.
- The class discusses the games they play and mimes how they are played: *football, volleyball, hopscotch*.
- The teacher presents the dialogue: *Can you play football? (Football, volleyball, hopscotch) etc. No, I can't.*
- The pupils repeat the phrases.
- The teacher asks different pupils what games they can't play.
- The pupils answer: *I can't play football, I can't play hopscotch, I can't play volleyball.*
- The class plays the *Pass the pencil* game with: *I can't play... (football, volleyball, hopscotch) etc.*
- In pairs, the pupils practise telling each other what games they can't play: *I can't play... (football, volleyball, hopscotch).*

Additional activity

The pupils look at the pictures in the *Pupil's Book*, page 24-27. The pupils identify what games they can't play.

Assessment

The pupils write three sentences listing the games they can't play.
I can't play _____

Homework

- The pupils read the sentence they wrote to a family member.
- The pupils read the story *We Like to Play*.

Lesson 7

Games we can't play

Learning objectives

- Identify words used for games (knowledge and understanding).
- Use the contraction can't (skills).

Materials

Pupil's Book: *We Like to Play*, page 24.

Key content

They can't play football.
She can't play volleyball.
I can't swim.

Introduction

- The pupils mime the actions: *playing football, volleyball, hopscotch* and say: *I can play...*
- The class echo reads the story *We Like to Play*.

Development of the lesson

- The class practises the names of the games they can't play; *I can't...* (*clap, skip, dance, throw, catch*).
- The teacher writes the words *I can not play* on the board.
- The pupils read the sentence out loud.
- The teacher then writes *I cannot play* below the first phrase.
- The teacher writes *I can't play* below the second phrase.
- The teacher asks the pupils to discuss and identify the spelling rule.
- The teacher explains that *can't* is the same as *can not* and it is the opposite of *I can*. For example; *I can't play football* and *I can play football*.
- The teacher asks two pupils to come to the front of the class.
- The teacher asks the two pupils: *Can you play football?* The pupils answer: *Yes, we can*. Or, *No, we can't*.
- In pairs, the pupils discuss what games they can play and what games they can't play.
- Some pupils present their ideas to the class saying *We can play...* or *We can't play...*

Assessment

- The pupils write 3 sentences about the games they can't play in their notebooks.

Homework

The pupils read their sentences out loud to the a family members.

The pupils read the story *We Like to Play*.

Lesson 8 Reading *Zet and the Net*

Learning objectives

- Answer comprehension questions about the story *Zet and the Net* (skills).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *Zet and the Net*, page 29.

Flashcards with net, pet, wet, vet

Teaching tip

It takes practice to learn to read. Encourage pupils to practise reading every day after school.

Key content

net, pet, wet, vet, get, no, have, does, this, says.

Introduction

- The teacher writes the letters Z and z on the board.
- The pupils identify the letters.
- The class sings the *Letter Z* chant, Teacher's Guide, page 178.

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the flashcards of a net, pet, wet, vet.
- The teacher holds up each flashcard and elicits/teaches the words.
- The pupils repeat the words.
- The teacher writes the letters *et* on the board.
- The teacher reads out loud the word *et* with the pupils.
- The teacher adds the letter *m* to make the word *met* and reads the words out loud with the pupils: *met*.
- The teacher repeats with the letters *v, w, g, n* and the pupils identify the new words.
- The teacher writes the words: *no, have, and, the, this* and reads the words out loud with the pupils.
- The pupils play the *Buzz* game with the words: *no, have, and, the, this*.
- The pupils turn to the text of *Zet and the Net*, and look at the picture.

- The teacher asks the pre-reading questions: *What animal can you see? Where are they? What will happen in the story?*

- The pupils share their ideas and make predictions.

Reading

- The teacher model reads the story *Zet and the Net*.
- The pupils follow the story as the teacher reads.

After reading

- The teacher asks comprehension questions; for example, *Who is in the story? Who had a net? Did Zet have a net? Who helped Zet?*
- In pairs, the pupils discuss the answers and share them with the teacher.
- The teacher and the pupils explore the meaning of the words: *net, vet, get, wet*.
- In pairs, the pupils read the text of *Zet and the Net*.

Additional activity

The teacher dictates the words from the story: *net, vet, get, Zet, wet*.

Assessment

In pairs, pupils answer comprehension questions in the Pupil's Book, page 33.

Homework

The pupils read the story *Zet and the Net* to a family member.

Lesson 9 **Reading *Zet and the Net***

Learning objectives

- Read the story *Zet and the Net* (skills).
- Recognise and produce sounds in familiar and common words (skills).

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for all to see. Ask them to find that page.

Materials

Pupil's Book: *Zet and the Net*, page 29.
Flashcards with *net, pet, wet, vet*.

Key content

Net, wet, vet, get, no, and, the, have, this, does.

Introduction

- The teacher writes *_et* on the board.
- The teacher puts the letter *g* before *_et* and asks the pupils to read the word *get*.
- The teacher asks the pupils: *What letters will I write to make met? wet? pet? vet?*
- The teacher writes the pupils' answers on the board.

Development of the lesson

Pre-reading

- The teacher writes the words on the board: *no, and, the, have, this*.
- The teacher points at each word and asks the pupils to read it out loud.
- The pupils review the story *Zet and the Net*. The teacher asks the pupils: *Who remembers the name of the sorty? What happens in the story?*

Reading

- The teacher model reads the story *Zet and the Net*.
- The pupils echo read the story *Zet and the Net*.
- The pupils choral read the story *Zet and the Net*.

After reading

The pupils complete the sentences in the Pupil's Book, page 33.

Additional activities

- The pupils read the story out loud together, pointing at each word as they read it.
- In pairs, the pupils take turns reading a page with their partners. When they finish they can start again and try to read faster.

Assessment

The teacher dictates the words *wet*, *vet* and *net*. The pupils write the words.

Homework

The pupils read the story *Zet and the Net* to a family member.

Lesson 10 Games I like

Learning objectives

- Say which games they like (knowledge and understanding).
- Recognise and produce words with – ing (skills).

Key content

What games do you like?
I like skipping. We like playing football.
I like dancing. We like playing hopscotch.
I like playing volleyball.

Materials

Pupil's Book: *Zet and the Net*, page 29.

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.
- The class echo reads the story *Zet and the Net*.

Development of the lesson

- The class practises miming the games they like while saying: *I like... (clapping, skipping, dancing, playing football, throwing, playing volleyball, catching)*.
- The teacher presents the question and answer; *What games do you like? We like... (running, skipping, clapping, dancing, throwing, catching, playing football, playing volleyball, playing hopscotch)*.
- The teacher asks pupils what games they like.
- The teacher writes the pupils' answers on the board and they read the sentences out loud.
- The pupils answer: *We like... (running, skipping, clapping, dancing, throwing, catching, playing football, playing volleyball, playing hopscotch)*.
- The teacher asks the pupils: *What games do you like?* A pupil chooses a game; for example, *skipping* and all the pupils *who like skipping* raise their hands and say: *We like skipping*.
- The teacher asks the pupils again and they answer together using *We like...*
- In groups, the pupils ask and answer each other the question: *What games do you like?*
- Some groups present to the class using: *I like (running, skipping, clapping, dancing, throwing, catching, playing football, playing volleyball and playing hopscotch)*.

Additional activity

The teacher asks the pupils to look at the pictures into their Pupil's Book, page 24-27. The pupils point to the games and sports they like and say "*I like...*"

Assessment

The pupils write three sentences about the games their group likes.

Homework

- The pupils draw a picture of themselves and their friends playing together. The pupils complete the sentence starter: *I like...*
- The pupils read the story *Zet and the Net* to a family member.

Lesson 11 > Games we like

Learning objectives

- Say which games they like (knowledge and understanding).
- Recognise and produce words with – ing (skills).

Materials

Pupil's Book: *Zet and the Net*, page 29.

Key content

What games do you like?
We like skipping, We like playing football,
We like dancing, We like playing hopscotch,
We like playing volleyball.

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.
- The pupils read the story *Zet and the Net*, page 29.

Development of the lesson

- The teacher explains to the class how to play the game *Charades*.
- The teacher mimes an activity for each game; for example, skipping: The teacher asks the class: *What game do I like?*
- The pupils guess the game using: *You like skipping*.
- The teacher invites a boy and a girl to play the game for the class.
- The teacher whispers the name of a game to the two pupils and checks that they understand.
- The boy and girl pretend they are playing that game using actions and role-play.
- The class guesses the name of the game.
- The teacher says the phrase: *We like...*
- The pupils repeat the phrase after the teacher.
- The teacher continues to play the game with a different boy and girl until all the games have been covered.
- The teacher asks one of the pupils to dance and say *I like dancing*. The teacher asks the pupils to point at the dancing pupil and say *You like dancing*. The teacher asks the class to dance and say *We like dancing*.
- The teacher asks a pupil to come to the front of the class and do an action and says *I like...* The pupil asks another pupil to do the same action and say *You like...* The class does the same action and says *We like...* Another pupil then comes to the front and the class repeats the activity.
- The teacher writes the words on the board asking the pupils to help spell the words: *running, clapping, dancing, throwing, catching, playing football, playing volleyball, playing hopscotch, skipping*.

Additional activity

- The class plays *Pass the pencil* with the question: *What games do you like?*
- The pupil with the pencil does the action and says: *I like...* (*skipping, playing football, clapping, dancing, playing volleyball, playing hopscotch, running*).

Assessment

The teacher points at the words on the board and the pupils mime the action while reading the word.

Homework

- The pupils read the story *Zet and the Net* to a family member.
- The pupils practise asking the question *what games do you like?*

Lesson 12 Games we don't like

Learning objectives

- Use the contraction don't (knowledge and understanding).
- Recognise and produce words with – ing (skills).

Materials

Pupil's Book: *Zet and the Net*, page 29.

Teaching tip

Play the game *I like, I don't like* using clothes, colours, games. Encourage the pupils to say what they like and what they don't like about a variety of topics.

Key content

We don't like playing...

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.
- In pairs, the pupils read the story *Zet and the Net*, page 29.

Development of the lesson

- The teacher asks the pupils to stand up if they like playing football and to say: *I like playing football*.
- The teacher asks the pupils who don't like football to stand up and say: *I don't like football*.
- The teacher writes the words *I do not like* on the board.
- The teacher then writes *I don't like* below the first phrase.
- The pupils discuss the rule and share their ideas with the class.
- The teacher explains that *don't* is the same as *do not* and it is the opposite of *I do*. For example; *I like skipping* and *I don't like skipping*.
- The teacher asks two pupils to come to the front of the class.
- The teacher asks the two pupils: *What games do you like?* One of the pupils says *I like football* and the other says *I don't like football*. The class then says: *I like football, I don't like football*.
- The class repeats the activity with two more pairs.
- The teacher writes the words on the board: *run* and *running*, *clap* and *clapping*.
- The pupils discuss and identify the rule for adding *_ing* to a word.
- The teacher dictates the words: *clap*, *clapping*, *run*, *running*.

Additional activity

The pupils add – *ing* to the verbs: *run*, *swim*, *play*, *catch*, *throw*, *jump*, *dance* and write the new verb formations in their notebooks.

Assessment

- The teacher writes the questions: *What games do you like? What games don't you like?*
- The pupils write 2 games they like and 2 games they don't like in their notebooks. The teacher reminds the pupils to answer the question using full sentences.

Homework

The pupils list the games they don't like to play.

Lesson 13 Class survey: Our favourite sports

Learning objectives

- Talk about the sports they can do (skills).
- Express likes and dislikes for certain sports (skills).

Key content

Favourite, vote

Materials

Pupil's Book: *Zet and the Net*, page 29.

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.
- The pupils read the story *Zet and the Net*.

Development of the lesson

- The teacher reviews the meaning of the word: *favourite*.
- The pupils look at the pictures of sports in their *Pupil's Book*.
- The pupils identify the names of the sports.
- The teacher writes the names of five sports on the board.
- The teacher explains that each pupil must vote for his or her favourite sport.
- The teacher invites groups of five pupils to come to the board and place an x under their favourite sport.
- The teacher repeats the activity until the entire class has voted.
- The class counts the votes.
- The teacher announces the winner.
- The teacher explains the meaning of the word *our*.
- The teacher models the phrase: *Our favourite sport is...*
- The pupils repeat the phrase.
- The teacher writes: *Our favourite sport is ...*

Additional activity

The class plays the game *Fastest finger*. The teacher calls out a name of a sport and the pupils have to point at the picture in their *Pupil's Book* as quickly as possible.

Assessment

The teacher asks the class: *What is our favourite sport, today?* The pupils draw a picture of today's favourite sport saying *our favourite sport is...*

Homework

The pupils read the story *Zet and the Net*.

Lesson 14 Reading: *In the Bin*

Learning objectives

- Read the words: tin, bin, win, big (knowledge and understanding).
- Answer comprehension questions about the story *In the Bin* (skills).

Teaching tip

Give pupils an appropriate amount of time to try saying a word before helping them.

Key content

Tin, bin, win, big, now, happy, in, the, on, in, this, runs, away.

Materials

Pupil's Book: *In the Bin*, page 34.

Introduction

- The pupils sing the *Alphabet Song*, Teacher's Guide, page 175.

Development of the lesson

Pre-reading

- The teacher introduces the story: *In the Bin*.
- The pupils look at the pictures and tell the teacher what they think the story will be about.
- The teacher introduces the new vocabulary using the pictures in the *Pupil's Book*.
- The teacher points at each picture and elicits / teaches the words: bin, big, win, tin etc.
- The pupils repeat the words.
- The teacher writes on the board the letters: t, b, w, p.
- The teacher writes in on the board.
- The pupils tell the teacher the sound the letters on the board make.
- The pupils tell the teacher the words they get when they add b to in.
- The pupils repeat the activity with the letters: t, w, p.

Reading

- The teacher model reads the story.
- The pupils echo read the story.

After reading

- The teacher asks the comprehension questions: *Who is the story about? Where is the rat? Is the rat fat? Who wins?*
- In pairs, the pupils read the story.

Additional activities

- In pairs, the pupils read the story *In the Bin*
- The teacher invites pupils to read the story in turns.

Assessment

The teacher writes the sentences on the board: *A fat cat is in the bin. The cat runs away.* The pupils read the words out loud. The teacher asks the question: *Who is in the bin? Who runs?*

Homework

The pupils read the story *In the Bin* to a family member.

Lesson 15 Reading: *In the Bin***Learning objectives**

- Read the words: tin, bin, win, big (knowledge and understanding).
- Read the story *In the Bin* (skills).

Teaching tip

Walk around and help pupils as they work in pairs and help those with difficulties.

Materials

Pupil's Book: *In the Bin*, page 34.

Key content

Tin, bin, win, big, in, the, on, this, now, happy, runs, away.

Introduction

- The class plays the *Buzz* game with the words: *the, is, on, in, this.*
- The pupils echo read the words: *tin, bin, win, big.*

Development of the lesson**Pre-reading**

- The class sings the *Short vowel* chant, Teacher's Guide, page 176.
- The teacher reviews the vocabulary by pointing at the pictures in the Pupil's Book and the pupils say the word.
- The class plays the game *Fastest Finger* using the words tin, bin, win, big.
- The teacher writes on the board the phrases: *a bin, the bin, a tin, the tin.*
- The teacher points at each word and the pupils read the words out loud.
- The teacher reviews the story *In the Bin* and asks the pupils: *Who remembers the name of the story? What happens in the story In the Bin?*

Reading

- The teacher model reads the story.
- The pupils echo read the story *In the Bin*.
- The pupils choral read the story *In the Bin*.

After reading

The pupils complete the sentences in their *Pupil's Book*, page 38.

Additional activity

- In pairs, the pupils read the story *In the Bin*.
- The teacher invites some pupils to volunteer to read the story.

Assessment

The teacher writes on the board: *tin, bin, win, big.* The pupils read the words out loud. The teacher points at the words in random order and the pupils read the words.

Homework

The pupils read the story *In the Bin* to a family member.

Lesson 16 Reading: *The Big Pig***Learning objectives**

- Recognise and produce sounds in familiar and common words (skills).
- Answer comprehension questions about *The Big Pig* (skills).

Materials

Pupil's Book: *The Big Pig*, page 39.

Teaching tip

Before you begin to read, allow the pupils to look through the pages of the lesson's story. This will help them predict what will happen in the story.

Key content

Will, Bill, pig, big, dig, he, what, poor, thin, fat, sits.

Introduction

- The pupils sing the *Short Vowel* chant, Teacher's Guide, page 179.
- The teacher writes the words on the board: *will, this, is, what*.
- The pupils echo read: *will, this, is, what*.

Development of the lesson**Pre-reading**

- The teacher writes the letters *p, b, d, w,* and *l* on the board.
- The class plays the *What sound does the letter make?* game.
- The teacher writes on the board the words: *what, he, one, have, no*.
- The class plays the *Buzz* game with the words: *what, he, one, have, no*.
- The teacher introduces the story *The Big Pig*.
- The pupils look at the pictures and predict what the story is about.
- The teacher elicits/teaches the vocabulary pig, big, dig, using the pictures in the story.

Reading

- The teacher model reads the story *The Big Pig*.
- The pupils choral read the story *The Big Pig*.

After reading

- The teacher asks questions about the story: *What are the pigs' names? Who is thin? Who is fat? What do you think the two pigs are feeling?*
- In pairs, the pupils read the story *The Big Pig*.

Additional activity

The teacher reads the story *The Big Pig*. The pupils follow the reading. The teacher stops reading during different parts of the story and then the pupils continue reading from where the teacher stopped.

Assessment

The pupils answer comprehension questions about the story.

Homework

The pupils read the story *The Big Pig* to a family member.

Lesson 17 Reading: *The Big Pig***Learning objectives**

- Recognise and produce sounds in familiar and common words (skills).
- Write about the story *The Big Pig* (skills).

Materials

Pupil's Book: *The Big Pig*, page 39.

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for all to see. Ask them to find that page.

Key content

Will, Bill, pig, big, dig, poor, thin, fat, sits.

Introduction

- The teacher writes on the board the words: *the, a, what, on, and, the*.
- The class plays the *Buzz* game.
- The teacher writes on the board: *will, Bill, pig, big, dig*.
- The pupils echo read the words.

Development of the lesson

Pre- reading

- The teacher introduces the letters P and p and writes them on the board.
- The pupils identify the letter name and the letter sound /p/.
- The teacher sings the *Letter P* chant, Teacher's Guide, page 178.
- The pupils sing the *Letter P* chant.
- The teacher reviews the new vocabulary using the pictures in the Pupil's Book.
- The teacher points at the pictures and elicits / teaches the words.
- The pupils repeat the words.
- The teacher writes the letters: *p, b, d, w*, on the board.
- The teacher points at each letter.
- The pupils say what sound each letter makes.
- The teacher writes *ig* on the board.
- The teacher asks the pupils what word they get when they add *b* to *_ig*.
- The teacher repeats the activity with the letters: *p, d, w*.
- The teacher reviews the story *The Big Pig* and asks the pupils: *What are the names of the pigs?*

Reading

The teacher reads the story.

After reading

- The pupils echo read the story *The Big Pig*.
- The pupils choral read the story *The Big Pig*.
- The pupils draw a picture from the story and write a sentence about it.

Additional activity

In pairs, the pupils pair read the story *The Big Pig*.

Assessment

- The pupils fill in the missing words to complete the sentences, Pupil's Book, page 43.

Homework

The pupils read the story *The Big Pig* to a family member.

Lesson 18 Reading: *Dot Can Hop*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Answer comprehension questions about *Dot Can Hop* (skills).

Materials

Pupil's Book: *Dot Can Hop*, page 44.
Pictures of a pot, mop.

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for all to see and ask them to find that page.

Key content

Pot, hot, hop, mop, do, put, over, likes, stop, do, not.

Introduction

- The pupils echo read the words: *do, put, is, can*.
- The pupils sing the *Short Vowel* chant, Teacher's Guide, page 176.

Development of the lesson

Pre-reading

- The teacher writes the letters: *h, p, t, s, l, r, d* on the board.

- The teacher points at each letter and the pupils say what sound each letter makes.
- The teacher writes the letters *ot* on the board.
- The pupils read the word *ot*.
- The teacher asks the pupils what word they get when they add *p* to *ot*.
- The teacher repeats the activity with the letters: *h, l, r, d*.
- The teacher writes the words *put, with, do, and, the* on the board.
- The pupils read the words.
- The class plays the *Buzz* game with the words: *put, with, do, and, the*.
- The teacher introduces the story *Dot Can Hop*.
- The pupils read the name of the story and look at the pictures.
- The teacher introduces the new vocabulary using the pictures in the Pupil's Book.
- The teacher points at the pictures and elicits / teaches the words.
- The pupils tell the teacher what they think the story will be about.

Reading

- The teacher model reads the story.
- The pupils echo read the story.

After reading

The class discusses the meaning of the words: *hop, mop, hot, pot*.

Additional activity

The pupils choral read the story *Dot Can Hop*.

Assessment

- In pairs, the pupils read the story *Dot Can Hop*.
- The pupils answer comprehension questions on page 48 of the Pupil's Book.

Homework

The pupils read the story *Dot Can Hop* to a family member.

Lesson 19 Reading: *Dot Can Hop*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Write about the story *Dot Can Hop* (skills).

Teaching tip

Show the children your book often as you read to help them follow the reading and show them which page they should be looking at.

Materials

Pupil's Book: *Dot Can Hop*, page 44.

Key content

Pot, hot, mop, hop, put, over, like, stop, do, not.

Introduction

- The pupils echo read the words: *put, the, with, do, and*.
- The pupils sing the *Short Vowel* chant, Teacher's Guide, page 176.

Development of the lesson

Pre-reading

- The teacher writes on the board the letters: *p, n, h, t, g, m, s*.
- The teacher points at each letter and asks the pupils what sound each letter makes.
- The teacher writes *op* on the board.
- The pupils read the words *op*.
- The teacher asks the pupils what sounds they get when they add *p* to *_op*.
- The class repeats the activity with the letter: *m, h, p*.
- The teacher reviews the story *Dot Can Hop* and asks the pupils: *Who remembers the story? What does Dot do?*

Reading

- The teacher model reads the story *Dot Can Hop*.

After reading

- The pupils echo read the story *Dot Can Hop*.
- The pupils choral read the story *Dot Can Hop*.
- The pupils draw a picture from the story and write a sentence about it.

Additional activity

In pairs, the pupils read the story *Dot Can Hop*.

Assessment

The pupils fill in the missing words to complete the sentences on page 48 of the Pupil's Book.

Homework

The pupils read the story *Dot Can Hop* to a family member.

Lesson 20 Reading: A Frog and a Dog

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Answer comprehension questions about the story (skills).

Key content

Jog
dog
log
hog

Materials

Pupil's Book: *A Frog and a Dog*, Page 49.

Introduction

- The pupils sing the *Short Vowel* chant, Teacher's Guide, page 176.
- The pupils echo read the words: *on, a, and, the*.

Development of the lesson

Pre-reading

- The teacher writes on the board the words: *from, the, and, for, a*.
- The class plays the *Buzz* game with the words: *from, the, and, for, a*.
- The teacher introduces the story *A Frog and a Dog*.
- Using pictures from the story the teacher teaches/elicits the new vocabulary.
- The pupils read the name of the story.
- The teacher writes the word *log* on the board.
- The pupils read the word *log* on the board.
- The pupils identify words that rhyme with *log*.
- The pupils predict what the story is about.

Reading

- The teacher model reads the story *A Frog and a Dog*.
- The pupils pair read the story *A Frog and a Dog*.

After reading

The teacher asks the pupils questions about the story: *Who is in the story? Where are they? What do they do? What happened in the story? What happened next?*

Additional activity

The pupils choral read the story *A Frog and a Dog*.

Assessment

In pairs, the pupils read the story *A Frog and a Dog*.

The pupils answer comprehension questions on page 53 of the Pupil's Book.

Homework

The pupils read the story *A Frog and a Dog* to a family member.

Lesson 21 Reading: *A Frog and a Dog*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *A Frog and a Dog* (skills).

Materials

Pupil's Book: *A Frog and a Dog*, page 49.

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for all to see. Ask them to find that page.

Key content

Jog, dog, log, hog, frog, sits, likes, over, now.

Introduction

- The class plays the *Buzz* game with the words: *what, on, do, put*.
- The pupils echo read the words: *hog, dog, jog, log, frog*.

Development of the lesson

Pre-reading

- The pupils sing the *Short Vowel* chant, Teacher's Guide, page 176.
- The teacher writes the letters: *d, h, l, f, b* on the board.
- The teacher points at each letter.
- The pupils say what sound each letter makes.
- The teacher writes *og* on the board.
- The teacher asks the pupils what sound the letters *o* makes.
- The pupils say what sound the letters *o* and *g* make together.
- The teacher asks the pupils what word they get when they add *l* to *og*.
- The class repeats the activity with the letters *d, h, and f*.
- The teacher reviews the story *A Frog and a Dog* and asks the pupils: *What are animals in the story? Who likes to hop? Who likes to jog?*

Reading

- The teacher model reads the story *A Frog and a Dog*.
- The pupils choral read the story *A Frog and a Dog*.

After reading

The pupils draw a scene from the story and write a sentence about it.

Additional activity

- In pairs, the pupils read the story *A Frog and a Dog*.
- The teacher invites pupils to volunteer to read the story for the class.

Assessment

The pupils fill in the missing words to complete the sentences on page 53 of the Pupil's Book.

Homework

The pupils read the story *A Frog and a Dog* to a family member.

Assessment Tasks

Unit 2: Sports

Invite pupils one by one to do the assessment.

Assessment task 1: Identify sports games they know

The teacher asks the pupil the questions and notes his/her responses.

Ask pupils to say the games or sports they know.

| ☹ | ☺ | 😊 |
|--------------------|---|--------------------------------------|
| Mentioned no game. | Mentioned fewer than 3 games correctly. | Mentioned 3 or more games correctly. |

Assessment task 2: Talk about sports

The teacher asks the pupil the questions and notes his/her responses.

1. What games can you play?
2. What sports do you like?
3. Do you like to dance?
4. What sports can't you play?
5. Why is it good to play sports?

| ☹ | ☺ | 😊 |
|--|--|--------------------------------------|
| Did not answer any question correctly. | Answered fewer than 2 questions correctly. | Answered 3 or 4 questions correctly. |

Assessment task 3: Reading sight words.

Ask the pupil to read these words aloud. Record how many words he/she reads correctly in a minute.

met men bet can pet hen pen net sit hit
fat rat pig big van fit we like hop dog

| ☹ | ☺ | 😊 |
|-------------------------------------|---|---|
| Read fewer than 10 words correctly. | Read between 10 and 15 words correctly. | Read between 16 and 25 words correctly. |

Unit 2 Fluency Passage: I can

| | |
|---------------------------|----|
| I can hop. | 3 |
| I can jog. | 6 |
| I can ride my bike. | 11 |
| I can swim. | 14 |
| I can go. | 17 |
| I can run. | 20 |
| I can skip. | 23 |
| I can clap. | 26 |
| I can play football. | 29 |
| I can do a lot of things. | 35 |

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 3: TELLING THE TIME

Key competence: To use language learnt in the context of time.
Topic area: Oral and Written Communication.

Value: Demonstrate that keeping time is important in keeping daily routines.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
|----------------------------|---|--------------|----------------------------|---|--|---|---|--|---------------------------------------|
| Lesson name | It is six o'clock | Half past | Quarter past, quarter to | Reading <i>Jill and the Frog</i> | Reading <i>Jill and the Frog</i> | Talking about daily routines | Review: Daily routines | The days of the week | Yesterday, tomorrow |
| Key content | O'clock Watch clock, telling the time, hands | Half past | Quarter past Quarter to | Frog, hop, grass, path, this, I, he, that, my, gets, happy, hello | Frog, hop, grass, path, this, I, he, that, my, that, happy | What do you do on...? I go to school. I play football. | What do you do on...? I go to school. I play football. | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | Days of the week, yesterday, tomorrow |
| Language structures | Time phrases | Time phrases | Time phrases | Short /i/ Short /o/ | Short /i/ Short /o/ | Present simple tense | Present simple tense | | |

| | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 |
|----------------------------|--|--|---------------------------------------|----------------------------|---|------------------------|------------------------|-----------------|--------------------------------------|
| Lesson name | What do you do on? | What do you do on? | Reading <i>Pug the pup</i> | Reading <i>Pug the pup</i> | What does he/she do on...? | The months of the year | The months of the year | Ordinal numbers | Reading <i>This and That</i> |
| Key content | What do you do? I go to school. I play football. | What do you do on...? I go to the market. I clean my house. I visit friends. | That, sees, he, see, the, is, has, my | Is, my, has, the | He/she goes to school He/she goes to work He/she goes to the market | The months of the year | The months of the year | Numbers 1 to 50 | Fish, ship, see, pond, want, go, you |
| Language structures | Present simple tense | Present simple tense | Short /u/ | Short /u/ | Sounds and spellings | /sh/ | /sh/ | Ordinal numbers | /sh/ and /th/ |

| | Lesson 19 | Lesson 20 | Assessment | Review |
|----------------------------|--|--|------------|--------|
| Lesson name | Reading <i>This and That</i> | Reading <i>This and That</i> | Assessment | Review |
| Key content | Sight words: Want, see, what, go, you | Sight words: Want, see, what, go, you | Assessment | Review |
| Language structures | /sh/ and /th/ | /sh/ and /th/ | Assessment | Review |

Attitudes and values:

Demonstrate that keeping time is important in keeping daily routines

How do we know when it is time to begin school? How do we know when it is time for lunch? How do we know when it is time for reading? Classrooms, as well as homes, have procedures and routines. They help pupils feel secure and they help pupils understand expectations. Routines also help pupils learn about making predictions: What will happen next?

Pupils may be aware of a sequence of events during a day, but may not know the teacher or parents know when it is time to move from one activity to another. Pupils need to learn about telling time and about the value of keeping to a schedule for learning and at home. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster attitudes and values about time and routines as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of Teaching and Learning Activities

- Teacher holds up a sign with the time and asks pupils to identify what will come next.
- Teacher creates a chart to hang on the wall with the schedule of the classroom activities, and the time of day when that activity will occur.
- Pupils take turns being "Class Time Keepers." Their job is to announce that it is time for the next activity. To become a Class Time Keeper, a pupil must be able to identify the correct time on a clock.
- Pupils create a personal daily routine chart for their mornings, such as: Wake up, Brush My Teeth, Wash My Hands and Face, Eat Breakfast. (Note: This will reinforce a previous unit about showing concern for keeping our bodies and clothes clean).
- Pupils role-play "The Mixed Up Day," a day when there were no clocks and they didn't know when it was time for the next activity.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

| Observation criteria The pupil ... | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|----------------------------------|------------------------|---------------------------------|--------------------------------|
| Follows classroom routines. | | | | |
| Puts away materials quickly so that she/he can move on to the next activity. | | | | |
| Identifies the next activity of the day, when asked. | | | | |
| Works with another pupil; they pace their work so that they finish within the allotted time. | | | | |

Lesson 1 > It is six o'clock

Learning objectives

- Identify words for clock time (knowledge and understanding).
- Tell the time orally (skills).

Materials

Pupil's Book: *A Frog and a Dog*, page 49.
A watch
A clock

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

O' clock
Watch
Clock

Introduction

The pupils read the story *A Frog and a Dog* in pairs.

Development of the lesson

- The teacher shows the pupils a clock and a watch.
- The teacher elicits/teaches the new vocabulary: clock, watch, hands.
- The pupils identify the features on the clock and on the watch.
- The pupils brainstorm what a clock and watch are used for.
- The teacher and the pupils count the numbers on the clock together.
- The teacher demonstrates to the pupils how the hands move around the clock.
- The teacher moves the hands to the one o'clock position and models the phrases: *What time is it? It is one o'clock.*
- The pupils repeat the phrases.
- The teacher repeats the activity for two o'clock, three o'clock, etc.
- The teacher introduces the game *What time is it?* The teacher moves the hands of the clock to three o'clock.
- The pupils identify the time.
- The teacher repeats the activity with different times.
- The class discuss why it is important to tell the time.

Additional activities

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: when the teacher points at the clock, the pupils say the correct time.

Assessment

Pointing at different times on the clock, the teacher asks the pupils: *What time is it?* The pupils say the time: *It is ... o'clock.*

Homework

The pupils practise telling the time at home with their family members.

Lesson 2 > Half past

Learning objectives

- Recognise the use of *half past* to tell the time (knowledge and understanding).
- Tell the time orally (skills).

Materials

A clock

Teaching tip

Try to connect telling the time to the pupils' daily lives. When it is break time, say the time and tell the pupils it is time for break, etc.

Key content

Half past

Introduction

In pairs, the pupils read the story *A Frog and a Dog*.

Development of the lesson

- The teacher moves the hand to the half past one position and models the phrases: *What time is it? It is half past one.*
- The pupils repeat the phrases.
- The teacher repeats the activity for half past two, half past three, etc.
- The teacher introduces the game: *What time is it?* The teacher moves the hands of the clock to half past three.
- The pupils identify the time.
- The teacher repeats the activity with different times.
- The class discuss when the phrase half past might be used in conversations.

Additional activities

- The teacher draws a number of clocks on the chalkboard and invites pupils to look at the times.
- The class plays the *Buzz* game: when the teacher points at the clock, the pupils say the correct time.

Assessment

Pointing at different times on the clock, the teacher asks the pupils: *What time is it?* The pupils say the time: *It is half past...*

Homework

The pupils practise telling the time at home with their family members.

Lesson 3 Quarter past, Quarter to

Learning objectives

- Recognise the use of *a quarter past and a quarter to* to tell the time (knowledge and understanding).
- Tell the time orally (skills).

Materials

A clock

Teaching tip

Involve the pupils every day in helping you write the date on the board.

Key content

Quarter past
Quarter to

Introduction

The class choral reads the story *A Frog and a Dog*, page 49.

Development of the lesson

- The teacher moves the hand to the quarter past one position and models the phrases: *What time is it? It is a quarter past one.*
- The pupils repeat the phrases.
- The teacher repeats the activity for quarter past two, quarter past three, etc.
- The teacher introduces the game *What time is it?* The teacher moves the hands of the clock to quarter past four.
- The pupils identify the time.
- The teacher repeats the activity with different times.
- The teacher writes the word *quarter past* on the board.
- The teacher repeats the activity with quarter to.

Additional activities

- The teacher draws a number of clocks on the board and invites the pupils to look at the times.
- The class plays the *Buzz* game: when the teacher points at the clock, the pupils say the correct time.

Assessment

Pointing at different times on the clock, the teacher asks the pupils: *What time is it?* The pupils say the time: *It is a quarter past... It is a quarter to...*

Homework

The pupils practise telling the time at home with their family members.

Lesson 4 Reading *Jill and the Frog*

Learning objectives

- Read a short story *Jill and the Frog* (skills).
- Recognise sight words: this, I, he, that, my. (skills).

Materials

Pupil's Book: *Jill and the Frog*, page 62.
Picture of a frog, dog and log

Teaching tip

Encourage the pupils to read to their younger siblings, friends or other family members.

Key content

Frog, hop, grass, path, hello,
This, I, he, that, my, gets, happy

Introduction

- The teacher plays the game *What time is it?*

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the flashcards/pictures of a dog, frog and log.
- The teacher holds up each flashcard and elicits / teaches the words.
- The pupils repeat the words.
- The teacher writes on the board the letters *og*.
- The pupils read the word.
- The teacher asks the pupils: *What word will I make if I write the letter d in front of og?*
- The teacher writes the word on the board and the pupils read the word out loud.
- The teacher repeats the activity with the letters: *b, l, h, fr* and the remaining flashcards.
- The teacher writes on the board the words: *get, my, has, is, that, get*.
- The pupils repeat the words: *my, has, is, that*.
- The pupils play the *Buzz* game with the words.
- The pupils turn to the story *Jill and the Frog*.
- The pupils find the picture of the frog.
- The teacher and pupils discuss the meanings of the words: *frog, hop, grass, path*.
- The pupils predict what might happen in the story based on what they can see on the first page.

During reading

- The teacher model reads the story *Jill and the Frog*.
- The class echo reads the story *Jill and the Frog*.
- In pairs, the pupils read the story *Jill and the Frog*.

After reading

- The pupils answer the comprehension questions: *Who is in the story? Why is Jill sad? Where does the frog hop?*
- The teacher invites pupils to volunteer to read the story to the class.

Additional activity

The teacher dictates the following words from the story *Jill and the Frog*: *frog, hop, grass, and path*.

Assessment

In pairs, the pupils find and read the words: *this, I, he, that, my* in the story *Jill and the Frog*.

Homework

The pupils read the story *Jill and the Frog* to a family member.

Lesson 5

Reading *Jill and the Frog*

Learning objectives

- Read a short story *Jill and the Frog* (skills).
- Answer comprehension questions about the story (skills).

Materials.

Pupil's Book, *Jill and the Frog*, page 62.

Teaching tip

Walk around the class and help the pupils as they work in pairs.

Key content

Frog, hop, grass, path, hello, gets
I, my, this, he, that, happy

Introduction

- The teacher points at the pictures in the Pupil's Book and the pupils identify what is in the pictures.
- The teacher points at the words: *frog, hop, grass, path* and reads them to the class.
- The pupils echo read the words: *frog, hop, grass, path*.

Development of the lesson

Pre-reading

- The teacher writes on the board the words: *I, my, this, he, that*.
- The pupils read the words.
- The class plays the *Buzz* game with the words: *I, my, this, he, that*.

During reading

- The teacher model reads the story *Jill and the Frog*.
- The pupils echo read the story *Jill and the Frog*.

After reading

- The teacher asks comprehension questions: *Who is in the story? Where does the frog go?*
- The pupils choral read the story *Jill and the Frog*.

Additional activity

In pairs, the pupils read aloud *Jill and the Frog*, pointing at each word as they read it.

Assessment

The pupils write the words *frog, hop, grass, and path* in their notebooks and then read them out loud.

Homework

The pupils read the story *Jill and the Frog* to a family member.

Lesson 6

Talking about daily routines

Learning objectives

- Identify words for daily activities (knowledge and understanding)
- Describe daily activities orally (skills).

Materials

Pupil's Book, page 56.

Pupil's Book, *Jill and the Frog*, page 62.

Teaching tip

Ask open-ended questions to facilitate the pupils to discuss answers to questions.

Key content

What do you do on ...?
I go to school.
I play football.

Introduction

- The pupils choral read the story *Jill and the Frog*.
- The pupils list all the words they know that end in *og*.

Development of the lesson

- In pairs, the pupils look at the pictures in the Pupil's Book, pages 56.
- The teacher asks the pupils what is happening in the pictures.

- The pupils describe what is happening.
- The teacher asks the pupils to tell the time in each picture.
- The pupils identify the time in the pictures, saying: *It is ... o'clock.*
- The teacher introduces the question: *What do you do at seven o'clock.*
- The pupils answer: *I go to school at seven o'clock.*
- The teacher asks the pupils the question: *What do you do at four o'clock?*
- The pupils answer: *I read at four o'clock.*
- The teacher asks a boy and girl to go to the front of the class and asks them: *What do you do at seven o'clock? What do you do at four o'clock? What do you do at six o'clock?*
- In groups, the pupils practise asking and answering the questions.
- The pupils continue the activity with the other pairs.

Additional activity

The pupils write sentences about what the child is doing in the pictures using the sentence starter: *At ... o'clock I ...*

Assessment

The teacher describes a daily activity and the pupils point at the picture in the Pupil's Book, page 55 that describes the activity.

Homework

- The pupils read the story *Jill and the Frog*, page 62.
- The pupils read about daily routines with their family members.

Lesson 7 Review: Daily routines

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily events orally (skills).

Materials

Pupil's Book, page 56
Pupil's Book, *Jill and the Frog*, page 62.

Teaching tip

Encourage the pupils to often play rhyming games.

Key content

What do you do on ...?
I go to school.
I do my homework.

Introduction

- The pupils silent read the story *Jill and the Frog*, page 62.
- The teacher invites some pupils to read the story aloud to the class.

Development of the lesson

- In pairs, the pupils look at the pictures in the Pupil's Book, page 56.
- The teacher asks the pupils what is happening in the pictures.
- The pupils describe what is happening.
- The teacher asks the pupils to tell the time in each picture.
- The pupils identify the time in the pictures, saying: *It is ... o'clock.*
- The teacher asks the question: *What do you do at seven o'clock?*
- The pupils answer: *I go to school at seven o'clock.*
- The teacher asks the pupils the question: *What do you do at four o'clock?*
- The pupils answer: *I read at four o'clock.*
- The teacher asks a boy and girl to go to the front of the class and asks them: *What do you do at seven o'clock? What do you do at ten o'clock? What do you do at four o'clock?*
- In groups, the pupils practise asking and answering the questions.
- The pupils continue the activity with different pairs.

Additional activity

The pupils match the time with the sentence, Pupil's Book, page 58.

Assessment

The teacher points at the picture in the Pupil's Book on page 56 and asks the pupils to tell the time and describe the activity shown in the pictures.

Homework

- The pupils read the story *Jill and the Frog*.
- The pupils read about daily routines with their family members.
- The pupils write the missing letter in each sentence in the Pupil's book, page 58. The Pupils complete the sentences in the Pupil's Book, page 57.

Lesson 8 The days of the week

Learning objectives

- Identify words for the days of the week (knowledge and understanding).
- Say the days of the week (skills).

Materials

Pupil's Book, page 59.

Teaching tip

At the beginning of the lesson, write the appropriate day of the week on the board, and encourage the pupils to spell the word with you as you write it.

Key content

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Introduction

- The teacher asks the pupils: *What day is it today?*
- The pupils identify the day and the teacher writes it on the board: *Today is*

Development of the lesson

- The teacher writes the days of the week on the board: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
- The pupils count the number of days in the week.
- The class plays the *Buzz* game with the words for the days of the week.
- The teacher asks the pupils to read the days of the week starting with the first one. The pupils read: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
- The teacher sings the *Days of the Week* song while pointing at the names on the board, Teacher's Guide, page 176.
- The pupils repeat the song.
- The teacher invites a boy and a girl to the front of the class. The pupils point at the words and the class sings the song.
- The teacher introduces the game *What is missing?*
- The pupils close their eyes and the teacher erases a day of the week from the board.
- The pupils identify the day of the week that is missing.
- The teacher writes the missing word on the board and the pupils read the word out loud.
- The teacher repeats the activity.

Additional activity

The pupils write the days of the week in their notebooks.

Assessment

- The pupils sing the *Days of the Week* song. The teacher points at the names of the days of the week on the board and says the name of the day.
- The pupils do exercise 2 on page page 59 of the Pupil's Book.

Homework

The pupils read the days of the week for a family member.

Lesson 9 Yesterday, tomorrow

Learning objectives

- Identify words for the days of the week (knowledge and understanding).
- Say the days of the week (skills).

Materials

Pupil's Book, page 59.

Teaching tip

At the beginning of the lesson, write the day of the week on the board, and encourage the pupils to spell the word with you as you write it.

Key content

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

What day was yesterday?

What day is tomorrow?

Introduction

- The teacher asks the pupils: *What day is it today?*
- The pupils identify the day and the teacher writes on the board: *Today is*

Development of the lesson

- The teacher writes the days of the week on the board: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
- The pupils count the number of days in the week.
- The class plays the *Buzz* game with the words for the days of the week.
- The teacher asks the pupils to say the days of the week starting with the first one. The pupils say: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
- The teacher sings the *Days of the Week* song while pointing at the names on the board.
- The pupils repeat the song.
- The teacher invites a boy and a girl to the front of the class. The pupils point at the words and the class sings the song.
- The teacher introduces the phrases: *What day was yesterday? What day is tomorrow?*
- The pupils answer the questions with *Yesterday was ...* and *Tomorrow is*
- The pupils practise asking and answering the question in pairs.
- The pupils complete exercise 1 in their Pupil's Book, page 59.

Assessment

The pupils sing the *Days of the Week* song. The pupils complete the sentence starters: *Yesterday was ...* and *Tomorrow is*

Homework

- The pupils read the story *Jill and the Frog*, page 62.
- The pupils sing the *Days of the Week* song to their family members.

Lesson 10 What do you do on...?

Learning objectives

- Identify the common word ending in *-ing* (knowledge and understanding).
- Describe daily events orally (skills).

Materials

Pupil's Book, page 59.

Key content

What do you do on ...?

I go to school.

I play football.

Introduction

The pupils sing the *Days of the Week* song, Teacher's Guide, page 176.

Development of the lesson

- The teacher writes on the board the words *sing, ring, evening, morning, running* and *jumping*.
- The teacher and pupils read the words together.
- The teacher invites pupils to come to the board and underline the letters *ing*.
- The teacher says the following words slowly: *sing, Monday, ring, Friday, morning, Tuesday, evening, running, Wednesday, writing, jumping, Sunday*.
- The teacher tells the pupils that when they hear the /ing/ sound they must pretend they are singing, but if they don't hear the /ing/ sound, they must remain still.
- The teacher writes on the board the days of the week.
- The class play the *Buzz* game with the days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday* and *Sunday*.
- The teacher introduces the question: *What do you do on Monday?*
- The teacher helps the pupils answer, for example: *I go to school on Monday, I read on Monday, I play football on Monday*.
- The teacher repeats the activity using *Tuesday, Wednesday, Thursday, Friday, Saturday* and *Sunday*.
- The pupils play the *Pass the pencil* game. The teacher asks the pupils: *What do you do on Monday?* Then, the pupils begin to pass the pencil.
- When the pencil stops, the pupil with the pencil must answer the question by saying; for example, *I go to school on Monday*.
- The pupils continue the game with the other days of the week.

Additional activity

The pupils play the *Buzz* game with the words *sing, ring, evening, morning, running, writing*, and *jumping*.

Assessment

The pupils answer the question *What do you do on Monday?*

Homework

The pupils read *Jill and The Frog*, page 62 to a family members.

Lesson 11 > What do you do on ...?

Learning objectives

- Describe daily events orally (skills).

Materials

Pupil's Book, page 59.

Teaching tip

Guide pupils to pronounce titles correctly every time they say them.

Key content

What do you do on ...?
I go to the market.
I clean the house.
I visit friends.

Introduction

The class sings the *Days of the Week* song, Teacher's Guide, page 176.

Development of the lesson

- The teacher writes the days of the week on the board.
- The teacher plays the *Buzz* game with the days of the week.
- The class play the *What is Missing?* game with the days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*.

- The teacher asks the pupils the question: *What do you do on Saturday?*
- The pupils answer: *I go to the market on Saturday, I play with my friends on Saturday, I clean the house on Saturday.*
- The teacher and the pupils repeat the same activity with *What do you do on Sunday?*
- The pupils play the *Pass the pencil* game. The teacher asks the pupils: *What do you do on Sunday?* Then, the pupils begin to pass the pencil, when the pencil stops, the pupil with the pencil must answer the question by saying; for example, *I go to church on Sunday.*

Assessment

The pupils answer the question *What do you do on Sunday?*

Homework

The pupils read the days of the week from their Pupil's Book, page 59, to a family member.

Lesson 12 Reading *Pug the Pup*

Learning objectives

- Read a short story (skills).
- Recognise vowel sounds (skills).

Materials

Pupil's Book: *Pug the Pup*, page 67.
Flashcards of a bug, rug, mug, jug

Teaching tip

The short *u* sound makes the sound you hear in: *up, cup, sun, nut, bug, gum.*

Key content

That, sees, he, see, the, name, this.
Is, has, my, running, shouts.

Introduction

The class sings the *Days of the Week* song, Teacher's Guide, page 176.

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the flashcards of a bug, rug, mug, jug.
- The teacher holds up each flashcard and elicits / teaches the words.
- The pupils repeat the words.
- The teacher writes the letters *_ug* on the board.
- The teacher reads out loud the word *ug* with the pupils.
- The teacher adds the letter *b* to make the word *bug* and reads it with the pupils.
- The class repeats the exercise with the letters *r, m, and j* and the teacher reads the words with the pupils.
- The teacher holds up the flashcards and the pupils identify the words that match the picture.
- The teacher writes on the board the words *is, has, and my.*
- The class reads them out loud.
- The pupils play the *Buzz* game with the words *is, has, my.*
- The pupils turn to the story *Pug the Pup.*
- The pupils identify the meaning of the word *pup.*
- The pupils predict what they think the story will be about.
- The teacher elicits / teaches the meaning of the word *running* and *shouting* by role-playing the meaning of the words.

During reading

- The teacher model reads the story *Pug the Pup.*
- The class echo reads the story *Pug the Pup.*

After reading

- The teacher asks the comprehension questions: *Who is in the story? Where does Pug go?*
- The pupils discuss and answer the questions.
- In pairs, the pupils read the story *Pug the Pup.*

Additional activities

The teacher dictates the following rhyming words from the story: *run, fun, bus, pup*.

Assessment

The teacher writes on the board: *Pug has fun. Pup is my pup*. The pupils read the sentences. The pupils underline the vowels in the sentence.

Homework

The pupils read the story *Pug the Pup* to a family member.
The pupils complete exercise 1 in their Pupil's book, page 72.

Lesson 13 Reading *Pug the Pup*

Learning objectives

- Write about the story (skills).
- Recognise vowel sounds in words (skills).

Materials.

Pupil's Book: *Pug the Pup*, page 67.

Teaching tip

Encourage the pupils to read to younger siblings, friends or other family members.

Key content

That, sees, he, see, the name, this, is, has, my, running, shouts.

Introduction

- The teacher writes *_un* on the board.
- The teacher writes the consonant *r* (to form the word *run*) and asks the pupils to read the word out loud.
- The teacher and the pupils repeat the exercise with the consonants *f, s* and *b* (to form the words: *fun, sun, bun*).
- The teacher asks pupils to find examples of the words *fun, sun* and *run* in the story *Pug the Pup*.

Development of the lesson

Pre-reading

- The teacher writes on the board the words: *is, has, my, and the*.
- The pupils read the words.
- The class plays the *Buzz* game with the words *is, has, my* and *the*.
- The teacher reviews the story *Pug the Pup* and asks the pupils: *Who remembers the name of the story? What happens in the story? Where does Pug go?*
- The teacher asks the pupils to point at: *the bus, Pug, Mum, the ball, Pug running* and *Pug playing*.
- The pupils point at the pictures to match the words.

During reading

- The teacher model reads the story.
- The pupils echo read the story *Pug the Pup*.

After reading

The pupils answer the comprehension questions: *Who is in the story? What does Pug do? Who gets Pug off the bus? What does Ben tell Pug not to do?*

Additional activity

In pairs, the pupils read the story *Pug the Pup*.

Assessment

- The pupils read the extra words at the end of their stories.
- The pupils fill in the missing words to complete the sentences in their Pupil's Books, page 72.

Homework

The pupils read the story *Pug the Pup* to a family member.
The pupils complete exercise 3 in their Pupil's Books, page 72.

Lesson 14 > What does he/she do on...?

Learning objectives

- Identify words for daily activities (knowledge and understanding).
- Describe daily events in writing (skills).

Materials

Pupil's Book: Pug the Pup, page 67.

Pupil's Book: Daily Routines, page 56.

Teaching tip

Always make sure that the pupils put their finger under each word as they read it as this will help them to concentrate on reading one word at a time.

Key content

What does she/he do on...?

She/he goes to the market.

She/he goes to work.

She/he goes to school.

Introduction

- The pupils sing the *Days of the Week* song, Teacher's Guide, page 176.
- The pupils choral read the story *Pug the Pup*, page 67.

Development of the lesson

- The teacher writes the letters *sh* on the board and explains that the letters *sh* make the /sh/ sound.
- The pupils trace the letters *sh* in the air while saying the /sh/ sound.
- The teacher introduces the game *Do this if you hear the /sh/ sound*. If the pupils hear the /sh/ sound, they must put their finger on their lips.
- The teacher says the following words slowly: *shake, listen, shop, Thursday, shell, sheep, teacher, she, short*.
- The teacher asks the pupils to identify and say the words with /sh/.
- The class look at the daily activities in the pupil's book.
- The teacher introduces the phrases: *What does he/she do on [insert the day]?*
- The pupils answer: *He/she goes to the market, work, school, or He/she plays games, plays football*.
- The teacher calls a girl and a boy to the front of the class.
- The teacher asks the boy: *What does your sister do on Saturday?* And the boy answers: *She goes to the market*.
- The teacher asks the girl: *What does your brother do on Saturday?* And the girl answers: *He plays games*.
- The teacher asks the pupils to continue the activity in pairs by asking their partners about what different activities their brothers and sisters do on different days of the week.
- The pupils draw a picture of a family member doing an activity at the weekend.
- The pupils write a sentence about their drawing, using the sentence starter *On Saturday, he... or On Saturday, she...*

Additional activities

- In pairs, the pupils share their pictures and read their sentences.
- Some pupils *Show and Tell* their pictures and read their sentences to the class.

Assessment

The pupils write about their family member saying what they do.

Homework

- The pupils read the story *Pug the Pup* to a family member.
- The pupils read their writing and show their picture to a family member.

Lesson 15 The months of the year

Learning objectives

- Identify words for the months of the year (knowledge and understanding).
- Say the months of the year (skills).

Materials

Pupil's Book, page 60.

Teaching tip

The days of the week, the months of the year and the year can be reinforced throughout the year; for instance, at the beginning of the class.

Key content

January, February, March, April, May, June.

Introduction

- The pupils identify the day of the week.
- The teacher writes on the board: *Today is...*
- The pupils help the teacher to finish the sentence.

Development of the lesson

- The teacher writes the letters *sh* on the board and asks the class: *What sound does sh make?*
- The pupils trace the letters in the air while saying the /sh/ sound.
- The teacher introduces the game *Do this if you hear the /sh/ sound*. If the pupils hear the /sh/ sound, they must put their finger on their lips.
- The teacher slowly says the words: *ship, she, market, shop, boy, and girl*.
- The pupils identify the words with the /sh/ sound.
- The teacher writes the words on the board.
- The teacher asks the pupils if they know what month of the year it is.
- The pupils identify the correct month.
- The teacher writes the first six months of the year on the board: *January, February, March, April, May, June*.
- The pupils count the number of months.
- The teacher explains that there are 12 months in the year; the teacher asks the class how many months are missing from the board.
- The pupils answer.
- The teacher points at each month of the year and reads the name.
- The pupils repeat the names after the teacher.
- The teacher and the pupils read the months forwards and backwards.
- The teacher introduces the game *What is missing?*
- The pupils close their eyes and the teacher erases a month of the year from the board.
- The pupils identify the month of the year that is missing.
- The teacher repeats the activity until all the words are erased.

Additional activity

The pupils write the six months of the year in their notebook.

Assessment

The teacher asks the pupils to say the first six months of the year. The pupils name them.

Homework

The pupils tell the first six Months of the Year to a family member.

The pupils read *Pug the Pup*, Pupil's Book, page 67.

Lesson 16 The months of the year

Learning objectives

- Identify the months of the year (knowledge and understanding).
- Say the months of the year (skills).
- To use the calendar (skills).

Materials

Pupil's Book, page 60.

Teaching tip

Reading and writing complement each other; pupils' reading improves when they practice writing new words. When planning lessons, teachers should try to include real reading and writing activities, not just copying words.

Key content

July, August, September, October, November, December.

Introduction

- The class sings the *Months of the Year* song, Teacher's Guide, page 177.
- The teacher writes on the board: *Today is...*
- The pupils help the teacher to finish the sentence.

Development of the lesson

- The teacher writes the letters *sh* on the board and explains that the letters *sh* make the /sh/ sound.
- The pupils trace the letters in the air while saying the /sh/ sound.
- The teacher explains that sometimes the /sh/ sound is heard at the end of a word.
- The teacher writes the word *fish* on the board.
- The pupils read the word.
- The teacher shows the pupils how to stretch the word by saying the sounds slowly: *f... i... sh*.
- The teacher invites a pupil to identify and underline the letters that make the *sh* sound in *fish*.
- The teacher repeats the activity with the words: *dish, wash*.
- The teacher writes the months of the year on the board: *January, February, March, April, May, June, July, August, September, October, November, December*.
- The teacher reads the months of the year aloud and the pupils repeat.
- The teacher introduces the game *What is missing?*
- The pupils close their eyes and the teacher erases a month of the year from the board.
- The pupils identify the month of the year that is missing.
- The teacher writes the missing word on the board and the pupils read the word out loud.
- The teacher repeats the activity.
- The pupils read *Pug the Pup*.

Additional activity

The pupils write the months of the year in their notebook.

Assessment

The teacher asks the pupils to say the months of the year. The pupils say the names.

Homework

The pupils sing the *Months of the Year* song to a family member.

Lesson 17 Ordinal numbers

Learning objectives

- Identify ordinal numbers (knowledge and understanding).
- Use ordinal numbers to describe a race (skills).

Materials

Flashcards with numbers 1 to 10.

Teaching tip

An ordinal number is a number that tells the position of something in a list: first, second, third, fourth, fifth, etc. Teachers can review ordinal numbers through ordering and sorting activities, like putting the days of the week or the months of the year in correct order, or asking pupils what today's date is, and then get them to write it on the board.

Key content

Numbers to 10. First, second, third,...

Introduction

- The class sings the *Months of the Year* song, Teacher's Guide, page 177.
- The teacher writes on the board: *Today is...*
- The pupils help the teacher to finish the sentence.

Development of the lesson

- The teacher writes the letters *th* on the board and explains that the letters *th* make the /th/ sound: The words: *this, that, the* all have the /th/ sound.
- The pupils trace the letters *th* in the air while saying the /th/ sound.
- The teacher introduces the game *Do this if you hear /th/ sound*. If the pupils hear the /th/ sound, they must stand up.
- The teacher says the following words slowly: *then, school, this, thank, the, window, that*.
- The teacher asks the class: *What is the first day of the week?*
- Each time the pupils answer, the teacher writes the day of the week on the board.
- The teacher repeats the activity with the second day, third day, etc...
- The teacher repeats the activity with the months of the year.
- The teacher chooses ten pupils to line up at the front of the class.
- The teacher asks the class to "count" with him/her the pupils. For example: *Mary is first, John is second, Esther is third, etc.*
- The teacher repeats the activity a number of times.

Additional activity

The teacher takes the pupils outside for a running race. The teacher divides the pupils into small groups of five. The pupils identify who came first, second, third, etc.

Assessment

- The teacher chooses ten pupils to line up at the front of the room.
- The pupils name him / her the order of the standing pupils; For example: *Mary is first, John is second, Ester is third, etc.*

Homework

The pupils explain to a family member how to count using ordinal numbers.

Lesson 19 Reading *This and That*

Learning objectives

- Read a short story *This and That* (skills).
- Identify words and pictures in the story (skills).

Materials

Pupil's Book: *This and That*, page 73.
Pictures of a fish, ship, pond

Teaching tip

Play games with the pupils to make them practice finding words in previous stories. Tell the pupils to turn to a specific page and ask them to find a certain word on that page and to put their finger on it.

Key content

Fish, ship, see, pond, want, go, you, what, look, let.

Introduction

- The pupils sing the *Days of the Week* song, Teacher's Guide, page 176.
- The teacher writes the date on the board and then reads it out loud with the pupils saying: *Today is...*

Development of the lesson

Pre-reading

- The pupils trace the letters *th* in the air and make the sound /th/.
- The teacher explains that sometimes the /th/ sound is heard at the end of the word.
- The teacher writes the word *this and that* on the board.
- The pupils read the words.
- The teacher invites a pupil to identify and underline the letters that make the /th/ sound in *with*.
- The teacher writes on the board the words: *want, see, what, go, you*.
- The class plays the *Buzz* game with the words: *want, see, what, go, you*.
- The teacher introduces the new vocabulary using the pictures of a fish, ship and pond.
- The teacher holds up each flashcard and elicits / teaches the words.
- The pupils repeat the words.
- The pupils turn to the story *This and That*.
- The pupils look at the pictures and identify objects in the pictures.
- The pupils predict what they think the story will be about.

During reading

- The teacher model reads the story *This and That*.
- The class echo reads the story *This and That*.

After reading

- The pupils answer comprehension questions about the story: *Who is in the story? What do they want? Where do they go? What do they see?*
- The teacher and pupils point to the pictures of a: *fish, ship, pond* and *shell*.
- In pairs, the pupils read the story *This and That*.

Additional activity

The teacher dictates the following words from the story: *fish, ship, see, pond, and want*. The pupils write the words down in their notebooks.

Assessment

In pairs, the pupils read the words with a /sh/ or /th/ sound from the story and point to the picture in the story.

Homework

The pupils read the story *This and That* to family member.

Lesson 20 Reading *This and That*

Learning objectives

- Read a short story (skills).
- Write about the story (skills).

Materials.

Pupil's Book: *This and That*, page 73

Flashcards of a fish, ship, pond

Teaching tip

Show the pupils how to find a page in their book. Open one of their books and hold it up high for everyone to see. Ask them all to find that page.

Key content

Fish, ship, pond, want, see, what, go, you, look, let.

Introduction

The class plays the *Buzz* game with the words: *want, see, what, go, and you*.

Development of the lesson

Pre-reading

- The class plays the game *What is missing?* The teacher places all the flashcards on the table, telling the pupils to close their eyes. Then, the teacher takes away one card and asks the pupils to "Open your eyes!"
- The pupils identify the missing flashcard.
- The teacher continues the activity until all the vocabulary has been practiced
- The teacher writes /ish/ on the board.
- The pupils tell the teacher what you get when you add /f/ to /ish/.
- The pupils identify the /f/ and /ish/ to make *fish*.
- The teacher repeats the activity with /th/.
- The teacher reviews the story *This and That* and asks the pupils: *Who remembers the story? What happens in the story This and That?*

During reading

- The teacher model reads the story *This and That*.
- The pupils echo read the story *This and That*.

After reading

The pupils answer questions about the story: *Who is in the story? Where do the two girls go? What does Beth want?*

Additional activity

In pairs, the pupils read the story *This and That*.

Assessment

The pupils complete the sentences. Pupil's Book, page 77.

Homework

The pupils read the story *This and That* to a family member.

Assessment Tasks

Unit 3: Telling the time

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes his/her responses.

Assessment task 1: Days of the week

The teacher asks the pupil to name the days of the week and notes his/her responses.

| | | |
|---|--|--|
| | | |
| Did not name any day of the week correctly. | Named fewer than 5 days of the week correctly. | Named 5 to 7 days of the week correctly. |

Assessment task 2: Months of the year

The teacher asks the pupil the questions and notes their responses.

1. How many months are there in a year?
2. What is the first month of the year?
3. What is the last month of the year?

| | | |
|--|--------------------------------------|---------------------------------|
| | | |
| Did not answer any question correctly. | Answered 1 or 2 questions correctly. | Answered 3 questions correctly. |

Assessment task 3: Reading consonant vowel consonant words

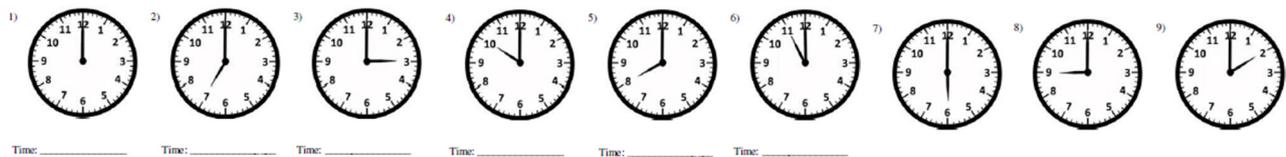
Ask the pupil to read these words aloud. Record how many words he/she reads correctly in a minute.

sit hit fat rat pig big van fit this
that hug bus fun run mum dig thin fish

| | | |
|-------------------------------------|---|---|
| | | |
| Read fewer than 10 words correctly. | Read between 10 and 14 words correctly. | Read between 15 and 18 words correctly. |

Assessment task 3: Telling the time

Using the pictures below, ask the pupil what time it is.



| | | |
|----------------------------------|---|--|
| | | |
| Did not tell the time correctly. | Told the time correctly fewer than 3 times. | Told the time correctly more than 5 times. |

Assessment Task 4: Talk about yourself.

The teacher asks the pupil the questions and notes their responses.

1. What do you do on Monday?
2. What do you do on Saturday?
3. What day do you like? Why?

| | | |
|--|--------------------------------------|---------------------------------|
| | | |
| Did not answer any question correctly. | Answered 1 or 2 questions correctly. | Answered 3 questions correctly. |

Unit 3 Fluency Passage: Here is a one

It is a one o'clock. 4

It is time to play. 9

It is a two o'clock. 13

It is time to read. 18

It is three o'clock. 22

It is time to eat. 27

It is four o'clock. 31

It is time to go home. 7

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 4: FOOD STUFFS.

Key competence: To use language learnt in the context of food stuffs.

Topic area: Oral and Written Communication

Values: Respect other's likes and dislikes even if they are different from our own.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
|----------------------------|---|--|--|----------------------------|--------------------------------|---|--|--|------------------------|
| Lesson Name | What time do you have breakfast? What time do you have lunch? | I have breakfast at half past seven. I have lunch at half past twelve. | What do you have for supper? I have rice for supper. | Dialogue: Hirwa and Kirabo | What food do you like? | What is your favourite food? | Class survey: What is your favourite food? | Class survey: What is your favourite food? | What does she/he like? |
| Vocabulary | Breakfast, lunch | Breakfast, lunch | Supper, rice, eat | Supper, rice, eat | Like, food, favourite, bananas | Favourite, no, have, and, the, this, it, on | Favourite | Favourite | Favourite |
| Language structures | /th/ | The present simple tense | The present simple tense | Does he/she like ...? | /ch/ | The present simple tense | The present simple tense | | |

| | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Assessment | Review |
|----------------------------|--|---|-------------------------------|-------------------------------|---|---|---|---|------------|--------|
| Lesson Name | A banana is a fruit. Rice is a cereal. | Ask your partner | Reading <i>Chad the Chimp</i> | Reading <i>Chad the Chimp</i> | Reading <i>How to cook rice</i> | Reading <i>How to cook rice</i> | Reading <i>Trish and the Dragon</i> | Reading <i>Trish and the Dragon</i> | Assessment | Review |
| Vocabulary | Banana, fruit, rice, cereal | Do you like? What time do you eat dinner? | Does, he, for, not, like | Does, he, for, not, like | Time, five, rice, wide, like, bite, simple, next, cooked. | Time, five, rice, wide, like, bite, simple, next, cooked. | Sleep, drum, tap, truck, want, goes, to, she, away. | Sleep, drum, tap, truck, want, goes, to, she, away. | Assessment | Review |
| Language structures | Sounds and spellings | | /ch/ | /ch/ | | | /tr/ /dr/ | /tr/ /dr/ | Assessment | Review |

Attitudes and values: Respect others' likes and dislikes even if they are different from our own

Pupils must learn social skills, including demonstrating respect for others and resolving conflicts. Learning to respect others' likes and dislikes as a value is critical because it helps pupils learn that individuals have unique personalities with different likes, dislikes, interests and beliefs. Discussing differences in tastes and opinions helps pupils develop respect for opinions different from their own so pupils can understand and appreciate each other.

Examples of learning and teaching activities are provided below to help teachers identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable teachers to assess pupils attitudes' accurately without bias or subjectivity.

Examples of teaching and learning activities

- The pupils carry out a simple survey about the foods the other pupils like.
- The pupils discuss their likes and dislikes.
- The pupils ask and answer questions about their likes and dislikes.
- The pupils describe their partners' likes and dislikes.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

| Observation Criteria The pupil... | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|---|--|---------------------------|---------------------------------------|--------------------------------------|
| Works cooperatively with partner, taking turns, listening and responding at appropriate times | | | | |
| Raises hands to ask or answer a question | | | | |
| Recounts partner's likes and dislikes accurately | | | | |

Lesson 1 What time do you have breakfast? What time do you have lunch?**Learning objectives**

- Talk about meal times and the foods eaten at different times (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *This and That*, page 73.
Pictures of foods like bread, beans, rice, potatoes, meat and milk.

Teaching tip

Tongue twister: a tongue twister is a phrase that is designed to be difficult to articulate properly, and can be used as a type of spoken (or sung) word game. The tongue twister in this lesson helps pupils pronounce the /th/ sound.

Key content

Breakfast, morning
Lunch, noon

Introduction

- The class choral reads the story *This and That*.
- The teacher displays the tongue twister: *This and that, these and those, this is the way the th goes*.
- The pupils read the tongue twister.

Development of the lesson

- Using pictures, the teacher reviews foods like bread, beans, rice, potatoes, meat, and milk.
- The class play the game *Fastest Finger*: the teacher says the name of a food and the pupils point at the correct picture in their Pupil's Book, page 78.
- The teacher introduces the words *breakfast* and *lunch*.
- The pupils guess what the words *breakfast* and *lunch* mean.
- The teacher explain that we eat breakfast in the morning and lunch at noon.
- The teacher says a time of the day and the pupils say what meal they eat at that time.
- The teacher models the phrases: *What time do you eat breakfast? What time do you eat lunch?*
- In pairs, the pupils practise asking each other *What time do you eat breakfast? What time do you eat lunch?*
- The teacher invites some pupils to the front to model the dialogue.
- The pupils draw a picture of themselves eating their breakfast and their lunch..
- The teacher writes on the board the sentence starters: *I eat breakfast at.../I eat lunch at...*
- The pupils complete the sentence and write it under their picture.

Additional activity

The class plays *Do this if you hear the sound /th/* with the words: *the, this, potato, cabbage, and thank you*.

Assessment

In pairs, the pupils practise asking each other: *What time do you eat breakfast? What time do you eat lunch?*

Homework

- The pupils read the story *This and That* to a family member.
- The pupils show their writing and read it to a family member.

Lesson 2 I have breakfast at half past seven, I have lunch at half past twelve**Learning objectives**

- Identify words for meals and foods (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *This and That*, page 73.
Pictures of foods like bananas, apples...

Teaching tip

Show the pupils real examples of food when teaching about food.

Key content

have, breakfast, lunch.

Introduction

- The class choral reads the story *This and That*.
- The teacher displays the tongue twister: *this and that, these and those, this is the way the th goes*.
- The pupils read the tongue twister as quickly as they can.

Development of the lesson

- Using the pictures, the teacher reviews foods like bananas, apples...
- The class plays the game *Fastest Finger*: the teacher says the name of a food and the pupils try to find the correct picture in their Pupil's Book, page 78.
- The teacher reviews the phrases *What time do you have breakfast?* and *What time do you have lunch?*
- The class review *half past*.
- The teacher models *I have breakfast at half past seven* and *I have lunch at half past noon*.
- The class practises saying *I have breakfast at half past seven* and *I have lunch at half past noon*.
- The teacher calls a boy and a girl to the front of the class and asks them *What time do you have breakfast?* and *What time do you have lunch?*
- The teacher helps the pupils answer *I have breakfast at half past seven* and *I have lunch at half past noon*.
- The teacher guides the individual pupils to say *I have breakfast at half past seven* and *I have lunch at half past noon*.
- The class practises the dialogue: *What time do you have breakfast? I have breakfast at half past seven. What time do you have lunch? I have lunch at half past noon.*

Additional activity

The class plays *Do this if you hear the sound /th/* with the words: *chips, tomato, think, this, orange, and potato*.

Assessment

In pairs, the pupils practise asking each other: *What time do you eat breakfast? What time do you eat lunch?*

Homework

The pupils read the story *This and That* to a family member.

Lesson 3 What do you have for supper? I have rice for supper.

Learning objectives

- Describe meals and foods (skills).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book: *This and That*, page 73.
Pictures of fruits

Teaching tip

Be sensitive to children's situations when discussing food.

Key content

Supper
Rice
Eat

Introduction

The class choral reads the story *This and That*.

Development of the lesson

- The class reviews the words *breakfast* and *lunch*.
- The teacher asks the pupils if they know any other mealtime.
- The teacher introduces and models the phrases *What do you have for breakfast?* and *What do you have for supper?*

- The pupils answer and practise the phrases *I have tea and bread for breakfast* and *I have rice for supper*.
- In pairs, the pupils practise the dialogue: *What do you have for breakfast? I have tea and bread for breakfast. What do you have for supper? I have rice for supper.*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher writes on the board the sentence starter: *I have.....for supper.*
- The pupils draw a picture of themselves eating their supper.
- The pupils complete the sentence and write it under their picture.

Additional activities

- The class plays *Do this if you hear the sound /th/* with the words: *the, rice, supper, think, that, avocado*.
- In pairs, the pupils practise asking each other: *What time do you eat breakfast? What time do you eat lunch? What time do you eat supper?*

Assessment

The pupils draw what they have for breakfast, lunch, or supper and write a sentence about it.

Homework

The pupils read the story *This and That*.

Lesson 4 Dialogue: Hirwa and Kirabo

Learning objectives

- Describe meals and foods (skills).
- Answer comprehension questions about the dialogue (skills).

Materials

Pupil's Book: *This and That*, page 73.

Pictures of food

Dialogue: *Hirwa and Kirabo*, Pupil's Book, page 80.

Teaching tip

Young children need to learn the importance of healthy eating and a balanced diet. When planning their lessons teachers should try to include positive messages about food and nutrition to help foster a positive attitude. These messages should focus on the benefits of healthy eating. An example would be: "Proper nutrition helps you grow big and strong!".

Vocabulary

Supper, rice, eat.

Introduction

- The class choral reads the story *This and That*.
- The pupils list the words learnt this week (*lunch, breakfast, have, supper, rice, and eat*) on the board.
- The class play the game *Fastest Finger*: the teacher says the name of a food and the pupils point at the correct picture in their Pupil's Book.

Development

Pre-reading

- The teacher asks the pupils what they had for supper and breakfast.
- In pairs, the pupils model the following dialogue:
Child A: What do you have for breakfast?
Child B: I have tea and bread for breakfast.
Child A: What do you have for lunch?
Child B: I have potatoes and beans for lunch.
Child A: What do you have for supper?
Child B: I have rice for supper.
- The class practises this dialogue.
- The teacher writes the following sentences on the board:
 I have _____ for breakfast.

I have _____ for lunch.

I have _____ for supper.

- The pupils complete these sentences.

Reading

- The teacher model reads the dialogue for the class, Pupil's Book, page 80.
- The pupils echo read the dialogue with the teacher.

After reading

- The class plays the game *Fastest Finger*, the teacher says the words: *rice, beans, water*.
- The pupils find the words.

Assessment

The pupils answer the questions in their Pupil's books, exercise 2, page 80.

Homework

- The teacher writes the following sentences on the board:
I have _____ for breakfast.
I have _____ for lunch.
I have _____ for supper.
- The pupils complete these sentences.
- The pupils read the dialogue to a family member.

Lesson 5 What foods do you like?

Learning objectives

- Describe meals and foods they like (skills).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pupil's Book, page 78.
Pictures of food.

Teaching tip

Encourage the pupils to use print writing while writing on the board.

Key content

Like, food, favourite, bananas

Introduction

The teacher says the time of day and the pupils say which meal they eat at that time.

Development of the lesson

- The teacher writes the letters *ch* on the board and explains that the letters *ch* make the /ch/ sound.
- The pupils trace the letters in the air while saying the /ch/ sound.
- The teacher asks the class: *Do you like chicken?*
- The pupils raise their hands if they like chicken.
- The teacher explains that the /ch/ sound is in the words *chicken* and *chair*.
- The teacher introduces the game *Do this if you hear the /ch/ sound*. If the pupils hear the /ch/ sound, they must flap their wings like a chicken.
- The teacher slowly says the words: *chair, apple, banana, chicken, fruit, cheese, chocolate*.
- The class play the game *Fastest Finger*: the teacher says the name of a food and the pupils point at the correct picture in their Pupil's Book, page 78.
- The class reviews the words *foods* and *like*.
- The teacher introduces the phrases *What food do you like?*
- The class practises asking each other: *What food do you like?*
- The teacher invites a boy and girl to the front of the class to model the dialogue: *What food do you like? I like bread.*
- In pairs, the pupils practise the dialogue: *What food do you like? I like bread.*

Additional activities

- The teacher writes the sentence starter: *I like...*

- The pupils complete the sentence and draw a picture of the food they like.

Assessment

In pairs, the pupils ask each other: *What food do you like? I like...*

Homework

The pupils show their writing to a family member.

Lesson 6 What is your favourite food?

Learning objectives

- Describe food items (skills).
- Talk about likes and dislikes in relation to foods (skills).

Materials

Pictures of food.

Teaching tip

Try to incorporate healthy-eating messages in your lessons. Advise pupils that eating fruit and vegetables is good for them. Explain that potatoes and rice give them energy to learn.

Key content

Favourite, in, on, it.

Introduction

- The class plays the *Buzz* game with the words: *want, see, what, go, you*.
- Some pupils say the *Chick, chick, chicken* tongue twister for the class.

Development of the lesson

The teacher asks the class: *What foods do you like?*

The pupils answer the question.

The teacher explains the meaning of the word *favourite*.

The teacher models the dialogue *What is your favourite food? My favourite food is...*

The class practises the dialogue.

In pairs, pupils practise the dialogue.

The teacher invites a boy and a girl to the front of the class to model the dialogue.

The teacher invites pupils to identify their favourite food.

The pupils draw their favourite food.

- The teacher writes on the board the sentence starter: *My favourite food is...*
- The pupils complete the sentence and write it under their picture.
- Some pupils share their drawings with the class.

Additional activity

Play the game *Fastest Finger*: the teacher calls out a name of a food and the pupils have to point at the correct picture as quickly as possible.

Assessment

The teacher asks the class: *What is your favourite food?* The pupils point to a picture of their favourite food and answer the question.

Homework

The pupils read the story *Chad the Chimp* with a family member.

Lesson 7 Class survey: What is your favourite food?

Learning objectives

- Describe food items (skills).
- Express their likes and dislikes in relation to food (skills).

Materials

Pupil's Book: *This and That*, page 74.
Pictures of food.

Key content

What is your favourite food?

Introduction

The pupils echo read the story *This and That*.

Development

- The teacher reviews the meaning of the word *favourite*.
- The teacher draws pictures of *chicken, rice, beans, potatoes* and *bananas* on the board.
- The pupils identify the pictures and name the foods.
- The teacher explains that each pupil must vote for his or her favourite food.
- The teacher invites groups of five pupils to come to the board and place an x under their favourite food.
- Repeat the activity until the entire class has voted.
- The class counts the votes.
- The teacher announces the winner.
- The teacher models the phrase *Today, ... is our favourite food*.
- The pupils repeat the phrase.

Additional activity

Play the game *Fastest Finger*: the teacher calls out a name and the pupils have to point at the correct picture as quickly as possible.

Assessment

The teacher asks the class: *What is our favourite food today?* The pupils draw a picture of today's favourite food and write underneath: *Our favourite food is...*

Homework

The pupils read the story *This and That*.

Lesson 8 Class survey: What is your favourite food?

Learning objectives

- Recognise the use of the present simple tense (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

What is your favourite food?
My favourite food is...

Materials.

Pictures of different foods.

Introduction

- The class plays the *Buzz* game with the words: *in, on, it*.
- The teacher points at different foods.
- The pupils identify the correct names.

Development

- The teacher writes on the board the words: *is, it, no, like*.
- The pupils read the words.
- The class plays the *Buzz* game.
- The teacher reviews the meaning of the word *favourite*.
- The teacher draws on the board pictures of *oranges, onions, bananas, tomatoes* and *peas*.
- The pupils identify the pictures and name the foods.
- The teacher explains that each pupil must vote for his or her favourite food.
- In pairs, the pupils discuss what their favourite food is.
- The teacher invites groups of five pupils to come to the board and place an x under their favourite food.
- The teacher repeats the activity until the entire class has voted.

- The class counts the votes.
- The teacher announces the winner.
- The teacher models the phrase *Today, ... is our favourite food.*
- The pupils repeat the phrase.

Additional activity

The class plays the game *Fastest Finger*: the teacher calls out a name of food and the pupils have to point at the appropriate picture as quickly as possible.

Assessment

The teacher asks the class: *What is our favourite food, today?* The pupils draw a picture of today's favourite food and say: *Our favourite food is...*

Homework

The pupils practise with a family member the dialogue: *What is your favourite food? Our favourite food is...*

Lesson 9 What does she/he like?

Learning objectives

- Recognise the use of present simple tense (knowledge and understanding).
- Express their likes and dislikes in relation to food (skills).

Materials

Pupil's Book, *Chad the Chimp*, page 81.
Pictures of different foods.

Key content

What does she like?
What does he like?

Introduction

- The class plays the *Buzz* game with the words: *like, does, he.*
- The pupils read the story *Chad the Chimp*.

Development

- The teacher models the dialogue: *What does she like? She likes... What does he like? He likes...*
- The class practises the dialogue.
- The teacher invites a boy and a girl to the front of the class to model the dialogue. One of them points to another pupil in class and asks: *What does she/he like?* The other answers: *She/He likes...*
- The teacher asks the class: *What does she like? She likes... What does he like? He likes...*
- The pupils answer *He likes... She likes...* The pupils play the *Leader* game with the leader asking: *What does she like? She likes...*

Additional activity

The class plays the game *Fastest Finger*: the teacher calls out a name of food and the pupils have to point at the appropriate picture as quickly as possible.

Assessment

- The teacher invites a boy and girl to the front of the class. One of them points to another pupil in class and asks: *What does she/he like? She/He likes...*
- The class draws the food and says: *She likes.... He likes...*

Homework

The pupils teach a family member the dialogue: *What does she/he like? She/He likes...*

Lesson 10

A banana is a fruit, rice is a cereal

Learning objectives

- Identify words for meals and foods (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Flashcards with the pictures of fruits, vegetables, and cereals.

Pupil's Book: *Chad the Chimp*, page 82.

Teaching tip

Wipe the chalk off the board frequently – too much writing on the board distracts and confuses the pupils.

Key content

Banana, fruit, rice, cereal

Introduction

In pairs, the pupils read the story *Chad the Chimp*.

Development

- Using pictures, the teacher asks the pupils to name the fruits they know.
- The teacher writes the fruits the pupils say on the board.
- The teacher writes on the board the words *banana, mango, rice, orange, sorghum, paw-paw, and maize*.
- The pupils read the words out loud and say which is a fruit and which is a cereal.
- The teacher distributes the flashcards round the classroom.
- The teacher names one corner of the room *vegetable*, one corner *fruit* and the other corner *cereal*.
- The pupils read the words on the flashcards.
- The teacher explains that when they clap their hands, the pupils with the flashcards must move to a designated area.
- The class plays the *Pass the Pencil* game: when the clapping stops the teacher says the name of a food, and the pupil holding the pencil must identify it as a fruit, vegetable or cereal.
- The teacher repeats the activity a couple of times.

Additional activity

The pupils draw an example of a fruit, vegetable, and cereal in their notebook. They label the drawing.

Assessment

The pupils draw the following: *mango, apple, rice, maize, and pineapple* and write below the drawing the words *fruit, vegetable, or cereal*.

Homework

The pupils read the story *Chad the Chimp* to a family member.

Lesson 11

Ask your partner

Learning objectives

- Ask and answer questions about food preferences, time (skills).
- Describe their partners' preferences (skills).

Materials

Pupil's Book: *This and That*, page 74.

Pupil's Book:

Teaching tip

Young children need to learn the importance of healthy eating and a balanced diet. When

planning their lessons teachers should try to include positive messages about food and nutrition to help foster a positive attitude. These messages should focus on the benefits of healthy eating. An example would be: "Proper nutrition helps you grow big and strong!".

Vocabulary

Do you like?

What time do you eat dinner?

Introduction

- The class choral reads the story *This and That*.
- The pupils list the words learnt this week (*lunch, breakfast, have, supper, rice, and eat*) on the board.
- The class play the game *Fastest Finger*: the teacher says the name of a food and the pupils point at the correct picture in their Pupil's Book.

Development

Pre-reading

- The teacher asks the pupils what they had for supper and for breakfast.
- In pairs, the pupils model the following dialogue:

Child A: What do you have for breakfast?

Child B: I have tea and bread for breakfast.

Child A: What do you have for lunch?

Child B: I have potatoes and beans for lunch.

Child A: What do you have for supper?

Child B: I have rice for supper.

- The pupils turn to their Pupil's Book.
- The teacher explains the questions to the pupils.
- The pupils work in pairs, asking each other questions.
- The pupils write the answers and draw the pictures.

Assessment

The pupils share their partners' preferences to the class.

Homework

The pupils read their sentences to a family member.

Lesson 12 Reading *Chad the Chimp*

Learning objectives

- Read a short text (skills).
- Recognise the sound /ch/ in words (skills).

Materials

Pupil's Book: *Chad the Chimp*, page 82.

Teaching tip

Display the tongue twister for the pupils to see.

Key content

Does, he, for, not, like, funny, hungry.
Banana, chicken, chip, chimp, lunch.

Introduction

- The teacher introduces the tongue twister: *Chick, chick, chick, chicken, lay an egg for me. Chick, chick, chick, chicken. I want one for my tea.*
- The pupils read and say the tongue twister.

Development of the lesson

Pre-reading

- The teacher writes on the board the words: *which, lunch, chimp, does, he, for, not*.
- The teacher reads the words out loud and the pupils repeat them.
- The pupils identify the letters that have the /ch/ sound.
- The pupils play the *Buzz* game with the words.
- The pupils open the story *Chad the Chimp*.
- The teacher introduces the new vocabulary using the pictures in the Pupil's Book.
- The teacher points to the picture and elicits / teaches the words.
- The pupils repeat the words.
- The pupils make predictions about what might happen in the story.
- The teacher explains that the chimp's name is Chad.

During reading

- The teacher model reads the story *Chad the Chimp*.

- The class echo reads the story *Chad the Chimp*.

After reading

- The teacher asks the comprehension questions: *Who is Chad? Does Chad like chicken? What does Chad see?*
- In pairs, the pupils read the story *Chad the Chimp*.

Additional activity

The pupils identify the following words from the story: *chips, Chad, lunch, chimp*.

Assessment

- The teacher writes on the board the sentences: *Chad sees lunch. Chad is a chimp.*
- The pupils read the sentences.
- The pupils identify the words that contain ch in the story.

Homework

The pupils read the story *Chad the Chimp* to a family member.

Lesson 13 Reading: *Chad the Chimp*

Learning objectives

- Recognise the words: does, like, for (skills).
- Answer comprehension questions about the story (skills).

Teaching tip

Encourage the pupils to pronounce the sounds properly when reading the words.

Key content

Does, like, for, not, he, funny, hungry, lunch.

Materials

Pupil's Book: *Chad the Chimp*, page 82.

Introduction

The pupils read and say the tongue twister. Chick, Chick, Chick, Chicken.

Development of the lesson

Pre-reading

- The teacher writes the consonant blend *wh* on the board.
- The pupils say the sound the letters *wh* make.
- The teacher writes on the board the words beginning with the *wh* blend: *when, what*.
- The teacher writes on the board the words: *does, like, for, not, he*.
- The pupils play the *Buzz* game with the words.
- The teacher reviews the story *Chad the Chimp*.
- The teacher asks the pupils: *Who remembers the name of the story? What happens in the story Chad the Chimp?*

During reading

- The pupils echo read the story *Chad the Chimp*.
- The pupils choral read the story *Chad the Chimp*.

After reading

The pupils answer the questions: *Who is in the story? What is wrong with Chad? What does he like for lunch?*

Additional activity

The pupils play the *Buzz* game with the words: *check, much, chip, such, chick*.

Assessment

The pupils complete the exercise about *Chad the Chimp* in their Pupil's Book, page 87.

Homework

The pupils read the story *Chad the Chimp* to a family member.

Lesson 14 Reading *How to Cook Rice*

Learning objectives

- Read the words: *time, five, rice, wide, like* (knowledge and understanding).
- Recognise the sight words: *I, so, but, in, ask* (skills).
- Read the story *How to Cook Rice* (skills).

Materials

Pupil's Book *How to Cook Rice*, page 88.

Teaching tip

This story describes how to cook rice, while the main focus of the text is the long /i/ sound. It also helps pupils understand that some texts follow a sequence of events.

Key content

Time, five, rice, wide, like, bite, simple, next, cooked.

Introduction

The whole class talks about the title page of the story *How to Cook Rice*.

The pupils predict what might happen in the story based on what they see on the title page.

Development of the lesson

Pre-reading

- The teacher writes the word *side* on the board.
- The whole class reads the words.
- The teacher explains that the letter *i* in this word makes a long sound.
- The teacher asks the pupils if they can identify words that rhyme with *side*.
- The pupils identify rhyming words: *ride, tide, wide*.
- The teacher writes the following words on the board: *fire, five, bite* and *like*. The teacher asks the class if these have the long /i/ sound.
- The whole class reads the words: *fire, five, bite* and *like*.
- The pupils identify words that rhyme with these words; for example, *wire, tire, live, hive, kite, bike*.
- The teacher writes the words: *I, so, but, in, ask, it*. The teacher reads the words with the pupils.
- The whole class plays *Buzz* with the sight words: *I, so, but, in, ask, it*.
- The pupils turn to the text *How to Cook Rice*.
- The teacher and the pupils discuss words they can read and say how they know how to read the words.

During reading

- The teacher model reads the text *How to Cook Rice*.
- The whole class echo reads the text *How to Cook Rice*.

After reading

- The teacher asks comprehension questions: *How long does it take to cook rice? What do you need to cook rice? Why is it important to clean the rice?*
- The teacher and pupils discuss meanings of the words: *rice, time, wide, fire, bite* and *like*.
- In pairs, the pupils read the text *How to Cook Rice*.
- The pupils identify the word *it* and *cook* in the story.

Additional activity

The teacher dictates the words from the story: *rice, fire, wide*.

Assessment

In pairs, the pupils read the text *How to Cook Rice*.

Homework

The pupils read the text *How to Cook Rice* to a family member.

Learning objectives

- Read the words: *rice, time, like, fire, five, bite* (knowledge and understanding).
- Recognise the sight words: *I, so, but, in, ask, it* (skills).
- Read the story *How to Cook Rice* (skills).

Materials.

Pupil's Book: *How to Cook Rice*, page 88.

Teaching tip

Circulate and help pupils as they read in pairs. Even when the whole class is reading, it is possible to identify pupils who need extra help.

Key content

Time, five, rice, wide, like, bite, simple, next, cooked.

Introduction

- The teacher writes *_ide* on the board.
- The whole class replaces *_* with the consonant *s* (*side*) and the pupils read the word.
- The whole class repeats with *w* (*wide*).

Development of the lesson**Pre-reading**

- The teacher asks the pupils comprehension questions: *Who remembers the title? Who remembers the story? What did the girl in the story cook?*
- The teacher asks the pupils to look at the story *How to Cook Rice*.
- The teacher asks the pupils to find the words *rice, time, like, bite, wide*. The teacher asks the pupils what the words mean.
- The teacher writes the sight words on the board: *is, out, it, my* and *off*.
- The pupils read the sight words.
- The whole class plays the *Buzz* game.

During reading

- The teacher model reads the story *How to Cook Rice*.
- The pupils echo read the text *How to Cook Rice*.

After reading

- The pupils choral read the text *How to Cook Rice*.
- The pupils draw a scene from the story and write about it.

Additional activities

- The pupils choral read the text *How to Cook Rice*.
- The pupils take turns reading the text.

Assessment

The pupils copy the sentences at the end of the text and then write the missing words in the blank spaces. Pupil's Book, page 93.

Homework

The pupils read the text *How to Cook Rice* to family members.

Lesson 16 Reading *Trish and the Dragon*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *Trish and the Dragon* (skills).

Materials

Pupil's Book: *Trish and the Dragon*, page 94.

Teaching tip

A dragon is a creature found in stories that breathes fire.

Key content

Sleep, drum, tap, truck, want, goes, to, she, away, tired, bang, please, keep, quiet.

Introduction

- The teacher writes the letters *tr* on the board and explains that the letters *tr* make the /tr/ sound.
- The pupils trace the letters in the air while saying the /tr/ sound.
- The teacher introduces the game *Do this if you hear the /tr/ sound*. If the pupils hear the /tr/ sound they must put their finger to their lips. The teacher says the following words slowly: *truck, trip, table, chair, chicken, tray, and ship*.

Development

Pre-reading

- The pupils turn to the story *Trish and the Dragon*.
- The class talks about the title page of the story *Trish and the Dragon*.
- The pupils predict what might happen in the story based on what they can see on the title page.
- Using the pictures in the story, the teacher teaches some of the new vocabulary: *Trish, drum, drip, dragon, truck*.
- The teacher writes the letters *dr* on the board and explains that the letters *dr* make the /dr/ sound.
- The pupils trace the letters in the air while saying the /dr/ sound.
- The teacher introduces the game *Do this if you hear the /dr/ sound*.
- If the pupils hear the /dr/ sound they must put their finger to their lips.
- The teacher says the following words slowly: *drip, table, Chad, chimp, drop, and drum*.
- The teacher explains to the pupils that the teacher will say a letter and they will say the sound associated with that letter.
- The teacher writes the letters *ish* on the board and the pupils read it out loud.
- The teacher adds the letters *tr* to make *Trish* and reads *tr... iii... sh* with the pupils.
- The whole class repeats the exercise with *dr, a, and gon* and the teacher sounds out the words with the pupils.
- The teacher writes the words *goes, to, she, and away* and reads the words with the pupils.
- The class plays the Buzz game with the sight words *goes, to, she, and away*.

During reading

- The teacher model reads the story *Trish and the Dragon*.
- The class echo reads the story *Trish and the Dragon*.

After reading

- The pupils answer comprehension questions: *Who is in the story? What does she want to do? Why does Trish run away?*
- The class explores the meanings of the words *sleep, drum, tap, truck, and want*.
- The pupils identify the word *goes* in the text and the letters that make up the word *goes*.

Additional activity

The teacher dictates the following words from the story: *sleep, drum, tap, truck, and want*.

Assessment

In pairs, the pupils read the story *Trish and the Dragon*.

Homework

The pupils read the story *Trish and the Dragon* to a family member.

Lesson 17 > Reading *Trish and the Dragon*

Learning objectives

- Read the story *Trish and the Dragon* (skills).

Materials.

Pupil's Book: *Trish and the Dragon*, page 94.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

Sleep, drum, tap, truck, want, goes, to, she, away, tired, bang, please, keep, quiet.

Introduction

- The teacher writes *_ish* on the board.
- The pupils read the letters *_ish*.
- The class replaces the *_ in _ish* with *Tr* to form the word *Trish*.
- The pupils read out loud the new word (Trish).

Development

Pre-reading

- The teacher writes the words *goes, to, she,* and *away* on the board.
- The pupils read out loud the words.
- The class plays the *Buzz* game.
- The pupils recall what they read in the story *Trish and the Dragon*.

During reading

- The teacher model reads the story.
- The pupils echo read the story *Trish and the Dragon*.

Additional activities

- The pupils choral read the story *Trish and the Dragon*.
- In pairs, the pupils take turns reading the text.

Assessment

The pupils copy the sentences at the end of the story *Trish and the Dragon* and then write the missing words in the blank spaces. Pupil's Book, page 99.

Homework

The pupils read the story *Trish and the Dragon* to a family member.

Assessment Tasks

Unit 4: Food stuff

Ask pupils one by one to come to your table and to bring their *Pupil's Book*.

Assessment task 1: Name the foods

Point to foods in the *Pupil's Book*, page 78 and ask the pupils to identify the foods by name.

| ☹ | ☺ | 😊 |
|--|--|--|
| Identified fewer than 5 foods correctly. | Identified between 5 and 10 foods correctly. | Identified 11 or more foods correctly. |

Assessment task 2: Food preferences

The teacher asks the pupil the questions and notes his/her responses.

1. What food do you like?
2. What food don't you like?
3. Name a fruit.
4. Name a vegetable.
5. Name a cereal.
6. What do you eat for your dinner?

| ☹ | ☺ | 😊 |
|---|--|---|
| Did not answers any question correctly. | Answered fewer than 3 questions correctly. | Answered 3 or more questions correctly. |

Unit 4 Fluency Passage: I Like Food

| | |
|------------------------------------|----|
| I eat rice everyday. | 4 |
| I eat beans. | 8 |
| I have breakfast at seven o'clock. | 14 |
| I eat eggs and bread. | 19 |
| I drink milk for lunch. | 24 |
| I like to eat bananas. | 29 |
| I like to eat bread. | 34 |
| I like to drink tea. | 39 |

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 5: STORY TELLING.

Key competence: To use language learnt in the context of telling stories.

Topic area: Oral and Written Communication

Values: Appreciate storytelling as a way to learn language.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 |
|----------------------------|---------------------------|---------------------------|---------------------------|-------------------------------|--------------------------------|----------------------------------|--|
| Lesson Name | Story telling 1 | Story telling 2 | Story telling 3 | Telling a story from pictures | Telling a story from pictures | Telling a story from pictures | Reading <i>Stan and the Skunk</i> |
| Key content | Vocabulary from the story | Vocabulary from the story | Vocabulary from the story | fish, net, row, boat, throw | dog, throws, plays, rubs, ball | hits, jumps, chick, scratch, hen | has, goes, now, he, boy, small, skunk, smell, stinks, brings |
| Language structures | Questions | Questions | Questions | Questions | Questions | Questions | /st/, /sk/ |

| | Lesson 8 | Assessment | Review |
|----------------------------|---|------------|--------|
| Lesson Name | Reading <i>Stan and the Skunk</i> | Assessment | Review |
| Key content | stink, small, goes, now, he, boy, skunk, brings | Assessment | Review |
| Language structures | Sounds and spellings | Assessment | Review |

Attitudes and values: Story telling

Appreciate storytelling as a way to learn language

Pupils develop their identity as readers and writers as they listen to stories. These can be stories that are read aloud to the pupils, as well as stories that are told (oral storytelling) without a text. When reading or telling stories to the pupils, teachers model language, expression, and engage children in thinking. When storytelling with a book, teachers are modeling accurate, fluent reading. Storytelling engages pupils in learning to construct meaning from, or comprehend stories, and to the ways in which pupils can tell about their lives and the lives of others. As pupils listen to stories, they hear the sounds and rhythms of the language. They hear new words and learn about those words' meanings in the context of the story, so that their vocabularies increase. Stories are valuable as language-learning tools when the teacher engages the pupils in the story using a variety of strategies, as follows:

Examples Of Teaching And Learning Activities:

- Teacher introduces the book by pointing out the book cover and asking pupils to predict what they think the story is about.
- Teacher stops after reading each page, pointing out the pictures and asking pupils questions about the pictures.
- Teacher points at the words as she reads aloud, so that the pupils connect the spoken word to the written word.
- Teacher stops and talks about the meaning of new words in the story.
- Teacher reads from left to right to model an important convention of print.
- Teacher uses inflection in her/his voice to model different sentence types, such as a statement (followed by a period) or a question.
- After the story is read/told, the teacher asks the pupils to review the events of the beginning, middle and end of the story to reinforce sequence in language.

How To Assess Attitudes And Values In This Unit

Observation: Assessment Criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing etc. Observation is very important because it is used before the story begins and throughout the story, with the teacher continuing to observe each and every activity related to the story.

| Observation criteria The pupil ... | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|-------------------------------------|------------------------------|---------------------------------------|--------------------------------------|
| Makes predictions about the story based on the cover of the story | | | | |
| Answers questions about the story | | | | |
| Can estimate the meaning of words in the story upon request by the teacher | | | | |
| Can identify the events of the beginning of the story | | | | |
| Can identify the events of the middle of the story | | | | |
| Can identify the events of the end of the story | | | | |

Lesson 1 Story telling 1

Learning objectives

- Recall the main events of the story (knowledge and understanding).
- Listen to a simple story and show understanding (skills).

Materials

A simple English storybook suitable for Primary 2 pupils

Teaching tip

Teachers should preview the story before they read it so they can anticipate questions or reactions. It is important that teachers practise reading the story so they can decide where to pause for emphasis and where to elicit questions, predictions or reactions. Before reading, the teacher should introduce the story to the class, point out the cover illustration and title, and invite the pupils to predict what the story is about.

Key content

The teacher selects vocabulary from the story.

Introduction

The class sings *The Hello Song*, Teacher's Guide, page 175.

Development of the lesson

Pre-reading

- The teacher explains to the pupils that they are going to listen to a story.
- The teacher asks pupils to name any stories that they know, have heard or have read.
- The pupils name stories that they know.
- The teacher asks the pupils to give a short summary of the story and describe why they liked / disliked the story.
- The teacher explains to the class that there are some new words in the story.
- The teacher introduces the new vocabulary, by showing pictures and asking the pupils to identify the new words.
- The pupils compose sentences using the new words.
- The teacher asks the pupils to demonstrate good listening skills.
- The pupils describe and demonstrate good listening skills; for example, arms folded, sitting comfortably, looking at the teacher.
- The teacher introduces the story and asks pre-reading questions; showing the cover to the pupils and asking them: *What can they see? What do they think the story will be about?*
- In groups, the pupils discuss the cover and predict what the story will be about.
- Some pupils share their ideas with the class.

Reading.

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading and plenty of eye contact.
- The pupils listen to the story.

After reading.

- The teacher asks the pupils if they enjoyed the story.
- The pupils say if they enjoyed the story and explain why?
- The teacher asks the pupils comprehension questions about the story, using *Who? Why? How? When? Where?*
- The pupils discuss and answer the questions.
- The teacher asks the pupils what do they think happens after the story?
- The pupils discuss and share their ideas.

Additional Activity

The pupils draw a scene from the story.

Assessment

The teacher asks the pupils comprehension questions based on the story. The pupils answer them orally.

Homework

The pupils retell the story to their family members.

Lesson 2 Story telling 2

Learning objectives

- Recognise the features of a storybook including cover and title (knowledge and understanding).
- Listen to a simple story and show understanding visually (skills).

Materials

A simple English storybook suitable for Primary 2 pupils (read in the previous lesson)

Teaching tip

Teachers should read with expression and let their voice reflect the tone of the story or the personalities of the characters. Teachers should not read too fast; instead, they should vary their pace so they can pause for emphasis at appropriate points in the story. They should allow time for pupils to study the pictures as they read, make comments and ask questions about the story. During reading the teacher can encourage predictions from the class by asking the pupils what they think will happen next.

Key content

Review vocabulary taught in previous lesson

Introduction

The pupils recall the story read in the previous lesson and summarise the main events.

Development of the lesson

Pre-reading

- The teacher reviews the new vocabulary, by showing pictures and asks the pupils to identify the new words.
- The pupils compose sentences using the new words.
- The pupils demonstrate good listening skills and prepare to listen to the story.
- The teacher introduces the story and asks pre-reading questions; showing the cover to the pupils and asking them: *What can they see? What do they think the story will be about?*
- In groups, the pupils discuss the cover and predict what the story will be about.
- Some pupils share their ideas with the class.

Reading.

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading and plenty of eye contact.
- The pupils listen to the story.

After reading

- The teacher asks the pupils comprehension questions about the story, using *Who? Why? How? When? Where?*
- The pupils discuss and answer the questions.
- The teacher asks a question that requires the pupils to think critically about the story; for example, *Why did the character have a problem? What would you do if you were the character in this story?*
- The pupils discuss and share their ideas.

Additional Activity

The pupils role-play a scene from the story and describe what is happening.

Assessment

The teacher points at the pictures in the story asking: *Who is he? Who is she? etc.* The pupils answer using: *This is...*

Homework

The pupils retell the story to their family members.

Lesson 3 Story telling 3

Learning objectives

- Recall the main events of the story (knowledge and understanding).
- Listen to a simple story and show understanding (skills).

Materials

A simple English storybook suitable for Primary 2 pupils (read in the previous lesson)

Teaching tip

After reading, it is important for teachers to allow time to discuss the story with the class. The teacher may ask comprehension questions and open-ended questions; for example, they may ask what the pupils liked (or disliked) about the story and why. The teacher may ask what the pupils thought about the characters or how the problem was solved. The teacher may show the pupils special language patterns or phrases in the story. The pupils may also want to share thoughts of any personal experiences or other stories they have heard or read.

Key content

Vocabulary from the story.

Introduction

- The teacher asks the pupils to recall the events of the story read in the two previous lessons.
- In pairs, the pupils discuss what happened in the beginning, middle and end of the story.

Development of the lesson

Pre-reading

- The teacher introduces a picture walk. The teacher displays each page of the story and asks questions to encourage pupils to retell the story; for example, what is happening in the picture? Who can you see? What are they doing? What will happen next?
- The pupils use their prior knowledge and prediction skills as they are guided on their “picture walk” and go through the book page by page using the illustrations to help them understand the story and determine what will happen. The pupils look for expressions of characters, try to determine the time of the story, and clues to what will happen. This gives the pupils a good basis for understanding the story before they start.

Reading.

- The teacher reads the story to the pupils using expression, gestures and dramatic pauses, variations in the pace of reading and plenty of eye contact.
- The pupils listen to the story.

After reading.

- The teacher asks the pupils comprehension questions about the story, using *Who? Why? How? When? Where?*
- The pupils discuss and answer the questions.

- The teacher asks a question that requires the pupils to connect the story to their own lives; for example, has this ever happened to you? What did you do?
- The pupils discuss and share their ideas.

Additional activity

In groups, the pupils reconstruct the story using role-play.

Assessment

The teacher asks the pupils comprehension questions based on the story. The pupils answer them orally.

Homework

The pupils retell the story to their family members.

Lesson 4 Telling a story from pictures

Learning objectives

- Recognise the use of the present simple tense with connectors of time to show time sequences (knowledge and understanding).
- Identify words with the sound /sk/ or /st/ (skills).
- Predict the story orally.

Teaching tip

Teachers should preview the story before they read it so they can anticipate questions or reactions.

Key content

Fish, net, row, boat, throw

Materials

Pupil's Book, page 100.

Pupil's Book, *Trish and the Dragon*, page 94.

Introduction

- The class reads the story *Trish and the Dragon*, page 94.
- Some pupils read the story to the class.

Development of the lesson

- The teacher writes the letters *st* on the board and explains that the letters *st* make the /st/ sound.
- The pupils trace the letters in the air while saying the /st/ sound.
- The teacher introduces the game *Do you hear the /st/ sound?* If the pupils hear the /st/ sound, they put their fingers to their lips. The teacher slowly says the following words: *stuck, February, teacher, stop, stick, trousers, step, star, cup* and *start*.
- The pupils identify the words with the /st/ sound.
- The teacher repeats the activity with the letters *sk*, the sound /sk/ and the words: *May, July, skirt, skip, boat* and *sky*.
- The teacher explains to the pupils that they are going to look at a picture story.
- The pupils open their Pupil's Book to page 100.
- The pupils identify the names of the things they know.
- They ask the teacher to name anything they don't know.
- The teacher explains the vocabulary: *boat, lake, fishing, throw, row, net*.
- The teacher asks the pupils to look at the first picture and asks the following questions: *Who is in the picture? Where are they? What are they doing? What can they see in the picture?*
- The pupils discuss the answers to the questions.
- The pupils present their ideas.
- The teacher repeats the activity with the remaining three pictures.
- After the pupils present their ideas, the teacher asks some pupils to tell the story.
- The teacher writes the following sentences on the board:
 - Now, they have fish.*
 - Sam throws the net.*
 - Sam rows the boat.*

Sam and Tom like to go fishing.

Sam and Tom go to the lake.

- The pupils read the sentences and discuss which sentence describes each picture.

Additional Activity

The pupils write the sentences in the correct order.

Assessment

The teacher points at a picture in the story, and the pupils read the sentence.

Homework

The pupils retell the story to their family members.

Lesson 5 Telling a story from pictures

Learning objectives

- Recognise the use of the present simple tense with connectors of time to show time sequences (knowledge and understanding).
- Identify words with the sound /sw/ or /sm/ (skills).
- Predict a story orally (skills).

Teaching tip

Teachers should preview the story before they read it so they can anticipate questions or reactions.

Key content

Dog, throws, plays, rubs, ball.

Materials

Pupil's Book, page 101.

Introduction

- The class reads the story *Trish and the Dragon*, page 94.
- Some pupils read the story to the class.

Development of the lesson

- The teacher writes the letters *sw* on the board and explains that the letters *sw* make the /sw/ sound.
- The pupils trace the letters in the air while saying the /sw/ sound.
- The teacher introduces the game *Do you hear the /sw/ sound?* If the pupils hear the /sw/ sound, they must pretend they are swimming. The teacher slowly says the following words: *teacher, ball, swim, sweet, boat, lake* and *sweep*.
- The pupils identify the words with the /sw/ sound.
- The teacher repeats the activity with the letters *sm*, the sound /sm/ and the words: *March, smell, smart, class, small, hopscotch* and *smile*.
- The teacher explains to the pupils that they are going to look at a picture story.
- The pupils open their Pupil's Book to page 101.
- The pupils identify the names of the things they know.
- They ask the teacher to name anything they don't know.
- The teacher explains the vocabulary: *dog, throws, plays* and *rubs*.
- The teacher asks the pupils to look at the first picture and asks the following questions: *Who is in the picture? Where are they? What are they doing? What can they see in the picture?*
- The pupils discuss the answers to the questions.
- The pupils present their ideas.
- The teacher repeats the activity with the remaining three pictures.
- After the pupils present their ideas, the teacher asks some pupils to tell the story.
- The teacher writes the following sentences on the board:
The dog catches the ball.
The dog runs.
John and his dog like to play.

John throws the ball.

The dog is happy.

John rubs the dog.

- The pupils read the sentences and discuss which sentence describes each picture.

Additional Activity

The pupils write the sentences in the correct order.

Assessment

The teacher points at a picture in the story, and the pupils read the sentence.

Homework

The pupils retell the story to their family members.

Lesson 6 Telling a story from pictures

Learning objectives

- Recognise the use of the present simple tense with connectors of time to show time sequences (knowledge and understanding).
- Predict the story orally (skills).
- Identify words with the sound /sn/ or /pl/ (skills).

Teaching tip

Teachers should preview the story before they read it so they can anticipate questions or reactions.

Materials

Pupil's Book, page 102.

Pupil's Book, *Trish and the Dragon*, page 94.

Key content

Hits, jumps, chick, scratch, hen.

Introduction

- The class reads the story *Trish and the Dragon*.
- Some pupils read the story to the class.

Development of the lesson

- The teacher writes the letters *sn* on the board and explains that the letters *sn* make the /sn/ sound.
- The pupils trace the letters in the air while saying the /sn/ sound.
- The teacher introduces the game *Do you hear the /sn/ sound?* If the pupils hear the /sn/ sound, they must snap their fingers. The teacher slowly says the following words: *snap, table, February, snake, snip, sneeze and snore*.
- The pupils identify the words with the /sn/ sound.
- The teacher repeats the activity with the letters *pl*, the sound /pl/ and the words: *October, November, play, please, sky and chick*.
- The teacher explains to the pupils that they are going to look at a picture story.
- The pupils open their Pupil's Book to page 102.
- The pupils identify the names of the things they know.
- They ask the teacher to name anything they don't know.
- The teacher explains the vocabulary: *cat, chick, hen, jumps and fights*.
- The teacher asks the pupils to look at the first picture and asks the following questions: *Who is in the picture? Where are they? What are they doing? What can they see in the picture?*
- The pupils discuss the answers to the questions.
- The pupils present their ideas.
- The teacher repeats the activity with the remaining three pictures.
- After the pupils present their ideas, the teacher asks some pupils to tell the story.
- The teacher writes the following sentences on the board:
The cat jumps.
The hen hits the cat.
The hen does not like the cat.

The hen comes.
The cat runs away.
The chick is eating.

- The pupils read the sentences and discuss which sentence describes each picture.

Additional Activity

The pupils write the sentences in the correct order.

Assessment

The teacher points at a picture in the story, and the pupils read the sentence.

Homework

The pupils retell the story to their family members.

Lesson 7 Reading *Stan and the Skunk*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *Stan and the Skunk* (skills).

Materials

Pupil's Book: *Stan and the Skunk*, page 103.

Teaching tip

A skunk is a black furry animal. It makes an unpleasant smell.

Key content

Has, goes, now, he, boy, small, skunk, smell, stinks, brings

Introduction

- The teacher reviews the blends /st/, /pl/, /sk/, /sn/ and /sw/.
- The pupils identify words with the blends.

Development of the lesson

Pre-reading

- The teacher writes the words *has*, *goes*, *now*, *he* and *boy* and reads the words with the pupils.
- The class plays the *Buzz* game with the words *has*, *goes*, *now*, *he* and *boy*.
- The pupils turn to the story *Stan and the Skunk*.
- The class talks about the pictures in the story *Stan and the Skunk*.
- The pupils predict what might happen in the story based on what they can see on the first page.

During reading

- The teacher model reads the story *Stan and the Skunk*.
- The class echo reads the story *Stan and the Skunk*.

After reading

- The pupils answer the following comprehension questions: *Who is in the story? Where does Stan go?*
- The pupils identify the word *asks* in the text.

Additional activity

The teacher dictates the following words from the story: *Stan*, *swim* and *small*.

Assessment

In pairs, the pupils read the story *Stan and the Skunk*.

Homework

The pupils read the story *Stan and the Skunk* to a family member.

Learning objectives

- Recognise sight words (skills).
- Read the story *Stan and the Skunk* (skills).

Materials

Pupil's Book: *Stan and the Skunk*, page 103.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

Stink, small, has, goes, now, he, boy, skunk, brings

Introduction

- The teacher writes the words *has*, *goes*, *now*, *he* and *boy* on the board.
- The pupils read the words out loud.
- The class plays the Buzz game.

Development of the lesson**Pre-reading**

- The teacher writes the following words on the board: *Stan*, *skunk* and *stuck*.
- The teacher points at each word and asks the pupils to read it aloud.
- The pupils read each word as the teacher points at it.
- The pupils recall what they read in the story *Stan and the Skunk*.

During reading

- The teacher model reads the story.
- The pupils echo read the story *Stan and the Skunk*.

Additional activities

- The pupils choral read the story *Stan and the Skunk*.
- In pairs, the pupils take turns reading the story.

Assessment

The pupils copy the sentences at the end of the story *Stan and the Skunk* and then write the missing words in the blank spaces Pupil's Book, page 107.

Homework

The pupils read the story *Stan and the Skunk* to a family member.

Unit 5 Fluency Passage: We like to read

We like to read. 4

We like to read books. 9

We like to read stories. 14

I read to my friends. 19

I read to my teacher. 24

I read at school. 28

I read at home. 32

I read every day. 36

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 6: MY FAMILY.

Key competence: To use language learnt in the context of family members and household activities
Topic area: Oral and Written Communication

Values: Respect people at home and at school.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
|----------------------------|--|---|--|--|--------------------------------|----------------------------------|----------------------------------|------------------------------|---------------------------------------|
| Lesson Name | My family | My family | What is her job? She is a | What do they do? | My family | Reading <i>Sing for the King</i> | Reading <i>Sing for the King</i> | People at home | How old is she/he? She is ... he is.. |
| Vocabulary | Mother, father, sister, brother, Who is this? This is... | Aunt, uncle, cousin, grandfather, grandmother | What is her job? She is... Farmer, nurse, teacher, carpenter | What job does your father do? My father is a | How old is she? How old is he? | Let us, your, want, this, he | Let us, your, want, this, he | Little, big, brother, sister | How old is she? She is ... years old. |
| Language structures | Questions | Questions | Questions | Questions | Questions | /ing/ | /ing/ | Adjectives | |

| | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Lesson 17 | Lesson 18 |
|----------------------------|---|--|---------------------------|----------------------|---|----------------------|---|--|---------------------------------|
| Lesson Name | Where does she / he live? | People at home | Reading Books | Reading Books | Household activities | What do you do? | Talking about household activities | Reading <i>Ants in my Pants</i> | Reading <i>Ants in my Pants</i> |
| Vocabulary | Where does she/he live? She / he lives in | My sister's name is ... My brother's name is | Read, many, all, look, at | Book, look, cook | Eating, drinking, what are you doing? I am... | What do you do? I... | She / he is cooking. She / he is sweeping. Flag, fly, flip. flop, play, please, plot. | Ants, pants, plants, black, see, I, on | Red, black, see, I, on |
| Language structures | Adjectives | long /ā/ sound. | Sounds and spellings | Sounds and spellings | Time adverbials | Time adverbials | Time adverbials | Sounds and spellings | Sounds and spellings |

| | Lesson 19 | Lesson 20 | Lesson 21 | Lesson 22 | Assessment | Review |
|----------------------------|---|---|---|---|------------|--------|
| Lesson Name | When do you...? | Reading <i>Duck and the Rock</i> | Reading <i>Duck and the Rock</i> | How long does it take to get to school? | Assessment | Review |
| Vocabulary | When do you? Get up, arrive at, come home | Duck, rock, back, peck, picks, see, I, on | Duck, rock, back, peck, picks, see, I, on | How long does it take you to get to school? | Assessment | Review |
| Language structures | Time adverbials | Sounds and spellings | Sounds and spellings | Sounds and spellings | Assessment | Review |

Attitudes and values: Respect people at home

In this unit, pupils learn about each other and their families. The unit focuses on developing a sense of respect and care for other people and communicating effectively with others. It fosters the qualities and dispositions in the pupils that will help them to live and work with others and to act in socially responsible ways. The pupils are given opportunities to learn and practise communication skills, to co-operate, and to work collaboratively. Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model promoting good communication skills; for example, when modelling dialogue, the teacher greets family members by name.
- The teacher discusses how there are many different ways to learn and how pupils should respect and help each other. Teachers may read additional books about all kinds of learners so that all pupils will feel respected and included.
- The class discusses family members.
- The pupils participate in pair and group activities.
- The pupils draw and write the names of their family members.
- The pupils discuss their family members' jobs and occupations.
- The pupils describe how they assist their families at home.
- The pupils listen to and practise following classroom instructions.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each and every activity.

| Observation criteria | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|----------------------------------|------------------------|---------------------------------|--------------------------------|
| The pupil ... | | | | |
| Waits for her/his turn to talk in class and group work | | | | |
| Listens carefully to others | | | | |
| Works co-operatively with his/her partner, taking turns. | | | | |
| Listens and responds at the appropriate times | | | | |
| Raises her/his hand to ask or answer a question | | | | |
| Asks and answers questions about family members | | | | |
| Describes what they do at home to help their family | | | | |

Lesson 1 My family

Learning objectives

- Identify family members (knowledge and understanding).

Materials

Pupil's Book: *Stan and the Skunk*, page 103.

Pupil's book: Family members, page 108

Teaching tip

A stick person is a drawing of a person whose body looks like it was made from sticks. They are very easy to draw. A stick person has no neck and no shoulders. The legs are the same length as the head and the body. Drawing stick people is a quick and easy way to draw family members without using up too much lesson time.

Key content

Mother, father, sister, brother, family

Introduction

The pupils choral read the story *Stan and the Skunk*.

Development of the lesson

- The pupils look at the picture in the *Pupil's Book*, page 108.
- The pupils identify the names of the family members in the picture.
- The teacher reviews the words: *family, mother, father, sister and brother*.
- The teacher writes the words on the board.
- The pupils repeat the words and point at the pictures in their book.
- The teacher introduces the structure: *Who is this? This is my (mother, father, brother, sister, family)* and the pupils repeat the sentences after the teacher.
- The teacher asks pupils: *Who is this?* pointing to different family members.
- The pupils answer: *This is my (mother, father, brother, sister, family)* depending on who the teacher is pointing at.
- In pairs, the pupils point at the picture in the *Pupil's Book*, page 108, and ask each other *Who is this?*

Additional activity

Pupils play the *Leader game: Who is this? This is my...*

Assessment

In pairs, the pupils look at the picture of the family in the *Pupil's Book*, page 108, and ask each other to identify the name of the family member using: *Who is this? This is my... (mother, father, sister, brother)*.

Homework

The pupils draw pictures of their mothers and fathers and write the sentences: *This is my mother. Her name is This is my father. His name is*

Lesson 2 My family

Learning objectives

- Identify family members (knowledge and understanding).
- Identify common word endings (skills).

Materials

Pupil's Book: *Stan and the Skunk*, page 103.

Teaching tip

When words have different meanings in two languages it can be confusing for children. It is important to highlight the differences and similarities in the two languages for children to help them understand. For example, explain that although there are different kinds of aunts in Kinyarwanda, there is only one word for aunt in English.

Vocabulary

Grandmother, grandfather, aunt, uncle, cousin

Introduction

In pairs, the pupils read the story *Stan and the Skunk*.

Development of the lesson

- The teacher writes the letters l and i on the board.
- The pupils sing the *Letter l* chant, Teacher's Guide, page 178.
- The teacher writes the letters *ing* on the board and asks the pupils to read aloud the word *ing*.
- The teacher asks the pupils, what word would I get if I add the letter k to *ing*?
- The pupils answer *king*.
- The teacher writes the answer on the board.
- The pupils read the word aloud.
- The teacher repeats the activity with the letters s and r.
- The teacher introduces the words: *grandmother, grandfather, uncle, aunt, cousin*.
- The pupils practise introductions: *Who is this? This is my (mother, father, grandmother, grandfather, uncle, aunt, cousin)*.
- The pupils draw a picture of their family and label the family members with the names: *mother, father, grandmother, grandfather, uncle, aunt, cousin*.
- In groups, the pupils play the *Show and tell* game: showing the rest of the class their picture and explaining who the people are in their drawing.
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- In pairs, the pupils practise the dialogue: *Who is this? This is my (mother, father, grandmother, grandfather, uncle, aunt, cousin)*.

Additional activity

The pupils play the *Leader* game: *Who is this? This is my...*

Assessment

The pupils complete the exercise in the Pupil's Book, page 108.

Homework

The pupils read the story *Stan and the Skunk* to family members.

Lesson 3 What is her job? She is a ...

Learning objectives

- Identify family members (knowledge and understanding).
- Identify jobs done by family members (knowledge and understanding).

Key content

Farmer, nurse, teacher, carpenter
What is his job?
What is her job?
She is a...
He is a...

Materials

Pupil's Book: *Stan and the Skunk*, page 103.

Introduction

The class echo reads the story *Stan and the Skunk*.

Development of the lesson

- The class brainstorms the jobs people do in the community.
- The teacher notes the pupils' answers on the board.
- The class looks at the pictures in the Pupil's Book, page 109.
- The pupils identify the different jobs: *nurse, doctor, carpenter, farmer, builder and teacher*.
- The class plays the *Fastest finger* game. The teacher says the name of an occupation and the pupils identify the picture related to that occupation.
- The teacher introduces the structure: *What is her job? She is a...*

- The teacher models the dialogue with a pupil: *Who is this? This is my mother. What is her job? She is a*
- The pupils repeat the phrases.
- The teacher repeats the activity with: *Who is this? This is my father. What is his job? He is a*
- The class practises the dialogue: *Who is this? This is my father/mother. What is his/her job? He/she is a*
- In pairs, the pupils ask and answer: *Who is this? This is my father/mother. What is his/her job? He/She is a...*

Additional activity

The teacher invites a boy and a girl to the front to model the dialogue.

Assessment

- The teacher points at the people in the Pupil's Book, page 108, and asks: *Who is this? What is his job?*
- The pupils answer: *He isShe is a*

Homework

- The pupils read the story *Stan and the Skunk*.
- The pupils read, page 108, of their Pupil's Book with a family member.

Lesson 4 What job do they do?

Learning objectives

- Describe family members (skills).
- Describe jobs done by family members (skills).

Materials

Pupil's Book, page 110.

Teaching tip

Give pupils opportunities to practise the structures during every lesson to help them become comfortable with them.

Key content

What job does your father do?
My father is a

Introduction

The teacher asks some pupils the names of their uncles, aunts and cousins.

Development of the lesson

- The teacher asks the pupils to draw a picture of their family members.
- The pupils identify the different family members in the picture.
- The teacher asks two pupils to model the dialogue:
 - Child A: Who is this?*
 - Child B: This is my mother.*
 - Child A: What job does she do?*
 - Child B: She is a farmer.*
- The teacher repeats the activity with two other pairs of pupils.
- The class practises the dialogue.
- The teacher writes sentences starters: *My mother is _____ . My father is _____ .*
- The pupils write about their family members.

Additional activity

In pairs, the pupils practise the dialogue.

Assessment

The pupils complete the sentences in the Pupil's Book, page 110.

Homework

The pupils write the names of the following family members: *brother, sister, uncle, aunt*.

Lesson 5 My family

Learning objectives

- Describe and name family members (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Key content

- How old is he?
- How old is she?

Introduction

The pupils sing the *Who is this?* chant.

Development of the lesson

- The pupils practise the dialogue: *Who is this? This is my ... (father, mother, brother, sister, grandfather, grandmother, uncle, aunt, cousin)*
- The teacher introduces: *How old is he? How old is she?*
- In pairs, the pupils practise the dialogue: *How old is she? How old is he?*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- The teacher calls pairs of pupils to the front of the class to practise the dialogue.
- In pairs, the pupils practise asking and answering *Who is this? How old is she?*
- The pupils draw two members of the family (male and female) and complete the following sentence starters:

This is

He is

She is ... years old.

He is ... years old.

Additional activities

- The teacher writes the letters *ing* on the board and asks pupils to read the word *ing*.
- The teacher asks the pupils: *What word would I get if I add the letter k to ing?*
- The pupils answer *king*.
- The teacher writes the answer on the board.
- The pupils read the word aloud.
- The teacher repeats the activity with the letters s and r.
- The teacher writes the blends *br* and *th* on the board.
- The class practises saying the sounds the blends *br* and *th* make.
- The teacher adds *br* to *ing* to make the word *bring* and pupils read the word aloud.
- The teacher repeats the activity with the blend */th/*.
- The class plays the *Buzz* game with the words: *king, sing, ring, bring, thing*.

Assessment

The pupils complete the words to make new words: Pupil's Book, page 108.

Homework

The pupils write words they know that rhyme with *sing* (*king, ring, bring, thing*).

Lesson 6 Reading *Sing for the King*

Learning objectives

- Read a story: *Sing for the King* (skills).
- Answer comprehension questions.

Materials

Pupil's Book, *Sing for the King*, page 113.

Teaching tip

Good teachers walk around the classroom and listen to their pupils reading.

Key content

Let us, your, want, this, he, sing, king, bring, things, clap, ring, bang, tag

Introduction

- The teacher writes *ing* on the board.
- The class reads aloud the word *ing*.
- The teacher adds the letter *s* to make *sing* and the pupils read the word aloud.
- The class repeats the exercise with *br*, *th*, *k*, *r* and each time the teacher and the pupils read the words aloud.

Development of the lesson

Pre-reading

- The teacher writes the words: *let us*, *your*, *want*, *this*, *he* and reads aloud the words with the pupils.
- The pupils play the *Buzz* game with the words.
- The class talks about the pictures in the story *Sing for the King*.
- The pupils predict what might happen in the story.

Reading

- The teacher model reads the story *Sing for the King*.
- The class choral reads the story.

After reading

- The teacher asks the comprehension questions: *What does the king like to do? What did the king want? What did the animals bring? What did the monkeys do? What did the zebras do? Who tapped their feet? Did you like the story?*
- In pairs, the pupils read the story *Sing for the King*.
- The pupils identify the word *your* in the story.

Additional activity

The teacher dictates the words from the story: *king*, *sing*, *song*, *bring*, *thing*.

Assessment

The teacher writes on the board: *This is the king. He likes to sing.* The pupils read aloud the sentences.

Homework

The pupils read the story *Sing for the King* to family members.

Lesson 7 Reading *Sing for the King*

Learning objectives

- read a story: *Sing for the King* (skills).
- Complete sentences about the story (skills).

Materials

Pupil's Book: *Sing for the King*, page 113.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

Let us, your, want, this, he, sing, king, bring, things, clap, ring, bang, tag

Introduction

- The teacher writes *_ing* on the board.
- The teacher adds *s* to make the word *sing* and the pupils read aloud the word.
- The class repeats with *k, r, br, th* (*king, ring, bring, thing*).

Development of the lesson

Pre-reading

- The teacher writes the words: *let us, your, want, this, he* on the board.
- The pupils read the words.
- The class plays the *Buzz* game.
- The teacher asks the pupils what can they remember about the story *Sing for the King*.
- The pupils recall the story in their own words.

Reading

- The teacher model reads the story.
- The class echo reads the story.

After reading

- The teacher asks the questions: *What happened at the beginning? What does the king lion tell the animals? What do the monkeys do? What animals have bells?*
- The pupils echo read the story *Sing for the King*.

Additional activity

The pupils draw a scene from the story and write a sentence about their picture.

Assessment

The pupils copy the sentences at the end of the story and then write the missing words in the blank spaces, Pupil's Book, page 117.

Homework

The pupils read the story *Sing for the King* to family members.

Lesson 8 People at home

Learning objectives

Identify big, little brother, big, little sister (knowledge and understanding).

Materials

Pupil's Book: *Sing for the King*, page 113.

Teaching tip

Play games where you ask the pupils to come to the front of the class, then show them different objects and ask *is it big or little?*

Key content

Little, big, brother, sister

Introduction

The pupils read the story *Sing for the King*.

Development of the lesson

- The teacher asks the pupils to identify the names of family members learned in previous lessons.
- The class review the meaning of the words: big and little.
- The pupils identify objects in the class that are big and little.
- The teacher introduces the phrases: *little sister, big sister, little brother, big brother*.
- The pupils repeat the phrases: *big sister, little sister, big brother, and little brother*.
- The pupils draw pictures of themselves and their siblings.
- The teacher calls pupils to the front of the class and points at the pictures they have drawn and asks them to say: *This is my big brother, This is my little sister, etc.*

Additional activity

The pupils write sentences about their pictures, using the sentence starter: *This is my*

Assessment

In pairs, the pupils ask and answer each other: *Who is this? This is...*

Homework

The pupils read the story *Sing for the King*.

Lesson 9 → How old is she/he? She/he is ... years old.

Learning objectives

- Describe the age of family members (knowledge and understanding).

Key content

How old is she/he?
She is ... years old.
He is ... years old.

Materials

Pupil's Book: *Sing for the King*, page 113.

Introduction

The pupils echo read the story *Sing for the King*.

Development of the lesson

- The teacher presents the structure: *How old are you? I am ... years old.*
- The teacher models: *How old are you? I am...years old.*
- The teacher introduces the question and answer: *How old is she? She is ... years old. How old is he? He is ... years old.*
- The teacher calls different pupils to the front of the class and asks: *How old is she? How old is he?*
- The class practises the dialogue: *Who is this? This is ...How old is she/he? She/ He is ... years old.*

Additional activity

In pairs, the pupils practise the dialogue: *Who is this? This is my...How old is she/he? She/He is... years old.*

Assessment

- The teacher writes on the board the questions: *How old are you? How old is your sister? How old is your brother?*
- The pupils write the answers in their notebooks.

Homework

The pupils read the story *Sing for the King* to family members.

Lesson 10

Where does she/he live? She/he lives in

Learning objectives

- Identify where family members live (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Key content

Where does she/he live?
She/he lives in

Materials

Pupil's Book: *Sing for the King*, page 113.

Introduction

- The teacher asks the pupils if they have a brother and if they have a sister.
- The teacher asks the pupils to open their Pupil's Book and read the story *Sing for the King*.

Development of the lesson

- The class brainstorms the places where they live.
- The teacher presents the structure: *Where do you live? I live in*
- The teacher models: *Where do you live? I live in*
- The teacher introduces the question and answer: *Where does she live? She lives in*
- The teacher calls different pupils to the front of the class and asks: *Where does she live? She lives in*
- The class practises the dialogue: *Who is this? She/He is my How old is she/he? She/ He is ... years old. Where does she/he live? She/He lives in*

Additional activity

In pairs, the pupils practise the dialogue: *Who is this? She/He is my How old is she/he? She/He is ... years old. Where does she/he live? She/he lives in*

Assessment

- The teacher writes on the board the questions: *Where does your mother live? Where does your grandfather live?*
- The pupils write the answers in their notebooks.

Homework

The pupils read the story *Sing for the King* to family members.

Lesson 11

People at home

Learning objectives

- Identify family members (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Teaching tip

There is both a long and short sound to "oo". The short sound appears as in the words *book*, *look*, and *took*. The long sound appears as in the words *school*, *cool* and *tool*.

Materials

Pupil's Book: *Sing for the King*, page 113.

Key content

My big/little sister's name is ...
My big/little brother's name is ...
Look, book, cook

Introduction

- The class reads the story *Sing for the King* backwards.
- The teacher writes the words *look, book, cook* on the board.
- The pupils read the words aloud.
- The teacher explains the short /u/ sound.
- The teacher and pupils play the *What letter is missing?* game with the words: c__k, l__k, b__k.
- The pupils write the words in full in their notebooks.

Development of the lesson

- The class reviews *do not and don't*.
- The pupils practise the dialogue: *What is your father's name? My father's name isWhat is your mother's name? My mother's name isWhat is your sister's name? My sister's name is*
- The teacher invites a boy and a girl to the front of the class to model the dialogue.
- In pairs, the pupils practise the dialogue: *What is your father's name? My father's name isWhat is your mother's name? My mother's name isWhat is your sister's name? My sister's name is*
- The class plays the *Pass the pencil* game using the questions: *What is your father's name? My father's name isWhat is your mother's name? My mother's name isWhat is your sister's name? My sister's name is*

Additional activity

The pupils complete the sentence *My name is ...*

Assessment

The pupils copy and complete the exercise in the *Pupil's Book*, page 117.

Homework

The pupils read the words written during the lesson.

Lesson 12 Reading Books

Learning objectives

- Read a story: *Books* (skills).
- Answer comprehension questions.

Key content

Read, many, all, look, at, library, moon, choose, home

Materials

Pupil's Book: *Books*, page 118.

Introduction

- The teacher writes the letters: l, c, b on the board.
- The teacher explains to the pupils that she/he will say a letter and they must say the sound it makes.
- The teacher writes the letters *ook* on the board.
- The teacher reads aloud the word *ook* with the pupils.
- The teacher adds the letter *b* to make *book* and reads aloud the word *book* with the pupils.
- The class repeats the exercise with the letters l and c.
- The pupils read the words.
- The teacher explains that *oo* can make a long sound like *spoon* and *school* and a short sound like *book* and *cook*.
- The teacher writes on the board: *moon, cook, book, spoon, tool, cool* and *look*.
- The pupils read and sort the words into two columns.

Development of the lesson

Pre-reading

- The teacher introduces the new vocabulary using the pictures in the Pupil's Book.

- The teacher points at a specific picture and elicits/ teaches the words.
- The pupils repeats the words.
- The teacher writes the words on the board: *moon, school, choose*.
- The pupils read the words.
- The class talks about the pictures in the story *Books*.
- The pupils predict what might happen in the story based on what they can see in the pictures.
- The teacher writes the words: *read, many, all, at* and reads the words aloud with the pupils.
- The pupils play the *Buzz* game with the words.

Reading

- The teacher model reads the story *Books*.
- The class echo reads the story *Books*.

After reading

- In pairs, the pupils read the story *Books*.
- The pupils identify the words *at* and *like* in the story.

Additional activity

The teacher dictates the words from the story: *book, cook, look, moon, choose, school*.

Assessment

In pairs, the pupils read the story quietly.

Homework

The pupils read the story *Books* to family members.

Lesson 13 Reading Books

Learning objectives

- Read a story: *Books* (skills).
- Answer comprehension questions.

Materials.

Pupil's Book: *Books*, page 118.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

book, read, many, all, look, at, library, moon
cook, choose, home

Introduction

- The teacher writes the words on the board: *moon, school, choose*.
- The pupils read the words.
- The class play the *Buzz* game with the words.

Development of the lesson

Pre-reading

- The teacher writes the words: *many, look, at, all, read* on the board.
- The pupils read the words.
- The class plays the *Buzz* game.
- The pupils recall the story they read in the previous lesson: The teacher asks the pupils comprehension questions: *What does the boy want? Where does the boy go? What books are there? What does the boy do?*
- The teacher asks pupils to find the words *look, cook, moon, choose, school* and asks them what the words mean.

Reading

- The teacher model reads the story *Books*.
- The pupils echo read the story *Books*.

After reading

- The teacher asks comprehension questions: *What books did the boy choose?*
- The pupils take turns reading the story.

Assessment

The pupils copy the sentences at the end of the story and then write the missing words in the blank spaces. Pupil's Book, page 121.

Homework

The pupils read the story *Books* to family members.

Lesson 14 Household activities

Learning objectives

- Answer the question *What are you doing?* (knowledge and understanding).
- Recognise the blends *bl* and *cl* in words (skills).

Materials

Pupil's Book: *Books*, page 118.

Teaching tip

Encourage the pupils to mime the actions while saying the verbs *eating, drinking, washing*. Ask them *What are you doing? I am ...*

Key content

Eating, drinking
What are you doing?
I am ...

Introduction

The class choral reads the story *Books*.

Development of the lesson

- The teacher introduces the dialogue: *What are you doing? I am ...*
- The teacher calls two pupils to the front of the class and they mime different actions they do at home while their partners ask them what they are doing and they practise the dialogue: *What are you doing? I am ... (drinking, eating, sleeping, washing)*.
- The class plays the *Pass the pencil* game using the questions: *What are you doing? I am ... (drinking, eating, sleeping, washing)*.
- In pairs, the pupils mime different actions they do at home while their partners ask: *What are you doing?* And they reply: *I am ...*
- The teacher introduces and writes the blend *cl* on the board.
- The teacher explains the letters *cl* make the */cl/* sound.
- The teacher writes the words *class, clock, clap*.
- The teacher points at each word as the pupils read the words aloud.
- The pupils underline the letters that make the */cl/* sound..
- The class repeats the activity with the words *black, blue, blow* for the */bl/* sound.
- The teacher tells the pupils that he/she will say three words and they must say which two words rhyme:
Black, yellow, block:
Door, clap, class:
Blow, blue, read.

Assessment

The pupils fill in the missing letter to complete the words. Pupil's Book, page 121.

Homework

The pupils underline the blends cl and bl in the words: *black, blue, blow, block, clock, class, clap*.

Lesson 15 > What do you do? I ...

Learning objectives

- Answer the question: *What are you doing?* (knowledge and understanding).
- Recognise the blends /bl/ and /cl/ in words (skills).

Materials

Pupil's Book: *Books*, page 118.

Key content

What do you do?

I ...

Introduction

- The class echo reads the story *Books*.
- The class plays *Simon Says* miming the actions from previous lessons.

Development of the lesson

- The class brainstorms activities they do at home: *eat, drink, sleep, sweep, cook, make the bed, wash cups, fetch water*.
- The teacher presents and models the dialogue: *What do you do? I ... (eat, drink, sleep, sweep, cook, make the bed, wash cups, fetch water)*.
- The class continues until the pupils are comfortable talking about what they do.
- The teacher calls different pupils to the front of the class and asks: *What do you do? I ... (eat, drink, sleep, sweep, cook, make the bed, wash cups, fetch water)*.
- The class practises the dialogue: *What do you do? I ... (eat, drink, sleep, sweep, cook, make the bed, wash cups, fetch water)*.

Additional activity

In pairs, the pupils practise the dialogue: *What do you do? I ... (eat, drink, sleep, sweep, cook, make the bed, wash cups, fetch water)*.

Assessment

- The teacher writes on the board the questions: *What do you do?*
- The pupils write at least four answers in their notebooks.
- The teacher encourages the pupils to write full sentences: *I eat food. I drink water. I sweep the house.*

Homework

The pupils read the story *Books* to family members.

Lesson 16 Talking about household activities

Learning objectives

- Describe household activities (knowledge and understanding).
- Identify the blends /fl/ and /pl/ in words (skills).

Materials

Pupil's Book, *Books*, page 118.

Teaching tip

Make a list of words with /fl/ and /pl/ blends and post it on the word wall to help pupils spell and read words.

Key content

She/he is cooking.
She/he is sweeping.
Flag, fly, flip, flop
Play, please, plot

Introduction

The class echo reads the story *Books*.

Development of the lesson

- The teacher introduces the blends /fl/ and /pl/.
- The pupils identify words that begin with the blends /fl/ and /pl/.
- The teacher writes the words on the board, and the pupils read them.
- The teacher introduces and models the following dialogue: *What is she/he doing? She/he is (eating, drinking, sweeping, cleaning, washing, fetching).*
- The pupils practice the following dialogue: *What is she/he doing? She/he is (eating, drinking, sweeping, cleaning, washing, fetching).*
- The teacher calls a pupil to the front of the class and asks them to mime an action of their choice. Then, the teacher asks the class *What is he/she doing?*
- The teacher invites a pupil to the front of the class and tells him or her to pretend to eat. Then, the teacher asks the pupils *What is he/she doing?* The pupils say *He/she is eating.*
- The class repeats the phrases, inserting the words *drink, cook, sweep, wash* and *make the bed*.
- The class spells the following words as the teacher writes them on the board: *flag, flat* and *floor*.
- The teacher gives the pupils enough time to spell the words correctly.
- The class repeats the activity with the words *play, plant, please* and *plot*.
- The class plays the 'Pass the pencil' game with the phrases *What are you doing? I am (eating, drinking, sweeping, cleaning, washing, fetching).*
- The pupils mime the action.
- The class repeats the action saying *she is.... he is....*

Additional activities

- The pupils draw pictures of their kitchens.
- The teacher encourages the pupils to draw people doing things in the kitchen, such as *eating, drinking, cooking*, and *sweeping*.
- The pupils write a sentence below the picture describing what is happening in the picture.

Assessment

In pairs, pupils practise the dialogue *What is she/he doing? She/He is (eating, drinking, sweeping, cleaning, washing, fetching).*

Homework

The pupils write words with /fl/ and /pl/ blends in their notebooks.

Lesson 17 Reading: Ants in My Pants

Learning objectives

- Recognise sight words (skills).
- Read the story *Ants in My Pants* (skills).

Materials

Pupil's Book, *Ants in My Pants*, page 122.

Teaching tip

Encourage pupils to say the letters of words rather than memorizing the words.

Key content

Ants, plants, pants, black, see, I, on, red, black

Introduction

- The class talks about the pictures in the story *Ants in my Pants*.
- The pupils predict what might happen in the story based on what they see on the first page.

Development of the lesson

Pre-reading

- The teacher writes the blends /pl/, /cl/ and /fl/.
- The teacher explains to pupils that he or she will say a blend and they will say the sound.
- The teacher writes the letters *ant* on the board.
- The pupils read the sound for *ant*.
- The teacher adds the letter *p* to make *pant* and says *ppp...aaaa...nt* with the pupils.
- The teacher repeats with the letters *pl*, and the pupils read the word *plant*.
- The teacher writes the words *red, black, see, I* and *on* and reads the words with the pupils.
- The class plays the *Buzz* game with the words.
- The pupils turn to the story *Ants in my Pants*.

During reading

- The teacher model reads the story *Ants in My Pants*.
- The class echo reads the story *Ants in My Pants*.

After reading

- The teacher asks the following comprehension questions: *What colour are the ants? Where are the ants?*
- The teacher and pupils explore the meanings of the words *ants, floor, glass, flag, clock, plants* and *pants*.
- In pairs, pupils read the story *Ants in my Pants*.
- The pupils identify the word *see* in the story.

Additional activity

The teacher dictates the following words from *the story*: *ants, pants, plants, flag* and *clock*.

Assessment

In pairs, the pupils read the story *Ants in My Pants*.

Homework

The pupils read the story *Ants in My Pants* for their family members.

Lesson 18 Reading *Ants in My Pants*

Learning objectives

- Recognise sight words (skills).
- Read the story *Ants in My Pants* (skills).

Materials.

Pupil's Book: *Ants in My Pants*, page 122.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

Red, black, see, I, on, ants, plants

Introduction

The teacher asks the following comprehension questions about the story *Ants in My Pants: Who remembers the story? What animal is in the story? What kind of ants are they?*

Development of the lesson

Pre-reading

- The teacher asks the pupils which two letters make the sound /bl/ as in *black*.
- The teacher writes the letters *bl* on the board.
- The teacher asks pupils to spell the word *black*.
- The class repeats with /cl/, /fl/ and /pl/ (as in *clock, flag* and *plant*).
- The teacher writes sight words *on, black, see, my* and *red* on the board.
- The pupils read the words.
- The class plays the *Buzz* game.

During reading

- The teacher model reads the story *Ants in My Pants*.
- The class echo reads the story *Ants in My Pants*.

After reading

The class finds the words *on, black, see, my* and *red* in the story.

Additional activities

- The class choral reads the story *Ants in My Pants*.
- The pupils take turns reading the story.

Assessment

The pupils copy the sentences at the end of the story and then write the missing words in the blank spaces, Pupil's Book, page 128.

Homework

The pupils read the story *Ants in My Pants* for family members.

Lesson 19 > When do you...?

Learning objectives

- Answer the question *When do you...?* (knowledge and understanding).
- Recognise the blend /ck/ in words (skills).

Key content

When do you...?
get up
arrive at
come home

Materials

Pupil's Book, *Ants in My Pants*, page 122.

Introduction

The class echo reads the story *Ants in My Pants*.

Development of the lesson

- The class brainstorms ideas on daily activities (e.g. *eating, sleeping, playing walking to school, reading, doing homework*).
- The teacher presents and models the following dialogue: *When do you...? I (wake up, arrive at school, come home)*.
- The class continues this activity until the pupils are comfortable talking about what they do.

- The teacher calls different pupils to the front of the class and asks *When do you...? I (wake up, arrive at school, come home, eat lunch).*
- The class practises the dialogue *When do you...? I (wake up, arrive at school, come home, eat lunch).*

Additional activity

In pairs, pupils practise the dialogue *When do you...? I (wake up, arrive at school, come home, eat lunch).*

Assessment

- The teacher writes the following questions on the board: *When do you wake up? When do you eat breakfast? When do you go to school? When do you arrive at school?*
- The pupils write at least four answers in their notebooks.
- The teacher encourages pupils to write full sentences (e.g. *I wake up in the morning. I eat breakfast at 7.30. I go to school at 8.00.*)

Homework

The pupils read the story *Ants in My Pants* for family members.

Lesson 20 Reading *Duck and the Rock*

Learning objectives

- Recognise sight words (skills).
- Read the story *Duck and the Rock* (skills).

Materials

Pupil's Book, *Duck and the Rock*, page 129.
Pictures of a duck, a rock, a chick, a nest.

Teaching tip

Encourage pupils to look at the letters in new words rather than always memorizing the words

Key content

duck, rock, back, peck, picks, see, I, on, crack, good, luck, chick, sleep

Introduction

The class echo reads the story *Ants in My Pants*.

Development of the lesson

Pre-reading

- Using pictures, the teacher teaches the new vocabulary: *duck, rock, chick, nest.*
- The teacher writes on the board: *duck, rock, chick, nest.*
- The teacher reads the words and the pupils match the pictures to the words.
- The teacher writes the words *then, she, good, it* and *home* and reads the words with the pupils.
- The class plays the *Buzz* game using the words.
- The pupils turn to the story *Duck and the Rock.*
- The class talks about the first page of the story *Duck and the Rock.*
- The pupils predict what might happen in the story.
- The pupils identify words they can read in the story.

During reading

- The teacher model reads the story *Duck and the Rock.*
- The class echo reads the story *Duck and the Rock.*

After reading

- The teacher and pupils explore the meanings of the words *rock, picks, back, peck* and *crack, chick.*
- In pairs, pupils read the story *Duck and the Rock.*
- The pupils identify the word *it* in the story and the letters that make the word *it.*

Additional activity

The teacher dictates the following words from the story: *rock, picks, back, peck* and *crack.*

Assessment

In pairs, the pupils read the story *Duck and the Rock*.

Homework

The pupils read the story *Duck and the Rock* for family members.

Lesson 21 Reading *Duck and the Rock*

Learning objectives

- Use phonics knowledge to decode words (knowledge and understanding).
- Recognise sight words (skills).
- Read the story *Duck and the Rock* (skills).

Materials.

Pupil's Book, *Duck and the Rock*, page 129.

Teaching tip

Circulate and help pupils as they work in pairs.

Key content

duck, rock, back, peck, picks, see, I, on, crack, good, luck, chick, sleep

Introduction

The teacher gives the pupils three to five minutes to read the story *Duck and the Rock*. The teacher then tells the pupils that he/she will reread the story. The teacher asks the following questions: *Who remembers the story? What animal is in the story? What did Duck find? What happened to the rock?*

Development of the lesson

- The teacher asks the pupils which two letters make the sound /ck/ as in *duck*.
- The teacher writes the letters *ck* on the board, adds the vowel *u* and says the sound /uck/.
- The teacher asks the pupils to spell the words *duck* and *luck*.
- The teacher repeats the activity with the *ock* words *rock*, *sock* and *lock*.
- The teacher writes the words *then*, *she*, *good*, *it* and *home* on the board.
- The pupils read the words.
- The class plays the *Buzz* game.

During reading

- The teacher model reads the story *Duck and the Rock*.
- The class echo reads the story *Duck and the Rock*.

After reading

- The class choral reads the story *Duck and the Rock*.
- The pupils take turns reading the story.

Additional activity

The pupils draw a picture from the story and write about it.

Assessment

The pupils do exercises at the end of the story, page 132.

Homework

The pupils read the story *Duck and the Rock* for family members.

Lesson 22 > How long does it take to get to school?

Learning objectives

- Describe how long it takes to get to school (skills).

Teaching tip

Circulate and help pupils as they work in pairs.

Materials.

Pupil's Book, *Duck and the Rock*, page 129.

Key content

How long does it take you to get to school?

Introduction

The pupils choral read the story *Duck and the Rock*.

Development of the lesson

- The teacher reviews information about time with the class.
- The teacher introduces the phrase *How long does it take you to get to school?*
- The pupils present the dialogue to the group or the class.
- The pupils practise the dialogue.
- The teacher draws a table on the board.
- The pupils copy the table in their notebooks.
- The teacher demonstrates how to mark the correct box to represent a person.

| | | | | |
|------------------|-------------|------------|------------|------------|
| Going to school | <10 minutes | 15 minutes | 20 minutes | 30 minutes |
| Number of pupils | | | | |

- The pupils circulate around the room and ask each other about the length of their journeys to school.
- The entire class counts the votes.
- The pupils identify who has the longest journey to school.

Assessment

The pupils identify who has the shortest and the longest journey to school.

Homework

The pupils read the story *Duck and the Rock* for family members.

Assessment Tasks

Unit 6: My family

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes his/her responses.

Assessment task 1: Describe your daily routine

Ask pupils to describe their daily routine, describing what they do and when they do it.

| ☹ | 😊 | ☺ |
|--------------------------------|---------------------------|--|
| Did not describe any activity. | Described 1-3 activities. | Described more than 3 activities correctly and identified when he/she does them. |

Assessment task 2: Talk about one's family

The teacher asks the pupil the questions and notes his/her responses.

1. What is your mother's/father's name?
2. What is your mother's/father's job?
3. How old is your sister? How old is your brother?
4. Where does your grandmother/grandfather live?

| ☹ | 😊 | ☺ |
|------------------------------|---------------------------------|-------------------------|
| Did not answer any question. | Answered less than 3 questions. | Answered 4-5 questions. |

Unit 6 Fluency Passage: I Read a Book

I read with my mother. 5

I read with my father. 10

I read with my grandmother. 15

I read with my grandfather. 20

I read with my aunt. 25

I read with my sister. 30

I read with my brother. 35

I read to my friend. 40

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 7: WEATHER.

Key competence: To use language learnt in the context of weather.

Topic area: Oral and Written Communication

Values: Appreciate the role of weather in our lives.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 | Assessment | Review |
|----------------------------|------------------------------------|--|------------|---|--|--------------------|-------------------|--|--|------------|--------|
| Lesson Name | Sunny, windy, rainy, cloudy | The sun is shining | Hot, cold | It is cold in April. It is hot in July. | It is wet in April. It is dry in July. | Is it hot or cold? | Is it wet or dry? | Reading <i>The Rainy Day</i> | Reading <i>The Rainy Day</i> | Assessment | Review |
| Vocabulary | Sunny, windy, rainy, cloudy, it is | The sun is shining, it is raining, it is hot, it is cold | Hot, cold | Hot, cold, long /ā/ sound. | Wet, dry | Hot, cold | Wet, dry | Stay, play, day, may, today, so, we, ask, no | Stay, play, day, may, today, so, we, ask, no | Assessment | Review |
| Language structures | | Long /ē/ | Adjectives | Long /ā/ sound. | Plurals | | | Long /a/ | Long /a/ | Assessment | Review |

Attitudes and values: Appreciate the role of the weather in our daily lives

As adults, we pay attention to the weather because it affects our daily lives: it helps us decide what to wear, how difficult or easy it will be to get to work, and if there will be delays. We think of extreme weather conditions with respect to the safety of our homes and families, and we think about weather with respect to its effect on the growth of food-producing plants. Children, however, are not as aware of the weather. In this unit, the teacher has an opportunity to encourage pupils to become aware of the weather and its effect on our daily lives. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about weather and its effect on our daily lives. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Examples of teaching and learning activities:

Activity: The teacher tells the pupils that they are going to be weather watchers. They are going to record the weather conditions in a class weather log.

Daily: Each day, the pupils record the weather conditions, including the temperature (whether it is hot, mild or cool), wind, rain, storm activity, and whether it is clear or cloudy. The pupils should make recordings in the morning and later in the day, so that they can note the changes in the weather during the day. They continue this for two to three months.

At the end of the month, the teacher reviews the weather data with the pupils. The teacher asks:

1. Was the weather the same every day? How was it different?
2. Did the weather affect what we did during our school day? How? (Example: Did we go outside to play in the rain?)
3. When there was no rain for many days, what happened to the trees and the plants? Why?

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

| Observation criteria | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|----------------------------------|------------------------|---------------------------------|--------------------------------|
| The pupil ... | | | | |
| Identifies a type of weather and three things that she/he can do in that weather. | | | | |
| Provides an explanation for the above. | | | | |
| Identifies a weather condition and three things that she/he cannot do in that weather. | | | | |
| Provides an explanation for the above. | | | | |

Lesson 1**Sunny, windy, rainy, cloudy****Learning objectives**

Describe the weather using 'It is...' (skills)

Materials

Pupil's book, *Ants in my Pants*, page 122.
Pictures of the sun, clouds, rain and wind
Pupil's book, page 133.

Teaching tip

Teaching weather vocabulary is something that pupils can practise regularly. Teachers can start their lessons by asking the pupils 'What is the weather like today?'

Before class prepare weather flashcard pictures for the vocabulary sunny, rainy, windy, cloudy, sun, rain, clouds and wind.

Key content

What is the weather like today?

Sun, clouds, rain, and wind

Sunny, windy, rainy, cloudy

It is...

Introduction

In pairs, the pupils read *Ants in my Pants*.

Development of the lesson

- Using pictures the teacher elicits / teaches the words: sun, rain, clouds, and wind.
- The class repeats the new words together and then the teacher calls on pupils to say them individually.
- The teacher asks the pupils to open their pupil's books.
- The pupils look at the weather in their pupil's books.
- The teacher asks the pupils to point at the sun, the rain, the wind, and the clouds.
- The teacher points at the pictures of the sun, the rain, the wind, and the clouds, and the pupils say the words.
- The teacher introduces the phrases: *It is sunny. It is windy. It is rainy* and *It is cloudy*, pointing at the pictures at the same time.
- The pupils repeat the phrases.
- The class plays the game *Fastest Finger*. The teacher says the name of the weather condition, and the pupils point to it in their pupil's books. Each time the pupils find the picture, they say *It is...*
- The teacher asks the pupils to look outside and asks the pupils: *What is the weather like today?*
- The pupils describe today's weather.
- The teacher asks individual pupils: *What is the weather like today?*
- The teacher writes their answer on the board: *Today, it is...*
- The pupils read the sentence with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.

Additional activity

The pupils read the sentences in their pupil's books, page 133.

Assessment

The teacher points to the pictures in the pupil's book and the pupils describe the weather.

Homework

The pupils read the story *Ants in my Pants* to a family member.

Lesson 2 The sun is shining. It is raining.

Learning objectives

Describe the weather using 'It is...' (skills)

Key content

The sun is shining.
It is raining.

Materials

Pupil's book, *Ants in my Pants*, page 122.
Pictures of the sun, clouds, rain, and wind.
Pupil's book, page 133.

Introduction

The pupils echo read *Ants in my Pants*.

Development of the lesson

- The teacher asks the pupils to look outside.
- The pupils describe today's weather.
- The teacher writes their observation on the board: *Today, it is...*
- The pupils read the sentences with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher reviews the weather vocabulary taught in the previous lesson.
- The teacher holds up the pictures of the sun, rain, wind, and clouds in random order.
- The pupils say the words.
- The teacher places the flashcards on the board for the pupils to see them.
- The teacher plays the game *What is missing?* by removing one of the flashcards while the pupils have their eyes closed.
- The pupils open their eyes and identify the missing flashcard.
- The teacher repeats the activity until all the flashcards have been removed.
- The teacher asks the pupils to open their pupil's book.
- The pupils look at the weather in their pupil's books.
- The teacher asks the pupils to point at the sun, the rain, the wind, and the clouds.
- The teacher points at the pictures of the sun, the rain, the wind, and the clouds and the pupils say the words.
- The teacher introduces the phrase: The sun is shining. It is raining, pointing at the pictures at the same time.
- The pupils repeat the phrases.
- The class plays the game *Fastest Finger*. The teacher says the name of the weather condition, and the pupils point to it in their pupil's books. Each time the pupils find the picture, they say It is raining or The sun is shining.
- The teacher asks the pupils to look outside and asks the pupils: What is the weather like today?
- The pupils describe today's weather.
- The teacher asks individual pupils: What is the weather like today?
- The teacher writes their answers on the board: Today, it is...
- The pupils read the sentences with the teacher.
- The pupils write the sentences in their notebooks and draw a picture of today's weather.

Additional activity

The pupils read the sentences in their pupil's books, page 133.

Assessment

The pupils write a sentence describing today's weather.

Homework

The pupils read about the weather to their family members, page 133.

Lesson 3 Hot, cold**Learning objectives**

Describe the temperature (skills).

Materials

Pupil's Book, *Ants in my Pants*, page 122.
Flashcards of hot and cold items; for example, a candle, a fire, the sun, an oven, a lamp, an ice-cream, an ice cube.

Teaching tip

Pupils learn the difference between hot and cold things by considering examples and sorting out pictures of items according to temperature. Use hand gestures for the following weather words. Hot: fan your face, cold: shiver and wrap your arms around your body.

Key content

Hot
Cold

Introduction

The pupils choral read the story *Ants in My Pants*.

Development of the lesson

- The teacher asks the pupils to look outside.
- The pupils describe today's weather.
- The teacher writes their observation on the board: Today, it is...
- The pupils read the sentences with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher introduces the words *hot* and *cold*.
- The teacher gives examples of things that are hot and cold.
- The pupils identify items that are hot and cold.
- The teacher writes the phrases on the board: It is hot. It is cold.
- The pupils read the phrases with the teacher.
- The teacher models for the pupils how to mime It is hot and It is cold using gestures. (See teaching tip.)
- The teacher explains to pupils that as a class they are going to sort a set of pictures into hot and cold things.
- The teacher holds up the flashcards.
- The pupils identify what they see in the picture and say the phrase It is hot or It is cold using mime and gestures.
- The teacher shows the pupils a thermometer.
- The teacher asks the pupils to discuss what they think the thermometer is used for.
- In pairs, the pupils discuss their ideas.
- The teacher explains the parts of the thermometer and how it can tell you if it is hot or cold.
- The teacher asks the pupils: Who uses a thermometer?
- The pupils discuss and identify who uses a thermometer: doctors, nurses, chefs etc.

Additional activity

The pupils draw and label a picture of a thermometer.

Assessment

The teacher holds up three pictures. The pupils describe if the items in the picture are hot or cold.

Homework

- The pupils read the story *Ants in My Pants*.
- The pupils teach a family member the meaning of the words hot and cold.

Lesson 4

It is cold in April. It is hot in July.

Learning objectives

- Describe the weather using 'It is...' (skills)
- Recognise and produce sounds in familiar and common words (skills).

Teaching tip

The long 'a' sound is found in the words: pair, rain, plain, train, Spain, and main..

Key content

The months of the year, hot, cold.

Materials

Picture of rain, a tail, mail, snail

Introduction

- The teacher writes the anagrams on the board: arin, ldocuy, nnsuy and dwiny.
- In pairs, the pupils solve the anagrams.

Development of the lesson

- The teacher writes the word rain on the board.
- The pupils read the word.
- The teacher explains that the letters 'ai' make the long /a/ sound.
- Using the pictures, the teacher teaches / elicits the words: snail, tail, and mail.
- The teacher writes on the board the words rain, tail, snail, and mail.
- The pupils read the words.
- The pupils identify the letters that make the long /a/ sound.
- The teacher asks the pupils to look outside.
- The pupils describe today's weather.
- The teacher writes their observation on the board: Today, it is...
- The pupils read the sentences with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher writes on the board, the months of the year.
- The class reads the Months of the Year.
- The teacher explains to the pupils that some months are hot and some months are cold.
- The teacher asks the pupils to predict why some months are hot and some months are cold.
- The teacher points at the months of the year.
- The pupils describe the month using: It is hot. It is cold.
- The pupils write the months of the year under the headings Hot and Cold.
- The teacher writes the sentences on the board: It is cold in April. It rains in April. It is hot in July. The sun is shining in July.
- In pairs, the pupils practise the sentences: It is cold in April. It is hot in July.

Additional activity

The pupils write sentences about the months of the year.

Assessment

The teacher says the name of a month and the pupils describe if it is hot or cold.

Homework

The pupils read their writing to their family members.

Lesson 5**It is wet in April. It is dry in July.****Learning objectives**

Describe the weather using 'It is...' (skills).

Materials

Weather flashcards

Box and ball for Flashcard Basketball

Teaching tip

Play Flashcard Basketball.

Pupils, in teams, take shots with a ball (or a crunched up piece of paper) at a box. First show a flashcard to pupil 1. If she / he answers correctly then she / he can have a shot at the basket. If the pupil gets the ball in the basket then she / he wins two points. If the pupil hits the basket without going inside then she / he wins one point. The team with the most points is the winner.

Key content

Wet

Dry

Introduction

The teacher introduces the game *Flashcard Basketball*.

Development of the lesson

- The teacher asks the pupils to look outside and answer the question: *What is the weather like today?*
- The pupils describe today's weather.
- The teacher asks individual pupils: What is the weather like today?
- The teacher writes their answer on the board: Today, it is...
- The pupils read the sentence with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher reviews the words wet and dry.
- The teacher gives examples of things that are wet and dry.
- The pupils identify items that are *wet* and *dry*.
- The teacher writes the phrases on the board: *It is hot. It is cold.*
- The pupils read the phrases with the teacher.
- The teacher models for the pupils how to mime *It is hot* and *It is cold* using gestures.
- The class sings the Months of the Year chant.
- The teacher explains to the pupils that it is wet in April because it rains and it is dry in July because the sun shines a lot.
- The teacher asks the pupils to discuss the months that are wet and the months that are dry.
- The pupils list the months of the year under the headings Wet and Dry.
- The class discusses why some months are wet and some months are dry.
- The teacher writes the sentences on the board: It is wet in April. It rains in April. It is dry in July. The sun shines in July.
- The pupils read the sentences: It is wet in April. It rains in April. It is dry in July. The sun shines in July.

Additional activity

The pupils write a sentence about each month.

Assessment

The teacher says the name of a month and the pupils describe if it is wet or dry in that month.

Homework

The pupils read their writing to their family members.

Lesson 6 > It is hot or cold?

Learning objectives

Classify items using hot or cold (skills).

Materials

Pupil's book, page 134.
Weather flashcards

Teaching tip

Play Flashcard Basketball.

Pupils, in teams, take shots with a ball (or a crunched up piece of paper) at a box. First the teacher shows a flashcard to pupil 1. If she / he answers correctly then she / he can have a shot at the basket. If the pupil gets the ball in the basket then she / he wins two points. If the pupil hits the basket without going inside then she / he wins one point. The team with the most points is the winner.

Key content

Hot
Cold

Introduction

The teacher introduces the game *Flashcard Basketball*.

Development of the lesson

- The teacher asks the pupils to look outside and asks the pupils: *What is the weather like today?*
- The pupils describe today's weather.
- The teacher asks individual pupils: *What is the weather like today?*
- The teacher writes their answer on the board: Today, it is...
- The pupils read the sentence with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher reviews the words hot, cold and thermometer.
- The teacher asks the pupils to open their pupil's book.
- The pupils look at the pictures in their pupil's books.
- The pupils identify items of clothing in the pictures.
- The teacher asks the pupils to count the thermometers in the picture.
- The teacher asks the pupils to look at the first thermometer and ask *Is it hot? Is it cold?*
- The pupils give the answer.
- The teacher explains that the pupils must pick the item of clothing that is suitable for the weather condition.
- In pairs, the pupils discuss what clothing they should wear.
- The pupils present their ideas.
- The teacher repeats the activity with the remaining exercises.

Additional activities

The teacher holds up weather flashcards and the pupils say what weather the item of clothing is suitable for.

Assessment

The teacher points to the clothes in the pupil's book and the pupils say if the clothes can be worn when it is hot or it is dry, Pupil's Book, page 134.

Homework

The pupils explain the activity in their pupil's book, page 134 to a family member.

Lesson 7 Is it wet or dry?**Learning objectives**

Interpret a bar graph (skills).

Materials

Pupil's book, page 134.
Weather flashcards

Teaching tip

Graphs allow us to easily identify and compare data. In this lesson pupils will identify wet and dry months of the year.

Key content

Wet
Dry

Introduction

The teacher introduces the game *Flashcard Basketball*.

Development of the lesson

- The teacher asks the pupils to look outside and answer the question: *What is the weather like today?*
- The pupils describe today's weather.
- The teacher asks individual pupils: *What is the weather like today?*
- The teacher writes their answer on the board: Today, it is...
- The pupils read the sentence with the teacher.
- The pupils write the sentence in their notebook and draw a picture of today's weather.
- The teacher reviews the words hot, cold, wet, dry and thermometer.
- The teacher asks the pupils to open their pupil's book.
- The pupils look at the bar graph in their pupil's books.
- The teacher elicits / teaches the features of the bar graph.
- The teacher asks the pupils to identify what months were wet and what months were dry.
- The teacher asks the pupils to look at the first month and asks: *Is it wet? Is it dry?*
- The pupils give the answer.

Additional activities

The pupils write a sentence about each month using *wet* or *dry*.

Assessment

The teacher says the name of a month and the pupils describe if it is wet or dry.

Homework

The pupils read their writing to their family members.

Lesson 8 Reading *The Rainy Day***Learning objectives**

- Read a story, *The Rainy Day* (skills).
- Answer comprehension questions about the story, *The Rainy Day* (skills).

Materials

Pupil's book, *The Rainy Day*, page 135.

Teaching tip

While previewing the book, reinforce the vocabulary words pupils will encounter in the text. For example, while looking at the pictures, you might say: It is raining, it is rainy.

Key content

Stay, play, day, may, today, so, we, ask, no.

Introduction

- The teacher asks the pupils to look outside.
- The pupils describe today's weather.

Development of the lesson

Pre-reading

- The teacher writes the word *day* on the board.
- The teacher explains that the letters 'ay' make the long /ā/ sound.
- The pupils read the words.
- The teacher writes the words *stay, play, day, may* on the board.
- The pupils identify the long /ā/ sound in the words.
- The teacher writes on the board the words *today, so, we, ask, no*.
- The whole class plays the *Buzz* game with the words *today, so, we, ask, no*.
- The pupils turn to story *The Rainy Day*.
- The teacher points to the pictures in the story to explain the vocabulary.
- The pupils view the pictures and predict what will happen in the story.

During reading

- The teacher model reads *The Rainy Day*.
- The pupils echo read *The Rainy Day*.

After reading

- The teacher asks comprehension questions: *Who is in the story? What is the weather like? What does Mum say?*
- The pupils discuss the answers to the questions and share their ideas.
- In pairs, the pupils read *The Rainy Day*.

Additional activities

The pupils choral read the story *The Rainy Day*.

Assessment

The teacher reads the comprehension questions in the Pupil's Book, page 139 and the pupils answer.

Homework

The pupils read the story *The Rainy Day* to their family members.

Lesson 9 Reading *The Rainy Day*

Learning objectives

- Read the story *The Rainy Day* (skills).
- Write sentences about the story (skills).

Materials

Pupil's book, *The Rainy Day*, page 135.

Teaching tip

Remind pupils that they can help themselves when they come to a tricky word by looking at the first letter and checking the picture to see which word might start like that sound or which word might make sense.

Key content

Stay, play, day, may, chair, today, so, we, ask, no.

Introduction

- The teacher writes on the board the word *May*.
- The teacher asks the pupils to identify words that rhyme with *May*.
- In pairs, the pupils discuss and list words that rhyme with *May*.
- The pupils share their ideas.
- The teacher writes the words on the board.
- The pupils read the words with the teacher.

Development of the lesson

Pre-reading

- The teacher writes on the board the words *today, so, we, ask, no*.
- The pupils read the words.
- The whole class plays the Buzz game.
- The pupils recall what they remember about the story *The Rainy Day*.
- The teacher points to the pictures in the story and reviews the vocabulary.
- The teacher asks the pupils to point at the chairs, the maid, Mum, and Dad.

During reading

- The teacher model reads *The Rainy Day*.
- The pupils echo read *The Rainy Day*.

After reading

The teacher points at the pictures in *The Rainy Day*. The pupils explain what is happening in the pictures.

Additional activities

The whole class choral reads *The Rainy Day*.

Assessment

The pupils copy the sentences at the end of the story and then write the missing words in the blank spaces. Pupil's book, page 139, exercise 2.

Homework

The pupils read *The Rainy Day* to their family members.

UNIT 7: Assessment Tasks

Unit 7: Weather

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes his/her answers.

Assessment task 1: Reading weather words

Ask the pupil to read the following words:

hot rain cold wind sunny windy cloudy

| ☹ | ☺ | ☺ |
|----------------------------------|---------------------------|---------------------------------|
| Did not read any word correctly. | Read 1-2 words correctly. | Read 3 or more words correctly. |

Assessment task 2: Answering comprehension questions

Ask the pupil to bring their Pupil's Book and open it to the story *The Rainy Day*. Ask the pupil to read the story. Ask the pupil the following questions:

1. What is the weather like in the story?
2. What do the girls want to do?
3. What does Mum say?
4. Where do the girls sit?
5. What does the maid say?

Assessment task 3: Talking about the weather

The teacher asks the pupil the questions and notes his/her responses.

1. What is the weather like today?
2. What weather do you like?
3. What month is it?
4. What was the weather like yesterday?
5. Do you like it when it rains? Why or why not?

| ☹ | ☺ | ☺ |
|------------------------------|-----------------------------------|---|
| Did not answer any question. | Answered 1-3 questions correctly. | Answered 4 or more questions correctly. |

Today is cold. 3

It is rainy. 6

It is wet. 9

We can't go out to play. 15

Today is warm. 18

It is sunny. 21

It is dry. 24

The sun is shining. 28

We can go out to play. 34

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 8: ANIMALS, BIRDS AND INSECTS.

Key competence: To use language learnt in the context of animals, birds and insects.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the beauty and uniqueness of Rwanda's flora and fauna.

| Lesson name | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 |
|----------------------------|---|---|--|--|---|---|---|---|
| Vocabulary | Naming animals This is a monkey, an elephant, a lion | Naming animals This is a monkey, an elephant, and a lion. Is this an elephant? Yes, it is. No, it is not. | Naming birds This is an eagle, cane, owl, and weaverbird. Is this an owl, weaverbird, crane? Yes, it is. /No, it is not. | Naming insects This is an eagle, cane, owl, and weaverbird. Is this an owl, weaverbird, crane? Yes, it is. /No, it is not. | Naming insects This is a butterfly, mosquito, ant, grasshopper, and cockroach. Is this a butterfly, mosquito, grasshopper, cockroach? | What do animals do? What do animals do? Monkey, fish, bird, swim, fly, and climb | What do animals and birds eat? What do animals and birds eat? Lions eat antelopes, birds eat insects, and monkeys eat bananas. | Farm Animals Farm animals Goat, hen, chicken, pig, cat, cow, calf |
| Language structures | Long /ā/ sound | Present simple tense | Present simple tense | Present simple tense | | Questions | | |

| Lesson name | Lesson 9 | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Assessment | Review |
|----------------------------|--|---|--|---|---|------------|--------|
| Vocabulary | Read about milk Milk, cheese, cow, goat, butter | Where do animals live? Elephant, cows, monkeys | What colour is... Colours, lion, zebra, brown, white, black | Describing pictures of animals. What are the animals doing? The lions are sleeping. The elephants are eating grass. The monkeys are not eating. | Reading <i>Snake and Ape</i> Reading <i>Snake and Ape</i> stay, play, day, may today, so, we, ask, no | Assessment | Review |
| Language structures | | | | | | Assessment | Review |

Attitudes and values: Animals, birds and insects

Appreciate the Beauty and Uniqueness of Rwanda’s Flora and Fauna.

Rwanda’s geography is rich with unique and beautiful mountains, savannas and lakes. Known as ‘The Land of a Thousand Hills’, Rwanda has one third of the world’s remaining mountain gorillas. Both Rwanda’s flora and fauna are central to its economy. While young pupils may notice the animals, birds and insects around them, they do not yet understand that much of the flora and fauna is unique to Rwanda. This unit presents pupils with an opportunity to develop an appreciation of the beauty and uniqueness of their country’s animals, birds and insects.

An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can promote and foster positive attitudes and values about working in groups and about the uniqueness, beauty and importance of Rwanda’s flora and fauna. Assessment criteria are also provided to enable the teacher to assess pupils’ attitudes accurately, without bias or subjectivity.

Examples of teaching and learning activities

Activity: The teacher says to the pupils: 'Let’s think together about the animals that we see every day.' Next, the teacher asks the pupils to describe some of the birds that they see. Finally, the teacher asks the pupils whether these animals and birds might live in a country other than Rwanda. The teacher engages the pupils in a conversation about how some animals and birds live only in Rwanda, because Rwanda’s land and trees and climate provide them with what they need. The teacher asks the pupils to discuss the questions in pairs, and then share their answers with the group.

Next, the teacher divides the pupils into groups of three or four to create a role-play. One pupil in the group pretends that she/he is a tour guide for visitors from another country. The remaining pupils are the visitors. These visitors have never seen the animals and birds of Rwanda. The tour guide takes the visitors on a pretend walk, and points out some of the animals and birds that are unique to Rwanda.

How to assess attitudes and values in this unit

Observation: Assessment Criteria

The teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important; it is used before the lesson begins and throughout the lesson as the teacher continues observing every activity.

| Observation criteria The pupil ... | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|---|----------------------------------|------------------------|---------------------------------|--------------------------------|
| Identifies one animal that is unique to Rwanda. | | | | |
| Identifies one bird that is unique to Rwanda. | | | | |
| Works cooperatively with peers in their role-play or poster activity. | | | | |

Lesson 1 Naming animals

Learning objectives

- Identify animals (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

Pictures of animals such as monkey, lion, elephant, etc.
The Rainy Day, Pupil's Book, page 135.

Teaching tip

Before teaching this unit, collect pictures or draw flashcards with animals; for example, monkey, lion, elephant, zebra, giraffe, fish, goat, cow, etc. Use them to teach new vocabulary and play games.

Key content

This is....

A monkey, an elephant, a lion, a zebra, a giraffe, a gorilla, a camel

Long /ā/ words: rain, pain, main

Introduction

The pupils pair-read the story: *The Rainy Day*.

Development of the lesson

- The teacher puts the flashcards in a bag. The teacher pulls out the flashcards, one at a time.
- The pupils guess the name of the animal.
- The teacher elicits/teaches the phrases: *What's this? It's a (lion)*.
- The pupils repeat the phrases.
- The teacher elicits/teaches the animal noise; for example, What noise does a lion make? A lion says, 'Roar!' The pupils pair-read the story: *The Rainy Day*.
- The teacher models how a lion roars.
- The pupils repeat and say: *A lion says 'Roar!'*
- The teacher repeats the activity with the other animal flashcards.
- The teacher introduces the *Animals Sounds* game.
- The teacher holds up a flashcard of a lion and says *'Roar like a lion!'*
- The pupils role-play they are lions.
- The teacher repeats the activity with the rest of the flashcards.
- The pupils look at the pictures in their Pupil's Book and identify which animals they know and don't know.
- The teacher invites some pupils to identify the names of the animals.
- The teacher introduces the structure: *This is a monkey*.
- The pupils point at the picture and repeat the phrase.
- The teacher and pupils continue the activity, saying: *This is an elephant. This is a lion.*
- The teacher points at the pictures of the animals and asks: *Is this an elephant? Is this a lion?*
- The pupils answer: *Yes, it is. No, it is not.*
- The teacher reviews the long /ā/ sound.
- The class plays Do this if you hear the /ā/ sound with the words: *rain, potato, monkey, pain, main and lion.*
- The class plays the game *Fastest Finger*. The teacher says the name of an animal and the pupils point to the picture in their Pupil's Book.

Additional activities

In pairs, the pupils practise asking and answering: *Is this an elephant? Yes, it is/No, it isn't.*

Assessment

The teacher points to animals in the Pupil's Book and asks: *Is this an elephant?* The pupils answer: *Yes, it is./No, it isn't.* The teacher repeats the activity a number of times..

Homework

The pupils read the story *The Rainy Day* to family members.

Learning objectives

- Identify animals (knowledge and understanding).
- Recognise and produce sounds in familiar and common words and spell them (skills).

Materials

Pupil's Book: *The Rainy Day*, page 135.
Pictures of animals

Teaching tip

Play Flashcard Basketball.

In teams, pupils take shots with a ball (or scrunched-up paper) at a box. First, show a flashcard to Pupil One. If she/he answers correctly, then she/he can have a shot at the basket. If the pupil gets the ball in the basket, she/he wins two points. If the pupil hits the basket without the ball going inside, she/he wins one point. The team with the most points is the winner.

Key content

This is a monkey, an elephant, a lion, a gorilla, a monkey, a zebra.

Long /ā/ words: snake, take, make, fake, etc.

Introduction

The pupils echo-read the story: *The Rainy Day*, page 135.

Development of the lesson

- The teacher shows the class a picture of a snake. The pupils identify the animal.
- The teacher writes the following word on the board: snake.
- The pupils read the word.
- The teacher explains that snake also has a long /ā/ sound.
- The teacher asks the pupils to identify words that rhyme with 'snake'.
- In pairs, the pupils discuss words that rhyme with 'snake'.
- The teacher writes them on the board.
- The pupils read them.
- The class plays the game *What is missing?* with the words.
- Using the flashcards, the teacher reviews the structures: *Is this an elephant? Yes, it is. No, it isn't.*
- In pairs, the pupils practise asking each other *Is this an elephant? Yes, it is. No, it isn't*, while pointing at pictures in their Pupil's Book.
- The teacher plays *Flashcard Basketball* with the class.

Additional activity

The class plays *Buzz* with the following words: *snake, take, make, fake*.

Assessment

The pupils match the pictures with the correct name, Pupil's Book, page 135, exercise 1.

Homework

The pupils complete the following words: sn_k_, t_k_, m_k_.

Lesson 3 Naming birds

Learning objectives

- Identify birds (knowledge and understanding).
- Recognise and produce sounds in familiar and common words (skills).

Materials

- Pupil's Book: *The Rainy Day*, page 135.
- Pictures of an eagle, a crested crane, an owl, a weaver bird.

Teaching tip

Before teaching this unit, collect pictures or draw flashcards with birds; for example, an eagle, a crested crane, an owl, a weaver bird.

Key content

This is ...

An eagle, a crested crane, an owl, a weaver bird

Introduction

The class choral-reads the story: *The Rainy Day*.

Development of the lesson

- Before class, the teacher puts the flashcards in a bag.
- Slowly, inch-by-inch, the teacher pulls out the bird flashcards.
- The pupils guess the name of the bird.
- The teacher elicits/teaches the phrases: *What's this? It's an (eagle)*.
- The pupils repeat the phrases.
- The teacher repeats the activity with the other bird flashcards.
- The pupils look at the pictures in their Pupil's Book page 140 and identify which birds they know and don't know.
- The teacher invites some pupils to identify the names of the birds.
- The teacher introduces the structure: *This is an eagle*.
- The pupils point at the picture and repeat the phrase.
- The teacher reviews the long 'a' sound.
- The class plays *Do this if you hear the /ā/ sound* with the words: *rain, potato, monkey, pain, main* and *lion*.
- The class plays the game *Fastest Finger*. The teacher says the name of an animal or a bird and the pupils find the picture in their Pupil's Book, page 140.

Additional activity

The pupils draw a picture of their favourite bird and write about it.

Assessment

The teacher points to birds in the Pupil's Book and asks: *Is this an eagle?* The pupils answer *Yes, it is/ No, it isn't*. The teacher repeats the activity a number of times.

Homework

The pupils show their family members the pictures of the birds in their Pupil's Book.

Lesson 4 Naming insects

Learning objectives

- Identify insects (knowledge and understanding).
- Recognise and produce sounds in familiar and common words and spell them (skills)..

Materials

Pupil's Book: *The Rainy Day*, page 135.

Teaching tip

Before teaching this unit, collect pictures or draw flashcards with insects; for example, butterfly, mosquito, ant, grasshopper, cockroach.

Key content

This is a butterfly, mosquito, ant, grasshopper, cockroach.

gate, mate, late, rate, date, plate

Introduction

The pupils read the story *The Rainy Day*.

Development of the lesson

- Using pictures the teacher introduces the structure: *This is a butterfly. This is a mosquito. This is an ant. This is a grasshopper. This is a cockroach.*
- The teacher introduces the game *Flashcard Basketball*.
- In pairs, the pupils ask and answer the question *What is this?*, pointing at the picture in their Pupil's Book, page 140.
- The teacher writes the following word on the board: *gate*.
- The pupils read the word.
- The teacher explains that *gate* also has a long /ā/ sound.
- The teacher asks the pupils to identify words that rhyme with '*gate*'.
- In pairs, the pupils discuss words that rhyme with '*gate*'.
- The teacher writes them on the board.
- The pupils read them.
- The class plays the game *What is missing?* with the words.

Additional activity

In groups, the pupils play the game *Fastest finger*.

Assessment

- The teacher points to the insects in the Pupil's Book and asks: *Is this an eagle?*
- The pupils answer: *Yes, it is. No, it isn't.* The teacher repeats the activity a number of times.

Homework

The pupils read the story: *The Rainy Day*.

Lesson 5 Naming insects

Learning objectives

- State words for insects (knowledge and understanding).
- Recognise and produce sounds in familiar and common words and spell them (skills)..

Materials

Pupil's Book: *The Rainy Day*, page 135.
Flashcards with pictures of insects: butterfly, mosquito, cockroach, grasshopper, ant

Teaching tip

Show pupils pictures of different insects and help them to identify them.

Key content

This is a butterfly, mosquito, ant, grasshopper, cockroach.

Introduction

The pupils pair-read the story: *The Rainy Day*.

Development of the lesson

- The teacher reviews the structures: *This is a butterfly. This is a mosquito. This is a cockroach. This is a grasshopper. This is an ant.*
- The teacher writes the structures on the board and reads them aloud: *This is a butterfly. This is a mosquito. This is a cockroach. This is a grasshopper. This is an ant.*
- The pupils read the structures.
- The pupils look at the pictures of insects in their Pupil's Book, page 140.
- In pairs, pupils ask and answer their partners: *Is this a butterfly? Yes, it is. No, it isn't.*
- The class continues the activity with these structures: *Is this a mosquito? Is this an ant? Is this a grasshopper? Is this a cockroach? Yes, it is. No, it isn't.*
- The teacher walks around to assist pupils with difficulties.

Additional activities

In pairs, pupils practise the structures: *Is this a butterfly? Is this a mosquito? Is this an ant? Is this a grasshopper? Is this a cockroach? Yes, it is. No, it isn't.*

Assessment

The pupils name the insects in their Pupil's Book.

Homework

The pupils name the insects in their Pupil's Books to their family members.

Lesson 6 What do animals do?

Learning objectives

Identify animals' activities (knowledge and understanding).

Materials

Flashcards with pictures of a monkey, a bird, a fish.

Pupil's Book, page 140.

Teaching tip

Review the verbs walk, run, swim, climb, jump, fly using actions and gestures. This will help the pupils remember the words.

Key content

What do animals do?

monkey, fish, bird, swim, fly, climb

Introduction

- The teacher explains that they will play a game with a time limit (2 minutes).
- Working in pairs, the pupils write the names of as many animals, insects and birds as they can think of.
- After two minutes, the teacher asks the pupils to stop writing.
- The pupils count the words they have written
- The teacher finds out the pair who could name the most creatures and asks them to read the words.

Development of the lesson

- The teacher reviews the verbs: *walk, run, swim, climb, jump, fly.*
- The teacher says the verb while modelling the action.
- The pupils repeat the words while modelling the action.
- The teacher writes on the board the names of the animals: *monkey, bird, fish, elephant, spider, zebra.*
- The teacher demonstrates written use of can/can't using animal examples. *For example: A fish can swim. An elephant can't jump.*
- The pupils identify examples of *can/can't* using animal examples.
- The teacher writes them on the board.
- The teacher explains the contraction of *cannot*.
- The class read the sentences.
- Individual pupils read the sentences.
- The teacher asks pupils questions. *For example: What can birds do? What can monkeys do? Can an elephant dance?*
- The pupils answer the questions. *For example: Monkeys can climb trees. Fish can swim. Birds can fly.*
- In pairs, the pupils practise asking and answering questions: *Can monkeys fly? Can fish fly? And answer: No, fish cannot fly. No, monkeys cannot swim.*
- In pairs, the pupils complete the exercise in their Pupil's Book, page 141.

Assessment

- The teacher writes on the board the questions: *What can birds do? What can't birds do? What can fish do? What can't monkeys do?*
- The pupils write the answers in their notebooks.

Homework

The pupils read the story *The Rainy Day*, Pupil's Book, page 135 to a family member.

Lesson 7 > What do animals and birds eat?

Learning objectives

Describe what animals and birds eat (knowledge and understanding).

Materials

Pictures of animals: lions, giraffes, zebras, gorillas
 Pictures of flies, grass, antelopes, leaves and plants
 Pupil's Book, page 140

Teaching tip

Encourage pupils to raise their hands when they are answering.

Key content

What do animals and birds eat?
 Lions eat antelopes.
 Birds eat insects.
 Monkeys eat bananas

Introduction

- The teacher asks the pupils what sorts of food they like to eat.
- The teacher writes the pupils' answers on the board using *I like...*
- The pupils read the answers.

Development of the lesson

- Using flashcards, the teacher reviews the names of animals, birds and insects.
- The pupils identify the names of the animals, birds and insects.
- Using flashcards, the teacher teaches/elicits the words: *plants, leaves, antelopes and grass.*
- The teacher asks the pupils a question: *What does a lion eat?*
- The pupils brainstorm their ideas.
- The pupils present their ideas.
- The teacher models the sentence: *Lions eat antelopes.*
- The teacher writes the sentence on the board, modelling the structure.
- The teacher repeats the activities with: *giraffe, gorilla, birds and zebras.*
- The pupils answer: *Lions eat antelopes. Birds eat insects. Giraffes eat leaves. Gorillas eat plants and leaves.*
- The teacher writes on the board: *lion, giraffe, gorilla, birds and zebras.*
- The pupils read the words.
- The teacher writes on the board: *plants, leaves, antelopes and grass.*
- The pupils write the words.
- The pupils match the animal with the food.
- The pupils draw a picture of an animal eating food and write a sentence about it.

Assessment

The pupils complete the exercise in their Pupil's Book, page 141, exercise 3.

Homework

The pupils share their writing with a family member.

Lesson 8 > Farm animals

Learning objectives

Identify farm animals (knowledge and understanding).

Materials

Pupil's Book, page 142.
 Pictures of animals such as goat, hen, chicken, pig, cat, cow, calf, etc.

Teaching tip

Before teaching this unit, collect pictures or draw flashcards with animals; for example, goat, hen, chicken, pig, cat, cow, calf, etc. Use them to teach new vocabulary and play games.

Key content

Farm animals
 Goat, hen, chicken, pig, cat, cow, calf

Introduction

The teacher asks pupils if they know what lions, monkeys and birds eat.

Development of the lesson

- The teacher puts the flashcards in a bag. The teacher slowly pulls out the animal flashcards, one by one.
- The pupils guess the name of the animal.
- The teacher elicits/teaches the phrases: *What's this? It's a (goat).*
- The pupils repeat the sentences.
- The teacher elicits/teaches the animal noise; for example, *What noise does a cow make? A cow says, 'Moo!'*
- The teacher models how a cow moos.
- The pupils repeat and say: *A cow says 'Moo!'*
- The teacher repeats the activity with the other animal flashcards.
- The teacher introduces the *Old Mugabo Had a Farm* song, Teacher's guide, page 177.
- The pupils sing the *Old Mugabo Had a Farm* song .
- The pupils look at the picture in their Pupil's Book, page 142, and identify the animals in the picture.

Assessment

The pupils complete the exercise in their Pupil's Book, page 142.

Homework

The pupils sing the *Old Mugabo Had a Farm* song for their family members.

Lesson 9 Read about milk

Learning objectives

Answer comprehension questions about the information text: Milk (skills).

Teaching tip

Ask the pupils about the animals they have at home and the animals they see every day.

Materials

Pupil's Book, page 143

Key content

Milk, cheese, cow, goat, butter

Introduction

The teacher asks class what they like to drink (water, juice, milk).

The class sings the *Old Mugabo Had A Farm* song, Teacher's Guide, page 177.

Development

Pre-reading

- The teacher shows the class a picture of a cow.
- The class brainstorm what they know about cows.
- The teacher explains that we get milk from cows.
- The teacher explains that the class is going to read about cows and milk today.
- The pupils brainstorm why it is good to drink milk.
- The teacher explains that milk is a good food and it helps us to grow.
- The pupils turn to their Pupil's Book, page 143.
- The teacher teaches/elicits the new vocabulary in the story using the pictures: *milk, butter, cheese.*
- The teacher writes the words: *grow, we, helps, make.*
- The pupils read the words.
- The class plays the Buzz game with the words.

Reading

- The teacher models the text.
- The class reads the text.

After reading

The teacher asks the pupils comprehension questions: *Where does milk come from? Is milk good for you? What can we make from milk?*

Assessment

The pupils answer the comprehension question in the Pupil's Book, page 143.

Homework

The pupils read the story *The Rainy Day*, page 135 to their family members.

Lesson 10 Where do animals live?

Learning objectives

Describe where animals live (skills).

Key content

live, sea, nest, farm, forest, jungle

Materials

Pupil's book, page 140, 142, 143.

Animal flashcards.

Introduction

The class sings the *Old Mugabo Had A Farm* song, Teacher's Guide, page 177.

Development

- The teacher introduces the game *What animal am I?*
- The teacher takes a flashcard but doesn't show the class. The teacher role-plays the animal making the animal's sounds or actions, for example saying moo for a cow.
- The pupils can raise their hands if they know the answer.
- The teacher selects a pupil, if he/she answers correctly, he/she can role-play the next animal.
- The teacher shows the pupil a flashcard and has them do the action.
- Again, the pupil who answers correctly can do the next animal.
- The teacher continues until all the animals have been guessed.
- The teacher asks the pupils where they eat and drink.
- The teacher asks the pupils where they sleep.
- The teacher asks the pupils where a cow sleeps, eats and where their family lives.
- The teacher writes the correct answer on the board.
- The teacher asks the pupils where a frog sleeps, eats and where their family lives.
- The teacher asks the pupils where a bird sleeps, eats and where their family lives.
- The teacher explains that where an animal finds food, shelter, air, space and water is called a habitat or home. In order to be a good home, the animal needs those 5 things.
- The teacher write the following on the board:

| | | | |
|-------|------------------|---------|----------|
| bee | hole | spider | nest |
| frog | rivers and lakes | giraffe | savannah |
| fish | pond | pig | web |
| mouse | hive | bird | sty |
- The class reads the words together.
- In pairs, the pupils match the animals to their homes.
- The pupils complete sentences about the animals.
- The teacher invites pupils to read their sentences.
- The class discusses their sentences.

Assessment

The pupils complete the sentence in the Pupil's Book, page 143.

Homework

The pupils read the story *The Rainy Day* to their family members.

Lesson 11 > **What colour is a ...****Learning objectives**

- Recognise the colours (knowledge and understanding).
- Classify animals orally and in writing according to their colours (skills).

Materials

Pupil's Book: *The Rainy Day*, page 135.
Flashcards with animals such as lion, zebra, etc.

Teaching tip

Help pupils to obtain different objects with different colours. Then sing with them The Colour Song.

Key content

Colours
Lion, zebra, brown, white, black

Introduction

The class reads the story: *The Rainy Day*.

Development

- The teacher reviews the colours with the class.
- The class sings the *Colours* song, Teacher's Guide, page 175.
- Using flashcards, the teacher asks and answers: *What colour is a lion? What colour is a zebra? A zebra is black and white and a lion is brown.*
- The teacher writes the questions and answers on the board: *What colour is a lion? What colour is a zebra? A lion is brown. A zebra is black and white.*
- The teacher reads the question and answers. The pupils repeat.
- In pairs, pupils ask their partner: *What colour is a lion? What colour is a zebra? And answer: A lion is brown. A zebra is black and white.*
- The pupils read the words and tell the teacher what letter the words begin with.

Additional activity

The pupils draw a picture of a lion, using the correct colours.

Assessment

The pupils copy and complete the exercise in their Pupil's Book, page 144, exercise 1.

Homework

The pupils read the words written during the lesson.

Lesson 12 > **Describe pictures of animals****Learning objectives**

- Identify the activities animals do (knowledge and understanding).
- Describe pictures of animals' activities orally (skills).

Materials

Flashcards with pictures of a lion sleeping, an elephant eating grass, a monkey climbing.

Teaching tip

Show pupils pictures of animals when teaching about animals.

Key content

What are the animals doing?
lions, elephants, monkeys, sleeping, eating grass, climbing

Introduction

The teacher asks pupils about the animals they know and describe their colour.

Development

- The teacher reviews the verbs: *running, walking, eating, sleeping, climbing*.
- The teacher says the verb while modelling the action.

- The pupils repeat the words while modelling the action.
- The teacher introduces the question and answers: *What are the animals doing? The elephants are eating grass. The monkey is not eating. The lion is sleeping.*
- The teacher writes the question and answers on the board.
- The teacher reads the question and answers. The pupils repeat.
- In pairs, pupils ask their partners: *What are the animals doing? And answer: The elephants are eating grass. The monkeys are not eating. The lion is sleeping.*

Additional activity

The teacher asks pupils to draw animals doing different activities: *The elephant is eating grass. The lion is sleeping. The monkey is climbing a tree.*

Assessment

The teacher points to the drawings in their Pupil's Book, page 144 and ask pupils to describe what the animals are doing.

Homework

The pupils read the story *The Rainy Day*, page 135 to their family members.

Lesson 13 Reading: *Snake and Ape*

Learning objectives

Read a story: *Snake and Ape* (skills).

Materials

Pupil's Book: *Snake and Ape*, page 145.

Teaching tip

Make word lists on the board with /ay/ words on one side and /ai/ words on the other side and ask pupils to check the lists when they want to read the words.

Key content

stay, play, day, may
today, so, we, ask, no

Introduction

- The pupils talk about the title page of the story: *Snake and Ape*.
- The pupils predict what might happen in the story based on what they see on the title page.

Development

- The teacher writes letters *r, m, w, d, t* and *s* on the board.
- The teacher points at the letters and pupils say them aloud.
- The teacher writes the words *stay, play, day, may* on the board.
- The teacher asks the pupils how to spell the words.
- The class plays the Buzz game with the following words: *today, so, we, ask, no*.
- The pupils turn to the story: *Snake and Ape*.
- The pupils and teacher discuss words they can read and say how they know how to read the words.
- The teacher and the pupils discuss meanings of the following words: *play, stay, day, may*.
- The teacher model-reads the story: *Snake and Ape*.
- The pupils echo-read the story: *Snake and Ape*.
- In pairs, pupils read the story: *Snake and Ape*.

Additional activities

The pupils choral-read the story: *Snake and Ape*.

Assessment

The pupils read the story to their partners.

Homework

The pupils read the story *Snake and Ape* to their family members.

Lesson 14 Reading *Snake and Ape*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read a story: *Snake and Ape* (skill).

Materials

Pupil's Book: *Snake and Ape*, page 145.

Teaching tip

Allow time for the pupils to view the pictures in the story; it will help them predict what is going to happen in the story.

Key content

snake, cake, make, take, plate, gate, late, some, very, goes, my

Introduction

Development

Pre-reading

- The teacher writes on the board the following words: some, very, goes, my.
- The class plays Buzz with the following words: some, very, goes, my.
- The teacher introduces the *Snake and Ape* story.
- The pupils read the title of the story.
- The teacher writes the word *ape* on the board.
- The pupils read the word on the board.

Reading

The teacher model-reads the story *Snake and Ape*.

After reading

- The teacher asks questions about the story: *What animals are in the story? What does Snake do? What does Ape want? What happens next? Do you like cake?*
- The pupils echo-read the story *Snake and Ape*.

Additional activities

The pupils choral-read the story *Snake and Ape*.

Assessment

The pupils read the story to their partners.

Homework

The pupils read the story *Snake and Ape* to a family member.

Assessment Tasks

Unit 8: Animals, birds and insects

Invite pupils one by one to do the assessment.

The teacher asks the pupil the questions and notes his/her responses.

Assessment task 1: Naming animals

Ask pupils to point at and name the animals they know in the Pupil's Book, page 134.

|  |  |  |
|---|---|---|
| Mentioned no animal. | Mentioned 1-4 animals correctly. | Mentioned more than 4 animals correctly. |

Assessment task 2: Talk about animals

The teacher asks the pupil the questions and notes his/her responses.

1. Can monkeys climb trees?
2. What colour is a lion?
3. What do fish do?
4. What do lions eat?

|  |  |  |
|---|---|---|
| Did not answer any question. | Answered 1-3 questions. | Answered 4 -5 questions correctly. |

Unit 8 Fluency Passage: On the Farm

| | |
|--------------------------|----|
| A dog is in a house. | 6 |
| A cow is in a field. | 12 |
| A pig is in the mud. | 18 |
| A chicken is in the hay. | 24 |
| A goat is in a field. | 30 |
| A duck is on a pond. | 36 |
| A sheep is on a hill. | 42 |
| Animals are on a farm. | 47 |

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

UNIT 9: MATHEMATICS

Key competence: To use language learnt in the context of mathematics.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Appreciate the value of working in groups and keeping time.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
|----------------------------|-----------------|----------------------|-------------------|-----------------------|-----------------------|--|--|--------------------------------------|--------------------------------------|
| Lesson Name | Numbers 1 to 20 | Numbers 21 to 30 | Numbers 31 to 100 | Counting and addition | Counting and addition | Counting and subtraction | Counting and subtraction | Reading <i>Steve and the Sheep</i> | Reading <i>Steve and the Sheep</i> |
| Vocabulary | Numbers 1 to 20 | Numbers 1 to 20 | Numbers 21 to 39 | Numbers 21 to 39 | How many? Plurals | Sheep, sleep, need, keep, three, think, can't, help, one | Sheep, sleep, need, keep, three, think, can't, help, one | Numbers 40 to 69, 70 to 79. | Numbers 80 to 100 |
| Language structures | | Long /ē/ Long /ë/ | | | Plurals | Sounds and spellings | Sounds and spellings | Sounds and spellings Long /ō/ /ö/ | Sounds and spellings Long /ō/ /ö/ |

| | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Assessment | Review |
|----------------------------|--------------------------------------|-----------------------------|---------------------------|---|---|---|---|------------|--------|
| Lesson Name | Counting and multiplication | Counting and multiplication | Counting and division | Reading <i>Hope and the Roses</i> | Reading <i>Hope and the Roses</i> | Reading <i>A Goat on a Boat</i> | Reading <i>A Goat on a Boat</i> | Assessment | Review |
| Vocabulary | Numbers 80 to 100 | Favourite | Who has more? Bring me | Close, hope, home, rose, stone, she, was, went, garden. | Close, hope, home, rose, stone, she, was, went, garden. | Goat, boat, soap, low, row, yellow, look, off, window | Goat, boat, soap, low, row, yellow, look, off, window | Assessment | Review |
| Language structures | Sounds and spellings Long /ō/ /ö/ | | Sounds and spellings | Sounds and spellings Long /ō/ /ö/ | Sounds and spellings Long /ō/ /ö/ | Sounds and spellings Long /ō/ /ö/ | Sounds and spellings Long /ō/ /ö/ | Assessment | Review |

Attitudes and values: Appreciate the value of working in groups and keeping time

This unit provides teachers with opportunities to address several attitudes and values. The first is the value of collaboration and cooperation that pupils discover as they work in groups. They learn to appreciate how the different skills, abilities and interests of their classmates enhance their work. At the same time, they learn that a group's effectiveness depends on all participants contributing, completing their assigned work and meeting the set deadlines. An example of a classroom activity is provided to scaffold how, as part of their lessons, teachers can identify, promote and foster positive attitudes and values about working in groups. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Examples of teaching and learning activities

Activity: The teacher asks the pupils to describe what it means to work together to complete an assignment or task. The teacher asks them to share experiences that they have had when working with one or more pupils or friends to complete a task. The pupils share what they liked about working with another pupil or pupils. Next, the teacher provides the pupils with a project or task that reflects what they are studying at the time. Perhaps it is creating a role-play about a book they are reading. The teacher tells the pupils that they should first identify the different roles that each will have in the group. For the role play, for example, one person might be the person writing as the others dictate their lines; another person might be responsible for costumes and props; etc. After completing the task, the pupils reflect on what it was like to work together. The teacher asks, 'What would have happened if each of you had to do all the different roles and tasks yourself?' The pupils write their ideas about the advantages of working in groups.

How to assess attitudes and values in this unit

| Observation criteria | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|----------------------------------|------------------------|---------------------------------|--------------------------------|
| The pupil ... | | | | |
| Explains the advantages of working with other pupils to complete a task. | | | | |
| Explains why some tasks are harder to complete when working alone. | | | | |
| Works actively as a member of a group, meeting deadlines for tasks. | | | | |
| Listens respectfully to other pupils and responds when appropriate. | | | | |

Lesson 1 Numbers 0 to 20

Learning objectives

Recognise the primary cardinal numbers 0 through 20.

Materials

Numbers 0–20 vocabulary words flashcards.
Counters
Ball and box for Flashcard Basketball

Teaching tip

The teacher may provide a variety of objects for the pupils to count; for example, dried beans, bottle tops, sticks, etc.

Key content

Numerals 0 to 20
Number flashcards zero to twenty

Introduction

The pupils sing *The Numbers Song* from 1 to 10, Teacher's Guide, page 176.

Development of the lesson

- The teacher writes the number words and numerals from 0 to 20 in sequence on the board and reads each one to the pupils.
- The teacher reads the number words and numerals again and has the class name them as the teacher points to the number words or numerals.
- The teacher repeats the activity, except this time asks for individual responses.
- The teacher erases the board and writes the numerals, one at a time and in random order, on the board.
- The pupils identify the numbers.
- The pupils practise writing the number words and the numerals in their notebooks.
- The class plays *Pass the Pencil*.
- The teacher passes a pencil to a pupil and counts *One*. He/she must pass it to another pupil and count *Two*, etc. The class repeats the activity.
- The teacher puts the pupils in pairs or small groups and gives each group counters.
- The pupils in each group take turns to practise counting aloud.
- The teacher explains to the pupils who are listening to listen carefully to recognise correct counting and pronunciation as well as to recognise any mistakes.
- The teacher introduces the game *Flashcard Basketball*.
- In teams, pupils take shots at a box with a ball (or crumpled-up paper). First, the teacher shows a flashcard to Pupil One. If she/he answers correctly, then she/he can have a shot at the basket. If the pupil gets the ball in the basket, she/he wins two points. If the pupil hits the basket without the ball going inside, she/he wins one point. The team with the most points is the winner.

Assessment

- The teacher holds up flashcards with vocabulary on them.
- The pupils read the words and write the numbers.

Homework

The pupils read the story *The Rainy Day*, page 135 for their family members

Lesson 2 Numbers 21 to 30

Learning objectives

Recognise the primary cardinal numbers 21 to 30.

Materials

Pupil's Book, page 149.
Numbers 21 to 30 vocabulary words flashcards
Counters
Ball and box for Flashcard Basketball

Teaching tip

Maybe provide a variety of objects for the pupils to count; for example, dried beans, bottle tops, sticks, etc.

Key content

Twenty-one to thirty
Numerals 0 to 30
Number flashcards zero to thirty

Introduction

The pupils sing *The Numbers Song* from 1 to 10, Teacher's Guide, page 176.

Development of the lesson

- Using the Pupil's Book, the class reviews the number words and numerals zero through twenty.
- The teacher writes the number words and numerals in sequence from 21 to 30 on the board and reads each one to the pupils.
- The pupils repeat the words.
- The teacher reads the number words and numerals written on the board again and has the pupils repeat them in unison or name them as the teacher points to the number words or numerals. The teacher repeats the activity as necessary.
- The teacher repeats the above exercise, except this time asks for individual responses.
- The teacher calls out numbers from 21 to 30, so that the pupils can practise writing numbers and number words in their notebook.
- The teacher puts the pupils in pairs or small groups and gives each group counters.
- The pupils in each group take turns to practise counting aloud.
- The teacher explains to the pupils who are listening to listen carefully to recognise correct counting and pronunciation as well as to recognise any mistakes.
- The teacher introduces the game *Flashcard Basketball*.
- In teams, pupils take shots at a box with a ball (or crumpled-up paper). First, the teacher shows a flashcard to Pupil One. If she/he answers correctly, then she/he can have a shot at the basket. If the pupil gets the ball in the basket, she/he wins two points. If the pupil hits the basket without the ball going inside, she/he wins one point. The team with the most points is the winner.

Assessment

- The teacher holds up flashcards with vocabulary on them.
- The pupils read the words and write the numbers.

Homework

The pupils read the story *Snake and Ape*, page 145 for their family members.

Lesson 3 Numbers 31 to 100

Learning objectives

Recognise the primary cardinal numbers 31 through 100.

Materials

Pupil's Book, page 149
Numbers 31 - 100 vocabulary words flashcards.
Counters
Ball and box for Flashcard Basketball

Teaching tip

Maybe provide a variety of objects for the pupils to count; for example, dried beans, bottle tops, sticks, etc.

Key content

Forty, fifty, sixty, seventy, eighty, ninety, one hundred
Numerals 31 to 100
Number flashcards thirty-one to one hundred

Introduction

The pupils sing *The Numbers Song* from 1 to 10, Teacher's Guide, page 176.

Development of the lesson

- Using the Pupil's Book, the class reviews the number words and numerals zero through thirty.
- The teacher writes the number words, ten, twenty, thirty, etc. and numerals in sequence from 0 to 100 on the board.
- The pupils read the numbers with the teacher.
- The teacher explains to the pupils how to identify the numbers in between 30 and 100 that have not been covered in the previous lessons, for example, 31, 46, 58, 99.
- The teacher reads the number words and numerals written on the board again and has the pupils repeat them in unison or name them as the teacher points to the number words or numerals.
- The teacher repeats the activity, except this time asks for individual responses.
- The teacher calls out numbers from 40 to 100, so that the pupils can practise writing the numbers and number words in their notebook.
- The pupils read the number words and numerals in their pupil's book, page 142.
- The teacher writes the numbers on the board: 13 – 30, 14 – 40, 15 – 50, 16 – 60, 17 – 70, 18 – 80, 19 – 90.
- The pupils practise reading and saying the numbers.
- The class plays Fastest Finger, where the teacher calls out a number and the pupils have to find it in their pupil's book.
- The teacher introduces the game Flashcard Basketball.
- In teams, pupils take shots at a box with a ball (or crumpled-up paper). First, the teacher shows a flashcard to Pupil One. If she/he answers correctly, then she/he can have a shot at the basket. If the pupil gets the ball in the basket, she/he wins two points. If the pupil hits the basket without the ball going inside, she/he wins one point. The team with the most points is the winner.

Assessment

- The teacher holds up flashcards with vocabulary on them.
- The pupils read the words and write the numbers.

Homework

The pupils read the story *Snake and Ape*, page 145 to their family members.

Lesson 4 Counting and addition

Learning objectives

List words for numbers and addition (knowledge and understanding).

Materials

Counters

Teaching tip

Play games with numbers and review classroom vocabulary by asking pupils to show the teacher a number of classroom objects; for example, *Show me three counters.*

Key content

Plus, equals

Introduction

The pupils sing *The Numbers Song*, Teacher's Guide, page 176.

Development of the lesson

- The teacher writes the numbers on the board from 1 to 10.
- The teacher points at the numbers on the board and the class counts along with them, backwards and forwards.
- The teacher puts the pupils in pairs and gives each pair 10 counters to count with.
- The pupils practise counting and touching the counters.
- The teacher says a number and the pupils count the correct number of counters.
- The teacher puts the pupils in groups of four (each group should now have 20 counters).
- The teacher repeats the above activity with numbers 1 to 20.
- The teacher introduces addition.
- The teacher demonstrates adding two plus one using counters.
- The teacher elicits/teaches the meaning of the words plus and equals.
- The teacher writes $2 + 1 =$ on the board.
- The class reads the addition sentence together.
- In groups, the pupils practise adding numbers using counters and saying the words aloud; for example, Two plus one equals three, Four plus seven equals eleven.
- The teacher invites the pupils to make examples of addition facts using counters and demonstrate them to the class.
- The teacher writes the following exercises on the board:
 $5 + 3 = \square$, $4 + 5 = \square$
 $3 + 6 = \square$, $4 + 3 = \square$
 $6 + 2 = \square$, $5 + 4 = \square$
- The pupils use counters to solve the exercises.
- The pupils say the answers aloud.

Assessment

- The pupils complete the following addition exercises: $2 + 4 = \square$, $8 + 3 = \square$.
- The pupils demonstrate how to add the numbers while using the words plus and equals.

Homework

The pupils read the story *Snake and Ape*, page 145 for their family members.

Lesson 5 > Counting and addition

Learning objectives

List words for numbers and addition (knowledge and understanding).

Materials

Pupil's Book: *Snake and Ape*, page 145.

Teaching tip

Show Me game: The teacher says a number and the pupils must make or find an example of the number.

Mingle, Mingle: Go outside or use the classroom if there's space. Ask the pupils to move around the space randomly. The teacher should call out Mingle, mingle, then the pupils respond with Mingle. The teacher then calls a number and the pupils have to form groups with that number of people. The teacher repeats the activity a number of times. This is a useful way to form groups.

Key content

Plus, equals

Introduction

- The teacher writes the numbers 1 to 20 on the board.
- The pupils practise counting from 1 to 20 backwards and forwards.
- The class plays the *Show Me* game with numbers 1 to 20.

Development of the lesson of the lesson

- The teacher asks the pupils to go outside, and the teacher explains how to play the game *Mingle, Mingle*.
- The teacher asks the pupils to return to the classroom.
- Using the Pupil's Book, page 150 the class reviews the meaning of the words *plus* and *equals*.
- The teacher puts the pupils in groups of four and gives each group 20 counters to count with.
- The teacher asks the pupils to add: Four plus seven, two plus three, five plus six.
- The pupils show the teacher examples of four plus seven, two plus three and five plus six.
- The teacher writes the following on the board:
 $5 + 2 = \square$, $16 + 1 = \square$
 $4 + 3 = \square$, $14 + 4 = \square$
 $7 + 2 = \square$, $12 + 3 = \square$
- The pupils use counters to solve the exercises.

Additional activities

The class plays the Buzz game with the numbers 1 to 20.

Assessment

The teacher writes the following on the board: $4 + 4 = \square$, $14 + 3 = \square$.

The pupils demonstrate how to add the numbers while using the words *plus* and *equals*.

Homework

The pupils complete the following exercises at home:

$$9 + 11 = \square, 4 + 3 = \square$$

$$15 + 2 = \square, 6 + 1 = \square$$

$$12 + 1 = \square, 9 + 3 = \square$$

Lesson 6 Counting and subtraction

Learning objectives

List words for numbers and subtraction (knowledge and understanding).

Materials

Pupil's Book: *Snake and Ape*, page 145.
Counters

Teaching tip

Ask the pupils to count or to say the numbers in English as often as possible, both when playing outside and inside the classroom.

Key content

Minus, equals

Introduction

- The class echo reads the story *Snake and Ape*.
- The teacher writes the numbers 20 to 40 on the board.
- The teacher asks pupils to identify examples of numbers between 20 and 40.
- The pupils count from 20 to 40 backwards and forwards.

Development of the lesson

- The teacher puts the pupils in groups of four and gives the group 20 counters.
- The teacher introduces subtraction.
- The teacher demonstrates $10 - 2 = 8$ using counters.
- The teacher elicits/teaches the meaning of the word *minus*.
- The teacher writes $10 - 5 =$ on the board.
- The class reads the addition sentence together.
- In groups, the pupils practise subtracting numbers using counters and saying the words aloud; for example, *Seven minus three equals four*, *Five minus two equals three*.
- The teacher invites pupils to make examples of subtraction facts using counters and demonstrate them to the class.
- The teacher writes the following exercises on the board:
 $12 - 6 = \square$, $13 - 4 = \square$
 $13 - 7 = \square$, $14 - 4 = \square$
 $14 - 8 = \square$, $10 - 4 = \square$
- The pupils use counters to solve the exercises.

Assessment

The pupils complete the following subtraction exercises: $16 - 8 = \square$, $19 - 4 = \square$, $14 - 5 = \square$.
The pupils demonstrate how to subtract the numbers while using the words *minus* and *equals*.

Homework

The pupils read the story *Snake and Ape* to a family member.

Lesson 7 Counting and subtraction

Learning objectives

List words for numbers and subtraction (knowledge and understanding).

Materials

Counters

Teaching tip

Play games with numbers and review classroom vocabulary by asking pupils to show the teacher a number of classroom objects; for example, Show me three counters.

Key content

Minus, equals

Introduction

The class plays the game *Mingle, Mingle*.

Development of the lesson

- The teacher reviews subtraction.
- Using the Pupil's Book, page 150 the class reviews the meaning of the words *minus* and *equals*.
- The teacher puts the pupils in groups of four and gives each group 20 counters to count with.
- The teacher asks the pupils to subtract: *Fifteen minus four, Twelve minus six, Thirteen minus two, etc.*
- The pupils show the teacher examples of *Fifteen minus four, Twelve minus six, Thirteen minus two.*
- In groups, the pupils practise subtracting numbers using counters and saying the words aloud; for example, *Seven minus three equals four, Five minus two equals three.*
- The teacher invites pupils to make examples of subtraction facts using counters and demonstrate them to the class.
- The teacher writes the following on the board:
 $15 - 9 = \square$, $10 - 5 = \square$
 $11 - 4 = \square$, $10 - 6 = \square$
 $12 - 4 = \square$, $10 - 7 = \square$

Assessment

- The pupils complete the following subtraction exercises: $32 - 8 = \square$, $11 - 7 = \square$, $12 - 5 = \square$.
- The pupils demonstrate how to subtract the numbers while using the words *minus* and *equals*.

Homework

- The pupils complete the following exercises at home:
- $23 - 4 = \square$, $12 - 3 = \square$
- $16 - 2 = \square$, $33 - 1 = \square$
- $55 - 2 = \square$, $12 - 3 = \square$

Lesson 8 Reading *Steve and the Sheep*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read a story: *Steve and the Sheep* (skills).

Materials

Pupil's Book: *Steve and the Sheep*, page 154.
 Pictures of a bee, a sheep and a queen.

Teaching tip

Play games with the pupils to make them practise finding words in previous stories. Ask them to turn to a specific page and then ask them to find a certain word on the page and to put their finger on it.

Key content

Sheep, sleep, need, keep, three, think, can't, help, one

Introduction

The class plays *Mingle, Mingle*.

Development of the lesson

Pre-reading

- The teacher writes the number three on the board.
- The pupils read the number.
- The teacher explains that sometimes the letters ee make a long /ee/ sound.
- Using flashcards the teacher elicits/teaches the words: bee, sheep, queen and sleep.
- The teacher writes on the board: bee, sheep and sleep.
- The pupils identify and underline the letters that make the long /ē/ sound.
- The teacher introduces the story *Steve and the Sheep*.
- The pupils look at the pictures and predict what the story will be about.

- The teacher points at the pictures to teach the new vocabulary.
- The teacher asks the pupils to point at Mum, point at the sheep, point at the tree, etc.
- The pupils read the title of the story.

During reading

- The teacher model reads the story *Steve and the Sheep*.
- The pupils echo read the story.

After reading

- The teacher asks comprehension questions: *Who is Steve? What is wrong? What does Mum say?*
- In pairs, the pupils read the story *Steve and the Sheep*.

Additional activities

The pupils choral read the story *Steve and the Sheep*.

Assessment

The pupils read the story to their partners.

Homework

The pupils read the story *Steve and the Sheep* to a family member.

Lesson 9 Reading *Steve and the Sheep*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Write about the story *Steve and the Sheep* (skills).

Materials

Pupil's Book: *Steve and the Sheep*, page 154.

Teaching tip

When teaching the long /ē/ sound, explain to the pupils that there are many ways to make the sound. The letters ee as in green, ete as in athlete, ea as in teach all make the sound. The letter y as in baby also makes the same sound.

Key content

Sheep, sleep, need, keep, three, think, can't, help, one

Introduction

The class plays the game *Mingle, Mingle*.

Development of the lesson

Pre-reading

- The teacher writes on the board: *think, can't, help, one*.
- The class plays the *Buzz* game with the words *think, can't, help, one*.
- The teacher writes on the board: *sheep, sleep, need, keep, three*.
- The pupils echo read: *sheep, sleep, need, keep, three*.
- The teacher reviews the vocabulary taught in the previous lesson.
- Using the pictures the teacher asks the pupils: *What is this?*
- The teacher asks the pupils to point at the *sheep, point at the bee*, etc.

Reading

- The teacher model reads the story *Steve and the Sheep*.
- The pupils echo read the story *Steve and the Sheep*.

After reading

- The teacher asks the comprehension questions: *Who is Steve? What is his problem? What does Steve do?*
- The pupils choral read the story *Steve and the Sheep*.

Additional activities

The pupils look in the story to find and read aloud the words *sheep, sleep, need, see, keep, three, green, tree, queen and bee*.

Assessment

- The pupils read the extra words at the end of the story *Steve and the Sheep*.
- The pupils fill in the missing words to complete the sentences, pupil's book, page 158.

Homework

The pupils read the story *Steve and the Sheep* to a family member.

Lesson 10 > Counting and multiplication

Learning objectives

List words for numbers and multiplication (knowledge and understanding).

Materials.

Pupil's Book: *Steve and the Sheep*, page 154.

Teaching tip

When playing games, go as fast as you can to make the game lively. Remember to call on boys and girls from all corners of the classroom.

Key content

Times, multiplication

Introduction

- The pupils echo read the text *Steve and the Sheep*.

Development of the lesson

- The teacher puts the pupils in groups of four and gives each group 20 counters to count with.
- The teacher introduces multiplication.
- The teacher demonstrates how to multiply two times five using counters.
- The teacher elicits/teaches the meaning of the words times and multiply.
- The teacher writes $3 \times 3 = 9$ on the board.
- The class reads the multiplication sentence together.
- In groups, the pupils practise multiplying numbers using counters and saying the words aloud; for example, Two times four equals eight, Seven times two equals fourteen.
- The teacher invites pupils to make examples of multiplication facts using counters and demonstrate them to the class.
- The teacher writes the following on the board:
 $4 \times 2 = \square$, $3 \times 4 = \square$
 $7 \times 4 = \square$, $7 \times 8 = \square$
 $1 \times 8 = \square$, $10 \times 2 = \square$
- The pupils make the answers using counters and explain them to the class using *times* and *equals*.

Assessment

- The pupils complete the following multiplication exercises: $6 \times 4 = \square$, $8 \times 8 = \square$.
- The pupils demonstrate how to multiply the numbers while using the words *times* and *equals*.

Homework

- The pupils complete the following exercises at home:
 $3 \times 2 = \square$, $6 \times 2 = \square$
 $4 \times 4 = \square$, $2 \times 1 = \square$
 $5 \times 1 = \square$, $5 \times 2 = \square$

Lesson 11 Counting and multiplication

Learning objectives

List words for numbers and multiplication (knowledge and understanding).

Materials

Pupil's Book: *Steve and the Sheep*, page 154.

Teaching tip

Ask the pupils why it is important to be able to multiply numbers quickly.

Key content

Multiply, times

Introduction

- In pairs, the pupils read the story *Steve and the Sheep*.
- The teacher invites volunteers to read the story to the class.

Development of the lesson

- The teacher reviews multiplication:
- Using the Pupil's Book, page 150 the class reviews the meaning of the words *multiply* and *times*.
- The teacher puts the pupils in groups of four and gives each group 20 counters to count with.
- The teacher asks the pupils to multiply: *Five times four, Six times six, Five times three, etc.*
- The pupils show the teacher examples of *five times four, six times six, five times three, etc.*
- In groups, the pupils practise multiplying numbers using counters and saying the words aloud.
- The teacher invites pupils to make examples of multiplication facts using counters and demonstrate them to the class.
- The teacher writes the following on the board:
 $4 \times 8 = \square$, $6 \times 2 = \square$
 $8 \times 2 = \square$, $0 \times 4 = \square$
 $6 \times 2 = \square$, $9 \times 4 = \square$

Assessment

The pupils answer the following: $10 \times 2 = \square$, $8 \times 1 = \square$.

Homework

The pupils read the story *Steve and the Sheep* to a family member.

Lesson 12 Counting and division

Learning objectives

List words for numbers and division (knowledge and understanding).

Materials

Pupil's Book: *Steve and the Sheep*, page 154.

Teaching tip

Ask the pupils to count or say the numbers in English as often as possible, both when playing outside and inside the classroom.

Key content

Division, divided

Introduction

The class play *Mingle, Mingle*.

Development of the lesson

- The teacher introduces division.
- The teacher demonstrates how to divide numbers while using the words *divide* and *equals*.
- The teacher teaches/elicits the meaning of the word *divide*.
- The teacher writes the following on the board:
 $12 : 2 = \square$, $12 : 3 = \square$
 $20 : 4 = \square$, $5 : 5 = \square$
 $24 : 6 = \square$, $0 : 7 = \square$
- In groups, the pupils practise division numbers using counters and saying the words aloud.

- The teacher invites pupils to make examples of division facts using counters and demonstrate them to the class.
- Using the Pupil's Book, page 150 the class review the meaning of the words: *divide* and *equals*.

Assessment

- The pupils complete the following exercise: $45 : 9 = \square$, $80 : 10 = \square$.
- The pupils explain how they completed the exercises using the words *divide* and *equals*.

Homework

- The pupils read the story *Steve and the Sheep* to a family member.

Lesson 13 Reading *Hope and the Roses*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *Hope and the Roses* (skills).

Teaching tip

Encourage pupils to read to younger siblings, friends and other family members.

Key content

Close, Hope, home, rose, some, stone, she, was, went, garden, closed

Materials

Pupil's Book: *Hope and the Roses*, page 159.

Introduction

The class echo reads the sight words: she, was, went, garden.

Development of the lesson

Pre-reading

- The teacher writes on the board the words: *she, was, went, garden*.
- The pupils read the words.
- The class plays the Buzz game with the words: *she, was, went, garden*.
- The teacher introduces the story *Hope and the Roses*.
- The pupils look at the pictures in the story and tell the teacher what they think the story will be about.
- Using the pictures, the teacher elicits the new vocabulary: *stone, rose, Hope, hose, note*.
- The teacher asks the pupils to point at the *stones, the roses, Hope, the hose, the note*.
- The teacher explains that sometimes the letter o makes a long /ō/ sound.
- The teacher writes on the board: *stone, rose, Hope, hose, note*.
- The pupils read the words.
- The pupils identify and underline the letters that make the long /ō/ sound.
- The pupils read the title of the story.

Reading

- The teacher model reads the story *Hope and the Roses*.
- The pupils echo read the story *Hope and the Roses*.

After reading

- The teacher asks the comprehension questions: *Who is in the story? What grows in the garden? What does Hope do?*
- The teacher asks the pupils to point to the pictures of a *hole, a stone* and a *rose*.
- The pupils identify the pictures.
- The teacher asks the pupils to point to the words: *hole, stone* and *rose*.
- The pupils identify the words and read them aloud.

Additional activities

The pupils echo read the story *Hope and the Roses*.

Assessment

In pairs, the pupils read the story *Hope and the Roses*.

Homework

The pupils read the story *Hope and the Roses* to a family member.

Lesson 14 Reading *Hope and the Roses*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *Hope and the Roses* (skills).

Materials

Pupil's Book: *Hope and the Roses*, page 159.

Teaching tip

Show the pupils your book often as you read to help the pupil's follow the reading and to show them where they should be reading.

Key content

Close, Hope, home, rose, some, stone, she, was, went, garden, closed

Introduction

The pupils echo read the sight words: *she, was, went, garden*.

Development of the lesson

Pre-reading

The teacher reviews the story *Hope and the Roses* and asks the comprehension questions: *Who remembers the name of the story? Who was in the story? What was Hope's problem?*

During reading

The teacher model reads the story *Hope and the Roses*.

After reading

- The pupils summarise the story in their own words.
- The pupils echo read the story *Hope and the Roses*.
- The pupils choral read the story *Hope and the Roses*.

Additional activities

- In pairs, the pupils read the story *Hope and the Roses*.
- The pupils draw a scene from the story and write about it.

Assessment

The pupils fill in the missing words to complete the sentences, pupil's book, page 163.

Homework

The pupils read the story *Hope and the Roses* to a family member.

Lesson 15 Reading *A Goat on a Boat*

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *A Goat on a Boat* (skills).

Materials

Pupil's Book: *A Goat on a Boat*, page 164.
Flashcards with a goat, soap and a boat.

Teaching tip

Play games with the pupils to practise finding words in previous stories; for example, ask them to turn to a specific page, find a certain word on that page, put their finger on that word and read it.

Key content

Goat, boat, soap, low, row, yellow, look, off, window

Introduction

The pupils echo read the words: look, off, window.

Development of the lesson

Pre-reading

- The teacher writes on the board: look, off, yellow, a, l.
- The class plays the Buzz game with: look, off, yellow, a, l.
- The teacher introduces the story *A Goat on a Boat*.
- The pupils read the title of the story.
- The teacher writes the word *goat* on the board.
- The pupils read the word on the board.
- The teacher explains that sometimes the letters oa make a long /ō/ sound.
- Using flashcards, the teacher teaches/elicits the words: *soap, goat and boat*.
- The pupils identify the letters that make the long /ō/ sound.
- The pupils underline the letters that make the sound.

During reading

- The teacher model reads the story *A Goat on a Boat*.

After reading

- The teacher asks comprehension questions about the story: *What happened in the story? What did the goat do?*
- In pairs, the pupils read the story *A Goat on a Boat*.

Additional activities

The pupils choral read the story *A Goat on a Boat*.

Assessment

In pairs, the pupils read the story *A Goat on a Boat*.

Homework

The pupils read the story *A Goat on a Boat* to a family member.

Lesson 16 **A Goat on a Boat**

Learning objectives

- Recognise and produce sounds in familiar and common words (skills).
- Read the story *A Goat on a Boat* (skills).

Materials

Pupil's Book: *A Goat on a Boat*, page 164.

Teaching tip

The long /ō/ sound can be found in English words such as most, vote, road, known, goat, hope, low, no, blow and wrote.

Key content

Goat, boat, soap, low, row, yellow, look, off, window

Introduction

- The class plays the Buzz game with the words: look, off, yellow, a, l.
- The pupils echo read: goat, road, coat, boat.

Development of the lesson

Pre-reading

- The teacher writes oat on the board.
- The pupils read the word.
- The teacher asks the pupils what word they get when they add g to oat.
- The teacher repeats the activity with the letters c and b.
- The teacher reviews the story *A Goat on a Boat* and asks the comprehension questions: *Who remembers the story? Who was in the story? What was the goat doing?*

During reading

- The teacher model reads the story *A Goat on a Boat*.
- The pupils echo read the story *A Goat on a Boat*.
- The pupils choral read the story *A Goat on a Boat*.

Additional activities

- In pairs, the pupils read the story *A Goat on a Boat*.
- The pupils draw a scene from the story and write about it.

Assessment

The pupils fill in the missing words to complete the sentences, pupil's book, page 169.

Homework

The pupils read the story *A Goat on a Boat* to a family member.

Assessment Task

UNIT 9: Mathematics

Assessment task 1: Number recognition

Point at the numbers and ask the pupil to say the number in English

30 15 39 21 27 40 58

| ☹ | ☺ | 😊 |
|----------------------------------|---------------------------------------|-------------------------------------|
| Did not say any number correctly | Said less than four numbers correctly | Said five or more numbers correctly |

Assessment task 2: Word recognition

Point at the words and ask the pupil to write the number

two ten thirteen forty eighty thirty-six

| ☹ | ☺ | 😊 |
|----------------------------------|---------------------------------------|-------------------------------------|
| Did not say any number correctly | Said less than four numbers correctly | Said five or more numbers correctly |

Assessment task 3: Reading equations

1. Ask the pupil to read the following in English

- a. $13 + 6 = 19,$ $23 + 6 = 29$
- b. $19 - 4 = 15,$ $29 - 4 = 25$
- c. $2 \times 8 = 16,$ $2 \times 7 = 14,$
- d. $8 : 2 = 4,$ $14 : 7 = 2,$

| ☹ | ☺ | 😊 |
|--------------------------------------|---|---------------------------------------|
| Did not read any equations correctly | Read less than four equations correctly | Said five or more equations correctly |

Unit 9 Fluency Passage: How Many?

How many eyes do you see? 6

I see two. 9

How many books do you see? 15

I see three. 18

How many doors do you see? 24

I see four. 27

How many children do you see? 33

I see five. 36

How many windows do you see? 42

I see seven. 45

How many arms do you see? 51

I see eight. 54

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

Unit 10: Talking about events in the past & the future

Key competence: To use language learnt in the context of talking about events in the past and future.
Topic area: Oral and Written Communication
Sub-topic area: Listening, speaking, reading, writing

Values: Respect everyone in the classroom.

| | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Lesson 7 | Lesson 8 | Lesson 9 |
|----------------------------|---|---|----------------------------|--------------------------|---|------------------------|--|---------------------------------|---|
| Lesson Name | Recounting past events | Recounting past events | Recounting past events | Recounting past events | Recounting past events | Recounting past events | Describing past leisure activities | Telling stories | Telling stories |
| Vocabulary | What did you do yesterday? I cleaned, played, visited, washed, dressed, brushed | What did you do yesterday? Ate, slept, got up, woke up, swept | What did you do yesterday? | Where did you go? I went | English, science, mathematics, music, social studies, fine art, Kinyarwanda | When did you? | Played football, volleyball, swam, watched television, read a storybook, visited cousins, rode a bicycle | Then, after that, next, finally | Last week, yesterday, Last Monday, Last weekend |
| Language structures | Past simple tense | Past simple tense | Past simple tense | Past simple tense | Past simple tense | Past simple tense | Sounds and spellings | Connectors of time | Adverbs of time |

| | Lesson 10 | Lesson 11 | Lesson 12 | Lesson 13 | Lesson 14 | Lesson 15 | Lesson 16 | Assessment | Review |
|----------------------------|-------------------------|--|---|------------------------------------|---------------------------------|--|--|------------|--------|
| Lesson Name | Describing future plans | Describing future plans | My timetable | Reading <i>How to Cook Rice</i> | Reading <i>How to Cook Rice</i> | Reading the story <i>Star Light, Star Bright</i> | Reading the story <i>Star Light, Star Bright</i> | Assessment | Review |
| Vocabulary | Going to | What is she going to do? Going to... play, sleep, clean, bath, brush | English, science, mathematics, music, social studies, fine art, Kinyarwanda | Time, five, rice, wide, like, bite | I, so, but, in, ask it | Night, sight, light, bright, tight | Night, sight, light, bright, tight | Assessment | Review |
| Language structures | | | Connectors of time | Sounds and spellings | Sounds and spellings | Sounds and spellings | Sounds and spellings | Assessment | Review |

Attitudes and values: Respect everyone in the classroom

As pupils work, play and learn together, they learn important social skills. They gain experience in getting along in groups, working together to achieve a goal, negotiating and compromising. They also learn basic manners and develop empathy for others. These are skills that children need not only in school but also throughout life. The following are guidelines for teaching and assessing the attitudes and values in this unit (respect everyone in the classroom). Examples of learning and teaching activities are provided so that teachers can identify when and how to promote and foster these attitudes and values as part of their lessons. Assessment criteria are also provided to enable the teacher to assess pupils' attitudes accurately, without bias or subjectivity.

Examples of teaching and learning activities

- The teacher acts as a role model promoting good communication skills; for example, when modelling dialogue, the teacher greets pupils politely in class and the pupils respond appropriately.
- The pupils practise greeting each other politely.
- The class discusses how to greet people politely.
- The pupils participate in pair and group activities.
- The pupils ask others their name and say their own names.
- The pupils introduce each other.
- The pupils listen to, and practise following, classroom instructions.

How to assess attitudes and values in this unit

Observation: assessment criteria

Through observation, the teacher gathers information by watching pupils interacting, conversing, working, playing, etc. Observation is very important because it is used before the lesson begins and throughout the lesson, with the teacher continuing to observe each activity.

| Observation criteria | Achieving the standard very well | Achieving the standard | Achieving parts of the standard | Not yet achieving the standard |
|--|----------------------------------|------------------------|---------------------------------|--------------------------------|
| The pupil ... | | | | |
| Greets the teacher politely and by the correct name | | | | |
| Greets classmates politely and by the correct names | | | | |
| Waits for a turn to talk in class | | | | |
| Sits still when supposed to | | | | |
| Listens to the teacher when the latter is explaining a topic | | | | |
| Works co-operatively with a partner, taking turns, listening and responding at the appropriate times | | | | |
| Raises hand to ask or answer a question | | | | |

Lesson 1 > Yesterday, today

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Describe events in the past simple tense (skills).

Materials

Pupil's Book, page 170.

Flashcards with pictures of children playing with friends, painting a picture, walking, playing football.

Teaching tip

In this lesson, pupils practice using the simple past tense with some common regular verbs. Remind the pupils that for verbs in the past simple tense, they need to add -ed to the end of the verb.

Key content

What did you do yesterday?

Yesterday, today, tomorrow, played, walked, etc.

Introduction

- The pupils echo read the story *The Goat on a Boat*, Pupil's Book, page 164.
- The teacher writes the days of the week on the board..
- The class sings the *Days of the Week* chant.

Development of the lesson

- The teacher points at the days of the week and asks the class: *What day is this?*
- The pupils read the words out loud.
- The teacher reviews the structure: *Today is ...* (insert day).
- The pupils repeat.
- Then, the teacher points to the days before and after today and teaches "yesterday" and "tomorrow".
- The teacher introduces vocabulary for some verbs and the regular past tense form of those verbs.
- Using flashcards, the teacher shows the class the card and says *Yesterday, I ...* (*played football, walked to school, etc.*)
- The pupils repeat the phrases.
- The teacher shows the flashcards again and the pupils say *Yesterday, I ...*
- The teacher writes some sentences on the board; for example, *Yesterday, I played football.*
- The pupils identify and underline *Yesterday* and the ending *-ed* at the end of the verbs.
- Then, the pupils read each of the sentences; for example, *Yesterday, I walked home.*
- The teacher explains to the pupils that when talking about actions in the past, some verbs have -ed added to them to form new verbs, e.g. *visit* → *visited*, *cook* → *cooked*.
- The teacher writes on the board the verbs: *wash, clean, cook, brush.*
- The pupils read the words and mime the actions.
- The teacher asks the pupils to mime and say the actions in the past tense saying, *Yesterday, I ...*

Assessment

- The teacher writes the following sentences on the board:
Yesterday, I _____ my hair.
Yesterday, I _____ my lunch.
Yesterday, I _____ to school.
Yesterday, I _____ my classroom.
- The pupils complete the sentences using the appropriate verbs in the past tense.

Homework

The pupils read the story *Goat on a Boat* to a family member.

Lesson 2

What did you do yesterday?

Learning objectives

- Answer the question *What did you do yesterday?* (knowledge and understanding).
- Describe events in the past simple tense (skills).

Materials

Pupil's Book, page 170.

Teaching tip

Make a word wall of verbs in the present continuous tense and the past simple tense.

Key content

Yesterday, woke up, ate, drank, went, sang, swam, had, came back, rode, did, put on, slept, breakfast, milk, school, song, I, fun, home, bike, homework, all night.

Introduction

- The pupils echo read the story *The Goat on a Boat*, Pupil's Book, page 164.
- The teacher invites the pupils to say what they did yesterday.
- The teacher writes some of their answers on the board.
- The class reads the sentences.

Development of the lesson

- The teacher reviews the structure: *Yesterday, I (insert verb + ed ending)*.
- The teacher draws a vertical line down the middle of the board, dividing the board into two equal halves.
- The teacher writes some regular verbs on the left-hand side of the board and tells the pupils that he/she is going to ask them: *What did you do yesterday?*, and that they have to answer using one of the verbs on the board, using the construction: *Yesterday, I*
- The teacher calls on individual pupils to answer.
- The teacher teaches the vocabulary for some irregular verbs in the present and past tense forms.
- The teacher writes on the board:
 - _ wake up – woke up
 - _ eat my breakfast – ate my breakfast
 - _ drink my milk – drank my milk
 - _ go to school – went to school
 - _ sing a song – sang a song
 - _ swim in the pool – swam in the pool
 - _ ride my bike – rode my bike
 - _ do my homework – did my homework
 - _ sleep all night – slept all night
- Pointing at the phrases on the board, the teacher models the question *What you are doing?*, and the response using the structure *Yesterday, I ...*; for example, *Yesterday, I slept all night*.
- The class read the sentences together and mimes the actions.
- The teacher starts by saying the infinitive form of a verb and the class has to say the past form in the phrase *Yesterday, I ...*; for example:
 - Teacher: *I drink my milk.*
 - Pupils: *Yesterday, I drank my milk.*
 - Teacher: *I ride my bike.*
 - Pupils: *Yesterday, I rode my bike.*
- The teacher introduces *Past Tense Charades*.
- The teacher starts by acting out a verb and the pupils have to say the correct answer using the structure *Yesterday, I* The first pupil to say the correct answer does the next action. The game continues until each group has completed all the actions for all of the verbs.

- The class plays *Pass the pencil* with the question *What did you do yesterday?*
- The pupil left with the pencil answers the question, e.g. *Yesterday, I woke up in the morning. Yesterday, I went to school.*

Assessment

The pupils complete the activity in their Pupil's Book, page 170.

Homework

The pupils read the story *The Goat on a Boat*.

Lesson 3 Where did you go?

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Answer the question *Where did you go ...?* (skills).
- Describe past events in speech and in writing (skills).

Materials

Pupil's Book, page 170.

Teaching tip

Use pictures to review the names of places.

Key content

Where did you go on ...?
I went

Introduction

- The pupils echo read the story *The Goat on a Boat*, Pupil's Book, page 164.
- The teacher invites the pupils to share what they did yesterday.
- The teacher writes some of their answers on the board.
- The class reads the sentences.

Development of the lesson

- Using pictures, the teacher reviews the names of places in the community.
- The pupils say the names of the places.
- The teacher introduces the question: *Where did you go to yesterday?*
- The class brainstorms and discusses where they went: *to school, to church, to the market, to the health centre, to visit relatives, to town, to the shops.*
- The class practises answering the question *Where did you go on ...? I went to ... We went to ... I visited ...*
- The teacher asks two pupils to come to the front of the class.
- The teacher asks the two pupils to practise the dialogue: *Where did you go on Sunday? I went to ...,* then the pupils change roles and repeat the dialogue.
- The class repeats the activity with a pupil asking his/her classmates.

Additional activities

The pupils make a list in their notebooks of all the places they go to.

Assessment

The teacher writes the questions: *Where did you go on Monday? Where did you go on Friday? Where did you go on Saturday?* The pupils write the answers in their notebooks.

Homework

The pupils read their sentences to a family member.

Lesson 4

What did you learn yesterday?

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Answer the question *What did you learn yesterday?* (knowledge and understanding).
- Describe past events in speech and in writing (skills).

Materials

Pupil's Book, page 170.

Example of the class timetable.

Teaching tip

Encourage the pupils to answer the question *What did you learn?* using connectors of time.

Key content

English, science, mathematics, music, social studies, art, Kinyarwanda.

Introduction

- The teacher invites the pupils to share what they did yesterday.
- The teacher writes some of their answers on the board.
- The class reads the sentences.
- The pupils sing the *Days of the Week* song, Teacher's Guide, page 176.

Development of the lesson

- The class reviews the class timetable for the day.
- The teacher reads the timetable with the class, modelling how to use connectors of time; for example, *First, we have science, then we have English, and after English, we have mathematics.*
- The pupils repeat the phrases.
- The class reads the timetable together using the past tense and connectors of time; for example, *first we learned English, and after English, we learned Kinyarwanda.*
- The teacher introduces the question *What did you learn yesterday?*
- The class practices answering the question: *What did you learn yesterday?* by saying *Yesterday, we learned English, mathematics and science.*
- The teacher invites individual pupils to come forward and tell the class what he/she learned on Monday.
- The class repeats the activity with different pupils and different days of the week, e.g. *What did you learn on Wednesday? What did you learn on Friday?*

Additional activities

The class plays the *Pass the pencil* game and the pupil left with the pencil answers the question *What did you learn on ...?*

Assessment

The teacher writes the questions *What did you learn on Monday? What did you learn on Tuesday?* and the pupils write the answers in their notebooks.

Homework

The pupils read their sentences to a family member.

Lesson 5 > When did you ...?

Learning objectives

- Recognise the use of past simple tense (knowledge and understanding).
- Answer the question *When did you ...?* (knowledge and understanding).

Materials

Pupil's Book, page 170.

Teaching tip

Encourage pupils to tell the time by asking them questions such as *When did you wake up? When did you have breakfast? When did you go to bed?* as they put the picture story into words.

Key content

When did you ...?

I got up, I dressed, I ate my breakfast, I did my homework.

Introduction

The class plays the game *Pass the pencil* with the question *What did you do yesterday?* The pupil left with the pencil then gives a short account of what they did the previous day.

Development of the lesson

The teacher reviews telling the time with the class.

The teacher writes on the board:

- _ wake up – woke up
- _ eat my breakfast – ate my breakfast
- _ drink my milk – drank my milk
- _ go to school – went to school
- _ sing a song – sang a song
- _ swim in the pool – swam in the pool
- _ ride my bike – rode my bike
- _ do my homework – did my homework
- _ sleep all night – slept all night

The class read the sentences while miming the actions with the teacher.

The teacher then asks the pupils, *When did you wake up? When did you go to school? When did you drink your milk?*

In pairs, the pupils write sentences about what they did yesterday; for example, *Yesterday, I woke up at 6 o'clock.*

Additional activities

The pupils write a short story in pictures using connectors of time in their notebooks.

A few pupils say their stories out loud for the class.

Assessment

The pupils draw a clock showing the time and draw a picture of an activity they did yesterday. The pupils write a sentence about the activity using the past tense and including the time.

Homework

The pupils read their writing to a family member

Lesson 6

Describing past leisure activities

Learning objectives

- Identify words used for leisure activities (knowledge and understanding).
- Describe past leisure activities in speech and writing (skills).

Key content

Played football, played volleyball, swam, watched television, read a storybook, visited cousins, rode a bike.

Materials

Pupil's Book, page 170.

Introduction

The class discusses what they do in their free time. The teacher writes the activities on the board.

Development of the lesson

- The class discusses what they did over the weekend to relax.
- The teacher then introduces the term "leisure" and explains that "leisure time" is the time when a person is not working and that a person uses to relax or to do various activities that they enjoy.
- The teacher asks different pupils what they did in their leisure time over the weekend and asks them to write the activities on the board.
- The teacher asks the pupils to draw and name their favourite leisure activity.
- The pupils present their work and say why they like that particular activity.

Assessment

- Complete the exercise in the Daily Read
- Complete the following sentences with the correct form of the verb.
 1. He _____ (play) football yesterday.
 2. Last week, Grace _____ (visit) her uncle in Kigali.
 3. We _____ (watch) television last night.
 4. She _____ (swim) in the pool yesterday.
 5. They _____ (dance) at the party.

Homework

The pupils read their sentences about the leisure activities they prefer and why to a family member.

Lesson 7

Telling stories

Learning objectives

- Recognise the use of the past simple tense (knowledge and understanding).
- Tell a simple story with support (skills).

Teaching tip

The teacher helps the pupils with any words that they can't pronounce properly as they try to narrate a story of their choice.

Materials

Pupil's Book, page 170.

Key content

Last week, yesterday,
last Monday,
last weekend.

Introduction

The class plays the *Pass the pencil* game with the question *What did you learn on ...?*

Development of the lesson

- The teacher introduces a story of his/her choice and asks some pre-reading questions.
- The teacher model reads the story.
- The teacher asks the pupils some general comprehension questions about the story.
- The teacher then asks the pupils to come to the front of the class and to tell the class a story they know or like.
- The class hears stories from as many storytellers as possible. The aim is to give each child a chance to tell a story.

Assessment

The pupils retell the story in their own words using the past tense.

Homework

The pupils retell the story to their family members.

Lesson 8 What will you do tomorrow?

Learning objectives

- Recognise the use of the near future tense (knowledge and understanding).
- Describe events in the future tense (skills).

Materials

Pupil's Book, page 177.

Key content

Going to

Introduction

The pupils silently read the story *The Goat on a Boat*, page 164.

Development of the lesson

- The teacher reviews telling the time with the class.
- The teacher writes on the board:
 - _ wake up – will wake up
 - _ eat my breakfast – will eat breakfast
 - _ drink my milk – will drink my milk
 - _ go to school – will go to school
 - _ sing a song – will sing a song
 - _ swim in the pool – will swim in the pool
 - _ ride my bike – will ride my bike
 - _ do my homework – will do my homework
 - _ sleep all night – will sleep all night
- Pointing at the phrases on the board, the teacher models the verbs using the structure *Tomorrow, I ...*; for example, *Tomorrow, I will sleep all night.*
- The class reads the sentences together and mimes the actions.
- The teacher starts by saying the infinitive form of a verb and the class has to say the future form using the phrase *Tomorrow, I ...*; for example:
Teacher: *I drink my milk.*
Pupils: *Tomorrow, I will drink my milk.*
Teacher: *I ride my bike.*
Pupils: *Tomorrow, I will ride my bike.*
- The teacher introduces *Future Tense Charades*.
- The teacher starts by acting out a verb and the pupils have to say the correct answer using the structure *Tomorrow, I ...*. The first pupil to say the correct answer then does the next action. The exercise continues until each group has completed all the actions for all of the verbs.

- The class plays *Pass the pencil* with the question *What will you do tomorrow?*
- The pupil left with the pencil answers the question, e.g. *Tomorrow, I will wake up in the morning. Tomorrow, I will go to school.*

Additional activities

The class brainstorms sentences in the future tense using the verbs for daily routines: *wash, cook, brush, comb, bath, dress, visit.*

Assessment

The pupils complete the exercise in the Pupil's Book, page 177.

Homework

The pupils read their sentences to a family member.

Lesson 9 > What will you learn tomorrow?

Learning objectives

- Recognise the use of the future tense (knowledge and understanding).
- Answer the question *What will you learn tomorrow?* (knowledge and understanding).
- Describe future events in speech and in writing (skills).

Materials

Pupil's Book, page 177.
Example of the class timetable.

Teaching tip

Encourage pupils to answer the question *What will you learn?* using connectors of time.

Key content

English, science, mathematics, music, social studies, art, Kinyarwanda.

Introduction

- The teacher invites the pupils to share what they did yesterday.
- The teacher writes some of their answers on the board.
- The class reads the sentences.
- The pupils say the *Days of the Week* song.

Development of the lesson

- The class reviews the class timetable for the day.
- The teacher reads the timetables with the class, modelling how to use connectors of time; for example, *First, we have science, then we have English, and after English, we have mathematics.*
- The pupils repeat the phrases.
- The class reads the timetable together using the past tense and connectors of time; for example, *first we will learn English, after English, we will learn Kinyarwanda.*
- The teacher introduces the question *What will you learn tomorrow?*
- The class practices answering the question: *What will you learn tomorrow? Tomorrow, we will learn English, mathematics and science.*
- The teacher invites pupils to come to the front of the class and to tell the class what he/she will learn on Monday.
- The class repeats the activity with different pupils and different days of the week, e.g. *What will you learn on Wednesday? What will you learn on Friday?*

Additional activities

The class plays the *Pass the pencil* game and the pupil left with the pencil answers the question *What will you learn on ...?*

Assessment

The teacher writes the questions *What will you learn on Monday? What will you learn on Tuesday?*, and the pupils write the answers in their notebooks.

Homework

The pupils read their sentences to a family member.

Assessment Tasks

Unit 10: Talking about events in the past and the future

Assessment task 1: Describe events in the past and the future

The teacher asks the pupil the questions and notes his/her responses.

1. What did you do yesterday?
2. What did you do last weekend?
3. What will you do tomorrow?
4. What will you do next weekend?

| ☹ | ☺ | ☺ |
|------------------------------|-------------------------|-------------------------|
| Did not answer any question. | Answered 1-3 questions. | Answered 3-4 questions. |

Assessment task 2: Reading comprehension

Ask the pupil to bring his/her Pupil's Book and open it to the story *Goat on a Boat*. Ask the pupil to read the story. Ask the pupil the following questions:

1. Who was on the boat?
2. What did the goat do?
3. What did they boy say to the goat?

Unit 10 Fluency Passage: What Animals Eat

| | |
|--|----|
| Cows like to eat grass. Munch, munch. | 7 |
| Birds like to eat seeds. Crunch, crunch. | 14 |
| Ants like to eat leaves. Munch, munch. | 21 |
| Frogs like to eat bugs. Zap, zap. | 28 |
| Monkeys like to eat fruit. Yum, yum. | 35 |
| Seals like to eat fish. Gulp, gulp. | 42 |
| Goats like to eat everything. | 47 |

Number of Errors

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

SONGS LYRICS

Notes for the teacher

Chants can be used effectively to practise vocabulary and grammar. Click your fingers, clap your hands or tap your fingers on your desk and say the chant rhythmically out loud with natural stress and intonation as you read.

1. The alphabet chant

A – B – C – D – E – F – G
H – I – J – K – L – M – N
O – P – Q
R – S – T
U – V – W
X – Y – Z

2. The Hello chant

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap, clap, clap.._)
My name is (clap, clap, clap.._)
Hello, hello, hello

Hello, hello, hello
Hello, What is your name?
Hello, What is your name?
Hello, hello, hello

Hello, hello, hello
My name is (clap.._)
My name is (clap.._)
Nice to meet you (clap, clap, clap.)

3. How are you today?

Hello, how are you?
Hello, how are you?
Hello, how are you?
How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you

How are you today?

I am fine, thank you
I am fine, thank you
I am fine, thank you
How are you today?

4. The clothing chant

This is my...
This is my dress
This is my...
This is my shorts
This is my...
This is my hat
This is my...
This is my shirt
This is my...
This is my pant
This is my...
This is my trouser
This is my...
This is my shoe

5. The colour chant

What colour is the sky?
It's blue, it's blue, it's blue?
The sky is blue
The sky is blue

What colour is the sun?
It's yellow, it's yellow, it's yellow
The sun is yellow
The sky is blue

What colour is the grass?
It's green, it's green, it's green
The grass is green
The sun is yellow
The sky is blue

What a colour is a tomato
It's red, it's red, it's red
A tomato is red

The grass is green
The sun is yellow
The sky is blue

6. The number chant

THE Number song, VERSE I
One.... Two... Three... Four... Five
I can count to five, I can count to five

Six, seven, eight, nine and ten
Let's do it again! Let's do it again!

7. Days of the week chant

Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday
Seven days can make a week and twenty four hours
a day.

8. **Good morning song, good evening song**
Good morning, good morning, good morning! This
is a lovely day
Good morning, good morning, good morning! We
love to jump and play
We love to jump and play

Good evening, good evening, good evening, This
was a lovely day,
Good evening, good evening, good evening,
It's time to say good night.
It's time to say good night.

9. Head shoulders knees and toes

Head, shoulders, knees and toes,
Knees and toes.
Head, shoulders, knees and toes,
Knees and toes.
And eyes, and ears, and mouth,
And nose.
Head, shoulders, knees and toes,
Knees and toes

10. The happy chant

If you're happy and you know it clap your hands
If you're happy and you know it clap your hands
If you're happy and you know it
And you really want to show it
If you're happy and you know it clap your hands
If you're happy and you know it jump up high
If you're happy and you know it jump up high
If you're happy and you know it
And you really want to show it
If you're happy and you know it jump up high

If you're happy and you know it sing a song
If you're happy and you know it sing a song

If you're happy and you know it
And you really want to show it
If you're happy and you know it sing a song

If you're happy and you know it stomp your feet
If you're happy and you know it stomp your feet
If you're happy and you know it
And you really want to show it
If you're happy and you know it stomp your feet

If you're happy and you know dance around
If you're happy and you know dance around
If you're happy and you know it
And you really want to show it
If you're happy and you know it dance around

11. The rhyming song

Rhyme, rhyme, time
Rhyme, rhyme, time
A word that rhymes with me
A word that rhymes with you
Rhyme, rhyme, time

Rhyme, rhyme, time
Rhyme, rhyme, time
A word that rhymes with cat
A word that rhymes with cat
Sat, cat, fat

12. Short vowel chant

Short vowels: letter a makes /a/ like ant
Short vowels: letter e makes /e/ like egg
Short vowels: letter i makes /i/ like it
Short vowels: letter o makes /o/ like on
Short vowels: letter u makes /u/ like up
Short vowels: /a/, /e/, /i/, /o/, /u/

13. Long vowel chant

A is my name.
Two sounds I make.
Short a in apple, cat and hand
Long a in rain, away and cake!

I is my name
Two sounds have I
Short i in pig, it and in.
Long i in pie, bike and light.

O is my name
Two sounds I know
Short o in pot, hot and on.
Long o in goat, window and stone

E is my name

Two sounds for me
Short e in hen, pet and egg.
Long e in he, key and sheep.
U is my name
Two sounds for you
Short u in cup, pup and hug
Long u in blue,

14. Old Mugabo had a farm

Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a cow
E-I-E-I-O
With a moo, moo here and a moo, moo there
E-I-E-I-O
Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a cat
E-I-E-I-O
With a meow, meow here and a meow, meow there
E-I-E-I-O
Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a dog
E-I-E-I-O
With a ruff, ruff here and a ruff, ruff there
E-I-E-I-O
Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a hen
E-I-E-I-O
With a cluck, cluck here and a cluck, cluck there
E-I-E-I-O
Old Mugabo had a farm
E-I-E-I-O
And on his farm there was a goat
E-I-E-I-O
With a mee, mee here and a mee, mee there
E-I-E-I-O

15. Months of the year chant

January
February
March
April
May
June
July
August
September
October
November
December

Letter chants

Notes for the teacher

Recognition of letters and knowledge of letter sounds needs to be automatic for pupils. These phonic chants are intended to be a break in the lesson to help pupils review the letter sounds.

Letter A chant.

A, a, a
A is for apple
A is for ant
A says /a/ /a/ /a/

Letter B chant

B b b
B is for boy
B is for ball
B says /b/ /b/ /b/

Letter C chant

C c c
C is for cat
C is for cow
C says /k/ /k/ /k/

Letter D chant

D d d
D is for dad
D is for dog
D says /d/ /d/ /d/

Letter E chant

E e e
E is for egg
E is for elephant
E says /e/ /e/ /e/

Letter F chant

F f f
F is for father
F is for finger
F says /f/ /f/ /f/

Letter G chant

G g g
G is for game
G is for goat
G says /g/ /g/ /g/

Letter H chant

H h h
H is for hen
H is for house
H says /h/ /h/ /h/

Letter I chant

I I I
I is for in
I is for it
I says /i/ /i/ /i/

Letter J chant

J j j
J is for jump
J is for John
J says /j/ /j/ /j/

Letter K chant

K k k
K is for kit
K is for Ken
K says /k/ /k/ /k/

Letter L chant

L l l
L is for leg
L is for left
L says /l/ /l/ /l/

Letter M chant

M m m
M is for mat
M is for mother
M says /m/ /m/ /m/

Letter N chant

N n n
N is for name
N is for nose
N says /n/ /n/ /n/

Letter O chant

O o o
O is for on
O is for off
O says /o/ /o/ /o/

Letter P chant

P p p
P is for pen
P is for pot
P says /p/ /p/ /p/

Letter Q chant

Q q q
Q is for queen
Q is for quiet
Q says /q/ /q/ /q/

Letter R chant

R r r
R is for run
R is for rat
R says /r/ /r/ /r/

Letter S chant

S s s
S is for sun
S is for sit
S says /s/ /s/ /s/

Letter T chant

T t t
T is for teacher
T is for table
T says /t/ /t/ /t/

Letter U chant

u u u
U is for uncle
U is for up
U says /u/ /u/ /u/

Letter V chant

V v v
V is for van
V is for vet
V says /v/ /v/ /v/

Letter W chant

W w w
W is for window
W is for wall
W says /w/ /w/ /w/

Letter X chant

X x x
X is for x ray
X is for exam
X says /x/ /x/ /x/

Letter Y chant

Y y y
Y is for you
Y is for yellow
Y says /y/ /y/ /y/

Letter Z chant

Z z z
Z is for zin
Z is for zet
Z says /z/ /z/ /z/

Complete Dolch Word List

| | | | | | | |
|--------|--------|-------|-------|---------|-------|----------|
| a | all | under | after | always | why | about |
| and | am | want | again | around | wish | better |
| away | are | was | an | because | work | bring |
| big | at | well | any | been | would | carry |
| blue | ate | went | ask | before | write | clean |
| can | be | what | as | best | your | cut |
| come | black | white | by | both | | done |
| down | brown | who | could | buy | | draw |
| find | but | will | every | boy | | drink |
| for | came | with | fly | call | | eight |
| funny | did | yes | from | cold | | fall |
| go | do | | give | does | | far |
| help | eat | | going | don't | | full |
| here | four | | had | fast | | got |
| I | get | | has | first | | grow |
| in | good | | her | five | | hold |
| is | have | | him | found | | hot |
| it | he | | his | gave | | hurt |
| jump | into | | how | goes | | if |
| little | like | | just | green | | keep |
| look | must | | know | its | | kind |
| make | new | | let | made | | laugh |
| me | no | | live | many | | light |
| my | now | | may | off | | long |
| not | on | | of | or | | much |
| one | our | | old | pull | | myself |
| play | out | | once | read | | never |
| red | please | | open | right | | only |
| run | pretty | | over | sing | | own |
| said | ran | | put | sit | | pick |
| see | ride | | round | sleep | | seven |
| the | saw | | some | tell | | shall* |
| three | say | | stop | their | | show |
| to | she | | take | these | | six |
| two | so | | thank | those | | small |
| up | soon | | them | upon | | start |
| we | that | | then | us | | ten |
| where | there | | think | use | | today |
| yellow | they | | walk | very | | together |
| you | this | | were | wash | | try |
| | too | | when | which | | warm |

Phonological Awareness, Phonemic Awareness, Phonics and Phonetics

Although phonemic awareness is a widely used term in reading, it is often misunderstood. One misunderstanding is that phonological awareness; phonemic awareness, phonics and phonetics are the same thing. They are not.

Phonological Awareness

Phonological awareness is a broad term that refers to both explicit and implicit knowledge of the sounds in language. It includes the ability to hear and identify words (word awareness), rhymes (rhyme awareness), syllables (syllable awareness), onsets and rimes (onset and rime awareness), and individual sounds (sound awareness). Phonological awareness refers to an individual's awareness of the sound structure of spoken words.

Phonemic awareness is the understanding that the sounds of **spoken** language work together to make words. Phonemic awareness is only one type of phonological awareness.

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language). Readers use these relationships to recognize familiar words and to decode unfamiliar ones. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling. The goal is to help pupils understand that there is a systematic and predictable relationship between written letters and spoken sounds

Phonetics is the branch of linguistics that deals with the sounds of speech and their production, combination, description, and representation by written symbols. Phonetics is not taught in early reading programs.

Phonics is the term often used to describe the teaching of letter-sound relationships. The goals of phonic instruction is to help pupils learn the relationships between the letters of written language and the sounds of spoken language. Phonics is not the same as phonetics. The goal of phonics instruction—or the relationship between sounds and letters—is to give pupils the tools they need to unlock words during reading. Phonics begins with an understanding that each letter stands for a sound. Those letters and sounds are grouped into words.

English Alphabetic Code and the International Phonetic Alphabet

The International Phonetic Alphabet is defined as an alphabet used across the world where each symbol represents the sounds of spoken language. There is a system which is used to show people how words are pronounced. The system uses a symbol to represent each of the 44 sounds in English. Learners' dictionaries often use these symbols, and if you know what each word sounds like, it can give you an idea of how to pronounce a word in English. An example of a part of the International Phonetic Alphabet (IPA) is the sound of a "p" which is shown in the IPA as "/p/."

| IPA | Letters | Unit of Sound | Key Words |
|----------|-----------------|---------------|---------------------------------------|
| /b/ | b | /b/ | ball, boy, but, web, job, robbery |
| /k/ | c, k, ck, q | /c/ | cat, copy, luck |
| /d/ | d | /d/ | dog, middle, sad |
| /f/ | f, gh, lf | /f/ | fish, lift, off, laugh, half |
| /g/ | g | /g/ | go, goat, leg, regain |
| /h/ | h | /h/ | hat, hot, ahead, rehearse |
| /dʒ/ | j, dg, g | /j/ | jump, jam, jet, joy, judge, George |
| /k/ | k | /k/ | key, king, truck |
| /l/ | l | /l/ | leaf, lip, pull, delight |
| /m/ | m | /m/ | man, swim, ceremony |
| /n/ | n | /n/ | night, pan, sink, renew |
| /p/ | p | /p/ | pig, clap, capable |
| /q/ | q | /q/ | Queen, question, request |
| /r/ | r | /r/ | red, erase |
| /s/ | s | /s/ | sun, dress, cement, sell, nice |
| /t/ | T | /t/ | talk, cat, letter |
| /v/ | V | /v/ | van, love, reveal, Stephen |
| /w/ | W, o | /w/ | Water, one, reward |
| /k/+ /s/ | X | /x/ | ox, x-ray, exercise, success |
| /j/ | Y, u, eu, ew | /y/ | yes, yellow, unique, ewe, Europe |
| /z/ | Z, s | /z/ | zebra, buzz, close, housing |
| /æ/ | A | /a/ | apple, band, map |
| /ɛ/ | E | /e/ | egg, bed, bread |
| /ɪ/ | I | /i/ | in, insect, drip, village |
| /ɒ/ | O | /o/ | on, pot, what |
| /ʌ/ | U | /u/ | up, sun, son, ton, flood, blood |
| /eɪ/ | Ai | /ai/ | rain, away, eight, fate, break, great |

| | | | |
|------|------------|------------------|--|
| /i:/ | Ee | /ee/ | eat, key, chief, |
| /aɪ/ | Igh | /igh/ | high, ride, tie, behind, fly, bike, height |
| /əʊ/ | Oa | /oa/ | boat, bow, rope, dough, plateau, go |
| /u:/ | Oo | /oo/ | moon, blue, cube, new, shoes |
| /ʊ/ | Oo | /oo/ | book, cook, would, good, foot, put |
| /aʊ/ | Ou | /ou/ | bough, how, pout, out, cloud, found |
| /ɔɪ/ | Oi | /oi/ | boy, hoy, oil, boil, avoid |
| /ɔ:/ | Aw | /aw/ | paw, caught |
| /ɑ:/ | Ar | /ar/ | far, art, arm, start |
| /ɔ:/ | Or | /or/ | corn, storm, horse |
| /ɜ:/ | Ir, er, ur | /ir/, /er/, /ur/ | girl, farmer, fur, learn |
| /ɔ:/ | Or | /or/ | storm |
| /ʃ/ | Sh | /sh/ | ship, shop, nation, mission |
| /tʃ/ | Ch | /ch/ | chip, chap, bunch, watch |
| /D/ | Th | /th/ | this , breathe, father (voiced) |
| /T/ | Th | /th/ | think, teeth (unvoiced) voiceless breath |
| /N/ | ng | /ng/ | song, bang, string |

English Phonemic Chart

| | | | | | | | |
|----------------|------------------|---------------|----------------|------------------|---------------|----------------|---------------------|
| i: | ɪ | ʊ | u: | ɪə | eɪ | / | |
| sheep | sh <u>ip</u> | b <u>oo</u> k | sh <u>oo</u> t | h <u>er</u> e | w <u>ai</u> t | | |
| e | ə | ɜ: | ɔ: | ʊə | ɔɪ | əʊ | |
| l <u>e</u> ft | teach <u>e</u> r | h <u>e</u> r | d <u>oo</u> r | t <u>ou</u> rist | c <u>oi</u> n | sh <u>ow</u> | |
| æ | ʌ | ɑ: | ɒ | eə | aɪ | aʊ | |
| h <u>a</u> t | u <u>p</u> | f <u>a</u> r | o <u>n</u> | h <u>ai</u> r | l <u>i</u> ke | m <u>ou</u> th | |
| p | b | t | d | tʃ | dʒ | k | g |
| pe <u>a</u> | b <u>o</u> at | t <u>r</u> ee | d <u>o</u> g | ch <u>ee</u> se | j <u>o</u> ke | c <u>o</u> in | g <u>o</u> |
| f | v | θ | ð | s | z | ʃ | ʒ |
| f <u>r</u> ee | v <u>i</u> deo | th <u>ing</u> | th <u>is</u> | s <u>ee</u> | z <u>oo</u> | sh <u>ee</u> p | telev <u>is</u> ion |
| m | n | ŋ | h | l | r | w | j |
| m <u>ou</u> se | n <u>ow</u> | th <u>ing</u> | h <u>o</u> pe | l <u>o</u> ve | r <u>un</u> | w <u>e</u> | y <u>ou</u> |

References

- Bus, A., M. Van IJzendoorn, & A. Pellegrini. 1995. Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research* 65:1-21
- Clay, M. 1979. *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.
- Cummins, J. 1979. Linguistic interdependence and the educational development of bilingual children. *Review of Educational Research* 49:222-51
- Dickinson, D., & M. Smith. 1994. Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly* 29:104-22
- Dyson, A.H. 1988. Appreciate the drawing and dictating of young children. *Young Children* 43(3):25-32
- Eller, R., C. Pappas, & E. Brown. 1988. The lexical development of kindergartners: Learning from written context. *Journal of Reading Behavior* 20:5-24
- Elley, W. 1989. Vocabulary acquisition from listening to stories. *Reading Research Quarterly* 24:174-87
- Gay Su Pinnell & Irene C. Fountas. 2003. *Phonics lessons*, Heinemann.
- Gibson, E., & E. Levin. 1975. *The psychology of reading*. Cambridge, MA: MIT Press.
- Graves, D. 1983. *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- Karweit, N., & B. Wasik. 1996. The effects of story reading programs on literacy and language development of disadvantaged pre-schoolers. *Journal of Education for Students Placed At-Risk* 4:319-48
- Morrow, L.M. 1988. Young children's responses to one-to-one readings in school settings. *Reading Research Quarterly* 23:89-107
- Sulzby, E. 1985. Kindergartners as writers and readers. In *Advances in writing research*, ed. M.Farr, 127-99. Norwood, NJ: Ablex.
- Wells, G. 1985. *The meaning makers*. Portsmouth, NH: Heinemann. T, G., D. Arnold, J. Epstein, A. Angell, M. Smith, & J. Fischel.
- Wong Fillmore, L. 1991. When learning a second language means losing the first. *Early Childhood Research Quarterly* , 6:323-46

Notes

